

Additional Measures of Student Learning Outcomes Specific to Programs

When faced with the news that it's the student discipline's turn for Outcomes Assessment, it is tempting to ask why the University can't just look at final grades to determine whether a course is successful. Although counting letter grades is easy, it provides neither consistent nor meaningful information about student success in a multi-section course.

Grades do not provide:

- specific information about students' performance on core learning outcomes
- meaningful data across sections
- objective student data which can be used for improvement of student learning or recognition of student achievement

There is no one right way to implement Outcomes Assessment. Across the country colleges have proceeded in a variety of ways, each adopting an approach they feel is best suited to the circumstances of their institution. Additional measures of student learning outcomes, specific to each program of study, have been developed and monitored as discussed below. Reagan National University continues to review and research other possible student learning outcomes that may be appropriate for current programs.

Business Administration Programs: Capstone Courses

As noted in previous sections, the campus offers both a bachelor's degree and a master's degree program in Business Administration. The capstone course is a method of summative evaluation in which the student is given an opportunity to demonstrate integrated knowledge and growth in the major. The course may assess a student's cognitive, affective, and psychomotor learning in the major and also the overall collegiate learning experience. Each Capstone's purpose is to further enhance student learning while cultivating crucial life abilities that are important both academically and professionally: establishing connections within the larger community, developing strategies for analyzing and addressing problems, and working with others trained in fields different from one's own.

A capstone course was developed and implemented for each of the programs during the 2017 – 2018 academic years. The capstone courses are offered to be completed by students during their last or second last term prior to graduation. The capstone courses for the two programs are as follows:

- Bachelor's degree program: MGT 472 Operations Management
- Master's degree program: MGT 522 Strategic Management

The campus uses the final grade from the capstone course for each of the Business programs as an indicator of the overall level of skills, knowledge, and understanding attained by students who have completed the program. An ad hoc committee of three Business faculty members, two full-time and one part-time, worked together initially to develop proposed content and objectives for the capstone courses. The draft of their work was provided to other faculty members as well as members of the program advisory committee for review and comment to verify validity of the proposed course content and objectives.

Development and use of a capstone course as a major measure of student learning for the Business programs has been implemented (a) because all students must complete the course

during their final terms of instruction, and (b) the capstone courses have been structured and offered to incorporate skills, knowledge, and understanding acquired in all previous business courses completed for the programs.

The mean course grades achieved for students completing MGT 472 Operations Management and MGT 522 Strategic Management are reviewed and analyzed by the Management program chair and faculty at the end of each year.

The baseline rate and goal for the capstone course grades is to be at 3.5 or higher. This was established as the baseline and goal when the course was initially implemented on a pilot basis in 2012. The Business program chair and faculty continue to review and analyze the course grades to determine whether baseline rates and goals should be changed. However, based on experience to date, it has been determined to continue with current expectations.

Grades for the two capstone courses for the most recent three terms are reported in Table 13.

Table 13. BUSINESS ADMINISTRATION CAPSTONE COURSE GRADES
Average (Mean) Grade

| Course | 2016 | 2017 | 2018 |
|-------------------------------|-------------|-------------|-------------|
| MGT 472 Operations Management | 3.44 (N=7) | 3.57 (N=5) | 3.64 (N=5) |
| MGT 522 Strategic Management | 3.74 (N=4) | 3.62 (N=6) | 3.71 (N=3) |

Capstone projects are graded by using a standard rubric in which points are assigned or deducted based on specific criteria. While use of the rubric is intended to promote consistency in grading, there will be variations in grading decisions by the faculty members grading the submissions. These variations are appropriate in the review of a complex policy analysis, and are consistent with the variations in decision-maker support that a policy analysis would achieve in a real-world project.

As reported in the table, there has been relatively limited change in the capstone course grades over the past three terms. The goal of achieving at least a 3.50 average grade for the courses has been achieved for the all three years, except for the MGT 472 course in 2013. The Business program chair met with the instructor for the MGT 472 course after seeing the average grade reported as 3.44 to discuss the issues regarding to the teaching of the course. The grades were picked up in next two years. Therefore, no additional review or corrective action was deemed to be necessary.

Business Administration Action Plan

As noted, the capstone courses have been offered for only five years, the average grades have been relatively stable for both courses during that time, and the goal of achieving a 3.50 grade has been achieved for each offering with only one exception. Given the preceding, the Business program chair and campus administration agree that there is no need for major change in this area at present.

Finance Programs: Portfolio Courses

Portfolio – a collection of student work organized around a specific goal, e.g., set of standards or benchmarks or instructional objectives); it can contain items such as handouts, essays,

rough drafts, final copies, artwork, reports, photographs, graphs, charts, videotapes, audiotapes, notes, anecdotal records, and recommendations and reviews; each item in the portfolio provides a portion of the evidence needed to show that the goal has been attained. The portfolio development courses will guide students through the process to identify areas where they have college level knowledge. Students will learn how to write a biographical overview of their relevant background, analyze course knowledge components, complete a narrative essay to show how what they learned matches the knowledge components for a specific course, and choose appropriate supporting documentary evidence. Student’s final grade for the course will be determined by his/her final portfolio, which will showcase his/her work from the quadmester. These assessments will be designed to help he/she prepares his/her work for inclusion in the portfolio, but they – especially the advisory grades – will not contribute to his/her portfolio grade. That is, his/her portfolio grade will NOT be an average of his/her advisory grades. Instead, it will reflect the overall quality of his/her writing and writing processes at the end of the quadmester, as evidenced by the reflective introduction and the portfolio drafts of the papers he/she choose to include. The portfolio review process takes into consideration the student’s achievements in the entire MPA Program curriculum.

A portfolio course was developed and implemented for each of the programs during the 2016 – 2018 academic years. The portfolio courses are offered to be completed by students during their last or second last term prior to graduation. The capstone courses for the two programs are as follows:

- Bachelor’s degree program: FIN 422 Corporate Finance
- Master’s degree program: FIN 599 Finance Project

Portfolio grades for these courses and the final course grades are great ways to collect data needed to demonstrate student learning outcomes. According to ACICS Accreditation Criteria 3-1-111, the data needed to demonstrate student learning outcomes includes portfolios and course grades. The use of rubrics, a scoring guide that identifies the standards and criteria for a given assignment, were used for the portfolios. The rubrics helped to simplify grading and ensure consistency and they helped to assess portfolios.

The baseline rate and goal for the portfolio course grades is to be at 3.5 or higher. This was established as the baseline and goal when the course was initially implemented on a pilot basis in 2012. The Business program chair and finance faculty continue to review and analyze the course grades to determine whether baseline rates and goals should be changed. However, based on experience to date, it has been determined to continue with current expectations.

Grades for the two capstone courses for the most recent three terms are reported in Table 14.

Table 14. FINANCE PORTFOLIO COURSE GRADES
Average (Mean) Grade

| Course | 2016 | 2017 | 2018 |
|---------------------------|------------|------------|------------|
| FIN 422 Corporate Finance | 3.51 (N=5) | 3.5 (N=2) | 3.51 (N=5) |
| FIN 599 Finance Project | 3.5 (N=1) | 3.61 (N=3) | 3.5 (N=1) |

As reported in the table, there has been relatively limited change in the portfolio course grades

over the past three years. Evaluation of portfolios might show that too high a percentage of portfolios showed difficulty in adjusting the aperture appropriately for extremely bright lighting conditions. However, this ensures a consistent approach and assures quality. As indicated and confirmed by instructors, this is most likely a result of the relatively small class size during those terms. Further, the goal of achieving at least a 3.5 average grade for the courses has been achieved for each of the three year. Therefore, no additional review or corrective action was deemed to be necessary.

V. DISTANCE EDUCATION

Distance education has been part of Reagan National University's educational plan for more than 3 years. It has been identified as an important component in meeting the University's strategic goals, which are derived from the Mission Statement. The main format is online classes using the Moodle course management system. Online classes allow for more instructor – student interaction. The Board adopted a policy on Distance Education that emphasis on effective contact reflects Reagan National University's commitment to both strategic goals "Become a learner-centered institution by focusing on student success," and "Improve student access to University programs and services".

Reagan National University is planning to offer distance education courses through two systems: online and video courses. According to studies, online courses provide a more consistent and higher quality educational experience. An application for offering distance education for all degree programs will be submitted to ACICS for approval in spring 2020.

VI. IMPLEMENTING, MONITORING, AND EVALUATING THE CEP

As described on page 5, the Campus Effectiveness Committee (CECom) is charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan (CEP). The CECom meets following submission of the Campus Annual Report to review outcomes, complete the annual evaluation of the CEP, and prepare the initial version of the CEP for the next CAR period. The new plan is then shared with all faculty and staff, campus advisory committee members, and other interested parties. Subsequently, the CECom meets every quarter, usually following the beginning of each quadmester to review periodic reports related to progress on achieving goals in key elements or operations that have been submitted. The committee analyzes data and the implementation of plans up to that point and makes whatever adjustments are deemed desirable. Minutes of the four CECom meetings held the past year are included in Appendix A, and the Annual CEP Evaluation Report is included in Appendix B. CECom meeting minutes document that specific activities listed in the plan are being carried out and that periodic progress reports for the elements being measured and evaluated are being completed, submitted to the CECom, and reviewed and analyzed by CECom members. As noted in the minutes, plans and goals are adjusted when necessary.

VII. SUMMARY AND CONCLUSIONS

In addition to the University's long-term Strategic Plan, the following 10 short-term steps are being implemented specifically based on the data analyzed in this report. Table 15 is revised and up-dated during the year as further plans are developed and goals are met.

Table 15. SUMMARY OF SHORT-TERM IMPROVEMENT PLANS

| | Charge | Person Responsible | Status/Reporting Date |
|----|---|---------------------------|--|
| 1 | Achieve financial security by creating a new financial model | Business Manager | Implemented, effective Winter 2019. |
| 2 | Enhance the undergraduate academic core | Academic Dean | Fall 2019 senior leadership prepares initial recommendations. |
| 3 | Utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department levels. | Academic Dean | Interpret data and develop hypotheses about how to improve student learning Spring 2019. |
| 4 | Develop and retain a highly qualified and diverse faculty and staff | Department Chairs | Examine past recruitment methods and modify them when necessary to prevent inadvertent exclusion of diverse candidates. |
| 5 | Encourage and support participation in professional development to strengthen programs and services | Academic Dean | 2019 RNU workshops immerse our instructors and program staff in exploration of best practices for contextualized and integrated instruction. |
| 6 | Align administrative and academic policies and procedures to support the University's purpose and achieve its envisioned future | Board of Directors | Board of Directors will review current administrative and academic policies in its October meeting. |
| 7 | Provide up-to-date facilities and infrastructure to enhance academic programs | President | Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community in fall 2019. |
| 8 | Utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs | IT Manager | Upgrade computing facilities and campus network in summer. |
| 9 | The University will prepare students for success through the development and support of exemplary programs and services | Department Chairs | October CECOM meeting. |
| 10 | The University will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals | Student Service Director | October CECOM meeting. |

In summary, Reagan National University uses its CEP as the primary short-term planning document to guide all aspects of campus operations. As items in the long-range Strategic Plan near implementation, they are incorporated into the CEP, thus promoting continuous improvement for the college.



ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

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: | 00276405 | Institution Name: | Reagan National University | | |
| Program Name: | BSIT -- Computer Science | Program Length (wks) | 208 | Credential Level | Bachelor's |

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

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

*DE = Distance Education

| TOTALS | | 1,935.00 | - | - | 1,935.00 | 129.00 | - | - | 129.00 | Optional | | |
|---------------|--|--------------|----------|---------------|----------|---------------------------------|---------------------|-----------------------|--------|---------------|-----------------------|---|
| Course Number | Course Titles | Gen Ed (Y/N) | DE (Y/N) | CONTACT HOURS | | | | ACADEMIC CREDIT HOURS | | | Total Credits Awarded | Insert credit adjustment less than calculated |
| | | | | Lecture | Lab | Practicum Internship Externship | Clock/contact hours | Lecture | Lab | Intern Extern | | |
| COM 303 | Intercultural Communications | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| COM 305 | Writing for the Internet | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 111 | College English I | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 112 | College English II | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 113 | Introduction to Speech | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 103 | College Algebra | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 114 | Mathematics for Computer Science | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 231 | Calculus | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| STA 201 | Introduction to Statistics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 122 | Introductory Anthropology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 214 | Human Evolution | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 219 | Environmental Anthropology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 111 | Early American History | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 112 | Islam and the Middle East | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 213 | History of Traditional East Asia | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ART 115 | Modern Art History | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 201 | Introduction to Western Philosophy | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 301 | Logic | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 302 | Ethics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 124 | Introduction to Chemistry | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 134 | Introduction to Biology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 144 | Introduction to Physics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 154 | Introduction to Geology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 164 | Introduction to Environmental Science | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| POL 120 | American Political Thoughts | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| POL 130 | Climate Changes and International Politics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SOC 300 | Social Psychology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SOC 313 | Law and Society | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 121 | Computer Science I | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 122 | Computer Science II | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 210 | Database Management | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 211 | Introduction to Digital Logic Design | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 224 | Principles of Programming Languages | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 261 | Introduction to Algorithm | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 325 | Operating Systems | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 327 | Data Structure | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 331 | Computer Architecture | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 332 | Data Communication | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 345 | Computer Graphics | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |



ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

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: | 00276405 | Institution Name: | Reagan National University | | | |
| Program Name: | BSIT -- Management Information Systems | | Program Length (wks) | 208 | Credential Level | Bachelor's |

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

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

*DE = Distance Education

| TOTALS | | 1,980.00 | - | - | 1,980.00 | 132.00 | - | - | 132.00 | Optional | | |
|---------------|--|--------------|----------|---------------|----------|---------------------------------|---------------------|-----------------------|--------|---------------|-----------------------|---|
| Course Number | Course Titles | Gen Ed (Y/N) | DE (Y/N) | CONTACT HOURS | | | | ACADEMIC CREDIT HOURS | | | Total Credits Awarded | Insert credit adjustment less than calculated |
| | | | | Lecture | Lab | Practicum Internship Externship | Clock/contact hours | Lecture | Lab | Intern Extern | | |
| COM 303 | Intercultural Communications | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| COM 305 | Writing for the Internet | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 111 | College English I | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 112 | College English II | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 113 | Introduction to Speech | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 103 | College Algebra | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 114 | Mathematics for Computer Science | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 231 | Calculus | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| STA 201 | Introduction to Statistics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 122 | Introductory Anthropology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 214 | Human Evolution | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 219 | Environmental Anthropology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 111 | Early American History | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 112 | Islam and the Middle East | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 213 | History of Traditional East Asia | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ART 115 | Modern Art History | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 201 | Introduction to Western Philosophy | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 301 | Logic | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 302 | Ethics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 124 | Introduction to Chemistry | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 134 | Introduction to Biology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 144 | Introduction to Physics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 154 | Introduction to Geology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 164 | Introduction to Environmental Science | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| POL 120 | American Political Thoughts | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| POL 130 | Climate Changes and International Politics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SOC 300 | Social Psychology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SOC 313 | Law and Society | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ACC 201 | Introduction to Financial Accounting | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 121 | Computer Science I | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 122 | Computer Science II | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 210 | Database Management | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| CSC 331 | Computer Architecture | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 201 | Finance Theory | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| IFS 101 | Information Systems Principles | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| IFS 220 | Information Policy | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| IFS 337 | Principles of Decision Making | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| IFS 377 | Data Mining | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| IFS 411 | Cyber Security | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| IFS 427 | The Laws in Cyber Space | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |



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| | | | | | |
|-----------------|----------------|----------------------|----------------------------|------------------|------------|
| Institution ID: | 00276405 | Institution Name: | Reagan National University | | |
| Program Name: | BBA -- Finance | Program Length (wks) | 208 | Credential Level | Bachelor's |

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

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

*DE = Distance Education

| TOTALS | | 1,935.00 | - | - | 1,935.00 | 129.00 | - | - | 129.00 | Optional | | |
|---------------|--|--------------|----------|---------------|----------|---------------------------------|---------------------|-----------------------|--------|---------------|-----------------------|---|
| Course Number | Course Titles | Gen Ed (Y/N) | DB (Y/N) | CONTACT HOURS | | | | ACADEMIC CREDIT HOURS | | | Total Credits Awarded | Insert credit adjustment less than calculated |
| | | | | Lecture | Lab | Practicum Internship Externship | Clock/contact hours | Lecture | Lab | Intern Extern | | |
| COM 303 | Intercultural Communications | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| COM 305 | Writing for the Internet | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 111 | College English I | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 112 | College English II | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 113 | Introduction to Speech | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 103 | College Algebra | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 114 | Mathematics for Computer Science | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 231 | Calculus | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| STA 201 | Introduction to Statistics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 122 | Introductory Anthropology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 214 | Human Evolution | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 219 | Environmental Anthropology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 111 | Early American History | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 112 | Islam and the Middle East | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 213 | History of Traditional East Asia | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ART 115 | Modern Art History | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 201 | Introduction to Western Philosophy | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 301 | Logic | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 302 | Ethics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 124 | Introduction to Chemistry | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 134 | Introduction to Biology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 144 | Introduction to Physics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 154 | Introduction to Geology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 164 | Introduction to Environmental Science | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| POL 120 | American Political Thoughts | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| POL 130 | Climate Changes and International Politics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SOC 300 | Social Psychology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SOC 313 | Law and Society | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ACC 201 | Introduction to Financial Accounting | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ECO 201 | Principles of Microeconomics | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ECO 202 | Principles of Macroeconomics | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 201 | Finance Theory | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 301 | Financial Law | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 333 | Financial Quantitative Methods | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 356 | Financial Capital | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 380 | Entrepreneurship | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 411 | Investment | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 420 | Real Estate Finance | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 422 | Corporate Finance | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 423 | International Trade | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |



ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

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: | 00276405 | Institution Name: | Reagan National University | | |
| Program Name: | BBA -- Management | Program Length (wks) | 208 | Credential Level | Bachelor's |

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

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

*DE = Distance Education

| TOTALS | | 1,935.00 | - | - | 1,935.00 | 129.00 | - | - | 129.00 | Optional | | |
|---------------|--|--------------|----------|---------------|----------|---------------------------------|---------------------|-----------------------|--------|---------------|-----------------------|---|
| Course Number | Course Titles | Gen Ed (Y/N) | DE (Y/N) | CONTACT HOURS | | | | ACADEMIC CREDIT HOURS | | | Total Credits Awarded | Insert credit adjustment less than calculated |
| | | | | Lecture | Lab | Practicum Internship Externship | Clock/contact hours | Lecture | Lab | Intern Extern | | |
| COM 303 | Intercultural Communications | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| COM 305 | Writing for the Internet | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 111 | College English I | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 112 | College English II | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ENG 113 | Introduction to Speech | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 103 | College Algebra | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 114 | Mathematics for Computer Science | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MAT 231 | Calculus | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| STA 201 | Introduction to Statistics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 122 | Introductory Anthropology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 214 | Human Evolution | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ANT 219 | Environmental Anthropology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 111 | Early American History | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 112 | Islam and the Middle East | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| HST 213 | History of Traditional East Asia | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ART 115 | Modern Art History | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 201 | Introduction to Western Philosophy | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 301 | Logic | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| PHI 302 | Ethics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 124 | Introduction to Chemistry | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 134 | Introduction to Biology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 144 | Introduction to Physics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 154 | Introduction to Geology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SCI 164 | Introduction to Environmental Science | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| POL 120 | American Political Thoughts | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| POL 130 | Climate Changes and International Politics | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SOC 300 | Social Psychology | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| SOC 313 | Law and Society | Y | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ACC 201 | Introduction to Financial Accounting | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ECO 201 | Principles of Microeconomics | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| ECO 202 | Principles of Macroeconomics | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 201 | Finance Theory | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| FIN 301 | Financial Law | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| IFS 220 | Information Policy | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MGT 201 | Principles of Management | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MGT 300 | Strategic Planning | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MGT 312 | Human Resource Management | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MGT 313 | Teams, Groups and Leadership | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MGT 412 | Managerial Psychology | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |
| MGT 450 | International Management | N | Y | 45.00 | | | 45.00 | 3.00 | - | - | 3.0 | |



ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

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

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Reagan National University
Address: 114 S Main Ave, Sioux Falls, SD 57104
ACICS ID Code: 00276405
Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name: Main
Main Campus Address: 114 S Main Ave, Sioux Falls, SD 57104
Main Campus ID Code: 00276405

History of accreditation with ACICS and with other agencies:

Reagan National University is accredited by ACICS on December 19, 2017.

Brief history of the institution:

Previously known as Si Tanka University, Reagan National University is located near the heart of the state of South Dakota home of the Mount Rushmore National Memorial. Chartered by Sioux Tribe in 1973, Si Tanka University got its name to honor one of its leaders, Si Tanka (Bigfoot). Reagan National University is an independent, private, nonsectarian, comprehensive university with a diverse learning community offering unique undergraduate and graduate programs.

Reagan National University offers active learning in a vibrant atmosphere where students connect the classroom and their world. With a focus on undergraduate and graduate studies, RNU's nurturing environment offers a traditional business and IT education combined with practical experiences such as internships, academic and career counseling and volunteer opportunities. Ours is a diverse intellectual community in a unique learning environment that provides the best of all worlds: small, intimate classes in a collaborative information technology setting dedicated to the advancement of students from all over the world. RNU is committed to diversity, sustainability, discovery and excellence, and to inspiring students to think, care, create, and pursue justice in a global community. With our strength of academic programs, the broadening of our global perspective, and our ongoing commitment to diversity, we continue to do what we have done from the beginning with a keen eye to the future.

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

1/8/2019 show-cause directive for non-compliance with the placement student achievement standard and was vacated on May 20, 2019.

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

N/A

List of international activities:

N/A

Description and scope of distance education activities: Hybrid Fully Online



N/A

Participation in Federal Financial Aid Programs: Yes No

INSTITUTIONAL CHANGES

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

- Management: None
- Change of Ownership: None
- Program offerings: None
- Curriculum: None
- Institutional delivery: None
- Other changes: None

1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

The mission statement was developed and approved by the Board of Directors. The University reviews its Mission Statement on a regular basis through its University Institutional Improvement Plan cycle and annual review.

1.2 State the institution's mission and supporting objectives.

The Board of Directors has established the mission of Reagan National University as follows:

Reagan National University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.

-Board Action (Reapproved January 2019)

Vision Statement

The Board of Directors developed a Vision Statement in order to focus the strategic planning process.



The Reagan National University aspires to be a nationally recognized, comprehensive university that nurtures an environment of intellectual vitality.

-Board Action (Reapproved January 2019)

Institutional Goals and Objectives

In accomplishing our mission, we are guided by the following basic goals and objectives:

- To help students achieve a superior level of professional skills in business and information technologies.
- To provide programs that meet the needs of the community while consistently reviewing the curriculum ensuring that the applicable skills and knowledge acquired result in employment.
- To offer graduates viable career options by providing quality educational programs based on employer-driven requirements.
- To provide job placement and maintain healthy relationship with students and employers.
- To instill, through knowledge, the ability to contribute to society in a professional and successful manner.
- To provide variable and accessible training opportunities that remain current with the most recent technologies.
- To hire faculty members who are industry experts and demonstrate expertise in their respective fields both professionally and academically.
- To provide our students with a facility that offers technologies and equipment relevant to the field of study.
- To develop within students a desire for life-long learning and education.

-Board Action (Reapproved January 2019)

1.2.1 Cite where it is found in the catalog.

P. 7

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

As a premier leader in career-focused education, RNU values an education and employment environment which promotes:

Success – The University is committed to the personal, academic, and professional success of its students, employees, and graduates by providing high-quality education programs, instruction, professional development opportunities, support services, and guidance.



Integrity – The University expects personal and professional integrity in the fulfillment of its mission.

Excellence – The University sets excellence as a standard in all areas of operation.

Diversity – The University celebrates and embraces diversity; emphasizing inclusion and open dialogue.

Community Involvement – The University encourages and supports student and employee involvement in their respective communities to mutually enhance civic, personal, and intellectual development.

Lifelong Learning – The University fosters an environment where students and employees actively pursue lifelong learning.

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

- Foster learning and academic excellence by providing effective programs and services,
- Support and promote teaching excellence across all disciplines,
- Engage students and spark intellectual curiosity in learner-centered environments,
- Integrate academic and student support services across the college,
- Identify and implement responsive instructional practices that increase the learning and success of our diverse students.

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

- Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability,
- Increase the amount of discretionary, unrestricted general fund local revenue,
- Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students. Manage enrollment and course offerings to maximize apportionment funding.

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

Reviews incorporate University goals, balance strategies, service area outcomes, and resource needs including staff, facilities, financial resources, equipment and professional development. Departments and programs within instructional and student services areas submit Annual Program Plans. Every two years, these departments and programs undergo Comprehensive Program Review, including course, program, and institutional outcomes and is also integrated into the planning and budget processes to improve institutional effectiveness.

1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

- Support development of the whole student from early college awareness through successful completion of educational and career goals,



- Expand and sustain district access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies,
- Increase retention and academic progress through student engagement with: academic and student services, faculty and staff, and campus and community activities,
- Increase the number of students who complete their educational plans and goals.

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

- Continuously improve institutional effectiveness in support of our students, staff, and communities,
- Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation,
- Enhance internal and external communication.

INSTITUTIONAL EFFECTIVENESS

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

The Campus Effectiveness Plan Committee (CECom) is charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan.

1.7.1 Who is responsible for implementing and monitoring the plan?

President

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

Year:2016 Rate:96%

Year:2017 Rate:97%

Year:2018 Rate:100%

Explanation (if necessary)

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

Very Stable

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

Retention: 100% Placement: 65%

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

Previous data

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

Improve the quality of our programs

Maintain accreditation

Hiring faculty with real world experience

1.12 What data are utilized to evaluate the following elements:



- a. Level of graduate satisfaction
Degree related jobs
- b. Level of employer satisfaction
Graduates job performance
- c. Student learning outcomes
College Assessment of Academic Proficiency (CAAP).

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

- a. Satisfaction of graduates
Graduate survey
- b. Satisfaction of employers
Employer survey
- c. Student learning outcomes
College Assessment of Academic Proficiency (CAAP)
GPA

1.13 How is the campus effectiveness plan evaluated?

Evaluated by chief administrators, faculty and students.

1.13.1 What is the schedule for evaluation?

Annually

2. ORGANIZATION

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

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

The Board of Directors is responsible for establishing academic and administrative policy and reviewing the performance of the University and its designated officers. Performance is reviewed by regularly evaluating the accomplishment of goals that may be set forth by the Board of Directors. Board Directors are appointed by the shareholders at the corporate shareholder meeting. According to RNU Bylaws, a faculty representative will sit on the Board of Directors as a voting member. The members of the Board hold their offices for a term of five years from the first day of their appointment and until their successors are appointed and qualified. Directors may be reappointed to serve one additional term for a total of ten years. The Board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the Board except by formal delegation of authority by the governing board as a whole. At present, the Board has 5 members. (p. 9)

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?

Employment contracts.

2.2.1 How is this documented?



All faculty and staff sign an contract with the University and a copy of the contract will stay in the employees' personal records. All employees' records are saved in the HR office.

- 2.3 How does the administration monitor and evaluate activities of faculty and staff?
Annual evaluation and regular observations.
- 2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.
In the faculty and employment handbooks, there are sections of integrity of job performance and academic freedom.
- 2.5 How is the policy for ensuring academic freedom communicated to faculty?
It is stated in the Faculty Handbook.
- 2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?
These policies are publised in the University catalog and website. Regular updates will be posted through emails.
- 2.7 Describe any plans for the improvement of the organization.
RNU is looking forward to expand its student population by offering a new Masters of Accountancy (MAcc) and adding a new teaching mode -- Distance Education for all degree programs.



3. ADMINISTRATION

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

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

President. He is education qualify and experienced in running educational institute.

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

a. Programs of study

Annual review from the department and the academic areas.

b. Student activity programs

Annual review from the Student Services Office and students' feedbacks such as surveys from students.

c. Guidance services

Annual review from the Student Services Office and the academic counselors provides feedbacks from the students.

d. Financial aid services

N/A

e. Instructional procedures

Student surveys for each class.

f. Instructional resources

Student surveys.

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

Official transcripts from the colleges faculty graduated from.

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

a. Financial aid activities

N/A

b. Admissions

Admissions Office

c. Curriculum

Department Office

d. Guidance

Student Services Office

e. Library or instructional resources

Registration Office



- f. Instructional supplies and equipment

Academic Dean's Office

- g. School plant

President's Office

- h. Faculty and staff

HR Office

- i. Student activities

Registration Office

- j. Student personnel

Registration Office

- k. Campus Accountability Reports

President's Office

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

Historically, University records such as receipt, grading, recordings of the results, and return of examinations have been preserved in paper files. Presently, however, advances in technology are beginning to present a viable alternative to paper records: electronic data stored in computer systems.

The academic management systems (AMS) used at Reagan National University is a computer system called G.A.M.E.S. (Global Academic Management and Evaluation Systems) developed by EduTechs. This system is an intelligent web-based system which is an effective tool in the higher education sector for the purpose of students' academic advising and progress monitoring. It provides a neat and clean user interface and smooth and user friendly navigation with login access to various stakeholders of the system. These stakeholders can be faculty, staffs, students and administrators of Reagan National University. It takes care of entire lifecycle of students right from the admission to completing their studies in RNU. G.A.M.E.S. has various modules which manages admissions, attendance, time table, examinations, mark sheets, results, grading, book store, library etc. It consists of functionality such as automated enrolment and enrolment variations, providing academic advices based on the student's personal profile and interests, creating a study plan for the student according to his/her current stage, calculating credits and final degree evaluation. It can periodically update the student database.

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

N/A

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

RNU required students to have their schools to send their academic records to the University directly.

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



RNU only accept students from accredited institutes. If the admissions office has question about foreign transcripts, students will be requested to get verification from a professional degree verification companies.

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

4-point system with grades assigned with A, B, C and D.

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

RNU uses a quadmester system -- semester hours with quarter terms.

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

All student transcripts are saved in digital format and under the University data security platform.

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

It is on the back of the transcript and is consistent with catalog.

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?

All students records are saved in digital format and can be saved permanently. The University has a system to ensure the records are safe from theft, fire and other possible loss. It is under the University's Record Management Policy.

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

RNU uses G.A.M.E.S. to keep students' record safe. Two backup copies will be kept in different locations – one on campus and the other one is outside the campus. Faculty, staffs, students and administrators of Reagan National University have rights to access student records. And depending on the pre-set, different stake holders have different access levels.

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

Permanently.

3.10. Describe any plans for improvement in the administration.

Add more staff and continuously to have professional for staff.



4. RELATIONS WITH STUDENTS

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

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

The admissions process is integral to the educational mission of the University. At Reagan National University, the admissions policies should be formulated and implemented and the admissions function may be divided into three parts.

First, the legislative function establishes the substantive provisions of an admissions policy, i.e., standards and goals describing the qualities of the students sought that can be applied to the applicant pool. The legislative function is essentially a determination of educational policy. Accordingly, the guidelines place responsibility for this function on the several faculties after appropriate consultation with administrators and student groups.

Second, the administrative function translates admissions standards and goals into procedures for attracting a suitable body of qualified applicants, for differentiating among them and for persuading those who best fit the admission criteria to attend the University. The administrative function is a responsibility of academic administrators and the Academic Dean is ultimately responsible for it.

Third, the monitoring function involves regular evaluation both of the validity of the norms set in admissions policies and the efficacy of administrative practices in fulfilling the normative standards and goals. The monitoring function is, in major part, a responsibility of each academic department. Regular review of prior experience provides a basis for possible amendment of the admissions policy and assures that the prevailing policy's standards are being carried out faithfully. The University Board of Directors through its Committee on Academic Affairs also participates in the monitoring function.

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

No

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

The admissions policy requirements and practices are regularly reviewed. If there are any recommendations for policy modification, it will be presented to the Academic Dean. It will be discussed at the President's cabinet meeting and, if necessary, it will be presented to the Board of Directors for further discussions.

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

No



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

Application form, student transcripts, recommendation letters, student's government issued ID.

4.4 Describe the student recruitment program.

RNU does not use outside agencies to recruit students. All recruiting efforts are done by the marketing team of the Admissions Office. At Reagan National University, Affirmative Action, Equal Employment Opportunity and Diversity are not separate actions in the recruitment and selection process in all positions include recruiting personnel. They are key variables which are woven into each step of the process to support RNU's achievement of excellence. In order to increase efficiency in hiring and retention and to ensure consistency and compliance in the recruitment and selection process, the University follows the following steps in hiring.

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

RNU has a formal training program in place to train all of its recruiters and staff involved in recruiting and interviewing processes. RNU has a process in place whereby it evaluates volunteers, staff, and recruiters to ensure they are effectively representing the University. Information will be provided to all of the University's representatives involved in recruiting including messaging about job opportunities, the University, the University's policy on international students, general screening techniques, and the University's recruiting process.

Recruiting fundamentals training should include the following elements:

Employment process

- Legal issues/compliance requirements
- Ethics
- RNU policies, procedures, and processes

Interviewing skills

- Behavioral-based interviewing
- Technical interviews, as required
- Nontraditional interviews (video, web, and recorded interviews)
- Case study interviews
- Evaluated presentations

Candidate assessment and selection skills

- Legal issues, e.g., legal/illegal interview questions
- Evaluative tests/screening tools

Consultation skills



Event planning skills

- Attention to detail
- Organizational
- Negotiation skills
- Budgeting
- Relationship management

Knowledge of individual school process and operations

- Career services office
- School schedule
- Academic departments/faculty
- Alumni

Use of social media

Technology

- Applicant tracking system
- Operating systems
- Candidate relationship management system
- Mobile applications
- Web-based technology and resources

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

At Reagan National University, every effort is made to ensure top-quality programs and courses are presented to our students. The University seeks to achieve academic excellence and ensure the substantial content of each RNU course.

Transfer Policies

RNU welcomes applications from transfer students from other higher education institutes. RNU's policy is to help each incoming student transfer the maximum number of applicable credits, minimizing course repetition and ensuring appropriate course selection.



The Reagan National University Transfer Policies are:

1. Minimal acceptable grades are: 'C' for undergraduate and 'B' for Master's programs.
2. Reagan National University does not discriminate credit transfer on the source of accreditation of the sending institution.
3. Types of course that will be considered, including any courses offered outside of an institutional setting, such as those offered by the military, in the workplace, through apprenticeship and/or training programs, or other such programs recognized by the American Council on Education's Center for Adult Learning and Education Credentials programs.
4. Reagan National University accepts earning credit through examinations such as the ACT Proficiency Examination Program (PEP), the College Board's Advanced Placement (AP) program and College-Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing (DSST), widely accepted industry certification, or institution-developed tests.
5. To be eligible for transfer credit, official transcripts must be submitted to the Office of Admissions by the end of the student's first quadmester of study. Student must submit all official college transcripts from each college attended prior to RNU. Transcripts must be in English. The student is responsible for providing official translations from an appropriate, competent third party service; or are translated into English by a trained, qualified transcript evaluator fluent in the original language on the transcript.
6. Reagan National University will only accept credits within the most recent 7 years or fewer. The maximum numbers of credit transfer are:

Undergraduate Degrees: A maximum of three-fourths of the credits required may be awarded for transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test-out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.

Master's Degrees: A maximum of one-half of the credits required for master's degrees may be given through transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.

7. Transfer credit is evaluated in relationship to the desired degree program. Only credit which is applicable to the degree program requested will be accepted in transfer. Once enrolled in a RNU degree program, a student may not take courses elsewhere and apply them for transfer credit, except in extenuating circumstances and when permission is granted by the academic dean's office.
8. Documentation that is required, e.g., transcript, catalog, syllabi, or course outlines.
9. Student must submit all official college transcripts from each college attended prior to RNU. Transcripts must be in English. The student is responsible for providing official translations from an appropriate, competent third party service; or are translated into English by a trained, qualified transcript evaluator fluent in the original language on the transcript. In either case, the evaluator or the service must have expertise in the educational practices of the country of origin. They must include an English translation, along with the original transcript. Both documents must be on file at the University. The transcript(s) should be received 30 days prior to the student's start date at the university.
10. If a student does not agree with RNU's decision on the granting of credit that he/she earned at a prior higher education institution, he/she has the right to submit an appeal to the Admissions Office. Once all of the



required information is received, the expectation is that the Admissions Office will provide he/she with a written response within 15 business days. If the decision finds merit to change the course to meet a major requirement, the Admissions Office will notify the student, the Department Chair will see that the change is made to the student record. If the decision is unchanged, the student may take the appeal to the Academic Dean by submitting in writing along with requested materials. The Academic Dean will respond to the appeal within five business days from receipt of the completed appeal application. The decision made by the Academic Dean is final.

11. There is no fees for evaluation, or granting transfer of credit.

4.6.1 Where are these policies and procedures published?

Catalog and website

4.6.2 Describe any articulation agreements with other institutions.

N/A

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

N/A

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

N/A

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

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

Registrar

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

A determination of satisfactory performance and progress may be made upon review of the consideration of the student's progress relative to other students in the program or to an individually negotiated schedule. Full or partial withdrawal from a quardmester may be considered as failure to maintain satisfactory progress and a student may be dropped as a result if he or she was on final probation for the previous quarter.

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

The registrar reviews the student's records and the department chair will be informed if there is a problem with student's academic progress. A faculty advisor will be assigned to the student as an advisor.

4.8.2 Who monitors probation?

Department Chair

4.8.3 How is attendance verified?

Departments are responsible for monitoring and interviewing students, as part of their overall responsibility for student support and retention. Departments should monitor student attendance against their own requirements and identify students whose progress gives cause for concern.

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

The policy allows the Registrar to evaluate students their degree progress. The official audit is conducted by the Registrar's Office, Graduation Audit Unit, and supersedes all other indications that



the student has completed all the degree requirements. Degree audit identifies the course requirements for the program and indicates which of these courses the student has completed. A degree audit excludes all developmental course work and courses not counted in the program. It is a process that matches courses a student has completed with the requirements of a particular academic degree program. The degree audit produces a report that the Registrar can review and approve the student degrees. The degree audit is the final step before graduation.

FINANCIAL RELATIONS

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

N/A

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

Tuition and fees at the University are posted in the catalog and website. There is no difference of fees and tuition among students.

- 4.11 What are the refund policies and procedures?

The University Refund Policy is clearly stated that “Any money due a student must be refunded within 30 days of a cancellation request, regardless of whether materials have been returned.” This is the policy the University will use to handle refunds under normal circumstances. As part of the University’s new staff orientation, staff will be informed about the University’s refund policy. This policy will also posted on the University website. But if there are special and unexpected incidents arise, such as, but not limited to accidents, death in the family, illness, etc. which forbid the student to complete the program, RNU will rule it favorably to the student’s benefits for fully refunds for the term he/she currently registers regardless of the number of classes the student has already attended. The student or his/her designee may contact the Business Office to state the occurrence with supporting evidence, the University will process the refunds in a timely manner with the Academic Dean’s approval.

If a RNU student who has paid in full but no longer wants to submit assignments/lessons for grading but wants to receive all of the instructional materials, the University would like to make a recommendation to the student to withdraw from the course. This will keep the student from receiving a failing grade. Student is allowed to keep and will receive all instructional materials until the end of the course.

- 4.12 What are the qualifications of the financial aid officer?

N/A

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

N/A

- 4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

N/A

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

Year: Rate:

Year: Rate:

Year: Rate:



- 4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

N/A

STUDENT SERVICES

- 4.15 Describe how the campus provides orientation for new students.

Online orientation program and online library orientation program..

- 4.16 Describe all academic and personal counseling services offered.

To serve the needs of its students, RNU has established an academic advising center with qualified faculty and staff as Academic Counselors to address the concerns of all students. They assist students in the development of meaningful educational plans; promote student intellectual and personal development; discuss and clarify educational, career and life goals; help students to acquire relevant information and services; interpret institutional, general education, and major requirements; evaluate and monitor student academic progress, course choice, and class schedule in context of student's life and career goals. Through individual advising, students can take advantage of personalized degree completion planning and enrollment services by interacting with Academic Advising.

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

They are either faculty or well-trained professional. All RNU employees must have at least a bachelor's degree.

- 4.17 Describe the retention program.

The RNU retention program is organized around three important areas:

- 1) Enhancing quality and accountability through improved organizational unit effectiveness; better program, course and classroom assessments; strengthened general education; achieving parity in student outcomes; and responding effectively to external accountability expectations.
- 2) Ensuring effective enrollment management by improving the University's image; enhancing marketing efforts; strengthening recruitment and retention of students; and expanding program delivery services.
- 3) Restructuring for the future through strengthened partnership efforts with the local community; changing programs and services to meet emerging needs; building organizational staff capacity; and ensuring responsive financial planning and management.

- 4.18 Describe employment services offered to students.

The learning management system – G.A.M.E.S. used by RNU is a valuable asset for managing inquiries and communications activities is a Customer Relationship Management (CRM) solution. A CRM solution can help the University improve contact management and inquiry response, as well as help RNU distribute communications and marketing pieces, such as emails, newsletters and other collateral. By providing prospective students customized information about new programs, classes and articles about the job market and employment opportunities in their degree fields on an automated or semi-automated basis, RNU will show them that the University values them enough to stay in contact while giving them more information on RNU and freeing our team from some of the labor involved in follow-through with prospects.

- 4.18.1 Describe how placement verification is documented.

Placement verifications are handled by the Registration Office. The office will keep a log about the date of the call, student's name, major, job title and company's name. This will stay as part of the student's record.



- 4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.
If there are negative comments and or below average survey results, the Student Services department will try to contact the graduate or employer to get more information.
- 4.20 Describe the programs of extracurricular activities, if any.
N/A
- 4.21 Describe any areas needing improvement in the area of relations with students.
We need to add more to people to provide better services to our students and alumni.

5. EDUCATIONAL ACTIVITIES

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

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

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

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



The objectives of each degree programs identify the outcomes after student completion of degree requirements. In general, students will be able to:

- be competent, creative, and highly valued professionals in industry, academia, or government,
- be flexible and adaptable in the workplace, possess the capacity to embrace new opportunities of emerging technologies, and embrace leadership and teamwork opportunities, all affording sustainable engineering careers,
- continue their professional development by obtaining advanced degrees,
- act with global, ethical, societal, ecological, and commercial awareness expected of practicing engineering professionals.

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

RNU offers four undergraduate degrees and three graduate degrees.

Bachelor of Business Administration (BBA) -- Finance

The Bachelor of Business Administration Specialized in Finance is designed to prepare students for professional financial careers in industrial, financial, governmental, not-for-profit, and consulting organizations. Students majoring in finance have access to a faculty working across a wide range of subjects, including international finance, investment, corporate finance, finance economics, and commodity markets. Exposure to new research and age-old questions prepares students to be leaders in the financial services industry. The 120-credit Bachelor of Business Administration in Finance develops a solid foundation in principles of finance, including capital management, investment and portfolio management, financial institutions, and personal finance.

Bachelor of Business Administration (BBA) -- Management

The Bachelor of Administration Specialized in Management degree program is organized to provide a general overview of the operations of business and the business environment. Students learn to balance theory and practice to become effective managers within all sectors of organizational life. This degree with a full range of management courses and management concentrations that prepares students for specific management responsibilities. Course work and a whole array of student resources help undergraduate students develop the communications, presentation, and analytical skills required by contemporary managers. More specifically, professional development is available through various student activities as well as the career services offered by the University.

Bachelor of Science in Information Technology (BSIT) -- Computer Science

Reagan National University's Bachelor of Science Specialized in Information Technology in Computer Science degree empowers students to expertly design and implement computational solutions that tackle the world's most challenging social, political, environmental, scientific, medical, economic, and business problems in a socially just manner. This program focuses on the concepts and techniques used in the design and development of advanced software systems. Students in this program explore the conceptual underpinnings of Computer Science -- its fundamental algorithms, programming languages, operating systems, and software engineering techniques. In addition, students choose from a rich set of electives that includes: data science,



computer graphics, artificial intelligence, database systems, computer architecture, and computer networks, among other topics.

Bachelor of Science in Information Technology (BSIT) -- Management Information Systems

The Bachelor of Science in Information Technology Specialized in Management Information Systems offers an opportunity to develop the expertise necessary for the successful deployment of new technologies. This degree prepares students to design and manage information systems for businesses. Students will complete courses in information systems with an emphasis on software development and database design as well as business courses. In addition, students will learn about configurations, methods of analysis, and system support for information systems within the context of a business environment. Students will develop proposals for implementing new information systems within an organization, choosing from a variety of methods.

Master of Science in Computer Science (MSCS)

The Master of Science (MS) Specialized in Computer Science program is intended for people who wish to broaden and deepen their understanding of computer science. This lauded graduate computer science program furnishes students with an in-depth understanding of core and advanced topics in computer science. The curriculum provides a solid foundation and training for both academically oriented students and students with professional goals in the many business, industrial and governmental occupations that require advanced knowledge of computer theory and technology. The ultimate goal of the program is to assist students to discover what it takes to become an innovator and leader who can thrive on the cutting edge of technology and computing.

Master of Business Administration (MBA) in Finance

Increase students' marketability by acquiring financial management and investment analysis skills with a Master of Business Administration Specialized in Finance from Reagan National University. This degree prepares students for leadership roles in financial corporations, healthcare industries and government. In the program, students learn about all aspects of corporate finances, such as conducting analyses, managing portfolios and developing business strategies. Students get real-world experience by completing a corporate residency prior to graduation, which can prepare them for careers as financial analysts or personal financial advisors.

Master of Business Administration (MBA) in Management

The ideal preparation for the dynamic business world of today and tomorrow, the Master of Business Administration program (MBA) Specialized in Management is a systems approach designed to produce effective managers who understand the linkages between their organizational domain and the larger corporate environment. In RNU's Master of Business Administration in Management program, students develop their skills in teamwork, critical thinking, problem-solving, and networking. The objective of this program is to develop students into broadly educated business managers and executives who understand the nature of business as a whole, with the tools and techniques applicable to a wide variety of business situations. Courses in the MBA in Management program integrate information and theories from various disciplines, including accounting, economics, finance, marketing, production operations, and strategic management.



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

5.2.1 Overall administration of all academic programs.

Academic Dean

5.2.2 Administration of each academic program offered.

Department Chair

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

RNU selects advisory committees composed of business, industry, and community representatives, faculty who jointly collaborate with educators in the decision-making process. Each year, programs collect and evaluate student work to assess the success of programs in meeting these learning objectives. Based on these evaluations, programs consider development in curriculum and pedagogy, make changes and improvements, and then assess again to measure impacts on student performance and success. Performance on these measures is calculated by the administration using reports of enrollment, follow-up surveys of concentrators, performance on state-generated and third-party post assessments, and student achievement of business and industry certifications and credentials. Other sources include labor market, demographic, teacher, student, and program data. This information is used in making programmatic decisions, for program review and improvement, for guidance, and as a basis for marketing to internal and external audiences.

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

Reagan National University offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees consistent with its program objectives. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. RNU has developed a survey to measure graduates' perception of their competencies in the core program objectives as well as a measure of the achievement of program SLOs. Surveys are completed at the time of graduation and at the one-, three-, and five-year marks. Survey results are shared with faculty, students, and the program advisory committee. The educational program objectives and measurable outcomes guide the program planning and subsequent review of content forming the foundation of the educational curriculum. The assessment of student performance targeting the competencies and their respective outcomes serve as the basis for ongoing feedback to the students, faculty and administrators overseeing teaching and learning.

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

Faculty can assist under-prepared students, especially those at the introductory level, by being sensitive to their needs. Students often lack numerical perspective, have an exaggerated appreciation for meaningless coincidence, or have a credulous acceptance of pseudoscience.

5.6 How are the community resources utilized to enrich the programs?

RNU is using the community resources to enrich the programs. For example:

For the IT programs, RNU is on the mailing list of the Dakota Seeds program. This program encourages companies to offer internships in the STEM (Science, Technology, Engineering, and Math), accounting, or manufacturing fields. RNU shares information about this program with students from IT. For the Management Program, RNU participates activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.

For the Finance Program, RNU associated with the Proof of Concept Fund Program. The Proof of Concept Fund will provide up to \$(b)(6) investments for eligible applicants to conduct research demonstrating the



technical and economic feasibility of an innovation significantly enhancing the likelihood of commercialization of the innovation. It can provide financial data to RNUmanagement students.

5.6.1 Describe how the utilization of these resources is documented.

Academic Dean's office maintain all documentation of these activities.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

A faculty is selected as the faculty representative board member and the term to serve is two years. This person has the full authority to govern the University.

5.7.1 How was the academic governance policy communicated to the faculty?

It is in the Faculty Handbook.

5.8 Is there a detailed syllabus on file for each course?

Yes

5.8.1 How are syllabi developed?

It is developed by the department.

5.8.2 How often are the syllabi revised?

Annually

5.8.3 Describe the process for revising syllabi.

Revising an existing course syllabi involves steps to ensure that all areas of the University affected by the revision understand the change and are aware of its ramifications. There are many reasons courses are revised - updating outdated offerings, meeting state-wide discipline committee decisions, and complying with business partnership recommendations.

The first step in the process of revising an existing course begins with the cluster. An individual faculty member or an entire cluster will decide revisions are needed for an existing course. If the cluster approves the idea, a member will be assigned to begin the formal process of course revision and approval. This process is called the Curriculum Review Process.

Course revision in the Curriculum Review Process requires the completion of a Course Revision Packet. This packet includes the necessary support documents (course outline, program addition/revision form, cluster, program learning outcomes) for presentation to the Curriculum Committee. The Curriculum Committee examines the proposed revisions to a course to determine impact on the Course Dictionary, Degree Audit and other departments and programs across the department. The Curriculum Committee makes a recommendation to the Academic Dean who gives final approval for the curriculum action. Unless an exception is authorized by the Academic Dean, all curriculum action will go into effect the following quadmester after the approval of the Academic Dean.

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

N/A

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

N/A

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



The RNU Curriculum Committee procedure will help guide participants' development of new/revised curriculum and reveal important details about their curriculum revision plans, with the following objectives:

- Identify how faculty will integrate their RNU experiences and new knowledge into their curriculum.
- Document changes/additions instructors intend to make in their courses or teaching practices.
- Align course revisions with established standards for sustainability.
- Determine the impact on students that RNU participants expect from their course revisions. Will the students:
 - o Develop new knowledge and skills relative to sustainability practices?
 - o Apply new knowledge and skills to their school or extracurricular projects?
 - o Change their perceptions and/or choices of courses, degree programs, or careers?
 - o Improve their awareness and knowledge of sustainability principles, practices, and issues?
 - o Change their attitudes toward sustainability principles and practices?
- Ensure curriculum revision plans contain essential elements of effective instruction, such as:
 - o Measurable learning objectives
 - o Description of instructional tools needed (multimedia, technology, other)
 - o Description of instructional format used (lecture, hands-on learning, demo, other)
 - o Description of outcomes or skills students will produce or demonstrate
 - o Learning assessment plans (test, presentation, portfolio, observation by instructor, other)

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

(b)(6) CPA – Pinnacle PA (Sioux Falls, SD), Master of Accountancy, Emory University

(b)(6) -- JD, (Fairfax, VA) University of Texas

(b)(6) – Newsberry Tech (Cleveland, OH), MS -- Computer Science and RNU Alumni.

(b)(6) – Insurance (Sioux Falls, SD), MS -- Computer Science, University of South Dakota.

5.11 How was the length of each program determined?

Course materials

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

N/A

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

Yes No

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

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

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



N/A

5.14.1 Explain the current status in holding such accreditation.

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

5.15 How are appropriate course sequencing and prerequisites determined?

Course sequencing and prerequisites are determined by the department chair and faculty of the subject.

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

Program Review Process is annually evaluated by Department Chairs and Academic Dean. These reviews include data to assist faculty with program level assessment. Data includes elements such as program and course level enrollment and student demographics, course capacity, occupational outlook, course sequence data, student graduate follow-up data specific to the program, and financial unit cost data.

5.16 How is the need for curriculum changes determined?

It is determined by the feedback from the faculty and students. The Program Advisory Committee also provides suggestions for curriculum review at its annual meeting.

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

Through regular department meeting and participation in curricula review committee.

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

Through surveys.

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

N/A

5.17.1 What changes are contemplated for the next three years?

N/A

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

N/A

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

Based on the number of credits.

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

Reagan National University is under a quadmester system that is a quarter term with semester credits. As a higher education institution using the Carnegie clock-to-credit hour conversions for lecture, homework, laboratory etc., all work outside of class such as homework is to be documented in the curricular materials and syllabi, including an approximation of the time required for the student to complete the assignments. The number of credit hours assigned to a course is defined by the number of hours per week in class and the number



of hours per week in out of class preparation. In addition, instructional hours should consist of theory or new principles and must teach a minimum of 15 lecture hours to award 1 quadmester credit hour.

5.19.1 Where are the procedures published?

In the Faculty Bandbook

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

Based on the courses completed by the students.

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

N/A

INSTRUCTION AND FACULTY

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

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

RNU occupies about 2800 sq. ft. in a class-A building and is sufficient for less than 100 students.

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

RNU selects textbooks from publishers who use renowned authors in order to assure relevant and comprehensive material. These texts are usually supported with supplemental materials adapted for education. Instructors conduct their own research and develop additional supplemental materials using various resources including but not limited to Power Point presentations, videos, web links, and professional development seminars.

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

Student will have information about the textbook information before the beginning of the class. Students will have sufficient time to purchase the textbooks.

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

RNU is constantly updating technology and ensures that all courses contain the most up-to-date hardware and software. IT department is responsible to ensure compliance with copyright.

5.26 Who is responsible for faculty orientation?

HR Office

5.26.1 Describe the orientation of the faculty to the campus.

There is an online New Faculty Orientation program.

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

Based on the faculty's educational backgrounds and working experiences.

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

N/A



5.27.2 How are the qualifications documented?

N/A

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

All faculty transcripts must send directly from the faculty's graduated institutions.

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

N/A

5.29 In what ways does the campus evaluate instruction?

Peer evaluation and evaluation from the Department Chairs.

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

Annual Department Chairs evaluation at the faculty's anniversary date.

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

RNU is working with faculty on the annual faculty development plans. A signed copy of the plan will be kept in the faculty file.

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

This is based on the discussions and approval with the Department Chair.

5.30.2 How is the plan implemented?

Faculty implements the plan accordingly.

5.30.3 How often is the plan reviewed?

Annually

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

This is part of the employment conditions. If the faculty fail to submit the plan, the University will terminate the employment contract.

5.31.1 How are the activities documented by the campus?

All papers to prove the activities will be part of the faculty file.

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

In-Service Training Program is provided within the university to support the continued professional and personal growth of all employees in their work. Special training emphasis is made in the areas of service excellence, diversity, communication, and effective management. In-service training also includes on-the-job training, preparation for job assignment, and continuing training programs which are basically job oriented to equip an individual to properly perform assigned tasks, to develop additional work capabilities, or to increase the employees' level of competence.

5.32.1 List the schedule for the next 12 months.

New faculty orientation



Online course development

G.A.M.E.S. training

Health Insurance Portability and Accountability (“HIPAA”) Training

TIAA Rep visiting RNU

- 5.33 Describe how the administration documents professional growth for full- and part-time faculty members.
All participants will receive a completion certificate of the program.
- 5.34 Describe the frequency, content, and documentation of faculty meetings.
Quarterly
- 5.35 Describe the plans for ongoing improvement in curriculum and faculty.
Workshops and faculty development plan.
- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?
There is no fulltime faculty at the University. Part-time faculty work load is no more than two courses per term.
- 5.37 What is the student-teacher ratio, for each program area, at the campus?
1:12

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

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.
The General Education Program, or GenEd, is RNU’s liberal arts requirement. (What some institutions call a core or distribution requirement.) Schools with a core liberal arts program believe that there is a certain body of knowledge that all educated adults should possess. Those with distribution requirements think students should learn about subjects outside their main course of study.
- 5.38.1 Cite examples:
- | | |
|---------|------------------------------------|
| COM 303 | Intercultural Communications |
| ENG 111 | College English I |
| MAT 103 | College Algebra |
| ANT 122 | Introductory Anthropology |
| PHI 201 | Introduction to Western Philosophy |
| POL 120 | American Political Thoughts |

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

- 5.39 Describe how part-time faculty are utilized by the campus.
Part-time faculty teach course and also provide two hours of office hours per week.
- 5.39.1 What percentage of the faculty is part-time?
100%
- 5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.



Peer and Department Chair annual evaluation.

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

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

47%

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

The following are the powerful strategies used by RNU that can be implemented as best practices in creating a culture of excellence, with a focus on faculty engagement and retention.

- Make the faculty application process streamlined and straightforward.
- Clearly communicate and reinforce expectations in the interview process. Treat the interview as a mutual screening process, and a chance to explore whether there is a match in values in key areas.
- Consider reviewing student references or copies of previous teaching evaluations, in addition to the usual administrator reference contacts.
- Have a strong and informative orientation course in place, facilitated by teams of experienced faculty and faculty support staff.
- Implement a peer-based mentoring program that will assign a mentor to faculty teaching their first course. It is also a good practice to have faculty mentors facilitate the orientation course, so that they can continue the relationship from the orientation through the first teaching experience.
- Facilitate regularly scheduled "virtual" faculty meetings, and archive those meetings for faculty who cannot attend the live sessions.
- Create some form of a "virtual lounge" for faculty where they can access information, documents, and have a forum to discuss current issues.
- Survey faculty periodically, and ask for their input into decisions about workload, compensation, technology, and student retention issues. When their input is used, send communications explaining how their feedback was considered in administrative decisions.
- Establish an advisory system for faculty so that their concerns and feedback is accessible and honored, and create multiple opportunities for faculty to participate.
- Involve faculty in student retention initiatives.
- Treat evaluation as a tool for improvement and development. Implement a system of ongoing evaluation so that major problems are not discovered at the conclusion of a course.
- Promote professional development and mini grant opportunities for course enhancement and instructional innovation, and employ faculty to develop and administer workshops to others.

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

Faculty must have one degree level higher than the course they are going to teach. If they do not have a degree in the teaching subject, a minimum of 18 credit hours to training is required.

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



N/A

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

Academic advisors help the students to plan their courses at the advanced stage. Under a well-design learning plan, students and the University can plan ahead of classes to take and to offer.

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

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

There is a Master Degree Committee is responsible for the oversight the activities and functions of RNU Master's program.

- 5.43.1 How often does the committee meet?

Quarterly

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

Meeting minutes

DOCTORAL DEGREE INSTITUTIONS

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

N/A

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

N/A

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

N/A



6. EDUCATIONAL FACILITIES

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

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

RNU has five classrooms in a class-A building. All classrooms are equipped with projectors and, computers (computer classrooms) which is sufficient for RNU classes.

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

Certificates of fire, plumbing and electricity are available on site.

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

Yes No

- 6.2.1 If yes, describe these locations.

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

No



7. PUBLICATIONS

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

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

RNU uses the Catalog as the primary media to convey information about its educational programs and services.

The catalog is published bi-annually and is thoroughly reviewed by a variety of University stakeholders to ensure its accuracy and currency, and that information is presented in a clear and concise manner.

Prospective students and the public may access the catalog through RNU's public website.

7.1.1 How often is the catalog published?

Normally every two years. Addendum will be available if necessary.

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

There is no paper version catalog and the University website has the up-to-date version.

7.2.1 What other publications are provided to enrolled students?

Student Handbook.

7.3 Describe the advertising and promotional literature.

All advertising and promotional literature are in digital format.

7.4 Describe any plans for changes in publications.

No

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.

101 -- 199 is for freshman level

200 -- 299 is for sophomore level

300 -- 399 is for junior level

400 -- 499 is for senior level

500 -- 599 is for master's degree

7.5.1 How does the catalog explain the course numbering system?

Generally, the numbering system works as following:

001 – 099 Non-credit Courses

101 – 499 Bachelor Courses

501 – 599 Master Courses



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

In the undergraduate programs section (p. 44)

7.7 Describe the published performance information concerning student achievement.

The satisfactory academic progress policy is printed on p. 23 of the catalog.

7.7.1 Where is the campus performance achievement information published?

At University webpage.



8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

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

FOR ALL INSTITUTIONS

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

In order to provide a vast array of electronic resources to RNU faculty and students, the library subscribes to commercial library services that provide online resources.

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

LIRN and ELibrary

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

E-Global Online Library Resources online collection provides the following access to RNU students:

- The eLibrary "Academic Complete" electronic database provides students with 30 electronic databases that provide full-text articles, citations, and abstracts;
- 24,000 electronic books covering business and economics, computers, technology and engineering, humanities, life and physical sciences, and social and behavioral science; approximately 15 percent are on topics directly relating directly to business and economics;
- 124 research guides outlining the broad range of research resources available;
- 5,000 evaluated content-rich Web sites;
- 325 federal government sites that lead to more than 150,000 documents;
- 775 government agency sites; and
- Four tutorials that help students conduct research more effectively.

B. Within the LIRN online services the following resources are available.

Reference collection – The Reference library contains 112 titles.

Infotrac Databases – There are now over 75,000,000 articles in the Infotrac databases. It is estimated that there are over 150,000,000 articles, television and radio transcripts, photographs, video and audio clips, encyclopedias, books and reference titles in the collection.

Business Resource Center – Business and Company Resource Center is a fully integrated resource bringing together company profiles, brand information, rankings, investment reports, company histories, chronologies and periodicals. Predicast's PROMT and Newsletter databases are fully integrated in this database. Search this



database to find detailed company and industry news and information. Business and Company Resource Center contains 4,090 periodical titles

Computer Database – This database contains computer-related product introductions, news and reviews in areas such as hardware, software, electronics, engineering, communications and the application of technology. There are 669 titles in this database.

Custom Newspapers – Indexing and full text for the London Times (1/97-), Intl Herald Tribune (1/96-), Atlanta Journal-Constitution (3/98-), New York Times (11/00-), Los Angeles Times (1996-), Christian Science Monitor (1996-), and St Petersburg (FL) Times (11/99-).

General Business File – Analyze company performance and activity, industry events and trends as well as the latest in management, economics and politics. Access to a combination of broker research reports, trade publications, newspapers, journals and company directory listings with full text and images is available. The general business file includes 3,916 titles.

Health & Wellness Resource Center & Alternative Health Module – The Resource Center gives students access to magazines, journals, newspapers, definitions, directories, with information on: Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health and Safety, Alcohol and Drug abuse, Prescription Drugs, etc. Included are links to diet, cancer, and health assessment sites as well as government databases.

Health & Wellness Resource Center includes 886 journals. H&WRC also contains the health articles from 1000 general interest periodicals. There are also 300 full-text pamphlets. There are 28 reference titles. H&WRC also includes the Health & Lifestyle sections of approximately 30 newspapers. Also included in this database is an alternative health module.

Health Reference Center Academic – This database has articles on: Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health and Safety, Alcohol and Drug abuse, HMOs, Prescription Drugs, etc. There are 926 titles in the database.

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

With the combination of LIRN and ELibrary, there are more than 100,000 latest version management and information science books as well as current issues of 2,000 periodicals.

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

Reference materials and periodicals are organized separately in LIRN database. (Reference Collection).

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

The Learning Resource Manager.

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

About 6.2% of 2019 budget.

8.6.1 How is the budget determined?



Based on the recommendation of the Learning Resource Manager and approval from the Board of Directors.

- 8.7 Describe the assessment strategy for library resources and information services.
Annual review from the academic areas and Learning Resource Manager.
- 8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.
Online training is available.
- 8.9 Describe the facility where library and instructional resources are held.
On campus
- 8.10 Describe any plans for improving instructional resources.
N/A.

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

- 8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.
Learning Resource Director Mr. [REDACTED]. He has a Master of Library Science from the Catholic University of America. He has more than 25 years library working experience.
- 8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.
The Registrar also be available if the access of the Learning Resource Manager cannot be reached.
- 8.12 Explain how the instructional resources serve the needs of the educational programs.
The subscription of the books are mainly in IT and Business which are the programs offered by the University.
- 8.12.1 How does the campus determine which reference works are acquired?
Based on the recommendation from the faculty.
- 8.13 What percentage of total tuition revenue is spent for library acquisitions?
About 6%.
- 8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?
Maintained at previous levels.
- 8.14.1 Explain.
The biggest portion of the budget is for the online library subscription and there no substail increase of the fees.
- 8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.
They are available through RNU online library.
- 8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?
There are several computer stations on campus for students to access the online library. Students can also use their own computers to have the access as long as there are internet connections.



- 8.17 Describe the physical and online library resources, including information about the
- 8.17.1 Total number of physical volumes
150
- 8.17.2 Total number of online collections available
More than 100,000 books, articles and video.
- 8.17.3 Number of titles and/or online collections related to each program offering
24,000 books from eLibrary in IT and business only.
- 8.17.4 Number of titles and/or online collections related to general education courses taught
More than 75,000,000 articles in the Infotrac databases in arts, science, history and humanities.
- 8.17.5 Number of program-related periodicals to which the institution currently subscribes
More than 5,000 periodical titles from Business Resource Center .
- 8.17.6 Number of other periodicals available
900 from Health & Wellness Resource Center & Alternative Health Module.
- 8.18 Describe the library's procedures regarding student borrowing and return of materials.
Since the University does not have a physical library, students can review the books they are interestd anytime when they are online. There is no borrowing or returning of books.
- 8.19 Describe how online resources, if any, are made available to students.
Students will have an account to access the online library.
- 8.20 Describe how the campus monitors student usage of the library and instructional resources?
RNU keeps log on the usage of students using the library online. The online library will also provide a log of students usage monthly.
- 8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:
- a. faculty
Emails from faculty on the request of certain books.
- b. appropriate national professional organizations and societies, and
From news release.
- c. a nationally recognized list (or lists) of online collections, books, and periodicals?
From news release.
- 8.22 Describe any plans for improving the library.
N/A

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

- 8.23 How does the professionally trained individual maintain his/her professional awareness?
Attend professional conference like annual conference of ALA (American Library Association)
- 8.24 How many hours a week does the professionally trained individual personally supervise the library?



45

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

Google, Explorer and Yahoo.

8.26 What system is used to catalog library titles?

We have online library and there is no need to catalog book on site.

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

RNU librarian is accessible either by telephone or e-mail during the following operation hours: 9 AM to 6 PM daily except Saturday, Sunday and holidays.

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

N/A

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

The providers of the online library guarantee all collections are at its latest edition.

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

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

24,000 books from eLibrary in IT and business is more than enough for our students to use.

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

IN ADDITION TO THE ONLINE LIBRARIES SUBSCRIBED BY THE UNIVERSIT, STUDENTS ALSO HAVE ACCESS TO OTHER RESEARCH RESOURCES ONLINE.

**SELF-STUDY QUESTIONS SUPPLEMENT****9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION****For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.**

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

INSTITUTIONAL READINESS

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

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

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

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

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

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

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

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

9.4.1 What are this individual's qualifications?

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

ADMISSIONS REQUIREMENTS AND ENROLLMENT



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

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

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

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

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

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

9.9 Describe how interaction between faculty and students takes place.

9.10 Describe how interaction among students takes place.

9.11 What is the student-teacher ratio for distance education courses?

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

FACULTY AND INSTRUCTIONAL SUPPORT

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

9.14 Identify the platform used to deliver instruction.

RESOURCES AND EQUIPMENT

9.15 What is the budget allocated to distance education delivery?

9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

STUDENTS AND STUDENT SERVICES



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

STUDENT EVALUATION AND PROGRAM ASSESSMENT

9.19 How are students taking self-paced and/or distance education courses evaluated?

9.20 How is retention monitored?

9.21 Describe the placement services that are available.

9.22 Describe how student, faculty, and employer satisfaction are identified.

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

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

PUBLICATIONS

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

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.



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 SAMP

Institution Name Reagan National University
 City, State Sioux Falls, SD
 ID 00276405

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

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

Select One Select One

| Name (Last, First, Middle) | (F) Faculty or (AD) Admin Staff | Date of Hire | FT or PT | Degree - Institution - Major/Minor | Faculty - Course(s) Teaching Admin Staff - Position Held | Cred. Level | Faculty - Teaching Load | | |
|----------------------------|---------------------------------|--------------|----------|--|--|-------------|-------------------------|---|---|
| | | | | | | | A | M | E |
| SAMPLE, Sally Mae | F | 02-01-1998 | PT | MBA - Washington University, MO - Business | Intro to Business | B | 4 | 0 | 2 |
| ██████████ | AD | 07-01-2012 | FT | MSW, Tulane University, LA, Social Work | President | M | | | |
| ██████████ | AD | 09-19-2014 | FT | Ph. D., Columbia University, NY, Political Science | Dean of Academic Affairs American Political Thoughts Climate Changes and International Politics | B | 1 | | |
| ██████████ | AD | 09-01-2014 | FT | Ph. D., Virginia Commonwealth University, VA, Computer Science | Chair, School of Technology Computer Architecture Operating Systems Data Structure Database Theory Computer Science I | B/M | 2 | | |
| ██████████ | AD | 09-03-2014 | FT | Ph. D., George Washington University, DC | Chair, Department of Management Investment Analysis and Management Strategic Management International Management Marketing Principles Contemporary Globalization | B/M | 2 | | |



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Select One

Select One

| Name (Last, First, Middle) | (F) Faculty or (AD) Admin Staff | Date of Hire | FT or PT | Degree - Institution - Major/Minor | Faculty - Course(s) Teaching Admin Staff - Position Held | Cred. Level | Faculty - Teaching Load | | |
|----------------------------|---------------------------------------|--------------|-------------|---|---|----------------|----------------------------|---|---|
| | | | | | | | A | M | E |
| [REDACTED] | AD | 07-01-2015 | FT | M. S., University of South Alabama, AL, Computer | Admissions Director | M | | | |
| [REDACTED] | AD | 08-01-2014 | FT | M. S., Georgia Institute of Technology, GA, Electrical & Comp. Eng. | Registrar | M | | | |
| [REDACTED] | AD | 10-01-2015 | FT | M. S., University of Pittsburg, PA, Computer Science | Director of Student Services | M | | | |
| [REDACTED] | AD | 08-21-2016 | PT | MS-LIS, The Catholic University of America, DC, Library Science | Librarian and Learning Resource Manager | M | | | |
| [REDACTED] | AD | 09-01-2014 | FT | MS, Reagan National University, SD, Computer Science | Business Manager | M | | | |
| [REDACTED] | F | 11-12-2015 | PT | D. S., George Washington University, DC, Artificial Intelligence | Introduction to Algorithm Object-Oriented Programming Principles of Decision Making Business Intelligence Artificial Intelligence Image Processing Cyber Security | M | | | |



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|----------------------------|---------------------------------|--------------|----------|---|---|-------------|-------------------------|---|---|
| | | | | | | | A | M | E |
| [REDACTED] | F | 03-05-2016 | PT | M. A., Bethel University, MN, Communication | Managerial Communication Intercultural Communications Writing for the Internet | B/M | | | |
| [REDACTED] | F | 06-06-2011 | PT | J. D., University of Oregon, OR, Law | The Laws in Cyber Space Law and Society | B/M | | | |
| [REDACTED] | F | 09-01-2016 | PT | M. A., University of Virginia, VA, English | College English I English II Speech College Introduction to | B | | | |
| [REDACTED] | F | 02-04-2016 | PT | M. S., Oregon State University, OR, Chemistry | Introduction to Chemistry Introduction to Environmental Science | B | | | |
| [REDACTED] | F | 01-05-2015 | PT | Ph. D., University of Oklahoma, OK, Business Administration | Principles of Microeconomics The Global Economy Human Resource Management Teams, Groups and Leadership Human Resource Management Strategic Management Behavior Commerce Organizational Electronic | B/M | | | |



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 SAMP

Institution Name Reagan National University
 City, State Sioux Falls, SD
 ID 00276405

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

| Credential Level |
|---------------------|
| C = Certificate |
| D = Diploma |
| OA = Occupational / |
| AA = Academic Ass |
| B = Bachelor |
| M = Master |

| Name (Last, First, Middle) | (F) Faculty or (AD) Admin Staff | Date of Hire | FT or PT | Degree - Institution - Major/Minor | Faculty - Course(s) Teaching Admin Staff - Position Held | Cred. Level | Faculty - Teaching Load | | |
|----------------------------|---------------------------------|--------------|----------|--|---|-------------|-------------------------|---|---|
| | | | | | | | A | M | E |
| ██████████ | F | 09-19-2015 | PT | Master of Acct, Washington State University, WA, Accounting | Accounting for Managers Introduction to Financial Accounting Computerized Accounting Managerial Accounting | B/M | | | |
| ██████████ | F | 05-18-2012 | PT | Ph. D., University of Maryland, MD, Art | College English I English II Introduction to Speech | B | | | |
| ██████████ | F | 03-14-2015 | PT | Ph. D., Duke University, NC, Business Administration | Financial Theory Financial Institutions and Markets Portfolio Management Finance Valuation Business Management | B/M | | | |
| ██████████ | F | 02-09-2015 | PT | MBA, University of Pennsylvania, PA, Business Administration | Principles of Macroeconomics Principles of Management Strategic Planning Electronic Commerce Management | B/M | | | |
| ██████████ | F | 02-04-2016 | PT | M. A., California State University – Los Angeles, CA, Philosophy | Introduction to Western Philosophy Logic Ethics | B | | | |



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Select One

Select One

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|----------------------------|---------------------------------|--------------|----------|---|--|-------------|-------------------------|---|---|
| | | | | | | | A | M | E |
| [REDACTED] | F | 03-01-2015 | PT | Ph.D., University of Iowa, Mathematics | Mathematics for Computer Science College Algebra Calculus Data Communications Programming Languages Principles Computer Science II Data Mining | B/M | | | |
| [REDACTED] | F | 09-01-2016 | PT | M.A., University of Oregon, OR, Art History | Modern Art History | B | | | |
| [REDACTED] | F | 12-17-2015 | PT | M. S., College of William and Mary, VA, Geology | Introduction to Geology | B | | | |
| [REDACTED] | F | 01-04-2015 | PT | Ph. D., University of Wisconsin, WI, Statistics | Introduction to Statistics | B | | | |
| [REDACTED] | F | 04-01-2015 | PT | Ph. D., Syracuse University, NY, Finance | Finance Theory Management Statement Analysis Investment Analysis and Management Entrepreneurial Finance Finance Project Behavioral Finance | B/M | | | |
| [REDACTED] | F | 09-01-2016 | PT | M. S., Western Illinois University, IL, Biology | Introduction to Biology | B | | | |



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|----------------------------|---------------------------------|--------------|----------|--|--|-------------|-------------------------|---|---|
| | | | | | | | A | M | E |
| ██████████ | F | 09-01-2016 | PT | M. A., Eastern New Mexico University, NM, History | Early American History Islam and the Middle East History of Traditional East Asia | B | | | |
| ██████████ | F | 09-01-2016 | PT | M. A., Southern Connecticut State University, CT, Psychology | Social Psychology Managerial Psychology | B/M | | | |
| ██████████ | F | 09-01-2016 | PT | California State University – Fullerton, CA, Anthropology | Introductory Anthropology Human Evolution Environmental Anthropology | B | | | |
| ██████████ | F | 03-09-2011 | PT | Ph.D., University of West Virginia, WV, Mathematics | Software Engineering Programming Languages Topic: Java Computer Graphics Digital Electronic Web Programming | B/M | | | |
| ██████████ | F | 06-03-2015 | PT | M.S., Bowie State University, MD, Management of Info Sys | Information Systems Principles Information Policy Information Technology for Managers Systems Analysis and Design Programming Hand Held Devices Information Retrieval | B/M | | | |
| ██████████ | F | 07-01-2014 | PT | M. S., Indiana University of Pennsylvania, PA, Physics | Introduction to Physics | B | | | |

Equipment List (9-2019)

a. name and quantity of all training-related equipment

| Equipment | Quantity | Student:Equipment Ratio |
|------------------|-----------------|--------------------------------|
| CD Player | 5 | 4:1 |
| Tape Recorder | 5 | 4:1 |
| TV | 3 | 4:1 |
| Computer | 5 | 5:1 |
| Printer | 1 | 15:1 |

b. primary consumable supplies

| Consumable supplies | Quantity | Student:Equipment Ratio |
|----------------------------|-----------------|--------------------------------|
| Stationary | 20 | 20:1 |
| | | |

c. furnishings

| Furnishing | Quantity | Student:Equipment Ratio |
|-------------------|-----------------|--------------------------------|
| Desk | 8 | 3:1 |
| Chair | 20 | 3:1 |
| | | |

d. learning resources

| Learning resources | Quantity | Student:Equipment Ratio |
|---------------------------|-----------------|--------------------------------|
| Books | 45 | 15:1 |
| CDs | 110 | 15:1 |



REAGAN NATIONAL UNIVERSITY

(b)(6)

2018 – 2020 Catalog

(Revised 2019.7)

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A Message from the President...

Dear Students:

As President of Reagan National University, I would like to take this opportunity to welcome you to the RNU family. I take great pride in being a part of a university that has a goal of educating people to become productively employed.

Our University is designed to provide consistent, high-quality and appropriate academic advising, monitoring, mentoring, nurturing and coaching to ensure your academic and personal success. RNU fosters achievement in management and technology areas of study, believing that exposure to the creative process is an essential part of a rigorous and broad-minded education, a flourishing society, and a good life.

One topic that we are sure to discuss is the issue of student success. Nationally, colleges and universities are working hard to increase student retention and graduation rates. Our students engage in a vibrant university experience. They meet new people with similar interests and make lifelong friends through student clubs and organizations. Reagan National University, in its thrust to promote and accelerate leadership as well as professional development not only among its student body but also its faculty and other employees, harnesses only current researches, relevant curricular offerings and responsive extension services.

As you browse through the University website, please keep in mind that your success at the University depends on your hard work and dedication. I trust that you will do everything possible to meet all of the program requirements and I assure you that the University faculty and staff will do all they can to assist you in meeting your goals. I wish you all the best in the coming challenges.

We look forward to supporting your academic and personal success at Reagan National University!

Sincerely,



President

Notice

This catalog provides general information about Reagan National University, its programs and services, and summarizes those major policies and procedures of relevance to the student. This catalog should answer most questions students have about RNU's educational programs. But this catalog is not intended to be a contract, nor is it intended to otherwise create any legally enforceable obligations on the part of RNU or any applicant, student, staff or faculty member. Although information was current at the time of publication, it is subject to change without notice.

General policies and direction of the University are established by the Board of Directors and administered by University departments under the responsibility and authority of the President. A variety of committees of the faculty, students, and administration contribute to policy formulation and internal policy decisions. The written policies in the catalog are the University policies in force at the time of publication. It is the responsibility of each student to know the requirements and academic policies in any University publications. Further, the University can add or delete, without notice, any course offerings or information contained in the catalog. All updates of University policies and course offerings will be posted on the University website. If there are any changes in degree program requirements and/or academic policies, students will be informed by the academic Departments through RNU email accounts assigned by the University to students. Additional specific academic information may be obtained from an academic advisor and/or division counselor. Regular catalog updates are posted and made to the electronic version on the University's website: www.rnu.edu.

RNU complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, and all applicable federal and state laws and regulations. It does not discriminate on the basis of race, color, national origin, sex, sexual orientation, political view, age, religion, disability, status as a veteran or any other personal delimitation or attribute in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial assistance, and educational services.

About Reagan National University

Previously known as Si Tanka University, Reagan National University is located near the heart of the state of South Dakota home of the Mount Rushmore National Memorial. Chartered by Sioux Tribe in 1973, Si Tanka University got its name to honor one of its leaders, Si Tanka (Bigfoot). Reagan National University is an independent, private, nonsectarian, comprehensive university with a diverse learning community offering unique undergraduate and graduate programs.

Reagan National University offers active learning in a vibrant atmosphere where students connect the classroom and their world. With a focus on undergraduate and graduate studies, RNU's nurturing environment offers a traditional business and IT education combined with practical experiences such as internships, academic and career counseling and volunteer opportunities. Ours is a diverse intellectual community in a unique learning environment that provides the best of all worlds: small, intimate classes in a collaborative information technology setting dedicated to the advancement of students from all over the world. RNU is committed to diversity, sustainability, discovery and excellence, and to inspiring students to think, care, create, and pursue justice in a global community. With our strength of academic programs, the broadening of our global perspective, and our ongoing commitment to diversity, we continue to do what we have done from the beginning with a keen eye to the future.

Please visit our web site at: www.rnu.edu to learn more about our University. You will be able to download an electronic version of this catalog, give us your comments, access your student or faculty portal, and much more.

Reagan National University is authorized to offer post-secondary education by the Secretary of State of the State of South Dakota. Reagan National University is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). ACICS is a non-profit education corporation that is recognized by the United States Department of Education as an independent and autonomous national accrediting body.

Statement of Legal Control

Reagan National University, Inc., located at 144 S. Main Ave., Sioux Falls, SD 57105, is a private co-educational institution incorporated under the laws of the state of South Dakota. The corporation operates a main campus in Sioux Falls, SD. The University operates under guidelines and policies established by its Board of Directors. The University President is the Chief Executive Officer of the University and has the responsibility of managing all aspects of the campus and has authority to exercise policies established by the Board of Directors. The institution's corporate officers execute legal documents and perform functions as required of corporate officers by law.

Mission of Reagan National University

The Board of Directors has established the mission of Reagan National University as follows:

Reagan National University prepares committed students for successful employment in a rewarding profession through high-level training, real world

experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.

-Board Action (Reapproved January 2019)

Vision Statement

The Board of Directors developed a Vision Statement in order to focus the strategic planning process.

The Reagan National University aspires to be a nationally recognized, comprehensive university that nurtures an environment of intellectual vitality.

-Board Action (Reapproved January 2019)

Institutional Goals and Objectives

In accomplishing our mission, we are guided by the following basic goals and objectives:

- To help students achieve a superior level of professional skills in business and information technologies.
- To provide programs that meet the needs of the community while consistently reviewing the curriculum ensuring that the applicable skills and knowledge acquired result in employment.
- To offer graduates viable career options by providing quality educational programs based on employer-driven requirements.
- To provide job placement and maintain healthy relationship with students and employers.
- To instill, through knowledge, the ability to contribute to society in a professional and successful manner.
- To provide variable and accessible training opportunities that remain current with the most recent technologies.
- To hire faculty members who are industry experts and demonstrate expertise in their respective fields both professionally and academically.
- To provide our students with a facility that offers technologies and equipment relevant to the field of study.
- To develop within students a desire for life-long learning and education.

-Board Action (Reapproved January 2019)

Reagan National University Location

Reagan National University is located in Sioux Falls, the largest city of the State of South Dakota. The community-wide efforts in Sioux Falls to maintain one of the healthiest environments in the nation in which to live, work and raise a family are making headlines. Sioux Falls is knowing as a regional and national leader in economic development, retail sales, health care, manufacturing, financial and business services and quality of life.

Hours of operation: Monday to Friday 10 AM to 6 PM except holidays.

University Governance

The primary function of the University is teaching. However scholarly research and other professional activities of the faculty, continuing education, and community service are encouraged, promoted, and supported. In keeping with its focus on teaching, the University seeks to recruit, develop, and retain faculty who are dedicated to quality teaching by providing dynamic classroom learning experiences that integrate theory and practice. The institution values academic freedom and the professional opinions of its diverse faculty.

The Board of Directors is responsible for establishing academic and administrative policy and reviewing the performance of the University and its designated officers. Performance is reviewed by regularly evaluating the accomplishment of goals that may be set forth by the Board of Directors. Board Directors are appointed by the shareholders at the corporate shareholder meeting. According to RNU Bylaws, a faculty representative will sit on the Board of Directors as a voting member. The members of the Board hold their offices for a term of five years from the first day of their appointment and until their successors are appointed and qualified. Directors may be reappointed to serve one additional term for a total of ten years. The Board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the Board except by formal delegation of authority by the governing board as a whole. At present, the Board has 5 members.

Ownership of Documents

It is the University's policy that all forms, applications, papers, documents, and other material, either in paper or electronic format, submitted by the student are the legal property of the University. All tests, papers and class projects may be retained by RNU to document students' work effort in their classes. Professors may require the student to return graded material as evidence of the student's efforts in a graded class. All legal documents will be held as prescribed by law and access provided only as established by law.

Student Right-To-Know and Campus Security Act

The Student Right-to-Know Act, passed by Congress in 1990 refers to a federally mandated public disclosure of a college's completion rate and transfer rate. The intent of SRTK is to provide to the consumer a statistic of comparable effectiveness to be used in the determination of college choice. All colleges nationwide are required to participate in these disclosures.

In compliance with the Student Right-To-Know and Higher Education Act of 1965, as amended, and the Campus Security Act of 1990, Reagan National University makes available its completion/transfer rates and Campus Crime information to all current and prospective students.

Admission to the University

Reagan National University is an equal-opportunity educational institution. Admission to study at the University will be fair, clear and explicit, and all policies/procedures relating to admissions

are implemented consistently. Our decisions regarding admissions to higher education are made by staff equipped to make those decisions. RNU is committed to the pursuit of excellence and welcomes applicants who have the same high standards. The University strives to give each of our students an employment-driven educational experience. The admissions policies and procedures of RNU assure applicants equal access to the opportunity to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially productive employment. Applicants who meet or exceed the minimum admission requirements are not guaranteed admission. Unless otherwise indicated, all applicants are required to submit all documents listed on page 10 in order to complete an application for admission.

For undergraduate:

1. Completed/signed application form
2. Non-refundable \$75 application fee
3. Secondary or high school transcript
4. Test results of the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT) (for reference and guidance) (Optional)
5. College transcripts
6. Two letters of recommendation from the applicant's principal, teachers, employers or guidance counselor.

The University will accept for admissions into the undergraduate program, in place of a high school transcript, a signed and dated attestation/affidavit from the applicant. If you would like a copy of the attestation/affidavit, please contact the Admission's office at admissions@rnu.edu and one will be emailed to you.

For graduate:

1. Completed/signed application form;
2. Non-refundable \$75 application fee;
3. College transcripts;
4. Have a bachelor's degree from an accredited institution or the equivalent from a foreign college or university;
5. Have a 2.5 G.P.A or above. If an applicant's undergraduate G.P.A. is less than 2.5, extensive review and approval from the Admissions Committee is required.
6. Two letters of recommendation from the applicant's principal, teachers, employers or guidance counselor.
7. If potential graduate students have taken the GMAT or GRE and submit their scores, this will enhance the opportunity for admissions.

In some cases, additional information may be required before an admission decision can be rendered. Even though paper applications will be accepted, but online applications are preferred. Applicants also may download, complete and send the application with fee to the appropriate mailing address.

Application Procedures

Reagan National University follows an open-door with guided placement admissions policy and there is no difference in admissions procedures between in-class and on-line programs applications. The University is an affirmative action, equal opportunity institution and does not discriminate on the basis of race, sex or sexual orientation, color, age, religion, national origin, or disability in admitting students. Although potential students may apply any time, applicants are encouraged to complete the admission process by the priority enrollment due dates.

Application forms for admission to the University may be obtained from the:

Reagan National University
144 S. Main Ave.,
Sioux Falls, SD 57105
Admissions Office
Telephone: (605) 728-1529

Or, downloaded from www.rnu.edu.

Application for admission must be submitted to the Admissions Office. A nonrefundable application fee is required. It is the prospective student's responsibility to make certain that appropriate college transcripts, recommendations and financial support documents (for international students only) are provided either with the application or promptly thereafter. Until all required records are provided, the student's status will be placed as provisional. Provisional admission is intended for those who are missing admissions documents other than an application, application fee and an official transcript from the institution granting their highest completed degree. Provisional admission status may be granted upon the recommendation of an academic department. If this is the case, a student's official admission will not be completed until the University receives documents such as financial statements and proofs of English proficiency (international students), recommendation letters and official transcripts. While a student who is admitted provisionally will be allowed to enroll for his/her first quadmester, all admission provisions must be cleared by the end of the first quadmester of enrollment. If students fail to clear their provisional status by the end of the first enrolled quadmester, an administrative hold will be placed on their academic record, preventing their registration for future quadmester, and their student status may be revoked. The University reserves the right to refuse admission to an applicant if it appears that this action is in the best interest of the applicant and/or the University.

Acceptance of Reagan National University

Applicants will be notified of the Admissions' decision in writing as soon as possible after receipt of all application materials, usually within three weeks. A health certificate will be mailed on acceptance and must be returned to the Admissions Office before Orientation. RNU requires a negative tuberculosis test with the health form. Upon receiving a letter of acceptance from the University, any person with a disability who might require special accommodation by the University should discuss their needs with the Student Service staff.

Reagan National University reserves the right to rescind an offer of admission at its discretion and if any information contained in the application is found to be incomplete, inaccurate or misleading or if additional information leads to serious concerns.

Readmission

Former students who have not been in attendance for one year or more must apply for readmission by filing an application for readmission with the Registrar's Office. Students seeking readmission who were previously suspended or expelled from Reagan National University must provide reason(s) for readmission, including documentation that all previous issues, activities and/or violations of the University Standards of Student Behavior have been rectified and/or resolved. Students have the option of graduating under either the catalog in effect at the time they re-enter the University, or the catalog in effect at the time they complete requirements for a degree provided they maintain continuous enrollment of at least one credit per year. Students applying for readmission who have attended other higher education institutions since their most recent enrollment at RNU must submit an official transcript from each institution attended to the Registrar's Office before a readmission decision can be made.

If accepted for readmission, a student previously suspended due to academic probation will begin the first term automatically placed back on probation. Again failing to meet the minimum CGPA and academic requirements will result in suspension from the University permanently. There will be no more warning after the first probation period is in effect.

Conditional Enrollment Status

Conditional enrollment is a classification for provisional students. A student may be in "conditional enrollment status" for no more than one quadmester. Requests for the continuance of this status will be decided on a case-by-case basis.

Computer Literacy and Competency

In today's world of rapid technological advances the prevalence of computers in the home and the office increases the demand for computer literacy and competency. Computer literacy at RNU is defined as a demonstrated ability to use technology to access, manipulate, evaluate, use and present information. The computer literacy requirement is to assure RNU graduates possess basic computer skills necessary for success in today's work environment. Students who are not proficient with computers will be required to take a computer literacy course.

Transfer Policies

Reagan National University welcomes applications from transfer students from other higher education institutes. RNU's policy is to help each incoming student transfer the maximum number of applicable credits, minimizing course repetition and ensuring appropriate course selection.

The Reagan National University Transfer Policies are:

1. Minimal acceptable grades are: 'C' for undergraduate and 'B' for Master's programs.
2. Reagan National University does not discriminate credit transfer on the source of accreditation of the sending institution.
3. Types of course that will be considered, including any courses offered outside of an institutional setting, such as those offered by the military, in the workplace, through apprenticeship and/or training programs, or other such programs recognized by the American Council on Education's Center for Adult Learning and Education Credentials programs.
4. Reagan National University accepts earning credit through examinations such as the ACT Proficiency Examination Program (PEP), the College Board's Advanced Placement (AP) program and College-Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing (DSST), widely accepted industry certification, or institution-developed tests.
5. To be eligible for transfer credit, official transcripts must be submitted to the Office of Admissions by the end of the student's first quadmester of study. Student must submit all official college transcripts from each college attended prior to RNU. Transcripts must be in English. The student is responsible for providing official translations from an appropriate, competent third party service; or are translated into English by a trained, qualified transcript evaluator fluent in the original language on the transcript.
6. Reagan National University will only accept credits within the most recent 7 years or fewer. The maximum numbers of credit transfer are:
 - Undergraduate Degrees: A maximum of three-fourths of the credits required may be awarded for transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test-out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.
 - Master's Degrees: A maximum of one-half of the credits required for master's degrees may be given through transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.
7. Transfer credit is evaluated in relationship to the desired degree program. Only credit which is applicable to the degree program requested will be accepted in transfer. Once enrolled in a RNU degree program, a student may not take courses elsewhere and apply them for transfer credit, except in extenuating circumstances and when permission is granted by the Academic Dean's office.
8. Documentation that is required, e.g., transcript, catalog, syllabi, or course outlines.
9. Student must submit all official college transcripts from each college attended prior to RNU. Transcripts must be in English. The student is responsible for providing official translations from an appropriate, competent third party service; or are translated into English by a trained, qualified transcript evaluator fluent in the original language on the transcript. In either case, the evaluator or the service must have expertise in the educational practices of the country of origin. They must include an English translation, along with the

original transcript. Both documents must be on file at the University. The transcript(s) should be received 30 days prior to the student's start date at the university.

10. If a student does not agree with RNU's decision on the granting of credit that he/she earned at a prior higher education institution, he/she has the right to submit an appeal to the Admissions Office. Once all of the required information is received, the expectation is that the Admissions Office will provide he/she with a written response within 15 business days. If the decision finds merit to change the course to meet a major requirement, the Admissions Office will notify the student, the Department Chair will see that the change is made to the student record. If the decision is unchanged, the student may take the appeal to the Academic Dean by submitting in writing along with requested materials. The Academic Dean will respond to the appeal within five business days from receipt of the completed appeal application. The decision made by the Academic Dean is final.
11. There is no fees for evaluation, or granting transfer of credit.

Getting Credit for Life Experience

A RNU student can earn up to 30 credits at the undergraduate level through the options listed below. Credit for Life Experience credit hours can be applied toward general and major electives and courses for lower and upper division requirements for your major.

There are several different ways to obtain credit for prior learning:

- External Examinations. Satisfactory scores on the College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), and other examinations evaluated by American Council on Education (ACE) for college-level credit. Students must have scores reported directly to the University Registrar.
- Credit for Training. Credit will be awarded for military training that has been evaluated and recommended for college credit by the American Council on Education (ACE). Students must submit documentation (AARTS or SMARTS transcript is recommended, at minimum a DD214 or DD295) of training to the University Registrar.
- Portfolio Development. A student may develop a portfolio to gain college credit. Portfolios are submitted to the Registrar's Office and evaluated by RNU faculty in the student's intended major.

The appropriate signed paperwork will be forwarded to the Records office for posting to the student's permanent record (official transcript). All paperwork will be kept in the academic dean's office for three years.

Transferability of Courses and Programs

Students who wish to have courses and programs completed at RNU transferred to other educational institutions must seek the academic counseling of the receiving institution. The decision to accept coursework completed at other institutions is at the sole discretion of the receiving institution and policies may vary from institution to institution.

Graduation Requirements

All Bachelor's degree require the successful completion of a minimum of 120 credit hours with a 2.0 CGPA, and Master's degree require the successful completion of a minimum of 36 credit hours with a 3.0 CGPA. The Chair of the appropriate department must approve the course sequence and program completion. All financial obligations to the University must be fulfilled before a student will be permitted to graduate.

Degree with Distinction

The University recognizes high-level academic achievement with citations. At graduation a student may receive the degree "with great distinction" or "*magna cum laude*" if his or her cumulative grade point average (CGPA) is at least 3.9 on a four-point scale. Those with the outstanding CGPA of 4.0 will be honored with "*summa cum laude*" or "with highest distinction."

Fees and Tuition (in USD) 2019 – 2020

| | |
|--|---|
| Application Fee* | \$75.00 |
| English Placement Test Fee* | \$25.00 |
| Tuition per Credit Hour (Undergraduate) | \$450.00 |
| Tuition per Credit Hour (Graduate) | \$525.00 |
| Audit Tuition | ¹ / ₃ of Normal Tuition |
| Registration Fee per Course* | \$70.00 |
| Late Registration Fee* | \$70.00 |
| Add/Drop Fee * | \$70.00 |
| Removal of Incomplete Grade* | \$45.00 |
| Withdrawal Fee* | \$45.00 |
| Replacement Diploma* | \$200.00 |
| Registrar's Affidavit for Diploma* | \$50.00 |
| Replacement ID Card* | \$25.00 |
| Graduation Fee* | \$200.00 |
| Challenge Exam Fee* | \$250.00 |
| Transcripts per Copy* | \$15.00 |
| - Add \$20.00 for Express Transcript* (process within 48 hours) | |
| Returned Check Fee* | \$50.00 |
| University Notary Service* | \$5.00 |
| Overnight/Express Shipping* | Varies |
| Apostille Fee* | \$150.00 |

Tuition and fees are subject to change without notice pending Board of Directors approval.

*non-refundable fees

Expenses and Payments

Tuition and other charges at Reagan National University are set by the University Board of Directors and may be changed by Board's action. Gifts and grants received through the generosity

of alumni, industry, foundations, government and friends play an important part in keeping the cost of tuition as low as possible.

Students are expected to meet all financial obligations when they are due. RNU reserves the rights to deny admission, withhold transcripts, refunds, payments, and other educational records or cancel the registration of any student who fails to meet financial obligations. The student will be responsible for payment of reasonable collection costs, including attorney fees and other charges, necessary for the collection of any amount not paid when due.

Add/Drop Fees

If a student decides to either drop, add, or both drop and add after the first day of the quadmester and before the end of the late registration period, an add/drop fee will be charged.

Late Registration Fees

If a student initially registers for a class either on or after the first day of the quadmester, a late registration fee will be charged.

CANCELLATION AND REFUND POLICY

1. Student notification of cancellation may be conveyed to the Reagan National University in any manner.
2. Students have five (5) calendar days after signing an enrollment agreement to cancel enrollment and receive a full refund of all monies paid to the institution.
3. A student requesting cancellation more than five (5) calendar days after signing an enrollment agreement but prior to beginning a course or program is entitled to a refund of all monies paid minus
 - a. an application fee of \$75 and
 - b. an one-time registration fee per program of no more than 20 percent of the total costs and not to exceed \$200.
4. Upon cancellation, a student whose costs for education are paid in full but who is not eligible for a refund is entitled to receive all materials, including kits and equipment.
5. Any money due a student must be refunded within 30 days of a cancellation request, regardless of whether materials have been returned.
6. When a student cancels enrollment the Reagan National University retains the application fee (\$75), the one-time registration fee not to exceed \$200 plus a percentage of all costs paid by the student in accordance with the following refund schedule:

| Week/Class | Percentage of Tuition refund |
|-------------------|-------------------------------------|
| 1st | 80% |
| 2nd | 70% |
| 3rd | 60% |
| 4th | 50% |

| | |
|-----|-----|
| 5th | 40% |
| 6th | 30% |
| 7th | 20% |
| 8th | 10% |
| 9th | 0% |

- (a) If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
- (b) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.
- (c) A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE

A RNU student who withdraws from the University as a result of the student being called to active duty in a military service of the United States or National Guard may elect one of the following options for each program in which the student is enrolled:

- (a) if tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
- (b) a grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
- (c) the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
 - (1) satisfactorily completed at least 90 percent of the required coursework for the program and received passing grades of all assessments; and
 - (2) demonstrated sufficient mastery of the program material to receive credit for completing the program.

The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 30 days after the effective date of termination.

Academic Policies & Procedures

Regular Students

Students who are pursuing a degree program are classified as regular students. Those who are pursuing a graduate degree and who are enrolled in six (6) or more academic credit hours per quadmester are considered to be full-time regular students. Part-time regular students are those who enroll for fewer credit hours than what was mentioned in the previous two sentences. This designation does not apply to graduating seniors or those who are completing the final term of their degree. In order to maintain satisfactory progress and remain in good standing, the part-time student must meet the same standards as full-time regular students. The table below indicates how many three (3) credit courses constitute full time study per quadmester.

| Degree Program | Minimum Courses per quadmester |
|-----------------------|---------------------------------------|
| Undergraduate | 3 |
| Graduate | 2 |

Non-matriculated Students

An individual may enroll at RNU for special study on either a full-time or part-time basis as a non-matriculated student. Such individuals are provided an opportunity for academic study with concentration in a particular area of interest. The non-matriculated student status may be used to obtain exposure to a particular area as a foundation for further academic work. Many persons with a degree use this status to gain exposure to another discipline without pursuing a degree. For some courses, certification may be offered for those who receive passing grades. Individuals must matriculate after completing 12 credits at the University.

Special Students

Students who are not pursuing a degree program are classified as special students. They do not have to submit school records or recommendation letters for admissions. Special students may enroll in as many classes as they want to take. But if they want to change their status to regular, they must go through the required application process.

Academic Advising

The basic goal of academic advising for undergraduate and graduate students at Reagan National University is to provide students with the information and guidance needed to complete a degree

program successfully. The aim is not only to provide specific information about courses and degree requirements but also to help students explore educational and career options to further their understanding of the nature and purpose of higher education. The advising system is designed so that:

- Each student has an assigned advisor. A student with a declared major is assigned to a faculty member in the student's major department.
- Each student meets with the assigned advisor during the registration or pre-registration process and has ample opportunity to discuss the academic program and other concerns with that faculty member.
- Each student has access to departmental checklists that outline and summarize specific degree requirements. Students must meet the prerequisites for a course or have special permission from the course-offering department to waive the prerequisites. Students may be dropped from the class if they are found not to meet requirements.
- Each student has the ultimate responsibility for completing his or her degree program.

Registration

Students can register either in person or through their student portal (online) with approval from their academic advisor. Students are not officially enrolled until they have paid all registration and tuition costs. Students must be enrolled in a course or auditing in order to participate in the class. A late registration fee will be charged to students registering for a class on or after the first day of the new quadmester. Late registration is permitted only during the first week of classes. Students are strongly recommended to consult with their Academic Advisor or Department Chair prior to registration in order to choose the proper courses.

Student Contact Information

The University will contact the students primarily by phone or by email. Such contact information must be updated as soon as the student is aware of a change. This is to ensure that students are kept up to date with university events and news.

Upon acceptance to RNU, newly enrolled students will be assigned a RNU email address which they are required to use for the remainder of their degree at the University. However, RNU email addresses may remain active after graduation if the student chooses to continue using it.

Once a RNU email has been created for students, RNU staff and faculty will contact students and provide official information to students only to the RNU email address. This ensures a secure and effective channel of communication. Students are encouraged to use the RNU email and to check their email regularly.

Calendar

Reagan National University operates on a quadmester system and each year is divided into four quadmesters: Fall, Winter, Spring, and Summer. Students may apply for acceptance into any one of these quadmesters.

Credit/Academic Year

Reagan National University awards credit based on a semester system. One credit hour is equal to one hour and fifteen minutes per week in class for a traditional quadmester. Most classes are three credit hours. For every credit hour spent in class, plan two to three hours studying each week. Full-time enrollment is 12 or more credits (undergraduate) and 9 or more credits (graduate) a quadmester. Part-time enrollment is fewer than 12 credit hours (undergraduate) and fewer than 9 (graduate) in a quadmester.

A school year is comprised of four quadmesters: fall, spring, summer and winter. Every quadmester includes 12-week of classes.

Change in Registration

Students may withdraw up through the fourth week of a course and not have the “Withdrawal” appear on the student transcript. After the fourth week, the “Withdrawal” will appear along with a designation indicating whether the student was “passing” or “failing”. A withdrawal fee will be charged for all withdrawals submitted after the last day of late registration of the quadmester. Dropping and adding a course may be done up through the end of the late registration period. A add/drop fee will be charged for all add/drops submitted on or after the first day of the new quadmester.

Independent Studies

Independent or Directed Studies allow students to pursue faculty-supervised study of topics not offered in the regular term. Such experiences range from directed studies in which an instructor provides considerable supervision (e.g. convenes small classes or meets regularly with research teams) to independent studies in which student’s consult with faculty to develop a more autonomous project or course of study. Independent Study is not an S/U course.

- If a student wishes to register for an independent study course, he/she must first find and make arrangements with a faculty member having expertise in the desired area. It is best to begin this process before he/she intends to enroll as there will be many details to work out.
- The student and the faculty should agree on the course title, plan of study, objectives and expectations, as well as on the nature of the final product and evaluation criteria.
- Then an “independent study agreement” needs to be completed. Signatures from the student and faculty are required. Department chair’s approval of the department offering the course is required before submitting the form to the Registration Office.

Withdrawal from Reagan National University

Before withdrawing from the University, a student is responsible for the return of all previously issued RNU property and settling or making arrangements for all financial obligations to RNU. The student must submit a Withdrawal Notice to the Registrar and complete a Withdrawing Student Survey Form at Student Services. Withdrawal from RNU at any time without satisfactory notice and settlement may result in the withholding of transcript or credits until all university obligations are satisfied.

A student may petition for “Withdrawal Without Prejudice” under extremely unusual circumstances such as serious illness or a death in the student’s immediate family. Such a petition must be presented in writing with supporting documentation (i.e. a statement from a physician, military authorities, etc.) before the end of the quadmester to the Academic Dean for review and consideration. The student may request a refund of tuition. The Academic Dean will make a decision based on the facts presented in each case.

Reagan National University reserves the right to administratively withdraw students from registered courses, due to a medical emergency, academic dishonesty, disruptive conducts, or violation of laws.

Grading System

Grades

Grades are based on student achievement, knowledge, and skill proficiency demonstrated in the classroom. The grading policy for each class will be clearly communicated with students.

Weighted Grades

RNU instructors will specify the percentage weight of grades in their syllabi in compliance to the school grading policy. Instructors will use a weighted grading system that will be reflected in the grading program.

A grade is reported for each course in which a student has enrolled to indicate the quality of performance in that course. Normally, the course grades are assigned as:

| | | |
|-----------|---|---|
| 90 – 100% | = | A |
| 80 – 89% | = | B |
| 70 – 79% | = | C |
| 60 – 69% | = | D |
| Below 60% | = | F |

The grading system used at the Reagan National University is as follows:

| <u>Grade</u> | <u>Point Value</u> | <u>Significance</u> |
|---------------------|---------------------------|----------------------------|
| A | 4.00 | |
| B | 3.00 | |

| | | |
|-----|------|------------------------|
| C | 2.00 | |
| D | 1.00 | Only for Undergraduate |
| F | 0.0 | Failure |
| AU | 0.0 | Audit |
| I | 0.0 | Incomplete** |
| R | 0.0 | Repeat |
| S | 0.0 | Satisfactory*** |
| U | 0.0 | Unsatisfactory*** |
| W/P | 0.0 | Withdrawn Passing |
| W/F | 0.0 | Withdrawn Failing |

** An incomplete "I" may be given in lieu of a grade when circumstances beyond a student's control have prevented completing a significant portion of the work of a course within the allotted time. The student's performance in the course must otherwise be satisfactory. An incomplete must be removed in a manner and within the time determined by the instructor. It may not be continued beyond one quadmester from the end of the quadmester in which the "I" is given. Failure of the student to remove the "I" by that date will result in an automatic grade of "F" being placed on the student's permanent transcript. An "I" cannot become a withdrawal "W".

*** Given only for classes using the Satisfactory/ Unsatisfactory Grading Option.

Grade Point Average (GPA)

The total quadmester hours in which grades of "A", "B", "C", "D" and "F" have been received at this institution divided into the corresponding total quality points earned constitute the student's cumulative grade point average (CGPA). Likewise, the student's GPA for any time period is found by dividing the credit hours in which grades other than "S" and "U" were received into the total quality points earned during that period. For example:

| | | |
|-----------------------------------|---|---------------------|
| 3 credit hours x A (4.0) | = | 12.0 quality points |
| 3 credit hours x B (3.0) | = | 9.0 quality points |
| 3 credit hours x C (2.0) | = | 6.0 quality points |
| 9 credit hours | = | 27.0 quality points |
| 27.0 total quality points/9 hours | = | 3.0 GPA |

The student's GPA indicates scholastic standing. Factors like effort, self-esteem, or placement prospects should be extraneous to the determination of grades.

Attendance

Students are expected to attend all classes. The penalties for missing classes without an approved excuse vary. Students should consult the respective course syllabus or their instructor. Students are responsible for all material covered or referred to in class whether they are present or absent. Students must contact their professor to determine whether or not the work can be made up. Illness or other circumstances that necessitate extended absence from class should be reported as promptly as possible to the course instructor and Department Chair. Class attendance will be monitored by the instructor or another designated staff member. For additional information regarding student course attendance, refer to the most recent version of the *Reagan National University Student Handbook*.

Academic Regulations

Academic regulations have a two-fold purpose:

- To prevent the dissipation of RNU resources and time to students who fail to make reasonable academic progress.
- To facilitate the maintenance of high academic standards at the University.

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Even though Reagan National University does not participate in federal financial aid and/or grant programs, it still complies with the Satisfactory Academic Progress Policy (SAP) in order to meet the accreditation requirements of the US Department of Education and ACICS. This Policy is used as a guide for the student and University to make sure students are making satisfactory academic progress toward their degree. All undergraduate and graduate students must comply with SAP in order to continue their enrollment at RNU.

RNU's SAP policy serves as an accurate and honest measure of student success, assessing the completion of coursework toward degree or diploma attainment while providing early identification of students requiring additional academic support.

Satisfactory Progress

Once grades are available to the Registrar at the end of each quadmester, an evaluation of each student's SAP progress will take place by the Registrar's staff. The student's SAP progress will be measured by:

1. Maximum Time Frame for Program Completion
2. A required minimum cumulative grade point average of 2.0 for undergraduates and 3.0 for graduate students on a 4.0 scale.
3. A required minimum completion rate

Students who fail to meet any of the above minimum SAP requirements will be considered not maintaining satisfactory academic progress and be notified of their SAP status via RNU email and/or USPS. It is the student's responsibility to monitor their SAP status and should they not receive notice from the University their SAP status and its implications still hold and do not go away. The consequences of not maintaining SAP requirements are explained in the "Failure to Meet Sap Requirements" section.

Maximum Time Frame for Program Completion

Federal regulations require that students complete their program within a maximum time frame of 150% of the normal program length measured by attempted credit hours. For an undergraduate degree program, the normal program length is 120 credits thus a student should complete their program in 180 attempted credit hours ($120 \text{ credit hours} \times 150\% = 180 \text{ attempted credit hours}$). For the Master of Business Administration in Finance and in Management and Master of Science in Computer Science degree programs, the normal program length is 36 credits and a student

should complete the program in 54 attempted credit hours (36 credit hours x 150% = 54 attempted credit hours).

All registered hours including repeated courses, withdrawals and all accepted transfer hours will be counted towards maximum time frame.

Qualitative-Requirement: Minimum Required Cumulative Grade Point Average

According to the Federal regulations, undergraduate students must have a cumulative grade point average (CGPA) of 2.00 at the end of the second academic year and thereafter and a CGPA of 2.0 for graduation. In addition, undergraduate students must meet the following CGPA minimum requirements at the close of each quadmester:

| <u>Credit Hours</u> | <u>Attempted Minimum CGPA</u> |
|---------------------|-------------------------------|
| 0 - 23 | 1.60 |
| 24 - 47 | 1.80 |
| 48 - 180 | 2.00 |

Graduate students must maintain a CGPA of 3.00 at the close of each quadmester after attempting a minimum of 6 credit hours.

Quantitative Requirement: Minimum Required Completion Rate

Undergraduate students must successfully complete a percentage of all attempted credit hours at the end of each quadmester according to the table below:

| <u>Credit Hours</u> | <u>Attempted Completion Rate</u> |
|---------------------|----------------------------------|
| 0 - 23 | 50% |
| 24 - 47 | 60% |
| 48 - 180 | 67% |

Graduate students must successfully complete at least 75% of attempted credit hours at the end of each quadmester after attempting 6 credit hours.

Failure to Meet SAP Requirements

SAP Warning

Students are placed on SAP Warning for one quadmester if they do not meet the qualitative or quantitative SAP requirements. Students who fail to meet the qualitative requirement at the end of the second academic year will be placed on SAP Suspension.

SAP Suspension

Students are placed on SAP Suspension for one of the following reasons:

1. Do not meet the qualitative or quantitative SAP requirements after one quadmester on SAP Warning.
2. Do not meet the qualitative or quantitative SAP requirements after one quadmester on SAP Extended Enrollment.
3. Do not meet the qualitative or quantitative SAP requirements at the end of SAP Probation period.
4. Do not meet the requirements of their Academic Plan while on SAP Probation.
5. Do not maintain a CGPA of 2.0 at the end of second academic year.
6. Exceed the maximum time frame for program completion.

Students are not eligible to enroll in classes while on SAP Suspension. Students who are placed on SAP Suspension may file an appeal if any mitigating circumstances resulted in their suspension. Details of the appeal procedures are explained in the Appealing SAP Suspension section.

SAP Probation

A student whose appeal is approved by the SAP Appeals Committee may be placed on SAP Probation. SAP Probation is one quadmester with the possibility of additional quadmesters if it is approved in the Academic Plan (as listed below). The Academic Plan is developed by the SAP Appeals Committee and the student, and is a written agreement between a student and the University in order for the student to improve his/her academic performance. The Academic Plan includes a minimum GPA and a minimum completion rate that the student must achieve every quadmester during the probationary period. The student is also required to meet SAP requirements at the end of the probationary period as a part of the Academic Plan. The Registrar's Office will monitor the academic progress of the student at the end of each quadmester. An academic Plan may be made for students who attempted less than 144 credit hours.

If a student does not meet the SAP requirements at the end of their probationary period, or fail to achieve the Academic Plan requirements at any quadmester while on SAP Probation, the student will be placed on SAP Suspension.

If a student on SAP Probation meets the SAP requirements at the end of or during their probationary period, the SAP Probation status will be removed and the student will be deemed as maintaining satisfactory academic progress.

SAP Extended Enrollment

A student whose appeal is approved by the SAP Appeals Committee may be placed on SAP Extended Enrollment. SAP Extended Enrollment is one quadmester and students are expected to meet SAP requirements at the end of the quadmester.

Appealing SAP Suspension

A student who is placed on SAP Suspension may file an appeal if extenuating circumstances prevented him/her from meeting the SAP requirements.

The following is a list of conditions that can be considered as extenuating circumstances which have negatively impacted the student's academic progress.

- Student illness or injury that caused the student to be hospitalized. US medical doctor's proof of serious illness or injury of the student which includes mental health issues.
- Death of an immediate family member (parent, spouse, child or sibling). US medical doctors proof of illness of an immediate family member where the student is the primary caregiver or the family member is the primary financial support for the student.
- Major changes at the student's place of employment that keeps the student from attending school or doing their school work.
- Military deployment or call-up.
- Natural disaster
- Any other extraordinary circumstances that affect the student's ability to meet SAP requirements.

The student should submit an Appeal Request Form to the Registrar's Office by the deadline indicated in the notification letter along with the following documents:

1. An appeal letter, explaining the extenuating circumstances that resulted in unsatisfactory academic progress, explain how the circumstances have been cured or changed to ensure that the student will be able to meet SAP requirements.
2. Supporting documentation of the extenuating circumstances, and the remediation or change. Appeals are reviewed by a committee that is chaired by the Academic Dean and includes the Registrar and Admission's Director. If necessary, The SAP Appeals Committee may seek information from the student's advisor or related department chair. The committee evaluates the appeals and determines whether the student is able to meet the SAP requirements by a specific time. The committee may
 - reject the appeal; or
 - approve the appeal and place the student on SAP Probation for one quadmester; or
 - approve the appeal and place the student on SAP Probation with an academic plan; or
 - approve the appeal and place the student on SAP Extended Enrollment.

Students placed on SAP Suspension due to failure to meet the qualitative requirement at the end of the second academic year are not eligible for SAP Probation. SAP Probation with an academic plan option is not applicable for graduate students.

If a student on SAP Probation or SAP Extended Enrollment is placed on SAP Suspension at the close of a quadmester, the student will not be able to appeal the suspension immediately unless the extenuating circumstance claim that affected unsatisfactory academic progress is different than the one indicated in the first approved appeal. Students are not allowed to appeal the suspension for a third time unless they have demonstrated, by attending another institution, the ability to succeed academically.

Reinstatement of Suspended Students

Students suspended from Reagan National University will not be allowed to reenter the institution for at least one quadmester except as provided in the suspension appeals process above.

Any student who has been suspended for at least one quadmester and wants to return to the university must submit an appeal to the Registrar's Office. The SAP Appeals Committee evaluates the appeals and determines whether the student is eligible to return to RNU. Suspended students will return to RNU on either SAP Probation or SAP Extended Enrollment status and are expected to maintain satisfactory academic progress at the end of each quadmester they are enrolled in.

Additional SAP Information

Transfer Credits and SAP Evaluation

Transfer credits are not counted in the calculation of CGPA, but as credit hours attempted and credit hours earned toward successful course completion percentage and maximum time frame allowed.

Withdrawals and SAP Evaluation

Courses dropped during the "last day to drop courses with a W" dates will appear as a "W" (withdrawal) on the student transcript. It will count towards attempted coursework credit but will not contribute towards GPA calculation.

Incomplete Grades and SAP Evaluation

An incomplete grade from a course does not affect the CGPA. This course is considered as an attempted course but not counted as earned credit in the calculation of course completion percentage for satisfactory academic progress.

If a student fails to meet SAP requirements because of receiving the grade of "I", he or she has to pay the cost of attendance until the incomplete grade is changed.

Repeated Course and SAP Evaluation

Each repeated course is counted toward attempted credit hours but counted only once as earned credit hours.

Non-punitive Grades and SAP Evaluation

A non-punitive grade from a course does not affect the CGPA. This course is counted as attempted credit hours and in the maximum time frame.

Non-credit Remedial Courses and SAP Evaluation

Non-credit remedial courses are counted as attempted credit hours and in the maximum time frame but not used for computing the CGPA.

Change of Program / Additional Credentials and SAP Evaluation

When a student changes his/her program of study at RNU, credits in previous program are counted in the calculation of the CGPA, credit hours attempted, credit hours earned toward successful course completion percentage and maximum time frame allowed in the new program.

For students seeking additional credentials, credits in both programs are counted in the calculation of the CGPA, credit hours attempted, credit hours earned toward successful course completion percentage and maximum time frame allowed.

Students who change majors or seek additional credentials may appeal for an extension of the maximum time frame provision of this policy.

ACADEMIC PLAN FOR SAP IMPROVEMENT

- An academic plan will, if followed, ensure that the student is able to meet SAP standards by a specific point in time that does not exceed three quadesters of enrollment.
- The Academic Plan for SAP improvement includes targets and specific plans for improvement.
- The Academic Plan for SAP improvement may be a multi-quadester plan (up to three quadesters). The student must adhere to it each and every quadester. Any deviation will make this plan void. Changes to a previous approved plan must be approved by the Office of Registrar.
- If it is not mathematically possible for a student to achieve minimum SAP standards within three quadesters, they could be denied aids, if applicable.

Academic Warnings, Probation & Suspension

Academic Warning: At this time, the student is informed that they are in danger of or have already fallen below academic standards. They are advised to be more attentive to their studies and return to good standing. Students should increase their efforts towards their degree or re-evaluate their options. Seeking advice from a RNU counselor or official is highly recommended. If good academic status is not reestablished or improvements are not being made by the end of the quadester the warning was issued, the University will issue a Final Academic Warning.

Final Academic Warning: Receiving this notice is an indication that the student has not made sufficient (or any) improvement towards their academic status or progress. Upon receiving this notice, the student must meet their academic counselor for an academic progress review. The student will be either barred or restricted (at the discretion of the Academic Dean) from the following activities:

- Registering for more courses beyond the minimum full time course load
- Removal from sports and other extracurricular activities
- Removal and/or ineligibility to hold office in any RNU sanctioned organization

In addition to the above actions, students participating in any cooperative education or internship programs will have their employers notified of their academic progress and that withdrawal from the program will occur if there continues to be lack of improvement.

In situations of complete absence of progress (e.g. failing or not completing all enrolled courses), an Academic Final Warning can be issued forgoing all other warnings. Failure to reestablish good academic status or make improvements (at the discretion of the Academic Dean) by the end of the quadmester the final warning was issued will result in the student being placed into academic probation.

Academic Probation: Being placed in the status of Academic Probation entails the following restriction of privileges:

- Registering for more courses beyond the minimum full time course load
- Removal and/or ineligibility to hold office in any RNU sanctioned organization
- Withdrawal from any cooperative education or internship programs and notification sent to employer
- Denial of annual vacation leave

Students in a state of academic probation are at risk of suspension from the University. Probation and the Final Academic Warning may be invoked concurrently if seen fit by RNU officials. Probation will also be indicated on the student's academic records and grade reports. There are no more Academic Warnings after the first probation period goes into effect. If no progress is made towards academic improvement and the student is still below standards, the student may be placed on suspension.

Academic Suspension: A student on academic suspension is denied the privilege of enrolling at the Reagan National University for the next quadmester after their probation period. After the suspension period, the student will be placed back on probation.

If it is evident that during the second probation an attempt at maintaining good academic standing is once again absent, the second suspension will be for no less than one academic year. The student will then be required to apply for. Students who were suspended and granted readmission to the University will start their first term on probation.

Notification of Probation and Suspension: Indication of academic probation or suspension will appear on the student's grade report at the end of each quadmester and will also appear on the student's official transcript. An official letter of student status from RNU will also indicate failure to meet academic standards. Reagan National University will attempt to notify students via email to their RNU email address and sending a letter to the home address. Failure to receive such notices does not negate the adverse action. Students are encouraged to ensure that their contact information with the school is always current.

Any student who, after conferring with his or her advisor and the Registrar, feels that he or she has been unjustifiably placed on probation or suspension may appeal for a change of status by written petition to the student's Department Chair. Petitions must be submitted to the Registrar's office