Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-8
34 CFR 600.13(a)
Acceptance of ACICS Standards, Policies, Procedures and Decisions
By
ACICS Affiliated Educators

Herman Bounds Jr., Ed.S., Director
Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
Accreditation Group
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you in my role as a Lead Pharmacy Technician and Massage Therapy Program Instructor for the Harris School of Business in Linwood, New Jersey to provide evidence that supports the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS").

In my current role, my responsibilities include instructing a comprehensive 7 month classroom based course load covering all aspects of ambulatory, institutional, out-patient, closed door and compounding pharmacy settings. I also supervise enrolled students for the Pharmacy Technician Certification Exam and Massage Therapy National Certification Exam. I coordinate intern site rotations, grow student retention rates by ensuring productive course outlines relative to current industry trends, resolve issues, update and change classroom instructional models to improve organizational effectiveness and student productivity.

I have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education ("Department"). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency's jurisdiction prepare their students.
As an educator at the Harris School of Business, which is a member of the Premier Education Group and current ACICS accredited institution, I have familiarity with ACICS criteria, policies, procedures and decisions. I have been asked to volunteer on ACICS site visit teams as a curriculum specialist as well as on other committee accrediting boards which supported the ACICS review, revision of standards and agency policies and procedures.

My educational background includes a Bachelor of Science in Community Health and Biology, a Certified Pharmacy Technician for over 18 years and a New York Licensed Massage Therapist with New Jersey registration and National Certification. I also have several years of experience participating as a Curriculum Specialist volunteer for another accrediting agency and have a point of reference, therefore, to compare ACICS Criteria and policies against those of other recognized accrediting agencies.

In my experience, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies with which I have experience including ACCET. The strengths of specific ACICS standards, policies, procedures and decisions, include the areas of: institutional career mission, institutional organization and administration, admissions and marketing, student relations, satisfactory student progress, consumer information, faculty evaluation, library and resources, facilities and equipment, program effectiveness, outcomes (graduation, placement, and licensing benchmarks) which are well above any standard evaluation.

In my experience, ACICS standards are accepted by educators as effective in ensuring that graduates from ACICS accredited institutions are prepared for the occupations for which the programs prepared graduates and also prepare students to successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies.

Please consider this letter as support for ACICS’s wide acceptance by educators for purposes of 34 C.F.R. 600.13(a).

I can be reached at (201) 970-0836 or goldenhage@gmail.com in connection with this letter of support.

With Utmost Respect,

David G. Oldenhage, BS, CPhT, LMT, NCBTMB
Lead Pharmacy Technician Program Instructor
Massage Therapy Program Instructor
Harris School of Business
1201 New Road
Linwood, New Jersey 08221
Dec. 12, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S. W.
Washington, DC 20202

Letter of support from American University of America in Bosnia and Herzegovina

Dear Mr. Bounds:

I have taught for nearly 2 decades and currently serve as the Academic Advisor for the American University in Bosnia and Herzegovina (AUBiH). I am considered one of the Old Guard of Ex-Pats that have worked in American Education in a foreign field for the past 18 years. My resume is likewise attached to certify my credentials.

This letter is to communicate the values that have benefited our Institution, and likewise the ways in which ACICS has benefited the greater Bosnian Education Institutions thru our circle of Influence with other educators with Best Practices and Standards of Conduct and Institutional Integrity. As a country struggling with a Post-Socialist backdrop and struggling National identity, ACICS has provided framework, counsel, and clear standards for academic excellence. Our students recognize that some of the conflicts in Bosnian education arise from Bosnian nationalistic efforts and are unrelated to Academic Integrity. Whereas, ACICS efforts and accreditation has been the standard that distinguishes AUBiH from Bosnian State Schools.

As an educator, I strongly support the efforts ACICS takes to strengthen Academic standards and it's continuing pursuit of excellence. This letter should be viewed as the support for restoration of ACICS accreditation.

Prof. Tom Trowbridge
Academic Advisor/ Academic Affairs

cc Student Services
Withheld pursuant to exemption (b)(6)
of the Freedom of Information and Privacy Act
December 13, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty at the American University in Bosnia and Herzegovina (AUBIH), which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies and ministries. This view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies. ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know whom to call at ACICS to get quick answers to their queries.

As an educator at AUBIH, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of my support for the agency and the quality it ensures for institutes of higher education.

Sincerely,

Padraic F. McMickle, MPhil
Faculty Member at the American University in Bosnia and Herzegovina
December 12, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as a faculty member at Southern States University, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). You can find my profile on the list of faculty: http://www.ssu.edu/academics/faculty.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including Distance Education Accrediting Commission (DEAC), Southern Association of Colleges and Schools, Western Association of Schools and Colleges, and the Accrediting Commission of Career Schools and Colleges. ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know who to call at ACICS to get quick answers to their questions.

As an educator at Southern States University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

Shane C. Riley, Dr.P.A.
ssuirley@southern.edu
December 15, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty member at California International Business University (CIBU), which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. ACICS criteria is clearly stated, which allow institutional personnel to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As an educator at CIBU, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

Eddie C. Sturgeon
Faculty Member at California International Business University
Page 10 of 78

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act
Withheld pursuant to exemption (P)(E)
of the Freedom of Information and Privacy Act.
December 15, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LIBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty member at California International Business University (CIBU), which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. My view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including the WASC Senior College and University Commission and the North Central Association of Colleges and Schools. ACICS criteria are clearly stated, which allow institutional personnel to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As an educator at CIBU, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

It is regrettable that the quality of education offered by CIBU is undermined by the loss of ACICS recognition as an accrediting body of CIBU.

Sincerely,

Dariush Ershadi

Dariush Ershadi, Ph.D. (can.)
Faculty Member at University of California, San Diego (UCSD)
Faculty Member at California International Business University (CIBU)

CALIFORNIA INTERNATIONAL BUSINESS UNIVERSITY
550 West B Street San Diego, California 92101 Tel: (619) 702-9400 Fax: (619) 702-9476
www.cibu.edu
Withheld pursuant to exemption (p)(6) of the Freedom of Information and Privacy Act.
Page 15 of 73

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act
Page 17 of 73
Withheld pursuant to exemption
(R)(5)
of the Freedom of Information and Privacy Act
December 15, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty member at California International Business University (CIBU), which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. My view is based on my experience working with other institutions of higher education accredited by recognized accrediting agencies including the Distance Education Accrediting Commission (DEAC) and the Western Association of Schools and Colleges (WASC). ACICS criteria is clearly stated, which allow institutional personnel to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As an educator at CIBU, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

Dr. Georg Schlueter, PhD, MSc, MBA
Faculty Member at California International Business University

CALIFORNIA INTERNATIONAL BUSINESS UNIVERSITY
550 West B Street San Diego, California 92101 Tel: (619) 702-9400 Fax: (619) 702-9476
www.cibu.edu
Page 10 of 78

Withheld pursuant to exemption (b)(6) of the Freedom of Information and Privacy Act.
15 December 2017

Mr. Herman Bounds, Jr., Director – Accreditation Group
U.S. Department of Education, Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W., Washington, DC 20202

Re: Letter of Support from Institutional Administrator/Educator

Dear Mr. Bounds,

I serve as the Dean of Academic Affairs and as Associate Professor of Finance in the American B.Sc. Program in Business Administration at Niels Brock Copenhagen Business College, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My CV is attached for your reference.

With this letter, I would like to express my observation, as both an administrator and as an educator, that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with standards required of other national and regional accrediting agencies. This information is based on my experience as a faculty member in other institutions of higher education accredited by other recognized accrediting agencies, namely the:

- Southern Association of Colleges and Schools (University of Memphis, Christian Brothers University, LeMoyne-Owen College), and
- North Central Association of Colleges and Schools (University of Michigan, Jones International University), plus work with programs at other institutions represented by, inter alia, the above accreditors and the
- Western Association of Schools and Colleges (e.g., the University of Hawai’i).

ACICS criteria are clearly stated, which enables us to craft policies that assure a quality education for our students. If any changes are made to the criteria, it has been my experience that ACICS informs the institutions, providing details and rationale for the changes. Their workshops have been especially helpful in this regard.

I strongly support the efforts that the Agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by academics such as myself, who work at ACICS accredited institutions. Please consider this letter an expression of my unconditional support for the Agency.

Collegially,

Sharon B. Pedersen, Ph.D.
Dean of Academic Affairs and Associate Professor of Finance
Niels Brock Copenhagen Business College
American B.Sc. Program in Business Administration
Email: shp@brock.dk; Tel.: +45.2321.4669
Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act
Withheld pursuant to exemption

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Page 23 of 73
Withdrawn pursuant to exemption
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of the Freedom of Information and Privacy Act
Withheld pursuant to exemption

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Withheld pursuant to exemption (b)(6)
of the Freedom of Information and Privacy Act.
Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act
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Withheld pursuant to exemption

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Page 30 of 78

Withheld pursuant to exemption

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Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act.
Page 32 of 78
Withheld pursuant to exemption
(R)(F)
of the Freedom of Information and Privacy Act
December 15, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as a full-time faculty member at Niels Brock Copenhagen Business College, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. My view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including Southern Association of Colleges and Schools and Middle States Association of Colleges and Schools. ACICS criteria is clearly stated, which allow institutional personnel to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As an educator at Niels Brock, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

Thomas D. Eatmon Jr., PhD
Faculty Member at Niels Brock Copenhagen Business College
December 15, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty member at California International Business University (CIBU), which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. My view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including the WASC Senior College and University Commission. ACICS criteria is clearly stated, which allow institutional personnel to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As an educator at CIBU, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

Peter McLaughlin, J.D.
Faculty Member at California International Business University
Withheld pursuant to exemption
(2)(b)
of the Freedom of Information and Privacy Act.
December 15, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty member at California International Business University (CIBU), which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. My view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including the Western Association of Schools and Colleges (WSCUC) Senior College and University Commission (WSCUC). UC San Diego Extension where I was a director is accredited by WSCUC through the university. ACICS criteria is clearly stated, which allow institutional personnel to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As an educator at CIBU, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

Susan J. Haugh, M.Ed., SPHR, BCC
Faculty Member at California International Business University
Withheld pursuant to exemption (P)(6) of the Freedom of Information and Privacy Act.
December 15, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty member at California International Business University (CIBU), which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. My view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including San Diego State University. ACICS criteria is clearly stated, which allow institutional personnel to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As an educator at CIBU, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

AVNEET SIDHU
Faculty Member at California International Business University
Withheld pursuant to exemption

(R)(F)

of the Freedom of Information and Privacy Act
Wilfully withheld pursuant to exemption

(2)(6)

of the Freedom of Information and Privacy Act
December 15, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty member at California International Business University (CIBU), which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. My view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including the WASC Senior College and University Commission. ACICS criteria is clearly stated, which allow institutional personnel to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As an educator at CIBU, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

Tim Becker, DBA
Faculty Member at California International Business University
Withheld pursuant to exemption

(Ex) of the Freedom of Information and Privacy Act
Page 45 of 73

Withheld pursuant to exemption

(P)(F)

of the Freedom of Information and Privacy Act
Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act
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Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act
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Withheld pursuant to exemption
(3)(E)
of the Freedom of Information and Privacy Act
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Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act
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Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act
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Withheld pursuant to exemption
(R)(R)
of the Freedom of Information and Privacy Act
September 18, 2017

Dr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Educator Letter of Support 34 C.F.R. § 602.13

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty at Fortis College, Online which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools. ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know who to call at ACICS to get quick answers to their questions.

As an educator at Fortis, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

Kathryn Sellers, MS
[ Educator at Fortis College]
Letter of Support – Educator at ACICS Accredited Institution

September 14, 2017

Dr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202


Dear Mr. Bounds:

I am an educator who works as Director of Business programs at American National University, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including the Accrediting Bureau of Health Education Schools (ABHES) and the Distance Education Accrediting Commission (DEAC).

In my opinion as an educator, the comparative strengths of the ACICS standards include

- tracking the completion rate of programs
- requiring in-service training of all faculty
- tracking the graduate placement rates
- requiring and tracking employer surveys
- monitoring the financial capability of the institution
- tracking the programmatic retention rates

As an educator at American National University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek
recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

Mathew S. George
Program Director - Business Administration
American National University
1813 East Main Street
Salem, VA 24153

Tel: 540.444.5233
Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

December 8, 2017

Dear Mr. Bounds:

It is with great pleasure that I am writing this letter to attest to the rigor of practice exercised by the Accrediting Council for Independent Colleges and Schools (ACICS).

As educator and scholar, I have had the honor to work for some of the best US state, private, and military institutions of higher education, accredited by the Southern Association of Colleges and Schools, Northwestern Commission on Colleges and Universities, Accrediting Commission for Community and Junior Colleges, Middle States Commission on Higher Education, Western Association of Schools and Colleges, among others. While working at Miami Regional University, I can confirm that ACICS standards, policies, and procedures have been consistent with the requirements adopted by other regional and national accrediting bodies. Faculty and staff are regularly trained and updated on the best practices enforced by ACICS to ensure that educators foster high academic standards and provide quality education for the students. Thus, I can attest that, by implementing ACICS standards and procedures, Miami Regional University has successfully graduated professionals who are currently greatly valued in their field.

As a faculty member at Miami Regional University, I can attest that my colleagues and I are passionately dedicated to our profession, we hold high ethical and academic standards, and we are proud to make a difference in our students’ lives and the lives of the patients looked for by our students. Therefore, I strongly support the efforts undertaken by ACICS to validate its standards and regain the recognition of the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

Please consider this letter as an expression of support for ACICS.

Yours sincerely,

[Signature]

Ulana Ganchea, Ph.D.
Associate Professor of English.
December 6, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Mr. Bounds,

I am the Associate Dean and Associate Professor for the School of Graduate Studies at Miami Regional University, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

In the spirit of support, it is with great pleasure that I take the time to write this letter to express my view as a leader and academician that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies.

This is supported through my experience, working with other institutions of higher education, accredited by other recognized accrediting agencies including Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools.

ACICS criteria is clearly identified, allowing school administrators to effectively implement policies to assure academic standards and provide quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As a member of the administrative and faculty team at Miami Regional University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

Rafael A. Carnejo, DNP, ARNP, ACNP-BC
Associate Dean and Associate Professor
School of Graduate Studies

700 S. Royal Poinciana Blvd., Suite 100 | Miami Springs, FL 33166 | 305-442-9223 | mru.edu
officeofacademicaffairs@mru.edu
December 6, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Mr. Bounds,

I am an Associate Professor and Chair of the Family Nurse Practitioner (FNP) program for the School of Graduate Studies at Miami Regional University, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

In the spirit of support, it is with great pleasure that I take the time to write this letter to express my view as a leader and academician that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies.

This is supported through my experience, working with other institutions of higher education, accredited by other recognized accrediting agencies including Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools.

ACICS criteria is clearly identified, allowing school administrators to effectively implement policies to assure academic standards and provide quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As a member of the administrative and faculty team at Miami Regional University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

[Signature]

Maria Lewis, DNP, ARNP, FNP-BC
Associate Professor and Chair of FNP Program
School of Graduate Studies
December 6, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Mr. Bounds,

I am an Assistant Professor for the School of Graduate Studies at Miami Regional University, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

In the spirit of support, it is with great pleasure that I take the time to write this letter to express my view as a leader and academician that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies.

This is supported through my experience, working with other institutions of higher education, accredited by other recognized accrediting agencies including Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools.

ACICS criteria is clearly identified, allowing school administrators to effectively implement policies to assure academic standards and provide quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes.

As a member of the graduate faculty at Miami Regional University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Respectfully,

[Signature]

[Name]
Assistant Professor
School of Graduate Studies
December 6, 2017

I am Vice Dean and Professor in the Office of Academic Affairs at Miami Regional University. We are an institution currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

As an educator and administrator at MRU, I would like to further communicate my endorsement of ACICS accreditation standards, policies, procedures and decisions that are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. My endorsement is based on my experience of working at other institutions of higher education that are accredited by such recognized accrediting agencies as Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools. ACICS criteria are clearly stated, allowing school administrators to set policies that ensure a quality education for students. If changes are made to criteria, ACICS both informs the schools of these changes, and provides detailed rationale for the changes. Administrators know who to call at ACICS to receive prompt responses to their questions.

Federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators and administrators such as myself who work at ACICS-accredited institutions. In this spirit of support, I stand firmly by the efforts of ACICS to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

Thank you for receiving this letter as an expression of my firm support for the agency.

Yours Truly,

Kandyce M. Richards, Ph.D., APN
Vice Dean and Professor
Office of Academic Affairs
Miami Regional University

700 S. Royal Poinciana Blvd., Suite 100 | Miami Springs, FL 33166 | 305-442-9223 | mru.edu
officeofacademicaffairs@mru.edu
December 7, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty at Schiller International University which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). I am also an active member of the Madrid Campus Effectiveness Committee. I am a graduate of Schiller International University and also of Lake Forest Graduate School of Management. I am an official consultant for the Spanish Government (ICEX) Instituto de Comercio Exterior, I also own Avertica Consulting Group and have many years of international business experience, particularly in the US, Mexico and Canada as well as in Europe.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. In addition to meeting ACICS standards, the Madrid Campus of Schiller International University complies with local accreditation requirements for private Universities in Spain and our degree is recognized as equivalent a Bologna accredited degree in the Europe. This corresponds to regional accreditation in the USA according to NACES evaluations.

ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know who to call at ACICS to get quick answers to their questions.
As an educator at Schiller International University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

Lucas Barroso
Facoly Member at Schiller International University (Madrid Campus)
LBarroso@schiller.edu
December 7, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty at Schiller International University which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). I also serve on the Campus Effectiveness Committee and am a Program Lead. I bring a unique background in the field of communications that includes a successful record in journalism, creative advertising, lobbying, cultural management and teaching at Spain’s leading business school Instituto de Empresa. For twelve years, I managed the communications in Spain and Portugal of a top world corporation, developing a multi-faceted expertise in corporate communications, regulatory affairs and issues management. I hold a double major in Political Sciences and Sociology from Tel Aviv University and a Master in International Affairs from New York University.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. In addition to meeting ACICS standards, the Madrid Campus of Schiller International University complies with local accreditation requirements for private Universities in Spain and our degree is recognized as equivalent a Bologna accredited degree in the Europe. This corresponds to regional accreditation in the USA according to NACES evaluations.
ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know who to call at ACICS to get quick answers to their questions.

As an educator at Schiller International University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

Jose Pinto
Faculty Member at Schiller International University (Madrid Campus)
jrpinto@schiller.edu
Mr. Herman Bounds, Jr.

Director, Accreditation Group

U.S. Department of Education

Office of Postsecondary Education

LBJ Building, 400 Maryland Avenue, S.W.

Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty at Schiller International University, Online which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools. ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know who to call at ACICS to get quick answers to their questions.

As an educator at Schiller, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions.
Please consider this letter as an urgent request to take my 20 years’ experience as National Marketing Manager with Bic Corporation and over 15 years instructing marketing classes at ACICS universities to continue sharing this institutional knowledge with future students.

Professor Henry Lachapelle

Adjunct Faculty

Schiller International University
December 12, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202


Dear Mr. Bounds:

The purpose of this letter is to recommend reinstatement of ACICS as a national accreditor for higher education. Between regional accreditors and vocational accreditation bodies there is a large gap, and there is a real need for accreditors such as ACICS to evaluate and confirm academic career-oriented institutions such as IGU.

Vocational schools are highly skills-oriented which defines accreditation needs at a hands-on, highly-structured level oriented toward work in vocations such as heating and air conditioning, welding, auto mechanics and the like.

Our school does not fit into a strictly vocational model, neither are we a large university. Therefore we more properly fit into the model ACICS represents for mid-range, career-oriented academic institutions.

We have recently been subject to the painful process of aligning ourselves with ACCSC, a vocational school accrediting body. This is like fitting size twelve feet into size six shoes. Although we carefully examined all relevant ACCSC regulations, several issues emerged in a recent site visit that demonstrate this gap.

To “argue” and defend our position as an academic, career-oriented institution of higher education was challenging when discussing these matters with a vocational accreditor such as ACCSC, because the mind-set of a vocational approach is significantly different from that of a school with a more academic outlook. The value of higher education not only for its own sake but also for its practical application (using a scholar-practitioner model), is highly significant in our view, and does not fit well into a strictly vocational model.

Therefore, we feel that ACICS fills an important gap in United States accreditation of higher learning, and we would like to see it continue to provide accreditation for IGU and similar schools on a national level. For schools such as ours, a regional accreditation approach seems unnecessarily stringent and a vocational accreditation approach is not sufficiently academically oriented. The ACICS approach, with its decades of experience and long affiliation with the Department of Education, is the perfect approach for us and many similar schools, and we highly recommend its reinstatement with the U.S. Department of Education.

Sincerely,

[Signature]

Dr. Hasan Karaburk, Vice President
IGlobal University (IGU), Vienna VA
Dec 12, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty at IGlocal University, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools. ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know who to call at ACICS to get quick answers to their questions.

As an educator at IGlocal University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

Dr. Abed Almala,
Graduate Lead Faculty Member at IGlocal University, Vienna VA
Dec 12, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty at IGlobal University, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools. ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know who to call at ACICS to get quick answers to their questions.

As an educator at IGlobal University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

Shelton Rhodes, PhD
Faculty Member at IGlobal University, Vienna, VA
December 12, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as an adjunct faculty at IGlobal University, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). My resume indicating my professional qualifications is attached for your reference.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including: Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools. ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know who to call at ACICS to get quick answers to their questions.

As an educator at IGlobal University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

Felipe H. Perdomo, Ph.D.
Faculty Member at IGlobal University, Vienna, VA
December 15, 2017

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Department of Education Staff:

I am very proud of Bay Area Medical Academy’s academic quality and the value students get for their education. To see groups of graduates, go on to fill positions at esteemed local hospitals fills me with immense gratification.

The curriculum at Bay Area Medical Academy is very thorough. We ensure our students are prepared for the occupational demands of Medical Assisting from start to finish. When they leave the classroom and go into their externships, I want them to be helpful, knowledgeable, and confident. To achieve this outcome, we train students through lectures, hands-on training, and simulation training with a curriculum that not only emphasizes the fundamentals of medical assisting, but also opens their eyes to the possibility of expanding upon their current healthcare career options.

I, and other faculty members, have worked at other much larger schools. The primary difference in my experience is the teaching staff at Bay Area Medical Academy have a much greater stake in the success of our students. This is evidenced by a number of practices we have collaboratively established with ACICS. One such practice is to integrate the professional experience into the classroom by creating opportunities for community involvement. We invite employers and employed graduates to speak about their facilities and the demands of the medical assisting profession. For example, we recently had Stanford Health Care and Zuckerberg S.F. General Hospital come to the campus to talk about their newest facilities, how to apply for opportunities, how to present themselves as attractive candidates, possible career ladders within their organizations, and the day-to-day duties of medical assistants.

Our faculty are very dedicated individuals who take pride in educating future medical assistants. We see our student’s ability to succeed in the field as a reflection of our ability to properly prepare them for the expectations of clinical facilities. We never want to rely on a static curriculum with the expectation that
students will learn the most relevant skills once they enter the workplace. Instead, we also hold regular meetings with employers to review our curriculum to ensure the material is both relevant and current, as well as updated to reflect current practices within medical facilities; we want students to be successful in the classroom and the workplace, which is why our career services plays such a prominent role with not only our graduates but our current students as well. We prepare students by holding mock interviews, resume workshops, talks using our close relationships with employers and acquired knowledge of employers’ needs.

ACICS has been very good in encouraging our institution to establish practices that reflect the primary mission of our school, to operate in the best interests of our students and their futures.

Best Regards,

Andrea Farby
Assistant M.A. Program Director
Lead Medical Assisting Instructor
December 15, 2017

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Department of Education Staff:

It is refreshing that the Accrediting Council for Independent Colleges and schools (ACICS) has core education values mirroring those of Bay Area Medical Academy. The ideals expressed during the Accreditation process were that students are the primary focus.

They scrutinized the hiring of staff to ensure our instructors met their standards for years of experience in their perspective fields, continuing education, and proven experience teaching within their discipline.

ACICS took great care and consideration when reviewing our educational goals and learning outcomes. In doing so, ACICS analyzed and dissected Bay Area Medical Academy’s curriculum to verify our teaching goals covered more than the basics within students’ chosen fields. It is very clear to us they want students to receive a well-rounded education that goes beyond the classroom didactic.

During our accreditation visits, ACICS closely examined every detail of our education process and curriculum. They asked probing questions regarding various aspects of our programs and sought explanations as to how lessons will benefit the student. Throughout it was clear ACICS wanted to ensure students were not only getting tangible value for their tuition and efforts, but a comprehensive educational experience.

The ever important emphasis of the student’s educational needs must come before profit and should be the ultimate goal. In my experience with ACICS, this all important value aligned well with our institution.

Sincerely,

Linda Madsen
Pharmacy Technician Instructor
To Whom It May Concern:

Laurus College’s accreditation through ACICS is of vital importance to our school. Not only does it assure students that the courses they undertake and the curriculum they master is relevant to their field of study but also that the education they receive is accepted in the world beyond the classroom.

As a faculty member at Laurus College for more than a year, and as a recent graduate of Laurus College’s Information Technologies and Network Systems program, I’ve experienced ACICS’s accreditation process having positively impacted the Information Technologies and Network Systems program in several key areas, including (a) academic quality, (b) curriculum development, (c) measuring learning objectives, and (d) instructional processes.

Just two of the more pertinent examples of this impact on my department are:

1. **Program Advisory Committee (PAC) Meetings.** The ACICS stipulation that our department host regular PAC meetings has a profound and continuing positive impact on the curriculum that this program presents to our students. By requiring our department to solicit input and guidance on our curriculum from committee volunteers who work in the IT field, our faculty is able to regularly interact with IT professionals who provide meaningful observations on our curriculum, meaningful observations on the relevance of the technologies we teach, and useful insights into all emerging technologies. Our department modifies our curriculum in response to the observations collected during these meetings. This process ensures our department provides the most relevant curriculum on the most current technologies because that curriculum is influenced by guidance from IT industry professionals.
   - **Most Recent Illustration:** A PAC member observed that our curriculum did not include Microsoft’s most recent Windows Server 2016 operating system and that we were still teaching the aging Windows 2008 R2 operating system. We adjusted our curriculum accordingly to ensure our students are knowledgeable in the most current technologies, thus more employable.

2. **Faculty Development.** The ACICS requirement that our faculty engage in ongoing professional development has a measurable, positive impact on our staff, which waterfalls to our students. Our faculty freely tell our students that we are taking our own IT classes at night; we demonstrate that learning is a lifelong pursuit and that none of our faculty is so good that he/she cannot improve and know just a little bit more. This ongoing development helps our faculty stay up to date on relevant and emerging technologies, and we all integrate our own recent learnings into lectures for our students.
   - **Most Recent Illustration:** Myself and several colleagues are currently enrolled in the same cybersecurity class. We all are learning massive amounts, and we all integrate cybersecurity concepts we learned the night before into the following day’s lecture for our students.
The presence and guidance of ACICS has opened the door for greater professional development within Laurus College, which has had a positive impact on both my teaching methodologies and my interactions with students.

It is my sincere hope that Laurus College will have the opportunity to continue working with ACICS in the coming years.

Sincerely,

Randall Lewis

Instructor, Information Technologies and Network Systems

Laurus College
December 14, 2017

To Whom It May Concern:

Laurus College’s accreditation through ACICS is extremely important to our school. Not only does it assure students that the courses they undertake and the curriculum they master is relevant to their field of study, but also accepted in the world beyond the classroom.

As a faculty member at Laurus College for 5 years, I’ve experienced ACICS’s accreditation process having positively impacted the Medical Billing and Coding program in several areas including academic quality, curriculum development, measuring learning objectives, and instructional processes.

For example:

After reviewing course evaluations for several terms, we discovered a pattern of students feeling that the course content was moving too quickly in our MED150 Understanding Health Insurance course. After discussing with our department staff, we created additional learning materials to help supplement the course. We then presented these materials to our Medical Billing and Coding Program Advisory Committee, and implemented once the materials received final approval from our School Chancellor.

The following several term’s course evaluations showed an improvement in student’s ratings for the courses learning materials, and fewer comments pertaining to course pacing.

The presence and guidance of ACICS has opened the door for greater professional development within Laurus College, which has had a positive benefit on both my teaching methodologies and student interactions.

It is my sincere hope that Laurus College will have the opportunity to continue working with ACICS in the coming years.

Sincerely,

Rebecca Sandoval

Director of Medical Billing and Coding Dept.
December 13, 2017

To Whom It May Concern:

Accreditation is of great importance to our school. Not only does it assure students that the courses they undertake and the curriculum they master is relevant to their field of study, but also accepted in the world beyond the classroom. A good accreditor, such as ACICS, has had a powerful impact on Laurus College by helping us to create a professional learning community and establishing measureable learning objectives.

As a faculty member at Laurus College for 3 years, I’d like to share my thoughts on how ACICS’s accreditation process has positively impacted the PBS program.

ACICS is very rigorous and has high standards, which for our department, precipitated deep reflection as we examined our courses, course curriculum, and learning objectives. This systematic process facilitated hearty academic discussion within our department, led to many innovative ideas that helped us create more learner-centric assignments, and assisted our students in engaging more deeply with the learning material.

The presence and guidance of ACICS has opened the door for greater professional development within Laurus College which has had a positive benefit on both my teaching methodologies and student interactions.

It is my sincere hope that Laurus College will have the opportunity to continue working with ACICS in the coming years, and that we will be able to forge ahead with this valuable partner in our commitment to academic excellence.

Sincerely,

Steve Ryan
Professional Business Systems
Faculty
Laurus College

steve.ryan@lauruscollege.edu

Cell Phone: (805) 421-6833

421 E. Betteravia Rd, Suite 100
Santa Maria, CA 93454

www.lauruscollege.edu
December 12, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support for Accrediting Council - Independent Colleges and Schools
From University Professor

Dear Mr. Bounds:

I am an educator who works as a faculty member at Southern States University, in Newport Beach, California. This post-secondary school is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). You can find my profile on the list of faculty: http://www.ssu.edu/academics/faculty/. Prior to becoming a teacher at the later named school, I worked in educational administration for approximately fifteen (15) years as an Assistant University Dean and later as a Dean of Academics. A respectable amount of my work dealt with, at times, accrediting agencies on a state, regional/federal level, and their respective guidelines, mandates or requirements.

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at Southern States University and, in my opinion, are consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with other institutions of higher education accredited by recognized accrediting agencies including, but not limited to: (i) The Southern Association of Colleges and Schools (ii), Western Association of Schools and Colleges, (iii) Accrediting Commission of Career Schools and Colleges, and (iv) Accrediting Bureau of Health Education Schools. ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure quality education for students. Nothing is open to any degree of misinterpretation or ambiguity. If any changes are made to the criteria, it is my understanding that ACICS timely informs the school(s), providing relevant details and the controlling rationale for the modification(s). Administrators know who to contact at ACICS to get thorough and expedient answers to any and all questions.

As a teacher at Southern States University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016. The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including educators such as myself who work at ACICS accredited institutions. Please consider this letter an unconditional expression, without any reservation(s) whatsoever, as to support for the agency. Towards that end, hopefully this correspondence will receive due consideration.

Sincerely,

Duane Carter MA/JD

[Address]

Southern States University

Fashion Valley Campus
123 Camino de la Renta
Suite 100 East
San Diego, CA 92101
619-298-1125

Newport Beach Campus
3601 Dove Street
Suite 105
Newport Beach, CA 92660
949-833-8568

Las Vegas Campus
3101 W Sahara Ave
Suite 108
Las Vegas, NV 89102
702-786-3788

www.ssu.edu

(U-Mail Address)
December 11, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Letter of Support from Institutional Educator

Dear Mr. Bounds:

I am an educator who works as a faculty member at Southern States University, which is currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). I teach courses in mathematics, statistics, and marketing. You can find my profile on the list of faculty: http://www.ssu.edu/academics/faculty/

This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with other institutions of higher education accredited by other recognized accrediting agencies including Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission of Career Schools and Colleges, and Accrediting Bureau of Health Education Schools. ACICS criteria is clearly stated, allowing school administrators to know exactly how to set policies to assure a quality education for students. If any changes are made to the criteria, ACICS informs the schools, providing details and rationale for the changes. Administrators know who to call at ACICS to get quick answers to their questions.

As an educator at Southern States University, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who work at ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

Matthew Alcala, M.A.
Adjunct Faculty, SSU
**Case Name:** *In the Matter of* Accrediting Council for Independent Colleges and Schools

**Docket No.:** 16-44-O

**Filing Party:** Respondent, Accrediting Council for Independent Colleges and Schools

**Exhibit No.:** B-O-11
## ACICS Member Faculty/ Administrators

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## NON ACICS Faculty

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<td>Thomas</td>
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<td>North Central</td>
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<td>Markowitz</td>
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Case Name: *In the Matter of* Accредитиng Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-12
9/26/2017
Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202


Dear Mr. Bounds:

As you know, the undersigned schools are currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). These schools represent institutions located throughout the United States and abroad, offering a variety of career-focused programs leading to certificate, associate’s, bachelor’s, and master’s credentials. Many institutions listed below have been ACICS accredited for decades.

This letter is to communicate the continued and longstanding acknowledgement and acceptance by these institutions of ACICS’s accreditation standards, policies, and procedures as articulated in the Accreditation Criteria, and decisions as they impact and apply to each of the undersigned accredited institutions. For each institution, ACICS’s standards and actions have assisted in ensuring that each institution meets and exceeds educational quality goals for the benefit of students and other stakeholders.
Currently accredited ACICS institutions support the efforts that the agency has taken to clarify and strengthen its standards, as well as its effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to December 2016. The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures, and decisions to grant or deny accreditation by educational institutions, which includes those institutions the agency accredits. Please consider this letter an expression of support for the agency by its accredited institutions.

Sincerely,

Valerie Johnson
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<td>Marilyn Long, 2017-09-20</td>
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Case Name: In the Matter of Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-13
34 CFR 600.13(a)
Acceptance of ACICS Standards, Policies, Procedures and Decisions
By Educational Institutions

ACICS Accredited Educational Institution

Herman Bounds Jr., Ed.S., Director
Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
Accreditation Group
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of Bryan University in Springfield, Missouri to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS"). In my role, my responsibilities include oversight of all areas of operation of the University.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education ("Department"). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency's jurisdiction prepare their students.

As President/CEO at Bryan University, which is an ACICS accredited institution, I have familiarity with ACICS Criteria, policies, procedures and decisions because we have been an ACICS accredited institution since 1991.

In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies with which I have experience. ACICS’s standards of accreditation are very complete in nature developed with consumer protection in mind to ensure
the highest level of education is delivered. Their evaluation process is very thorough beginning with the pre-visit requirements through the site visit, team summary, institutional response, intermediate review committee, staff review and ultimately council review for action. Students should enter ACICS accredited institutions confident their best interests have been considered at all levels throughout the review process.

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them.

Please consider this letter as support for ACICS’s wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at bstewart@bryanu.edu in connection with this letter of support.

Sincerely,

[Signature]

Brian D. Stewart. President/CEO
Bryan University
Dear Director Bounds:

I am writing to you on behalf of Beverly Hills Design Institute in Beverly Hills, California, to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS"). In my role, my responsibilities include insuring the success of the mission of excellence of our institution.

As a President at Beverly Hills Design Institute which is an ACICS accredited institution, I have familiarity with ACICS Criteria, policies, procedures and decisions of ACICS because we are an ACICS accredited institution since August 20, 2010, went through two reaccreditation cycles since then, have several articulation agreements in place with a ACICS and non ACICS accredited institutions; and accept transfer students from ACICS and non ACICS accredited institutions.

In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies with which I have experience including ACCSC, NASAD and WASC. In fact, the organization and institutionalization of our College operations would not have been possible without the application of ACICS standards, policies, and procedures, in particular concerning institutional career mission, institutional organization and administration, admissions and marketing, student relations, satisfactory progress, consumer information, faculty evaluation, library and resources, facilities and equipment, program effectiveness, outcomes, and graduation and placement.

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them, and/or can successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies, as exemplified by graduates or students from ACICS institutions that have completed or continued their education at another institution.

Please consider this letter as support for ACICS's wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(b).

Please do not hesitate to contact me in connection with this letter of support.

Sincerely,

[Signature]

Sonia ETE
President
Beverly Hills Design Institute
T 310 360 8888 Ext 100
D 310 877 1368
F 310 857 6974
soniae@bhdi.edu
www.bhdi.edu
Herman Bounds Jr., Ed.S., Director
Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
Accreditation Group
400 Maryland Avenue, SW
Washington, D.C. 20202

Director Bounds:

I am writing to you on behalf of Southern Technical College, based in Orlando, FL to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS"). I serve as the President and CEO for the College.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education ("Department"). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency's jurisdiction prepare their students.

As the President/CEO at Southern Technical College, which is an ACICS accredited institution, I have familiarity with ACICS Criteria, policies, procedures and decisions of ACICS because we have been an ACICS accredited institution since 2004.
In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies with which I have experience.

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of the College can succeed in the occupations for which their programs are designed to prepare them, and may successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies.

Please consider this letter as support for ACICS’s wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at in connection with this letter of support.

Sincerely,

[Signature]

Pedro C. De Guzman  
President and Chief Executive Officer  
Southern Technical College  
11883 High Tech Avenue  
Orlando, FL 32817
American Higher Education Development Corporation (AHED)

Stautzenberger College, Rockford Career College, Madison Media Institute &
East West College of Natural Medicine

ACICS Accredited Educational Institutions

Herman Bounds Jr., Ed.S.,
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of our institutions located in Florida, Illinois, Ohio and Wisconsin to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools (“ACICS”). In my role, my responsibilities include the oversight of all compliance and operations activities at each location.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education (“Department”). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency’s jurisdiction prepare their students.

As the Chief Operations and Compliance Officer at our institutions listed above, which is an ACICS accredited institution, I have familiarity with ACICS Criteria, policies, procedures and decisions of ACICS because our schools have more than a 10 years history as an ACICS accredited institution; have an articulation agreement in place with an ACICS accredited institution; accept transfer students from an ACICS accredited institution; and our corporate / school employees participates on ACICS committees.
In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies with which I have experience including Accrediting Commission on Career Schools and Colleges, Council on Occupational Education, and the Accrediting Bureau of Health Education Schools.

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them and/or can successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies, as exemplified by graduates or students from ACICS institutions that have completed or continued their education at another institution.

Please consider this letter as support for ACICS’s wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at 404-704-2426 or jbodimer@ahed.com in connection with this letter of support.

Sincerely,

Jeffrey L. Bodimer  
Chief Operations / Compliance Officer  
American Higher Education Development Corporation
Herman Bounds Jr., Ed.S.,
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of the Long Island Business Institute in Flushing, NY to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS"). In my role, my responsibilities include improving retention, placing students in to jobs in their field of study, and managing the student services departments.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education ("Department"). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

As an Executive Director of Academic Operations and Student Services at Long Island Business Institute, which is a ACICS accredited institution, I have familiarity with ACICS Criteria, policies, procedures and decisions of ACICS because we have been an ACICS accredited institution for nearly two decades.

In the experience of this institution, ACICS Criteria, policies, procedures and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies with which I have experience including ACCET and Middle States. ACICS standards are far stricter than those that are regionally accredited. Our disclosure information that is required by ACICS is far more rigorous than other accrediting bodies, organization and administration, admissions and marketing, student relations, satisfactory

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them and/or can successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies, as exemplified by graduates or students from ACICS institutions that have completed or continued
their education at another institution. In fact, our institution has 15 articulation agreements that allow our students to transfer to regionally accredited institutions.

Please consider this letter as support for ACICS's wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at 718-979-5100 or at aventurino@libi.edu in connection with this letter of support.

Sincerely,

Anna Venturino
Executive Director of Academic Operations and Student Services
Long Island Business Institute
December 18, 2017

Herman Bounds Jr., Ed.S.,
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of the SAE Institutes of Technology in Los Angeles, CA, Miami, FL and Emeryville, CA to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS"). In my role as Manager of Compliance, my responsibilities include assisting campuses with reports and renewals to licensing and accreditation agencies, including the Campus Accountability Report, IPEDS, state licensure, crime statistics, SEVIS, self-studies, and new program applications.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education ("Department"). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

\[
\text{\$602.13 Acceptance of the agency by others.}
\text{The agency must demonstrate that its standards, policies, procedures, and decisions to grant or}
\text{deny accreditation are widely accepted in the United States by --}
\]

\[
\text{(a) Educators and educational institutions; and}
\]

\[
\text{(b) Licensing bodies, practitioners, and employers in the professional or vocational fields}
\text{for which the educational institutions or programs within the agency's jurisdiction}
\text{prepare their students.}
\]

As a Manager of Compliance with SAE Institutes of Technology, which is a are ACICS accredited institutions, I have familiarity with ACICS Criteria, policies, procedures and decisions of ACICS because we have been ACICS accredited institutions since 2011.
In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions are at least as rigorous as those of other recognized accrediting agencies with which I have experience including the Accrediting Commission for Career Schools and Colleges and the Accrediting Commission for Career Education and Training. These include instructor qualification and professional development standards, graduate placement standards and verification procedures, admissions and marketing standards, and the satisfactory academic progress standards.

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them and can successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies, as exemplified by graduates or students from ACICS institutions that have completed or continued their education at other campuses within the SAE Institutes System.

Please consider this letter as support for ACICS's wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at r.hendrickson@saed.edu in connection with this letter of support.

Best,

Robert M. Hendrickson
Manager of Compliance
SAE Institutes, North America
Herman Bounds Jr., Ed.S.,
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of Manhattan School of Computer Technology, a nonprofit 501(c)3 institution in Brooklyn, NY to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS"). In my role, my responsibilities include overseeing the day to day activities of every aspect our institution in order to comply with ACICS. New York State Education Department, and USDOE rules and regulations.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education ("Department"). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency’s jurisdiction prepare their students.

As the School Director at Manhattan School of Computer Technology, which is an ACICS accredited institution, I have familiarity with ACICS Criteria, policies, procedures and decisions of ACICS because we are an ACICS accredited institution since 1987.

In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies in regards to institutional career mission, institutional
organization and administration, admissions and marketing, student relations, satisfactory progress, consumer information, faculty evaluation, library and resources, facilities and equipment, program effectiveness, and student outcomes (graduation and placement).

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them.

Please consider this letter as support for ACICS's wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at gshumskaya@manhattanschool.edu in connection with this letter of support.

Sincerely,

Galina Shumskaya, School Director, Manhattan School of Computer Technology
December 17, 2017

U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20024

Dear Sirs/Madams of the US Department of Education,

I represent all 12 Florida Career Colleges that are accredited by ACICS.

I write this letter in support of ACICS’s application to gain recognition as a new institutional accreditor. In this letter, I want to especially recognize ACICS for making transformative changes to its policies and procedures since January 2016.

After the departure of the former ACICS executive team and the addition of new executives, the ACICS culture favorably changed followed by corresponding policies that have positioned ACICS as an institutional accreditor worthy of your recognition.

Should you have any questions, please feel free to contact me.

Best,

Fardad Fateri
ACICS Accredited Educational Institution

December 18, 2017

Herman Bounds Jr., Ed.S., Director
Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
Accreditation Group
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of Dewey University in Puerto Rico to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools (“ACICS”). Dewey University is a nonprofit institution of postsecondary vocational and higher education that offers certificate, associate degrees, bachelor’s degrees and master degrees. As a Hispanic-serving institution, Dewey University is the recipient of three Title V and one Title III grants from the Department of Education to develop opportunities to in the area of graduate education, health programs and STEM.

In my role as Vice-president of Accreditation and Compliance, my responsibilities include to promote and enhance a culture of compliance with applicable policies, laws and regulations.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education (“Department”). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§ 602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by -

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency’s jurisdiction prepare their students.

As a Vice-president of Accreditation and Compliance at Dewey University, which is a ACICS accredited institution, I have familiarity with ACICS Criteria, policies, procedures and decisions of ACICS since we have been accredited for more than two decades.
ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them.

Please consider this letter as support for ACICS's wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at 787-237-1274 or miguel.rivera@ dowey.edu in connection with this letter of support.

Sincerely,

(Miguel Angel Rivera)
Vice president of Accreditation and Compliance
Herman Bounds Jr., Ed.S.,
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of University of North America in Fairfax, Virginia to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS"). In my role, my responsibilities include overseeing the strategic planning, business operation and academic quality assurance of the institution.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education ("Department"). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency's jurisdiction prepare their students.

As a president at University of North America, which is an ACICS accredited institution, I have familiarity with ACICS Criteria, policies, procedures and decisions of ACICS because we have been an ACICS accredited institution since 2014 and our grant of accreditation is effective until 2021.
In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies with which I have experience including ACCSC.

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them and can successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies, as exemplified by graduates or students from ACICS institutions that have completed or continued their education at another institution.

Please consider this letter as support for ACICS’s wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at jill.martin@uona.edu in connection with this letter of support.

Sincerely,

[

Jill Martin, President
University of North America

]
December 12, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Rc: ACICS Accredited School Letter of Support 34 C.F.R. § 602.13

Dear Mr. Bounds:

Season’s Greetings!

I am David Sohn, the President and CEO of IGlobal University. As you know, the undersigned schools are currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). These schools represent institutions located throughout the United States and abroad, offering a variety of career-focused programs leading to certificate, associate’s, bachelor’s, and master’s credentials. Many institutions listed below have been ACICS accredited for decades.

This letter is to communicate the continued and longstanding acknowledgment and acceptance by these institutions of ACICS’s accreditation standards, policies, and procedures as articulated in the Accreditation Criteria, and decisions as they impact and apply to each of the undersigned accredited institutions. For each institution, ACICS’s standards and actions have assisted in ensuring that each institution meets and exceeds educational quality goals for the benefit of students and other stakeholders.

Currently accredited ACICS institutions support the efforts that the agency has taken to clarify and strengthen standards, as well as its effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to December 2016. The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures, and decisions to grant or deny accreditation by educational institutions, which includes those institutions the agency accredits. Please consider this letter an expression of support for the agency by its accredited institutions.

Sincerely,

[Signature]

Dr. David T. Sohn
President & CEO
IGlobal University
December 12, 2017

Herman Bounds Jr., Ed.S.,
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of AIHT Education in Stratford, CT to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS"). In my role as a School Director, my responsibilities include:

- Conduct administrative meetings for updates.
- Initiate and implement development of policies and planning.
- Participate in purchasing goods and equipment, as required.
- Oversee administrative staff, academic colleagues and students.
- Prepare and execute marketing strategy.
- Maintain high levels of quality assurance, including course evaluation and course approval procedures.
- Prepare reports and statistics for internal use.
- Participate in the development of future information systems that would be beneficial for the school.
- Oversee Career Services and Clinical Externship department.
- Participate in Board of Advisory meetings.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education ("Department"). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency's jurisdiction prepare their students.
As a School Director at AIHT Education, which is an ACICS accredited institution, I have firsthand experience with ACICS Criteria, policies, procedures and decisions of ACICS because we are an ACICS accredited institution since April 2017.

In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are much more rigorous than those of other recognized accrediting agencies with which I have experience including ACCET.

Personally, I think following standards, policies, procedures and decisions are excellent examples of best practice.

- Monthly Placement Verification Program (PVP) - This has to be verified via both employer and graduate.
- Quarterly Campus Accountability Report (CAR)
- SAP standards - Both qualitative and quantitative
- Academic freedom
- Faculty development
- Consumer Information
- Marketing guidelines

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them and can successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies, as exemplified by graduates or students from ACICS institutions that have completed or continued their education at another institution.

Please consider this letter as support for ACICS’s wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at 203-870-400x111 or at rshah@aihtedu.com in connection with this letter of support.

Sincerely,

(Ravish Shah)
Director
AIHT Education
December 15, 2017

Ms. Michelle Edwards
President, ACICS
750 First St, NE, Suite 980
Washington DC 20002-4223

Dear Ms. Edwards,

This letter is to express our support for ACICS as you pursue recognition from the US Department of Education.

We are not yet an institution accredited by ACICS, although in 2015 and 2016 we went through many of the steps towards that goal. Speaking hopefully, we were one final site visit away from being accredited by ACICS. Because the US Department of Education withdrew its recognition of ACICS, we have not yet pursued that remaining step.

We would like to state for the record that we found the ACICS staff and the process to be highly professional and helpful, at the same time that they clearly upheld the standards and expectations for an institution seeking its initial accreditation. From the staff and the members of the visiting teams we heard expressions of satisfaction and compliments where those were warranted, as well as clear statements of those areas in need of additional attention or improvement. This is exactly what an institution wants and expects from a credible accrediting body.

Although we were in the process of seeking our first accreditation from ACICS, many of our staff are “veterans” of many years of dealing with other accrediting bodies, both as representatives of institutions seeking accreditation, and as members or chairs of accreditation site visit panels. Given these experiences, we have ample basis for assessing
the ACICS staff and processes, with reference to our experiences with these various other accrediting bodies, both in the United States and internationally.

No other accrediting agency fits the nature and mission of our University better than ACICS, and we strongly urge the US Department of Education to acknowledge the many changes and improvements that ACICS has made, and thus to restore its recognition of ACICS.

Please let us know if there are other ways in which we can be helpful as you take this important step.

Sincerely,

Cristina Versari, PhD
Chief Executive Officer

Raymond J Trybus, PhD
President
December 15, 2017

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Department of Education Staff:

I am writing in support of the re-recognition of Accrediting Council for Independent Colleges and Schools (ACICS) by the US Department of Education.

I founded Bay Area Medical Academy in 2005 with the goal to help bridge the opportunity gap by expanding and elevating vocational training in the US. A single parent, and immigrant myself, I know the obstacles that exist to move up the economic ladder in America. As the income inequality keeps widening, technical schools like Bay Area Medical Academy provide an opportunity to train our workers with the skills they need to compete in the ever-changing job market, ensuring they build long term careers. (You can listen to my speech at the Opening Plenary of the CGI America 2012 Conference moderated by President Clinton here https://www.youtube.com/watch?v=yUzVs0PjTg)

Bay Area Medical Academy is a social enterprise, established as a B-corp and planning to convert to non-profit in 2018. We transform people’s lives through vocational education programs created in partnership with employers. As San Francisco grows into the leading technology center of the world, many of our communities and neighborhoods are left behind. We need to continue providing educational pathways to help bridge the economic gap, and to help our most vulnerable populations stay in San Francisco. A study released in March 2017 by the Brookings Institution showed that while San Francisco has the ninth-highest general employment rate in the country (79 percent), it also has the highest employment disparity between blacks and whites in the country: 84 percent of white San Franciscans are employed, compared to 53 percent of black San Franciscans.

This is where we come in – while 29% of our student population are Hispanic/Latino, 25% are Africa American, 18% are Asian, 7% White and 6% Pacific Islander. And they get jobs! Our placement rate for 2016-17 academic year in Medical Assisting was 70.2% and in Pharmacy Tech was 83.3%.
Our latest impact analysis presented below shows the tremendous value of our programs. For the 2015-2017 academic years cumulatively, students entering the program earned $13,942 on average while they earned $35,335 at the end of the program. The darker gray line shows the California living wage as in previous graphics, while the lighter gray line shows the living wage for one individual in the County of San Francisco, $33,553.

We believe in the principle of “paying it forward” and wish to contribute in every way possible to strengthening the San Francisco Bay Area community. To that end, we offer scholarships to graduating High School seniors and discounted tuition to non-profit, community-based organizations working to alleviate poverty and assist individuals on public assistance to become increasingly self-sufficient.

Bay Area Medical Academy is an approved training provider for Workforce Investment and Opportunity Act (WIOA) agencies, Employment Development Department (EDD), Work2Future, Unity Council, PeninsulaWorks, Department of Rehabilitation and many other government agencies.

We would like to expand our ability to provide these scholarships and discounts to students by converting to a non-profit. However, this has been postponed by a year due to our need to now pursue reaccreditation.

Bay Area Medical Academy has been accredited with ACICS since 2013. From the beginning it was clear to us that ACICS’s value is in putting students’ outcomes first. During their accreditation visits and subsequent reviews, we have found them to be very investigative and thorough in reviewing all aspects of our institution. From our program
outcomes, staff qualifications, admissions process, and career services, to our curriculum and educational outcomes.

It is unfortunate that the mistakes of few schools, national chains, who were long term players in the vocational training sector, is now affecting hundreds of schools like ours. We are a relatively new, small, community-focused school and have always had the student's interest in our mind.

I hope that you reconsider your decision. I am available any time if you would like to hear about our experience with ACICS further.

Sincerely,

[Signature]

Simona Cvjetic
Founder/CEO
December 12, 2017

Ms. Michelle Edwards
President
Accrediting Council for Independent Colleges and Schools
750 First Street, N.E. Suite 980
Washington, D.C. 20002-4241

Dear Ms. Edwards:

Laurus College has been accredited by ACICS for almost ten years and we are pleased with our association with the agency. We have had several visits from different teams and have learned from each of them. Each visit and interaction with ACICS has given us the opportunity to test our standards in management, operations, and academics against the rising bar of ACICS standards. The visit teams reviews and the self-inspection required by self-studies and effectiveness plans have provided us the insight and direction to improve our school’s ability to deliver a quality education and learning experience to our students. We are a better school having worked with ACICS.

We commend ACICS for its ongoing efforts to elevate its processes, procedures and standards. We hope to have the opportunity to work with the Council and staff of ACICS for many years in the future.

Sincerely,

Jeff Redmond
Chancellor
Laurus College
421 E Betteravia
Suite 100
Santa Maria, CA 93454
December 15, 2017

To Whom It May Concern:

My name is Jean Gonzalez. As President of South Coast College in Orange, California, I am writing this letter in support of ACICS obtaining re-recognition by the Department of Education.

I, personally, have always felt that ACICS has had high standards. I was baffled by the loss of recognition by the Department of Education and have been devastated by the adverse effects that the decision has had on me and my staff, my colleagues, and the profession of court reporting as predicted by the Chairperson of the Court Reporters Board in her 2016 letter to the Department of Education. In California, the five ACICS-accredited private court reporting colleges produced 71 percent of the licensed court reporters in the state from 2009 to 2016. Although these schools were held in high esteem in the court reporting community, the burden and expense of having to undergo re-approval by the state of California as a non-accredited school, maintain accreditation with an agency that does not have recognition by the Department of Education, and seek re-accreditation from another accrediting commission resulted in two schools closing and another selling to a non-profit organization.

The letters in Attachment 1 attest to the esteem in which the California court reporting schools were held and the quality of education provided by these private schools in general and by South Coast College in particular.

South Coast College has always had tremendous support from the Court Reporters Board, the various professional court reporting organizations, and from the alumni of South Coast College. A recent event at South Coast College is a testament to the quality of the alumni that it has produced. Out of the 7 participants at our Pack the School Event in the photo in Attachment 2, five are South Coast College alumni. Mary Kelly, CSR, RPR, CRR, is an Official Court Reporter in Los Angeles Superior Court; Diana Whitesel, CSR, is an Official Los Angeles Court Reporter and President of the Los Angeles County Court Reporters Association; Robert Sullivan, CSR, is a Court Reporter in Orange County is Director of the California Court Reporters Association; Mike Chiaravalotti, CSR, is a Court Reporter Manager for the Orange County Superior Court, and Neal Tanoue, CSR, is one of six newly appointed Official Court Reporters to Los Angeles Superior Court.

In Attachment 3, you can see from the list of 33 participants at this Pack the School event, twenty-six (26) are South Coast College alumni. Fourteen (14) of the alumni panelists shared their stories and one
posted on Facebook her support of South Coast College and indicated that she and her sister are both alumni.

Attachment 4 is an email from Christine Mantyla, a paralegal alumna whose employer, Attorney Mark Peacock, spoke on behalf of the value and need for paralegals. The email speaks to how members of the community perceived the South Coast College experience. Attorney Peacock previously indicated in an interview that Christine Mantyla transformed his law office. See Attachment 5.

Also in attendance was Cassandra Caldarella, CSR, alumna, Orange County Superior Court Reporter, who has authored a number of articles about court reporting including the Lifehacker Career Spotlight: What I Do as a Court Reporter.

As I indicated, I fully support the attempt by ACICS to regain recognition and lament the fact that the loss of its recognition has impacted and devastated so many small school owners and their students, faculties, and staff.

Sincerely,

Jean Gonzalez

President, South Coast College
December 15, 2017

Mr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Niels Brock Copenhagen Business College ACICS Letter of Support

Dear Mr. Bounds:

Niels Brock Copenhagen Business College is the largest business college in Denmark with a long-standing tradition of offering international business educational programs in Denmark as well as abroad. Niels Brock has been operating in Denmark for more than 130 years and been offering programs abroad since 1990s. We are recognized and supported by the Danish Ministry of Education, but in view of our ever increasing international activities we found that an American accreditation above and beyond our Danish recognition would be a clearer signal to our foreign partners and international students that we are indeed offering top-quality educational programs.

Consequently, mainly based on the advice of our American college and university partners we thoroughly investigated the accreditation field in the United States, and found that ACICS was the type of accreditation agency that we were looking for— an agency with a focus on accrediting career colleges. Our vision is to ensure that our graduates possess the competencies demanded by employers, in Denmark as well as in the international market. This is exactly the focal point that we found with ACICS. We started preparing for accreditation with ACICS in early 2012. Throughout the process, we received excellent support and clear expectations from ACICS about the process. Through very hard work and with some improvements to our administration, documentation collection, and educational offerings we succeeded in obtaining the institutional approval by ACICS before the end of 2013. We have now offered a bachelor’s degree in Business Administration in Copenhagen, which uses the American structure and the Danish pedagogical methodology. Since offering this program, we have experienced an increasing number of graduates from our various ACICS-accredited programs. By the fall of 2017, we have over 4,300 graduates from our ACICS-accredited programs.

We have been utterly satisfied with the standards, reviews, and commitment to ensuring delivery of top-quality international business programs. It requires hard work to obtain approval from ACICS and to stay accredited by ACICS. We have been through extensive and thorough reviews with excellent feedback from ACICS and their volunteer evaluators. Initiatives which have been of great assistance in our efforts to deliver the best international business programs.

It is our opinion that ACICS has excellent, extensive and clear standards and processes emphasizing student learning outcomes and placement rates. Consequently, we believe that the ACICS standards and processes provide a solid foundation for upholding the requirements expected of any accreditor recognized by the USDOE and CHEA.
Through our continual relationship with ACICS, we are confident that ACICS has taken the appropriate measures and made the appropriate improvements to address the findings by the National Advisory Committee on Institutional Quality and Integrity (NACIQI). ACICS, in our opinion, should be given the opportunity to demonstrate full compliance and be once again a recognized agency of the Department of Education.

Sincerely,

[Signature]

Anya Eskildsen
President
Niels Brock Copenhagen Business College
December 15, 2017

Herman Bounds Jr., Ed.S.,
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of Southern States University in San Diego, California to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools ("ACICS"). In my role as Chancellor, I am responsible for the management and success of the entire institution and our students.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education ("Department"). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency’s jurisdiction prepare their students.

As a Chancellor at Southern States University, which is an ACICS accredited institution, I am intimately familiar with ACICS accreditation criteria, policies, procedures and decisions of ACICS because we have been accredited by ACICS since 2010. We accept transfer students from an ACICS accredited institution; our school regularly participates on ACICS committees or other teams; and I have personally attended all ACICS annual meetings and conferences for the past 7 years.
In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies with which I have experience, including the Western Association of Schools and Colleges (WASC). In fact Southern States University is in the process of seeking regional accreditation from WASC and just achieved step one of three by attaining eligibility status. When that process is complete we have decided to maintain our national accreditation with ACICS in parallel with regional accreditation from WASC. Simply put, we would not be in the position of successfully attaining regional accreditation if it were not for the rigor and care of ACICS over the past 7 years. We highly value that experience and plan to build upon it in the future by proudly maintaining ACICS accreditation moving forward.

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them and/or can successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies, as exemplified by graduates or students from ACICS institutions that have completed or continued their education at another institution.

Please consider this letter as support for ACICS's wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached anytime at 646-704-3161 (cell) or via email at jtucker@ssu.edu in connection with this letter of support.

Sincerely,

[Signature]

John D. Tucker
Chancellor
December 15, 2017

To whom it may concern,

Schiller International University has been accredited by ACICS since 1983. The Schiller main campus is located in Largo Florida USA, but there are also campuses in Heidelberg (Germany), Paris (France) and Madrid (Spain).

The quality standards and requirements set by ACICS have allowed Schiller not only to meet the academic requirements of the Commission of Independent Studies CIE in Florida, but also to meet international Higher Education quality standards in the different countries where Schiller operates outside the USA. We can proudly say that Schiller International University was the first American University to achieve Programmatic Accreditation in Germany in 2017. This demonstrates that Schiller programs meet with the Higher Education Standards set by the European Higher Education Area Agreement signed by 46 countries, the so called Bologna Accord. Furthermore, our students are eligible to gain an additional University degree through the University of Roehampton in London. To make this possible all our programs successfully underwent a validation scrutiny by this university, according to the standards of the Quality Assurance Agency of the United Kingdom (QAA). This entity sets the quality standards for Higher Education institutions in Great Britain. NACES evaluators consider this Roehampton degree to be equivalent to a degree from a regionally accredited University in the USA. Finally, in Spain Schiller International University degrees are considered equivalent to those issued by the Spanish Universities. It has been possible because the Spanish Higher Education Authority recognizes that our programs meet their standards and requirements. As in Germany, Spanish standards meet those of the Bologna Accord.

ACICS has played a major role in making all these remarkable achievements possible. First as mentioned earlier, by setting the quality standards and requirements that allowed us to be at the same level as other Higher Education Systems outside the United States. Second, and taking into account our limited size, by providing the guidelines, appropriate advice and support to make this possible. It is important to highlight that even though we are an American Higher Education Institution, if we don’t address local higher education standards we cannot just operate in these countries.
ACICS has always provided constructive criticism and advice on how to improve our processes and educational standards. This has made us a stronger University and allowed us to apply for European accreditation with success. More importantly, ACICS training, and their updated criteria, have guided us as we strive for higher standards in all that we do and consequently have helped us to provide an outstanding educational experience for our students.

For all of these reasons, we firmly believe that ACICS should continue to be recognized as a federally approved accrediting agency. They have been instrumental in making us a strong University capable of obtaining international accreditation.

Sincerely,

[Signature]

Manuel Alonso, Ph.D.
President
December 15, 2017

Herman Bounds Jr., Ed.S.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Director Bounds:

I am writing to you on behalf of American University in Bosnia and Herzegovina to support the acceptance of the standards, policies, procedures and decisions of the Accrediting Council for Independent Colleges and Schools (“ACICS”). In my role, my responsibilities include leading the creation and implementation of University’s strategy; setting university goals; determining priorities and allocation of resources; leading University’s external relations locally, nationally, and internationally; and overseeing quality of the academic and support programs at the University.

We have been informed that ACICS has an initial petition for recognition under 34 C.F.R. Part 602 pending with the U.S. Department of Education (“Department”). Those requirements include basic eligibility requirements including that ACICS demonstrate the following:

§602.13 Acceptance of the agency by others.
The agency must demonstrate that its standards, policies, procedures, and decisions to grant or deny accreditation are widely accepted in the United States by --

(a) Educators and educational institutions; and

(b) Licensing bodies, practitioners, and employers in the professional or vocational fields for which the educational institutions or programs within the agency’s jurisdiction prepare their students.

As a President at American University in Bosnia and Herzegovina, which is a ACICS accredited institution, I have familiarity with ACICS Criteria, policies, procedures and decisions of ACICS because we are an ACICS accredited institution since April 2013 and we have to follow all the ACICS criteria, policies, procedures and decisions. Also, we accept transfer students from ACICS accredited institutions.
In the experience of this institution, ACICS Criteria, policies, procedures, and decisions and its application of same to accredited institutions, are at least as rigorous as those of other recognized accrediting agencies with which I have experience including Accrediting Commission of Career Schools and Colleges (ACCSC) and European Association for Quality Assurance in Higher Education (ENQA).

ACICS standards, policies, procedures and decisions are accepted by this institution as sufficient to ensure graduates of ACICS accredited institutions can succeed in the occupations for which their programs are designed to prepare them and/or can successfully transfer or continue their education at institutions accredited by other recognized accrediting agencies, as exemplified by graduates or students from ACICS institutions that have completed or continued their education at another institution.

Please consider this letter as support for ACICS's wide acceptance by educational institutions for purposes of 34 C.F.R. 600.13(a).

I can be reached at denis.prcic@aubih.edu or +387 35 321 050 in connection with this letter of support.

Sincerely,

[Signature]

[Name]

President
American University in Bosnia and Herzegovina
December 14, 2017

Ms. Michelle Edwards  
President  
Accrediting Council for Independent Colleges and Schools  
750 First Street NE, Suite 980  
Washington, DC 20002-4223

Dear Ms. Edwards:

Subject: Support of ACICS Petition for USDOE Re-recognition

For more than 50 years, we at Empire College have delivered quality, personalized vocational education to the citizens and businesses of Northern California. We strongly support ACICS and the many efforts they have made to improve their criteria.

As an ACICS accredited institution for over 50 years, Empire College has proudly adhered to and exceeded the standards of excellence set forth in ACICS accreditation criteria. We have played by the rules, as have most ACICS accredited schools, and have placed the success and well-being of our students FIRST. Because of the decertification of ACICS by the U.S. Department of Education, Empire College has been caught up in a regulatory and punitive political firestorm, directed at our sector and our students. There are many small, community-based colleges like us that provide a supportive, quality, interactive educational experience for students who have selected us as an alternative to the community college culture.

As a small college with 400 students in vocational business programs as well as in a four-year Juris Doctor program, we have been burdened by regulations that shift our resources away from educational delivery toward costly reporting. In the bigger picture, the Department’s decertification of ACICS has punished all ACICS institutions and has put tens of thousands of students including many veterans at risk unnecessarily, costing the taxpayer billions of dollars.

Empire College has never advertised placement rates nor engaged in any type of advertising that could be construed as misleading or in poor taste. Most of our students have previously attended the local community college, which is one of the best in the state. They enroll at Empire, in part, because we place them in “a caring, supportive educational environment that addresses their self-esteem” (wording which is part of our mission statement) along with our reputation in the community for providing quality education that meets employers’ needs. Over the last six years, 82% of Empire College students have been referred to us by graduates, friends, or family members. That is the strength of Empire’s reputation, earned over 56 years as an educational resource in our community and proud of our ACICS accreditation.

Our culture has been supported by ACICS as they continue to offer webinars, strengthening standards, and reaching out to our staff, faculty, and most importantly, our students. The academic merit of our occupational programs has been recognized by articulation agreements with the University of Phoenix and Kaplan University.
Empire College has been on President Obama’s Higher Education Community Service Honor Roll - with distinction - for the past four years (and was a finalist for the top award in 2013). In 2015, the Sonoma County Board of Supervisors recognized the Empire College Board of Directors with a Jefferson Award for public service. The College has an A+ rating with the Better Business Bureau, and on our student, graduate, and employer surveys we have a 90+% satisfaction rating. Empire College has no complaints filed with the State approval agency (BPPE), our accreditor (ACICS), or the California Committee of Bar Examiners. Our Law School has produced 12 members of the judiciary in 5 California Counties, and our professors include the Sonoma County District Attorney, Chief Public Defender, and several sitting judges.

In February, we underwent an eight-member reaccreditation visit from ACICS with their expanded new standards and emphasis on data integrity, a two-year collaborative effort with all of our staff and faculty. We adhered to every aspect of their new robust standards and received a three year reaccreditation extension this month.

I sit on the boards of three other colleges, one WASC accredited, one ACCSC accredited, and the other ACICS accredited. I have been through the accrediting process several times with all three. ACICS standards are strongly comparable and in many cases exceed both WASC and ACCSC, particularly as it relates to our sector.

Respectfully,

Chairman, CEO & President
December 13, 2017

Michelle Edwards
President & CEO,
ACICS

Dear Ms. Edwards,

ACICS accredited us, an institute focused on the teaching about and researching dogs. It saw the value of our work – recognizing the need for a formal accredited educational program in which the dog was an academic subject of study. ACICS recognized this long before any college or university used the term “dog” in their academic coursework. Today, almost every major university has courses or grants degrees in dog studies, but in 2010 courses in dog studies were unknown, considered beneath the dignity of an academic institution. Dogs were, after all, scruffy pets serving little purpose.

Recognition of the importance of canine studies has changed dramatically since ACICS accredited Bergin University of Canine Studies. We have been at the forefront of this educational tsunami thanks to the acumen of ACICS who provided us this opportunity to facilitate the dog moving into the halls of academia joining the bovine, equine, marine mammals and others, none of whom live as closely with nor do as much for humans as does the dog.

Today Bergin University graduates have started or have been hired by dog businesses and assistance dog programs across the United States and around the world. Our graduates are promoting an understanding of and in-depth knowledge of the dog that exceeds the antiquated beliefs that have limited the dog’s value to society.

An outgrowth of this knowledge has produced diabetic alert dogs, cancer detecting dogs, dogs working in courthouses, dogs helping teach children to read and many other advances too numerous to mention.

Bergin University was initially approved by California’s Bureau of Private Post-secondary Education (BPPE) to offer Associate, Bachelors and Masters. We then became accredited by ACICS and our accreditation was subsequently renewed. Our accreditation through ACICS was to continue through December 2018, but with ACICS losing its accreditor status with the Department of Education, we felt it imperative that we apply to a second accreditor, ACCSC.

We have since been through ACCSC’s accreditation process and are awaiting the results. In truth, we have found little difference between the requirements of these two accreditors.
ACICS did place more merit on the academics of our programs, which pleased us since one of our goals has been and continues to be providing scholarly canine education such that dog training becomes a profession, not simply a job -- of an uneducated person relying on aversive methods to suppress dog behavior instead of educating the dog. These same past methods of childrearing and teaching with a ruler have since been outlawed. With professional dog trainers at the helm, these aversive methods are changing dog training as well.

Our secondary goal, recognized and encouraged by ACICS, has been to secure our graduates positions that, with their increased scientific knowledge of the dog, would improve and expand the dog-human partnership. These goals are being met every day as more and more of our graduates start or are hired into businesses and programs that improve or invent new and better ways for this 15,000 plus thousand-year relationship to evolve still further.

With over 60% of American households having dogs and little to no access to formal knowledge about dogs, it is not surprising that so many dogs have been surrendered to animal shelters each year. Educated professionals are changing this. Many of our graduates work in shelters counseling dog owners or hold training classes to help resolve the difficulties these owners are having with their dogs. One owner told me she'd gone to six dog trainers to no avail until she worked with one of our graduates who provided her with the insights and knowledge that resolved the difficulties.

With academics and scientific knowledge being introduced into the world of dog training and dog-human partnerships, formerly stunted by anecdotal knowledge, human-canine relation specialists are finally becoming recognized professionals. Income has increased significantly, and specialist roles have evolved. Assistance Dogs International (ADI), a coalition of assistance dog programs, has developed an accreditation program that requires candidate programs seeking accreditation to follow their published specific guidelines. ADI's process has strict application requirements and includes a formal team visitation.

These advancements could not have happened without the vision and insight ACICS showed in their willingness to accredit a program involving dogs. There was no lessening of their standards in doing so. And we would not have wanted that, as our intent was to be the best we could be. ACICS' Six Principles for Campus Effectiveness continue to guide us in our efforts as we regularly review with faculty and staff the need to ensure high student placement rates, quality student learning outcomes, graduate and employer satisfaction, and solid retention and graduation rates. And as evidence of our educational effectiveness -- our graduates hire our graduates!

ACICS has been a progressive force in our school, guiding us while challenging us, but never letting up on their expectations of quality. I appreciated that. It was motivating. In fact, it was while I was a Masters student at Sonoma State University that I had the epiphany that dogs could be trained to help people with disabilities like muscular dystrophy, multiple sclerosis, paraplegia, quadriplegia and other mobility disabilities. And thus was born the service dog.

Finding instructors and instructional materials that will educate our students while challenging them to question and expand their thinking is our tertiary educational mission, so that our students can have their own epiphanies that will further dog-human partnerships. Many of our Masters students' projects and theses have done this. One created a successful concept of dogs being used therapeutically with Veterans to help improve their Post-traumatic Stress symptoms while another examined the ethics of dogs being placed in roles working with individuals with psychological issues. One an outgrowth and critique of the other.

ACICS has been a force behind this. Their emphasis on and monitoring of the quality of our student learning outcomes has helped keep us on track. We want to see growth and improvement. They want to see growth and improvement, and their required report submissions help monitor and guide us. Despite the DOE ruling, we continue to submit these reports and plan to go through our upcoming accreditation review with them. At the very least, our programs will improve; at most, ACICS will be allowed to continue as our accreditor.

Respectfully submitted,

Bonita (Bonnie) Bergin
President

PS Attached please find the roster of our Program Advisory Boards
Ophelia Sanchez ME, BS  
President / CEO  
700 South Royal Poinciana Boulevard  
Miami Springs, FL 33166  
Phone 305.442.9223  
Cell 305.710.2230  
osanchez@mru.edu  
www.mru.edu

December 8, 2017

Mr. Herman Bounds, Jr.  
Director, Accreditation Group  
U. S. Department of Education  
Office of Post-Secondary Education  
1.8J Building, 400 Madison Avenue, S. W.  
Washington, D. C. 20202

Dear Mr. Bounds,

As the President of Miami Regional University, I want to make you aware of the experience the University community and, most importantly, our students have had with the Accrediting Council of Independent Colleges and Schools (ACICS).

After receiving a six-year accreditation and a second six-year renewal from the Council of Occupational Education (COE), Miami Regional University decided to change accrediting agencies to an organization that could accredit the higher-level degrees that our students desired. The University selected ACICS and received a four-year accreditation in December 2014.

Since the University started the accreditation process with ACICS four years ago, all of the agency’s personnel have been professional, accessible, and knowledgeable. The ACICS standards are strict and are geared to provide quality education to our students, while ensuring the University has a process to evaluate its outcomes and make continuous improvements. ACICS has further strengthened its standards since the NACIQI meeting of 2016. For example, ACICS enhanced its placement review process demanding monthly verification of employment given directly to ACICS by employer or third-party verifier, which may currently be one of the strictest placement standards in the industry.

I strongly endorse ACICS as an accrediting agency and believe its standards safely guard the future of its students.

Sincerely,

[Signature]

Ophelia Sanchez  
President and CEO

700 South Royal Poinciana Blvd., ste 100  
Miami Springs, Fl 33166  
305.442.9223 Fax: 305.442.8723
December 11, 2017

Mr. Herman Bounds, Jr
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

RE: Accrediting Council of Independent Colleges and Schools (ACICS)

Dear Mr. Bounds

This letter is written in support of Accrediting Council for Independent Colleges and Schools (ACICS). Mountain State College has been in service to the Mid-Ohio Valley for 129 years. I have had the privilege of being a part of that history for 44 years. The founder of the College began the tradition in 1888 which is still followed today. It is a tradition rich in high standards and excellence. It has the distinction of training the first woman stenographer to a President of the United States. It also was one of the first College’s in the United States to establish an substance abuse program.

The College was first accredited in 1950’s by the Accrediting Commission for Business Schools now known as Accrediting Council for Independent Colleges and Schools (ACICS). Given our history with ACICS and my experience working with other accrediting agencies, I strongly support the efforts that ACICS has taken to clarify and strengthen its standards and its current effort to seek recognition by the United States Department of Education as an accrediting agency, consistent with its status prior to 2016.

Sincerely,

Judith Sutton
President

enclosures
March 3, 2017

Ms. Perlite Walters-Gilliam  
Vice President - Accreditation  
ACICS

Subject: Voluntary withdrawal of ACICS accreditation

Dear Ms. Walters-Gilliam,

This letter is to officially notify you that AIMS Education would like to voluntarily withdraw from its accreditation by ACICS effective March 3, 2017. On behalf of our team at AIMS, I would also like to take this opportunity to thank ACICS for serving as an accrediting agency for our institution. We strongly believe that we have learned a lot throughout the accreditation process as well as after by working towards continually meeting the high standards that ACICS expects its member schools to maintain.

Unfortunately, at this time we are unable to continue being institutionally accredited by two agencies and must withdraw our ACICS accreditation. Should anything change in the future, we will reach out to you to discuss our options for re-applying.

Once again, I thank you for all the guidance that we have received from ACICS team members throughout the accreditation term.

Sincerely,

[Signature]

Swati Patel, BS, RDMS, RVT  
President  
AIMS Education
August 28, 2018

Ms. Michelle Edwards
President/CEO
Accrediting Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002-4223

RE: Ohio Valley College of Technology, ACICS ID Number 00011157
Voluntary Withdrawal of Accreditation

Dear Ms. Edwards:

It is with a heavy heart that I inform you that my institution is voluntarily withdrawing our accreditation with ACICS effective August 17, 2017. We have been with ACICS from the start of our accreditation and many from our organization have served as ACICS evaluators and commissioners over the years, but unfortunately, due to the uncertainty of ACICS' future status with the US Department of Education we saw no other course than to seek accreditation with another agency. Effective August 17, 2017, we received accreditation from the Accrediting Bureau of Health Education Schools. We have notified the US Department of Education of this change and are completing this transition by notifying ACICS.

Thank you for your many years of service to our group of colleges. We wish nothing but the best for you and your agency moving forward.

Sincerely,

[Signature]

Scott S. Rogers,
Campus President

“Great Career, Great Life!”
August 28, 2018

Ms. Michelle Edwards
President/CEO
Accrediting Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002-4223

RE: Voluntary withdrawal of Accreditation:
00010492 – West Virginia Junior College – Morgantown, WV
00010523 – Pennsylvania Institute of Health and Technology – Mt. Braddock, PA

Dear Ms. Edwards:

It is with a heavy heart that I inform you that my institution is voluntarily withdrawing our accreditation with ACICS effective August 23, 2017. We have been with ACICS from the start of our accreditation and many from our organization have served as ACICS evaluators and commissioners over the years, but unfortunately, due to the uncertainty of ACICS’ future status with the US Department of Education we saw no other course than to seek accreditation with another agency. Effective August 23, 2017 we received accreditation from the Accrediting Bureau of Health Education Schools. We have notified the US Department Education of this change and are completing this transition by notifying ACICS.

Thank you for your many years of service to our group of colleges. We wish nothing but the best for you and your agency moving forward.

Sincerely,

Chad T. Callen
Campus President/Owner
August 28, 2018

Ms. Michelle Edwards  
President/CEO  
Accrediting Council for Independent Colleges & Schools  
750 First Street NE, Suite 980  
Washington, DC 20002-4223  

RE: West Virginia Junior College,  
Charleston Campus ID: 00010481, Bridgeport Campus ID: 00019725  
Voluntary withdrawal of Accreditation

Dear Ms. Edwards:

It is with a heavy heart that I inform you that my institution is voluntarily withdrawing our accreditation with ACICS effective August 21, 2017 for Charleston/Bridgeport. We have been with ACICS from the start of our accreditation and many from our organization have served as ACICS evaluators and commissioners over the years, but unfortunately, due to the uncertainty of ACICS’ future status with the US Department of Education we saw no other course than to seek accreditation with another agency. Effective August 21, 2017 we received accreditation from the Accrediting Bureau of Health Education Schools. We have notified the US Department of Education of this change and are completing this transition by notifying ACICS.

Thank you for your many years of service to our group of colleges. We wish nothing but the best for you and your agency moving forward.

Sincerely,

[Signature]

Teresa Willis  
Campus President

“Great Career, Great Life”
October 5, 2017

Ms. Michelle Edwards  
President  
Accrediting Council for Independent Colleges and Schools  
750 First Street NE  
Suite 980  
Washington, DC 20002-4223

Dear Ms. Edwards:

Subject: Voluntary Withdrawal of Accreditation (00015282)

South Hills School of Business & Technology is requesting Voluntary Withdrawal of Accreditation effective immediately from the Accrediting Council for Independent Colleges and Schools (ACICS). The Voluntary Withdrawal of Accreditation applies to the following South Hills entities:

- **Corporation**: South Hills Secretarial School, Inc, State College, PA (00015282)
- **Main**: South Hills School of Business & Technology, State College, PA (00010814)
- **Learning Site**: South Hills School of Business & Technology, State College, PA (00023305)
- **Learning Site**: South Hills School of Business & Technology, Lewistown, PA (00016305)
- **Branch**: South Hills School of Business & Technology, Altoona, PA (00019244)

South Hills School of Business & Technology has received approval for Initial Accreditation from Accrediting Commission of Career School and Colleges (ACCSC) effective September 28, 2017.

Thank you for your years of working with us and we wish you the best for your future. Should you require additional information, please contact me at (814) 234-7755, Ext. 2010, or paulmazza@southhills.edu.

Kindest regards,

S. Paul Mazza, Ill  
President
October 30, 2017

Ms. Perliter Walters-Gilliam
Vice President of Accreditation
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4223

Dear Ms. Walters-Gilliam:

Please let this letter serve as formal notification of voluntary withdrawal of institutional accreditation from ACICS by Bradford School in Columbus, Ohio (#00010550), effective the date of this letter. We appreciate the longstanding relationship that Bradford School shared with ACICS and wish your institution success as it moves forward.

If you have any questions about this notification or need additional information, please let me know.

Cordially,

Dennis Bartels
President
Lima, December 01, 2017

Via email and regular mail

Ms. Michelle Edwards  
President  
Accrediting Council for Independent Colleges and Schools  
750 First Street, NE Suite 980  
Washington, DC 20002-4223

Subject: Renewal of accreditation denial

UNIVERSIDAD SAN IGNACIO DE LOYOLA  
ID CODE: 00061155 (MC)  
La Molina, Lima

UNIVERSIDAD SAN IGNACIO DE LOYOLA  
ID CODE: 00233044 (BC)  
Independencia, Lima

In response to your letter of August 14th informing us of the renewal of our institution’s accreditation by ACICS, we state the following.

We appreciate your agency’s efforts to remain one of the most prestigious accreditation agencies recognized by the US Department of Education.

New Peruvian regulations establish that every agency granting accreditation to educational institutions in Peru must be authorized by SINEACE (National System for Accreditation of Higher Education). Therefore, we are unable to continue with the ACICS accreditation renewal process. Currently, our institution is working on the national accreditation process, which is required by law.

We are very grateful to ACICS, because you gave us the opportunity to be recognized as an institution that strives for high quality education in our country.

Thank you very much, and we hope to have the opportunity to work together in the future.

Ramiro Sosa Bravo  
President

cc: Ms. Perriper Walters-Gilliam, ACICS Vice President of Accreditation (pw@acics.org)  
Ms. Cathy Sheffield, Accreditation and State Liaison, US Department of Education (joshrecordingmanager@nd.gov)
October 23, 2017

Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4233

RE – Voluntary Withdrawal of ACICS accreditation

Please accept this letter as official notification of Center for Advanced Legal Studies’ intent to voluntarily withdraw its accreditation by the Accrediting Council for Independent Colleges and Schools (ACICS).

We, like all ACICS accredited colleges, have remained hopeful that recognition by the Department would return in a timely manner. Unfortunately, this doesn’t appear to be the case.

Center for Advanced Legal Studies maintains its accreditation through the Commission of the Council of Occupational Education so this withdrawal does not affect our relationship with the Department.

We were one of the more recent schools to gain accreditation through ACICS. Our Initial accreditation was awarded in March, 2016, so while we did not experience a long-lasting relationship, we can attest to the validity of the ACICS accreditation process and its resolve to hold colleges to the highest ethical and educational standards. We appreciated the scrutiny.

Please let us know if this letter is sufficient to voluntary withdraw our accreditation from ACICS, or if there are other steps we need to complete to finalize the process.

Thank you,

Doyle Happe
President/Co-founder
Center for Advanced Legal Studies
November 15, 2017

Michelle Edwards
President
Accrediting Council for Independent Colleges and Schools
750 First Street NE
Suite 980
Washington, DC 20002-4223

Dear Ms. Michelle Edwards:

I am writing to voluntarily withdraw the accreditation of Douglas Education Center (DEC) from the Accrediting Council for Independent Colleges and Schools (ACICS), effective immediately.

Our institution is proud of the longstanding relationship and recognition we have sustained with ACICS over the last several decades. Due to the ongoing uncertainty regarding ACICS and its recognition with the United States Department of Education, DEC made the decision to secure accreditation with the Accrediting Commission of Career Schools and Colleges (ACCSC). Attached is DEC’s acceptance letter from ACCSC, dated November 14, 2017.

We wish you and ACICS all the very best.

Warm Regards,

[Signature]

Jeffrey Imbrescia
CEO/President
Douglas Education Center
130 Seventh Street
Monessen, PA 15062
724-653-2213
jimbrescia@dec.edu

Enclosure
December 4, 2017

Michelle Edwards
President
ACICS
750 First Street NE
Suite 980
Washington, DC 20002

Dear Michelle,

Please accept this letter as formal notification that Eagle Gate College, Murray (00011200), Eagle Gate College, Layton (00021444) and Provo College (00053102) are withdrawing from our voluntary accreditation through the Accrediting Council for Independent Colleges and Schools.

As you know, we have had a long association with the Council and it is with heavy heart and disappointment that I write this letter. We wish great success for you, the staff and the commissioners in your continued efforts to right the ship.

Sincerely,

Chuck Ericson
President
Eagle Gate College Group
June 20, 2017

Mr. Roger J. Williams  
Interim President  
ACICS  
750 First Street NE  
Suite 980  
Washington, DC 20002-4223

Dear Mr. Williams:

I am writing to let you know that by action of the ICCI Board of Trustees in the June Board Meeting (6/17/17) board members approved a recommendation to voluntarily withdraw membership from ACICS effectively immediately.

We are requesting any further guidance beyond this letter about forms or procedures that are needed to complete this process, and would very much appreciate an acknowledgement from ACICS recognizing this voluntary withdrawal process has been completed.

Additionally, we are requesting that the International College of The Cayman Islands be removed from all of your membership listings, and that your website is updated to note the date of our voluntary withdrawal.
I would like to acknowledge and thank ACICS for its work with the college since our first accreditation in 1979. Our students have benefited from participating in the process of continuous institutional improvement over the years.

Thank you for your timely attention to this request. I look forward to your response at the earliest.

Sincerely,

[Blank]

Mike Mannisto  
Chair of the Board of Trustees

Cc: ICCI Board of Trustees  
Dr. Aleza Beverly, Dean and Chief Academic Officer, Interim President  
Ms. Perliter Walters-Gilliam, ACICS Vice President of Accreditation
June 30, 2017

Mr. Roger J. Williams  
Interim CEO and President  
Accrediting Council for Independent Colleges and Schools  
750 First Street, NE Suite 980  
Washington DC 20002-4223

Re: Voluntary Withdrawal of Accreditation

Dear Mr. Williams:

This letter is to advise ACICS of NYIEB’s voluntary withdrawal of accreditation effective June 30, 2017.

It has been an honor and privilege to have known ACICS professionally for more than two decades.

Sincerely,

[Signature]

Peter Kolaczko
President
August 29, 2017

Michelle Edwards  
President  
Accrediting Council for Independent Colleges and Schools  
750 First Street, Suite 980  
Washington, DC 20002

RE: SAE Institute—Atlanta (ID Code 00031682)

Dear Ms. Williams:

SAE Institute Atlanta (ID Code 00031682) is voluntarily withdrawing its accreditation with the Council effective immediately. The campus is becoming a branch of SAE Institute of Technology—Nashville that is accredited by the Accrediting Commission for Career Schools and Colleges.

The institution appreciates the relationship it maintained with the Council.

Sincerely,

Todd S. Clark  
Campus Director  
(404) 994-3269

cc: Scott Jones, CEO, Navitas Careers & Industry  
    Michael Bottrill, President and General Manager  
    Dr. Michele Ernst, Dean
October 30, 2017

Michelle Edwards
President
Accrediting Council for Independent Colleges and Schools
750 First Street, Suite 980
Washington, DC 20002

RE: SAE Institute of Technology–New York (ID Code 00245683)

Dear Ms. Williams:

SAE Institute of Technology – New York (ID Code 00245683) is voluntarily withdrawing its accreditation with the Council effective immediately. The institution is pursuing institutional accreditation with the Accrediting Commission for Continuing Education and Training and must concentrate its resources on that process.

The institution appreciates the relationship it maintained with the Council.

Sincerely,

Michael Bottram,
President and General Manager
SAE North America

cc: Scott Jones, CEO, Navitas Careers & Industry
    Robert Aguiar, Campus Director
    Dr. Michele Ernst, Dean
VIA E-mail (Hard Copy to Follow)

December 12, 2017

Ms. Michelle Edwards, President
Accrediting Council of Independent Colleges and Schools
750 First Street N.E., Suite 980
Washington, DC 20002

RE: Spencerian College – Louisville 00010506(MC)
   Spencerian College – Lexington 00015661(BC)

Dear Ms. Edwards,

This letter is to inform the Accrediting Council of Independent Colleges and Schools that Spencerian College of Louisville and Spencerian College of Lexington are both voluntarily withdrawing their accreditation with ACICS effective December 12, 2017. It is with a heavy heart that we withdraw our accreditation since Spencerian College is one of the five remaining institutions that assisted in the founding of ACICS.

We wish ACICS the best in the future as they move toward regaining recognition by the Department of Education.

Sincerely

[Signature]

Jan Gordon
Executive Director
October 24, 2017

Ms. Perlter Walters-Gilliam
Vice President of Accreditation
ACICS
750 First Street, NE, Suite 980
Washington, DC 20002-4223

Dear Ms. Walters-Gillam:

Please let this letter serve as formal notification of voluntary withdrawal of institutional accreditation from ACICS by the Vet Tech Institute of Houston (#00010596), effective the date of this letter. We appreciate the longstanding relationship that Vet Tech Institute of Houston shared with ACICS and wish your institution success as it moves forward.

If you have any questions about this notification or need additional information, please let me know.

Best regards,

Elbert Hamilton, Jr.
Director/Chief Academic Officer
December 12, 2017

Ms. Michelle Edwards  
President/CEO  
Accrediting Council for Independent Colleges and Schools  
750 First St NE; Suite 980  
Washington, DC 20002

Re: Voluntary Withdrawal of Accreditation

Dear Ms. Edwards:

It is painful to notify the Council that Columbia College (Institution ID: 00068978) voluntarily withdraws its institutional accreditation.

The school is currently accredited by Council on Occupational Education (COE) but tried hard to maintain dual accreditation with the ACICS for institutional development but current situation related to the federal and state authorities make it extremely tough to maintain the multiple approval.

The College has been recently awarded renewal of the accreditation from the COE, effective until the end of 2021 and the school withdrew all programs which are not approved by the COE to meet their compliance.

We knew the Council is actively preparing the process for recognition from the U.S. Department of Education and hope to work together near future once the process is successfully completed.

Your assistance and support of the request is greatly appreciated. Please accept our withdrawal prior to revocation actions related to sustaining fees. Should the Council require additional information or have questions and or concerns, please feel free to contact me at 703-206-0508 (phone), 703-206-0488 (fax), or president@c.ccdc.edu (email).

Sincerely,

Richard K. Kim
President
Columbia College
(703)206-0508
president@c.ccdc.edu
Good morning Katie,

FYI: please process the resignation letter.

Roger J. Williams
Interim President
rjwilliams@acics.org

From: Roger J Williams <rjwilliams@acics.org>
Date: Wednesday, July 19, 2017 at 7:29 AM
To: Kate Holmquest <kate@wrightgrad.edu>
Cc: Michael Zwell <mike@wrightgrad.edu>
Subject: Re: Wright Graduate University is now accredited by DEAC

Thank you Kate and congratulations. You never stumbled along the difficult path to the present and by all accounts have garnered equal measures of respect and appreciation. We wish you all the best in your future endeavors and will follow-up shortly with a letter responsive to your resignation of accreditation with ACICS.

Best Regards,

Roger

Roger J. Williams
Interim President
rjwilliams@acics.org

From: Kate Holmquest <kate@wrightgrad.edu>
Date: Tuesday, July 18, 2017 at 3:52 PM
To: Roger J Williams <rjwilliams@acics.org>
Cc: Michael Zwell <mike@wrightgrad.edu>
Subject: Wright Graduate University is now accredited by DEAC

Dear Roger,

On behalf of the Wright Graduate University for the Realization of Human Potential, I would like to thank you for all the support we have received from ACICS.

We just received word that on June 14, 2017, DEAC took action to grant WGU accreditation for three years through June 2020. This email is to inform you that effective immediately we are withdrawing from membership in
ACICS. I have attached the accreditation letter from DEAC with this email.

If there is any other information you need from us, please let me know.

Thank you for all the good work ACICS has done and is doing, for WGU and all the other member schools. We wish you the best!

Sincerely,

Kate Holmquest
Campus Director, Wright Graduate University
www.wrightgrad.edu

Residential Campus:
N7698 County Highway H | Elkhorn, WI 53121
Ofc: 262-742-4444 | Cell: 312-725-9508

Chicago Learning Site & Auxiliary Administrative Offices:
445 E. Ohio, Suite 400 | Chicago, IL 60611
Ofc: 312-645-8300 | Fax: 312-645-8333

https://www.linkedin.com/in/kateholmquest
October 3, 2017

Ms. Michelle Edwards, President
Accrediting Council for Independent Colleges and Schools
750 First Street NE, Suite 980
Washington D.C. 20002-4223

Dear Ms. Edwards:

On behalf of Zenith Education Group, I want to thank you, members of the Council and your staff for the support and assistance that we have received over many years. As you may be aware, as part of our efforts to improve efficiency and promote compliance, approximately two years ago, we made the decision to transition all of our schools to one national accreditor—ACCSC. This was not an easy decision and we appreciate the guidance and counsel that we have received from ACICS during this journey. All of our active schools (those not in teach-out) have now received their initial grants of accreditation from ACCSC. We are ready to begin the process of relinquishing our ACICS accreditation for several of our schools.

We wish to immediately relinquish ACICS accreditation for the following schools:

Altierus Career College-Chesapeake, Virginia (ID: 00016100)
Everest University-Orange Park, Florida (ID: 00020976)
Altierus Career College-Thornton, Colorado (ID: 00011101)
Altierus Career College-Everett, Washington (ID: 00010407)
Altierus Career College-Tacoma, Washington (ID: 00020562)
Altierus Career College-Woodbridge, Virginia (ID: 00147610)
Altierus Career College-Tigard, Oregon (ID: 00024726)

At several campuses, we have submitted new program applications for programs that ACICS has approved but were not part of the ACCSC onsite review during the initial grant of accreditation process. We expect to receive these program approvals from ACCSC in November and will relinquish ACICS accreditation for the following campuses, once the various program approvals are received:

Altierus Career College-Colorado Springs, Colorado (ID: 00010219)
Altierus Career College-Fort Worth South, Texas (ID: 00036352)
Altierus Career College-Henderson, Nevada (ID: 00013333)
Altierus Career College-Arlington (Mid-Cities), Texas (ID: 00020754)

Everest University-Tampa, Florida (ID: 00011394) will remain ACICS accredited through June 30, 2018. This is necessary because the Tampa campus is the main branch for the Everest University campuses located in South Orlando and Brandon and that are currently in teach-out.
If you have any questions or concerns, please call John Andrews, Vice President, Accreditation and Licensing. He can be reached at 714-825-7918 (email: jandrews@zenith.org) or please call me at 213-634-6742 or email me at pj.taylor@ecmc.org.

Sincerely Yours,

(b)(5)

Peter J. Taylor
President and Chief Executive Officer
Zenith Education Group
Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-14
September 13, 2017

Dr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202


Dear Mr. Bounds:

I am currently serving as Professor Emeritus at Monterey Peninsula College, which is currently accredited by the Accrediting Commission for Community and Junior Colleges (ACJC) and an active professional educator affiliated with the International Society of Business Education. My resume indicating my professional qualifications is attached for your reference. I have worked with the Accrediting Council for Independent Colleges and Schools (ACICS) as a volunteer evaluator on multiple ACICS site team visits—most recently serving as business program specialist at the American College of Commerce and Technology.

This letter is to communicate my view as an educator from a non-ACICS institution that ACICS standards, policies, procedures and decisions are widely supported by educators outside of ACICS and consistent with the minimum standards required of other national and regional accrediting agencies. This view is based on my experience working with California community colleges throughout the state and my experiences working as author, editor, and reviewer of numerous national and international professional journals and newsletters. As a vocational educator, I have found that the ACICS criteria focusing on student outcomes has been a model for our public vocational programs in California where, in the last 6 years, similar standards are now being expanded and implemented for all vocational and academic programs.

As an educator unaffiliated with an ACICS accredited institution, I strongly support the efforts that the agency has taken to clarify and strengthen its standards, policies, and procedures as well as its current effort to seek recognition by the U.S. Department of Education as an accrediting agency, consistent with its status prior to 2016.

The federal regulations applicable to agency recognition provide that ACICS must demonstrate wide acceptance of its standards, policies, procedures and decisions, including by educators such as myself who are unaffiliated with ACICS accredited institutions. Please consider this letter an expression of support for the agency.

Sincerely,

[Signature]

Judee A. Tamm, Ph.D.
Professor Emeritus, Business & Technology
Monterey Peninsula College
Edward G. Thomas
363 Northbridge Ct.
Brunswick, OH 44212

September 13, 2017

Dr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202


Dear Dr. Bounds:

Having served the Accrediting Council for Independent Colleges and Schools as a member of almost 100 evaluation visit teams since 1975 and having served two different times as a Commissioner, I may have a somewhat unique perspective on ACICS’s standards, policies, procedures and decisions. Although I am now retired, I spent some 38 years teaching in business education and marketing at Cleveland State University (CSU) in Cleveland, Ohio. Early in my career, I was introduced to the ACICS accreditation process by Dr. John E. Binnion, who was my department chair at CSU and who had been chairing visits teams for many years at the time. It was his feeling that educators at traditional colleges and universities should become acquainted with the policies and operations of proprietary business schools both to better understand the full range of education for business and to help make a positive impact on the policies and processes of these non-traditional institutions. So, I completed the evaluator training process and began making visits in 1975.

As indicated above, I have been a member of numerous visit teams, serving as the team chair on all but a handful of those visits. Although all my visit teams had members who were employed by ACICS-accredited institutions, I also served with many educators who, like myself, were from traditional colleges and universities or were engaged in other education-related careers. One of the first things I noticed when I began making evaluation visits was how much those from traditional institutions appreciated the role that ACICS-accredited institutions played in providing educational opportunities to students who may have had no other path to a better life. It also became quickly apparent that all the team members, regardless of their employment affiliation, were determined to make sure that the institutions being visited were adhering to all the ACICS accreditation standards.

In 1994, I was appointed to the ACICS Council as a “public member” to fill out the term of a member who had resigned. I served for four and a half years of the five-year term. Much like my experience on visit teams, I was struck by how serious the Council members were in carrying out their responsibilities, regardless of their employment affiliations. Several members of the Council at the time were from non-ACICS-accredited institutions, and we often talked among ourselves about how well-developed the accreditation standards were and how much they could help guide accredited schools and those seeking accreditation. In fact, we joked that our own institutions would have been hard-pressed to achieve accreditation from ACICS. Since most of us were from public or private institutions accredited by recognized regional accrediting agencies, we knew what we were talking about.
Dr. Herman Bounds, Jr.
Page 2
September 13, 2017

In December of 2011, I was again appointed to the ACICS Accrediting Council to fill out the term of a Commissioner who had resigned. Although the industry had undergone a number of changes over the intervening years, one thing was still the same—all those who were serving on the Council, regardless of affiliation, were still people who believed in the accreditation process and in the need for accredited institutions to serve a large population of non-traditional students.

Since I am still a Commissioner for ACICS, I know firsthand the efforts the agency has made to clarify and strengthen its standards during the past year. As an educator representing the “public” on the Council, let me state that I (and many other educators from the public higher education community) support ACICS’s effort to seek recognition by the U. S. Department of Education as an accrediting agency.

Sincerely,

Edward G. Thomas
Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-15
Laurus College serves 800 students and employs 100 staff. On their behalf, we are enthusiastically behind the reconsideration of ACICS approval by NAICIQI. As an organization ACICS has dramatically changed both in terms of personnel and procedures. They have made difficult decisions and moved rapidly to create a first class organization. To deny this application would punish innocent schools and students for actions no longer represented by today’s ACICS. It would be unfair and injurious to thousands of students.

ACICS provides a unique platform for accreditation to schools that do not easily fit under the traditional trade school mentality. ACICS allows for innovation and choice that is greatly needed in today’s post-secondary space. The cost in terms of monies and time spent by schools under ACICS jurisdiction could better be spent on improving education rather than on refitting into a new accreditor that in many cases may not be aligned with their real mission.
The punishment of bad actors has been achieved; any further sanction of ACICS would be an exercise in vengeful thinking that would ultimately result in hurting thousands of innocent lives. We respectfully request that NACIQI grant ACICS recognition as an approved accreditor.

Sincerely,

Steve Johnson
CEO, Laurus College
805 267 7388 ph.
steve.johnson@LaurusCollege.edu
421E. Betteravia Rd, Suite 100
Santa Maria CA. 93454
Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-16
Good Afternoon,

As an instructor and also as an administrator, I have had the experience of getting our school accredited by working with ACICS on accreditation related policies and procedures. We recently got accredited by ACICS after more than three years of hard work of aligning our school with the standards set by the ACICS.

ACICS has always reinforced working for the benefit of students by keeping in mind the standards set by the accrediting council. As a school, we find that the standards set by ACICS match with other accrediting councils. They have certainly worked on their shortcomings and have tremendously improved them from previous years by raising their standards even further.

The future of many other students like our school depends on the recognition of ACICS. ACICS had been a reputed accreditation agency and was working to protect academic freedom and options for students. If ACICS gets derecognized, the future of thousands of students will be at stake. This action will shake the faith of these students on the accreditation councils and also their schools.

I strongly believe that they should be given a chance in continuing to review institutions standards to ensure a quality educational experience for students.

Thank you.

Dinny Mathew  MPH, MBBS, RDMS  
Coordinator of Education Affairs  
American Institute of Healthcare & Technology  
480 Lordship Blvd, Stratford, CT 06615 | web: www.aihtedu.com  
Email: dmathew@aihtedu.com | Phone (off): (203) 870-8400 | e-fax: (203) 803-4800  
Approved by Office of Higher Education  
State of Connecticut
Good Afternoon,

I work at a school were the students’ needs always come first. It is my job as an Enrollment Administrator to be transparent with all prospective students I meet. I have seen firsthand the countless hours administration has devoted into ensuring student success. Students are made aware of the academic requirements they need to achieve in order to pass and complete the program. From orientation to graduation and then job placement, the administration and instructors work together to empower students with the knowledge and skills in order to be successful in the real world.

There are standards that each program must meet in order to ensure that student success is possible. Many individuals want to ensure that the school they select meets the standard and criteria that constitutes as quality education, which is the reason accreditation is an important part of the education system.

ACICS has been the leading accreditation agency protecting academic freedom and student choice. I believe they should continue to review institutions standards to ensure a quality educational experience for students.

ACICS states in their mission statement their goal is to “implement standards that ensure institutional accountability while encouraging institutional growth...”; I believe ACICS should be allowed that same growth. Let us move past binary decisions regarding quality and allow the agency to grow and improve their system of institutional approval. The students should always be the first concern, and that should be the main reason to reinstate the recognition of ACICS.

Sincerely,
Lauren Fox

Enrollment Administrator
American Institute of Healthcare and Technology
480 Lordship Blvd, Stratford, CT 06615 | web: www.aihtedu.com
Email: lfox@aihtedu.com | Phone (off): (203) 870-8400 x 222
Good Afternoon,

I work at a school which received their accreditation by ACICS after its derecognition by the Education Department. This was school's first accreditation. Due to this, I have firsthand experience with ACICS’s accreditation policies and procedures including student outcome standards.

Since it's derecognition, school applied for the accreditation with different agency where our application is still in process. During this period, we realized that standards of this other accreditation agency are similar or may be more lenient in some cases.

I strongly believe reinstating ACICS will help students to achieve their goals and succeed.

Ravish Shah, MS
Administrative Director

AMERICAN INSTITUTE OF
HEALTHCARE & TECHNOLOGY

480 Lordship Blvd, Stratford, CT 06615 | web: www.aihtedu.com
Email: rshah@aihtedu.com Phone (off): (203) 879-8400 X 111 | e-fax: (203) 803-4830
Approved by Office of Higher Education
State of Connecticut
Case Name: In the Matter of Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-17
Greetings,

I am looking for information on becoming accredited as a college. Your checklist isn’t pulling up on your website and I would like to get the process started. Could you please advise me on what to do first. Thank you.

Sincerely,

Lisa Moser
Executive Assistant
901-921 Geer Road, Turlock CA 95380
PO Box 2095, Turlock CA 95381
(209) 250-1200 Office
(209) 250-1250 Fax
www.firstladypermanente.com
“Together We Can Save Lives”

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Dear Sir, it is my pleasure to write to you. We are interested in accrediting our Department of Biological Sciences-University of Jordan.

We have looked at your accreditation site, and we are interested to apply for accreditation by your organization. Our department gives Bachelor, Master and Doctoral degrees in Biology (most branches).

We would be very thankful when you send specific informations about

1. Degree you accredit
2. Application fee and annual fee.
3. Minimal requirements for accreditation
4. List of university colleges you have accredited.

Thank You Very Much

Coordinator of Accreditation Committee
Prof Dr. Ziad Shraideh
السلام عليكم

ALSIAMOALEKUM

Dear Drs.:

I am Dr. Rafat vice dean of quality in the University of Hail. I am sending this email on behalf of the quality team at the College of Applied Medical Sciences at University of Hail/ KSA.

Our College offers 4 bachelor degrees/programs that are: Clinical Laboratory Sciences, Clinical Nutrition, Diagnostic Radiology and Physiotherapy.

As we need to get our program and/or College accredited by an international organization, we found that ACICS (which is specialized in the accreditation of programs) is the proper organization to get their accreditation. After reviewing the requirements for your accreditation, we found that our programs/College are able to fulfill these requirements.

As we want to present ACICS for the accreditation of our programs to the university administration, we need to get preliminary information about the cost in both cases: individual programs and College accreditation.

Hoping to hear you soon as we have to report that to the university administration soon, enabling them to get that approved and to proceed in funding the cost of this accreditation.

REGARD

Applied Medical Science
Quality Unit
DR. M RAAFAT
Dear Ms. Walters-Gilliam:

Greetings from Portland, Oregon.

Our educational organization, IPSL, is interested in seeking accreditation through ACICS.

Since 1981, IPSL has been an independent educational organization, and we are the founders of service-learning. We are finalizing our accreditation from the State of Oregon as an independent institute under OAR 583-030 in order to be authorized to offer and confer our two academic degrees - International Development & Service (IDS), and Community Organizing and Social Action (COSA). Heretofore, we have offered graduate degrees through an institution of record agreement with an accredited institution. After many years and for many reasons, we are seeking our own accreditation.

I read that ACICS has submitted its application to the Department of Education for authorization as a national accreditor; we wish you much success as we believe that independent colleges and schools are foundational to a broad and rich educational offering in our country. Do you have a timeline on the Department’s review and authorization? If possible, I would like to speak with you to discuss what steps IPSL can take in preparation of ACICS’s authorization from the Department of Education.

With my best wishes for a happy holiday,

Thomas Winston Morgan

Thomas Winston Morgan

4110 SE Hawthorne Blvd, #200
Portland, OR 97214 USA

email: twmorgan@ipsl.org
office: +1.503.395.1111
fax: +1.503.394.1881
Skype: ipslthomas
www.ipsl.org
Kind attention: Ms. Perliter Walters-Gilliam

ACICS Assistant Vice President of
Accreditation and Institutional Development
Accrediting Council for Independent Colleges and Schools
750 First Street NE
Suite 980
Washington, DC 20002-4223

Dear Ms. Walters-Gilliam,

Good morning. I hope this finds you well.

I received your contact information from the ACICS website and I am writing in behalf of The Design Institute. We are an online institute based in Dubai U.A.E. offering online Interior Design Education through our website, www.design-institute.com. May I ask please of the feasibility of having our programme accredited by ACICS? The Minimum Eligibility Self-Assessment (MESA) Checklist is currently unavailable.

Hoping for your kind consideration. Thank you very much in advance.

With Best regards,
Aizza Soberano
Interior Design Editor

The Institute
Professional Design Institute F/Z
Office 605, Opal Tower, PO Box 128846, Burj Khalifa Street, Business Bay, Dubai, UAE
T: +97 1 4 246 9709
W: www.design-institute.com
Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

**Docket No.:** 16-44-O

**Filing Party:** Respondent, Accrediting Council for Independent Colleges and Schools

**Exhibit No.:** B-O-18
Council for Higher Education Accreditation
Mission Statement

The Council for Higher Education Accreditation will serve students and their families, colleges and universities, sponsoring bodies, governments, and employers by promoting academic quality through formal recognition of higher education accrediting bodies and will coordinate and work to advance self-regulation through accreditation.

(1996)

A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.

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Council for Higher Education Accreditation
One Dupont Circle NW • Suite 510
Washington DC 20036-1135
tel: 202-955-6126 • fax: 202-955-6129
e-mail: chea@chea.org • web: www.chea.org
CHEA-Recognized Organizations

The accrediting organizations identified in this directory are recognized by the Council for Higher Education Accreditation (CHEA). Recognition by CHEA affirms that the standards and processes of the accrediting organization are consistent with the academic quality, improvement and accountability expectations that CHEA has established, including the eligibility standard that the majority of institutions or programs each accredits are degree-granting.
REGIONAL ACCREDITING ORGANIZATIONS

Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges
Richard Winn, President
10 Commercial Boulevard, Suite 204
Novato, CA 94949
Phone: 415-506-0234
Fax: 415-506-0238
E-mail: accjc@accjc.org
Web: www.accjc.org
Recognized by the Council for Higher Education Accreditation, September 2016

CHEA-Recognized Scope of Accreditation
Associate degree-granting institutions with authorization to approve a first or technically oriented baccalaureate degree in college in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. (2017)

Higher Learning Commission (HLC)
Barbara Gellman-Danley, President
230 South LaSalle, Suite 7-500
Chicago, IL 60604-1411
Phone: 312-263-0456
Fax: 312-263-7462
E-mail: bgdanley@hlcommission.org
Web: www.hlcommission.org
Recognized by the Council for Higher Education Accreditation, January 2015

CHEA-Recognized Scope of Accreditation
Degree-granting institutions incorporated in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming or federally authorized sovereign nations that are authorized (licensed) by the same state or nation to award higher degrees (associate, baccalaureate, master's and doctoral degrees (both research and professional)). (2012)

Middle States Commission on Higher Education (MSCHE)
Elizabeth H. Sibolski, President
3626 Market Street, 2nd Floor West
Philadelphia, PA 19104
Phone: 267-289-6000
Fax: 215-662-5501
E-mail: info@msche.org
Web: www.msche.org
Recognized by the Council for Higher Education Accreditation, April 2013

CHEA-Recognized Scope of Accreditation
Degree-granting institutions which offer one or more postsecondary educational programs, including those offered the distance education, of at least one academic year in length in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the Virgin Islands, and other geographical areas outside the United States in which the Commission conducts accrediting activities. (2013)

New England Association of Schools and Colleges (NEASC-CIHE)
Commission on Institutions of Higher Education
Barbara E. Brittingham, President of the Commission
3 Burlington Woods Drive, Suite #100
Burlington, MA 01803-4514
Phone: 781-425-7785
Fax: 781-425-1001
E-mail: cihe@neasc.org
Web: http://cihe.neasc.org
Recognized by the Council for Higher Education Accreditation, September 2013

CHEA-Recognized Scope of Accreditation
The accreditation of institutions that award the bachelor's, master's and doctoral degrees and associate's degree-granting institutions that include in their offerings at least one program in liberal studies or another area of study fully available at the baccalaureate level of regionally accredited colleges and universities in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont and internationally. (2013)
REGIONAL ACCREDITING ORGANIZATIONS

Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
Belle S. Wheelan, President
1866 Southern Lane
Decatur, GA 30033
Phone: 404-679-1500
Fax: 404-679-4528
E-mail: bwheelan@sacscoc.org
Web: www.sacscoc.org
Recognized by the Council for Higher Education Accreditation.
September 2015

CHEA-recognized Scope of Accreditation
Regional accrediting body for degree-granting institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, Latin America, and other Commission approved international sites, including the accreditation of programs offered via distance and correspondence education within these institutions. (2014)

WASC Senior College and University Commission
(WSCUC)
Jamiene S. Studley, President
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 510-748-9001
Fax: 510-748-9797
E-mail: wasc@wscuc.org
Web: www.wscuc.org
Recognized by the Council for Higher Education Accreditation.
January 2014

CHEA-recognized Scope of Accreditation
Baccalaureate degree or higher institutions in California, Hawaii, and the Pacific Basin; institutions that offer programs outside the United States where such institutions are capable of being reviewed effectively by WASC processes. (2014)
NATIONAL FAITH-RELATED ACCREDITING ORGANIZATIONS

Association for Biblical Higher Education (ABHE)
Commission on Accreditation
Dr. Ronald Kroll, Director
5850 T.G. Lee Boulevard, Suite 130
Orlando, FL 32822
Phone: 407-207-0808
Fax: 407-207-0840
E-mail: coa@abhe.org
Web: www.abhe.org
Recognized by the Council for Higher Education Accreditation, September 2011

CHEA-Recognized Scope of Accreditation
Institutions and programs in the United States, Canada, and related territories that offer certificates, diplomas, associate, baccalaureate or graduate degrees aimed at preparing students for Christian ministries through biblical, church-ational and general studies. (2007)

Commission on Accrediting of the Association of Theological Schools (ATS)
Dr. Frank M. Yamada, Executive Director
10 Summit Park Drive
Pittsburgh, PA 15275-1110
Phone: 412-788-6505
Fax: 412-788-6510
E-mail: ats@ats.edu
Web: www.ats.edu
Recognized by the Council for Higher Education Accreditation, January 2012

CHEA-Recognized Scope of Accreditation
Accredits free-standing seminaries and academic units of larger institutions in the United States and Canada that offer post-baccalaureate degrees in professional and academic theological education. (2015)

Association of Advanced Rabbinical and Talmudic Schools (AARTS), Accreditation Commission
Dr. Bernard Fryshman, Executive Vice President Emeritus and Interim Executive Director
11 Broadway, Suite 405
New York, NY 10004
Phone: 212-363-1991
Fax: 212-533-5355
E-mail: office@aaarta-schools.org
Web: Contact by phone or fax
Recognized by the Council for Higher Education Accreditation, January 2011

CHEA-Recognized Scope of Accreditation
The Accreditation Commission accredits Advanced Rabbinical and Talmudic institutions in the United States and Canada which meet its standards, and which grant postsecondary degrees such as the baccalaureate, master's, doctorate, and First Rabbinic and First Talmudic degrees. (2011)

Transnational Association of Christian Colleges and Schools (TRACS), Accreditation Commission
Dr. Timothy Eaton, President
15935 Forest Road
Forest, VA 24551
Phone: 434-525-9539
Fax: 434-525-9538
E-mail: info@tracs.org
Web: www.tracs.org
Recognized by the Council for Higher Education Accreditation, September 2011

CHEA-Recognized Scope of Accreditation
Accreditation and preaccreditation of Christian postsecondary institutions in the United States, U.S. territories, and other locations determined by the Accrediting Commission that offer certificates, diplomas, and associate, baccalaureate, and graduate degrees, including institutions that offer Distance Education. (2017)
NATIONAL CAREER-RELATED ACCREDITING ORGANIZATIONS

Accrediting Council for Independent Colleges and Schools (ACICS)
Michelle Edwards, President and Chief Executive Officer
750 First Street NE, Suite 980
Washington, DC 20002
Phone: 202-536-6780
Fax: 202-842-2593
E-mail: info@acics.org
Web: www.acics.org
Recognized by the Council for Higher Education Accreditation, September 2012

CHEA-Recognized Scope of Accreditation
Accreditation of private postsecondary institutions offering certificates or diplomas, and postsecondary institutions offering associate's, bachelor's and master's degrees in programs designed to educate students for professional, technical or occupational careers excluding those that offer those programs via distance education or internationally. (2006)

Distance Education Accrediting Commission (DEAC)
Leah Matthews, Executive Director
1101 17th Street, NW, Suite 808
Washington, DC 20036
Phone: 202-234-5100
Fax: 202-332-1386
E-mail: info@deac.org
Web: www.deac.org
Recognized by the Council for Higher Education Accreditation, April 2013

CHEA-Recognized Scope of Accreditation
The accreditation of higher learning institutions in the United States and international locations that offer programs of study that are delivered primarily by distance (31 percent or more) and award credentials at the associate, baccalaureate, master's, first professional and professional doctoral degree level. (2010)
PROGRAMMATIC ACCREDITING ORGANIZATIONS

ABET
Michael Milligan, Executive Director
415 North Charles Street
Baltimore, MD 21201
Phone: 410-347-7700
Fax: 410-625-2238
E-mail: accreditation@abet.org
Web: www.abet.org
Recognized by the Council for Higher Education Accreditation, January 2003

CHEA-Recognized Scope of Accreditation
Engineering programs at the baccalaureate and master's level, engineering technology programs at the associate and baccalaureate level, computer programs at the baccalaureate level and applied science programs at the associate, baccalaureate and master's level both in the United States and internationally. (2011)

Accreditation Commission for Education in Nursing (ACEN)
Marsal F. Stoll, Chief Executive Officer
3343 Peachtree Road, NE, Suite 850
Atlanta, GA 30326
Phone: 404-975-5000
Fax: 404-975-5020
E-mail: msstoll@acenursing.org
Web: www.acenursing.org
Recognized by the Council for Higher Education Accreditation, September 2011

CHEA-Recognized Scope of Accreditation
Accreditation of nursing education programs and schools, both postsecondary and higher degree, which offer either a certificate, diploma, or recognized professional degree (clinical doctorate, master's, baccalaureate, associate, diploma, and practical nursing) in the United States, its territories, and internationally, including those offered in distance education. (2011)

Accreditation Commission for Audiology Education (ACAED)
Meggan Ock, Director
11480 Commerce Park Drive, Suite 220
Reston, VA 20191
Phone: 202-986-9550
Fax: 202-986-9560
E-mail: info@acaedaccred.org
Web: www.acaedaccred.org
Recognized by the Council for Higher Education Accreditation, May 2012

CHEA-Recognized Scope of Accreditation
Doctor of Audiology Degree (Au.D) awarded by programs in institutions throughout the US that have the legal authority to confer higher education degrees. (2012)

Accreditation Council for Business Schools and Programs (ACBSP)
Steven Pascual, Ph.D., Chief Accreditation Officer
11520 West 119th Street
Overland Park, KS 66213
Phone: 913-339-9356
Fax: 913-339-6226
E-mail: spascual@acbsp.org
Web: www.acbsp.org
Recognized by the Council for Higher Education Accreditation, September 2011

CHEA-Recognized Scope of Accreditation
ACBSP accredits business, accounting, and business-related programs at the associate, baccalaureate, master's, and doctorate degree levels worldwide. (2010)
Accreditation Council for Pharmacy Education (ACPE)
Peter H. Vlasses, Executive Director
135 South LaSalle Street, Suite 4100
Chicago, IL 60603-4819
Phone: 312-664-3575
Fax: 312-664-4652
E-mail: info@acpe-accredit.org
Web: http://www.acpe-accredit.org
Recognized by the Council for Higher Education Accreditation, April 2004

CHEA-Recognized Scope of Accreditation
Professional degree programs leading to the Doctor of Pharmacy (PharmD) degree in the United States and other countries. (2014)

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
Sharon L. Luke, Executive Director
12000 Foundry Road, Suite 275
Johns Creek, GA 30097
Phone: 770-476-1224
Fax: 770-476-1738
E-mail: arc-pa@arc-pa.org
Web: www.arc-pa.org
Recognized by the Council for Higher Education Accreditation, January 2004

CHEA-Recognized Scope of Accreditation
Programs preparing individuals for entry into physician assistant practice located in institutions in the United States that are accredited by recognized regional accrediting bodies. ARC-PA accredited programs are located in institutions offering associate, baccalaureate or master’s degree in conjunction with the PA credential awarded. (2015)

Accreditation Council on Optometric Education (ACOE)
Joyce L. Urbeek, Director
243 North Lindbergh Boulevard
St. Louis, MO 63141
Phone: 314-991-4100 ext. 4246
Fax: 314-991-4101
E-mail: accredit@aoa.org
Web: http://www.aaoacoe.org
Recognized by the Council for Higher Education Accreditation, September 2012

CHEA-Recognized Scope of Accreditation
Professional optometric degree programs (doctoral level), optometric technologist programs (associate degree and certificate level), and optometric residency programs (postdoctoral level) in the United States and Canada. (2012)

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
Susanne Shaw, Executive Director
Stouffer-Flint Hall
1435 Jayhawk Boulevard
University of Kansas
Lawrence, KS 66045-7515
Phone: 785-864-3973
Fax: 785-864-5225
E-mail: sshaw@ku.edu
Web: www2.ku.edu/~acejmc
Recognized by the Council for Higher Education Accreditation, April 2002

CHEA-Recognized Scope of Accreditation
Programs in regionally and nationally accredited institutions within the United States and internationally that provide professional education in journalism and mass communications at the baccalaureate and master’s degree level (only profession-focused master’s level programs). (2011)
PROGRAMMATIC ACCREDITING ORGANIZATIONS (continued)

American Academy of Forensic Sciences (AAFS)
Forensic Science Education Programs Accreditation
Commission (FEPAC)
Nancy J. Jackson, Director of Development and Accreditation
410 North 21st Street
Colorado Springs, CO 80904
Phone: 719-636-1100
Fax: 719-636-1993
Email: njackson@aaafs.org
Web: www.fepac.edu.org
Recognized by the Council for Higher Education Accreditation, September 2012

CHFA-Recognized Scope of Accreditation
FEPAC accredits forensic science education programs that lead to a bachelor’s or master’s degree in forensic science or in a natural science with a forensic science concentration in the United States and Internationally. FEPAC also accredits bachelor’s or master’s programs with a digital evidence concentration. (2015)

American Board of Funeral Service Education (ABFSE)
Committee on Accreditation
Robert C. Smith, III, Executive Director
902 Manton Pike, Suite 108
Woodbury Heights, NJ 08097
Phone: 856-233-3747
Fax: 856-579-7354
E-mail: esd@abfse.org
Web: www.abfse.org
Recognized by the Council for Higher Education Accreditation, May 2012

CHFA-Recognized Scope of Accreditation
Funeral service/auxiliary science education programs at the associate (or comparable) and bachelor’s levels in the United States. (2012)

American Association of Family and Consumer Sciences (AAFCS-CTA)
Council for Accreditation
Carolyn Jackson, Chief Executive Officer
400 North Columbus Street, Suite 202
Alexandria, VA 22314
Phone: 703-706-4600, 800-424-8030
Fax: 703-706-4663
E-mail: accreditation@aaafcs.org
Web: www.aafcs.org
Recognized by the Council for Higher Education Accreditation, May 2001

CHFA-Recognized Scope of Accreditation
Units in postsecondary institutions in the US and its territories having educational programs (majors) leading to a baccalaureate degree or degrees through which professionals are prepared for a career in family and consumer sciences or in the professional career specializations. (2001)

American Council for Construction Education (ACCE)
Michael M. Holland, CPC, AIC President
825 W. Bitters Road, STE 103
San Antonio, TX 78216
Phone: 210-495-6161
Fax: 210-495-6168
E-mail: accce@acce-hq.org
Web: www.acce-hq.org
Recognized by the Council for Higher Education Accreditation, January 2011

CHFA-Recognized Scope of Accreditation
Masters, baccalaureate and associate degree programs in construction, construction science, construction management and construction technology located in North America and the Caribbean. (2017)
American Culinary Federation Education Foundation, Inc. (ACCEF-AC)

Accrediting Commission
Lori Weber, Director of Education and Programs
180 Center Place Way
St. Augustine, FL 32095
Phone: 800-624-9458
Fax: 904-940-0741
E-mail: lweber@acchefs.net
Web: www.acchefs.org
Recognized by the Council for Higher Education Accreditation, January 2004

CHEA-Recognized Scope of Accreditation
The ACCEF Accrediting Commission extends its services both within the United States and to international programs which award Post-Secondary certificates, diplomas, Associate degrees in the culinary arts or baking and pastry arts and Bachelor degrees in foodservice management at accredited institutions. Where accreditation in a country is not otherwise available, the institution must have the approval of the government agency responsible for oversight of the institution. (2015)

American Library Association (ALA-CoA)

Committee on Accreditation
Karen L. O'Brien, Director, Office for Accreditation
50 East Huron Street
Chicago, IL 60611-2795
Phone: 312-280-2432
Fax: 312-280-2433
E-mail: accredit@ala.org
Web: www.ala.org/accreditation
Recognized by the Council for Higher Education Accreditation, April 2013

CHEA-Recognized Scope of Accreditation
Accredits master's programs in library and information studies offered under the degree-granting authority of institutions located in the United States, its territories, possessions, and protectorates, in Canada by agreement with the Canadian Federation of Library Associations/Fédération Canadienne des Associations de Bibliothécaires (CFLA-FCAB). (2017)

American Occupational Therapy Association (AOTA-ACOTE)

Accreditation Council for Occupational Therapy Education
Barbara Ostrouch, Interim Director of Accreditation
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
Phone: 301-652-2682 ext. 2914
Fax: 240-762-5150
E-mail: accredit@aota.org
Web: www.aotacouncil.org
Recognized by the Council for Higher Education Accreditation, April 2013

CHEA-Recognized Scope of Accreditation
ACOTE is a nationally-recognized accrediting body for occupational therapy educational programs in the United States and Puerto Rico offering one or more of the following credentials: professional master's degree, combined bachelor's/master's degree, and/or professional occupational therapy doctorate degree. In addition, ACOTE accredits occupational therapy assistant educational programs in the United States and Puerto Rico offering an associate degree and/or certificate. This recognition includes accreditation of occupational therapy and occupational therapy assistant educational programs offered via distance education. (2009)

American Physical Therapy Association (APTA-CAPTE)

Commission on Accreditation in Physical Therapy Education
Sandra L. Wise, Senior Director of Accreditation
1111 North Fairfax Street
Alexandria, VA 22314
Phone: 703-706-3245
Fax: 703-706-3387
E-mail: sandralwise@apta.org
Web: www.capteonline.org
Recognized by the Council for Higher Education Accreditation, September 2012

CHEA Recognized Scope of Accreditation
CAPTE accredits physical therapist professional education programs offered at the master's and clinical doctoral degree levels by higher education institutions in the United States and internationally. CAPTE also accredits preprofessional physical therapist assistant technical education programs offered at the associate degree level by higher education institutions in the United States only. (2012)
**American Podiatric Medical Association (APMA-CPME)**
**Council on Podiatric Medical Education**
Heather M. Stagliano, DPM, Director
9312 Old Georgetown Road
Baltimore, MD 20814-1621
Phone: 301-571-9280
Fax: 301-571-4903
E-mail: hmsstagliano@cpme.org
Web: www.cpme.org
Recognized by the Council for Higher Education Accreditation, April 2004

**American Veterinary Medical Association (AVMA)**
**Council on Education (COE)**
Dr. Karen Brandt, Executive Director
1931 North Meacham Road, Suite 100
Schaumburg, IL 60173-4360
Phone: 847-923-8070
Fax: 847-285-5732
E-mail: kbrandt@avma.org
Web: www.avma.org
Recognized by the Council for Higher Education Accreditation, January 2012

**CHEA-Recognized Scope of Accreditation**

The Council on Podiatric Medical Education accredits institutions and programs leading to the Doctor of Podiatric Medicine (DPM) degree in the United States and its territories. (2004)

**American Psychological Association (APA-CoA)**
**Commission on Accreditation**
Jacqueline Remondt Wall, Chief Executive Officer of the Accrediting Unit
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002
Phone: 202-336-5979
Fax: 202-336-5978
E-mail: apacoaccr@apa.org
Web: www.apa.org
Recognized by the Council for Higher Education Accreditation, January 2013

**Association of Technology, Management, and Applied Engineering (ATMAE)**
Caitlin Schwab-Falzone, Director of Accreditation
275 N. York Stree, Suite 401
Elmhurst, IL 60126
Phone: 630-433-4514
Fax: 630-563-9181
E-mail: accreditation@atmae.org
Web: www.atmae.org
Recognized by the Council for Higher Education Accreditation, April 2015

**CHEA-Recognized Scope of Accreditation**
The pre-accreditation and accreditation in the United States of doctoral programs in clinical, counseling, school psychology, and combinations of 2 or more of these practice areas; doctoral internship programs in health service psychology; and postdoctoral residency programs in health service psychology. (2016)

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**American Psychological Association (APA-CoA)**
**Commission on Accreditation**
Jacqueline Remondt Wall, Chief Executive Officer of the Accrediting Unit
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002
Phone: 202-336-5979
Fax: 202-336-5978
E-mail: apacoaccr@apa.org
Web: www.apa.org
Recognized by the Council for Higher Education Accreditation, January 2013

**Association of Technology, Management, and Applied Engineering (ATMAE)**
Caitlin Schwab-Falzone, Director of Accreditation
275 N. York Stree, Suite 401
Elmhurst, IL 60126
Phone: 630-433-4514
Fax: 630-563-9181
E-mail: accreditation@atmae.org
Web: www.atmae.org
Recognized by the Council for Higher Education Accreditation, April 2015

**CHEA-Recognized Scope of Accreditation**
The pre-accreditation and accreditation in the United States of doctoral programs in clinical, counseling, school psychology, and combinations of 2 or more of these practice areas; doctoral internship programs in health service psychology; and postdoctoral residency programs in health service psychology. (2016)
Programmatic Accrediting Organizations (continued)

Aviation Accreditation Board International (AABI)
Dr. Gary J. Northam, Executive Director
3410 Skyway Drive
Auburn, AL 36830
Phone: 334-844-2431
Fax: 334-844-2432
E-mail: bayenva@auburn.edu
Web: www.aabi.aero
Recognized by the Council for Higher Education Accreditation, January 2013

CHEA-Recognized Scope of Accreditation
In accredit non-engineering aviation programs at the associate, baccalaureate, master's and doctoral levels offered by colleges and universities in the United States and throughout the world. (2016)

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE-AAMFT)
American Association for Marriage and Family Therapy
Tanya A. Tamarkin, Chief Operations Officer, Research and Education Foundation
112 South Alfred Street
Alexandria, VA 22314-3061
Phone: 703-838-9808 (main)
Phone: 703-253-0457 (direct)
Fax: 703-838-9805
Email: coa@aamft.org
Web: www.aamft.org
Recognized by the Council for Higher Education Accreditation, April 2003

CHEA-Recognized Scope of Accreditation
Master's, doctoral, and post-degree clinical training programs in marriage and family therapy in the United States and Canada. (2003)

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
Dr. Angela Kennedy, Chief Executive Officer
233 North Michigan Avenue, 21st Floor
Chicago, IL 60601-5800
Phone: 312-233-1183
Fax: 312-233-1948
Email: angela.kennedy@cahiim.org
Web: www.cahiim.org
Recognized by the Council for Higher Education Accreditation, September 2012

CHEA-Recognized Scope of Accreditation
CAHIIM accredits associate and baccalaureate degree programs in health information management and master's degree programs in health informatics and health information management professions in the United States and Puerto Rico. (2012)

Commission on Accreditation for Respiratory Care (CoARC)
Thomas Smalling, Executive Director
1248 Harwood Road
Bedford, TX 76021-4244
Phone: 817-283-2835
Fax: 817-354-8519
Email: tom@coarc.com
Web: www.coarc.com
Recognized by the Council for Higher Education Accreditation, September 2012

CHEA-Recognized Scope of Accreditation
The CoARC accredits entry into professional practice programs in respiratory care at the Associate, Baccalaureate, and Master's Degree levels as well as degree advancement programs in respiratory care at the undergraduate and graduate levels. The CoARC also accredits pulmonology programs offered by these programs. CoARC accreditation activities are limited to programs in the United States and its territories. (2017)
Commission on Accreditation of Allied Health Education Programs (CAAAHEP)
Kathleen Megivern, Executive Director
25400 US Hwy 19 N., Suite 158
Clearwater, FL 33763
Phone: 727-210-2350
Fax: 727-210-2354
E-mail: mail@caahcep.org
Web: www.caahcep.org
Recognized by the Council for Higher Education Accreditation, September 2011

CHEA-Recognized Scope of Accreditation
Accredits associate, baccalaureate’s and master’s degree programs in the following disciplines: audiology and audiological assistive technology, biomedical equipment technology, diagnostic medical sonography, emergency medical services-paramedic, exercise science professional, kinesiotherapy, medical assistant, medical radiation, medical laboratory, medical neurodiagnostic technology, occupational therapy assistant, occupational therapy practitioner, optometry, patient care technician, respiratory therapy, speech-language pathology, therapeutic recreation, and veterinary technology. CAAHEP accredits programs in the United States and internationally. (2014)

Commission on Accreditation of Athletic Training Education (CAATE)
Dr. Pamela Hansen, Director of Accreditation
6850 Austin Center Blvd., Suite 100
Austin, TX 78731
Phone: 512-733-9700
E-mail: Pamela@caate.net
Web: www.caate.net
Recognized by the Council for Higher Education Accreditation, September 2014

CHEA-Recognized Scope of Accreditation
The Commission on Accreditation of Athletic Training Education (CAATE) accredits professional and post-professional programs in athletic training at the baccalaureate and master’s degree levels and non-degree residency programs in specialty areas of athletic training within the United States. (2014)

Commission on Accreditation of Healthcare Management Education (CAHME)
Anthony Stanowski, President and Chief Executive Officer
6110 Executive Blvd., Suite 614
Rockville, MD 20852
Phone: 301-298-1820
Fax: 301-298-1830
E-mail: stanowski@cahme.org
Web: www.cahme.org
Recognized by the Council for Higher Education Accreditation, April 2003

CHEA-Recognized Scope of Accreditation
Accreditation of professional programs in healthcare management at the bachelor’s level from degree-granting institutions in the United States and Canada. (2014)

Commission on Accreditation of Medical Physics Education Programs, Inc. (CAMPEP)
Dr. Edward F. Jackson, President and Chairman
1631 Prince Street
Alexandria, VA 22314
Phone: 571-298-1239
Fax: 571-298-1301
Email: campep@campep.org
Web: www.campep.org
Recognized by the Council for Higher Education Accreditation, September 2017

CHEA-Recognized Scope of Accreditation
Accreditation of bachelor’s-level and doctorate-level graduate programs, clinical residency programs, certificate in medical physics programs, and certificate programs in North America (USA and Canada). (2017)
Commission on Opticianry Accreditation (COA)
Debra White, Director of Accreditation
PO Box 592
Canton, NY 13617
Phone: 703-468-9566
Email: director@COAaccreditation.com
Web: www.coaaccreditation.com
Recognized by the Council for Higher Education Accreditation, January 2010

CHEA-Recognized Scope of Accreditation
COA accredits two-year opticianry degree programs and one-year opticianry technology certificate programs in the United States and Canada that are sponsored by post-secondary institutions accredited by agencies recognized by the Department of Education or CHEA. (2010)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Dr. Charles F. (Rick) Greist, Interim President and Chief Executive Officer
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Phone: 703-555-5990
Fax: 703-739-6209
E-mail: cacrep@cacrep.org
Web: www.cacrep.org
Recognized by the Council for Higher Education Accreditation, April 2002

CHEA-Recognized Scope of Accreditation
CACREP accredits master's and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world. (2013)

Effective July 1, 2017, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) assumed responsibility for carrying out the mission and vision of the Council on Rehabilitation Education (CORE). All graduate programs that were formerly accredited by CORE are now accredited by CACREP.

Commission on Sport Management Accreditation (COSMA)
Heather Alderman, Executive Director
2246 Water Blossom Lane
Fort Collins, CO 80526
Phone: (202) 329-1189
Email: cosma@cosmaweb.org
Web: www.cosmaweb.org
Recognized by the Council for Higher Education Accreditation, January 2018

CHEA-Recognized Scope of Accreditation
COSMA accredits sport management programs in institutions of higher education worldwide that grant bachelor's and master's degrees. (2017)

Council for Interior Design Accreditation (CIDA)
Holly Mattson, Executive Director
206 Grandville Avenue, Suite 350
Grand Rapids, MI 49503
Phone: 616-458-0400
Fax: 616-458-0409
E-mail: info@accredit-id.org
Web: www.accredit-id.org
Recognized by the Council for Higher Education Accreditation, September 2013

CHEA-Recognized Scope of Accreditation
Professional-level interior design programs that culminate in a bachelor's or master's degree located in the United States or internationally. (2013)
Programmatic Accrediting Organizations (continued)

Council for Standards in Human Service Education (CSHSE)
Dr. Elaine R. Green, President
3337 Duke Street
Alexandria, VA 22314-5219
Phone: 571-257-3959
Fax: 703-342-4311
E-mail: info@cshe.org
Web: www.cshe.org
Recognized by the Council for Higher Education Accreditation, January 2014

CHEA-Recognized Scope of Accreditation
The Council for Standards in Human Service Education (CSHSE) accredits human services educational programs in the United States at associate, bachelor, and master degree levels. (2011)

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA-ASHA)
American Speech-Language-Hearing Association
Kimberlee Moore, Director of Accreditation
2200 Research Blvd. #370
Rockville, MD 20850-3289
Phone: 301-296-5700
Fax: 301-296-8570
E-mail: accreditation@asha.org
Web: https://caa.asha.org
Recognized by the Council for Higher Education Accreditation, April 2003

CHEA-Recognized Scope of Accreditation
The accreditation and pre-accreditation (Accreditation Candidate) throughout the United States of education programs in audiology and speech-language pathology leading to the first professional or clinical degree at the master's or doctoral level, and the accreditation of these programs offered via distance education. (2014)

Council for the Accreditation of Educator Preparation (CAEP)
Christopher A. Koch, President
1140 19th Street NW, Suite 400
Washington, DC 20036
Phone: 202-223-9077
Fax: 202-296-6620
E-mail: caep@caepnet.org
Web: www.caepnet.org
Recognized by the Council for Higher Education Accreditation, September 2014

CHEA-Recognized Scope of Accreditation
The scope of CAEP's work is the accreditation of educator preparation providers having programs leading to certification/licensure, bachelor's, master's, post-baccalaureate, and doctoral degrees in the United States and internationally. (2016)

Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
Francis R. Gerbas, Executive Director
222 South Prospect Avenue
Park Ridge, IL 60068-4910
Phone: 847-655-1160
Fax: 847-692-7137
E-mail: Accreditation@coa.us.com
Web: http://home.coa.us.com
Recognized by the Council for Higher Education Accreditation, May 2011

CHEA-Recognized Scope of Accreditation
Accreditation of institutions and programs of nurse anesthesia at the post-master's certificate, master's, or doctoral degree levels in the United States, and its territories, including programs offering distance education. (2014)
PROGRAMMATIC ACCREDITING ORGANIZATIONS (continued)

Council on Chiropractic Education (CCE)
Craig S. Little, President
8049 North 85th Way
Scottsdale, AZ 85258
Phone: 480-443-8877
Fax: 480-483-7333
E-mail: cce@cee-usa.org
Web: www.cce-usa.org
Recognized by the Council for Higher Education Accreditation, January 2005

CHEA-Recognized Scope of Accreditation
Accreditation of doctor of chiropractic programs and auxiliary purposes of chiropractic institutions leading to the Doctor of Chiropractic (D.C.) degree in the United States. (2014)

Council on Social Work Education (CSWE)
Commission on Accreditation (COA)
Dr. Stacey Borasky, Director of Accreditation
Office of Social Work Accreditation
1701 Duke Street, Suite 200
Alexandria, VA 22314
Phone: 703-519-2078
Fax: 703-683-8099
E-mail: sborasky@cswe.org
Web: www.cswe.org
Recognized by the Council for Higher Education Accreditation, April 2003

CHEA-Recognized Scope of Accreditation
Residential and master’s degree programs in social work in the United States and its territories. (2012)

Council on Rehabilitation Education (CORE)
Commission on Standards and Accreditation
Effective July 1, 2017, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) assumed responsibility for carrying out the mission and vision of the Council on Rehabilitation Education (CORE). All graduate programs that were formerly accredited by CORE are now accredited by CACREP. (See CACREP listing.)

International Accreditation Council for Business Education (IACBE)
Dr. Phyllis Okreplkie, President
11374 Stratford Lane Road
Lenexa, KS 66215
Phone: 913-631-3009
Fax: 913-631-9154
Email: iacbe@iacbe.org
Web: www.iacbe.org
Recognized by the Council for Higher Education Accreditation, January 2011

CHEA-Recognized Scope of Accreditation
The IACBE accredits business programs that lead to degrees at the associate, bachelor’s, master’s, and doctoral levels in institutions of higher education worldwide that grant bachelor’s and/or graduate degrees. The IACBE does not accredit business programs of institutions of higher education that offer only associate degrees in business. (2011)
Programmatic Accrediting Organizations (continued)

International Fire Service Accreditation Congress – Degree Assembly (IFSAC-DA)
Clayton Moorman, Director
Oklahoma State University
1812 Tyler Ave
Stillwater, OK 74078
Phone: 405-744-8303
Fax: 405-744-8802
Email: admin@ifsac.org
Web: www.ifsac.org
Recognized by the Council for Higher Education Accreditation, January 2011

CHEA-Recognized Scope of Accreditation
The IFSAC Degree Assembly accredits fire and emergency related degree programs at the associate, baccalaureate, and master’s levels offered by colleges and universities in the United States and throughout the world. (2017)

Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)
Jan M. Winn, Executive Director
820 W. Danforth Road, #B1
Edmond, OK 73034
Phone: 405-285-0546
Fax: 405-285-0579
E-mail: mail@jrcnmt.org
Web: www.jrcnmt.org
Recognized by the Council for Higher Education Accreditation, January 2013

CHEA-Recognized Scope of Accreditation
Accredits postsecondary nuclear medicine technology programs offering certificate, associate and bachelor's degree degrees. Programs must be located in the territorial United States, its possessions and territories and may be offered in a traditional or distance education format. (2013)

Joint Review Committee on Education in Radiologic Technology (JRCERT)
Leslie Winne, Chief Executive Officer
20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Phone: 312-794-5300
Fax: 312-794-5304
E-mail: mail@jrcert.org
Web: www.jrcert.org
Recognized by the Council for Higher Education Accreditation, April 2004

CHEA-Recognized Scope of Accreditation
The Joint Review Committee on Education in Radiologic Technology (JRCERT) currently accredits educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry that can be offered at the certificate, associate, baccalaureate, and master's degree levels in both traditional and distance education settings. These programs are offered at institutionally accredited, degree granting institutions and hospital/hospital-affiliated centers that offer certificate. The geographic boundaries of JRCERT accreditation activities are within the United States and its territories, commonwealths, and possessions. (2013)

Landscape Architectural Accreditation Board (LAAB-ASLA)
American Society of Landscape Architects
Kristopher D. Peichold, Executive Director
636 Eye Street, NW
Washington, DC 20001-3736
Phone: 202-216-2359
Fax: 202-898-1185
E-mail: kprichard@asla.org
Web: www.asla.org/laab
Recognized by the Council for Higher Education Accreditation, April 2003

CHEA-Recognized Scope of Accreditation
First professional programs in landscape architecture at the bachelor's or master's level in the United States and its territories. (2013)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Dianne M. Cearlock, Chief Executive Officer
5600 North River Road, Suite 720
Rosemont, IL 60018
Phone: 773-714-8880
Fax: 773-714-8886
E-mail: dcearlock@naacls.org
Web: www.naaccs.org
Recognized by the Council for Higher Education Accreditation, April 2013

CHEA-Recognized Scope of Accreditation
NAACLS independently accredits educational programs at the associate, pre-baccalaureate (certificate), baccalaureate, post-baccalaureate (certificate), and master's degree levels in the United States and internationally for the following professions: medical laboratory science, medical laboratory technician, histotechnology, histotechnician, pathologist assistant, diagnostic molecular scientist, cytogenetic technologist, phlebotomist, and clinical assistant. (2013)

Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
Commission on Peer Review and Accreditation (COPRA)
Crystal Calaruso, Chief Accreditation Officer
1029 Vermont Ave. Suite 1106
Washington, DC 20005
Phone: 202-628-8965
Fax: 202-626-4978
E-mail: copra@naspaa.org
Web: accreditation.naspaa.org
Recognized by the Council for Higher Education Accreditation, January 2004

CHEA-Recognized Scope of Accreditation
NASPAA-COPRA accredits Master's degree programs in public policy, affairs, and administration globally. (2014)

National Recreation and Park Association (NRPA)
Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)
Jennifer Storstrom, Awards and Accreditation Manager
22377 Belmont Ridge Road
Ashburn, VA 20148
Phone: 703-858-0784
Fax: 703-858-0794
E-mail: coaprt@nrpa.org
Web: www.nrpa.org/coaprt
Recognized by the Council for Higher Education Accreditation, January 2003

CHEA-Recognized Scope of Accreditation
The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) accredits baccalaureate programs that prepare students for professions whose expertise and services support the social and economic activities associated with recreation, travel, and/or leisure activities and experiences, within the United States and its territories, Canada, and Mexico. (2013)

Planning Accreditation Board (PAB)
Jesmier Johnston, Executive Director
2334 W. Lawrence Ave - Suite 209
Chicago, IL 60625
Phone: 773-334-7200
E-mail: jjohnson@planningaccreditationboard.org
Web: www.planningaccreditationboard.org
Recognized by the Council for Higher Education Accreditation, September 2013

CHEA-Recognized Scope of Accreditation
Academic programs in North America leading to bachelor's and master's degree in urban and regional planning. (2001)
Psychological Clinical Science Accreditation System
(PCSAS)
Alan G. Kraut, Executive Director
1800 Massachusetts Ave NW, Suite 402
Washington, DC 20036-1218
Phone: 202-455-8046
Email: akraut@pcsas.org
Web: www.pcsas.org
Recognized by the Council for Higher Education Accreditation,
September 2012

CHEA-Recognized Scope of Accreditation
PCSAS accredits only doctoral training programs that grant Ph.D.
degrees in psychology with a core focus on the specialty of psychological
clinical science and that are housed in departments of psychology (or their
equivalents) within accredited nonprofit, research-intensive universities in
the U.S. and Canada. (2012)
SUPPORTERS

American Association of Community Colleges (AACC)
Walter Bumphus, President/Chief Executive Officer
One Dupont Circle NW, Suite 410
Washington, DC 20036
Phone: 202-728-6200 ext. 235
Fax: 202-452-1461
E-mail: wbumphus@aacc.nche.edu
Web: www.aacc.nche.edu

American Association of State Colleges and Universities (AASCU)
Muriel Howard, President
1307 New York Avenue NW, Fifth Floor
Washington, DC 20005
Phone: 202-478-4647
Fax: 202-478-1511
E-mail: hwardnu@aascu.org
Web: www.aascu.org

American Council on Education (ACE)
Ted Mitchell, President
One Dupont Circle NW, Suite 800
Washington, DC 20036
Phone: 202-939-9340
Fax: 202-464-4899
E-mail: president@acenet.edu
Web: www.acenet.edu

Association of American Universities (AAU)
Mary Sue Coleman, President
1200 New York Avenue NW, Suite 550
Washington, DC 20005
Phone: 202-408-7500
Fax: 202-408-8184
E-mail: leah_norton@aau.edu
Web: www.aau.edu

Association of Specialized and Professional Accreditors (ASPA)
Joseph Vbert, Executive Director
3304 N. Broadway Street, #214
Chicago, IL 60657
Phone: 773-857-7900
Fax: 773-857-7901
E-mail: aspa@aspa-usa.org
Web: www.aspa-usa.org

National Association of Independent Colleges and Universities (NAICU)
David L. Warren, President
1025 Connecticut Avenue NW, Suite 700
Washington, DC 20036
Phone: 202-785-8866
Fax: 202-835-0003
E-mail: david@naicu.edu
Web: www.naicu.edu

Association of Public and Land-grant Universities (APLU)
Pete McPherson, President
1307 New York Avenue NW, Suite 400
Washington, DC 20005
Phone: 202-478-6040
Fax: 202-478-6046
E-mail: pmcpherson@aplu.org
Web: www.aplu.org
Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-20
Session Details

View Track Descriptions

Monday, June 4, 2018

9 – 10 a.m.

Plenary Session

Opening Plenary: Your Role in Creating Tomorrow’s Workforce

Seth Mattison

10:30 – 11:30 a.m.

Campus Development

Between Storms: Use the Opportunity to Recraft Transparent, Fair and Successful Admissions Processes

Duane Morris

Government Relations

The Impact of Tax Reform: What Must Your Institution Know

CliftonLarsonAllen LLP

Marketing Outreach

The Silver Bullet in Lead Enrollment Improvement

Level Agency

Navigating the New Compliance Audit Guide

The Marketing vs. Admissions Divide:
Leadership Mindset and High Performance Cultures: How to Thrive in a Time of Accelerating Change
The Pacific Institute

Workforce Alignment and Deliberate Employee Development
Nightingale College

Staying On-Course Online: Best Practices for Engaging Successful Online Students
Rouse Frets Law Firm

Campus Development
1 – 2 p.m.
No Internet? No Device?
No Problem: Making Digital Course Materials Easily Accessible
Ambassador Education Solutions

Skate to Where the Puck Is Going: Advising Students Based on Occupation Insight
Campus Management Corp.

"Flipped Leadership:" A New Employee Management Approach for a New Era
MaxKnowledge, Inc.

Understanding Employment Law and the Cost of Non-Compliance: What You Don’t Know CAN Hurt You!
Oasis Outsourcing

"What do you mean I can’t give everyone a 20% raise?" Ways to engage and retain your staff
Sullivan University

Building a Collaborative Environment to Drive Improved Student Outcomes & ROI
MDT Marketing and Southeastern College

Marketing Outreach

EDU Lead Gen The Next Gen
Higher Ed Growth

Google (Yes, Google) Presents on three Things You Should Be Doing to Get Better PPC Results
Oozie Media
2:15 – 3:15 p.m.

**Advanced Analytics**

**Empower Educators**

National Healthcare Association (NHA)

**Break Convention & Increase Retention:**
Proven Skill Growth Strategies to Increase Student Success

PAIRIN

Today's training leading to tomorrow's jobs

Thrunline

To Close the Skills Gap, Teach, Measure, then Share

Credly

### Marketing Outreach

How to Create a Culture of Innovation

Enrollment Resources

Evaluating your true acquisition cost per student

Statwax

**Crunching the Data:**
Projection Modeling and Forecasting

Gragg Advertising

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3:30 – 4:30 p.m.

**Plenary Session**

**Share Tank**

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**Tuesday, June 5, 2018**

9 – 10 a.m.

**Plenary Session**

**Plenary: A Commitment to Service**

Congressman Brian Mast

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10:30 – 11:30 a.m.

**Campus Development**

**Predictive Modeling for Financial Sustainability**

CliftonLarsonAllen

**Career Advancement Certifications:** The use of

**Government Relations**

**Embracing Change**

Duane Morris LLP

**Update on the Gainful Employment Rule**

Hogan Marrren Babbo & Rose

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[http://www.cccnetevents.org/convention/session/session-detail/85727/2018-06-04-10-54-PM]
Additional Certifications

Composite Score Ratios
Impact of Future Accounting Changes and Neg Reg Discussions of Consequences
McClimock & Associates, PC
Almich & Associates
Drinkers, Sibley & Reath LLP

HR Boot Camp An Overview of Harassment, Discrimination and Bullying on Campus
Hogan Marren Babbo & Rose and Bredgwardt University

Competing Career Education Models: Apprenticeships, Boot Camps, OPMs, Industry Partnerships and Other Alternative Training Models How to Keep Current Amidst the Disruption
Powers Pyles Sutter & Verville PC

Campus Development
Student Outcomes: How Schools Maintain and Accreditors Assure that Institutions are Fulfilling their Mission
Ritzert & Leyton, PC

Closing the Financing Gap and Expanding Access to Quality Education
Climb Credit

Government Relations
Consumer Information Boot Camp
Thompson Coburn LLP
Surviving (or even Thriving in) a Program Review by ED
Powers Pyles Sutter & Verville PC

Marketing Outreach
Getting the most out of your Facebook campaign for your school
Becker Media
Media Advertising in The Millennial Age: Bulls Eye planning & Realtime measurement of TV, Radio, and Digital Media Advertising
Engine | EDU

2 – 3 p.m.

3:30 – 4:30 p.m.

Plenary Session

Plenary: Accreditation Panel
Moderator: David Vice, CECU Board Chair
Florence Tate, ABHES
Michelle Edwards, ACICS
Michelle McComis, ACCSC
Wednesday, June 6, 2018

9 – 10 a.m.

- Campus Development
  - No More Square Pegs in Round Holes: Exploring Adult Learner Mindsets
  - Eduventures/NRCCUA

- Government Relations
  - Student Loan Repayment Analytics
  - Loan Science

- Marketing Outreach
  - Growing Your High School Student Population - Why now is the right time!
  - Association for the Advancement of the College Admissions Profession

- OIG updated Audit Guide for Proprietary Schools and Servicers
  - Department of Education Office of Inspector General

- New Borrower Defense to Repayment Proposed Regulations
  - DeLuca Law LLC

10:30 a.m. – Noon

Plenary Session

Closing Plenary: Can We find Consensus: The Future of Postsecondary Career Education

Moderator: Doug Lederman, Inside Higher Ed
Ben Miller, Center for American Progress
Keith Zakraj, Duane Morris

The Government Relations track will be submitted for CLE general credit hours by the MCLE Board of the Supreme Court of Illinois and the Florida Bar. The track has been submitted to additional state boards and is awaiting approval.

Note: Session times and dates are subject to change based on confirmation by presenters.
Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-21
Michelle Edwards
President, ACICS
medwards@acics.org

Dear Michelle,

On behalf of the CAPPS Board of Directors, please accept our invitation to participate as a panelist during the Accreditor Panel Session at the CAPPS 33rd Annual Conference, October 11-13 in San Diego. In addition, if your schedule allows, we would love for you to be our guest at our annual ICEPAC Leadership Dinner on October 12th.

The Accreditor Panel: Thursday, October 12th, 1:45 pm – 3:15 pm.
Eagerly anticipated and well-attended, this session is an opportunity to discuss the challenges and issues that are faced by accreditors, and to have a dialogue with the schools attending the conference. Your voice will be a valuable addition to the conversation.

9th Annual ICEPAC Leadership Dinner: Thursday, October 12th, 7:15 pm – 10 pm
This invitation-only dinner is held each year in conjunction with our Annual Conference, as a fundraiser for the Independent Coalition of Educators Political Action Committee (ICEPAC). The 2017 venue is still being decided, but this event is always lovely and memorable, with plenty of great conversation, food, and wine. We invite you to be our guest at this very special dinner. Please RSVP to let us know if you are able to attend.

Please feel free to contact myself or our Director of Events, Sanaz Kiesbye (sanaz@educationaladvisors.com), with any questions. Sanaz will follow up with you to coordinate conference registration, hotel reservations, and your session details.

Sincerely,
Robert

Robert W. Johnson
Executive Director
California Association of Private Postsecondary Schools
916.447.5500 – robert@cappsonline.org
Sanaz

Sanaz Kiesbye
Director of Events Planning | Educational Advisors Inc.
Accreditation and Compliance Guidance
555 E. Ocean Blvd, Ste. 490, Long Beach, CA 90802
main: 562.496.3900 x4  direct: 949.315.7127 | Fax: 562.496.3900
sanaz@educational-advisors.com | www.educational-advisors.com

Core Values: Integrity – Professionalism – Respect
From: Sandy Lockwood [mailto:SLockwood@accet.org]
Sent: Wednesday, August 30, 2017 2:37 PM
To: Michelle Edwards
Subject: Request from Sandy Lockwood at ACCET

Michelle,

First, I hope that your friends and family in Louisiana are safe from the storm!!

I’ve no doubt you are up to your ears as you have assumed the lead role at ACICS!! I am pulling for a positive outcome.

I am Chair of ACCET’s Annual Conference (and a past chair of the Commission). I am also a colleague of one of your Commissioners, Fardad Faleri, and, of course, a LONG time friend and colleague of Roger Williams.

I left you an message earlier today and would like to chat with you about attending the ACCET Annual Conference and participating on a panel for us.

Please call me at 1-904-273-6822 or on my cell: 1-904-718-1400

Thanks!!

Sandy Lockwood
Chair
ACCET Annual Conference
Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-22
September 18, 2017

Dr. Herman Bounds, Jr.  
Director, Accreditation Group  
U.S. Department of Education  
LBJ Building, 400 Maryland Avenue S.W.  
Washington, DC 20202

Re: ACICS- 34 C.F.R. Sec. 602.13 – Acceptance of Agency

Dear Mr. Bounds

This letter is about the request by the Accrediting Council of Independent Colleges and Schools ("ACICS") in the matter of its pending application for initial recognition as an accrediting agency.

ACICS has informed us that they intend to file an initial application for recognition as an accrediting agency to avoid further disruption to currently accredited ACICS Institutions and the students who attend these Institutions.

We watched the extraordinary politics at play over the revocation of the accreditation of ACICS by the previous administration. While we take no official position on the status of the pending litigation, we feel compelled to communicate with you as to what our experience has been with ACICS.

Since CAPPS was created in 1985, we have worked with thousands of Private Postsecondary Institutions in California and their respective Accreditors. We work with all National Accreditors, our Western Regional Accredor, and many Programmatic Accreditors. My personal experience with ACICS dates to 1998 when I became Executive Director of CAPPS.

We have utilized the knowledge and expertise of ACICS staff and member schools for everything from testimony in our State Legislature and regulatory agencies on accreditation matters as it affects laws and regulations, to technical assistance and advice to our Association. They have often given guidance on how to comply with existing Federal, State and Agency requirements that often do not complement each other. We have found that ACICS staff and members to be extremely knowledgeable about the complexities of California requirements and have no reservations about the veracity of their statements. They are regular presenters and panelists at our Conferences and are respected sector wide.
We have found ACICS to be an excellent technical resource, thought leader and quality thinker regarding issues of the day. As they are one of the few Accreditor of degree granting institutions in California, the length and breadth of their contact with our Association is deeper and more frequent that most other Accreditors. I can state with no reservations that the standards, methods of evaluation and accreditor decisions are essentially equal or superior to other accreditors.

I would deviate just to bit to point out regarding past ACICS accreditor decisions that were deemed "wrong," at least one Regional Accreditor and one other National Accreditor essentially made the same findings on the same Institution that ACICS did and they received virtually no sanctions or criticism (only ACICS).

We believe, given the current situation, that the ACICS initial submittal allows the Department to view bottom to top the ACICS proposed structure in detail. ACICS, its member Institutions and their students who have done nothing but strive to complete their educational programs and graduate, deserve a thoughtful and fair review as to whether they are worthy of being an Accradiator. We believe that they are. I am available to discuss ACICS and this matter at your convenience should you wish.

Thank you for taking the time to consider our thoughts in the matter.

Sincerely,

[Signature]

Robert Johnson
Executive Director, CAPPS

Cc: ACICS
CAPPS President
September 11, 2017

Dr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Ave. S.W.
Washington, D.C. 20202

Re: ACICS – 34 CFR 602.13 – Acceptance Agency

Dear Dr. Bounds:

Career Education Colleges and Universities is the national association serving our country’s postsecondary career education colleges and universities. We require that all members of our Association be licensed in their state, accredited by a recognized accreditor, and be eligible for Title IV programs. At the time the Department revoked ACICS accreditation, no less than 116 member campuses were accredited by ACICS.

The simple reality is that by 2024, the Bureau of Labor Statistics projects that our nation will need 46.5 million new workers. Sixty-five percent of all replacement jobs and 85 percent of all new jobs require some level of postsecondary education. As the Lumina Study and others show, our nation is not going to meet the skilled demand of our future workforce. Unfortunately, we have already seen the evidence of schools accredited by ACICS announcing their closure simply because they do not believe they can become accredited by a new accreditor within the current amount of time, considering the costs of seeking new recognition. For many schools, this cost has exceeded $100,000!

There can be a debate about whether the revocation of ACICS’ recognition was justified. But, there can be no debate about the need. Other accreditors have made clear they simply do not have the resources to expand their accreditation to include all schools impacted by the decision. At the same time, ACICS has taken the important and significant steps to address those deficiencies listed by the Department.

For the sake of the 3.2 million students currently engaged in postsecondary career education, and those additional students now needed due to natural emergencies such as Hurricanes Harvey and Irma, we strongly encourage the Department to recommend ACICS’ recognition as an accreditor be restored at the earliest possible date.

Sincerely,

Steve Gunderson
President & CEO
Dr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Accrediting Commission for Independent Colleges and Schools (ACICS)

Dear Dr. Bounds:

The Arizona Private School Association is a collaborative community of Private Higher Education Providers and has remained uniquely positioned to meet the changing needs of our students as well as the on-going demands of the workforce for the last fifty years. We have been the recognized voice of private postsecondary education in our state since 1967.

The Accrediting Commission for Independent Colleges and Schools (ACICS) was founded in 1912 and its mission has remained the same. "To establish and advance the quality of education and the standards of excellence at private career schools and colleges". ACICS schools are leaders in workforce education preparing graduates to fill the growing occupational and professional needs within growth sectors across our nation. As the largest accreditor of private career schools, ACICS has recently enacted broad reforms to strengthen its effectiveness and oversight of member institutions.

We have ACICS accredited institutions as members of the Arizona Private School Association. Just like APSA, these schools are guided by the standards of honesty, integrity and excellence. Completion rates and placement rates at our schools are significantly higher than comparable public postsecondary institutions.

On behalf of the Member Schools and the Board of Directors of the Arizona Private School Association, we make it clear that APSA has and continues to accept ACICS as an accrediting agency and recommend their reauthorization as a national accrediting body for private postsecondary institutions. Thank you for your time and consideration Dr. Bounds.

Regards

Fred Lockhart
Executive Director
September 13, 2017

Dr. Herman Bounds, Jr.
Director, Accreditation Group
U.S. Department of Education
Office of Postsecondary Education
LBJ Building, 400 Maryland Avenue, S.W.
Washington, DC 20202

Re: Accrediting Commission for independent Colleges and Schools -- Initial Petition for Recognition

Dear Dr. Bounds:

I am writing on behalf of the Pennsylvania Association of Private School Administrators (PAPSA), a non-profit state trade association representing over a hundred accredited institutions of higher education offering career training programs. Since its inception, PAPSA has been one of the largest and strongest state associations representing career schools in the country and issues related to accountability and educational quality are the utmost priority of PAPSA.

We write to convey our longstanding and current acknowledgment of the accreditation activities of the Accrediting Commission for Independent Colleges and Schools (ACICS), as they relate to our ACICS-accredited PAPSA members.

Accreditation is very important to PAPSA. Our membership includes institutions that are accredited through multiple different institutional accreditors, including both national and regional accrediting agencies. Some of our members even hold multiple institutional and programmatic accreditations. With respect to ACICS-accredited institutions, PAPSA has for decades welcomed such institutions and recognized them as accredited entities on the same basis as other institutionally-accredited PAPSA members. Many of these schools have existed for decades and are well-respected higher education institutions in their communities and are in good standing with the Commonwealth of Pennsylvania and our state’s licensing and regulatory
bodies. These schools have also participated in a valued and meaningful way in the career education related activities of our association, whether on the PAPSA Board, on our committees, or in PAPSA trainings and conferences, and on the same basis as other accredited members of our state association.

ACICS accredits hundreds of institutions across the country. PAPSA is aware ACICS has undergone rigorous scrutiny over the last two years by the Department related to serious lapses by a small minority of their accredited institutions. Although PAPSA cannot comment on what may have happened in these lapses, nor ACICS' response at the time of these cases, it is our understanding ACICS has undertaken significant efforts to address alleged deficiencies in its policies and procedures to strengthen its case for recognition as an accrediting agency by the Department. In addition, it is important to note that many schools accredited through ACICS have indicated they have seen first-hand the increased accountability and improved processes recently undertaken by ACICS as a result of their updated policies and procedures.

Thank you for your consideration of this letter.

Sincerely,

[Redacted]

Aaron M. Shenek
Executive Director - PAPSA
Case Name: In the Matter of Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-23
February 16, 2018

Lynn B. Mahaffie
Deputy Assistant Secretary for
Planning, Policy, and Innovation
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Re: FR Doc. 2018-01220

Dear Ms. Mahaffie:

On behalf of the approximately 450 higher education institutions represented by the Career Education Colleges and Universities, I write to provide comments regarding the Application for Initial Recognition submitted by the Accrediting Council for Independent Colleges and Schools (ACICS). The solicitation for written comments was published in the Federal Register January 24, 2018 (FR Doc. 2018-01220) and comports with section 496(n)(1)(A) of the Higher Education Act of 1965, as amended.

ACICS, a national institutional accreditor, was founded in 1912 - well over a century ago - and has a rich history contributing to America’s postsecondary education system. ACICS-accredited institutions have contributed hundreds of thousands of well-prepared graduates to today’s diverse workforce. Until recently, ACICS had also been recognized by the Secretary of Education (Secretary) since 1956. This continuous recognition supports the fact that the Department had for over 60 years determined that ACICS was a reliable authority in gauging institutional quality.

In 2016, the Department considered ACICS’s Petition for Continued Recognition. In its final staff report to the senior department official (SDO), career staff from the Department’s accreditation group identified several areas in which the agency was found not to be in full compliance with the Secretary’s recognition criteria. Based on these findings, along with the belief that the agency was not capable of coming into full compliance with the recognition criteria within the 12-month statutory timeframe, staff recommended to deny the agency’s petition and withdraw the agency’s recognition. This recommendation was forwarded to the National Advisory Committee on Institutional Quality and Integrity (NACIQI). At its June 23, 2016 meeting, NACIQI voted to recommend that the SDO deny ACICS’s petition.

After considering recommendations from both career staff at the Department and NACIQI, the SDO denied ACICS’s request for renewal of recognition and withdrew the agency’s recognition. Although ACICS appealed the SDO’s decision, the Secretary upheld the SDO’s decision and terminated the agency as a nationally recognized accrediting agency, effective December 12, 2016.
ACICS’s 2016 petition is extensive and well-documented. It is clear based on the record that at the time, the Department was concerned that there were substantive and wide-spread issues that resulted in ACICS’s noncompliance with the Secretary’s recognition criteria. We do not refute these findings, nor dispute that these issues led to ACICS’s lack of effective oversight and enforcement of its accredited institutions. As a result, a few ACICS-accredited institutions—out of the hundreds it accredited—engaged in inappropriate behavior that is unbecoming of an institution of higher education and not reflective of nor supported by career education colleges and universities.

In its 2016 staff report to the SDO, career staff described in several sections that although ACICS had already made commendable improvements toward its compliance with the Secretary’s recognition criteria, more time was necessary to implement the agency’s new and strengthened initiatives, or for these initiatives to produce significant and tangible results necessary to determine full compliance.¹ We do not disagree, nor did ACICS, that additional time was necessary beyond June 2016 for the agency to evidence full compliance with the recognition criteria. However, the Department ultimately chose not to afford the agency a chance to come into compliance within the 12-month timeframe before terminating its recognition, an opportunity provided to the vast majority of accreditors.²

The absence of such an opportunity to evidence compliance within a reasonable timeframe, which the Department has historically provided, adversely and unnecessarily affected approximately 269 institutions and over 500,000 students. Many of these institutions are still struggling to this day to identify alternate accreditors that will provide them the chance to continue to offer quality education to their students.

ACICS’s Application for Initial Recognition, which is currently being reviewed by the Department, is the culmination of significant reform efforts undertaken by new leadership at the agency over the last year. These reform efforts were not exclusively made just to meet the Secretary’s recognition criteria but in furtherance of improving the institutional oversight process expected from students, families, and taxpayers. Although not an exhaustive list, the agency’s reform efforts include: developing and effectively implementing student achievement standards; strengthening monitoring to deter misconduct regarding placement, recruiting, and admissions; taking immediate action against institutions when faced with reliable information from third-parties about potential violations of its standards; and ensuring through systematic and regular reviews that its standards are adequate to evaluate the education provided by member institutions.

It is now the Department’s responsibility to review ACICS’s application to determine whether the agency currently complies with the Secretary’s recognition criteria. In doing so, my request to this Department is not to ignore ACICS’s past, for doing so would be a disservice to the

¹ For example, see Staff Report to the Senior Department Official on Recognition Compliance Issues, p. 14 (career staff noting the agency’s plans should improve the “ability to uncover difficulties more expeditiously” but that “at this time the plans have not...produced significant and tangible results”).
² For example, see Senior Department Official Decision Letter to the American Osteopathic Association, October 28, 2016 (noting that although the agency was in violation of 18 separate recognition criteria (ACICS had only 3 additional), it was afforded the 12-month compliance timeline).
positive contributions the agency has made to the American higher education system over the past 100 years. We must also not forget those previously identified deficiencies, but instead, recognize how these past challenges have informed and contributed to the significant improvements demonstrated today.

I look forward to Department staff and NACIQI undertaking a fair, transparent, and non-ideological evaluation of ACICS's application and providing an objective recommendation based on all the information reviewed.

Sincerely,

[Signature]

Steve Gunderson,
President & CEO
Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

**Docket No.:** 16-44-O

**Filing Party:** Respondent, Accrediting Council for Independent Colleges and Schools

**Exhibit No.:** B-O-24
Hi Michelle and Karly,

We were able to resolve the .edu domain issue with EDUCAUSE. Please see attached summary for your records. If you would like, you may share this communication internally and externally.

Working with Kate and Jarret at EDUCAUSE, we were able to add ACICS back to the eligibility list of EDUCAUSE-approved accrediting agencies.

At this point, Reagan National University should feel free to reach out directly to Kate McTurk at EDUCAUSE to further discuss the institution’s domain request. Kate’s contact information is kmcturk@edufcause.edu and (303) 544-5662.

If we can be of any further assistance on this matter, please do not hesitate to reach out.

Nicholas Kent
Senior Vice President of Policy and Research
Career Education Colleges and Universities (CECU)
1530 Wilson Blvd., Suite 1050
Arlington, VA 22209
(571) 800-6524 (Direct)
nicholas.kent@career.org
career.org | YouTube | Twitter | Facebook

Hi Nicholas,

We will let them know, thank you!

Regards,

Karly Zeigler
Manager, Institutional Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
Follow us on Twitter - http://twitter.com/aciscsaccredits
Like us on Facebook - http://facebook.com/aciscsaccredits

CONFIDENTIALITY NOTICE:
From: Nicholas Kent [mailto:nicholas.kent@career.org]  
Sent: Wednesday, April 25, 2018 7:29 PM  
To: Steve Gunderson <steve.gunderson@career.org>; Michelle Edwards <medwards@acics.org>; Michael Dakduk <michael.dakduk@career.org>  
Cc: Karly Zeigler <kzeigler@acics.org>  
Subject: RE: Obtaining .EDU Destination  

Hi Michelle,

I am happy to help work on this issue. Unfortunately, EDUCAUSE closes at 4:30 pm mountain time, but I will contact them first thing tomorrow morning to better understand the issue directly from them and, if necessary, obtain the contact of the organization’s Commerce Department liaison. From there, I will determine whether there is a disconnect between Commerce and Education.

If you would like, we can reach out directly to the school to let them know we are working on this issue, or alternatively, you can let them know ACICS is working to better understand the issue and will circle back with them within the next day or so.

Nicholas Kent  
Senior Vice President of Policy and Research  
Career Education Colleges and Universities (CECU)  
1530 Wilson Blvd., Suite 1050  
Arlington, VA 22209  
(571) 800-6524 (Direct)  
nicholas.kent@career.org  
career.org | YouTube | Twitter | Facebook

From: Steve Gunderson  
Sent: Wednesday, April 25, 2018 4:50 PM  
To: Michelle Edwards; Michael Dakduk; Nicholas Kent  
Cc: Karly Zeigler  
Subject: RE: Obtaining .EDU Destination  

Michelle:

Mike is working on similar challenges with Veterans Department restoring recognition. But Mike is out this week on vacation. I’m copying Nicholas Kent, our Sr. VP for Policy and Research in hopes that he can use his connections at the Department of Education to help get a message from the Department of Education to the Department of Commerce!

Steve

From: Michelle Edwards [mailto:medwards@acics.org]  
Sent: Wednesday, April 25, 2018 4:37 PM  
To: Steve Gunderson; Michael Dakduk  
Cc: Karly Zeigler  
Subject: FW: Obtaining .EDU Destination  

Steve/Mike,

Any guidance on this request?
Thanks,
Michelle

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

CONFIDENTIALITY NOTICE:
This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

From: Harold Harris [mailto:harold.harris@reaganu.us]
Sent: Wednesday, April 25, 2018 1:52 PM
To: Karly Zeigler <kzeigler@acics.org>
Cc: Adam Yang <adam.yang@reaganu.us>; Harold Harris <harold.harris@reaganu.us>
Subject: Obtaining .EDU Destination

April 25, 2018

Dear Ms. Zeigler,

This morning I spoke with JP at Educause, which is the organization that controls the issuing of .edu, and told him Reagan National University was accredited by ACICS in December 2017 and we would like to obtain permission to use .edu. I also mentioned the order that was issued by the Secretary of Education on April 3, 2018 stating that ACICS status as a federally recognized accrediting agency has been restored. He told me they are aware of this Order but "until the Department of Commerce gives us clearance we cannot approve .edu to ACICS institutions." Educause takes their orders from the Department of Commerce.

The .edu designation is important to us as it shows the world we are an accredited institution approved by the Department of Education. The approval by the Department of Education is mandatory for us to apply and be approved by SEVP to issue I-20's which are used by international students to apply for student visas to enter the US. We would greatly appreciate ACICS contacting the Commerce Department to get the issue cleared up so we and other ACICS institutions can apply for .edu and renew their .edu designation.

Thank you for your understanding of this critical issue.

Sincerely yours,
Harold L. Harris, President
Reagan National University
harold.harris@reaganu.us
Case Name: In the Matter of Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-25
Articulation Agreement Addendum

Original addendum entered into on 2/28/2008 a non expiring agreement (including Orlando - Phoenix - San Diego - The Carolinas Campuses) hereby acknowledges the new name of Golf Academy of America which changed from San Diego Golf Academy effective 9/4/2008. Under this agreement, students will be able to transfer credits as per original agreement and name change will not affect the outcome of transferability.

UNIVERSITY OF PHOENIX

[Signature]

Bill Pepicello Ph. D, President (date)

SAN DIEGO GOLF ACADEMY

[Signature]

3/2/2009

Director of Compliance and Student Services
NEW ENGLAND
COLLEGE of BUSINESS

Articulation Agreement between

Golf Academy of America and New England College of Business and Finance
I. PURPOSE

The purpose of this articulation agreement is to establish procedures and guidelines for students to transfer into New England College of Business and Finance (hereinafter referred to as "NECB") associate and bachelor degree programs from Golf Academy of America (hereinafter referred to as "GAA").

II. ELEMENTS OF THE AGREEMENT

A. Admission to New England College of Business and Finance

1. GAA students in good standing and eligible GAA graduates will be reviewed as applicants for NECB associate or bachelor degree programs in accordance with NECB admissions policies. Applicants will be required to complete all NECB admissions requirements in place at the time of application, as specified in NECB's Academic Catalog and Student Handbook (hereinafter referred to as "NECB Catalog").

2. To be eligible for consideration, an applicant must be a graduate of GAA or submit a letter from GAA with information, including but not limited to, an indication that the student is in good standing, the expected date of graduation, the degree expected to be earned, and the program/major. All students must also submit an official transcript from GAA to NECB. Upon graduation, all students must submit their final official transcript to NECB.

3. Upon acceptance and signing of the NECB enrollment agreement, students will be subject to all NECB policies, codes of conduct, and college procedures and requirements, as specified in the NECB Catalog.

4. Prior to their first course at NECB, GAA students are required to participate in three orientations, offered through prescheduled webinars, that will acclimate them to NECB's Bachelor's programs and its learning platform. These required orientations are based on: (a) Canvas Learning Platform (LMS); (b) NECB's eLibrary and (c) Introduction to NECB's Undergraduate Programs.

B. Credit Transferability

1. GAA students in good standing and eligible GAA graduates may have
their files reviewed for eligibility for transfer credit for courses specified in Appendix A. Students must have earned a grade of "C" or better in a particular course to be eligible for transfer credit for that course.

2. GAA students in good standing and eligible GAA graduates who have not fulfilled NECB prerequisites at GAA must complete them at NECB. Prerequisites are listed in the NECB Catalog and vary based on the degree program and emphasis chosen. All students must complete Information Literacy for College Success as their initial course at NECB in accordance with academic policies specified in the NECB Catalog.

3. GAA students must complete no less than 25 percent of their associate or bachelor degree program requirements at NECB. Credit earned at other institutions shall not exceed 75 percent of total credits required for graduation with an NECB associate or bachelor degree.

C. Collaboration and Coordination

1. With respect to collaboration and coordination, NECB and GAA agree to:

   a. Coordinate their efforts to facilitate a collegial and mutually beneficial relationship;
   b. Provide accurate and timely information regarding the articulation to current students and graduates of GAA, and;
   c. Designate primary contact persons for the respective institutions to facilitate coordination of this articulation agreement and a smooth transfer for students and graduates.

2. NECB agrees to:

   a. Provide GAA with relevant transfer information and copies of current NECB brochures and/or the NECB Catalog when requested by GAA;
   b. Provide all GAA graduates, staff and employees with a standard tuition discount. Please note that NECB tuition rates are subject to change, as determined by NECB.
   c. Communicate with GAA students and graduates via e-mail, postal mail, telephone, or other means to offer them the
opportunity of enrolling in associate's and bachelor's programs at NECB;
d. Make good faith efforts to participate in GAA education fairs and other informational sessions when offered by GAA upon written request;
e. Encourage GAA students who are attending classes at GAA to enroll at NECB after completing their current program, and;
f. Provide GAA with a telephone number and a dedicated admission team for GAA students and graduates to discuss their educational goals with a NECB advisor.

3. GAA agrees to:

a. Provide GAA with relevant transfer information and current GAA brochures, syllabi, and/or catalogs when requested by NECB;

b. Assist NECB by actively communicating the benefits of this relationship to GAA students and graduates;

c. Allow NECB representatives to conduct presentations and marketing regarding NECB associate's and bachelor's degree programs;

d. Waive any transcript fees for official student transcripts sent to NECB subject to institutional policies and practices;

e. Make information available to current students and graduates regarding this articulation agreement, and;

f. Cooperate with NECB to establish electronic data transfer of curriculum and of student records, when applicable, with student permission in accordance with all applicable laws and regulations.

This articulation agreement is effective upon the signing of the parties listed below and will remain in effect for a period of three (3) years. This agreement is subject to change or modification by mutual written consent between the parties. It may be terminated by either party, with or without cause, upon 60 days written notice to the other party.
## Appendix A: Transfer Credits for Bachelors in Business Administration

<table>
<thead>
<tr>
<th>Course Code / Name #1 (Semester Credit Hours)</th>
<th>Course Code / Name #2 (Semester Credit Hours)</th>
<th>Course Code / Name #3 (Semester Credit Hours)</th>
<th>Total GAA Credits (Semester Credit Hours)</th>
<th>NECB Course Code / Name #1 (Semester Credit Hours)</th>
<th>NECB Course Code / Name #2 (Semester Credit Hours)</th>
<th>Total NECB Credits (Semester Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 110 Attitude and Motivation Assessment (2)</td>
<td>CS 230 Sport Psychology (2)</td>
<td>PE 107 History of Golf (2)</td>
<td>6</td>
<td>PSY 250 Psychology (3)</td>
<td>SOC 250 Sociology (3)</td>
<td>6</td>
</tr>
<tr>
<td>CS 125 Business Writing (2)</td>
<td>CS 119 Verbal Communication Skills (2)</td>
<td>BM 209 Career Development (2)</td>
<td>6</td>
<td>COM 201 Business Writing &amp; Communication (3)</td>
<td>ENG 101 English Composition I (3)</td>
<td>6</td>
</tr>
<tr>
<td>GM 136 Golf Fundamentals (2)</td>
<td>PE 101A Rules of Golf I (2) or PE 101B Rules of Golf II (2)</td>
<td>PE 251 Anatomy, Exercise, and Bio-Mechanics (2)</td>
<td>6</td>
<td>SCI 301 Anatomy &amp; Physiology (3)</td>
<td>General Education Elective (3)</td>
<td>6</td>
</tr>
<tr>
<td>BM 103 Elementary Accounting (2)</td>
<td>MK 176, Marketing, Advertising and Promotions (2)</td>
<td>BM 203 Financial Management (2)</td>
<td>6</td>
<td>ACC 201 Accounting I (3)</td>
<td>MKT 210 Principles of Marketing (3)</td>
<td>6</td>
</tr>
<tr>
<td>BM 275 Workplace Ethics (2)</td>
<td>GM 282 Capstone Management Study of Golf Operations (2)</td>
<td>BM 214 General Business Law (2)</td>
<td>6</td>
<td>MGM 250 Business Ethics (3)</td>
<td>MGM 255 Business Law (3)</td>
<td>6</td>
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<tr>
<td>Golf Facility Operations (2)</td>
<td>g Golf Operations (2)</td>
<td>Management (3)</td>
<td>Management (3)</td>
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<tr>
<td>BM 109 Microcomputer Applications (2)</td>
<td>PE 240 Methods of Teaching (2) or PE 242 Advanced Teaching (2)</td>
<td>6</td>
<td>BUSELE Business Elective (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE 246 Tournament Administration (2)</td>
<td>PE 245A Tournament Golf (2)</td>
<td>6</td>
<td>BUSELE Business Elective (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Golf Credits</td>
<td>48</td>
<td>Total NECB Credits</td>
<td>48</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Geoffrey Baird  
*Group President - Emerging Brands*  
Education Corporation of America  

June 9, 2016  

Date

Howard E. Horton, Esq.  
*President*  
New England College of Business and Finance  

June 9, 2016  

Date

Debra Leahy  
*Provost*  
New England College of Business and Finance  

June 9, 2016  

Date
Articulation Agreement

Introduction
This articulation agreement formally recognizes that the University of Phoenix and San Diego Golf Academy are educational institutions which agree to work together to provide educational opportunities for the currently enrolled and potential students of their institutions. Agreement to this alliance requires a commitment by both institutions to facilitate the transfer of an associate degree conferred students into a baccalaureate degree program without jeopardizing the intended mission and stated goals of either institution.

Purpose
The agreement defines a structure through which articulation on all levels will be supported. This agreement is specifically designed to allow for maximum transfer of credit and a seamless transition for students earning an associate degree. Development and distribution of all transfer articulation products (e.g. brochures, checklists or transfer guides) are the responsibility of the University of Phoenix. The University of Phoenix will consider the input from San Diego Golf Academy so that the most efficient transfer possible may be achieved for the student. The University of Phoenix and San Diego Golf Academy agree to develop a working plan to accomplish students’ transition between associate and baccalaureate degrees.

Transfer Features and Benefits
1. All credit from associate degrees (including vocational degrees), awarded by San Diego Golf Academy, will transfer to the University of Phoenix, meaning that all associate degree-related courses, subject to program limitations detailed on the transfer literature, will automatically transfer.
   - Although credits will be accepted in transfer, additional general education credits may be needed to fulfill the program requirements.
   - Students from San Diego Golf Academy will be granted admission to a baccalaureate degree program at the University of Phoenix based on academic requirements as a result of having earned an associate degree and upon further satisfaction of all other conditions for admission as stated in the University Catalog. University of Phoenix admission requirements may be viewed at www.phoenix.edu

2. If the student is enrolled in the Bachelor of Science in Management program (in states where offered), the associate degree focus will be listed as an area of emphasis on the baccalaureate transcript and University of Phoenix diploma.

3. Students from San Diego Golf Academy, who are within 12 months of the completion of their associate degree, may pre-apply to a University of Phoenix baccalaureate program and will be granted access to the University of Phoenix University Library Online Collection. Continued access to these services following the 12-month period will require students to be enrolled in the University.

Services Provided to San Diego Golf Academy by the University of Phoenix
1. Transfer support material will be provided by University of Phoenix
2. University of Phoenix campus will provide onsite or online counseling services.
3. University of Phoenix will provide information about San Diego Golf Academy to students who do not meet University of Phoenix admission requirements or who need additional program prerequisites or requirements.
4. University of Phoenix will provide onsite training to advisors of San Diego Golf Academy regarding the use of transfer literature.
Services Provided to the University of Phoenix by San Diego Golf Academy

1. San Diego Golf Academy will provide the opportunity for University of Phoenix representatives to meet with San Diego Golf Academy students on an ongoing basis.
2. San Diego Golf Academy will assist the University of Phoenix in the distribution of updated degree and transfer materials to alumni and current students.
3. San Diego Golf Academy will provide the University of Phoenix materials for distribution to students who do not meet the University of Phoenix graduation or program requirements.

The University of Phoenix will honor this agreement with all associate degree granting institutions currently accredited or in candidacy status by regional or national accrediting bodies recognized by the U.S. Department of Education. San Diego Golf Academy agrees to notify the University of Phoenix of any adverse changes in its accreditation status.

Any written materials published and distributed by San Diego Golf Academy and/or the University of Phoenix which specifically references the articulation agreement between the two institutions or makes any general representation of each other's institution must be approved by each respective party prior to its use. The University of Phoenix through its holding company, the Apollo Group, Inc., owns both federal and common law trademarks and service marks (collectively, “Marks”) which may not be used without the express written permission of Apollo Group, Inc. Guidelines for the proper use of trademarks, service marks and domain names can be located at www.apollorgp.edu/trademarks

No financial implications concerning the transfer or exchange of cash, equipment, or real estate is intended or implied by this agreement. The University of Phoenix and San Diego Golf Academy are separate and independent institutions of higher education and intend to remain so.

Term of Agreement
This agreement will be in effect for a period of three (3) years from the date of execution. This agreement will automatically renew on an annual basis thereafter unless terminated sooner as set forth herein. Transfer literature will be updated on an annual basis. Termination of this agreement may occur by either party with a ninety (90) day written notification.

Facsimile
This Articulation Agreement may be executed by facsimile. Said facsimile shall be deemed an original, and shall be enforceable and fully admissible in any legal proceeding.

UNIVERSITY OF PHOENIX

Dr. William Pecorino
President, University of Phoenix

RECEIVED
2/8/08

(date)

SAN DIEGO GOLF ACADEMY

Regina Swainberger
Executive Vice President, General Counsel, and Chief Compliance Officer, San Diego Golf Academy

RECEIVED
3-25-08

(date)
March 3, 2008

San Diego Golf Academy-Nationwide
Attn: Roger L. Swartzwelder
300 Riverhills Business Park Suite 300
Birmingham, AL 35242

Dear Mr. Swartzwelder,

Thank you for the opportunity to articulate with San Diego Golf Academy-Nationwide. Please find enclosed your copy of the executed Articulation Agreement with University of Phoenix. We are currently working to prepare transfer materials for your institution. When these materials are complete we will forward them to you.

We want to ensure that articulation between our institutions is efficient, and desire information on the success of this partnership. Please do not hesitate to call if you need any further information.

Sincerely,

[Signature]

Catrina Roitman, Operations Manager/Articulation and PLA, University Services
University of Phoenix | University Services
4025 S. Riverpoint Parkway | Mail Stop CF-L401 | Phoenix, AZ 85040
Phone (602) 557-6342 | Fax (480) 643-1533 | Email: catrina.roitman@phoenix.edu
ARTICULATION AGREEMENT

RELATIVITY SCHOOL, ACREDITED BY THE ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES (ACCSC), RECOGNIZED BY THE U.S. DEPARTMENT OF EDUCATION, HEREBY AGREES TO ALLOW STUDENTS WHO HAVE COMPLETED CERTAIN COURSES TO TRANSFER CREDITS TOWARDS THEIR DEGREES AT THE UNIVERSITY DEPARTMENT. STUDENTS MUST MEET THE REQUIREMENTS AND QUALIFICATIONS AS SET FORTH IN THIS AGREEMENT.

CREDITS EVALUATION POLICY

A STUDENT WHO COMPLETES CERTAIN COURSES AT RELATIVITY SCHOOL MAY REQUEST TRANSFER OF CREDITS TO BE APPLIED TOWARDS THEIR DEGREE AT THE UNIVERSITY DEPARTMENT. THE UNIVERSITY DEPARTMENT WILL CONSIDER THE COURSES COMPLETED AT RELATIVITY SCHOOL TO EQUIVALENT CCRS AND THE NUMBER OF CREDITS ADJUSTED ACCORDINGLY.

THE CREDITS TRANSFER WILL BE ACCEP TED ON AN UNCONDITIONAL BASIS.

THE UNIVERSITY DEPARTMENT MAY REQUIRE THE STUDENT TO COMPLETE ADDITIONAL COURSES TO EARN THE DEGREE.

THE UNIVERSITY DEPARTMENT MAY REQUIRE THE STUDENT TO COMPLETE ADDITIONAL COURSES TO EARN THE DEGREE.

THE PROGRAMS INTO WHICH CREDITS WILL TRANSFER ARE:

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COURSE SCHEDULES AND ADDITIONAL DETAILS FOR EACH PROGRAM ARE AVAILABLE IN THE UNIVERSITY DEPARTMENT CATALOG AND FROM THE REGISTRATION OFFICE.

ARTICULATION COORDINATOR

FOR RELATIVITY SCHOOL

SIGNED:.DateFormat?
NAME: DateFormat?
EMAIL: DateFormat?
PHONE: DateFormat?
DATE: DateFormat?

FOR UNIVERSITY DEPARTMENT

SIGNED: DateFormat?
NAME: DateFormat?
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DATE: DateFormat?

1201 W 5th Street Suite F-10 Los Angeles, CA 90017 RelativitySchool.org

Printed, Screened, or Distributed materials property of Human College.
Guaranteed Admission for Degree Completion

This transfer agreement provides transfer admission opportunities for academically qualified students and graduates of Beverly Hills Design Institute interested in completing their Associate and/or Bachelor's Degree through The Los Angeles Film School.

Terms of Agreement:

I. The Los Angeles Film School will guarantee admission to a candidate who has earned a grade point of average of 2.0 or better (based on a 4.0 scale) into the Bachelor of Science in Entertainment Business Completer program. The student must meet all specific admission and enrollment standards and requirements for the program. Student must complete an Associate degree in any subject and/or complete the IGETC/CSUGE requirement with 60 transferable units that include art, music, business, performance and/or courses related to entertainment.*

II. Students accepted to The Los Angeles Film School will receive academic credit for all College level courses successfully completed with a letter grade of C or better. Non-credit or remedial courses will not be accepted for transfer credit and/or graduation requirements.

III. Students interested in transferring need to submit an application and official transcripts from Beverly Hills Design Institute and any other educational institutions previously attended.

IV. Prerequisite and/or general education courses required for the Bachelor of Science in Entertainment Business Completer may be taken at The Los Angeles Film School.

V. This agreement will be reviewed annually and may be revised by mutual consent. In addition, The Los Angeles Film School and Beverly Hills Design Institute agree to notify one another in writing of program changes that might affect the transfer of students under this agreement.

Beverly Hills Design Institute and The Los Angeles Film School, recognizing the importance of providing a seamless coordination between the bachelor's degree enrollment process, hereby enter into a Transfer Agreement, which will automatically terminate on May 31, 2018 under Beverly Hills Design Institute’s ACICS accreditation. We, the undersigned, as the representatives of, Beverly Hills Design Institute and The Los Angeles Film School, hereby demonstrate our commitment to full implementation of the Agreement.

*Students are also eligible to apply for admissions into any of our Degree programs.

For more information, please visit:
http://bran.lafilm.edu
www.lafilm.edu
TELEPHONE:
Toll Free: 877.952.3456
Local and International: 323.860.0789
Associate Degree in Nursing (ADN) Program Disclosure 2017

Program Name: Associate Degree in Nursing (ADN)
Occupational Name: Registered Nursing (RN)
Program Level: 02 - Associates Degree
Program Length: 24 Months

U.S. Department of Labor O*Net Standard Occupational Classification Codes and Links to Occupational Profiles
http://www.onetonline.org/link/summary/29-1141.00

Job Placement Rate:
95% Placement:
(7/1/2015 - 6/30/2016)
This data includes all graduates of the program as reported to ACICS

Retention Rate:
98%:
(7/1/2015 - 6/30/2016)
This data includes all graduates of the program as reported to ACICS

Total Cost of Program:
(7/1/2015 - 6/30/2016)
Application Fee: $200.00
Books and Supplies: $5,075.00
Graduation Fee: $40.00
Tuition: $46,720.00

Programmatic and Institutional Accrediting Bodies
ABHES: Accrediting Bureau of Health Education Schools
OSBN: Oregon State Board of Nursing
ODA: Office of Degree Authorization
ACICS: Accrediting Council for Independent Colleges and Schools

Transfer of Credit and Transfer Articulation Agreements:
with other Institutions
Articulation Agreements:
American Sentinel University
Chamberlain College
Grand Canyon University
Kaplan University
Keiser University
Provo College
Walden University
Western Governors University
Additional Articulated
Course by Course Agreements:
Walla Walla University
University of Portland
Letter of Understanding:
Linfield College

Average time students take to graduate by program and at whole school level:
(7/1/2015 - 6/30/2016)
On-Time Graduation Rate: 100% Average Time to Complete:
96 weeks

On-Time Graduation Rate:
(7/1/2015 - 6/30/2016)
100%

Graduation Rate:
(7/1/2015 - 6/30/2016)
95.8% Rate defined by ACICS

Median Borrowing:
(federal and private loans) amount, and median annual loan payments of students:
(7/01/2015 - 6/30/2016)
Federal Loans: $30,500.00
Private Loans: $9.00
Institutional Debt: $9.00

Loan Default Rate
3 Year Default Rate: 13%
As reported by the Department of Education for the Institution. Programmatic rates are not reported. This data covers all borrowers who entered repayment in 2013 and defaulted in 2013, 2014, or 2015

Median Starting Salary for graduates:
(7/1/2015 - 6/30/2016)
Median salary: $29.00 per hour
This average starting salary of Sumner graduates is for the reflected reporting year. This information has been verified by the employer through documented employment verifications.

Gainful Employment results as outlined under U.S. Department of Education accountability metrics
No Gainful Employment Results available
Description of the Transfer Agreement for Brown Mackie College students through Antonelli College (known as "receiving school").

Antonelli College is a licensed school that is accredited by the Accrediting Commission of Career Schools and Colleges. It is located at 124 East 7th Street, Cincinnati, OH 45202. This agreement is applicable to all Antonelli College locations.

The following information describes the obligations of both parties as it relates to the transfer of Brown Mackie College students.

**Brown Mackie College Obligation:**

- Ensure that requisite courses are offered until the students are transferred to the receiving school.
- Host the receiving school at Brown Mackie College for the purpose of facilitating communications between the receiving school and Brown Mackie College students.
- Provide official transcripts to every student to facilitate transfer to the receiving school.

**Antonelli College Obligation:**

- Attend a Brown Mackie College transfer fair.
- Accept the credits completed at Brown Mackie College towards a like degree or certificate, to the extent possible.
- Maintain your accreditation.
- Waive application fees and simplify the application process for each student.
- Offer the courses required for students to complete their program of study or a comparable program of study.
- Do not charge tuition in excess of the Brown Mackie College charges per credit for the courses required for completion of the program. Students that fail courses should be notified that they will be charged the prevailing rate to retake courses, if applicable.

Receiving school has the necessary experience, resources, support services to meet the requirements herein and has the capacity to remain stable, carry out its mission, and meet all obligations to existing students.

Printed Name: H. Michelle Toney

Originating Institution: Brown Mackie College

Signature: [Signature]
Date: 11/22/14

Printed Name: [Signature]

Receiving Institution: Antonelli College

Signature: [Signature]
Date: 1/7/16
Articulation Agreement between
Berlitz Languages, Inc.
and
California International Business University

The purpose of this Articulation Agreement is to further the educational capabilities of both Berlitz Languages, Inc. ("Berlitz") and California International Business University to serve the needs of international students interested in pursuing non-degree education in the United States. These needs include, but are not limited to: the attainment of Business English language skills and the easy transition to an institution that offers supplementary education after the completion of the non-degree program at California International Business University.

To that end, Berlitz and California International Business University agree to the following cooperative relationship:

Articulation Agreement
Berlitz agrees that clock hours from California International Business University have been and continued to be accepted unconditionally by Berlitz. California International Business University's Business Fundamentals and Skills program clock hours are transferable to Berlitz. The clock hours from California International Business University's Business Fundamentals and Skills transfer into the following program at Berlitz: Business English*.

This agreement shall be valid for 2 years from the date of signatures, unless terminated in writing by either party with 30 days' notice.

*The educational programs covered in this agreement - Business English and Business Fundamentals and Skills- are non-degree programs based on clock hours and are non-credit-bearing programs.

Berlitz Language Centers is accredited by the Accrediting Council for Continuing Education and Training (ACCET). California International Business University is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

For California International Business University

For Berlitz Languages, Inc.

Date agreement goes into effect: April 17, 2017

Paul H. Weinstein, Vice President

Date
ARTICULATION AGREEMENT

THIS AGREEMENT is made March 3rd, 2017, by and between California International Business University (hereinafter "CIBU"), a company established in San Diego, California, and ISTEC, Ecole Superieure de Commerce et de Marketing (hereinafter "ISTEC"), and in Paris, France (collectively, the "Parties").

WHEREAS:

1. CIBU is a California Non-Profit, public benefit corporation chartered in the State of California and is a private institution approved to operate by the California Bureau for Private Postsecondary Education. CIBU is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award Bachelor of Science in Management, Master of Science in International Management, Master of Business Administration, and Doctor of Business Administration degrees.

2. ISTEC is a French Non-Profit corporation and is a private institution approved to operate by the French Ministry of Education. ISTEC is accredited to award Master Degree in Management and is classified as a Bac+5 level by the French Ministry for Higher Education and Research.

3. The Parties wish to enter into the following Articulation Agreement in order to offer ISTEC students having completed the first 3 years of the ISTEC Master program to enter into the final year of the CIBU Bachelor of Science in Management program in order to obtain this degree after one year of studies. CIBU reserves the right to ask ISTEC students to pass a special entry test.

NOW THEREFORE, the Parties, for the foregoing consideration and any other good and valuable consideration, and intending to be legally bound, agree to the following terms and conditions:

I. General Provisions

a. Purpose. The Parties agree to cooperate in order to make it possible for CIBU to offer the above-mentioned option to ISTEC students within CIBU, under CIBU's governance and CIBU's accreditation during the Term of this Agreement.

b. Term. The Term of this Articulation Agreement means the period commencing on the effective date and continuing for seven (7) years until dissolved by mutual agreement of the Parties or terminated as provided in this Agreement.

c. Enrollment Numbers. Every year by June 15th ISTEC shall inform CIBU of the enrollment numbers, and send a list of the students having signed up for the fall year of the CIBU BSc in San Diego.

d. Marketing. The marketing of this option for ISTEC students shall be the responsibility of both Parties.

e. Transfer Credits. Students who complete the first 3 years of the ISTEC Master program will transfer these credits into CIBU's Bachelor of Science program based on program comparison chart detailed in Appendix A of this agreement.

CALIFORNIA INTERNATIONAL BUSINESS UNIVERSITY
550 West 5 Street San Diego, California 92101 Tel: (619) 702-9460 Fax: (619) 702-9476
www.cibu.edu
2. The Contents of the Educational Program

The final year of the CIBU BSc shall consist of 8 courses, giving in all 32 US credits (60 ECTS). Students will have 16 hours in class per week.

The 8 subjects will be the following:

- Marketing Management
- Lifestyle Marketing and Media
- Business Communication
- Entrepreneurship (San Francisco/Silicon Valley Study Trip)
- Social Media with a global perspective
- US Business
- Human Resource Management
- Principles of Management and Organizational Behavior

Attendance: is compulsory. Students missing more than 2 class sessions (non-excused) are put on notice, missing 3 class sessions means that students are put on academic probation and risk possible expulsion (US visa regulations)

Evaluation: Students submit all work (such as papers, exams in class or online, etc.) through a Moodle system, in class students have oral presentations on an individual or group basis. Participation in class is required with between 5 and 20 per cent of average course grade based on class participation. Students have the opportunity to evaluate and provide feedback on faculty and course at mid and end of term.

Lectures: Courses are conducted in a mixed pedagogical method using a blend of theory and practice, with instructor-lead lectures, student discussion forums, case studies, business plans, in-class presentations by students, visiting lecturers, such as business leaders, media, and other professional mentors.

3. CIBU’s Obligations

In addition to such other duties and obligations as are set forth in this Agreement, CIBU shall:

(a) Maintain all required licenses and accreditations including ACICS accreditation

(b) Diligently promote together with ISTEC this option to relevant ISTEC students

(c) Ensure all ISTEC students complete the admission process and meet all applicable standards, and then register all ISTEC students accepted into the program as CIBU’s students;

(d) Collect all tuition fees, registration fees, administration fees or any other fees
(c) Hire professors and maintain employee(s) adequately trained

(f) Fully and promptly answer all communications from ISTEC

(g) Be responsible for the running of the program for ISTEC students

4. ISTEC’s Obligations

In addition to such other duties and obligations as are set forth in this Agreement, ISTEC shall:

(a) Refer and screen relevant students for the option at CIBU

(b) Diligently promote together with CIBU the option to relevant students

(c) Provide CIBU with all materials, including educational background of all ISTEC students applying to study at CIBU

(d) Appoint a contact person and fully and promptly answer all communications from CIBU.

5. Intellectual Property

(a) Neither Party shall, by reason of this Agreement, gain any proprietary interest in any other party’s prior-existing Works of Authorship, Tangible Media, or other Intellectual Property, such as those owned by CIBU

6. Financial Terms & Conditions

In consideration of this Partnership the following terms and conditions shall apply:

(a) ISTEC shall pay for students accepted by CIBU directly to CIBU in connection with each semester start. Students can only enroll in the whole year program

(b) CIBU receives the tuition from ISTEC in accordance with the amounts and installments explained in Appendix B. The amount for this service will be negotiated between the two parties each year.

(c) All prices are plus an application fee of 250 US dollars. The application fee shall be paid directly by the students to CIBU.

(d) Books are estimated at a cost of approx. 250 US dollars per semester

(e) Any outside class activities, such as study tours and camping trips are not included in student tuition fees, and will be at additional optional cost to the student.
7. Confidential Information and Non-Disclosure.

(a) Identification of Confidential Information. Any Confidential Information disclosed to either Party in tangible form shall be marked as "CONFIDENTIAL" or "PROPRIETARY" or by a similar legend by the disclosing Party prior to disclosure. Any Confidential Information disclosed orally or visually shall be identified as such prior to, concurrent with or following disclosure and summarized in writing by the disclosing Party to the receiving Party within thirty (30) calendar days of the disclosure.

(b) Obligations of Non-Disclosure and Non-Use:

(i) Unless otherwise agreed to in advance, in writing, by the disclosing Party or except as expressly permitted by this Agreement, the receiving Party will not, except as required by law or court order, use Confidential Information of the disclosing Party or disclose it to any third party for the Term and for an indefinite period thereafter.

(ii) The receiving Party may disclose Confidential Information of the disclosing Party only to those of its employees or contractors who need to know such information. In addition, prior to any disclosure of such Confidential Information to any such employee or contractor, such employee or contractor shall be made aware of the confidential nature of the Confidential Information and shall execute, or shall already be bound by, a non-disclosure agreement containing terms and conditions consistent with the terms and conditions of this Agreement.

(iii) In any event, the receiving Party shall be responsible for any breach of the terms and conditions of this Agreement by any of its employees or contractors.

(iv) The receiving Party shall use the same degree of care to avoid disclosure of the disclosing Party’s Confidential Information as the receiving Party employs with respect to its own Confidential Information of like importance, but not less than a reasonable degree of care.

(c) Return of Confidential Information.

Upon the termination or expiration of this Agreement for any reason, or upon the disclosing Party’s earlier request, the receiving Party will deliver to the disclosing Party all of the disclosing Party’s property or Confidential Information in tangible form that the receiving Party may have in its possession or control. The receiving Party may retain one copy of the Confidential Information in its legal files.

8. Termination

Basis for Termination. Either Party may terminate this Agreement without cause at any time upon written notice to the other Party a minimum of six (6) months in advance of the anticipated termination date. Either Party may terminate this Agreement immediately upon written notice of (i) a material breach of the Agreement or (ii) a liquidation, a filing of a petition of bankruptcy pursuant to a Chapter of the Federal Bankruptcy Act or any other applicable foreign or domestic bankruptcy law, an adjudication of bankruptcy, or an assignment for the benefit of creditors.
Effect of Termination. Upon the termination date specified in any written notice of termination of this Agreement, each Party shall return to the other all Confidential Information.

9. Force Majeure

(a) Either Party shall be excused from any delay or failure in performance required hereunder if caused by reason of any occurrence or contingency beyond its reasonable control, including, but not limited to, acts of God, acts of war, fire, insurrection, strikes, lock-outs or other serious labor disputes, riots, earthquakes, floods, explosions or other acts of nature.

(b) The obligations and rights of the Party so excused shall be extended on a day-to-day basis for the time period equal to the period of such excusable interruption. When such events have abated, the Parties' respective obligations hereunder shall resume.

10. Arbitration. Except for ancillary measures in aid of arbitration and for proceedings to obtain provisional or equitable remedies and interim relief, including, without limitation, injunctive relief, any controversy, dispute or claim arising out of or in connection with or relating to this Agreement, or the breach, termination or validity thereof or any transaction contemplated hereby (any such controversy, dispute or claim being referred to as a "Dispute") shall be finally settled by arbitration administered by Judicial Arbitration & Mediation Services, Inc. (“JAMS”), pursuant to its Comprehensive Arbitration Rules & Procedures (the “JAMS Rules”). There shall be one arbitrator that shall be appointed pursuant to JAMS's procedures, in each case, within 15 business days of receipt of the demand for arbitration by the respondent(s) in any such proceeding. An arbitration pursuant to this Section 22 shall take place in Los Angeles, California. A final award shall be rendered as soon as reasonably possible and, in any event, within 90 calendar days of the filing with JAMS any demand for arbitration; provided, however, that if the arbitrator determines that fairness so requires, such 90 calendar day period may be extended by no more than 60 additional calendar days. The parties agree that the arbitrator shall have the right and power to shorten the length of any notice periods or other time periods provided in the JAMS Rules and to implement JAMS Expedited Procedures under the JAMS Rules in order to ensure that the arbitration process is completed within the time frames provided herein. The arbitration decision or award shall be in writing. Judgment on the decision or award rendered by the arbitrator may be entered and specifically enforced in any court having jurisdiction thereof. All arbitrations commenced pursuant to this Agreement or any other related agreement or document shall be consolidated and heard by the initially appointed arbitrator. The arbitration award or ruling shall provide for payment by the losing party of the fees and costs of the arbitration, including without limitation, the reasonable attorneys' fees and attorneys' costs incurred by the prevailing parties.

11. Choice of Law. This Agreement and any controversy arising out of or relating to this Agreement shall be governed by and construed in accordance with the internal laws of State of California, without regard to conflict of law principles that would result in the application of any law other than the law of the State of California.

12. Counterparts; Facsimile. This Agreement may be executed and delivered by facsimile signature and in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument and, each of which may be executed by less than all
parties, each of which shall be enforceable against the parties actually executing such counterparts, and all of which together shall constitute one instrument.

13. **Titles and Subtitles.** The titles and subtitles used in this Agreement are used for convenience only and are not to be considered in construing or interpreting this Agreement.

IN WITNESS WHEREOF, and intending to be legally bound, the Parties have duly executed this Agreement by their authorized representatives as of the date first written above.

FOR CIBU

03-14-2017
DATE:

FOR ISTEC

03-13-2017
DATE:
Appendix B Referral for the academic year 2017-18

For the 2017-2018 academic year, CIBU shall receive the following in tuition from ISTEC, which will be based on the number of students that are accepted into the Bachelor of Science program:

a) 1-9 students, ISTEC will pay 11,000 US dollars per student
b) 10-19 students, ISTEC will pay 8,000 US dollars per student
c) 20+ students, ISTEC will pay 7,000 US dollars per student

ISTEC students receive a reduction in the CIBU tuition as a result of the referral service provided by ISTEC.

Tuition fees will be payable in 2 installments by ISTEC in connection with each semester start.

- Semester 1: 15th September 2017
- Semester 2: 15th February 2018

The tuition for ISTEC students will be negotiated each year.

FOR CIBU

DATE: 03-14-2017

FOR ISTEC

DATE: 03-13-2017

Signature of [name], [title]
Articulation Agreement between  
Language Studies International  
and  
California International Business University

The purpose of this Articulation Agreement is to further the educational capabilities of both Language Studies International and California International Business University to serve the needs of international students interested in pursuing non-degree education in the United States. These needs include, but are not limited to: the attainment of business skills and the easy transition to an institution that offers business English education after the completion of the non-degree program at California International Business University.

To that end, Language Studies International and California International Business University agree to the following cooperative relationship:

Articulation Agreement  
Language Studies International agrees that clock hours from California International Business University have been and continued to be accepted unconditionally by Language Studies International. California International Business University's Business Fundamentals and Skills program clock hours are transferable to Language Studies International. The clock hours from California International Business University's Business Fundamentals and Skills transfer into the following program at Language Studies International: English for Business*.

This agreement shall be valid for 2 years from the date of signatures, unless terminated in writing by either party with 30 days' notice.

*The educational programs covered in this agreement -English for Business and Business Fundamentals and Skills- are non-degree programs based on clock hours and are non-credit-bearing programs.

Language Studies International is accredited by the Accrediting Council for Continuing Education and Training (ACCET). California International Business University is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

For Language Studies International  

Date  

Signature, Title  

Date agreement goes into effect  

For California International Business University  

Date  

Signature, Title  

Page 1 of 1
Articulation Agreement between
Stafford House International and California International Business University

The purpose of this Articulation Agreement is to further the educational capabilities of both Stafford House International and California International Business University to serve the needs of international students interested in pursuing non-degree education in the United States. These needs include, but are not limited to: the attainment of Business English language skills and the easy transition to an institution that offers supplementary education after the completion of the non-degree program at California International Business University.

To that end, Stafford House International and California International Business University agree to the following cooperative relationship:

Articulation Agreement
Stafford House International agrees that clock hours from California International Business University have been and continued to be accepted unconditionally by Stafford House International. California International Business University’s Business Fundamentals and Skills program clock hours are transferable to Stafford House International. The clock hours from California International Business University’s Business Fundamentals and Skills transfer into the following program at Stafford House International: Business English.

This agreement shall be valid for 3 years from the date of signatures, unless terminated in writing by either party with 90 days’ notice.

"The educational programs covered in this agreement - Business English and Business Fundamentals and Skills- are non-degree programs based on clock hours and are non-credit-bearing programs.

Stafford House International is accredited by the Accrediting Council for Continuing Education and Training (ACCET). California International Business University is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

For California International Business University

[Signature, Title]

7/17/2017

Date

For Stafford House International

[Signature, Title]

4/05/2017

Date

Date agreement goes into effect: April 17, 2017
Articulation Agreement between
California Language Academy
and
California International Business University

The purpose of this Articulation Agreement is to further the educational capabilities of both California Language Academy and California International Business University to serve the needs of international students interested in pursuing non-degree education in the United States. These needs include, but are not limited to: the attainment of vocational skills and the easy transition to an institution that offers language-related education after the completion of the non-degree program at California International Business University.

To that end, California Language Academy and California International Business University agree to the following cooperative relationship:

Articulation Agreement
California Language Academy agrees that clock hours from California International Business University have been and continued to be accepted unconditionally by California Language Academy. California International Business University’s Business Fundamentals and Skills program clock hours are transferable to California Language Academy. The clock hours from California International Business University’s Business Fundamentals and Skills transfer into the following program at California Language Academy: Business English.

This agreement shall be valid for 2 years from the date of signatures, unless terminated in writing by either party with 30 days’ notice.

*The educational programs covered in this agreement - Business English and Business Fundamentals and Skills- are non-degree programs based on clock hours and are non-credit-bearing programs.

California Language Academy is accredited by the Accrediting Council for Continuing Education and Training (ACCET). California International Business University is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

For California Language Academy

[Signature]

Date: 4/17/17

Date agreement goes into effect: 4/17/17

For California International Business University

[Signature]

Date: 4/17/17

Page 1 of 1
Articulation Agreement between
University of Philosophical Research
and
California International Business University

The purpose of this Articulation Agreement is to further the educational capabilities of both University of Philosophical Research and California International Business University to serve the needs of students interested in pursuing non-degree education in the United States. These needs include, but are not limited to: the attainment of self-knowledge and the easy transition to an institution that offers research-related education after the completion of a student’s non-degree program/course at California International Business University.

To that end, University of Philosophical Research and California International Business University agree to the following cooperative relationship:

Articulation Agreement
University of Philosophical Research agrees that clock hours from California International Business University have been and continued to be accepted unconditionally by University of Philosophical Research. California International Business University’s Business Fundamentals and Skills course clock hours are transferable to University of Philosophical Research. The clock hours from California International Business University’s Business Fundamentals and Skills transfer into the following course at University of Philosophical Research: PSY 301 -- Self-Regulation and Human Potential*.

This agreement shall be valid for 2 years from the date of signatures, unless terminated in writing by either party with 30 days’ notice.

*The educational courses covered in this agreement - Self-Regulation and Human Potential and Business Fundamentals and Skills- are non-degree courses based on clock hours and are non-credit-bearing courses.

University of Philosophical Research is accredited by the Distance Education Accrediting Commission. California International Business University is accredited by the Accrediting Council for Independent Colleges and Schools.

For University of Philosophical Research

Signature, Title

06/25/2017

Date

For California International Business University

Signature, Title

08 09 2017

Date

Date agreement goes into effect: 08 09 2017
Articulation Agreement between
United States University
and
California International Business University

The purpose of this Articulation Agreement is to further the educational capabilities of both United States University and California International Business University to serve the needs of students interested in pursuing non-degree education in the United States. These needs include, but are not limited to: the attainment of vocational skills and the easy transition to an institution that offers career-related education after the completion of a student’s non-degree program/course at California International Business University.

To that end, United States University and California International Business University agree to the following cooperative relationship:

Articulation Agreement
United States University agrees that clock hours from California International Business University have been and continued to be accepted unconditionally by United States University. California International Business University’s Business Fundamentals and Skills course clock hours are transferable to United States University. The clock hours from California International Business University’s Business Fundamentals and Skills transfer into the following course at United States University: PTD 100 Personal Training and Sales Fundamentals*.

This agreement shall be valid for 2 years from the date of signatures, unless terminated in writing by either party with 30 days' notice.

*The educational courses covered in this agreement - Personal Training and Sales Fundamentals and Business Fundamentals and Skills- are non-degree courses based on clock hours and are non-credit-bearing courses.

United States University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. California International Business University is accredited by the Accrediting Council for Independent Colleges and Schools.

For United States University

[Signature]

Provost, CAD

[Date]
8-3-2017

For California International Business University

[Signature]

Dep. Pres., CAD

[Date]
8-1-2017

Date agreement goes into effect: 8-1-2017
Articulation Agreement between
Westcliff University
and
California International Business University

The purpose of this Articulation Agreement is to further the educational capabilities of both Westcliff University and California International Business University to serve the needs of students interested in pursuing non-degree education in the United States. These needs include, but are not limited to; the attainment of vocational skills and the easy transition to an institution that offers business-related education after the completion of a student's non-degree program/course at California International Business University.

To that end, Westcliff University and California International Business University agree to the following cooperative relationship:

Articulation Agreement
Westcliff University agrees that clock hours from California International Business University have been and continued to be accepted unconditionally by Westcliff University. California International Business University's Business Fundamentals and Skills course clock hours are transferable to Westcliff University. The clock hours from California International Business University's Business Fundamentals and Skills transfer into the following course at Westcliff University: BUS 300 Foundations of Business.

This agreement shall be valid for 2 years from the date of signatures, unless terminated in writing by either party with 30 days' notice.

*The educational courses covered in this agreement - Foundations of Business and Business Fundamentals and Skills- are non-degree courses based on clock hours and are non-credit-bearing courses.

Westcliff University is accredited by the Distance Education Accrediting Commission. California International Business University is accredited by the Accrediting Council for Independent Colleges and Schools.

For Westcliff University

[Signature]
Title: [Title]
Date: 8/1/17

For California International Business University

[Signature]
Title: [Title]
Date: 8/1/17

Date agreement goes into effect: 8/1/17
Articulation Agreement
Between
Lincoln Technical Institute
and
New England Institute of Technology
for
LPN to ASN

This Agreement is entered into by and between the New England Institute of Technology (NEIT) and Lincoln Technical Institute (LTI). The purpose of this agreement is to establish a formal basis for articulation between the institutions with regard to the LTI Practical Nursing graduate’s transfer of credits to the NEIT’s Associate in Science Degree in Nursing (ASN) program.

The LTI Practical Nursing Program Director of Nursing and NEIT’s Nursing Department have jointly undertaken and completed a comprehensive review and evaluation of each curriculum, instructional methodology, level of instruction and personnel. Both parties have agreed upon the technical skills or competencies that a student should have mastered as a graduate of Lincoln Technical Institute’s Practical Nursing program with a grade of B- or better and a minimum GPA of 2.7, are comparable to those acquired by NEIT students completing selected core courses in the NEIT ASN program.

Therefore, as a result of this assessment and in accordance with the recommendations of the faculty, it is hereby agreed that, subject to the conditions set forth below, students who are certified as having successfully completed their program with the required level of proficiency, and who are accepted for admission in to the ASN program at NEIT, shall be entitled to:

An award of up to twenty five (25) quarter credit hours from the following NEIT courses:

<table>
<thead>
<tr>
<th>New England Institute of Technology</th>
<th>Lincoln Technical Institute course equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 107 - Comprehensive Anatomy and Physiology I and Lab</td>
<td>SCI 170 - Anatomy and Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 127 - Comprehensive Anatomy and Physiology I and Lab</td>
<td>SCI 171 - Anatomy and Physiology II</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
The parties agree that neither one of them will actively recruit any employee of the other nor will either party offer the other party's employees employment during the term of the contract or for a period of one year from the employee's termination from the respective college.

The parties agree that any and all brochures, advertising, press releases, catalog descriptions and/or other references to this articulation agreement.

For the New England Institute of Technology:

For Lincoln Technical Institute:

[Signature]

5/29/12

[Signature]
Building great futures since 1926.

REQUEST INFORMATION

Select campus

Programs (must select campus first)

Select Program

Select Program

Sign up for our email communications.

submitting this form, you authorize Stautzenberger College to call you or text you information using
the telephone number submitted in this form.

Articulation Agreements

Articulation Agreements

An Articulation Agreement is an officially approved agreement between two institutions, which allows a student to apply credits earned in specific programs at one institution toward advanced standing, entry or transfer into a specific program at the other institution.

Stautzenberger College has articulation agreements with the following institutions:

- Heidelberg University
- National American University
- University of Phoenix
- Spring Arbor University

Stautzenberger College has an academic agreement with this institution:

Tiffin University
An articulation agreement is a formal agreement between two educational institutions defining how courses or programs taken at one school can be used toward academic requirements at another school.

Stratford University has articulation agreements with the schools listed below. Each agreement outlines detailed requirements including which campus are participating, programs and courses included, and the timeframe of the agreement. The specifics of the agreements can be discussed with the designated program representative at the campus.

**Stratford University – Alexandria**

- Dr. James A Forrest Career & Technology Center (DJAF)
- Nassau Joseph M. Barry Career and Technical Education Center

**Stratford University – Baltimore**

- Dr. James A Forrest Career & Technology Center (DJAF)
Nassau Joseph M. Barry Career and Technical Education Center

Stratford University – Falls Church

Dr. James A Forrest Career & Technology Center (DJAF)

Nassau Joseph M. Barry Career and Technical Education Center

Stratford University – Glen Allen

Dr. James A Forrest Career & Technology Center (DJAF)

Nassau Joseph M. Barry Career and Technical Education Center

Stratford University – Newport News

Dr. James A Forrest Career & Technology Center (DJAF)

Nassau Joseph M. Barry Career and Technical Education Center

Stratford University – Virginia Beach

Dr. James A Forrest Career & Technology Center (DJAF)

Nassau Joseph M. Barry Career and Technical Education Center

Stratford University – Woodbridge

Dr. James A Forrest Career & Technology Center (DJAF)

Nassau Joseph M. Barry Career and Technical Education Center

With questions or concerns please contact: affiliationagreements@stratford.edu.
Building great futures since 1862.

ROCKFORD, IL

Select Program

☑ Sign up for our email communications.

By submitting this form, you authorize Rockford Career College to call you or text you information using the telephone number submitted in this form.

ABOUT

SCHOOL HISTORY
Articulation Agreements

Articulation Agreements

An Articulation Agreement is an officially approved agreement between two institutions, which allows a student to apply credits earned in specific programs at one institution toward advanced standing, entry or transfer into a specific program at the other institution.

Rockford Career College has articulation agreements with the following institutions:

UPPER IOWA UNIVERSITY
Established in 1857
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<tr>
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Argosy Education Group, Inc.  
College of Arts and Sciences  
Articulation Agreement with Other Institution

Argosy Education Group, Inc. ("Argosy University"), with offices at 333 City Blvd. West, Suite 1810, Orange CA 92868, and Brown Mackie College ("Institution"), with offices at 625 Eden Park Drive, Suite 1100, Cincinnati, OH 45202, have entered into this Articulation Agreement ("Agreement") for the transfer of credits to benefit those students who wish to pursue a degree at Argosy University.

Articulation Agreement

Argosy University and Institution agree to the following:

• Argosy University and Institution will draft and maintain Course Transfer Guides, as an addendum to this Agreement, which identify the Institution courses which satisfy specific course, general education or unrestricted elective requirements at Argosy University.
• Transfer guides will be used for associate and bachelor’s degree students at Institution in programs that exist in parallel with those at Argosy University.
• These terms apply solely to associate and bachelor's degree students at Institution in specific programs that exist in parallel with those at Argosy University, and for which Course Transfer Guides have been created.
• Under this Agreement, students who complete the courses listed on the Course Transfer Guide, with a grade of “C” or better, will receive transfer credit for those courses that are required in the chosen program of study at Argosy University.
• Students must meet the admission and degree requirements for the academic year in which they are admitted. Please refer to Argosy University academic catalog [http://catalog.argosy.edu/] for complete admissions and program requirements. In the case of students who are on Withdrawal status from Institution, a letter verifying their eligibility to re-enter Institution may be required by Argosy University.
• Students are required to submit an official transcript from Institution in order to complete the transfer of applicable credit.
• Argosy University and Institution shall review and update the Course Transfer Guide as necessitated by curriculum changes by either party.
• Any tuition and fees charged to the Transfer Students by the Receiving School will be no higher than the Transfer Students’ previous tuition at the College throughout their tenure at the Receiving School for the Aligned Program and all requisite application fees will be waived.
• In no event, other than as set forth in paragraph immediately below, will the total of the tuition paid at the Receiving School plus the tuition previously paid at the Colleges for the Aligned Program be greater than the amount that such Transfer Student would have paid at the College(s) for the Aligned Program had they remained and completed the Aligned Program at the Colleges, and
• The provisions of the paragraph immediately above shall not be applicable with respect to those instances where a Transfer Student repeats a course initially enrolled in the Aligned Program (and in such cases the Transfer Student will be charged for those repeated courses under the prevailing policy of the Receiving School).
• Argosy University and Institution shall collaborate on promoting the Agreement to eligible students, including students on Withdrawal status.
• Argosy University will use reasonably commercial efforts to obtain approvals to reduce residency requirements for Brown Mackie College students.

Confidentiality

Any information shared between the parties which by their nature should be reasonably understood by the receiving party as confidential or proprietary information, shall remain confidential.

Marketing

Argosy University and Institution will work together to promote this Agreement to the participants which may include on-site events and distribution of marketing materials. The parties may utilize each others trademarks in
connection with promoting the Agreement, provided the other party pre-approves such use; neither party shall gain any right, title or interest in any name or trademark of the other party.

Termination and Modification
This Agreement is effective upon the date of the last signature and shall remain in effect for one year. Thereafter, this Agreement shall automatically renew for additional one year term(s) unless either party provides thirty (30) days written notice prior to the end of the current term to the other party of its intent to not renew. In addition, either party may terminate this Agreement for any reason, or no reason, by providing ten (10) days written notice to the other party. This Agreement is subject to change or modification by mutual written consent between the parties. Any provisions of this Agreement which remain to be performed or by their nature would be intended to be applicable following the expiration or termination of this Agreement shall survive the expiration/termination of this Agreement.

Notice
Any notice provided for or permitted under this Agreement shall be treated as having been given the next business day after being sent by nationally recognized commercial overnight courier or three business days after being postage prepaid by certified or registered mail, return receipt requested, to the party to be notified or upon receipt if delivered in person. Notices will be sent to the addresses set forth in this Agreement or such other address as may be provided from time to time.

By signing below, each party acknowledges its agreement with the terms and conditions of this Agreement and each signatory represents and warrants that he/she is authorized to sign on behalf of his/her organization to all the terms and conditions of this Agreement. This Agreement and any attachments constitutes the full and complete understanding and agreement of the parties hereto with respect to the subject matter hereto and supersedes all prior negotiations, understandings and agreements between the parties related to the subject matter hereof.

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<tr>
<th>Argosy Education Group, Inc.</th>
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Cynthia G. Baum, Ph.D.      Connie Adelman
Chancellor                  Vice President for Campus Operations
Articulation Agreement
Leading to the Associate’s Degree:
Lincoln Technical Institute and Bay State College

I. General Statement of Purpose
Bay State College (BSC), agrees to articulate with Lincoln Technical Institute (LTI), by providing opportunities for appropriately qualified students and graduates to complete an Associate’s degree at BSC. This agreement is designed to facilitate the educational mobility and transfer of students from Lincoln Technical Institute to Bay State College. This articulation agreement refers to Admission into the following BSC programs:

From the following LTI Certificate program

1. Medical Assistant (MA)
2. Medical Office Assistant (MOA)

To BSC Associate’s Degree Program

1. Health Studies
2. Health Studies
3. Medical Office Administration

II. Requirements and Terms:
Bay State College and Lincoln Technical Institute agree that any LTI student who has earned a certificate in the above listed programs may transfer their credits toward an Associate’s degree at BSC. The Associate’s degree graduation requirements for students who follow this articulation agreement are as follows:

A. ADMISSIONS AND ACCEPTANCE:

Students who have completed the MA or MOA program and who have not been subject to disciplinary action at LTI will need to meet the following acceptance criteria in order to be accepted to BSC with the following requirements:

- Student must hold a cumulative average of 2.5 or above
- Student must take BSC’s Admissions aptitude test and meet the minimum qualifications for acceptance including an ENGL 111 placement test result

Transfer student applicants who do not meet these criteria will be evaluated individually.

B. TRANSFER CREDITS

A grade of C or 2.0 on a 4.0 scale, or better is required for a course to be transferred to BSC.

Under this agreement, LTI students are required to complete a minimum of 50 credits at BSC. BSC will only take up to 30 credits of transfer credits. Students must meet all requirements needed for an Associate’s degree.
Below are the LTI courses which will be accepted as equivalent to the BSC courses.

**LTI's MA program courses to BSC's Health Studies courses**

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<tr>
<th>LTI Course Code</th>
<th>Course Description</th>
<th>Clock Hours</th>
<th>LTI Semester Credits</th>
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<td>MHT 125</td>
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<td>MED403</td>
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<td>MED403</td>
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<td>MED403</td>
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<td>MED298</td>
<td>Internship and Seminar</td>
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Total Credits for Transfer: 30
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<th>LTI Course Code</th>
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<th>Clock Hours</th>
<th>LTI Semester Credits</th>
<th>BSC Course Code</th>
<th>Course Description</th>
<th>BSC Semester Credits</th>
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</thead>
<tbody>
<tr>
<td>RMD 101</td>
<td>Anatomy and Physiology I</td>
<td>90</td>
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<td>MED 102</td>
<td>Medical Terminology</td>
<td>3</td>
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<tr>
<td>RMD 201</td>
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<td>RDO 200</td>
<td>General Anatomy and Physiology</td>
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<tr>
<td>HIM 102</td>
<td>Introduction to Coding and Reimbursement with Lab</td>
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<td>8.5</td>
<td>MED 160</td>
<td>Billing and Coding</td>
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<td>MCR 100</td>
<td>Health Administration and Records Management</td>
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<td>4.5</td>
<td>MED 150</td>
<td>Medical Office Procedures</td>
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<td>MED 125</td>
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<td>HREC</td>
<td>Elective</td>
<td>3</td>
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<td>MDA 101</td>
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<td>4.0</td>
<td>CIST 102</td>
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<td>3</td>
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<tr>
<td>SSS 101</td>
<td>Student Success Strategies</td>
<td>90</td>
<td>4.0</td>
<td>HREC</td>
<td>Elective</td>
<td>3</td>
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<td>LTI 201</td>
<td>Administrative Internship</td>
<td>180</td>
<td>4.0</td>
<td>BSC 300</td>
<td>Internship and Seminar</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits for Transfer**: 28
C. Students who do not complete the program at JH can be awarded credits for the above course work on a course by course basis.

D. A minimum of 60 credits is required for graduation to obtain an Associate’s degree. JH transfer students are still required to participate in BSC’s First Year Experience unless the students register for the evening division.

E. A student must comply with the individual program requirements and BSC policies and procedures that are in effect at the time of enrollment.

F. Students under this agreement receive equal consideration with others seeking financial aid as long as they qualify. Students under this agreement are also eligible to apply for BSC’s scholarships.

G. BSC and JH agree to communicate any curriculum changes and policies which affect the agreed upon relationship, including status of articulation. Both parties reserve the right to amend or revise this agreement in writing at any time. BSC will designate an official who will be responsible for all aspects of the articulation program at BSC. JH will designate an individual responsible for all aspects of this agreement at JH.

H. BSC and Lincoln Technical Institute will review this agreement every year and make adjustments or amendments as deemed appropriate to maintain the integrity of each institution as well as to improve the transfer process and student articulation.

I. The two institutions further agree to communicate to respective faculties of the established relationships. The two institutions further agree to communicate to respective faculties of the established relationships. Any institutional sessions on the campus of Lincoln Technical Institute conducted by BSC must be done with approval by the president of Lincoln Technical Institute.

J. Either BSC or JH may terminate the agreement by notifying the other party in writing at any time. Should the agreement be terminated, any Lincoln Technical Institute student who has enrolled through this articulation program prior to termination will be allowed to complete the program within a five year period of time, consistent with all policies and procedures of BSC.

K. This articulation agreement does not preclude BSC or JH from entering into similar agreements with other institutions or further education.

L. This agreement is effective on the date of signatures by both institutions.
Signatures

C. E. Phinnensfield
President
Bay State College
Boston, MA

Date

Laurie D. Malley
Comptroller/Registrar
LincolnTechnical Institute
Malden, MA

Date
Articulation Agreement
Lincoln Technical Institute and Bay State College

I. General Statement of Purpose
Bay State College (BSC) agrees to articulate with Lincoln Technical Institute, by providing opportunities for appropriately qualified students to complete a Bachelor’s degree at BSC. This agreement is designed to facilitate the educational mobility and transfer of students from Lincoln Technical Institute to Bay State programs.

<table>
<thead>
<tr>
<th>Lincoln Tech</th>
<th>Credits</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT 201</td>
<td>5</td>
<td>Fundamentals of Microcomputers – CIS 108</td>
</tr>
<tr>
<td>HT 120</td>
<td>3</td>
<td>Network Fundamentals – CIS 130</td>
</tr>
<tr>
<td>HT 150</td>
<td>3</td>
<td>Enterprise &amp; User Support – CIS 123</td>
</tr>
<tr>
<td>HT 202</td>
<td>1</td>
<td>Introduction to Servers – CIS 201</td>
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<tr>
<td>HT 189</td>
<td>5</td>
<td>Advanced Office Applications – CIS 207</td>
</tr>
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<td>NX 280</td>
<td>1</td>
<td>Internship Seminar – MAN 208</td>
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<td>NX 350</td>
<td>2</td>
<td>Internship – MAN 399</td>
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<tr>
<td>HT 199</td>
<td>3</td>
<td>Open Elective</td>
</tr>
<tr>
<td>HT 195</td>
<td>5</td>
<td>Network Infrastructure and Security – CIS 594</td>
</tr>
<tr>
<td>HT 130</td>
<td>5</td>
<td>Operating Systems – CIS 101</td>
</tr>
</tbody>
</table>

28 Total Credits

II. Requirements and Terms:
Bay State College and Lincoln Technical Institute agree that any Lincoln Technical Institute student may transfer their credits toward a degree at BSC.
A. Students who have completed college credits and who have not been subject to disciplinary action at Lincoln Technical Institute will need to meet the following acceptance criteria in order to be accepted to BSC with the following requirements:

- Student must hold a cumulative average of 2.5 or above for acceptance into the Bachelor's Degree

- Student must submit a letter of recommendation if current GPA is below 2.5

- Student must take BSC's Admissions aptitude test and meet the minimum qualifications for acceptance.

Transfer student applicants who do not meet these criteria will be evaluated individually.

B. A grade of C-2.0 on a 4.0 scale or better is required for a course to be transferred to BSC.

- A student transferring a technical or career's course must also take a Placement Test.

- The Placement Test scores for this student must be equivalent to the appropriate class level taken at Lincoln Technical Institute in order for the class to transfer.

C. A minimum of 124 credits is required for graduation to obtain a Bachelor's degree at BSC. A Lincoln Technical Institute transfer student is still required to participate in BSC's Preparatory Year Experience.

D. A student must comply with the individual program requirements and BSC policies and procedures that are in effect at the time of enrollment.

E. Students under this agreement receive equal consideration with others seeking financial aid as long as they qualify. Students under this agreement are also eligible to apply for BSC's scholarships.

F. BSC and Lincoln Technical Institute agree to communicate any curricular changes and policies which affect the agreed-upon relationship. Both parties reserve the right to amend or revise by mutual consent and written agreement or to change curriculum, whenever feasible, BSC will designate an individual who will be responsible for all aspects of the articulation program at BSC. In turn, LTI will designate an individual who is responsible for all aspects of this agreement at Lincoln Technical Institute.

G. BSC and Lincoln Technical Institute will review this agreement every year and make adjustments or amendments as deemed appropriate to maintain the integrity of each institution as well as for the improvement of the transfer process and student articulation.
H. The two institutions further agree to communicate to respective parties of the established relationships. Any informational sessions on the campus of Lincoln Technical Institute conducted by RSC must be done upon approval by the president of Lincoln Technical Institute.

I. Either RSC or Lincoln Technical Institute may terminate the agreement by notifying the other party in writing at any time. Should the agreement be terminated, any Lincoln Technical Institute student who has enrolled through this articulation program prior to termination will be allowed to complete the program within a five-year period of time consistent with all policies and procedures of RSC.

J. This articulation agreement does not preclude RSC or Lincoln Technical Institute from entering into similar agreements with other institutions of higher education.

K. This agreement is effective on the date of signatures by both institutions.

Signature of Presidents:

[b][8]

Date:

Craig L. Reamenstich
President
Rox State College
Boston, MA

[b][8]

Date:

Lincoln Technical Institute
Boston, MA
Description of the Transfer Agreement for Brown Mackie College students through Campbellsville University (known as “receiving school”).

Campbellsville University is a licensed university that is accredited by Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC) and offers programs similar to the Brown Mackie College degrees identified in Exhibit A.

The following information describes the obligations of both parties as it relates to the Transfer of Brown Mackie College students.

Brown Mackie College Obligations:

- Maintain its campus facilities until students are transitioned to the Receiving School.
- Retain adequate faculty and staff to ensure that requisite courses are offered until the students are transferred to the receiving school.
- Retain adequate staff to ensure that services are available to students and graduates.
- Host the receiving school at Brown Mackie College for the purpose of facilitating communications between the receiving school and Brown Mackie College students.
- Provide official transcripts to every student to facilitate transfer to the receiving school.

Campbellsville University Obligations:

- Provide information to be distributed to students at the Brown Mackie College transfer fairs.
- Accept the credits completed at Brown Mackie College towards a like degree or certificate, to the extent possible.
- Waive application fees and simplify the application process for each student.
- Offer the courses required for students to complete their program of study.
- Do not charge tuition in excess of the Brown Mackie College charges per credit for the courses required for completion of the program. Students that fail courses should be notified that they will be charged the prevailing rate to retake courses, if applicable.

Receiving school has the necessary experience, resources, support services to meet the requirements herein and has the capacity to remain stable, carry out its mission, and meet all obligations to existing students. The estimated student start date is before, on, or after December 12, 2016.

Printed Name: 

Originating Institution: Brown Mackie College

Receiving Institution: Campbellsville University

Signature: 

Date: 

Signature: 

Date: 

Printed Name: 

[Signature]

[Date]
Exhibit A: Similar Programs

Brown Mackie programs included under this agreement.

<table>
<thead>
<tr>
<th>Brown Mackie Degree Program</th>
<th>Campbellsville University Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate and Bachelor Programs</td>
<td>Bachelor Programs</td>
</tr>
</tbody>
</table>
I. PURPOSE

The purpose of this Agreement is to provide a clear and specific articulation agreement between South University and Brown Mackie College.

II. EVENTS OF THE AGREEMENT

A. Admission to South University

1. Brown Mackie College transfer students who meet South University's degree program requirements and admission criteria may be admitted to the University. The specific requirements for admission are outlined in the University's Admissions Catalogue.
ARTICULATION AGREEMENT
between
South University and Brown Mackie College

2. To be eligible for application to the identified programs, a student must be a current or re-entry BMC student, meeting the eligible student definition above and enrolled in one of the three designated BMC programs covered by this agreement.

3. Upon acceptance and signing of the South University enrollment agreement, transfer students will be subject to all South University policies, codes of conduct, college procedures, and requirements. These are described in the most recent South University catalog.

B. Credit Transferability

1. South University and Brown Mackie College will draft and maintain Course Transfer Guides, as an addendum to this Agreement, which identify the institution courses which satisfy specific course, general education or unrestricted elective requirements at South University.

2. Transfer guides will be used for associate and bachelor’s degree students at Brown Mackie College in programs that exist in parallel with those at South University.

3. Brown Mackie College transfer students will be eligible for a course-by-course review for transfer of credits to South University.

4. South University will complete a course-by-course review of all transfer credits submitted on official transcripts from Brown Mackie College.

5. Brown Mackie College transfer students who are unable to fulfill South University prerequisites at Brown Mackie College must complete them at South University. Prerequisites are listed in the current South University catalog and vary based on the bachelor’s degree program and emphasis chosen.

6. Brown Mackie College transfer students must fulfill South University requirements, which entail completion of no less than 25 percent of their program requirements at South University, including a minimum of 50 percent of the major requirements, including the capstone course, at South University. Other stipulations are outlined in the Academic Policies section of the South University catalog. Credit earned through any combination of Transfer Credit, Challenge Credit or Experiential Credit will not exceed 60 percent of total credits required for graduation.

C. Financial Arrangements

1. Any tuition and fees charged to the Transfer Students by the South University will be no higher than the Transfer Students’ previous tuition at Brown Mackie College throughout their tenure at the Receiving School for the aligned program.

2. In no event, other than as set forth in paragraph immediately below, will the total of the tuition paid at South University plus the tuition previously paid at the Brown Mackie
ARTICULATION AGREEMENT
between
South University and Brown Mackie College

College for the Aligned Program be greater than the amount that such Transfer Student would have paid at the Brown Mackie College(s) for the Aligned Program had they remained and completed the Aligned Program at Brown Mackie College, and

The provisions of the paragraph immediately above shall not be applicable with respect to those instances where a Transfer Student repeats a course initially enrolled in the Aligned Program (and in such cases the Transfer Student will be charged for those repeated courses under the prevailing policy of theReceiving School).

I) Coordination

1. South University (SU) and Brown Mackie College (BMC) agree to:
   a. Coordinate their efforts to facilitate a collegial and mutually beneficial relationship;
   b. Provide accurate and timely information about the articulation agreement to prospective SU students, and;
   c. Designate academic alliance coordinators as primary contact persons for the respective institutions to facilitate coordination of this agreement.

2. South University agrees to:
   a. Provide Brown Mackie College relevant transfer information and current South University brochures and/or catalogs;
   b. Communicate with Brown Mackie College students, via e-mail, postal mail, telephone, and other means to offer them the opportunity of enrolling in one of the listed programs at South University.

3. Brown Mackie College agrees to:
   a. Work with South University to promote this agreement to eligible students through on-site events and distribution of marketing materials and by communicating the benefits of this articulation agreement to Brown Mackie College students;
   b. Make a summary available to students, staff, and faculty about the agreement to which South University and Brown Mackie College mutually agree, and;
   c. Cooperate with SU to establish data transfer of curriculum and of student records, when applicable, and with student permission in accordance with all applicable laws and regulations.

III. Terms
ARTICULATION AGREEMENT
between
South University and Brown Mackie College

A. This Agreement is effective for the South University academic term beginning with the date of the fully executed document, and shall continue until terminated. Both parties must approve amendments to the Agreement in writing.

B. Either party may terminate the Agreement upon 90 days' written notice to the other party.

C. Notwithstanding the foregoing, either party may terminate the Agreement immediately in the event that participation under the Agreement may give rise to a violation of any requirement of federal or state law or regulation or the requirements of any accrediting agency having jurisdiction.

D. Admission criteria and academic and other requirements will be subject to the South University Catalog at the time of the student's admission to SU. Active students at the time of termination will be grandfathered into their selected program.

E. The Agreement may be executed by either electronic or facsimile transmission in one or more counterparts, each of which shall be deemed an original.

F. Confidentiality - Any information shared between the parties which by their nature should be reasonably understood by the receiving party as confidential or proprietary information, shall remain confidential.

G. Marketing – Brown Mackie College and Institution will work together to promote this Agreement to the participants which may include on-site events and distribution of marketing materials. The parties may utilize each other's trademarks in connection with promoting the Agreement, provided the other party pre-approves such use, neither party shall gain any right, title or interest in any name or trademark of the other party.

Notice:

The person(s) signing this Agreement represent and warrant that he or she has the authority to contractually bind his or her organization to the terms and conditions of this Agreement. This Agreement and any attachments* constitutes the full and complete understanding and agreement of the parties hereto with respect to the subject matter hereof and supersedes all prior negotiations, understandings and agreements between the parties related to the subject matter hereof.

Signed by:

[Signature]

9-26-16

Name                Date
Connie S. Adelman, Vice President of Campus Operations
ARTICULATION AGREEMENT
between
South University and Brown Mackie College

Brown Mackie College

[Signature]
9/24/14

[Signature]
9/27/14

Steven Read, Vice Chancellor for Online

South University

[Signature]
9/29/14

[Signature]
9/30/14

Dr. Jay Stubblefield, Vice Chancellor for Academic Affairs

South University

[Signature]

John T. South, III, Chancellor
South University

*Course Transfer Guide is only attachment
Articulation Agreement

Between Lincoln Technical Institute and Fisher College

1. Fisher College assures the acceptance of a Lincoln Technical Institute medical assisting program graduate who has earned a grade point average of 2.5 or higher (on a 4.0 scale) into a program in medical assisting at Fisher College.

2. Transfer students will receive academic credit for all college-level courses applied toward the requirements of the associate degree, accepting grades of C or higher. The acceptance of transfer credit from Lincoln Technical Institute graduates is guaranteed for the curriculum/course reviewed by Fisher College as of the date of this agreement. Earlier versions of their curriculum do not apply for this agreement.

3. Lincoln Technical Institute courses have been evaluated for equivalency for college credit and will be accepted according to Transfer Table – Exhibit A.

4. Lincoln Technical Institute will assure the curriculum as identified below is taught according to the syllabus provided and by a properly credentialed faculty member including both academic and professional credentials as determined by accrediting and state oversight agencies.

5. Non-credit or remedial courses adjudged to be below college level may not be accepted for transfer.

6. It is understood that if a student does not have the foundation or skills to enroll in an upper level course because he/she has not taken introductory courses, he/she will be required to take the necessary prerequisite(s). Therefore, Fisher College cannot assure every student the completion of requirements for the associate degree in 4 semesters.

7. The Fisher College catalog contains all information about the degree requirements. Students wishing to plan their associate degree program to ensure meeting prerequisites for upper level courses are encouraged to communicate early with an advisor at Fisher College to secure specific information about their transfer credits.

8. This agreement will be reviewed bi-annually and may be revised by mutual agreement.

9. Both colleges agree to the right to use each other's names in print materials and media advertising. All materials must be approved by the respective communications and/or marketing offices at the partner college.

10. This agreement is expected to continue indefinitely but may be terminated by either party with not less than one year's notice.

Date:

[Signature]

Dean
Fisher College

[Signature]

President for Academic Affairs
Fisher College

[Signature]

Campus President
Lincoln Technical Institute

[Signature]

Dean
Lincoln Technical Institute

[Signature]

Dean
Lincoln Technical Institute
### Exhibit A
Transfer Table

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<th>Fisher College</th>
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<td><strong>Course Name</strong></td>
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<tr>
<td>BIO101 &amp; 102</td>
<td>A &amp; P I/II</td>
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<tr>
<td>ME8100</td>
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<td>The Medical Office</td>
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<td>MST107</td>
<td>Phlebotomy</td>
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<td>MST108</td>
<td>Clinical Procedures</td>
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<td>MST130</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>EMR101</td>
<td>Electronic Medical Records</td>
</tr>
<tr>
<td></td>
<td>Total Possible Fisher College Credits</td>
</tr>
</tbody>
</table>

Fisher College Associate in Science in Medical Assisting Program is a 68 credit associate degree.
TAKE YOUR PREVIOUS FLORIDA COLLEGE EXPERIENCE AND TRANSFER QUALIFYING CREDITS TO DEVRY UNIVERSITY.

Below is a list of community colleges, two-year independent institutions, technical schools, and other entities in Florida that DeVry University has agreements with or has developed program transfer guides. Apply the qualifying credits you've already earned and transition to a DeVry bachelor's degree program. Even if you don't see your school or academic program listed, your qualifying credits may transfer. Contact an admissions representative to receive a transfer credit evaluation and learn more about transferring your credit. Request a transcript evaluation.

Chamberlain College of Nursing
Cultural Center for Language Studies (CCLS)
Embassy English
Florida Technical College
Kaplan International Colleges
Open Hearts Language Academy
TALK International
Tech. Ed. Center Osceola (TECO)
Unilatina International College
Valencia College

Select a State/Province ▼

Classroom Preference ▼

Continue
TAKE YOUR PREVIOUS GEORGIA COLLEGE EXPERIENCE AND TRANSFER QUALIFYING CREDITS TO DEVRY UNIVERSITY.

Below is a list of community colleges, two-year independent institutions, technical schools, and other entities in Georgia that DeVry University has agreements with or has developed program transfer guides. Apply the qualifying credits you’ve already earned and transition to a DeVry bachelor's degree program. Even if you don’t see your school or academic program listed, your qualifying credits may transfer. Contact an admissions representative to receive a transfer credit evaluation and learn more about transferring your credit. Request a transcript evaluation.

Chamberlain College of Nursing
Gwinnett College
Medtech College/Atlanta-Marietta

Select a State/Province

Classroom Preference

Continue
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "Agreement") is made by and between Brown Mackie College, with offices located at 625 Eden Park Dr., Suite 1100, Cincinnati, OH 45202 and National American University, with offices located at 5301 S. Highway 16, Rapid City, SD 57701.

Recitals

A. Brown Mackie College ("BMC") operates multiple institutions of postsecondary education accredited by the Accrediting Council for Independent Colleges and Schools ("ACICS"), with ACICS School Codes 00020239, 00023969, 00010572, 00145522, 00010165, 00010218, 00024522, 00041546, 00024239, 00031313, 00024800, 000023533, 00020244, 00011110, 00021677, 00010695, 00029631, 00011136, 00011118. BMC also operates an institution of postsecondary education accredited by the Higher Learning Commission ("HLC") with HLC School Code 1884. The institutions operated by BMC offer certificate, diploma, associate, and bachelor's programs in traditional formats.

B. National American University ("NAU") is an institution of postsecondary education accredited by the Higher Learning Commission ("HLC"). NAU offers associate, baccalaureate, master, and doctoral degree programs in traditional, online, and hybrid formats.

C. BMC has ceased enrolling new students and has communicated an intention to cease operations on or before June 30, 2018.

D. NAU has reviewed the educational programs offered by BMC and confirmed that certain of those programs align with NAU's educational programs, and that certain credits earned by students of BMC are eligible for transfer credit into NAU's related programs.

E. NAU possesses the necessary experience, resources, and resources to provide certain undergraduate and graduate degree programs that are of acceptable quality and reasonably similar in content, structure, and scheduling to those programs provided by BMC and currently offered by NAU.

F. The objective of this Agreement is to facilitate the ability of students of BMC to complete their educational programs through a transfer into comparable programs at NAU.

G. This Agreement is neither intended nor shall be construed to constitute a "teach-out agreement" as such term is defined at 34 C.F.R. § 602.3, and all provisions herein are subject to any applicable regulatory limitations or restrictions, including any necessary ACICS and HLC approvals.

To provide students of BMC a reasonable opportunity to complete their programs of study or pursue a higher degree through NAU with minimal loss of credits previously earned while enrolled at BMC, the parties agree as follows:

1. **Current Students.** As used herein, the term "Current Students" includes baccalaureate degree, associate degree, diploma, and certificate students enrolled in good standing at BMC as of July 1, 2016, except for students who have enrolled but have not yet started their course of study. For the purposes of this provision:
a. “Baccalaureate degree students” means those students who have not finished their degree program with BMC and will not be able to complete their respective programs by the time of BMC’s anticipated closure in June 2018. Any students who meet this definition and who had attended from June 1, 2006 forward are eligible for the benefits set forth in the applicable provisions of this Agreement (a) if they enroll and start no later than Fall term 2018 in a program NAU is approved to offer, (b) if they attend online or at an approved NAU location, and (c) if the postsecondary institution most recently attended by the student was BMC or the student attended BMC during the previous twelve-month period. Approved exceptions may be made on a case-by-case basis.

b. “Associate degree, diploma, and certificate students” means those students who have not finished their programs with BMC and will not be able to complete their respective programs by the time of BMC’s anticipated closure in June 2018. Any students who meet this definition and who had attended from June 1, 2006 forward are eligible for the benefits set forth in the applicable provisions of this Agreement (a) if they enroll and start no later than Fall term 2018 in a program NAU is approved to offer, (b) if they attend online or at an approved NAU location, and (c) if the postsecondary institution most recently attended by the student was BMC or the student attended BMC during the previous twelve-month period. Approved exceptions may be made on a case-by-case basis.

2. Withdrawn Students. As used herein, the term “Withdrawn Students” includes baccalaureate degree, associate degree and diploma students previously enrolled at BMC who have withdrawn and not finished their programs and will not be able to re-enter and complete their respective programs by the time of BMC’s anticipated closure in June 2018. Such students are eligible for the transfer provisions set forth below for programs that NAU currently offers. Any students who meet this definition and who had attended from June 1, 2006 forward are eligible for the provisions set forth below (a) if they enroll and start no later than Fall term 2018 in a program NAU is approved to offer, (b) if they attend online or at an approved NAU location, and (c) if the last institution the student attended was BMC or the student attended BMC in the previous year. Approved exceptions may be made on a case-by-case basis.

Students on Student Academic Progress (SAP) warning or probation status, or students who are subject to other BMC limitations who did not finish their educational programs with BMC may be eligible to enroll at NAU pursuant to NAU’s “Fresh Start” policy and thus eligible for applicable provisions of this Agreement (a) if they enroll and start no later than Fall term 2018 in a program NAU is approved to offer, (b) if they attend online or at an approved NAU location, and (c) if the last institution the student attended was BMC or the student attended BMC in the previous year. Approved exceptions may be made on a case-by-case basis.

3. Graduates. As used herein, the term “Graduates” includes the baccalaureate degree, associate degree and diploma graduates defined below.

a. Baccalaureate degree graduates are those students who graduated from BMC after May 31, 2010. Such graduates who enroll and start NAU’s Master’s of Management or the Master of Business Administration no later than Spring term 2017 are eligible for full transfer provisions set forth below and will have the application fee waived.
b. Associate degree and diploma graduates are those students who graduated from BMC after May 31, 2006. Such graduates who enroll and start no later than Fall term 2018 are eligible for full transfer of credits toward the requirements of a comparable higher degree that NAU is approved to offer.

4. Admission and Support Services. NAU will expedite the admissions of students defined in paragraphs 1, 2, and 3 above, including:

a. Providing customized enrollment processes, a transition team, and dedicated resources to work with eligible students with the purpose of providing minimal disruption and minimal or no loss of credit in the student’s continued education in the designated comparable programs.

b. Waiving undergraduate and graduate admissions testing and any application and admissions fees.

5. Scholarships. NAU will offer the following scholarships to eligible students:

a. Current Student and Withdrawn Students who begin their program with NAU no later than Fall term 2018 are eligible for NAU’s affiliate scholarship equivalent to 10% of the then current tuition rate.

b. Graduates who begin their program with NAU no later than Fall term 2018 are eligible for NAU’s affiliate scholarship equivalent to 15% of the then current tuition rate.

6. Undergraduate Transfer Credit. NAU will provide for minimal disruption in the program completion process, including:

a. Accepting all earned credits, including those credits earned at BMC and those credits awarded by BMC based on its completed evaluation of applicable credit in accordance with its policies.

b. Accepting examination credit, dual credit, training credit, and/or prior learning credit awarded by BMC in accordance with the policies of BMC.

c. Waiving the residency requirement up to the equivalent of two courses or as required by programmatic accreditors. Full waiving of residency may be approved on a case-by-case basis.

d. Expanding the options for course equivalence and course substitution.

e. Allowing for the transfer of credits for courses in which the student earned a final grade of “D” or better as long as the grade was credited toward the program by BMC.

f. Accepting credits for NAU’s capstone courses if the completion of those courses was recent and the capstone deemed equivalent.

g. Providing per state requirements and the conditions below, for block transfer of an AAS, AS, or AA degree for comparable program or toward open-transfer degrees.

h. Allowing for credit substitutions in NAU’s general education requirements, provided that the student has completed the equivalent of 12 quarter credits or more of general education toward a diploma, 25 quarter credits or more of general education toward the associate degree, and 50 quarter credits or more of general education toward the baccalaureate degree.
7. **Undergraduate Block Transfer Policy.** NAU will honor its block transfer policy within state and accreditor requirements.

   a. Block transfer applies to all bachelor’s degree programs with the exception of the following: Nursing and the Management program offered in Kansas. Course-by-course transfer options will allow for students to achieve the maximum transfer through course equivalencies, tested learning, and course substitutions.

   b. Block transfer does not apply to students attending Minnesota campuses. If students were eligible for block transfer on enrollment, a subsequent change of degree program request will initiate the reevaluation of eligibility for block transfer in the new degree program.

   c. Students who have earned a bachelor’s or associate degree, regardless of the type, with the equivalent of at least 50 quarter credit hours of general education courses, meet the requirements for NAU’s general education core area available for block transfer.

8. **Credits, Diplomas, and Degrees Awarded.** All credits, diplomas, and degrees awarded after a student’s admission to NAU shall be awarded by NAU. Students defined in paragraphs 1, 2, and 3 above who are admitted to NAU pursuant to this Agreement will be subject to all NAU policies and procedures.

9. **Tuition and Fees.** Students defined in paragraphs 1, 2, and 3 above will be subject to NAU policies and procedures related to tuition and fee payments, except as otherwise set forth herein.

10. **Financial Aid.** Upon the withdrawal of any student from BMC and such student’s transfer to NAU, BMC will promptly process any required returns of Title IV federal student financial aid to the U.S. Department of Education, in compliance with BMC’s refund policy and applicable U.S. Department of Education regulations such that NAU may re-package and re-award transferring students with remaining eligible Title IV aid for the remaining courses that must be completed in their programs of study. Upon completing returns of Title IV funds to the U.S. Department of Education, BMC will use reasonable efforts to update its records in the U.S. Department of Education’s Common Origination and Disbursement system within thirty (30) days of the transfer of students.

11. **Term.** The term of this Agreement shall commence when signed by all parties. This Agreement may be terminated by either party’s providing to the other party at least ninety (90) days’ written notice of its intent to terminate.

12. **No Waiver.** No waiver of any of the provisions of this Agreement will be deemed or will constitute a waiver of any other provision hereof (whether or not similar), nor will such waiver constitute a continuing waiver unless otherwise expressly provided.

13. **Severability.** In the event that any one or more of the provisions contained in this Agreement or in any other instrument referred to in this Agreement are, for any reason, held to be invalid, illegal, or unenforceable in any respect, then to the maximum extent permitted by law, such invalidity, illegality, or unenforceability will not affect any other provision of this Agreement or any other such instrument. Upon such determination that any term or provision is prohibited by or invalid under applicable law, the parties shall negotiate in good faith to modify this Agreement so as to effectuate the original intent of the parties to the greatest extent possible.
14. **Assignment.** Neither party may assign this Agreement (whether voluntary, by operation of law or otherwise) without the prior written consent of the other party. Any assignment in violation of this provision will be null and void. No such assignment shall relieve the assigning party from any liabilities or obligations under this Agreement. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

15. **Continuing Duties.** Upon termination of this Agreement, NAU will continue to perform the duties and responsibilities set forth above for any student who has commenced an academic program but not completed it at the termination date.

16. **Status of Parties.** BMC and NAU are separate and independent institutions of higher education. Nothing contained in this Agreement or in the resulting transfer shall be construed in any manner to constitute a partnership, joint venture, acquisition, merger, or other similar relationship between the parties or any of their affiliates, agents, employees, or representatives.

17. **Change in Law.** Neither party will be liable or considered to be in default for any delay or failure in performance under this Agreement or interruption of service resulting, directly or indirectly, from a change in applicable law, regulation, or accrediting agency standards that would reasonably render such performance to be contrary to applicable law, regulation, or accrediting agency standards, or to be reasonably impractical without a modification of the Agreement by the parties.

18. **Headings.** The section headings contained in this Agreement are for reference only and shall not affect in any way the meaning or interpretation of this Agreement.

19. **Choice of Law.** This Agreement shall be governed in accordance with the laws of the State of South Dakota, excluding all conflicts of laws principles.

20. **Counterparts.** This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same Agreement.

21. **Entire Agreement.** This Agreement sets forth the entire agreement and understanding between the parties with respect to the subject matter and supersedes all prior oral and written Agreements and understandings. This Agreement may not be amended except by a written instrument signed by both parties.

---

**Brown Mackie College**

[Signature]

By: [Name]

Title: Vice President of Campus Operations

Email: [Email Address]

Date: 7-14-16

---

**National Education Corporation**

[Signature]

By: Dr. Ronald Shape

President and Chief Executive Officer
rshepa@national.edu

Date: 7-14-2016
Description of the Transfer Agreement for Brown Mackie College students through New Horizons Medical Institutes (known as "receiving school").

New Horizons Medical Institutes are licensed schools that are accredited by the Council on Occupational Education. The New Horizon Medical Institute campuses are located at 5675 Jimmy Carter Blvd., Suite 1, Norcross, GA 30071 and 138 Park Avenue, Suite 217 3 680.

The following information describes the obligations of both parties as it relates to the transfer of Brown Mackie College students.

Brown Mackie College Obligation:

- Ensure that requisite courses are offered until the students are transferred to the receiving school.
- Host the receiving school at Brown Mackie College for the purpose of facilitating communications between the receiving school and Brown Mackie College students.
- Provide official transcripts to every student to facilitate transfer to the receiving school.

New Horizons Medical Institute Obligation:

- Attend a Brown Mackie College transfer fair
- Accept the credits completed at Brown Mackie College towards a like degree or certificate, to the extent possible.
- Maintain your accreditation.
- Waive application fees and simplify the application process for each student.
- Offer the courses required for students to complete their program of study or a comparable program of study.
- Do not charge tuition in excess of the Brown Mackie College charges per credit for the courses required for completion of the program. Students that fail courses should be notified that they will be charged the prevailing rate to retake courses, if applicable.

Receiving school has the necessary experience, resources, support services to meet the requirements herein and has the capacity to remain stable, carry out its mission, and meet all obligations to existing students.

Printed Name: ____________________________

Originating Institution: Brown Mackie College

Receiving Institution: New Horizons Medical Institute

Signature: ____________________________

Date: ____________

Printed Name: ____________________________

Signature: ____________________________

Date: ____________
### Argosy University, Online

#### College Approved Transfer Pathways – Courses Transferring Into This Campus

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argosy University, College of Health Sciences</td>
<td>Minnesota</td>
<td>11/12/2014</td>
</tr>
<tr>
<td>Chaffey College</td>
<td>California</td>
<td>3/22/2016</td>
</tr>
<tr>
<td>City Colleges of Chicago</td>
<td>Illinois</td>
<td>8/5/2014</td>
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<tr>
<td>College of Lake County</td>
<td>Illinois</td>
<td>2/2/2015</td>
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<tr>
<td>Community College of the Air Force</td>
<td>Alabama</td>
<td>10/20/2014</td>
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<tr>
<td>Harper College</td>
<td>Illinois</td>
<td>4/1/2014</td>
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<tr>
<td>ICDC College</td>
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<td>8/1/2014</td>
</tr>
<tr>
<td>Illinois Articulation Initiative [AI]</td>
<td>Illinois</td>
<td>1/1/2014</td>
</tr>
<tr>
<td>Los Angeles Harbor College</td>
<td>California</td>
<td>12/4/2014</td>
</tr>
<tr>
<td>Santa Rosa Junior College</td>
<td>California</td>
<td>12/7/2015</td>
</tr>
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</table>

### Argosy University, Online

#### College Articulation/Transfer Agreements – Courses Transferring Into This Campus

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Brown Mackie College, branches of The Art Institute of Phoenix</td>
<td>National</td>
<td>3/26/2012</td>
</tr>
<tr>
<td>Cascadia College</td>
<td>Washington</td>
<td>1/23/2013</td>
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<tr>
<td>Central Arizona College</td>
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<tr>
<td>Cerritos College</td>
<td>California</td>
<td>6/10/2015</td>
</tr>
<tr>
<td>Chattahoochee Technical College</td>
<td>Georgia</td>
<td>12/19/2014</td>
</tr>
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<td>Clearwater Christian College</td>
<td>Florida</td>
<td>6/10/2015</td>
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<tr>
<td>College of Alameda</td>
<td>California</td>
<td>2/22/2016</td>
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<tr>
<td>College of Southern Maryland</td>
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<tr>
<td>College of the Canyons</td>
<td>California</td>
<td>11/4/2015</td>
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<td>Colorado Community College System</td>
<td>Colorado</td>
<td>8/23/2012</td>
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<td>Columbia State Community College</td>
<td>Tennessee</td>
<td>4/8/2015</td>
</tr>
<tr>
<td>Columbus State Community College</td>
<td>Ohio</td>
<td>2/9/2015</td>
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<td>Community College of Allegheny</td>
<td>Pennsylvania</td>
<td>6/30/2015</td>
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<td>Cuyamaca College</td>
<td>California</td>
<td>8/18/2015</td>
</tr>
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<td>Dallas Institute of Funeral Service</td>
<td>Texas</td>
<td>5/13/2015</td>
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<td>Daymar Colleges Group</td>
<td>Kentucky</td>
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<td>East Los Angeles College</td>
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<td>Elgin Community College</td>
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<td>5/1/2014</td>
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<td>Everest College – California</td>
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<td>Florida Career College</td>
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<td>Florida National University</td>
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<td>Folsom Lake College</td>
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<td>Genesee Community College</td>
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<td>Georgia Piedmont Technical College</td>
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<td>Green River College</td>
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<td>Gupton-Jones College of Funeral Service</td>
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<td>Guinnett College</td>
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<td>9/18/2013</td>
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<td>Hesston College</td>
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<td>Hillsborough Community College</td>
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<td>ITT Tech – Southern California District</td>
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<td>Lakewood College</td>
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<td>Maricopa Community Colleges</td>
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<td>Mid-America College of Funeral Service</td>
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<td>Miller-Motte College – Wilmington</td>
<td>North Carolina</td>
<td>9/8/2014</td>
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<tr>
<td>Motlow State Community College</td>
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<tr>
<td>Nashville State Community College</td>
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<td>8/28/2012</td>
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<tr>
<td>Institution</td>
<td>Location</td>
<td>Effective Date</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>BizTech Learning Centers</td>
<td>Florida</td>
<td>9/17/2014</td>
</tr>
<tr>
<td>MARSTE Training Services</td>
<td>California</td>
<td>2/24/2014</td>
</tr>
<tr>
<td>Mountainland Applied Technology College (MATC)</td>
<td>Utah</td>
<td>9/1/2013</td>
</tr>
<tr>
<td>National Institute of Social Media</td>
<td>Minnesota</td>
<td>11/15/2012</td>
</tr>
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<td>State of Georgia Peace Officer Standards and Training (Georgia P.O.S.T.)</td>
<td>Georgia</td>
<td>5/18/2011</td>
</tr>
<tr>
<td>StraighterLine</td>
<td>Washington, D.C.</td>
<td>2/29/2012</td>
</tr>
<tr>
<td>Study.com, LLC</td>
<td>California</td>
<td>8/10/2015</td>
</tr>
</tbody>
</table>
Description of the Transfer Agreement for Brown Mackie College students through Orion College (known as "receiving school").

Orion College is a licensed university that is accredited by the Accrediting Bureau of Health Education Schools and offers programs similar to the Brown Mackie College degrees identified in Exhibit A to students attending the following Brown Mackie campuses:

- Atlanta (4370 Peachtree Road. Atlanta, GA 30319)
- Cincinnati (1011 Glendale-Milford Road. Cincinnati, OH 45215)
- Dallas/Fort Worth (121 Airport Centre II 2200 North Highway 121, Suite 250. Bedford, TX 76021)
- Findley (1700 Fostoria Avenue Suite 100. Findley, Ohio 45840)
- Ft. Wayne (3000 East Coliseum Blvd. Fort Wayne, IN 46805)
- Greenville (Two Liberty Square 75 Beattie Place. Greenville, SC 29601)
- Indianapolis (1200 North Meridian Street Suite 100. Indianapolis, IN 46204)
- Merrillville (1000 East 80th Place, Suite 205M. Merrillville, IN 46410)
- Miami (3700 Lakeside Drive. Miramar, FL 33027)
- Oklahoma City (Brixton Square Shopping Center, 7101 Northwest Espy #800. Oklahoma City, OK 73132)
- Phoenix (13430 North Black Canyon Highway. Phoenix, AZ 85029)
- San Antonio (4715 Fredericksburg Road Suite 100. San Antonio, TX 78229)
- South Bend (3454 Douglas Road. South Bend, IN 46635)
- St. Louis (#2 Soccer Park Road. Fenton, MO 63026)
- Tucson (4585 East Speedway Boulevard. Tucson, AZ 85712)
- Tulsa (4608 South Garnett. Tulsa, OK 74146)

The following information describes the obligations of both parties as it relates to the Transfer of Brown Mackie College students.

Brown Mackie College Obligations:

- Maintain its campus facilities until students are transitioned to the receiving school.
- Retain adequate faculty and staff to ensure that requisite courses are offered until the students are transferred to the receiving school.
- Retain adequate staff to ensure that services are available to students and graduates.
- Host the receiving school at Brown Mackie College for the purpose of facilitating communications between the receiving school and Brown Mackie College students.
- Provide official transcripts to every student to facilitate transfer to the receiving school.

Orion College Obligations:

- Attend Brown Mackie College transfer fairs to the extent possible.
- Accept the credits completed at Brown Mackie College towards a like degree or certificate, to the extent possible.
- Waive application fees and simplify the application process for each student.
- Offer the courses required for students to complete their program of study.
- Do not charge tuition in excess of the Brown Mackie College charges per credit for the courses required for completion of the program. Students that fail courses should be notified that they will be charged the prevailing rate to retake courses, if applicable.

Receiving school has the necessary experience, resources, support services to meet the requirements herein and has the capacity to remain stable, carry out its mission, and meet all obligations to existing students.

Printed Name: **H. Michelle Tonay**
Printed Name: **Eileen Chofalo**

Originating Institution: Brown Mackie College
Receiving Institution: Orion College

Signature:

Date:  **1/17/19**

Date:  **1/13/2017**

Exhibit A: Similar Programs

Brown Mackie programs included under this agreement.

<table>
<thead>
<tr>
<th>Brown Mackie Degree Program</th>
<th>Orion College Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree in Healthcare Administration</td>
<td>Associate Degree in Healthcare Administration</td>
</tr>
<tr>
<td>Associate Degree in Medical Assisting</td>
<td>Associate Degree in Medical Assisting</td>
</tr>
<tr>
<td>Certificate in Medical Assisting</td>
<td>Certificate in Medical Assisting</td>
</tr>
</tbody>
</table>
ARTICULATION AGREEMENT BETWEEN

Laurus College to Lincoln University

Bachelor of Arts in Business Administration

The purpose of this agreement is to facilitate transition for students from the Laurus College (LC) Occupational Associate Degree in Professional Business Systems (OAD-P) to the Lincoln University (LU) Bachelor of Arts in Business Administration (BBA). Courses taken to complete the OAD-P at LC will be evaluated according to this agreement.

The following course substitutions will be made for LC students who have completed the OAD-P program (course substitutions are reciprocal):

<table>
<thead>
<tr>
<th>Laurus College OAD-P courses must be completed with a grade of C or higher, in order to transfer.</th>
<th>Lincoln University will recognize the following course substitutions only for graduates of the LC OAD-P program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100 &amp; BUS 110</td>
<td>BA 42 (4 units)</td>
</tr>
<tr>
<td>BUS 150</td>
<td>BA 255 (3 units)</td>
</tr>
<tr>
<td>BUS 210</td>
<td>BA 10 (3 units)</td>
</tr>
<tr>
<td>BUS 220</td>
<td>BA 150 (3 units)</td>
</tr>
<tr>
<td>BUS 230</td>
<td>BA250 (3 units)</td>
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<tr>
<td>BUS 240</td>
<td>BA 290 (3 units)</td>
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<tr>
<td>BUS 250</td>
<td>ECON 20A (3 units)</td>
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<tr>
<td>MOS 110 &amp; MOS 140</td>
<td>BA 146 (3 units)</td>
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<tr>
<td>MOS 160 &amp; CPU 100</td>
<td>CS 10 (3 units)</td>
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<tr>
<td>MOS 260</td>
<td>CS 137 (3 units)</td>
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<td>ENG 101</td>
<td>ENG 82A (3 units)</td>
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<tr>
<td>ENG 110</td>
<td>ENG 95 (3 units)</td>
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<td>CDM 101</td>
<td>ENG 75 (3 units)</td>
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<tr>
<td>MAT 101</td>
<td>MATH 10 (3 units)</td>
</tr>
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</table>

This Articulation Agreement is effective beginning January 2016. This Articulation Agreement will be subject to a mandatory review every two years and may be continued, revised or discontinued with the consent of both parties.
Approvals

Iaurus College

David A. Moore, Ph.D.
Chief Executive Officer

Lincoln University

[Signature]
President

Date of Agreement: July 17, 2015

Effective: January 2016
Articulation Agreement
Salem International University and Schiller International University

This Articulation Agreement is made and entered into this twenty-third day of May, 2015 ("Effective Date") between Salem International University (Salem) and Schiller International University ("Schiller"). Salem International University is regionally accredited by Higher Learning Commission ("HLC") and offers programs at the Associate’s, Bachelor’s, and Master’s levels. Schiller International University is accredited by the Accrediting Council for Independent Colleges and Schools ("ACICS") and offers programs at the Associate’s, Bachelor’s and Master’s level degrees.

Conditions of the Agreement

Whereas, Schiller seeks to offer students, who have successfully completed courses or fulfilled the requirements to graduate with an Associate’s or Bachelor’s degree, the opportunity to continue their studies in the United States at a regionally accredited institution.

Whereas, Salem is a regionally accredited institution that is capable of and willing to provide higher education to international and domestic students and is authorized by the Student and Exchange Visitor Program ("SEVP") to issue Form I-20 for nonimmigrant, eligible students seeking an F-1 visa or to serve as a destination institution for students holding F-1 visas who choose to transfer.

Whereas, Salem and Schiller mutually agree that cooperating with one another to enable students to transfer from Schiller to Salem affords said students educational opportunities and is beneficial to Schiller and Salem.

Now Therefore, Schiller and Salem agree as follows.

Salem International University agrees to:

1. Provide a verification of a valid F-1 visa for international students if applicable.
2. Collaborate with Schiller to obtain the pertinent documents required for international admissions at Salem.
Partnership agreement

Between

Niels Brock Copenhagen Business College, in

Copenhagen, Denmark

And

Foreign Trade University, Hanoi, Vietnam
1. Partners

**Foreign Trade University, Hanoi, Vietnam**
(Hereinafter called FTU, Hanoi)

Address:
91 Chua Lang St., Dong Da District, Hanoi, Vietnam.

Legal Representative:
A. Prof. Dr. Bui Anh Tuan, President

---

**Niels Brock Copenhagen Business College, Denmark**
(Hereinafter called NB)

Address:
Nørre Voldgade 34, DK-1358 Copenhagen K, Denmark

Legal Representative:
Ms. Anya Eskildsen, MSc. Econ, President
2. Scope of the Partnership

This partnership agreement confirms the following:

On the basis of the long-standing relationship between FTU, Hanoi and NB, it is agreed that FTU, Hanoi students having completed and passed all requirements of the first 3 years of the FTU, Hanoi Bachelor degree in Finance - based on NB syllabi - to the full satisfaction of NB (see article 4.2) will be given credits for the first 3 years of study and will be offered to be enrolled as Niels Brock Students at Niels Brock Online Academy for the final year of the American Bachelor degree in Business Administration with a concentration in Finance, delivered by NB and accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

This partnership agreement shall not affect the existing agreement and its annexes.

3. Duration and termination

This agreement runs with effect from September 2016 and expires without further notice at the end of July 2020 – and must be re-negotiated in due course. As the result of force majeure or disagreement, this agreement may be terminated before the date of expiration by either party by written notification at least one year in advance of the termination date.

4. Responsibilities

4.1. FTU, Hanoi has the following responsibilities:

- to appoint a contact person for this cooperation
- to recruit students for the program
- to register the students and collect relevant data for all students with a view to final enrolment by Niels Brock Copenhagen Business College
- to offer coaching and homework assistance
- to arrange the opening and the graduation ceremony for students enrolled via FTU, Hanoi in liaison with Niels Brock Copenhagen Business College
- to assist Niels Brock in collecting all student placement data upon graduation
4.2. Niels Brock has the following responsibilities:

- to appoint a contact person for this cooperation

- to provide the final year of the bachelor program for students enrolled via FTU, Hanoi who have completed and passed all requirements of the first 3 years of the FTU, Hanoi Bachelor degree in Finance – based on NB syllabi - to the full satisfaction of NB, which means:
  
  • Passed all subjects in the first 3 years
  
  • GPA of at least 2.2 (the American grading scale) for the first 3 years
  
  • Have an IELTS of at least 5.5

- to ensure final enrollment of qualified students at the Niels Brock Bachelor Program

- to deliver the program and facilitate high student activity
  
  - All courses are delivered as Moodle courses
  
  - All teaching facilities are easily accessed via Moodle
  
  - All tests and assignments are to be handed in via Moodle
  
  - All test results will be published via Moodle
  
  - All students have access to Niels Brock Dean of Student Affairs and Online Library facilities via Moodle

- to conduct and ensure the high quality of all assignments, exams, etc

- to award the Bachelor of Science in Business Administration with a concentration in Finance to qualified students, who have passed all exams

5. Additional regulations to the partnership

- Niels Brock owns all rights to study materials related to the program, and lecturers or tutors at FTU, Hanoi are not allowed to use or distribute any of these without permission from Niels Brock
6. Dispute Settlement

This agreement shall be governed by and construed in accordance with Danish law. Any dispute between the parties regarding this agreement shall be finally settled by arbitration in Copenhagen in accordance with Danish Law and the rules and procedures of the Danish Institute of Arbitration (Copenhagen Arbitration).

Authorized Representative: 
Foreign Trade University
Hanoi in Vietnam

Authorized Representative: 
Niels Brock Copenhagen Business College
in Denmark

President

A. Prof. Dr. Bui Anh Tuan

Date: 

MSc (Econ.) Anya Eskildsen

Date: 

5
Description of the Transfer Agreement for Brown Mackie College students through Platt College (known as "receiving school").

Platt College is a licensed school that is accredited by the Accrediting Commission of Career Schools and Colleges. This agreement is applicable to all Platt College locations in the Oklahoma City area.

The following information describes the obligations of both parties as it relates to the transfer of Brown Mackie College students.

Brown Mackie College Obligation:

- Ensure that requisite courses are offered until the students are transferred to the receiving school.
- Host the receiving school at Brown Mackie College for the purpose of facilitating communications between the receiving school and Brown Mackie College students.
- Provide official transcripts to every student to facilitate transfer to the receiving school.

Platt College Obligation:

- Attend a Brown Mackie College transfer fair.
- Accept the credits completed at Brown Mackie College towards a like degree or certificate, to the extent possible.
- Maintain your accreditation.
- Waive application fees and simplify the application process for each student.
- Offer the courses required for students to complete their program of study or a comparable program of study.
- Do not charge tuition in excess of the Brown Mackie College charges per credit for the courses required for completion of the program. Students that fail courses should be notified that they will be charged the prevailing rate to retake courses, if applicable.

Receiving school has the necessary experience, resources, support services to meet the requirements herein and has the capacity to remain stable, carry out its mission, and meet all obligations to existing students.

Printed Name: H. Michelle Toney
Originating Institution: Brown Mackie College
Signature: 
Date: 11/22/16

Printed Name: MICHAEL J. ZAWINSKY
Receiving Institution: Platt College
Signature: 
Date: 11/9/16
Transfer Articulation Agreement between
Salter College and Goodwin College

AS in Medical Assisting to BS in Health Science

Salter College and Goodwin College, recognizing that many students choose to begin their path
to a baccalaureate degree with a certificate or Associate’s Degree, hereby enter into this
Articulation Agreement for the purpose of facilitating the transfer of qualified Salter College
graduates to Goodwin College.

Terms and Conditions

The Salter College-Goodwin College Articulation Agreement (hereafter referred to as the Salter-
Goodwin Articulation Agreement) applies to students seeking to transfer from Salter College’s
Associate of Science (A.S.) in Medical Assisting degree program to Goodwin College’s
Bachelor of Science (B.S.) in Health Science degree program. Salter College graduates will
transfer into Goodwin College with third-year junior status on the condition that they:

1. Graduate from Salter College with an A.S. in Medical Assisting;
2. Achieve a Salter College cumulative grade point average (CGPA) of 2.0 or higher; and
3. Satisfy all Goodwin College admissions, financial aid, and transfer requirements.

Transfer of Credits

Salter College students who apply to Goodwin College must submit official transcripts from all
previous collegiate institutions. Upon the student’s matriculation at Goodwin College, Goodwin
will accept up to seventy-two (72) credits in transfer for courses that were completed in
satisfaction of the Salter College A.S. degree in Medical Assisting. Goodwin College requires
that all students complete twenty-five percent (25%) of their degree at Goodwin College, and the
last twelve (12) credits must be taken at Goodwin College. Transfer credits will be applied
toward equivalent requirements of the Bachelor in Health Science, with the understanding that:

1. Goodwin College will accept credits in transfer for courses with grades of ‘C’ or higher;
2. Goodwin College will accept transfer credits for courses with passing grades lower than a
   ‘C’ as elective credits only that cannot be used to satisfy core requirements for
   Goodwin’s baccalaureate degree program;
3. Goodwin will conduct a formal transfer evaluation upon receipt of all official transcripts
   that reflect collegiate-level learning;
4. Transfer students will be governed by the Goodwin College catalog that is in place at the
time of their matriculation into Goodwin College;
5. Transfer students must satisfy all general education and core degree requirements as
   stated in the Goodwin College catalog at the time of matriculation;
6. Courses will transfer according to the chart below. Where Salter College offers two or more electives to satisfy a degree requirement for the A.S. in Medical Assisting, recommendations have been made for courses that will meet the requirements for Goodwin College’s B.S. in Health Science:

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</tr>
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<td>ENG 1XX</td>
<td>Writing Elective</td>
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</tr>
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<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
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<td>Open Elective</td>
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</table>

**Total credits for graduates of the AS:** 57

7. Goodwin College will award additional transfer credit for credit earned at Salter College outside of Salter College’s degree requirements for the A.S. in Medical Assisting. This credit must have been earned prior to matriculation into Goodwin’s B.S. in Health Science program. Goodwin College will award additional credit in accordance with the table below:

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<tr>
<th>Goodwin Courses</th>
<th>Comparable Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>STAT 167</td>
<td>Statistics</td>
</tr>
<tr>
<td>CAP 110</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>SOCSCI 1XX or GLOBAL 1XX (g-us) or GLOBAL 1XX (g-w)</td>
<td>Social Science Elective or Global Perspective (g-us) or Global Perspective (g-w)</td>
</tr>
<tr>
<td>ECN 110</td>
<td>Principles of Economics</td>
</tr>
</tbody>
</table>
The following courses are specific to the Goodwin BS in Health Science and do not have Salter College equivalencies:

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<th>Goodwin Courses</th>
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<td><strong>Course Code</strong></td>
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<td>Advanced Writing Elective</td>
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<td>Mathematics (Student must take a Math course that is more advanced than Intermediate Algebra. Statistics does not count)</td>
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<td>HSC 3XX</td>
<td>Health Science Elective</td>
</tr>
<tr>
<td>OPEN 3XX</td>
<td>Open Elective</td>
</tr>
</tbody>
</table>
8. The award of transfer credit will not be limited to coursework taken at Salter College. Goodwin College will evaluate all other collegiate-level credit earned prior to matriculation at Goodwin College in the same manner as the evaluation and award of credit for other transfer students in accordance with Goodwin College’s transfer policies.

**Financial Aid and Scholarships**

Qualified transfer students from Salter College will receive full consideration for financial aid and scholarships upon their application to Goodwin College. Salter College graduates who apply to Goodwin within one year of conferral of the A.S. in Medical Assisting may qualify for transfer awards as follows:

<table>
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<tr>
<th>Salter College CGPA</th>
<th>Goodwin Program</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.8-3.2</td>
<td>Traditional Fulltime Undergraduate</td>
<td>$10,000 ($2,500 awarded per semester over 4 semesters)</td>
</tr>
<tr>
<td>3.21-4.0</td>
<td>Traditional Fulltime Undergraduate</td>
<td>$12,000 ($3,000 awarded per semester over 4 semesters)</td>
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<td>Half and Three-Quarter Time Undergraduate</td>
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<td>Half and Three-Quarter Time Undergraduate</td>
<td>$6,000 ($1,500 awarded per semester over 4 semesters)</td>
</tr>
</tbody>
</table>

The above table reflects the total amount awarded for the lifetime of the B.S. in Public Safety, provided the student maintains the minimum CGPA specified.
This agreement is effective upon the dates of the signatures below:

**For Salter College:**

__________________________  _______________________
Ann Marie D’Arco (Or Designee)  Date
Campus Director

**For Goodwin College:**

__________________________  _______________________
Mark Scheinberg (Or Designee)  Date
President
Transfer Articulation Agreement between
Salter College and Goodwin College

AS in Medical Office Administration to BS in Health Science, Health Care Administration

Salter College and Goodwin College, recognizing that many students choose to begin their path
to a baccalaureate degree with a certificate or Associate’s Degree, hereby enter into this
Articulation Agreement for the purpose of facilitating the transfer of qualified Salter College
graduates to Goodwin College.

Terms and Conditions

The Salter College-Goodwin College Articulation Agreement (hereafter referred to as the Salter-
Goodwin Articulation Agreement) applies to students seeking to transfer from Salter College’s
Associate of Science (A.S.) in Medical Office Administration degree program to Goodwin
College’s Bachelor of Science (B.S.) in Health Science, Health Care Administration degree
program. Salter College graduates will transfer into Goodwin College with third-year junior
status on the condition that they:

1. Graduate from Salter College with an A.S. in Medical Office Administration;
2. Achieve a Salter College cumulative grade point average (CGPA) of 2.0 or higher; and
3. Satisfy all Goodwin College admissions, financial aid, and transfer requirements.

Transfer of Credits

Salter College students who apply to Goodwin College must submit official transcripts from all
previous collegiate institutions. Upon the student’s matriculation at Goodwin College, Goodwin
will accept up to sixty-two (62) credits in transfer for courses that were completed in satisfaction
of the Salter College A.S. degree in Medical Office Administration. Goodwin College requires
that all students complete twenty-five percent (25%) of their degree at Goodwin College, and the
last twelve (12) credits must be taken at Goodwin College. Transfer credits will be applied
toward equivalent requirements of the Bachelor in Health Science, Health Care Administration
track, with the understanding that:

1. Goodwin College will accept credits in transfer for courses with grades of ‘C’ or higher;
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   Goodwin’s baccalaureate degree program;
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5. Transfer students must satisfy all general education and core degree requirements as stated in the Goodwin College catalog at the time of matriculation;

6. Courses will transfer according to the chart below. Where Salter College offers two or more electives to satisfy a degree requirement for the A.S. in Medical Office Administration, recommendations have been made for courses that will meet the requirements for Goodwin College’s B.S. in Health Science, Health Care Administration track:

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</tr>
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</tr>
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<tbody>
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<td>BUS 115</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>HSC 320</td>
<td>Health Administration</td>
</tr>
<tr>
<td>HSC 302</td>
<td>Public Health and Personnel Administration</td>
</tr>
<tr>
<td>HSC 312</td>
<td>Organization and Administration of Long-Term Care</td>
</tr>
<tr>
<td>BUS 210</td>
<td>Business Planning and Development</td>
</tr>
<tr>
<td>OPEN 3XX</td>
<td>Open Elective</td>
</tr>
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</tr>
</tbody>
</table>

**Total Goodwin Specific Credits:** 61

8. The award of transfer credit will not be limited to coursework taken at Salter College. Goodwin College will evaluate all other collegiate-level credit earned prior to matriculation at Goodwin College in the same manner as the evaluation and award of credit for other transfer students in accordance with Goodwin College’s transfer policies.

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The above table reflects the total amount awarded for the lifetime of the B.S. in Public Safety, provided the student maintains the minimum CGPA specified.

This agreement is effective upon the dates of the signatures below:

**For Salter College:**

_________________________________________  __________________________
Ann Marie D’Arco (Or Designee)  Date
Campus Director

**For Goodwin College:**

_________________________________________  __________________________
Mark Scheinberg (Or Designee)  Date
President
Transfer Articulation Agreement between
Salter College and Goodwin College

Certificate in Massage Therapy to BS in Health Science

Salter College and Goodwin College, recognizing that many students choose to begin their path to a baccalaureate degree with a certificate or Associate's Degree, hereby enter into this Articulation Agreement for the purpose of facilitating the transfer of qualified Salter College graduates to Goodwin College.

Terms and Conditions

The Salter College-Goodwin College Articulation Agreement (hereafter referred to as the Salter-Goodwin Articulation Agreement) applies to students seeking to transfer from Salter College’s Certificate in Massage Therapy program to Goodwin College’s Bachelor of Science (B.S.) in Health Science degree program. Salter College graduates will transfer into Goodwin College with third-year junior status on the condition that they:

1. Graduate from Salter College with a Certificate in Massage Therapy;
2. Achieve a Salter College cumulative grade point average (CGPA) of 2.0 or higher; and
3. Satisfy all Goodwin College admissions, financial aid, and transfer requirements.

Transfer of Credits

Salter College students who apply to Goodwin College must submit official transcripts from all previous collegiate institutions. Upon the student’s matriculation at Goodwin College, Goodwin will accept up to sixty-one (61) credits in transfer for courses that were completed in satisfaction of the Salter College Certificate in Massage Therapy. Goodwin College requires that all students complete twenty-five percent (25%) of their degree at Goodwin College, and the last twelve (12) credits must be taken at Goodwin College. Transfer credits will be applied toward equivalent requirements of the Bachelor in Health Science, with the understanding that:

1. Goodwin College will accept credits in transfer for courses with grades of ‘C’ or higher;
2. Goodwin College will accept transfer credits for courses with passing grades lower than a ‘C’ as elective credits only that cannot be used to satisfy core requirements for Goodwin’s baccalaureate degree program;
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4. Transfer students will be governed by the Goodwin College catalog that is in place at the time of their matriculation into Goodwin College;
5. Transfer students must satisfy all general education and core degree requirements as stated in the Goodwin College catalog at the time of matriculation;
6. Courses will transfer according to the chart below. Where Salter College offers two or more electives to satisfy a requirement for the Certificate in Massage Therapy, recommendations have been made for courses that will meet the requirements for Goodwin College's B.S. in Health Science:

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**Total credits for graduates of the AS:** 34

7. Goodwin College will award additional transfer credit for credit earned at Salter College outside of Salter College's requirements for the Certificate in Massage Therapy. This credit must have been earned prior to matriculation into Goodwin's B.S. in Health Science program. Goodwin College will award additional credit in accordance with the table below;
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<tr>
<th>Goodwin Courses</th>
<th>Comparable Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
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<td>Statistics</td>
</tr>
<tr>
<td>CAP 110</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>ECN 110</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>ENG 101</td>
<td>English Composition</td>
</tr>
<tr>
<td>ENG 1XX</td>
<td>Writing Elective</td>
</tr>
<tr>
<td>COM 1XX</td>
<td>Oral Communication Elective</td>
</tr>
<tr>
<td>SOCSCI 1XX or GLOBAL 1XX (g-us) or GLOBAL 1XX (g-w)</td>
<td>Social Science Elective or Global Perspective (g-us) or Global Perspective (g-w)</td>
</tr>
</tbody>
</table>

**Total Credits with Goodwin Requirements (AS included):** 61

The following courses are specific to the Goodwin BS in Health Science and do not have Salter College equivalencies:

<table>
<thead>
<tr>
<th>Goodwin Courses</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>SCI 1XX</td>
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<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>MATH 1XX</td>
</tr>
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<tr>
<td>HUM 1XX</td>
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<tr>
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</tr>
<tr>
<td>HSC 110</td>
</tr>
<tr>
<td>CHEM 1XX</td>
</tr>
<tr>
<td>BUS 101</td>
</tr>
<tr>
<td>HSC 212</td>
</tr>
<tr>
<td>HSC 310</td>
</tr>
<tr>
<td>HSC 350</td>
</tr>
<tr>
<td>HSC 420</td>
</tr>
<tr>
<td>HSC 450 or HSC 460</td>
</tr>
<tr>
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</tr>
<tr>
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<tr>
<td>HSC 3XX</td>
</tr>
<tr>
<td>OPEN 3XX</td>
</tr>
<tr>
<td>OPEN 3XX</td>
</tr>
</tbody>
</table>

| Total Goodwin Specific Credits: | 63 |

8. The award of transfer credit will not be limited to coursework taken at Salter College. Goodwin College will evaluate all other collegiate-level credit earned prior to matriculation at Goodwin College in the same manner as the evaluation and award of credit for other transfer students in accordance with Goodwin College’s transfer policies.
**Financial Aid and Scholarships**

Qualified transfer students from Salter College will receive full consideration for financial aid and scholarships upon their application to Goodwin College. Salter College graduates who apply to Goodwin within one year of conferral of the Certificate in Massage Therapy may qualify for transfer awards as follows:

<table>
<thead>
<tr>
<th>Salter College CGPA</th>
<th>Goodwin Program</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8-3.2</td>
<td>Traditional Fulltime Undergraduate</td>
<td>$10,000 ($2,500 awarded per semester over 4 semesters)</td>
</tr>
<tr>
<td>3.21-4.0</td>
<td>Traditional Fulltime Undergraduate</td>
<td>$12,000 ($3,000 awarded per semester over 4 semesters)</td>
</tr>
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<table>
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<tr>
<th>Salter College CGPA</th>
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<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8-3.2</td>
<td>Half and Three-Quarter Time Undergraduate</td>
<td>$5,000 ($1,125 awarded per semester over 4 semesters)</td>
</tr>
<tr>
<td>3.21-4.0</td>
<td>Half and Three-Quarter Time Undergraduate</td>
<td>$6,000 ($1,500 awarded per semester over 4 semesters)</td>
</tr>
</tbody>
</table>

The above table reflects the total amount awarded for the lifetime of the B.S. in Public Safety, provided the student maintains the minimum CGPA specified.

This agreement is effective upon the dates of the signatures below:

**For Salter College:**

__________________________               _________________________
Ann Marie D’Arco (Or Designee)               Date
Campus Director

**For Goodwin College:**

__________________________               _________________________
Mark Scheinberg (Or Designee)               Date
President
Transfer Articulation Agreement between  
Salter College and Goodwin College

Certificate in Medical Assisting to BS in Health Science

Salter College and Goodwin College, recognizing that many students choose to begin their path to a baccalaureate degree with a certificate or Associate’s Degree, hereby enter into this Articulation Agreement for the purpose of facilitating the transfer of qualified Salter College graduates to Goodwin College.

Terms and Conditions

The Salter College-Goodwin College Articulation Agreement (hereafter referred to as the Salter-Goodwin Articulation Agreement) applies to students seeking to transfer from Salter College’s Certificate in Medical Assisting program to Goodwin College’s Bachelor of Science (B.S.) in Health Science degree program. Salter College graduates will transfer into Goodwin College with third-year junior status on the condition that they:

1. Graduate from Salter College with a Certificate in Medical Assisting;
2. Achieve a Salter College cumulative grade point average (CGPA) of 2.0 or higher; and
3. Satisfy all Goodwin College admissions, financial aid, and transfer requirements.

Transfer of Credits

Salter College students who apply to Goodwin College must submit official transcripts from all previous collegiate institutions. Upon the student’s matriculation at Goodwin College, Goodwin will accept up to seventy-two (72) credits in transfer for courses that were completed in satisfaction of the Salter College Certificate in Medical Assisting. Goodwin College requires that all students complete twenty-five percent (25%) of their degree at Goodwin College, and the last twelve (12) credits must be taken at Goodwin College. Transfer credits will be applied toward equivalent requirements of the Bachelor in Health Science, with the understanding that:

1. Goodwin College will accept credits in transfer for courses with grades of ‘C’ or higher;
2. Goodwin College will accept transfer credits for courses with passing grades lower than a ‘C’ as elective credits only that cannot be used to satisfy core requirements for Goodwin’s baccalaureate degree program;
3. Goodwin will conduct a formal transfer evaluation upon receipt of all official transcripts that reflect collegiate-level learning;
4. Transfer students will be governed by the Goodwin College catalog that is in place at the time of their matriculation into Goodwin College;
5. Transfer students must satisfy all general education and core degree requirements as stated in the Goodwin College catalog at the time of matriculation;
6. Courses will transfer according to the chart below. Where Salter College offers two or more electives to satisfy a requirement for the Certificate in Medical Assisting, recommendations have been made for courses that will meet the requirements for Goodwin College’s B.S. in Health Science:

<table>
<thead>
<tr>
<th>Goodwin Courses</th>
<th>Equivalencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>PSY 112</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>BIO 1XX</td>
<td>Biology Elective</td>
</tr>
<tr>
<td>ASD 120</td>
<td>College Experience</td>
</tr>
<tr>
<td>HSC 105</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>SCI 1XX</td>
<td>Science Elective</td>
</tr>
<tr>
<td>HSC 1XX</td>
<td>Health Science Elective</td>
</tr>
<tr>
<td>HSC 1XX</td>
<td>Health Science Elective</td>
</tr>
<tr>
<td>OPEN 1XX</td>
<td>Open Elective</td>
</tr>
<tr>
<td>OPEN 1XX</td>
<td>Open Elective</td>
</tr>
<tr>
<td>OPEN 1XX</td>
<td>Open Elective</td>
</tr>
<tr>
<td>OPEN 1XX</td>
<td>Open Elective</td>
</tr>
<tr>
<td>OPEN 1XX</td>
<td>Open Elective</td>
</tr>
</tbody>
</table>

**Total credits for graduates of the AS:** 45

7. Goodwin College will award additional transfer credit for credit earned at Salter College outside of Salter College’s requirements for the Certificate in Medical Assisting. This credit must have been earned prior to matriculation into Goodwin’s B.S. in Health Science program. Goodwin College will award additional credit in accordance with the table below:
<table>
<thead>
<tr>
<th>Goodwin Courses</th>
<th>Comparable Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>STAT 167</td>
<td>Statistics</td>
</tr>
<tr>
<td>CAP 110</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>ECN 110</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>ENG 101</td>
<td>English Composition</td>
</tr>
<tr>
<td>ENG 1XX</td>
<td>Writing Elective</td>
</tr>
<tr>
<td>COM 1XX</td>
<td>Oral Communication Elective</td>
</tr>
</tbody>
</table>

**SOCSCI 1XX or GLOBAL 1XX (g-us) or GLOBAL 1XX (g-w)**  
Social Science Elective or Global Perspective (g-us) or Global Perspective (g-w)  
ECO 102, 103, HIS 101, 102, 103, 201; PSY 104, 201; SOC 101, 102

Choose three 3-credit course.

Goodwin College requires a Social Science Elective and two Global Perspective courses, one US-focused and the other World-focused. The student is responsible for the other two requirements remaining when pursuing the BS in Health Science at Goodwin.

**Total Credits with Goodwin Requirements (AS included):** 72

---

The following courses are specific to the Goodwin BS in Health Science and do **not** have Salter College equivalencies:

<table>
<thead>
<tr>
<th>Goodwin Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
</tr>
<tr>
<td>ENG 3XX</td>
</tr>
<tr>
<td>MATH 1XX</td>
</tr>
<tr>
<td>Course Code</td>
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<tr>
<td>-------------</td>
</tr>
<tr>
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<tr>
<td>HUM 1XX</td>
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<tr>
<td>HSC 101</td>
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<td>HSC 212</td>
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<td>HSC 3XX</td>
</tr>
<tr>
<td>HSC 3XX</td>
</tr>
<tr>
<td>OPEN 3XX</td>
</tr>
<tr>
<td>OPEN 3XX</td>
</tr>
<tr>
<td><strong>Total Goodwin Specific Credits:</strong></td>
</tr>
</tbody>
</table>

8. The award of transfer credit will not be limited to coursework taken at Salter College. Goodwin College will evaluate all other collegiate-level credit earned prior to matriculation at Goodwin College in the same manner as the evaluation and award of credit for other transfer students in accordance with Goodwin College’s transfer policies.

**Financial Aid and Scholarships**

Qualified transfer students from Salter College will receive full consideration for financial aid and scholarships upon their application to Goodwin College. Salter College graduates who apply
to Goodwin within one year of conferral of the Certificate in Medical Assisting may qualify for transfer awards as follows:

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<tr>
<th>Salter College CGPA</th>
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<tr>
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<thead>
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<tbody>
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<td>$5,000 ($1,250 awarded per semester over 4 semesters)</td>
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<td>Half and Three-Quarter Time Undergraduate</td>
<td>$6,000 ($1,500 awarded per semester over 4 semesters)</td>
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The above table reflects the total amount awarded for the lifetime of the B.S. in Public Safety, provided the student maintains the minimum CGPA specified.

**For Salter College:**

______________________________    ____________________
Ann Marie D’Arco (Or Designee)    Date
Campus Director

**For Goodwin College:**

______________________________    ____________________
Mark Scheinberg (Or Designee)    Date
President
Transfer Articulation Agreement between
Salter College and Goodwin College

Certificate in Medical Billing and Coding to BS in Health Science

Salter College and Goodwin College, recognizing that many students choose to begin their path to a baccalaureate degree with a certificate or Associate’s Degree, hereby enter into this Articulation Agreement for the purpose of facilitating the transfer of qualified Salter College graduates to Goodwin College.

Terms and Conditions

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1. Graduate from Salter College with a Certificate in Medical Billing and Coding;
2. Achieve a Salter College cumulative grade point average (CGPA) of 2.0 or higher; and
3. Satisfy all Goodwin College admissions, financial aid, and transfer requirements.

Transfer of Credits

Salter College students who apply to Goodwin College must submit official transcripts from all previous collegiate institutions. Upon the student’s matriculation at Goodwin College, Goodwin will accept up to sixty (60) credits in transfer for courses that were completed in satisfaction of the Salter College Certificate in Medical Billing and Coding. Goodwin College requires that all students complete twenty-five percent (25%) of their degree at Goodwin College, and the last twelve (12) credits must be taken at Goodwin College. Transfer credits will be applied toward equivalent requirements of the Bachelor in Health Science, with the understanding that:

1. Goodwin College will accept credits in transfer for courses with grades of ‘C’ or higher;
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<thead>
<tr>
<th>Goodwin Courses</th>
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<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
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<td>College Experience</td>
</tr>
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<td>HSC 105</td>
<td>Medical Terminology</td>
</tr>
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<td>Health Science Elective</td>
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**Total credits for graduates of the AS:** 30

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**Total Credits with Goodwin Requirements (AS included):** 60

The following courses are specific to the Goodwin BS in Health Science and do not have Salter College equivalencies:

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<tr>
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**Total Goodwin Specific Credits:** 63

8. The award of transfer credit will not be limited to coursework taken at Salter College. Goodwin College will evaluate all other collegiate-level credit earned prior to matriculation at Goodwin College in the same manner as the evaluation and award of credit for other transfer students in accordance with Goodwin College's transfer policies.

**Financial Aid and Scholarships**

Qualified transfer students from Salter College will receive full consideration for financial aid and scholarships upon their application to Goodwin College. Salter College graduates who apply
to Goodwin within one year of conferral of the Certificate in Medical Billing and Coding may qualify for transfer awards as follows:

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</tr>
</tbody>
</table>

The above table reflects the total amount awarded for the lifetime of the B.S. in Public Safety, provided the student maintains the minimum CGPA specified.

This agreement is effective upon the dates of the signatures below:

**For Salter College:**

_________________________________________  ________________
Ann Marie D’Arco (Or Designee)  Date
Campus Director

**For Goodwin College:**

_________________________________________  ________________
Mark Scheinberg (Or Designee)  Date
President
Description of the Transfer Agreement for Brown Mackie College students through Stevens Henager College (known as “receiving school”).

Stevens Henager College is a licensed school that is accredited by ACCSC and offers programs similar to the Brown Mackie College programs identified in Exhibit A.

The following information describes the obligations of both parties as it relates to the Transfer of Brown Mackie College students.

Brown Mackie College Obligations:

- Maintain its campus facilities until students are transitioned to the Receiving School.
- Retain adequate faculty and staff to ensure that requisite courses are offered until the students are transferred to the receiving school.
- Retain adequate staff to ensure that services are available to students and graduates.
- Host the receiving school at Brown Mackie College for the purpose of facilitating communications between the receiving school and Brown Mackie College students.
- Provide official transcripts to every student to facilitate transfer to the receiving school.

Stevens Henager Obligations:

- Attend the Brown Mackie College transfer fairs.
- Accept the credits completed at Brown Mackie College towards a like degree or certificate, to the extent possible.
- Waive application fees and simplify the application process for each student.
- Do not charge tuition in excess of the Brown Mackie College charges per credit for the courses required for completion of the program. Students that fail courses should be notified that they will be charged the prevailing rate to retake courses, if applicable.

Receiving school has the necessary experience, resources, support services to meet the requirements herein and has the capacity to remain stable, carry out its mission, and meet all obligations to existing students. The estimated student start date is ______. (Stevens Henager College has monthly start dates).

Printed Name: H. Michael Toney
Originating Institution: Brown Mackie College
Signature: [Signature]
Date: 12/15/2015

Printed Name: Eric S. Juhlin
Receiving Institution: Stevens Henager College
Signature: [Signature]
Date: November 30, 2016
Exhibit A: Similar Programs

Brown Mackie programs included under this agreement.

<table>
<thead>
<tr>
<th>Brown Mackie Programs</th>
<th>Stevens Henager Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Business Management</td>
<td>Business Administration - Management</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology Management</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Medical Specialities</td>
</tr>
</tbody>
</table>
Current Students

Advising Students

TRANSFER AGREEMENT Between METROPOLITAN STATE UNIVERSITY OF
MENT OF HOSPITALITY, TOURISM AND EVENTS And THE ART INSTITUTE OF

Student Handbook

Colorado Commission on Higher Education (CCHE) policy that Colorado public
the intra-state transfer of students, Metropolitan State University of Denver and The

Transfer Students

Colorado (AI) enter into this articulation agreement to meet transfer goals and enhance
The Art Institute of Colorado is accredited by the Accrediting Council for Independent
ols (ACICS) to award the Associate of Applied Science and Bachelor of Arts degrees.

Jobs/Internships

by the Accrediting Commission of Career Schools and Colleges of Technology
CICS and ACCSCT are listed as nationally recognized accrediting agencies by the U.S.

Events

cation. The Art Institute of Colorado’s programs are authorized under The Degree
Title 23, Article 2, Section 101 ET SEQ., C.R.S.) by the Colorado Department on Higher

Contact Us

s credits that will transfer from The Art Institute of Colorado to Metropolitan State
University of Denver. The AI student may transfer any or all of the courses included in this agreement, provided that each course is completed with a minimum grade of "C." Coursework may include both general studies requirements and/or major requirements.

This agreement begins June 1, 2003 [amended July 1, 2004].

GENERAL STUDIES

Each student must complete the general studies requirements of Metropolitan State University of Denver, as specific in the MSU Denver catalog under which the student plans to graduate and which is in effect while the student is enrolled at MSU Denver. Students may take any or all of the following AI Colorado courses which will apply to MSU Denver’s general study requirements. (A quarter-hour credit transfers as two/thirds of a semester-hour credit.)

Composition (need 6 credits)

<table>
<thead>
<tr>
<th>Art Institute</th>
<th>MSU Denver</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS1403-4</td>
<td>English Composition I</td>
</tr>
<tr>
<td></td>
<td>ENG 1010-2.67</td>
</tr>
<tr>
<td>GS3407-4</td>
<td>English Composition II</td>
</tr>
<tr>
<td></td>
<td>ENG 1020-2.67</td>
</tr>
</tbody>
</table>

Mathematics (need 3 credits)

<table>
<thead>
<tr>
<th>Art Institute</th>
<th>MSU Denver</th>
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</thead>
<tbody>
<tr>
<td>GS3408-4</td>
<td>Fundamentals of Statistics</td>
</tr>
<tr>
<td></td>
<td>MTH 1210-2.67</td>
</tr>
</tbody>
</table>

Communications (need 3 credits)

<table>
<thead>
<tr>
<th>Art Institute</th>
<th>MSU Denver</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS2406-4</td>
<td>Speech</td>
</tr>
<tr>
<td></td>
<td>SPE 1010-2.67</td>
</tr>
<tr>
<td>GR3373-3</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td></td>
<td>SPE 8000-2.00</td>
</tr>
<tr>
<td>GS4314-3</td>
<td>Spanish II</td>
</tr>
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<td>SPA 1020-2.00</td>
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</table>

History (need 3 credits)

<table>
<thead>
<tr>
<th>Art Institute</th>
<th>MSU Denver</th>
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<tbody>
<tr>
<td>GS1405-4</td>
<td>Western Civilization to 1600</td>
</tr>
<tr>
<td></td>
<td>HIS 8000-2.67</td>
</tr>
<tr>
<td>GS3411-4</td>
<td>Western Civilization since 1600</td>
</tr>
<tr>
<td></td>
<td>HIS 8000-2.67</td>
</tr>
</tbody>
</table>

None available Arts and Letters (need 6 credits)
### Social Sciences (need 6 credits)

<table>
<thead>
<tr>
<th>Art Institute</th>
<th>MSU Denver</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS2405-4</td>
<td>Sociology</td>
</tr>
<tr>
<td>GS4415-4</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>GS4412-4</td>
<td>Psychology</td>
</tr>
<tr>
<td>SOC 8000-2.67</td>
<td>Principles of Economics-Macro</td>
</tr>
<tr>
<td>ECO 2010-2.67</td>
<td>Introductory Psychology</td>
</tr>
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</table>

### Natural Science (need 6 credits)

<table>
<thead>
<tr>
<th>Art Institute</th>
<th>MSU Denver</th>
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</thead>
<tbody>
<tr>
<td>CULO4320-3</td>
<td>Nutrition</td>
</tr>
<tr>
<td>GS4410-4</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>NUT 2040-2.00</td>
<td>Introduction to Nutrition</td>
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<tr>
<td>ENV 8000-2.67</td>
<td>Environmental Science</td>
</tr>
</tbody>
</table>

### MAJOR CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Art Institute</th>
<th>MSU Denver</th>
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</thead>
<tbody>
<tr>
<td>BCU11340-3</td>
<td>Leadership in Foodservice Industry</td>
</tr>
<tr>
<td>BCU11341-3</td>
<td>Assurance of Quality</td>
</tr>
<tr>
<td>BCU12342-3</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td><strong>and</strong></td>
</tr>
<tr>
<td>CUL06327-3</td>
<td>Dining Room Operations</td>
</tr>
<tr>
<td></td>
<td><em>(2-credits towards free electives)</em> 2</td>
</tr>
<tr>
<td></td>
<td><strong>and</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction to Hospitality, Tourism and Events</strong></td>
</tr>
</tbody>
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### RESTAURANT MANAGEMENT CONCENTRATION

<table>
<thead>
<tr>
<th>Art Institute</th>
<th>MSU Denver</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL01304-3</td>
<td>Sanitation &amp; Safety</td>
</tr>
<tr>
<td></td>
<td>HTE 1603-3</td>
</tr>
<tr>
<td>CUL01301-3</td>
<td>Application &amp; Use of Culinary Equipment</td>
</tr>
<tr>
<td></td>
<td>HTE 2613-3</td>
</tr>
<tr>
<td></td>
<td><strong>and</strong></td>
</tr>
<tr>
<td>CUL 01303-3</td>
<td>Introduction to Cooking 2</td>
</tr>
<tr>
<td></td>
<td><strong>or</strong></td>
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</table>

### Food Preparation and Sanitation

- HTE 1603-3
- HTE 2613-3
- Food Preparation and Service I
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HTE Credits</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL01302-3</td>
<td>Basic Culinary Skills (2-credits towards free</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>electives) 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUL06325-3</td>
<td>A la Carte Cooking</td>
<td>HTE 3623-3</td>
<td>Food Production and</td>
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<tr>
<td></td>
<td></td>
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<td>Service II</td>
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<tr>
<td>CUL 04313-3</td>
<td>Charcuterie (2-credits towards free electives) 2</td>
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<tr>
<td>CUL05323</td>
<td>Nutritional &amp; Health Related Cooking</td>
<td>HTE 3643-3</td>
<td>Healthy Cooking</td>
</tr>
<tr>
<td>CUL05349-3</td>
<td>Cost Controls</td>
<td>HTE 3603-3</td>
<td>Labor and Production Controle</td>
</tr>
<tr>
<td>BCU10336-3</td>
<td>Oenology and Viticulture</td>
<td>HTE 3613-3</td>
<td>Wine Fundamentals</td>
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<tr>
<td>CUL06350-3</td>
<td>Purchasing</td>
<td>HTE 1533-3</td>
<td>Food Selection and Identification</td>
</tr>
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</table>

**OTHER-TRANSFER AS HMT 8000**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HTE Credits</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>CUL03311-3</td>
<td>Introduction to Baking</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL03312-3</td>
<td>Introduction to Pastry</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL04315-3</td>
<td>Hors d'oeuvres and Appetizers</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL04316-3</td>
<td>Pantry</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>BCU 08328-3</td>
<td>Advanced Beverage Management</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL05324-3</td>
<td>Beverage Identification &amp; Management</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>BCU09333-3</td>
<td>Events Management</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL07322-3</td>
<td>Menu Management</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL02305-3</td>
<td>American Regional Cooking-Central</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL07319-3</td>
<td>Classical/International/Mediterranean Cuisine</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL07351-3</td>
<td>Classical/International/Mediterranean Service</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL03348-3</td>
<td>Career Development/Computer Applications</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL07328-3</td>
<td>Cooking/Dining Room Externship</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>CUL05321-3</td>
<td>Current Cuisines</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>BCU10335-3</td>
<td>Foodservice for the Retirement Community</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
<tr>
<td>BCU13345-3</td>
<td>Foodservice Management Applications</td>
<td></td>
<td>HTE 8000-3</td>
</tr>
<tr>
<td>BCU13346-3</td>
<td>Management Externship</td>
<td></td>
<td>HTE 8000-2</td>
</tr>
</tbody>
</table>
SCHOOL TO CAREER POST SECONDARY ARTICULATION AGREEMENT
Between Metropolitan State University of Denver Hospitality, Tourism and Events
And The Hospitality Business Alliance Colorado ProStart Hospitality Program

In accordance with the Colorado Commission on Higher Education (CCHE) policy that Colorado public institutions facilitate the transfer of students, Metropolitan State University of Denver and the Hospitality Business Alliance (HBA) enter into this articulation agreement to meet transfer goals and enhance mutual cooperation. This agreement begins the fall semester 1999 [amended fall 2004].

MSU Denver agrees to accept a block of six (6) hours of coursework and 400 hours of work experience from high school students who have successfully completed the HBA-Colorado ProStart courses of study, provided the student:

1. Is advised by both the secondary school counselor and an MSU Denver, Hospitality, Tourism and Events advisor;
2. Pursues a bachelor's degree in Hospitality, Tourism and Events at MSU Denver (if the student changes his/her major, the block of HBA-Colorado ProStart courses will not be applicable at MSCD);
3. Matriculates at MSU Denver within twenty-four (24) months of high school graduation.

Under this agreement students may be granted college credit through the Hospitality, Tourism and Events Management Department (HTE) of Metropolitan State University of Denver for the following courses:

ProStart Curriculum HTE Curriculum Credits

Intro to Hospitality Mgmt Intro to Hospitality, Tourism, & Events 3
Work Experience (400 hrs.) 1200 Clock Hours 400 hours

Additional Criteria to be met for Students to Apply for Articulated Transfer Credit:

1. Students will supply MSU Denver an official high school transcript that indicates that they have successfully graduated from high school.
2. Students who have completed the selected high school courses as listed in this agreement with a minimum grade point average of 3.0 on a 4.0 scale have met the requirements as displayed in an official high school transcript will be granted college transfer credit.
3. MSU Denver will provide guaranteed educational outcomes. Students will understand that if they are unable to make satisfactory progress in an advanced course in the area for which articulated transfer credit is awarded, they may, at the discretion of the HTE faculty, be required to complete a lower level course.
4. Students understand that they must complete a minimum of nine credits of 100 level or higher courses with a grade of 2.25/4.00 or better at MSU Denver before articulated transfer credit is posted
on their college transcripts.

5. Students will provide MSU Denver with the HBA Certificate of Completion with appropriate signatures.

6. The appropriate Pro Start high school is responsible for completing a Articulated Credit Certification for the courses listed in this agreement. This certification is to be forwarded to MSU Denver with appropriate signatures.

7. Students must forward to MSU Denver the completed Student Work Experience Requirement Validation form obtained from the high school teacher to confirm that they have completed the 400 hours of workplace experience to include appropriate competencies.

8. Upon receipt of the necessary proficiency forms, letters, and certifications, a representative of MSU Denver will meet with students to discuss course choices and educational guarantees and to complete an MSU Denver Application of Admission.

9. All articulated transfer credits will be awarded after the student is accepted as a MSU Denver student. Tuition will be waived for the articulated transfer credits awarded.

Note: Listed below are the necessary documents required to supplement this Agreement.

1. Official High School Transcript
2. ProStart Certificate of Completion
3. Articulated Credit Certification form for the courses listed in the Agreement (attached)

SCHOOL TO CAREER POST SECONDARY
ARTICULATION CREDIT CERTIFICATION

DATE:

TO: Metropolitan State University of Denver

FROM:______________________________________________________
(Hospitality Business Alliance Recognized ProStart Secondary Program)

RE: Articulated Credit Certification

This is to certify that the student, ____________________________, has successfully completed the following course(s) at the above-mentioned high school. Based upon the Articulation Agreement between Metropolitan State University of Denver and the Hospitality Business Alliance and through the signatures presented below, articulated transfer credit will be given to the above listed student.

Secondary Course(s) and Grades: College Course Articulated:
Number Course Title Grades Number Course
Other Comments: _____________________________________________________________

The undersigned certifies that the student has met the criteria as defined in the Articulation Agreement signed by representatives from Metropolitan State University of Denver and the Hospitality Business Alliance.

__________________________________________________________ Date: ________
ProStart Instructor

__________________________________________________________ Date: ________
Student Social Security Number

CC: Student
High School Principal
ProStart Instructor

BE A CHAMPION
You can help create a strong, collective voice for MSU Denver.

HERE'S HOW

YOUR TRANSFORMATION BEGINS HERE