

**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.

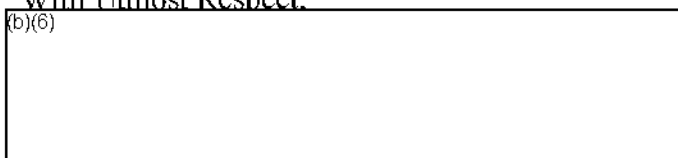
In my experience, ACICS standards are accepted by educators as effective in ensuring that graduates from ACICS accredited institutions are prepared for the occupations for which the programs prepared graduates and also prepare students to successfully transfer or continue their education at institutions 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 [doldenhage@gmail.com](mailto:doldenhage@gmail.com) in connection with this letter of support.

With Utmost Respect,

(b)(6)



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



## American University in Bosnia and Herzegovina

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 200202

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.

(b)(6)

Prof. Tom Trowbridge  
Academic Advisor/ Academic Affairs

cc Student Services

AMERICAN UNIVERSITY IN BOSNIA AND HERZEGOVINA

Address Tuzla: Mije Keroševića Guje 3. 75000 Tuzla, Bosnia and Herzegovina: Tel: +387 (0)35 321 050: Fax: +387 (0)35 321 068  
E-mail: [contact@aubih.edu](mailto:contact@aubih.edu) Web: <http://www.aubih.edu>

Page 05 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 06 of 78

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  
LJB 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,

(b)(6)

Padraic F. McMickle, MPhil

Faculty Member at the American University in Bosnia and Herzegovina

---

American University in Bosnia and Herzegovina

Mije Keroševića Guje 3, 75000 Tuzla, Bosnia and Herzegovina

Tel: +387 35 321 050; Fax: +387 35 340 100

ID Broj: 4209750670009

E-mail: [contact@aubih.edu](mailto:contact@aubih.edu)

Web: <http://www.aubih.edu>



**SOUTHERN STATES  
UNIVERSITY**

December 12, 2017

Mr. Herman Bounds, Jr.  
Director, Accreditation Group  
U.S. Department of Education  
Office of Postsecondary Education  
I.BJ 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). You can find my profile on the list of faculty: [http://www.ssu.edu/academics\\_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,

(b)(6)

Shane C. Riley, Dr.B.A.  
sriley@ssu.edu

Fashion Valley Campus  
123 Camino de la Reina  
Suite 100 East  
San Diego, CA 92108  
(619) 298-1829

Newport Beach Campus  
1601 Dove Street  
Suite 105  
Newport Beach, CA 92660  
(949) 833-8868

Las Vegas Campus  
3100 W Sahara Ave  
Suite 108  
Las Vegas, NV 89102  
(702) 786-3788





CALIFORNIA  
INTERNATIONAL  
BUSINESS UNIVERSITY

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,

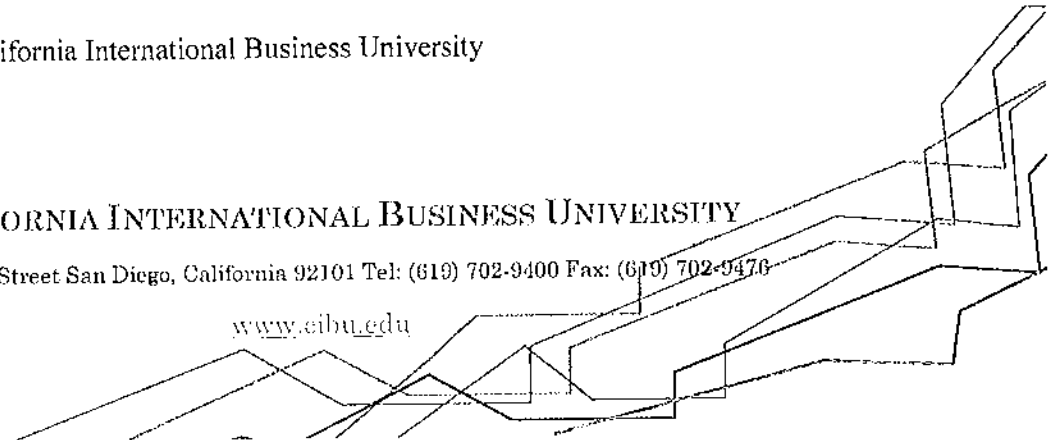
(b)(6)

Eddie C. Sturgeon  
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](http://www.cibu.edu)



Page 10 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 11 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 12 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act



CALIFORNIA  
INTERNATIONAL  
BUSINESS UNIVERSITY

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 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,

*Darius Ershadi*

Darius 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](http://www.cibu.edu)

Page 14 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 15 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 16 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act



Page 17 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act



CALIFORNIA  
INTERNATIONAL  
BUSINESS UNIVERSITY

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,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top left corner, indicating a redacted 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](http://www.cibu.edu)

Page 19 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](mailto:shp@brock.dk); Tel.: +45.2321.4669

Page 21 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 22 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 23 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 24 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act



Page 25 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 26 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 27 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 26 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 29 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 30 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 31 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 32 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act





NIELS BROCK  
EDUCATION SINCE 1851

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,

(b)(6)

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



CALIFORNIA  
INTERNATIONAL  
BUSINESS UNIVERSITY

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.

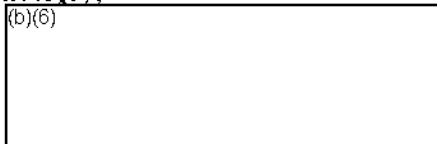
This letter is to communicate my view as an educator that ACICS accreditation standards, policies, procedures, and decisions are widely supported at this institution and consistent with the minimum standards required of other national and regional accrediting agencies. My view is based on my experience 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,

(b)(6)



Peter McLaughlin, J.D.  
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](http://www.cibu.edu)

Page 35 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 36 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act



CALIFORNIA  
INTERNATIONAL  
BUSINESS UNIVERSITY

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 (WASC) 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,

(b)(6)

Susan J. Haugh, M.Ed., SPHR, BCC  
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](http://www.cibu.edu)

Page 36 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 39 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act



CALIFORNIA  
INTERNATIONAL  
BUSINESS UNIVERSITY

December 15, 2017

Mr. Herman Bounds, Jr.  
Director, Accreditation Group  
U.S. Department of Education  
Office of Postsecondary Education  
1.BJ 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,

(b)(6)

AVNEET SIDHU  
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](http://www.cibu.edu)



Page 41 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 42 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act



CALIFORNIA  
INTERNATIONAL  
BUSINESS UNIVERSITY

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,

(b)(6)

Tim Becker, DBA  
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](http://www.cibu.edu)

Page 44 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 45 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 46 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 47 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 46 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act



Page 49 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 50 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Page 51 of 78

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

[Letter of Support – Educator at ACICS Accredited Institution]

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,

(b)(6)

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

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

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,

(b)(6)

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

*Tel: 540.444.5233*



**MIAMI REGIONAL UNIVERSITY  
THE OFFICE OF ACADEMIC AFFAIRS**

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

A handwritten signature in black ink, appearing to be 'Uliana Gancea', is written over a redacted area.

(b)(6)

Uliana Gancea, Ph.D.

Associate Professor of English.



MIAMI REGIONAL UNIVERSITY  
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 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.

Respectfully,

(b)(6)

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





MIAMI REGIONAL UNIVERSITY  
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 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).

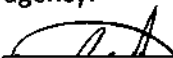
In the spirit of support, it is with great pleasure that I take the time to write this letter to express my view as a leader and academician that ACICS accreditation standards, policies, procedures and decisions are widely supported at this institution and consistent with the minimum standards required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

  
(b)(6)

Rose Marie Lewis, DNP, ARNP, FNP-BC  
Associate Professor and Chair of FNP Program  
School of Graduate Studies



MIAMI REGIONAL UNIVERSITY  
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,

(b)(6)

~~C. Victor Zamora, MSN, ARNP, FNP-BC~~  
Assistant Professor  
School of Graduate Studies



**MIAMI REGIONAL UNIVERSITY  
THE OFFICE OF ACADEMIC AFFAIRS**

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 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,

(b)(6)

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

EST. 1964  
**SCHILLER**  
INTERNATIONAL UNIVERSITY

Paris • Madrid • Heidelberg • Florida • Online

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.

Madrid • Paris • Heidelberg • Florida • Online

Calle Serrano 156 Plaza de la República Argentina 28002 Madrid Spain Tel: +34 (91) 448 - 2488  
Fax: +34 (91) 445 - 2110 E-mail: [schiller\\_madrid@schiller.edu](mailto:schiller_madrid@schiller.edu) [www.schiller.edu](http://www.schiller.edu)



Schiller International University is accredited in the United States by the Accrediting Council for Independent Colleges and Schools (ACICS). Schiller International University's Madrid campus is recognized by the Consejería de Educación de la Comunidad de Madrid (local higher education authorities).

EST. 1964  
**SCHILLER**  
INTERNATIONAL UNIVERSITY

Paris • Madrid • Heidelberg • Florida • Online

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,

(b)(6)

Edgar Barroso

Faculty Member at Schiller International University (Madrid Campus)

[EBarroso@schiller.edu](mailto:EBarroso@schiller.edu)

Madrid • Paris • Heidelberg • Florida • Online

Calle Serrano 156 Plaza de la República Argentina 28002 Madrid Spain Tel: +34 (91) 448 - 2488  
Fax: +34 (91) 445 - 2110 E-mail: [schiller\\_madrid@schiller.edu](mailto:schiller_madrid@schiller.edu) [www.schiller.edu](http://www.schiller.edu)



Schiller International University is accredited in the United States by the Accrediting Council for Independent Colleges and Schools (ACICS). Schiller International University's Madrid campus is recognized by the Consejería de Educación de la Comunidad de Madrid (local higher education authorities).

EST 1964  
**SCHILLER**  
INTERNATIONAL UNIVERSITY

Paris • Madrid • Heidelberg • Florida • Online

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.

Madrid • Paris • Heidelberg • Florida • Online  
Calle Serrano 156 Plaza de la República Argentina 28002 Madrid Spain Tel: +34 (91) 448 - 2488  
Fax: +34 (91) 445 - 2110 E-mail: [schiller\\_madrid@schiller.edu](mailto:schiller_madrid@schiller.edu) [www.schiller.edu](http://www.schiller.edu)



Schiller International University is accredited in the United States by the Accrediting Council for Independent Colleges and Schools (ACICS). Schiller International University's Madrid campus is recognized by the Consejería de Educación de la Comunidad de Madrid (local higher education authorities).

EST 1964  
**SCHILLER**  
INTERNATIONAL UNIVERSITY

Paris • Madrid • Heidelberg • Florida • Online

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,

(b)(6)

Jose Pinto

Faculty Member at Schiller International University (Madrid Campus)

[JBPinto@schiller.edu](mailto:JBPinto@schiller.edu)

Madrid • Paris • Heidelberg • Florida • Online

Calle Serrano 156 Plaza de la República Argentina 28002 Madrid Spain Tel: +34 (91) 448 - 2488  
Fax: +34 (91) 445 - 2110 E-mail: [schiller\\_madrid@schiller.edu](mailto:schiller_madrid@schiller.edu) [www.schiller.edu](http://www.schiller.edu)



Schiller International University is accredited in the United States by the Accrediting Council for Independent Colleges and Schools (ACICS). Schiller International University's Madrid campus is recognized by the Consejería de Educación de la Comunidad de Madrid (focal higher education authorities).

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

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

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 IGlobal University. 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,

(b)(6)

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 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,

(b)(6)

Dr. Abed Almala,  
Graduate Lead Faculty Member at IGlobal University, Vienna VA

Dec12, 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,

(b)(6)

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,

(b)(6)

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,

(b)(6)

Andrea Earby

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,

(b)(6)

Linda Madsen  
Pharmacy Technician Instructor



December 12, 2017

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](mailto:steve.ryan@lauruscollege.edu)

Cell Phone: (b)(6)

421 E. Betteravia Rd, Suite 100

Santa Maria, CA 93454

[www.lauruscollege.edu](http://www.lauruscollege.edu)



**SOUTHERN STATES  
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

**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 a 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

(b)(6)

(E-Mail Address)

**Fashion Valley Campus**  
123 Camino de la Reina  
Suite 100 East  
San Diego, CA 92108  
(619) 298 1829

**Newport Beach Campus**  
1601 Dove Street  
Suite 105  
Newport Beach, CA 92660  
(949) 833 8868

**Las Vegas Campus**  
3100 W Sahara Ave  
Suite 108  
Las Vegas, NV 89102  
(702) 786 3788



**SOUTHERN STATES**  
UNIVERSITY

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 Alcalá, M.A.  
Adjunct Faculty, SSU

(b)(6)

**Fashion Valley Campus**  
123 Camino de la Reina  
Suite 100 East  
San Diego, CA 92108  
(619) 298-1829

**Newport Beach Campus**  
1601 Dove Street  
Suite 105  
Newport Beach, CA 92660  
(949) 833-8868

**Las Vegas Campus**  
3100 W Sahara Ave  
Suite 108  
Las Vegas, NV 89102  
(702) 786-3788

[www.ssu.edu](http://www.ssu.edu)

[info@ssu.edu](mailto:info@ssu.edu)

**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**

<b>Name</b>	<b>Affiliation</b>	<b>Other Experience - Other Accrediting Agencies</b>
Trowbridge	International	
McMickels	International	
Riley	SSU	DEAC, SACS, WASC, ACCSC
Sturgeon	CIBU	
Ershadi	CIBU	
Schlueter	CIBU	DEAC, WASC
Pederson	International	SACS, WASC, North Central
Eatmon	International	
McLaughlin	CIBU	WASC
Hugh	CIBU	WASC
Sidhu	CIBU	WASC
Becker	CIBU	WASC
Sellers	Fortis	SACS, WASC, ACCSC
George	American National	ABHES, DEAC
<b>Gancea</b>	MRU	SACS, MSCHE, WASC
<b>Carnejo</b>	MRU	SACS, WASC, ACCSC, ABHES
Lewis	MRU	SACS, WASC, ACCSC, ABHES
<b>Zamorano</b>	MRU	SACS, WASC, ACCSC, ABHES
<b>Richards</b>	MRU	SACS, WASC, ACCSC, ABHES
Barroso	International	
Pinto	International	
Lachapelle	International	SACS, WASC, ACCSC, ABHES
Carter	SSU	SACS, WASC, ACCSC, ABHES
Alcala	SSU	SACS, WASC, ACCSC, ABHES

**NON ACICS Faculty**

<b>Name</b>	<b>Affiliation</b>	<b>Other Experience</b>
Timm	Monterrey Peninsula C	ACCJC
Thomas	Cleveland State	North Central
Markowitz	New York City Colleg of	MSCHE



**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-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

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

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



[ACICS Home](#)

[Administrator \(Steven Gelfound\)](#) ► [Member Center Help](#) ► [Recognition Support](#)

new document or drag files here

All Documents My Documents

Name	Modified	Modified By	Checked Out To	Date	Sign	Name or Signature	PDF Converter
Bryce Larson_ Director_ Regulatory Approvals2017- 09-22	5 hours ago	Goitom Yosief		9/22/2017	Yes	Bryce Larson, Director, Regulatory Approvals	Completed
John Carreon_ Senior Vice President_ Regulatory Affairs and Associate General Counsel 2017- 09-25	5 hours ago	Goitom Yosief		9/25/2017	Yes	John Carreon, Senior Vice President, Regulatory Affairs and Associate General Counsel	Completed



[Home](#)

[Administrator \(Steven Gelfound\)](#) ▶ [Member Center Help](#) ▶ [Recognition Support](#)

new document or drag files here

[All Documents](#) [My Documents](#)

[SAVE THIS VIEW](#)

Name	Modified	Modified By	Checked Out To	Date	Sign	Name of Signature	PDF Converter
Valerie Johnson2017-09-26	Tuesday at 11:38 AM	lvj@pelotoncollege.edu		9/26/2017	Yes	Valerie Johnson	Error Occurred
Lori Barnes2017-09-23	6 days ago	lbarnes@sfnursing.org		9/23/2017	Yes	Lori Barnes	Error Occurred
Wendy Du_ SSU - University Registrar2017-09-21	September 21	ssuacicssd@ssu.edu		9/21/2017	Yes	Wendy Du/ SSU -University Registrar	Error Occurred

Name	Modified	Modified By	Checked Out To	Date	S.gr	NameForSignature	PDF Converter
John D. Tucker_ Chancellor_ Southern States University2017 09-21	September 21	ssuacicssd@ssu.edu		9/21/2017	Yes	John D. Tucker, Chancellor, Southern States University	Error Occurred
Claudia Araiza_ PHD_ Vice-Chancellor for Academic Affairs_Chief Academic Officer2017 09-21	September 21	ssuacicssd@ssu.edu		9/21/2017	Yes	Claudia Araiza, PHD, Vice- Chancellor for Academic Affairs/Chief Academic Officer	Error Occurred
Marilyn Long2017-09- 20	September 20	acicsfchouston@floridacareercollege.edu		9/20/2017	Yes	Marilyn Long	Error Occurred
Craig Jacob2017-09-20	September 20	acicsphxbch@floridacareercollege.edu		9/20/2017	Yes	Craig Jacob	Error Occurred
Mikkel Dixon2017-09- 20	September 20	acicsorlandofcc@floridacareercollege.edu		9/20/2017	Yes	Mikkel Dixon	Error Occurred
Kimberly Knox2017-09- 20	September 20	acicswestpalmbeach@floridacareercollege.edu		9/20/2017	Yes	Kimberly Knox	Error Occurred
Dwayne Ore2017-09-20	September 20	acicsriverview@floridacareercollege.edu		9/20/2017	Yes	Dwayne Ore	Error Occurred
Niki Good2017-09-20	September 20	acicspembrokepines@floridacareercollege.edu		9/20/2017	Yes	Nik' Good	Error Occurred
Deanna Green2017-09- 20	September 20	acicsmargate@floridacareercollege.edu		9/20/2017	Yes	Deanna Green	Error Occurred
Todd Matthews2017- 09-20	September 20	acicsjacksonville@floridacareercollege.edu		9/20/2017	Yes	Todd Matthews	Error Occurred
Chris Key2017-09-20	September 20	acicshialeah@floridacareercollege.edu		9/20/2017	Yes	Chris Key	Error Occurred
Scott Scheaffer2017 09-20	September 20	acicsboyntonbeach@floridacareercollege.edu		9/20/2017	Yes	Scott Scheaffer	Error Occurred
Dave Whiteford2017- 09-20	September 20	acicslauderdalelakes@floridacareercollege.edu		9/20/2017	Yes	Dave Whiteford	Error Occurred
Angela Paul2017-09-20	September 20	acicsmami@floridacareercollege.edu		9/20/2017	Yes	Angela Paul	Completed
Sejla Subasic_ VP of Institutional Effectiveness American University in Bosnia and Herzegovina 2017- 09-18	September 18	acics_accreditation@aubih.edu		9/18/2017	Yes	Sejla Subasic, VP of Institutional Effectiveness American University in Bosnia and Herzegovina	Completed

Name	Modified	Modified By	Checked Out To	Date	S.gr	NameForSignature	PDF Converter
David Sohn2017-09-14	September 14	cco.acics@igu.edu		9/14/2017	Yes	David Sohn	Error Occurred
Isabel Campbell2017-09-14	September 14	acicsm@schiller.edu		9/14/2017	Yes	Isabel Campbell	Error Occurred
Jeffrey Redmond2017-09-13	September 13	admin@qc2systems.com		9/13/2017	Yes	Jeffrey Redmond	Error Occurred
Alicia F. Parra2017-09-13	September 13	ACICS@jmvu.edu		9/13/2017	Yes	Alicia F. Parra	Completed
Dr. Miguel Cardenas Jr_ Chief Academic Officer_ San Diego Global Knowledge University 2017-09-13	September 13	support@sdgku.com		9/13/2017	Yes	Dr. Miguel Cardenas Jr, Chief Academic Officer, San Diego Global Knowledge University	Completed
Ravish Shah2017-09-13	September 13	contact@ihtedu.com		9/13/2017	Yes	Ravish Shah	Completed
Brent D. Murphy2017-09-13	September 13	info@rtvvt.edu		9/13/2017	Yes	Brent D. Murphy	Completed



MENU

[ACICS Home](#)

[Administrator \(Steven Gelfound\)](#) ► [Member Center Help](#) ► [Recognition Support](#)

new document or drag files here

All Documents

My Documents

SAVE THIS VIEW

<input type="checkbox"/>	Name	Modified	Modified By	Checked Out To	Date	Sign	Name or Signature	PDI Converter
<input type="checkbox"/>	Sonia ETE2017-09-13	September 13	aca@bhdi.edu		9/13/2017	Yes	Sonia FTF	Completed
<input type="checkbox"/>	Jane M. Parker 2017-09-13	September 13	acicsl@schiller.edu		9/13/2017	Yes	Jane M. Parker	Completed
<input type="checkbox"/>	Jennie Ta 2017-09-13	September 13	info@ciam.edu		9/13/2017	Yes	Jennie Ta	Completed
<input type="checkbox"/>	Lyonel Coriolan - CEO2017-09-13	September 13	admissions@emergingtech.edu		9/13/2017	Yes	Lyonel Coriolan CLO	Completed



**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](mailto:bstewart@bryanu.edu) in connection with this letter of support.

Sincerely,

(b)(6)

Brian D. Stewart, President/CEO  
Bryan University



# BEVERLY HILLS DESIGN INSTITUTE

8484 WILSHIRE BLVD, SUITE 730  
BEVERLY HILLS, CA 90211  
TEL 310 360 8888  
FAX 310 857 6974  
WWW.BHDI.EDU  
USDOE SCHOOL CODE: 04185500  
SEVIS SCHOOL CODE: LOS214F01431000

## OFFICE OF THE PRESIDENT

Herman Bounds Jr., Ed.S., Director  
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 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 procedure, 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(a).

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

Sincerely,

(b)(6)

Sonia EFE  
President  
Beverly Hills Design Institute  
T 310 360 8888 Ext 100  
D 310 877 1368  
F 310 857 6974  
[soniaefe@bhdi.edu](mailto:soniaefe@bhdi.edu)  
[www.bhdi.edu](http://www.bhdi.edu)

# **Southern**

**TECHNICAL COLLEGE**

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.

# **Southern**

**TECHNICAL COLLEGE**

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).

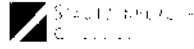
I can be reached at

in connection with this letter of support.

Sincerely,

(b)(6)

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](mailto:jbodimer@ahed.com) in connection with this letter of support.

Sincerely,

(b)(6)

Jeffrey L. Bodimer  
Chief Operations / Compliance Officer  
American Higher Education Development Corporation





**LIBI** LONG ISLAND  
BUSINESS INSTITUTE  
*The College for Career Education*

FLUSHING (Main Campus)	MANHATTAN	COMMACK
156-18 34 <sup>th</sup> Avenue, 2 <sup>nd</sup> Floor Flushing, NY 11354 Phone: 718-839-6300 Fax: 718-839-6231	408 Broadway, 2 <sup>nd</sup> Floor New York, NY 10013 Phone: 212-226-7300 Fax: 212-431-8294	6500 Jericho Turnpike Commack, NY 11725 Phone: 631-499-7100 Fax: 631-521-1113

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





**LIBI** LONG ISLAND  
BUSINESS INSTITUTE  
*The College for Career Education*

FLUSHING (Main Campus)	MANHATTAN	COMMACK
136-18-39 Ave - 5 <sup>th</sup> Floor Flushing, N.Y. 11354 Phone: 718-939-5100 Fax: 718-939-5255	408 Broadway 2 <sup>nd</sup> Floor New York, N.Y. 10013 Phone: 212-276-7300 Fax: 212-431-6294	6500 Jericho Turnpike Commack, N.Y. 11725 Phone: 631-499-7100 Fax: 631-911-0113

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 718-939-5100 or at [aventurino@libi.edu](mailto:aventurino@libi.edu) in connection with this letter of support.

Sincerely,

(b)(6)

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:

**§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 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@saec.edu](mailto:r.hendrickson@saec.edu) in connection with this letter of support.

Best,

(b)(6)

Robert M. Hendrickson  
Manager of Compliance  
SAE Institutes, North America

# Manhattan School of Computer Technology

931 Coney Island Ave. • Brooklyn, NY 11230 • (718) 360-1534 • Fax (718) 851-8302

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](mailto:gshumskaya@manhattanschool.edu) in connection with this letter of support.

Sincerely,

(b)(6)

Galina Shumskaya, School Director, Manhattan School of Computer Technology

# FLORIDA CAREER COLLEGE

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,

(b)(6)

Fardad Fateri



UNIVERSITY

**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 the two decades.

Dr. Herman Bounds Jr.  
Director  
Accreditation Group

Dr. Herman Bounds Jr.  
Vice President  
Accreditation and Compliance



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@dewey.edu](mailto:miguel.rivera@dewey.edu) in connection with this letter of support.

Sincerely,

(b)(6)

Miguel Angel Rivera  
Vice president of Accreditation and Compliance



University of North America  
4375 Fair Lakes Court  
Fairfax, VA 22033  
[www.uona.edu](http://www.uona.edu)  
571-633-9651

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](mailto:jill.martin@uona.edu) in connection with this letter of support.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Jill Martin. The text "(b)(6)" is written in the top-left corner of the box.

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

Re: 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 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,

(b)(6)

Dr. David F. 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 a 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](mailto:rshah@aihtedu.com) in connection with this letter of support.

Sincerely,

(b)(6)

Ravish Shah  
Director  
AIHT Education



## San Diego University for Integrative Studies

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



## San Diego University for Integrative Studies

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,

(b)(6)

Cristina Versari, PhD  
Chief Executive Officer

(b)(6)

Raymond J Trybus, PhD  
President





# Bay Area Medical Academy

530 Bush, Suite 201  
San Francisco, CA 94108  
Tel: 415-217-0077

December 15, 2017

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

Dear Department of Education Staff:

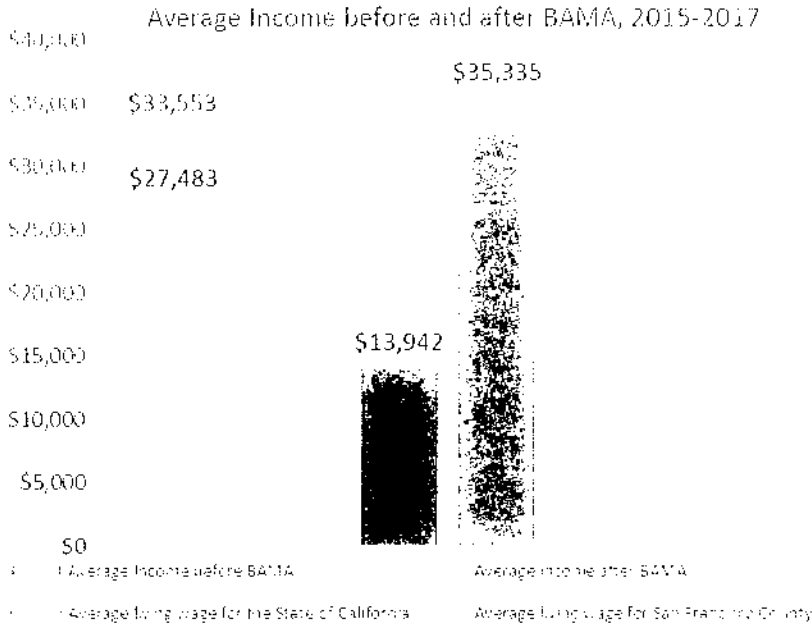
I am writing in support of the re-recognition of Accrediting Council for Independent Colleges and Schools (ACICS) by the US Department of Education.

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=yUzVstoPjTg>)

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,

(b)(6)

[Redacted signature box]

Simbrida Cvejić

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,

(b)(6)

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



**SOUTH COAST COLLEGE**

2011 WEST CHAPMAN AVENUE, ORANGE, CALIFORNIA 92868

WWW.SOUTHCOASTCOLLEGE.EDU

714-867-5009 PHONE 714-867-5026 FAX

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 Liferhacker 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,

(b)(6)



Jean Gonzalez

President, South Coast College



**NIELS BROCK**  
EDUCATION SINCE 1863

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.

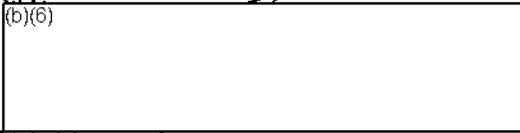


**NIELS BROCK**  
EDUCATION SINCE 1827

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,

(b)(6)



Anya Eskildsen  
President  
Niels Brock Copenhagen Business College





**SOUTHERN STATES**  
UNIVERSITY

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.

San Diego Campus  
123 Camino de la Reina  
Suite 100 East  
San Diego, CA 92108  
(619) 298-1829  
[www.ssu.edu](http://www.ssu.edu)

Newport Beach Campus  
1601 Dove Street  
Suite 105  
Newport Beach, CA 92660  
(949) 833-8868

Las Vegas Campus  
3100 W Sahara Ave  
Suite 108  
Las Vegas, NV 89102  
(702) 383-4088  
[info@ssu.edu](mailto:info@ssu.edu)

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](mailto:jtucker@ssu.edu) in connection with this letter of support.

Sincerely,

(b)(6)

John D. Tucker  
Chancellor

San Diego Campus  
123 Camino de la Reina  
Suite 100 East  
San Diego, CA 92108  
(619) 298-1829  
[www.ssu.edu](http://www.ssu.edu)

Newport Beach Campus  
1601 Dove Street  
Suite 105  
Newport Beach, CA 92660  
(949) 833-8868

Las Vegas Campus  
3100 W Sahara Ave  
Suite 108  
Las Vegas, NV 89102  
(702) 383-4088  
[info@ssu.edu](mailto:info@ssu.edu)

EST 1964  
**SCHILLER**  
INTERNATIONAL UNIVERSITY

Paris • Madrid • Heidelberg • Florida • Online

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.

Madrid • Paris • Heidelberg • Florida • Online  
Calle Serrano 156 Plaza de la República Argentina 28002 Madrid Spain Tel: +34 (91) 448 - 2488  
Fax: +34 (91) 445 - 2110 E-mail: [schiller\\_madrid@schiller.edu](mailto:schiller_madrid@schiller.edu) [www.schiller.edu](http://www.schiller.edu)



Schiller International University is accredited in the United States by the Accrediting Council for Independent Colleges and Schools (ACICS). Schiller International University's Madrid campus is recognized by the Consejería de Educación de la Comunidad de Madrid (local higher education authorities).

EST 1964  
**SCHILLER**  
INTERNATIONAL UNIVERSITY

Paris • Madrid • Heidelberg • Florida • Online

---

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,

(b)(6)

Manuel Alonso, Ph.D.  
President

---

Madrid • Paris • Heidelberg • Florida • Online

Calle Serrano 156 Plaza de la República Argentina 28002 Madrid Spain Tel: +34 (91) 448 - 2488  
Fax: +34 (91) 445 - 2110 E-mail: [schiller\\_madrid@schiller.edu](mailto:schiller_madrid@schiller.edu) [www.schiller.edu](http://www.schiller.edu)



Schiller International University is accredited in the United States by the Accrediting Council for Independent Colleges and Schools (ACICS). Schiller International University's Madrid campus is recognized by the Consejería de Educación de la Comunidad de Madrid (local higher education authorities).



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.

---

American University in Bosnia and Herzegovina

Mije Keroševića Guje 3, 75000 Tuzla, Bosnia and Herzegovina Tel: +387 35 321 050; Fax: +387 35 340 100 ID Broj: 4209750670009  
E-mail: [contact@aubih.edu](mailto:contact@aubih.edu) Web: <http://www.aubih.edu>

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](mailto:denis.prcic@aubih.edu) or +387 35 321 050 in connection with this letter of support.

Sincerely

(b)(6)

President  
American University in Bosnia and Herzegovina



# Empire College

Business • Law • Technology • Medical

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.

3035 Cleveland Avenue  
Santa Rosa, CA 95403

[www.empcol.edu](http://www.empcol.edu)  
Voice 707•546•4000  
Fax 707•546•4058  
[info@empcol.edu](mailto:info@empcol.edu)

Ms. Michelle Edwards  
December 14, 2017  
Page 2

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,

(b)(6)



Chairman, CEO & President



2012-2014 With Distinction



2015 - Sonoma County





**BERGIN UNIVERSITY OF CANINE STUDIES**

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, scroungy 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 in 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 antidotal 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.

5860 Labath Avenue – Rohnert Park – CA – 94928 – (707) 545-3647 – [www.berginu.edu](http://www.berginu.edu)

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,

(b)(6)

Bonita (Bonnie) Bergin  
President

PS Attached please find the roster of our Program Advisory Boards



MIAMI REGIONAL UNIVERSITY

**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](mailto:osanchez@mru.edu)  
[www.mru.edu](http://www.mru.edu)

December 8, 2017

Mr. Herman Bounds, Jr.  
Director, Accreditation Group  
U. S. Department of Education  
Office of Post-Secondary Education  
I.BJ 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,

(b)(6)

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



We Build Careers...Let us build one for you!

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.

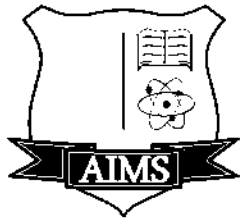
The College was first accredited in 1950's by the Accrediting Commission for Business Schools now known as Accrediting Council for Independent Colleges and Schools (ACICS). Given our history with ACICS and my experience working with other accrediting agencies, I strongly support the efforts that ACICS 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

(b)(6)

Judith Sutton  
President

enclosures



American  
Institute of  
Medical  
Sciences &  
Education

---

## AIMS EDUCATION

4500 New Brunswick Ave, Piscataway, NJ 08854

Phone: (908) 222-0002 Fax: (908) 450-6111

[WWW.AIMSEDCATION.EDU](http://WWW.AIMSEDCATION.EDU)

*Excellence & Success*

March 3, 2017

Ms. Perliter 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,

(b)(6)

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,

(b)(6)

Scott S. Rogers,  
Campus President



148 Willey Street, Morgantown, WV

304-296-8282  
Fax 304-581-6990  
www.wvjc.edu

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,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top left corner. The rest of the box is empty, indicating that the signature and name of the sender have been redacted.

Chad T. Callen  
Campus President/Owner





1000 VIRGINIA STREET EAST • CHARLESTON, WV 25301  
304-345-2820 • 1-800-924-5208 • Fax: 304-345-1425

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,

(b)(6)

\_\_\_\_\_  
Campus President

*"Great Career, Great Life"*

# SouthHills

School of Business & Technology

*Changing Lives Since 1970*

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](mailto:paulmazza@southhills.edu).

Kindest regards,

(b)(6)

S. Paul Mazza, III  
President

#### STATE COLLEGE

480 Waupelani Drive  
State College, PA 16801  
[statecollege@southhills.edu](mailto:statecollege@southhills.edu)  
Phone 814-234-7755

#### ALTOONA

508 58th Street  
Altoona, PA 16602  
[altoona@southhills.edu](mailto:altoona@southhills.edu)  
Phone 814-944-6134

#### LEWISTOWN

124 East Market Street  
Lewistown, PA 17044  
[lewistown@southhills.edu](mailto:lewistown@southhills.edu)  
Phone 717-248-8140

[southhills.edu](http://southhills.edu)

1-888-282-7427



# BRADFORD SCHOOL

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,

(b)(6)

Dennis Bartels  
President



**SAN IGNACIO  
DE LOYOLA**

Av. La Paz 1002  
La Molina, Lima 15001  
Perú  
www.usil.edu.pe

Lima, December 01, 2017

ACICS ID: 00061155 (MC)

Via e-mail and regular mail

Ms. Michele 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 14<sup>th</sup> 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.



(b)(6)

Ramiro Sotelo Bravo  
President

cc: Ms. Perliter Walters-Gilliam, ACICS Vice President of Accreditation  
([pwgilliam@acics.org](mailto:pwgilliam@acics.org))  
Ms. Cathy Sheffield, Accreditation and State Liaison, US Department of Education  
([caslrecordsmanager@ed.gov](mailto:caslrecordsmanager@ed.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,

(b)(6)

Doyle Happe  
President/Co-founder  
Center for Advanced Legal Studies



November 15, 2017

ELECTRONIC DELIVERY

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,

(b)(6)

Jeremy Imbrescia  
CEO/President  
Douglas Education Center  
130 Seventh Street  
Monessen, PA 15062  
724-653-2213  
[jimbrescia@dec.edu](mailto:jimbrescia@dec.edu)

Enclosure



EAGLE GATE COLLEGE GROUP

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,

(b)(6)

Chuck Ericson  
President  
Eagle Gate College Group



595 Hirst Road, Newlands  
P.O. Box 136 Grand Cayman KY1-1501 Cayman Islands  
Campus: 345.947.1100  
icci.edu.ky

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,

(b)(6)

A rectangular box with a black border, used to redact the signature of Mike Mannisto. The text "(b)(6)" is written in the top-left corner of the box.

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



NEW YORK INSTITUTE  
OF  
ENGLISH AND BUSINESS

---

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,

(b)(6)

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,

(b)(6)

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,

(b)(6)

Michael Bottini,  
President and General Manager  
SAE North America

cc: Scott Jones, CEO, Navitas Careers & Industry  
Robert Aguiar, Campus Director  
Dr. Michele Ernst, Dean

 **Spencerian College**  
*Quality Education Since 1892*

*Part of The Sullivan University System*

4627 Dixie Highway | Louisville, Kentucky 40216  
502-447-1000 | 800-264-1799 | 502-447-4574 fax | spencerian.edu

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

(b)(6)

Jan Gordon  
Executive Director



October 24, 2017

Ms. Perliter Walters-Gilliam  
Vice President of Accreditation  
ACICS  
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 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,

(b)(6)

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 know 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@ccdc.edu](mailto:president@ccdc.edu) (email).

Sincerely,

(b)(6)

Richard K. Kim  
President  
Columbia College  
(703)206-0508  
[president@ccdc.edu](mailto:president@ccdc.edu)

---

## STUDENTS

[www.ccdc.edu](http://www.ccdc.edu)  
Tel: (703)206-0508  
Fax: (703)206-0488

### Tysons Main Campus

8620 Westwood Center Drive  
Vienna, Virginia 22182  
(703) 206-0508

### Centreville Extension

5940 Centreville Crest Lane  
Centreville, Virginia 20121  
(703) 266-0508

### Silver Spring Extension

12125 Veirs Mill Road  
Silver Spring, Maryland 20906  
(301) 929-0565

**From:** [Roger J Williams](#)  
**To:** [Katie Morrison](#)  
**Subject:** FW: Wright Graduate University is now accredited by DEAC  
**Date:** Wednesday, July 19, 2017 8:43:41 AM

Good morning Katie,

FYI: please process the resignation letter.

Roger J. Williams  
Interim President  
[rjwilliams@acics.org](mailto:rjwilliams@acics.org)

**From:** Roger J Williams <[rjwilliams@acics.org](mailto:rjwilliams@acics.org)>  
**Date:** Wednesday, July 19, 2017 at 7:29 AM  
**To:** Kate Holmquest <[kate@wrightgrad.edu](mailto:kate@wrightgrad.edu)>  
**Cc:** Michael Zwell <[mike@wrightgrad.edu](mailto: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](mailto:rjwilliams@acics.org)

**From:** Kate Holmquest <[kate@wrightgrad.edu](mailto:kate@wrightgrad.edu)>  
**Date:** Tuesday, July 18, 2017 at 3:52 PM  
**To:** Roger J Williams <[rjwilliams@acics.org](mailto:rjwilliams@acics.org)>  
**Cc:** Michael Zwell <[mike@wrightgrad.edu](mailto: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 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](http://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: 00147010)  
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: 00011333)  
Altierus Career College-Arlington (Mid-Cities), Texas (ID: 00020754)

Everest University-Tampa Florida (ID: 00011334) 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.

(Page 2 of 2)

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](mailto:jandrews@zenith.org)) or please call me at 213-634-6742 or email me at [pjtaylor@ecmc.org](mailto:pjtaylor@ecmc.org).

Sincerely Yours,

(b)(6)

A large rectangular box with a black border, used to redact the signature of Peter J. Taylor. The text "(b)(6)" is written in the top-left corner of the box.

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

  
MONTEREY PENINSULA  
COLLEGE

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

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 (ACCJC) 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,

(b)(6)

Judec A. Timm, 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

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

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,

(b)(6)

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,

(b)(6)

A rectangular box with a black border, used to redact the signature of Steve Johnson. The text "(b)(6)" is written in the top-left corner of the box.

Steve Johnson  
CEO, Laurus College  
805 267 7388 ph.  
[steve.johnson@LaurusCollege.edu](mailto:steve.johnson@LaurusCollege.edu)  
421 E. 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, RDCS**  
**Coordinator of Education Affairs**



480 Lordship Blvd, Stratford, CT 06615 | web: [www.aihtedu.com](http://www.aihtedu.com)

Email: [dmathew@aihtedu.com](mailto:dmathew@aihtedu.com) | Phone (off): (203) 870-8400 | e-fax: (203) 803-4800

*Approved by Office of Higher Education  
State of Connecticut*

February 14<sup>th</sup>, 2018

Good Afternoon,

I work at a school where 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 made 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](http://www.aihtedu.com)

Email: [lfox@aihtedu.com](mailto: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**



480 Lordship Blvd, Stratford, CT 06615 | web: [www.aihtedu.com](http://www.aihtedu.com)

Email: [rshah@aihtedu.com](mailto:rshah@aihtedu.com) Phone (off): (203) 870-8400 X 111 | e-fax: (203) 803-4800

*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

## Perliter Walters-Gilliam

---

**From:** l.moser@firstladypermanente.com  
**Sent:** Wednesday, September 06, 2017 6:01 PM  
**To:** Initial Applicants  
**Subject:** Becoming accredited

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](http://www.firstladypermanente.com)

"Together We Can Save Lives"

**CONFIDENTIALITY NOTICE:**This email transmission and any accompanying document(s) are confidential and/or privileged. They are intended for the sole use of the addressee. If you receive this transmission in error, you are advised that any disclosure, copying, printing, review, distribution, the taking of any action in reliance upon the information, or any other use is strictly prohibited. Moreover, any such inadvertent disclosure shall not compromise or waive privileges as to this communication or otherwise. If you have received this email in error, please immediately notify the sender by reply e-mail. Also, please delete this e-mail from your files if you are not the intended recipient. Thank you.



## Perlter Walters-Gilliam

---

**From:** Ziad Shraideh <zshraideh@ju.edu.jo>  
**Sent:** Tuesday, December 20, 2016 8:46 AM  
**To:** Initial Applicants  
**Subject:** Accreditation of Biology Department-Univ of Jordan-Amman

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  
19.12.2016

## Perlter Walters-Gilliam

---

**From:** Quality AMS <(b)(6)@gmail.com>  
**Sent:** Tuesday, March 07, 2017 3:37 PM  
**To:** Initial Applicants  
**Subject:** Applied Medical Science, UOH, KSA

--

السلام عليكم  
**ALSLAMOALEKUM**

**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

## **Perlter Walters-Gilliam**

---

**From:** ThomasWinston Morgan <twmorgan@ipsl.org>  
**Sent:** Wednesday, December 20, 2017 2:00 PM  
**To:** Perlter Walters-Gilliam  
**Subject:** Inquiry re: accreditation

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](mailto:twmorgan@ipsl.org)  
office: +1.503.395.IPSL (4775)  
fax: +1.503.954.1881  
Skype ipslthomas  
[www.ipsl.org](http://www.ipsl.org)

## Perlter Walters-Gilliam

---

**From:** Aizza Soberano <aizza@design-institute.com>  
**Sent:** Monday, July 10, 2017 7:41 AM  
**To:** Initial Applicants  
**Subject:** Application for Accreditation - Request for Information

Kind attention: Ms. Perlter 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](http://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 FZE  
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](http://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**

**2017-2018 Directory of  
CHEA-Recognized Organizations**

*Updated May 2018*

**CHEA**

## **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.

©Copyright 2017 Council for Higher Education Accreditation. All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

### **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](mailto:chea@chea.org) • web: [www.chea.org](http://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](mailto:accjc@accjc.org)  
Web: [www.accjc.org](http://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 career or technically oriented baccalaureate degree, in colleges 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](mailto:bgdanley@hlcommission.org)  
Web: [www.hlcommission.org](http://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  
3624 Market Street, 2nd Floor West  
Philadelphia, PA 19104  
Phone: 267-284-5000  
Fax: 215-662-5501  
E-mail: [info@msche.org](mailto:info@msche.org)  
Web: [www.msche.org](http://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 via 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](mailto: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 widely 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: 404-679-4500

Fax: 404-679-4528

E-mail: [bwheelan@sacscoc.org](mailto:bwheelan@sacscoc.org)

Web: [www.sacscoc.org](http://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)**

Jamienne S. Studley, President

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: 510-748-9001

Fax: 510-748-9797

E-mail: [wasc@wscuc.org](mailto:wasc@wscuc.org)

Web: [www.wscuc.org](http://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 when 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](mailto:coa@abhe.org)  
Web: [www.abhe.org](http://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-vocational and general studies. (2007)*

### **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: 212-533-5335  
E-mail: [office@aarts-schools.org](mailto:office@aarts-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)*

### **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](mailto:ats@ats.edu)  
Web: [www.ats.edu](http://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)*

### **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](mailto:info@tracs.org)  
Web: [www.tracs.org](http://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: 202-336-6780

Fax: 202-842-2593

E-mail: [info@acics.org](mailto:info@acics.org)

Web: [www.acics.org](http://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 including 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](mailto:info@deac.org)

Web: [www.deac.org](http://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 (51 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; computing 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 Audiology Education (ACAE)**

Meggan Olek, Director  
11480 Commerce Park Drive, Suite 220  
Reston, VA 20191  
Phone: 202-986-9550  
Fax: 202-986-9500  
Email: info@acaaccred.org  
Web: www.acaaccred.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 Commission for Education in Nursing (ACEN)**

Marsal P. Stoll, Chief Executive Officer  
3343 Peachtree Road, NE, Suite 850  
Atlanta, GA 30326  
Phone: 404-975-5000  
Fax: 404-975-5020  
E-mail: mstoll@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 via distance education. (2011)*

### **Accreditation Council for Business Schools and Programs (ACBSP)**

Steven Parscale, Ph.D., Chief Accreditation Officer  
11520 West 119th Street  
Overland Park, KS 66213  
Phone: 913-339-9356  
Fax: 913-339-6226  
E-mail: sparscale@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, and doctorate degree levels worldwide. (2010)*

## PROGRAMMATIC ACCREDITING ORGANIZATIONS *(continued)*

### **Accreditation Council for Pharmacy Education (ACPE)**

Peter H. Vlasses, Executive Director  
135 South LaSalle Street, Suite 4100  
Chicago, IL 60603-4810  
Phone: 312-664-3575  
Fax: 312-664-4652

E-mail: [info@acpe-accredit.org](mailto: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 Council on Optometric Education (ACOE)**

Joyce L. Urbeck, Director  
243 North Lindbergh Boulevard  
St. Louis, MO 63141  
Phone: 314-991-4100 ext. 4246  
Fax: 314-991-4101

E-mail: [accredit@aoa.org](mailto:accredit@aoa.org)

Web: <http://www.theacoc.org>

*Recognized by the Council for Higher Education Accreditation,  
September 2012*

### **CHEA-Recognized Scope of Accreditation**

*Professional optometric degree programs (doctoral level), optometric  
technician programs (associate degree and certificate level), and optometric  
residency programs (postdoctoral level) in the United States and Canada.  
(2012)*

### **Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)**

Sharon L. Luke, Executive Director  
12000 Findley Road, Suite 275  
Johns Creek, GA 30097  
Phone: 770-476-1224

Fax: 770-476-1738

E-mail: [arc-pa@arc-pa.org](mailto:arc-pa@arc-pa.org)

Web: [www.arc-pa.org](http://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 degrees  
in conjunction with the PA credential award. (2015)*

### **Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)**

Susanne Shaw, Executive Director  
Stauffer-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](mailto:sshaw@ku.edu)

Web: [www2.ku.edu/~accjmc](http://www2.ku.edu/~accjmc)

*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*

#### **CHEA-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 will also accredit bachelor's or master's programs with a digital evidence concentration. (2015)*

### **American Association of Family and Consumer Sciences (AAFCS-CFA)**

#### **Council for Accreditation**

Carolyn Jackson, Chief Executive Officer  
400 North Columbus Street, Suite 202  
Alexandria, VA 22314  
Phone: 703-706-4600, 800-424-8080  
Fax: 703-706-4663  
E-mail: accreditation@aaafs.org  
Web: www.aafcs.org  
*Recognized by the Council for Higher Education Accreditation,  
May 2001*

#### **CHEA-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 profession's career specializations. (2001)*

### **American Board of Funeral Service Education (ABFSE) Committee on Accreditation**

Robert C. Smith III, Executive Director  
992 Mantua Pike, Suite 108  
Woodbury Heights, NJ 08097  
Phone: 816-233-3747  
Fax: 856-579-7354  
E-mail: exdir@abfse.org  
Web: www.abfse.org  
*Recognized by the Council for Higher Education Accreditation,  
May 2012*

#### **CHEA-Recognized Scope of Accreditation**

*Funeral service/monetary science education programs at the associate (or comparable) and baccalaureate levels in the United States. (2012)*

### **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: acce@acce-hq.org  
Web: www.acce-hq.org  
*Recognized by the Council for Higher Education Accreditation,  
January 2011*

#### **CHEA-Recognized Scope of Accreditation**

*Master's, baccalaureate and associate degree programs in construction, construction science, construction management and construction technology located in North America and Australia. (2017)*

## PROGRAMMATIC ACCREDITING ORGANIZATIONS *(continued)*

### **American Culinary Federation Education Foundation, Inc. (ACFEF-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@acfcchefs.net  
Web: www.acfcchefs.org

*Recognized by the Council for Higher Education Accreditation, January 2004*

#### **CHEA-Recognized Scope of Accreditation**

*The ACFEF 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: accred@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 Bibliothèques (CFLA-FCAB). (2017)*

### **American Occupational Therapy Association (AOTA-ACOTE) Accreditation Council for Occupational Therapy Education**

Barbara Ostrove, 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: accred@aota.org  
Web: www.acoteonline.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 baccalaureate/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: sandrawise@apta.org  
Web: www.captconline.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 paraprofessional physical therapist assistant technical education programs offered at the associate degree level by higher education institutions in the United States only. (2012)*



## PROGRAMMATIC ACCREDITING ORGANIZATIONS *(continued)*

### **American Podiatric Medical Association (APMA-CPME) Council on Podiatric Medical Education**

Heather M. Stagliano, DHSc, Director

9312 Old Georgetown Road

Bethesda, MD 20814-1621

Phone: 301-571-9200

Fax: 301-571-4903

E-mail: hmstagliano@cpme.org

Web: www.cpme.org

*Recognized by the Council for Higher Education Accreditation,  
April 2004*

### **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 Remondet 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: apaaccred@apa.org

Web: www.apa.org

*Recognized by the Council for Higher Education Accreditation,  
January 2013*

### **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)*

### **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: 847-925-8070

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**

*Schools and programs that offer the professional Doctor of Veterinary Medicine degree, or its equivalent, in the United States and Canada. The Council may also accredit foreign veterinary colleges. (2015)*

### **Association of Technology, Management, and Applied Engineering (ATMAE)**

Caitlin Schwab-Falzone, Director of Accreditation

275 N. York Street, Suite 401

Elmhurst, IL 60126

Phone: 630-433-4514

Fax: 630-563-9181

E-mail: accreditation@atmac.org

Web: www.atmac.org

*Recognized by the Council for Higher Education Accreditation,  
April 2013*

### **CHEA-Recognized Scope of Accreditation**

*Associate, baccalaureate, and master's degree programs in technology, applied technology, engineering technology, and technology-related disciplines delivered at national or regional accredited institutions in the United States. (2011)*

## 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**

*To 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 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 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 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 polysomnography programs offered by these programs. CoARC accreditation activities are limited to programs in the United States and its territories. (2017)*

## PROGRAMMATIC ACCREDITING ORGANIZATIONS *(continued)*

### **Commission on Accreditation of Allied Health Education Programs (CAAHEP)**

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@caahep.org](mailto:mail@caahep.org)  
Web: [www.caahep.org](http://www.caahep.org)

*Recognized by the Council for Higher Education Accreditation, September 2011*

#### **CHEA-Recognized Scope of Accreditation**

*Accredits certificate, diploma, associate, bachelor's and master's degree programs in the following disciplines: anesthesiologist assistant, cardiovascular technologist, cytotechnologist, diagnostic medical sonographer, emergency medical services-paramedic, exercise science professional, kinesiotherapist, medical assistant, medical illustrator, neurodiagnostic technologist, orthotist and prosthetist, perfusionist, polysomnographic technologist, recreational therapist, specialist in blood bank technology, surgical assistant and surgical technologist. 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](mailto:Pamela@caate.net)  
Web: [www.caate.net](http://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: [astanowski@cahme.org](mailto:astanowski@cahme.org)  
Web: [www.cahme.org](http://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 master'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](mailto:campep@campep.org)  
Web: [www.campep.org](http://www.campep.org)

*Recognized by the Council for Higher Education Accreditation, September 2017*

#### **CHEA-Recognized Scope of Accreditation**

*Accreditation of master's-level and doctorate-level graduate programs, clinical residency programs, doctorate in medical physics programs, and certificate programs in North America (USA and Canada). (2017)*

## PROGRAMMATIC ACCREDITING ORGANIZATIONS *(continued)*

### **Commission on Opticianry Accreditation (COA)**

Debra White, Director of Accreditation

PO Box 592

Canton, NY 13617

Phone: 703-468-0566

Email: [director@COAccreditation.com](mailto:director@COAccreditation.com)

Web: [www.coaccreditation.com](http://www.coaccreditation.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 ophthalmic laboratory 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)*

### **Commission on Sport Management Accreditation (COSMA)**

Heather Alderman, Executive Director

2236 Water Blossom Lane

Fort Collins, CO 80526

Phone: (202) 329-1189

Email: [cosma@cosmaweb.org](mailto:cosma@cosmaweb.org)

Web: [www.cosmaweb.org](http://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 Accreditation of Counseling and Related Educational Programs (CACREP)**

Dr. Charles F. (Rick) Gressard, Interim President and Chief Executive Officer

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

Phone: 703-535-5990

Fax: 703-739-6209

E-mail: [cacrep@cacrep.org](mailto:cacrep@cacrep.org)

Web: [www.cacrep.org](http://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.

### **Council for Interior Design Accreditation (CIDA)**

Holly Mattson, Executive Director

206 Grandville Avenue, Suite 350

Grand Rapids, MI 49503

Phone: 616-458-0400

Fax: 616-458-0460

E-mail: [info@accredit-id.org](mailto:info@accredit-id.org)

Web: [www.accredit-id.org](http://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@cshse.org](mailto:info@cshse.org)  
Web: [www.cshse.org](http://www.cshse.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 for the Accreditation of Educator Preparation (CAEP)**

Christopher A. Koch, President  
1140 19th Street NW, Suite 400  
Washington, DC 20036  
Phone: 202-223-0077  
Fax: 202-296-6620  
Email: [caep@caepnet.org](mailto:caep@caepnet.org)  
Web: [www.caepnet.org](http://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 Academic Accreditation in Audiology and Speech-Language Pathology (CAA-ASHA)**

#### **American Speech-Language-Hearing Association**

Kimberlee Moore, Director of Accreditation  
2200 Research Blvd. #310  
Rockville, MD 20850-3289  
Phone: 301-296-5700  
Fax: 301-296-8570

E-mail: [accreditation@asha.org](mailto: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 preaccreditation (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 on Accreditation of Nurse Anesthesia Educational Programs (COA)**

Francis R. Gerbasi, Executive Director  
222 South Prospect Avenue  
Park Ridge, IL 60068-4010  
Phone: 847-655-1160  
Fax: 847-692-7137  
E-mail: [Accreditation@coa.us.com](mailto: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@cce-usa.org](mailto:cce@cce-usa.org)  
Web: [www.cce-usa.org](http://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 solitary purpose  
chiropractic institutions leading to the Doctor of Chiropractic (D.C.)  
degree in the United States. (2014)*

### **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.)*

### **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](mailto:sborasky@cswe.org)  
Web: [www.cswe.org](http://www.cswe.org)

*Recognized by the Council for Higher Education Accreditation,  
April 2003*

#### **CHEA-Recognized Scope of Accreditation**

*Baccalaureate and master's degree programs in social work in the United  
States and its territories. (2012)*

### **International Accreditation Council for Business Education (IACBE)**

Dr. Phyllis Okrepkie, President  
11374 Strang Line Road  
Lenexa, KS 66215  
Phone: 913-631-3009  
Fax: 913-631-9154  
Email: [iacbe@iacbe.org](mailto:iacbe@iacbe.org)  
Web: [www.iacbe.org](http://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  
E-mail: [admin@ifsac.org](mailto:admin@ifsac.org)  
Web: [www.ifsac.org](http://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 levels offered by colleges and universities in the United States and throughout the world. (2017)*

### **Joint Review Committee on Education in Radiologic Technology (JRCERT)**

Leslie Winter, Chief Executive Officer  
20 North Wacker Drive, Suite 2850  
Chicago, IL 60606-3182  
Phone: 312-704-5300  
Fax: 312-704-5304  
E-mail: [mail@jrcert.org](mailto:mail@jrcert.org)  
Web: [www.jrcert.org](http://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 housed in institutionally accredited, degree granting institutions and hospital/medical centers that only award certificates. The geographic boundaries of JRCERT accreditation activities are within the United States and its territories, commonwealths, and possessions. (2013)*

### **Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)**

Jan M. Winn, Executive Director  
820 W. Danforth Road, #B1  
Edmond, OK 73003  
Phone: 405-285-0546  
Fax: 405-285-0579  
E-mail: [mail@jrcnmt.org](mailto:mail@jrcnmt.org)  
Web: [www.jrcnmt.org](http://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 baccalaureate degrees. Programs must be located in the territorial United States, its protectorates and possessions and may be offered in a traditional or distance education format. (2013)*

### **Landscape Architectural Accreditation Board (LAAB-ASLA)**

**American Society of Landscape Architects**  
Kristopher D. Pritchard, Executive Director  
636 Eye Street, NW  
Washington, DC 20001-3736  
Phone: 202-216-2359  
Fax: 202-898-1185  
E-mail: [kpritchard@asla.org](mailto:kpritchard@asla.org)  
Web: [www.asla.org/laab](http://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)*

## PROGRAMMATIC ACCREDITING ORGANIZATIONS *(continued)*

### **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@naacsls.org](mailto:dcearlock@naacsls.org)

Web: [www.naacsls.org](http://www.naacsls.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, histotechnologist, histotechnician, pathologist assistant, diagnostic molecular scientist, cytogenetic technologist, phlebotomist, and clinical assistant. (2013)*

### **National Recreation and Park Association (NRPA) Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)**

Jennifer Stromberg, Awards and Accreditation Manager

22377 Belmont Ridge Road

Ashburn, VA 20148

Phone: 703-858-0784

Fax: 703-858-0794

E-mail: [coaprt@nrpa.org](mailto:coaprt@nrpa.org)

Web: [www.nrpa.org/coa](http://www.nrpa.org/coa)

*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)*

### **Network of Schools of Public Policy, Affairs, and Administration (NASPAA)**

#### **Commission on Peer Review and Accreditation (COPRA)**

Crystal Calaruse, Chief Accreditation Officer

1029 Vermont Ave. Suite 1100

Washington, DC 20005

Phone: 202-628-8965

Fax: 202-626-4978

E-mail: [copra@naspaa.org](mailto:copra@naspaa.org)

Web: [accreditation.naspaa.org](http://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)*

### **Planning Accreditation Board (PAB)**

Jesmaric Johnson, Executive Director

2334 W. Lawrence Ave - Suite 209

Chicago, IL 60625

Phone: 773-334-7200

E-mail: [jjohnson@planningaccreditationboard.org](mailto:jjohnson@planningaccreditationboard.org)

Web: [www.planningaccreditationboard.org](http://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 degrees in urban and regional planning. (2001)*



## PROGRAMMATIC ACCREDITING ORGANIZATIONS *(continued)*

### **Psychological Clinical Science Accreditation System (PCSAS)**

Alan G. Kraut, Executive Director

1800 Massachusetts Ave NW, Suite 402

Washington, DC 20036-1218

Phone: 301-455-8046

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 equivalent) 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: 202-728-0200 ext. 235  
Fax: 202-452-1461  
E-mail: [wbumphus@aacc.nche.edu](mailto:wbumphus@aacc.nche.edu)  
Web: [www.aacc.nche.edu](http://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: [howardm@aascu.org](mailto:howardm@aascu.org)  
Web: [www.aascu.org](http://www.aascu.org)

### **American Council on Education (ACE)**

Ted Mitchell, President  
One Dupont Circle NW, Suite 800  
Washington, DC 20036  
Phone: 202-939-9300  
Fax: 202-464-4899  
E-mail: [president@ace.nche.edu](mailto:president@ace.nche.edu)  
Web: [www.acenet.edu](http://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@au.edu](mailto:leah_norton@au.edu)  
Web: [www.aau.edu](http://www.aau.edu)

### **Association of Specialized and Professional Accreditors (ASPA)**

Joseph Vibert, Executive Director  
3304 N. Broadway Street, #214  
Chicago, IL 60657  
Phone: 773-857-7900  
Fax: 773-857-7901  
E-mail: [aspa@aspa-usa.org](mailto:aspa@aspa-usa.org)  
Web: [www.aspa-usa.org](http://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](mailto:david@naicu.edu)  
Web: [www.naicu.edu](http://www.naicu.edu)

### **Association of Public and Land-grant Universities (APLU)**

Peter McPherson, President  
1307 New York Avenue NW, Suite 400  
Washington, DC 20005  
Phone: 202-478-6040  
Fax: 202-478-6046  
E-mail: [pmpcpherson@aplu.org](mailto:pmpcpherson@aplu.org)  
Web: [www.aplu.org](http://www.aplu.org)

# CHEA

## **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](mailto:chea@chea.org)

*[www.chea.org](http://www.chea.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

# 2018 CECU Annual Convention & Expo

JOIN US AT THE PREMIER EVENT FOR THE POSTSECONDARY CAREER EDUCATION SECTOR

#CECU18



[TRACK OVERVIEW](#) | [SESSION DETAILS](#) |

## Session Details [View Track Descriptions](#)

[Monday, June 4, 2018](#) [Tuesday, June 5, 2018](#) [Wednesday, June 6, 2018](#)

### 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

**Navigating the New Compliance Audit Guide**

Marketing Outreach

**The Silver Bullet in Lead => Enrollment Improvement**

Level Agency

**The Marketing vs. Admissions Divide:**

**Leadership Mindset and High Performance Cultures: How to Thrive in a Time of Accelerating Change**

Cooley LLP

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

**Building a Collaborative Environment to Drive Improved Student Outcomes & ROI**

MDT Marketing and Southeastern College

1 – 2 p.m.

■ Campus Development

**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

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**

Oozle Media

2:15 – 3:15 p.m.

■ Campus Development

**Advanced Analytics Empower Educators**

National Healthcareer Association (NHA)

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

PAIRIN

**Today's training leading to tomorrow's jobs**

Thruline

**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

3:30 – 4:30 p.m.

Plenary Session

**Share Tank**

**Tuesday, June 5, 2018**

9 – 10 a.m.

Plenary Session

**Plenary: A Commitment to Service**

Congressman Brian Mast

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 Marren Babbo & Rose

**Additional Certifications to help Students in today's Job Market."**

American Medical Certification Association

**HR Boot Camp An Overview of Harassment, Discrimination and Bullying on Campus**

Hogan Marren Babbo & Rose and Broadview 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

**Composite Score Ratios Impact of Future Accounting Changes and Neg Reg Discussions of Consequences**

McClintock & Associates, PC

Almich & Associates

Drinker Biddle & Reath LLP

2 – 3 p.m.

■ 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

**Partnering on Soft Skills-S/P2 and Cengage**

Cengage

■ 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

3:30 – 4:30 p.m.

Plenary Session

**Plenary: Accreditation Panel**

**Moderator** David Vice, CECU Board Chair

Florence Tate, ABHES

Michelle Edwards, ACICS

Michale McComis, ACCSC



Peggy Tiderman, ACCET

## Wednesday, June 6, 2018

9 – 10 a.m.	<p>■ Campus Development</p> <p><b>No More Square Pegs in Round Holes: Exploring Adult Learner Mindsets</b></p> <p>Eduventures/NRCCUA</p>	<p>■ Government Relations</p> <p><b>Student Loan Repayment Analytics</b></p> <p>Loan Science</p> <p><b>OIG updated Audit Guide for Proprietary Schools and Servicers</b></p> <p>Department of Education Office of Inspector General</p> <p><b>New Borrower Defense to Repayment Proposed Regulations</b></p> <p>DeLuca Law LLC</p>	<p>Marketing Outreach</p> <p><b>Growing Your High School Student Population - Why now is the right time!</b></p> <p>Association for the Advancement of the College Admissions Profession</p> <p><b>Which test Won?</b></p> <p>Enrollment Resources</p> <p><b>Marketing Speed Dating – Round Two</b></p> <p>Norton   Norris</p>
10:30 a.m. – Noon	<p>Plenary Session</p> <p><b>Closing Plenary: Can We find Consensus: The Future of Postsecondary Career Education</b></p> <p><b>Moderator</b> Doug Lederman, Inside Higher Ed</p> <p>Ben Miller, Center for American Progress</p> <p>Keith Zakarin, Duane Morris</p>		

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.*

© 2016 Career Education Colleges and Universities. All rights reserved.

1530 Wilson Blvd. | Suite 1050 | Arlington, VA 22209 | Phone: 571-970-3941 | Fax: 571-970-6753 | [Contact 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-21

**From:** [Michelle Edwards](#)  
**To:** [Perliter Walters-Gilliam](#)  
**Subject:** FW: CAPPs Annual Conference, Oct 11-13: Invitation for Michelle Edwards, ACICS  
**Date:** Friday, September 08, 2017 8:59:42 AM

**From:** Robert Johnson [mailto:[robert@cappsonline.org](mailto:robert@cappsonline.org)]  
**Sent:** Thursday, August 10, 2017 5:36 PM  
**To:** Michelle Edwards  
**Cc:** 'sanaz@educationaladvisors.com'  
**Subject:** CAPPs Annual Conference, Oct 11-13: Invitation for Michelle Edwards, ACICS

Michelle Edwards  
President, ACICS  
[medwards@acics.org](mailto: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](mailto: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](mailto:robert@cappsonline.org)

*Sanaz*

---

Sanaz Kiesbye

Director of Events Planning | Educational Advisors Inc.

Accreditation and Compliance Guidance

555 E. Ocean Blvd, Ste. 450, Long Beach, CA 90802

main: 562.436.3900 x4 | direct: 949.315.7127 | Fax: 562.436.9300

[sanaz@educationaladvisors.com](mailto:sanaz@educationaladvisors.com) | [www.educationaladvisors.com](http://www.educationaladvisors.com)

Core Values: Integrity – Professionalism – Respect

CONFIDENTIALITY NOTICE: The information contained in this email and any document attached hereto is intended only for the named recipient(s). It is the property of Educational Advisors Inc. and shall not be used, disclosed or reproduced without the express written consent of Educational Advisors Inc. If you are not the intended recipient or the employee responsible for delivering this message in confidence to the intended recipient(s), you are hereby notified that you have received this transmittal in error, and any review, dissemination, distribution or copying of this email or its attachments is strictly prohibited. If you have received this email in error, please notify the Educational Advisors Inc. immediately by return email or by calling 562.436.3900, and delete the material from any computer.

**From:** [Michelle Edwards](#)  
**To:** [Perliter Walters-Gilliam](#)  
**Subject:** FW: Request from Sandy Lockwood at ACCET  
**Date:** Friday, September 08, 2017 8:58:25 AM

**From:** Sandy Lockwood [mailto:[SLockwood@accet.org](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 Fateri ,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

# CAPPS

California Association  
of Private Postsecondary  
Schools

Advocacy • Communication • Professional Development

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 Accrerator, 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.

REPRESENTING CALIFORNIA'S PRIVATE POSTSECONDARY SCHOOLS SINCE 1985

2520 Venture Oaks Way Suite 170 Sacramento, CA 95833  
(916) 447-5500 info@cappsonline.org www.cappsonline.org

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 than 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 a 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 Accreditor. 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,

(b)(6)

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,

(b)(6)

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

(b)(6)

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,

(b)(6)

Aaron M. Shenck  
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.<sup>1</sup> 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.<sup>2</sup>

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

---

<sup>1</sup> 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").

<sup>2</sup> 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 of the information reviewed.

Sincerely,

(b)(6)

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

## Michelle Edwards

---

**From:** Nicholas Kent <nicholas.kent@career.org>  
**Sent:** Friday, April 27, 2018 1:04 PM  
**To:** Michelle Edwards; Karly Zeigler  
**Cc:** Steve Gunderson; Michael Dakduk  
**Subject:** RE: Obtaining .EDU Desination  
**Attachments:** RE\_ .edu Domain Eligibility of ACICS-Accredited Institutions 2018-4 CECU.pdf

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@educause.edu](mailto:kmcturk@educause.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](mailto:nicholas.kent@career.org)  
[career.org](http://career.org) | [YouTube](#) | [Twitter](#) | [Facebook](#)

**From:** Karly Zeigler [mailto:kzeigler@acics.org]  
**Sent:** Thursday, April 26, 2018 9:41 AM  
**To:** Nicholas Kent; Steve Gunderson; Michelle Edwards; Michael Dakduk  
**Subject:** RE: Obtaining .EDU Desination

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  
[www.acics.org](http://www.acics.org) | 202.336.6846 - p | 202.842.2593 - f  
Follow us on Twitter - <http://twitter.com/acicsaccredits>  
Like us on Facebook - <http://facebook.com/acicsaccredits>

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:** 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 Desination

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](mailto:nicholas.kent@career.org)  
[career.org](http://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 Desination

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 Desination

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  
www.acics.org | 202.336.6780 - p | 202.842.2593 - f

**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](mailto:kzeigler@acics.org)>  
**Cc:** Adam Yang <[adam.yang@reaganu.us](mailto:adam.yang@reaganu.us)>; Harold Harris <[harold.harris@reaganu.us](mailto:harold.harris@reaganu.us)>  
**Subject:** Obtaining .EDU Designation

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](mailto: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

  
**University of Phoenix**  
**San Diego Golf Academy/Golf**  
**Academy of America**  
Nationwide

---

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

(b)(6)

[Redacted Signature]

3-20-09

Bill Pepicello, Ph. D, President (date)

SAN DIEGO GOLF ACADEMY

(b)(6)

[Redacted Signature]

3/2/2009

Debra Weiss  
Director of Compliance and Student Services (date)



NEW ENGLAND  
COLLEGE *of* BUSINESS

**Articulation Agreement between**

**Golf Academy of America and New England College of Business and  
Finance**



# NEW ENGLAND COLLEGE *of* BUSINESS

## **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





## NEW ENGLAND COLLEGE *of* BUSINESS

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



## NEW ENGLAND COLLEGE *of* BUSINESS

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.



# NEW ENGLAND COLLEGE *of* BUSINESS

## Appendix A: Transfer Credits for Bachelors in Business Administration

Course Code / Name # 1 (Semester Credit Hours)	Course Code / Name #2 (Semester Credit Hours)	Course Code / Name #3 (Semester Credit Hours)	Total GAA Credits (Semester Credit Hours)	NECB Course Code / Name #1 (Semester Credit Hours)	NECB Course Code / Name #2 (Semester Credit Hours)	Total NECB Credits (Semester Credit Hours)
CS 110 Attitude and Motivation Assessment (2)	CS 230 Sport Psychology (2)	PE 107 History of Golf (2)	6	PSY 250 Psychology (3)	SOC250 Sociology (3)	6
CS 125 Business Writing (2)	CS 119 Verbal Communication Skills (2)	BM 209 Career Development (2)	6	COM 201 Business Writing & Communication (3)	ENG 101 English Composition I (3)	6
GM 136 Golf Fundamentals (2)	PE 101A Rules of Golf I (2) or PE 101B Rules of Golf II (2)	PE 251 Anatomy, Exercise, and Bio-Mechanics (2)	6	SCI 301 Anatomy & Physiology (3)	General Education Elective (3)	6
BM 103 Elementary Accounting (2)	MK 176, Marketing, Advertising and Promotions (2)	BM 203 Financial Management (2)	6	ACC 201 Accounting I (3)	MKT 210 Principles of Marketing (3)	6
BM 275 Workplace Ethics (2)	GM 282 Capstone Management Study of Golf Operations (2)	BM 214 General Business Law (2)	6	MGM 250 Business Ethics (3)	MGM 255 Business Law (3)	6
BM 181 Fundamentals	GM 279 Managing	GM 181 Understanding	6	MGM 201 Principles of	MGM 401 Operations	6



# NEW ENGLAND COLLEGE *of* BUSINESS

of Business Management (2)	Golf Facility Operations (2)	g Golf Operations (2)		Management (3)	Management (3)	
BM 109 Microcomputer Applications (2)	PE 240 Methods of Teaching (2) or PE 242 Advanced Teaching (2)	GM 251 Principles of Golf Course Maintenance (2)	6	BUSELE Business Elective (3)	BUSELE Business Elective (3)	6
PE 246 Tournament Administration (2)	PE 245A Tournament Golf (2)	PE 238 Planning and Organization of Tournament Golf (2)	6	BUSELE Business Elective (3)	BUSELE Business Elective (3)	6
	<b>Total Golf Credits</b>		<b>48</b>		<b>Total NECB Credits</b>	<b>48</b>



**NEW ENGLAND  
COLLEGE of BUSINESS**

(b)(6)

**Geoffrey Baird**  
*Group President - Emerging Brands*  
Education Corporation of America

6/9/16  
Date

(b)(6)

**Howard E. Horton, Esq.**  
*President*  
New England College of Business and Finance

June 9, 2016  
Date

(b)(6)

**Debra Leahy**  
*Provost*  
New England College of Business and Finance

6/9/2016  
Date

**University of Phoenix**  
And  
**San Diego Golf Academy**  
Nationwide

---

**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](http://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 representative to meet with the 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 to 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.apollogrp.edu/trademarks](http://www.apollogrp.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

(b)(6)

Dr. William Pappicello  
President, University of Phoenix

*W. Pappicello*  
2-28-08  
(date)

SAN DIEGO GOLF ACADEMY

(b)(6)

Roger L. Swartzweiger  
Executive Vice President, General  
Counsel, and Chief Compliance Officer,  
San Diego Golf Academy

*R. Swartzweiger*  
2-25-08  
(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,

(b)(6)

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](mailto:catrina.roitman@phoenix.edu)





ARTICULATION AGREEMENT

RELATIVITY SCHOOL, ACCREDITED BY THE ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES (ACCSC), RECOGNIZED BY THE U.S. DEPARTMENT OF EDUCATION, HERE-IN-AFTER KNOWN AS RS, WISHES TO PARTICIPATE IN AN ARTICULATION AGREEMENT WITH THE SCHOOL, KNOWN AS BEVERLY HILLS DESIGN INSTITUTE, HERE-IN-AFTER, KNOWN AS BHDI. THE CONTROLS OF EACH SCHOOL AND THE EDUCATIONAL DEPARTMENT OF BOTH SCHOOLS AGREE THAT SUCH AN AGREEMENT WILL BENEFIT THE STUDENTS.

CREDIT EVALUATION POLICY

A STUDENT WITH PREVIOUS TRAINING FROM BHDI MAY REQUEST TRANSFER OF CREDITS IF THE STUDENT SUBMITS TO RS VERIFIED COPIES OF THE OFFICIAL TRANSCRIPT OF RECORDS FROM BHDI COURSES WHOSE CONTENTS ARE EQUIVALENT TO THE REQUIREMENTS OF RS AND WHERE THE CREDIT HOURS ARE COMPARABLE.

THE CREDIT TRANSFER WILL BE ACCEPTED BY RS ON AN UNCONDITIONAL BASIS.

THE BHDI COURSES COVERED BY THIS AGREEMENT ARE:

ASSOCIATE OF ARTS DEGREE IN FASHION DESIGN PROGRAM; ASSOCIATE OF ARTS DEGREE IN PATTERN DESIGN PROGRAM; BACHELOR OF ARTS DEGREE IN FASHION DESIGN PROGRAM; BACHELOR OF SCIENCE DEGREE IN PATTERN DESIGN PROGRAM.

THE RS COURSES INTO WHICH BHDI CREDITS WILL TRANSFER ARE:

BHDI COURSE	RS COLLEGE COURSE
COMM 2000 PUBLIC SPEAKING	GE 1100 ORAL COMMUNICATION
ENGL 2000 ENGLISH COMPOSITION	GE 1101 SCIENTIFIC COMPOSITION
MATH 1000 SURVEY OF COLLEGE MATHEMATICS	GE 1250 INTRO TO STATISTICAL ANALYSIS
PSYC 2000 INTRODUCTORY PSYCHOLOGY	GE 1370 PSYCHOLOGY
SOCI 2000 ENVIRONMENTAL SOCIETY	GE 1390 ANTHROPOLOGY
BIOC 3000 ENVIRONMENTAL BIOLOGY	GE 1360 SUSTAINABILITY AND THE ENVIRONMENT

THE PROGRAMS INTO WHICH BHDI COURSES WILL TRANSFER ARE: FILM & DIGITAL CONTENT, COMMERCIAL DANCE, ACTING, CONTEMPORARY MUSICAL THEATER AND FILM, ENTREPRENEURSHIP, ART.

COURSE SCHEDULES AND ADDITIONAL DETAIL FOR EACH PROGRAM ARE AVAILABLE IN THE SCHOOL CATALOG AND FROM THE REGISTRAR.

ARTICULATION COORDINATORS

FOR RELATIVITY SCHOOL:

SIGNATURE: (b)(6)
NAME: MARK HILLHOLE
TITLE: DEAN, ACADEMIC AFFAIRS
EMAIL: M.HILLHOLE@RELATIVITYSCHOOL.ORG
PHONE NUMBER: 310.622.4136
DATE: MAY 5, 2017

FOR BEVERLY HILLS DESIGN INSTITUTE:

SIGNATURE: (b)(6)
NAME: SONIA ETE
TITLE: PRESIDENT
EMAIL: SONIA.ETE@BHDI.EDU
PHONE NUMBER: 310.360.8883
DATE: MAY 5, 2017

T H E  
**LOS ANGELES**<sup>®</sup>  
FILM SCHOOL  
WWW.LAFILM.EDU

**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 Associates 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.

(b)(6)  
\_\_\_\_\_  
Beverly Hills Design Institute  
*Joaquin ETC* CEO  
Name / Title  
*04/24/17*  
Date

(b)(6)  
\_\_\_\_\_  
The Los Angeles Film School  
*Brian Belliveau VP of admissions*  
Name / Title  
*12 may 17*  
Date

For more information, please visit:

<http://brain.lafilm.edu>

[www.lafilm.edu](http://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	<a href="http://www.onetonline.org/link/summary/29-1141.00">http://www.onetonline.org/link/summary/29-1141.00</a>	
Job Placement Rate: (7/1/2015 - 6/30/2016)	95% Placement:	This data includes all graduates of the program as reported to ACICS
Retention Rate: (7/1/2015 - 6/30/2016)	98%	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: \$0.00 Institutional Debt: \$0.00	
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.
	Not all employers provide salary information.	
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 7<sup>th</sup> 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

Printed Name: Angela J. Cooper

Originating Institution: Brown Mackie College

Receiving Institution: Antonelli College

Signature: (b)(6)

Signature: (b)(6)

Date: 11/22/14

Date: 11/7/14

**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**

(b)(6)

April 17 2017  
Date

**For Berlitz Languages, Inc.**

(b)(6)

Paul H. Weinstein, Vice President

3/30/2017  
Date

Date agreement goes into effect: April 17 2017



### ARTICULATION AGREEMENT

**THIS AGREEMENT** is made March 3<sup>rd</sup>, 2017, by and between California International Business University (hereinafter "CIBU"), a company established in San Diego, California, and ISTECC, Ecole Supérieure de Commerce et de Marketing (hereinafter "ISTECC"), 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. ISTECC is a French Non-Profit corporation and is a private institution approved to operate by the French Ministry of Education. ISTECC 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 ISTECC students having completed the first 3 years of the ISTECC 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 ISTECC students to pass a special entry test.

**NOW THEREFORE**, the Parties, for the forgoing consideration and any other good and valuable consideration, and intending to be legally bound, agree to the following terms and conditions:

#### **1. General Provisions**

- a. Purpose. The Parties agree to cooperate in order to make it possible for CIBU to offer the above-mentioned option to ISTECC students within CIBU, under CIBU's governance and CIBU's accreditation during the Term of this Agreement.
- b. The 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 15<sup>th</sup> ISTECC shall inform CIBU of the enrollment numbers, and send a list of the students having signed up for the final year of the CIBU BSc in San Diego.
- d. Marketing. The marketing of this option for ISTECC students shall be the responsibility of both Parties.
- e. Transfer credits. Students who complete the first 3 years of the ISTECC 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.

BA



## 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 ISTECC this option to relevant ISTECC students
- (c) Ensure all ISTECC students complete the admission process and meet all applicable standards, and then register all ISTECC students accepted into the program as CIBU's students;
- (d) Collect all tuition fees, registration fees, administration fees or any other fees

BH



- (e) Hire professors and maintain employce(s) adequately trained
- (f) Fully and promptly answer all communications from ISTEK
- (g) Be responsible for the running of the program for ISTEK students

**4. ISTEK's Obligations**

In addition to such other duties and obligations as are set forth in this Agreement, ISTEK 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 ISTEK 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) ISTEK 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 ISTEK 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.

BH



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.

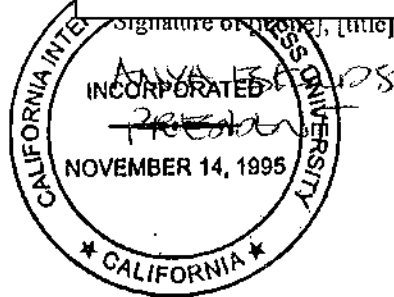
- 13. **Titles and Subtitles.** The titles and subtitles used in this Agreement are used for convenience only and are not to be considered in construing or interpreting this Agreement.

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:

(b)(6)



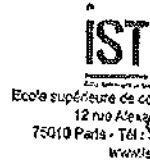
FOR ISTE

DATE: 03-13-2017

HERBERT Director

Signature of [name], [title]

(b)(6)





Appendix B Referral for the academic year 2017-18

For the 2017-2018 academic year, CIBU shall receive the following in tuition from ISTECS, which will be based on the number of students that are accepted into the Bachelor of Science program:

- a) 1-9 students, ISTECS will pay 11,000 US dollars per student
- b) 10-19 students, ISTECS will pay 8,000 US dollars per student
- c) 20+ students, ISTECS will pay 7,000 US dollars per student

ISTECS students receive a reduction in the CIBU tuition as a result of the referral service provided by ISTECS.

Tuition fees will be payable in 2 instalments by ISTECS in connection with each semester start.

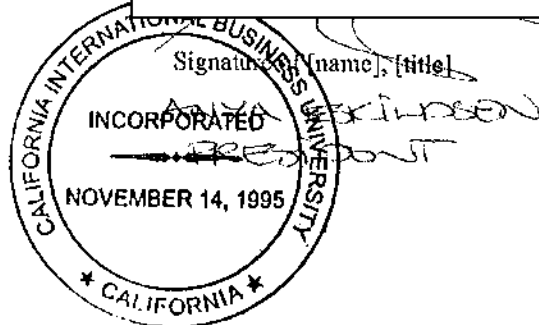
- Semester 1: 15th September 2017
- Semester 2: 15th February 2018

The tuition for ISTECS students will be negotiated each year.

FOR CIBU

03-14-2017  
DATE: \_\_\_\_\_

(b)(6)



FOR ISTECS

DATE: 03-13-2017

(b)(6)

Signature of [name], [title]



(b)(6)

**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**

(b)(6)

Signature, Title

4-5-2017

Date

**For California International Business University**

(b)(6)

Signature, Title

April 17 2017

Date

Date agreement goes into effect: April 17 2017

**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**

**For Stafford House International**

(b)(6)

*Dep Pres/L*

Signature, Title

April 17 2017  
Date

(b)(6)

Managing Director

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**

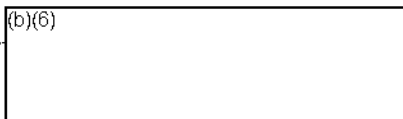
(b)(6)  
 COO

Signature, Title

4/17/17

Date

**For California International Business University**

(b)(6)  
 Dep Pres

April 17 2017

Date

Date agreement goes into effect: 4/17/2017

**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**

(b)(6)

President

Signature, Title

06/25/2017

Date

**For California International Business University**

(b)(6)

Dep. President

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**

(b)(6)  
[Redacted Signature Box]

PROVOST, CAO

8-3-2017  
Date

**For California International Business University**

(b)(6)  
[Redacted Signature Box]

Dep. President

Signature, Title

08 01 2017  
Date

Date agreement goes into effect: 08 01 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**

(b)(6)

*Dean, COB*

Signature, Title

*8/1/17*  
Date

**For California International Business University**

(b)(6)

*Dep. President*

Signature, Title

*08 01 2017*  
Date

Date agreement goes into effect: 8/1/17



# NEW ENGLAND INSTITUTE OF TECHNOLOGY

## 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:

<b>New England Institute of Technology</b>	<b>Lincoln Technical Institute course equivalent</b>	<b>Credits</b>
BIO 107- Comprehensive Anatomy and Physiology I and Lab	SCI170- Anatomy and Physiology I	4 credits
BIO 127 - Comprehensive Anatomy and Physiology I and Lab	SCI 171- Anatomy and Physiology II	4 credits



# NEW ENGLAND INSTITUTE OF TECHNOLOGY

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:

(b)(6)

5/29/17

Sr VP & Provost

For Lincoln Technical Institute:

(b)(6)

SIMULIA

Director of Training



Building great futures since 1926.

(b)(6)

## 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.

REQUEST INFO

[About](#)  
[Accreditation](#)  
[Articulation Agreements](#)  
[Employer Resources](#)  
[Stephen Tave CEO and President of AHED](#)  
[Testimonials](#)

## 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:



Stautzenberger College has an academic agreement with this institution:





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](mailto: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](#)

ACCREDITATION

ARTICULATION  
AGREEMENTS

EMPLOYER  
RESOURCES

STEPHEN TAVE  
CEO AND  
PRESIDENT OF  
AHED

TESTIMONIALS

# 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:**



**University of Phoenix - Articulation  
Institutions with Established Active Articulation Agreements**



**Current as of 5/9/2017**

<u>Institution</u>	<u>State</u>
Bishop State Community College	Alabama
Columbia Southern University	Alabama
H Council Trenholm State Technical College	Alabama
Remington College- Mobile	Alabama
Arizona Automotive Institute	Arizona
Arizona College	Arizona
Arizona Western College	Arizona
Carrington College- East Auxillary Site	Arizona
Carrington College- Phoenix North Campus	Arizona
Carrington College- Tri City	Arizona
Carrington College- Tucson	Arizona
Carrington College- West Campus	Arizona
Central Arizona College	Arizona
Chandler-Gilbert Community College	Arizona
Cochise College	Arizona
Coconino Community College	Arizona
College America	Arizona
Estrella Mountain Community College	Arizona
Fortis College-Phoenix	Arizona
Gateway Community College	Arizona
Glendale Community College	Arizona
Golf Academy of America- Phoenix	Arizona
Mesa Community College	Arizona
Mohave Community College	Arizona
Paradise Valley Community College	Arizona
Phoenix College	Arizona

<b>Pima Community College</b>	<b>Arizona</b>
<b>Pima Medical Institute- East Valley</b>	<b>Arizona</b>
<b>Pima Medical Institute- Mesa</b>	<b>Arizona</b>
<b>Pima Medical Institute- Phoenix</b>	<b>Arizona</b>
<b>Pima Medical Institute- Tucson</b>	<b>Arizona</b>
<b>Rio Salado College</b>	<b>Arizona</b>
<b>Scottsdale Community College</b>	<b>Arizona</b>
<b>South Mountain Community College</b>	<b>Arizona</b>
<b>The Art Institute-Phoenix</b>	<b>Arizona</b>
<b>The Refrigeration School</b>	<b>Arizona</b>
<b>Universal Technical Institute- Avondale</b>	<b>Arizona</b>
<b>Yavapai College</b>	<b>Arizona</b>
<b>Bryan Univeristy-Rogers</b>	<b>Arkansas</b>
<b>College of the Ouachitas</b>	<b>Arkansas</b>
<b>Northwest Arkansas Community College</b>	<b>Arkansas</b>
<b>Pulaski Technical College</b>	<b>Arkansas</b>
<b>Remington College- Little Rock</b>	<b>Arkansas</b>
<b>American River College</b>	<b>California</b>
<b>Bakersfield College</b>	<b>California</b>
<b>Berkeley City College</b>	<b>California</b>
<b>Bryan University-Los Angeles</b>	<b>California</b>
<b>Canada College</b>	<b>California</b>
<b>Carrington College- Citrus Heights</b>	<b>California</b>
<b>Carrington College- Pleasant Hill</b>	<b>California</b>
<b>Carrington College- Pomona</b>	<b>California</b>
<b>Carrington College- Sacramento</b>	<b>California</b>
<b>Carrington College- San Jose</b>	<b>California</b>
<b>Carrington College- San Leandro</b>	<b>California</b>
<b>Carrington College- Stockton</b>	<b>California</b>
<b>Casa Loma College</b>	<b>California</b>
<b>Citrus College</b>	<b>California</b>
<b>CNI College</b>	<b>California</b>
<b>College of Alameda</b>	<b>California</b>
<b>College of Marin</b>	<b>California</b>

College of San Mateo	California
College of the Desert	California
College of the Sequoias	California
Columbia College - Sonora	California
Community Christian College	California
Concorde Career College- Garden Grove	California
Concorde Career College- North Hollywood	California
Concorde Career College- San Bernardino	California
Concorde Career College- San Diego	California
Contra Costa College	California
Copper Mountain College	California
Cosumnes River College	California
Cuyamaca College	California
Cypress College	California
East Los Angeles College	California
El Camino College	California
Empire College	California
Fashion Institute of Design & Merchandising	California
Folsom Lake College	California
Fresno City College	California
Fullerton College	California
Golden West College	California
Golf Academy of America- San Diego	California
Grossmont College	California
Imperial Valley College	California
Irvine Valley College	California
Laney College	California
Long Beach City College	California
Los Angeles City College	California
Los Angeles County College of Nursing and Allied Health	California
Los Angeles Pierce College	California
Los Angeles Southwest College	California
Los Angeles Valley College	California
Los Medanos College	California

<b>Merced College</b>	<b>California</b>
<b>Merritt College</b>	<b>California</b>
<b>Mira Costa College</b>	<b>California</b>
<b>Mission College</b>	<b>California</b>
<b>Moreno Valley College</b>	<b>California</b>
<b>Mount San Jacinto College</b>	<b>California</b>
<b>Mt. San Antonio College</b>	<b>California</b>
<b>Napa Valley College</b>	<b>California</b>
<b>Norco College</b>	<b>California</b>
<b>Palo Verde College</b>	<b>California</b>
<b>Palomar College</b>	<b>California</b>
<b>Pima Medical Institute- Chula Vista</b>	<b>California</b>
<b>Reedley College</b>	<b>California</b>
<b>Rio Hondo College</b>	<b>California</b>
<b>Riverside City College</b>	<b>California</b>
<b>Sacramento City College</b>	<b>California</b>
<b>Saddleback College</b>	<b>California</b>
<b>San Diego City College</b>	<b>California</b>
<b>San Diego Community College District</b>	<b>California</b>
<b>San Diego Mesa College</b>	<b>California</b>
<b>San Diego Miramar College</b>	<b>California</b>
<b>San Joaquin Valley College- Bakersfield</b>	<b>California</b>
<b>San Joaquin Valley College- Fresno</b>	<b>California</b>
<b>San Joaquin Valley College- Fresno Aviation Campus</b>	<b>California</b>
<b>San Joaquin Valley College- Visalia</b>	<b>California</b>
<b>Santa Barbara City College</b>	<b>California</b>
<b>Santa Monica College</b>	<b>California</b>
<b>Santa Rosa Junior College</b>	<b>California</b>
<b>Skyline College</b>	<b>California</b>
<b>Solano Community College</b>	<b>California</b>
<b>Southwestern College</b>	<b>California</b>
<b>Taft College</b>	<b>California</b>
<b>The Art Institute-Hollywood</b>	<b>California</b>
<b>The Art Institute-Inland Empire</b>	<b>California</b>

<b>The Art Institute-Orange County</b>	<b>California</b>
<b>The Art Institute-Sacramento</b>	<b>California</b>
<b>The Art Institute-San Diego</b>	<b>California</b>
<b>The Art Institute-San Francisco</b>	<b>California</b>
<b>Unitek College</b>	<b>California</b>
<b>West Hills College Coalinga</b>	<b>California</b>
<b>West Hills College Lemoore</b>	<b>California</b>
<b>West Los Angeles College</b>	<b>California</b>
<b>West Valleje College</b>	<b>California</b>
<b>Woodland Community College</b>	<b>California</b>
<b>Yuba College</b>	<b>California</b>
<b>Arapahoe Community College</b>	<b>Colorado</b>
<b>Bel-Rea Institute of Animal Technology</b>	<b>Colorado</b>
<b>College America</b>	<b>Colorado</b>
<b>College America</b>	<b>Colorado</b>
<b>College America</b>	<b>Colorado</b>
<b>Colorado Mountain College</b>	<b>Colorado</b>
<b>Colorado Northwestern Community College</b>	<b>Colorado</b>
<b>Community College of Aurora</b>	<b>Colorado</b>
<b>Community College of Denver</b>	<b>Colorado</b>
<b>Concorde Career College- Aurora</b>	<b>Colorado</b>
<b>Front Range Community College</b>	<b>Colorado</b>
<b>Institute of Business and Medical Careers</b>	<b>Colorado</b>
<b>IntelliTec College-Colorado Springs</b>	<b>Colorado</b>
<b>IntelliTec College-Grand Junction</b>	<b>Colorado</b>
<b>Lamar Community College</b>	<b>Colorado</b>
<b>Morgan Community College</b>	<b>Colorado</b>
<b>Northeastern Junior College</b>	<b>Colorado</b>
<b>Otero Junior College</b>	<b>Colorado</b>
<b>Pikes Peak Community College</b>	<b>Colorado</b>
<b>Pima Medical Institute- Aurora</b>	<b>Colorado</b>
<b>Pima Medical Institute- Colorado Springs</b>	<b>Colorado</b>
<b>Pima Medical Institute- Denver</b>	<b>Colorado</b>
<b>Platt College- Aurora</b>	<b>Colorado</b>

<b>Pueblo Community College</b>	<b>Colorado</b>
<b>Red Rocks Community College</b>	<b>Colorado</b>
<b>The Art Institute-Denver</b>	<b>Colorado</b>
<b>Trinidad State Junior College</b>	<b>Colorado</b>
<b>Middlesex Community College</b>	<b>Connecticut</b>
<b>Northwestern Connecticut Community College</b>	<b>Connecticut</b>
<b>Norwalk Community College</b>	<b>Connecticut</b>
<b>Tunxis Community College</b>	<b>Connecticut</b>
<b>Broward College</b>	<b>Florida</b>
<b>College of Business &amp; Technology-Cutler Bay</b>	<b>Florida</b>
<b>College of Business &amp; Technology-Flager</b>	<b>Florida</b>
<b>College of Business &amp; Technology-Hialeah</b>	<b>Florida</b>
<b>College of Business &amp; Technology-Miami Gardens</b>	<b>Florida</b>
<b>Concorde Career Institute- Jacksonville</b>	<b>Florida</b>
<b>Concorde Career Institute- Miramar</b>	<b>Florida</b>
<b>Concorde Career Institute- Orlando</b>	<b>Florida</b>
<b>Concorde Career Institute- Tampa</b>	<b>Florida</b>
<b>Daytona State College</b>	<b>Florida</b>
<b>Florida National University</b>	<b>Florida</b>
<b>Florida SouthWestern State College</b>	<b>Florida</b>
<b>Florida State College at Jacksonville</b>	<b>Florida</b>
<b>Florida Technical College</b>	<b>Florida</b>
<b>Golf Academy of America - Orlando</b>	<b>Florida</b>
<b>Gulf Coast State College</b>	<b>Florida</b>
<b>Hillsborough Community College</b>	<b>Florida</b>
<b>Indian River State College</b>	<b>Florida</b>
<b>Miami International University of Art &amp; Design</b>	<b>Florida</b>
<b>Palm Beach State College</b>	<b>Florida</b>
<b>Pasco-Hernando State College</b>	<b>Florida</b>
<b>Polk State College</b>	<b>Florida</b>
<b>St. Johns River State College</b>	<b>Florida</b>
<b>State College of Florida, Manatee-Sarasota</b>	<b>Florida</b>
<b>The Art Institute-Fort Lauderdale</b>	<b>Florida</b>
<b>The Art Institute-Tampa</b>	<b>Florida</b>



<b>Valencia College</b>	<b>Florida</b>
<b>Albany Technical College</b>	<b>Georgia</b>
<b>Athens Technical College</b>	<b>Georgia</b>
<b>Atlanta Technical College</b>	<b>Georgia</b>
<b>Augusta Technical College</b>	<b>Georgia</b>
<b>Central Georgia Technical College</b>	<b>Georgia</b>
<b>Chattahoochee Technical College</b>	<b>Georgia</b>
<b>Coastal Pines Technical College</b>	<b>Georgia</b>
<b>Columbus Technical College</b>	<b>Georgia</b>
<b>Georgia Northwestern Technical College</b>	<b>Georgia</b>
<b>Georgia Piedmont Technical College</b>	<b>Georgia</b>
<b>Gwinnett College</b>	<b>Georgia</b>
<b>Gwinnett Technical College</b>	<b>Georgia</b>
<b>Interactive College of Technology-Atlanta Main</b>	<b>Georgia</b>
<b>Interactive College of Technology-Northeast Atlanta</b>	<b>Georgia</b>
<b>Interactive College of Technology-South Atlanta</b>	<b>Georgia</b>
<b>Lanier Technical College</b>	<b>Georgia</b>
<b>North Georgia Technical College</b>	<b>Georgia</b>
<b>Oconee Fall Line Technical College</b>	<b>Georgia</b>
<b>Ogeechee Technical College</b>	<b>Georgia</b>
<b>Savannah Technical College</b>	<b>Georgia</b>
<b>South Georgia Technical College</b>	<b>Georgia</b>
<b>Southeastern Technical College</b>	<b>Georgia</b>
<b>Southern Crescent Technical College</b>	<b>Georgia</b>
<b>Southern Regional Technical College</b>	<b>Georgia</b>
<b>The Art Institute-Atlanta</b>	<b>Georgia</b>
<b>West Georgia Technical College</b>	<b>Georgia</b>
<b>Wiregrass Georgia Technical College</b>	<b>Georgia</b>
<b>Guam Community College</b>	<b>Guam</b>
<b>Hawaii Community College</b>	<b>Hawaii</b>
<b>Honolulu Community College</b>	<b>Hawaii</b>
<b>Kapi'olani Community College</b>	<b>Hawaii</b>
<b>Kaua'i Community College</b>	<b>Hawaii</b>
<b>Leeward Community College</b>	<b>Hawaii</b>

Maui College	Hawaii
Remington College- Honolulu	Hawaii
University of Hawaii at Hilo	Hawaii
University of Hawaii at Manoa	Hawaii
University of Hawaii at West Oahu	Hawaii
Windward Community College	Hawaii
Carrington College- Boise	Idaho
College of Southern Idaho	Idaho
Eastern Idaho Technical College	Idaho
North Idaho College	Idaho
Stevens-Henager College-Boise	Idaho
Stevens-Henager College-Idaho Falls	Idaho
Stevens-Henager College-Nampa	Idaho
Coyne College	Illinois
Elgin Community College	Illinois
Illinois Central College	Illinois
Joliet Junior College	Illinois
Kaskaskia College	Illinois
Lake Land College	Illinois
Lewis and Clark Community College	Illinois
Morrison Institute of Technology	Illinois
Northwestern College	Illinois
Rock Valley College	Illinois
Rockford Career College	Illinois
Southeastern Illinois College	Illinois
Southwestern Illinois College	Illinois
The Illinois Institute of Art-Chicago	Illinois
The Illinois Institute of Art-Schaumburg	Illinois
Universal Technical Institute- Lisle	Illinois
Vatterott College- Quincy	Illinois
Vatterott College-Fairview Heights	Illinois
Waubensee Community College	Illinois
William Rainey Harper College	Illinois
Harrison College- Indianapolis Downtown	Indiana

Ivy Tech Community College-Bloomington	Indiana
Ivy Tech Community College-Columbus	Indiana
Ivy Tech Community College-Evansville	Indiana
Ivy Tech Community College-Fort Wayne	Indiana
Ivy Tech Community College-Gary	Indiana
Ivy Tech Community College-Indianapolis	Indiana
Ivy Tech Community College-Kokomo	Indiana
Ivy Tech Community College-Lafayette	Indiana
Ivy Tech Community College-Madison	Indiana
Ivy Tech Community College-Muncie	Indiana
Ivy Tech Community College-Sellersburg	Indiana
Ivy Tech Community College-South Bend	Indiana
Ivy Tech Community College-Wabash	Indiana
Ivy Tech Community College-Whitewater	Indiana
The Art Institute-Indianapolis	Indiana
Clinton Community College	Iowa
Des Moines Area Community College	Iowa
Hawkeye Community College	Iowa
Indian Hills Community College	Iowa
Iowa Central Community College	Iowa
Iowa Western Community College	Iowa
Kirkwood Community College	Iowa
Muscatine Community College	Iowa
Northeast Iowa Community College	Iowa
Scott Community College	Iowa
Vatterott College- Des Moines	Iowa
Brown Mackie College-Kansas City	Kansas
Brown Mackie College-Salina	Kansas
Bryan University-Topeka	Kansas
Butler Community College	Kansas
Cowley Community College	Kansas
Highland Community College- KS	Kansas
Hutchinson Community College and Area Vocational School	Kansas
Independence Community College	Kansas

Johnson County Community College	Kansas
Kansas City Kansas Community College	Kansas
Neosho County Community College	Kansas
Pinnacle Career Institute- Lawrence	Kansas
Pratt Community College	Kansas
Vatterott College-Wichita	Kansas
Wichita Area Technical College	Kansas
Ashland Community & Technical College	Kentucky
Big Sandy Community and Technical College	Kentucky
Bluegrass Community & Technical College	Kentucky
Elizabethtown Community & Technical College	Kentucky
Gateway Community & Technical College	Kentucky
Hazard Community & Technical College	Kentucky
Henderson Community College	Kentucky
Hopkinsville Community College	Kentucky
Interactive College of Technology-Kentucky/Cincinnati	Kentucky
Jefferson Community & Technical College	Kentucky
Madisonville Community College	Kentucky
Maysville Community & Technical College	Kentucky
Owensboro Community & Technical College	Kentucky
Somerset Community College	Kentucky
Southcentral Kentucky Community & Technical College	Kentucky
Southeast Kentucky Community & Technical College	Kentucky
Spencerian College-Lexington	Kentucky
Spencerian College-Louisville	Kentucky
West Kentucky Community & Technical College	Kentucky
Baton Rouge Community College	Louisiana
Bossier Parish Community College	Louisiana
Central Louisiana Technical Community College	Louisiana
Central Louisiana Technical Community College-Huey P Long	Louisiana
Central Louisiana Technical Community College-Lamar Salter	Louisiana
Central Louisiana Technical Community College-Oakdale	Louisiana
Central Louisiana Technical Community College-Shelby M Jackson	Louisiana
Central Louisiana Technical Community College-Ward H Nash Avoyelles	Louisiana

<b>Delgado Community College</b>	<b>Louisiana</b>
<b>Delgado Community College-Jefferson</b>	<b>Louisiana</b>
<b>Delgado Community College-Northshore Covington</b>	<b>Louisiana</b>
<b>Delgado Community College-Northshore-Slidell</b>	<b>Louisiana</b>
<b>Delgado Community College-Sidney N Collier</b>	<b>Louisiana</b>
<b>Delgado Community College-West Jefferson</b>	<b>Louisiana</b>
<b>Fletcher Technical Community College</b>	<b>Louisiana</b>
<b>Louisiana Delta Community College</b>	<b>Louisiana</b>
<b>Louisiana Delta Community College-Tallulah</b>	<b>Louisiana</b>
<b>Louisiana Delta Community College-West Monroe</b>	<b>Louisiana</b>
<b>Northshore Technical Community College-Florida Parishes</b>	<b>Louisiana</b>
<b>Northshore Technical Community College-Hammond Area</b>	<b>Louisiana</b>
<b>Northshore Technical Community College-Slidell</b>	<b>Louisiana</b>
<b>Northshore Technical Community College-Sullivan</b>	<b>Louisiana</b>
<b>Northwest Louisiana Technical College-Mansfield</b>	<b>Louisiana</b>
<b>Northwest Louisiana Technical College-Minden</b>	<b>Louisiana</b>
<b>Northwest Louisiana Technical College-Natchitoches</b>	<b>Louisiana</b>
<b>Northwest Louisiana Technical College-Sabine Valley</b>	<b>Louisiana</b>
<b>Northwest Louisiana Technical College-Shreveport</b>	<b>Louisiana</b>
<b>Nunez Community College</b>	<b>Louisiana</b>
<b>Remington College- Baton Rouge</b>	<b>Louisiana</b>
<b>Remington College- Lafayette</b>	<b>Louisiana</b>
<b>River Parishes Community College</b>	<b>Louisiana</b>
<b>South Central Louisiana Technical College-Lafourche</b>	<b>Louisiana</b>
<b>South Central Louisiana Technical College-River Parishes</b>	<b>Louisiana</b>
<b>South Central Louisiana Technical College-Young Memorial</b>	<b>Louisiana</b>
<b>South Louisiana Community College</b>	<b>Louisiana</b>
<b>Southern University at Shreveport</b>	<b>Louisiana</b>
<b>SOWELA Technical Community College</b>	<b>Louisiana</b>
<b>Anne Arundel Community College</b>	<b>Maryland</b>
<b>Baltimore City Community College</b>	<b>Maryland</b>
<b>Carroll Community College</b>	<b>Maryland</b>
<b>Cecil College</b>	<b>Maryland</b>
<b>College of Southern Maryland</b>	<b>Maryland</b>

<b>Community College of Baltimore County</b>	<b>Maryland</b>
<b>Community College of Baltimore County-Catonsville</b>	<b>Maryland</b>
<b>Community College of Baltimore County-Dundalk</b>	<b>Maryland</b>
<b>Community College of Baltimore County-Essex</b>	<b>Maryland</b>
<b>Frederick Community College</b>	<b>Maryland</b>
<b>Harford Community College</b>	<b>Maryland</b>
<b>Howard Community College</b>	<b>Maryland</b>
<b>Montgomery College-Germantown</b>	<b>Maryland</b>
<b>Montgomery College-Rockville</b>	<b>Maryland</b>
<b>Montgomery College-Takoma Park</b>	<b>Maryland</b>
<b>Bunker Hill Community College</b>	<b>Massachusetts</b>
<b>Holyoke Community College</b>	<b>Massachusetts</b>
<b>Massasoit Community College</b>	<b>Massachusetts</b>
<b>Middlesex Community College</b>	<b>Massachusetts</b>
<b>Mount Wachusett Community College</b>	<b>Massachusetts</b>
<b>Alpena Community College</b>	<b>Michigan</b>
<b>Bay College</b>	<b>Michigan</b>
<b>Delta College</b>	<b>Michigan</b>
<b>Glen Oaks Community College</b>	<b>Michigan</b>
<b>Grand Rapids Community College</b>	<b>Michigan</b>
<b>Great Lakes Christian College</b>	<b>Michigan</b>
<b>Henry Ford Community College</b>	<b>Michigan</b>
<b>Jackson Community College</b>	<b>Michigan</b>
<b>Kalamazoo Valley Community College</b>	<b>Michigan</b>
<b>Lake Michigan College</b>	<b>Michigan</b>
<b>Lansing Community College</b>	<b>Michigan</b>
<b>Macomb Community College</b>	<b>Michigan</b>
<b>Monroe County Community College</b>	<b>Michigan</b>
<b>Montcalm Community College</b>	<b>Michigan</b>
<b>Mott Community College</b>	<b>Michigan</b>
<b>Muskegon Community College</b>	<b>Michigan</b>
<b>Northwestern Michigan College</b>	<b>Michigan</b>
<b>Oakland Community College</b>	<b>Michigan</b>
<b>Schoolcraft College</b>	<b>Michigan</b>

St. Clair County Community College	Michigan
The Art Institute-Detroit	Michigan
Washtenaw Community College	Michigan
Wayne County Community College	Michigan
Alexandria Technical and Community College	Minnesota
Anoka-Ramsey Community College	Minnesota
Dakota County Technical College	Minnesota
Duluth Business University	Minnesota
Hibbing Community College	Minnesota
Inver Hills Community College	Minnesota
Itasca Community College	Minnesota
Minnesota West Community and Technical College	Minnesota
Normandale Community College	Minnesota
Ridgewater College-Hutchinson	Minnesota
Ridgewater College-Willmar	Minnesota
Saint Paul College	Minnesota
Antonelli College-Hattiesburg	Mississippi
Antonelli College-Jackson	Mississippi
Concorde Career College- Southaven	Mississippi
East Mississippi Community College	Mississippi
Holmes Community College	Mississippi
Bryan University-Columbia	Missouri
Bryan University-Springfield	Missouri
Concorde Career College- Kansas City	Missouri
Crowder College	Missouri
East Central College	Missouri
L'ecole Culinaire- Kansas City	Missouri
L'ecole Culinaire-St. Louis	Missouri
Metropolitan Community College- Kansas City	Missouri
Mineral Area College	Missouri
Ozarks Technical Community College	Missouri
Pinnacle Career Institute- North Kansas City	Missouri
Pinnacle Career Institute- Online	Missouri
Pinnacle Career Institute- South Kansas City	Missouri

St. Charles Community College	Missouri
State Fair Community College	Missouri
Texas County Technical College	Missouri
Vatterott College- Northpark	Missouri
Vatterott College-Joplin	Missouri
Vatterott College-Kansas City	Missouri
Vatterott College-Springfield	Missouri
Vatterott College-St. Charles	Missouri
Vatterott College-St. Joseph	Missouri
Vatterott College-Sunset Hills	Missouri
Pima Medical Institute- Dillon	Montana
Central Community College	Nebraska
Metropolitan Community College	Nebraska
Mid-Plains Community College	Nebraska
Northeast Community College	Nebraska
Southeast Community College Area	Nebraska
Southeast Community College Beatrice	Nebraska
Southeast Community College Milford	Nebraska
The Creative Center, Inc.	Nebraska
Western Nebraska Community College	Nebraska
Carrington College- Las Vegas	Nevada
Carrington College- Reno	Nevada
College of Southern Nevada	Nevada
Great Basin College	Nevada
Nevada State College	Nevada
Pima Medical Institute- Las Vegas	Nevada
The Art Institute-Las Vegas	Nevada
Truckee Meadows Community College	Nevada
University of Nevada-Las Vegas	Nevada
University of Nevada-Reno	Nevada
Western Nevada College	Nevada
Atlantic Cape Community College	New Jersey
Bergen Community College	New Jersey
Camden County College	New Jersey



County College of Morris	New Jersey
Cumberland County College	New Jersey
Essex County College	New Jersey
Mercer County Community College	New Jersey
Middlesex County College	New Jersey
Raritan Valley Community College	New Jersey
Rowan College at Burlington County	New Jersey
Rowan College at Gloucester County	New Jersey
Union County College	New Jersey
Carrington College- Albuquerque	New Mexico
Central New Mexico Community College	New Mexico
Clovis Community College	New Mexico
Dona Ana Community College	New Mexico
Mesalands Community College	New Mexico
Pima Medical Institute- Albuquerque	New Mexico
Pima Medical Institute- Albuquerque West-Rio Rancho	New Mexico
San Juan College	New Mexico
Santa Fe Community College	New Mexico
Adirondack Community College	New York
Dutchess Community College	New York
Fulton-Montgomery Community College	New York
Long Island Business Institute	New York
Monroe Community College	New York
Rockland Community College	New York
Tompkins-Cortland Community College	New York
Blue Ridge Community College	North Carolina
Carolinas College of Health Sciences	North Carolina
Craven Community College	North Carolina
Davidson County Community College	North Carolina
Fayetteville Technical Community College	North Carolina
Guilford Technical Community College	North Carolina
McDowell Technical Community College	North Carolina
Mitchell Community College	North Carolina
South Piedmont Community College	North Carolina

Starly Community College	North Carolina
The Art Institute-Charlotte	North Carolina
The Art Institute-Raleigh-Durham	North Carolina
Wake Technical Community College	North Carolina
Lake Region State College	North Dakota
Antonelli College-Cincinnati	Ohio
Belmont College	Ohio
Central Ohio Technical College	Ohio
Cincinnati State Technical and Community College	Ohio
Clark State Community College	Ohio
Columbus State Community College	Ohio
Cuyahoga Community College	Ohio
Davis College	Ohio
Eastern Gateway Community College	Ohio
Edison State Community College	Ohio
Fortis College-Ravenna	Ohio
Good Samaritan College of Nursing and Health Science	Ohio
Lakeland Community College	Ohio
Lorain County Community College	Ohio
Marion Technical College	Ohio
North Central State College	Ohio
Northwest State Community College	Ohio
Ohio Business College-Columbus	Ohio
Ohio Business College-Sandusky	Ohio
Ohio Business College-Sheffield	Ohio
Ohio Technical College	Ohio
Ohio Valley College of Technology	Ohio
Owens Community College	Ohio
Professional Skills Institute	Ohio
Remington College- Cleveland	Ohio
Rhodes State College	Ohio
Sinclair Community College	Ohio
Southern State Community College	Ohio
Stark State College	Ohio

Stautzenberger College-Brecksville	Ohio
Stautzenberger College-Maumee	Ohio
Terra State Community College	Ohio
Trumbull Business College	Ohio
Vatterott College-Cleveland	Ohio
Virginia Marti College of Art and Design	Ohio
Community Care College	Oklahoma
Oklahoma City Community College	Oklahoma
Oklahoma State University	Oklahoma
Oklahoma State University- Institute of Technology-Okmulgee	Oklahoma
Oklahoma State University- Oklahoma City	Oklahoma
Platt College- Tulsa	Oklahoma
Spartan College of Aeronautics & Technology	Oklahoma
Tulsa Community College	Oklahoma
Vatterott College- Oklahoma City	Oklahoma
Vatterott College-Tulsa	Oklahoma
Blue Mountain Community College	Oregon
Carrington College- Portland	Oregon
Chemeketa Community College	Oregon
Concorde Career College- Portland	Oregon
Linn-Benton Community College	Oregon
Pioneer Pacific College	Oregon
Portland Community College	Oregon
Rogue Community College	Oregon
The Art Institute-Portland	Oregon
Treasure Valley Community College	Oregon
Bucks County Community College	Pennsylvania
Career Training Academy-Monroeville	Pennsylvania
Career Training Academy-New Kensington	Pennsylvania
Career Training Academy-Pittsburgh	Pennsylvania
Community College of Allegheny County - Allegheny	Pennsylvania
Community College of Allegheny County - Boyce	Pennsylvania
Community College of Allegheny County - North	Pennsylvania
Community College of Allegheny County - South	Pennsylvania

<b>Community College of Beaver County</b>	<b>Pennsylvania</b>
<b>Community College of Philadelphia</b>	<b>Pennsylvania</b>
<b>Delaware County Community College</b>	<b>Pennsylvania</b>
<b>Harrisburg Area Community College</b>	<b>Pennsylvania</b>
<b>Hussian School of Art</b>	<b>Pennsylvania</b>
<b>Keystone Technical Institute</b>	<b>Pennsylvania</b>
<b>Lackawanna College</b>	<b>Pennsylvania</b>
<b>Laurel Business Institute</b>	<b>Pennsylvania</b>
<b>Lehigh Carbon Community College</b>	<b>Pennsylvania</b>
<b>Metropolitan Career Center</b>	<b>Pennsylvania</b>
<b>Pittsburgh Institute of Aeronautics</b>	<b>Pennsylvania</b>
<b>Pittsburgh Technical Institute</b>	<b>Pennsylvania</b>
<b>Thaddeus Stevens College of Technology</b>	<b>Pennsylvania</b>
<b>The Art Institute-Philadelphia</b>	<b>Pennsylvania</b>
<b>The Art Institute-Pittsburgh</b>	<b>Pennsylvania</b>
<b>Vet Tech Institute</b>	<b>Pennsylvania</b>
<b>Westmoreland County Community College</b>	<b>Pennsylvania</b>
<b>Williamson Free School of Mechanical Trades</b>	<b>Pennsylvania</b>
<b>Huertas Junior College</b>	<b>Puerto Rico</b>
<b>ICPR Junior College</b>	<b>Puerto Rico</b>
<b>Ponce Paramedical College</b>	<b>Puerto Rico</b>
<b>Universal Technology College of Puerto Rico Inc</b>	<b>Puerto Rico</b>
<b>Florence-Darlington Technical College</b>	<b>South Carolina</b>
<b>Golf Academy of America - Carolinas</b>	<b>South Carolina</b>
<b>Horry-Georgetown Technical College</b>	<b>South Carolina</b>
<b>Midlands Technical College</b>	<b>South Carolina</b>
<b>Orangeburg-Calhoun Technical College</b>	<b>South Carolina</b>
<b>Piedmont Technical College</b>	<b>South Carolina</b>
<b>Remington College- Columbia</b>	<b>South Carolina</b>
<b>Spartanburg Community College</b>	<b>South Carolina</b>
<b>The Art Institute-Charleston</b>	<b>South Carolina</b>
<b>Western Dakota Technical Institute</b>	<b>South Dakota</b>
<b>Chattanooga State Community College</b>	<b>Tennessee</b>
<b>Cleveland State Community College</b>	<b>Tennessee</b>

<b>Columbia State Community College</b>	<b>Tennessee</b>
<b>Concorde Career College- Memphis</b>	<b>Tennessee</b>
<b>Dyersburg State Community College</b>	<b>Tennessee</b>
<b>Fountainhead College of Technology</b>	<b>Tennessee</b>
<b>Jackson State Community College</b>	<b>Tennessee</b>
<b>L'ecole Culinaire-Memphis</b>	<b>Tennessee</b>
<b>Motlow State Community College</b>	<b>Tennessee</b>
<b>Nashville State Community College</b>	<b>Tennessee</b>
<b>North Central Institute</b>	<b>Tennessee</b>
<b>Northeast State Community College</b>	<b>Tennessee</b>
<b>Pellissippi State Community College</b>	<b>Tennessee</b>
<b>Remington College- Memphis</b>	<b>Tennessee</b>
<b>Remington College- Nashville</b>	<b>Tennessee</b>
<b>Roane State Community College</b>	<b>Tennessee</b>
<b>Southwest Tennessee Community College</b>	<b>Tennessee</b>
<b>The Art Institute-Nashville</b>	<b>Tennessee</b>
<b>Vatterott College-Memphis/Appling Farms</b>	<b>Tennessee</b>
<b>Vatterott College-Memphis/Dividend</b>	<b>Tennessee</b>
<b>Volunteer State Community College</b>	<b>Tennessee</b>
<b>Walters State Community College</b>	<b>Tennessee</b>
<b>Alvin Community College</b>	<b>Texas</b>
<b>Angelina College</b>	<b>Texas</b>
<b>Austin Community College</b>	<b>Texas</b>
<b>Baptist Health System School of Health Professions</b>	<b>Texas</b>
<b>Blinn College</b>	<b>Texas</b>
<b>Brookhaven College</b>	<b>Texas</b>
<b>Career Point College</b>	<b>Texas</b>
<b>Carrington College- Mesquite</b>	<b>Texas</b>
<b>Cedar Valley College</b>	<b>Texas</b>
<b>Center for Advanced Legal Studies</b>	<b>Texas</b>
<b>Central Texas College</b>	<b>Texas</b>
<b>Cisco College</b>	<b>Texas</b>
<b>College of the Mainland</b>	<b>Texas</b>
<b>Collin College</b>	<b>Texas</b>

Concorde Career College- Dallas	Texas
Concorde Career College- San Antonio	Texas
Concorde Career College-Grand Prairie	Texas
Culinary Institute Lenotre	Texas
Del Mar College	Texas
Eastfield College	Texas
El Centro College	Texas
El Paso Community College	Texas
Galveston College	Texas
Golf Academy of America - Farmers Branch	Texas
Grayson County College	Texas
Hill College	Texas
Houston Community College	Texas
Howard College	Texas
Interactive College of Technology-Houston Main	Texas
Interactive College of Technology-North Houston	Texas
Interactive College of Technology-Southwest Houston	Texas
Kilgore College	Texas
Lamar State College- Port Arthur	Texas
Laredo Community College	Texas
Lee College	Texas
Lone Star College System	Texas
Midland College	Texas
Mountain View College	Texas
North Lake College	Texas
Northeast Texas Community College	Texas
Northwest Vista College	Texas
Odessa College	Texas
Palo Alto College	Texas
Paris Junior College	Texas
Pima Medical Institute- El Paso	Texas
Pima Medical Institute- Houston	Texas
Remington College- Dallas	Texas
Remington College- Fort Worth	Texas

Remington College- Houston	Texas
Richland College	Texas
Saint Philip's College	Texas
San Antonio College	Texas
San Jacinto College	Texas
South Plains College	Texas
South Texas College	Texas
Southwest Career College	Texas
Southwest Texas Junior College	Texas
Tarrant County College	Texas
Temple College	Texas
Texas State Technical College- Amarillo	Texas
Texas State Technical College- Harlingen	Texas
Texas State Technical College- Marshall	Texas
Texas State Technical College- Sweetwater	Texas
Texas State Technical College- Waco	Texas
The Art Institute-Austin	Texas
The Art Institute-Dallas	Texas
The Art Institute-Houston	Texas
The Art Institute-San Antonio	Texas
Trinity Valley Community College	Texas
Tyler Junior College	Texas
Universal Technical Institute- Houston	Texas
Victoria College	Texas
Western Technical College	Texas
Wharton County Junior College	Texas
American College of Dubai	UAE
Broadview University- Layton	Utah
Broadview University- Orem	Utah
Broadview University- Salt Lake City	Utah
Broadview University-West Jordan	Utah
Eagle Gate College-Layton	Utah
Eagle Gate College-Murray	Utah
LDS Business College	Utah

<b>Provo College</b>	<b>Utah</b>
<b>Salt Lake Community College</b>	<b>Utah</b>
<b>Snow College</b>	<b>Utah</b>
<b>Stevens-Henager College-Layton</b>	<b>Utah</b>
<b>Stevens-Henager College-Logan</b>	<b>Utah</b>
<b>Stevens-Henager College-Murray</b>	<b>Utah</b>
<b>Stevens-Henager College-Orem</b>	<b>Utah</b>
<b>Stevens-Henager College-St. George</b>	<b>Utah</b>
<b>Stevens-Henager College-West Haven</b>	<b>Utah</b>
<b>Germanna Community College</b>	<b>Virginia</b>
<b>John Tyler Community College</b>	<b>Virginia</b>
<b>Mountain Empire Community College</b>	<b>Virginia</b>
<b>Northern Virginia Community College</b>	<b>Virginia</b>
<b>Reynolds Community College</b>	<b>Virginia</b>
<b>The Art Institute-Arlington</b>	<b>Virginia</b>
<b>The Art Institute-Virginia Beach</b>	<b>Virginia</b>
<b>Tidewater Community College</b>	<b>Virginia</b>
<b>Bates Technical College</b>	<b>Washington</b>
<b>Bellevue College</b>	<b>Washington</b>
<b>Bellingham Technical College</b>	<b>Washington</b>
<b>Carrington College- Spokane</b>	<b>Washington</b>
<b>Cascadia Community College</b>	<b>Washington</b>
<b>Clark College</b>	<b>Washington</b>
<b>Clover Park Technical College</b>	<b>Washington</b>
<b>Columbia Basin College</b>	<b>Washington</b>
<b>Edmonds Community College</b>	<b>Washington</b>
<b>Everett Community College</b>	<b>Washington</b>
<b>Grays Harbor College</b>	<b>Washington</b>
<b>Green River Community College</b>	<b>Washington</b>
<b>Highline Community College</b>	<b>Washington</b>
<b>Lake Washington Institute of Technology</b>	<b>Washington</b>
<b>Lower Columbia College</b>	<b>Washington</b>
<b>North Seattle Community College</b>	<b>Washington</b>
<b>Peninsula College</b>	<b>Washington</b>



Pierce College	Washington
Pima Medical Institute- Renton	Washington
Pima Medical Institute- Seattle	Washington
Renton Technical College	Washington
Seattle Central Community College	Washington
Shoreline Community College	Washington
Skagit Valley College	Washington
South Seattle Community College	Washington
Spokane Community College	Washington
Spokane Falls Community College	Washington
Tacoma Community College	Washington
The Art Institute-Seattle	Washington
Whatcom Community College	Washington
Blue Ridge Community and Technical College	West Virginia
Mountain State College	West Virginia
West Virginia Junior College-Bridgeport	West Virginia
West Virginia Junior College-Charleston	West Virginia
West Virginia Junior College-Morgantown	West Virginia
Blackhawk Technical College	Wisconsin
Chippewa Valley Technical College	Wisconsin
Gateway Technical College-Kenosha	Wisconsin
Gateway Technical College-Racine	Wisconsin
Lakeshore Technical College	Wisconsin
Madison Area Technical College	Wisconsin
Mid-State Technical College	Wisconsin
Milwaukee Area Technical College	Wisconsin
Moraine Park Technical College	Wisconsin
Nicolet Area Technical College	Wisconsin
Northcentral Technical College	Wisconsin
Northeast Wisconsin Technical College	Wisconsin
Southwest Wisconsin Technical College	Wisconsin
Waukesha County Technical College	Wisconsin
Western Technical College	Wisconsin
Casper College	Wyoming

Central Wyoming College	Wyoming
College America	Wyoming
Eastern Wyoming College	Wyoming
Laramie County Community College	Wyoming
Northern Wyoming Community College District	Wyoming
Western Wyoming Community College	Wyoming

**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 reasonable 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 hereof and supersedes all prior negotiations, understandings and agreements between the parties related to the subject matter hereof.

**Argosy Education Group, Inc.**

(b)(6)

Cynthia G. Baum, Ph.D.  
Chancellor

9-2-2016  
Date

**Brown Mackie College**

(b)(6)

Connie Adelman  
Vice President for Campus Operations

9-2-2016  
Date

**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:

<b>From the following LTI Certificate program</b>	<b>To BSC Associate's Degree Program</b>
1. Medical Assistant (MA)	1. Health Studies
2. Medical Office Assistant (MOA)	2. Health Studies
3. Medical Office Assistant (MOA)	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 ENG101 placement test result

Transfer student applicants who do not meet these criteria will be evaluated individually.

**B. TRANSFER CREDITS**

A grade of C+ (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 30 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 LIF courses which will be accepted as equivalent to the BSC courses

### LIFE'S MA program courses to BSC's Health Studies courses

LIF Course Code	Course Description	Clock Hours	LIF Semester Credits	BSC Course Code	Course Description	BSC Semester Credits
BIO 101	Anatomy and Physiology I	90	5.0	ME10102	Medical Terminology	3
BIO 102	Anatomy and Physiology II	90	5.0	LIFC	Open Elective	3
MCB100	Health Administration and Records Management	90	4.5	ME10150	Medical Office Procedures	4
ME10123	The Medical Office	90	4.5	LIFC	Open Elective	3
MS108	Clinical Procedures	90	4.5	ME10100	Introduction to Healthcare with lab	4
MS107	Phlebotomy	90	4.0	ME10201	Clinical Procedures I	4
MS103a	Pharmacology	90	4.5	ME10202	Clinical Procedures 2	4
SSS 50M	Student Success Strategies	90	4.0	CIS103	Computers and Information Literacy	3
LX201	Clinical Internship	180	4.0	HSL200 or ME10200	Internship and Seminar	3

**Total Credits for Transfer 29**

LEI'S MOA program courses to BSC's Health Studies program courses

LEI Course Code	Course Description	Clock Hours	LEI Semester Credits	BSC Course Code	Course Description	BSC Semester Credits
BIO 101	Anatomy and Physiology I	90	5.0	MLD102	Medical Terminology	3
BIO 102	Anatomy and Physiology II	90	5.0	LEEC	Open Elective	3
AMR 101	Electronic Medical Records	90	4.5		Open Elective for Career Elective	3+4
MCMA101	Office System Applications	90	4.0		Open Elective for Career Elective	3+4
MCB100	Health Administration and Records Management	90	4.5		Open Elective for Career Elective	3+4
MLD103	The Medical Office	90	4.5		Open Elective for Career Elective	3+4
HIM 112	Introduction to Coding and Reimbursement with Lab	90	5.5		Open Elective for Career Elective	3+4
SSS 50M	Student Success Strategies	90	4.0	CIS102	Computers and Information Literacy	3
ENR 02	Administrative Internship	180	4.0	HIS 299	Internship and Seminar	3
<b>Total Credits for Transfer</b>						<b>30</b>

*LEI Health Studies has a checklist to map to BSC's credit open electives and three 1 credit Career Electives*

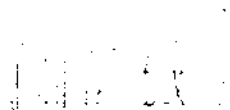
**LEIS MOA program courses to BSC's Medical Office Administration courses**

<b>LEI Course Code</b>	<b>Course Description</b>	<b>Clock Hours</b>	<b>LEI Semester Credits</b>	<b>BSC Course Code</b>	<b>Course Description</b>	<b>BSC Semester Credits</b>
330101	Anatomy and Physiology I	90	5.0	ME-D101	Medical Terminology	3
330102	Anatomy and Physiology II	90	5.0	BI0200	General Anatomy and Physiology	3
EMR103	Electronic Medical Records	90	4.5	LEI101	Elective	3
HEM112	Introduction to Coding and Reimbursement with Lab	90	5.5	ME-D160	Billing and Coding	3
MC3100	Health Administration and Records Management	90	4.5	ME-D150	Medical Office Procedures	4
ME-D133	The Medical Office	90	4.5	LEI101	Elective	3
MOA104	Office System Applications	90	4.0	LEI101	Elective	3
SSS150M	Student Success Strategies	90	4.0	CIS102	Computers and Information Literacy	3
EA100	Administrative Membership	180	4.0	ESE200	Internship and Seminar	3
<b>Total Credits for Transfer</b>						<b>28</b>




- C. Students who do **not** complete the program at L.I.I. 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. If a transfer student is 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 L.I.I. agree to communicate any curriculum changes and policies which affect the agreed upon relationship, including status of accreditation. Both parties reserve the right to amend or revise by mutual consent and in writing this agreement or to change curriculum, whenever feasible. BSC will designate an official(s) who will be responsible for all aspects of the articulation program at BSC. L.I.I. will designate an individual(s) responsible for all aspects of this agreement at L.I.I.
- 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 for the improvement of the transfer process and student articulation.
- I. The two institutions further agree to communicate to respective publics of the established relationships. The two institutions further agree to communicate to respective publics of the established relationships. Any informational sessions on the campus of Lincoln Technical Institute conducted by BSC must be done upon approval by the president of Lincoln Technical Institute.
- J. Either BSC or L.I.I. 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 L.I.I. from entering into similar agreements with other institutions of higher education.
- L. This agreement is effective on the date of signatures by both institutions.

Signatures

  
Craig L. Fleckenstein  
*President*  
Bay State College  
Boston, MA

Date: 11/11/17

  
Elaine O'Malley  
*Campus President*  
Lincoln Technical Institute  
Malden, MA

Date: 11/11/17

## 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:

Lincoln Tech	Credits	BSC
IT 220	3	Fundamentals of Microcomputers – CIS 108
IT 120	3	Network Fundamentals – CIS 120
IT 150	3	Enterprise End User Support – CIS 123
IT 206	1	Introduction to Servers- CIS 202
IT 162	3	Advanced Office Application – CIS 207
SSS 150	1	Internship Seminar – MAN 299S
EXL 250	2	Internship - Man 299
IT 195	3	Open Elective
IT 191	3	Network Infrastructure and Security – CIS 304
IT 130	3	Operating System CIS 320
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 2.3 or above for acceptance in to the Bachelor's Degree

- Student must submit a letter of recommendation if current GPA is below 2.3

- 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 English and/or Math courses 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 121 credits is required for graduation to obtain a Bachelor's degree. A Lincoln Technical Institute transfer student is still required to participate in BSC's First 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 curriculum changes and policies which affect the agreed upon relationship. Both parties reserve the right to amend or revise by mutual consent and in writing this agreement or to change curriculum, whenever feasible. BSC will designate an officer(s) who will be responsible for all aspects of the articulation program at BSC. Lincoln Tech will designate an individual(s) 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 publics of the established relationships. Any informational sessions on the campus of Lincoln Technical Institute conducted by BSC must be done upon approval by the president of Lincoln Technical Institute.
- I. Either BSC 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 its 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.
- J. This articulation agreement does not preclude BSC 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)(6)

Date: 12/1/17

Craig T. Pfannenstiel  
*President*  
Bay State College  
Boston, MA

(b)(6)

Date: 12/1/17

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 (SACSCOC) 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: H. Michelle Toney Printed Name: CHRISTOPHER M. SANDERS

Originating Institution: Brown Mackie College Receiving Institution: Campbellsville University

Signature: (b)(6) Signature: (b)(6)

Date: 12/14/16 Date: 12/1

**Exhibit A: Similar Programs**

Brown Mackie programs included under this agreement.

**Brown Mackie Degree Program**

**Campbellsville University Degree Program**

Associate and Bachelor Programs

Bachelor Programs

**UNIVERSITY<sup>SM</sup>**  
**ESTABLISHED 1899**

**ARTICULATION AGREEMENT**  
**between**  
**South University and Brown Mackie College**

**I. PURPOSE**

The purpose of this articulation agreement is to provide a pathway for students to transfer from Brown Mackie College to South University.

1.1

1.2

1.3

**II. TERMS OF AGREEMENT**

**A. Admission to South University**

1. Brown Mackie College transfer students will be admitted to South University degree programs. Apply University admissions requirements in effect at the time of application. Admissions requirements are detailed in its i



**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 the Receiving 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:

(b)(6)

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

(b)(6)

9/26/16

Name: [Redacted]  
Title: [Redacted]  
H. Todd McElroy, Vice President of Academic Support Affairs

(b)(6)

9/27/16  
Date

Name: [Redacted]  
Steven Read, Vice Chancellor for Online  
South University

(b)(6)

9/29/16  
Date

Name: [Redacted]  
Dr. Jay Stubblefield, Vice Chancellor for Academic Affairs

(b)(6)

9/30/16

Name: [Redacted]  
John T. South, III, Chancellor  
South University

\*Course Transfer Guide is on y 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) in to their associate in science in medical assistant program.
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.
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 agency.
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 skill 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 admissions counselor 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 in force indefinitely but may be terminated by either party with not less than one year's

(b)(6)

Vice President for Academic Affairs
Fisher College

5/22/14

(b)(6)

Angela Corby Dennis
Campus President
Lincoln Technical Institute

5/22/14

(b)(6)

Neil Hotta, Ed.D.
Dean
Fisher College

(b)(6)

Christine Cusano
Academic Dean
Lincoln Technical Institute

**Exhibit A  
Transfer Table**

Lincoln Technical Institute			Fisher College		
Course #	Course Name	Credits	Course #	Course Name	Credits
BIO101 & 102	A & P I/II	8	SC 130	Essentials of A & P (non-lab)	4
MCB100	Health Admin & Record Mgt	4.5	ME213	Medical Insurance Billing	3
MED123	The Medical Office	4.5	ME102	Admin Procedures for Medical Ofc	3
MST107	Phelbotomy	4	ME205	Clinical Assisting I	3
MST108	Clinical Procedures	4.5	ME206	Clinical Assisting II	3
MST130	Pharmacology	4.5	SC220	Ess. of Pharmacology	1
EMR101	Electronic Medical Records	4.5	ME230	Electronic Health Records	3
	Total Possible Fisher College Credits				20

Fisher College Associate in Science in Medical Assisting Program is a 63 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

 DeVry University

[Admissions](#) > [Transfer Students](#) >

## 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

 DeVry University



**ADMISSIONS** ▼

**ACADEMIC COMMITMENT** ▼

  
**CALL**

**REQUEST  
INFO**

Apply  
Now



## 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 follow:

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 finished 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 nor 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**

By: (b)(6)

Title: *Vice President of Campus Operations*

Email: *cadelman@brownmackie.edu*

Date: 7-14-16

**NATIONAL AMERICAN UNIVERSITY**

By: (b)(6)

Dr. Ronald Snape  
President and Chief Executive Officer  
rshape@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 J, 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: (b)(6)      ed Name: \_\_\_\_\_

Originating Institution: Brown Mackie College      Receiving Institution: New Horizons Medical Institute

Signature: (b)(6)      Signature: (b)(6)

Date: 1/4/17      Date: 2

**Argosy University, Online**  
**College Approved Transfer Pathways – Courses Transferring Into This Campus**

Institution	Location	Effective Date
1. Argosy University, College of Health Sciences	Minnesota	11/12/2014
2. Chaffey College	California	3/22/2016
3. City Colleges of Chicago	Illinois	8/5/2014
4. College of Lake County	Illinois	2/2/2015
5. Community College of the Air Force	Alabama	10/20/2014
6. Harper College	Illinois	4/1/2014
7. ICDC College	California	8/1/2014
8. Illinois Articulation Initiative (IAI)	Illinois	1/1/2014
9. Los Angeles Harbor College	California	12/4/2014
10. Santa Rosa Junior College	California	12/7/2015

**Argosy University, Online**  
**College Articulation/Transfer Agreements – Courses Transferring Into This Campus**

Institution	Location	Effective Date
1. Brown Mackie College	National	9/23/2016
2. Brown Mackie College – Salina and its branch campuses	Kansas	3/27/2012
3. Brown Mackie College, branches of The Art Institute of Phoenix	National	3/26/2012
4. Cascadia College	Washington	1/23/2013
5. Central Arizona College	Arizona	12/14/2015
6. Cerritos College	California	6/10/2015
7. Chattahoochee Technical College	Georgia	12/19/2014
8. Clearwater Christian College	Florida	6/10/2015
9. College of Alameda	California	2/22/2016
10. College of Southern Maryland	Maryland	10/30/2015
11. College of the Canyons	California	11/4/2015
12. Colorado Community College System	Colorado	8/23/2012
13. Columbia State Community College	Tennessee	4/8/2015
14. Columbus State Community College	Ohio	2/9/2015
15. Community College of Allegheny	Pennsylvania	6/30/2015
16. Cuyamaca College	California	8/18/2015
17. Dallas Institute of Funeral Service	Texas	5/13/2015
18. Daymar Colleges Group	Kentucky	11/10/2015
19. East Los Angeles College	California	10/31/2014
20. Elgin Community College	Illinois	5/1/2014
21. Everest College – California	California	2/12/2014
22. Florida Career College	Florida	11/19/2012
23. Florida National University	Florida	11/19/2012
24. Folsom Lake College	California	11/30/2015
25. Genesee Community College	New York	11/13/2014
26. Georgia Piedmont Technical College	Georgia	3/30/2016
27. Green River College	Washington	1/31/2013
28. Gupton-Jones College of Funeral Service	Georgia	11/15/2012
29. Gwinnett College	Georgia	9/18/2013
30. Heald College	Hawaii	7/15/2014
31. Hillsborough Community College	Florida	6/29/2010
32. ITT Tech – Southern California District	California	5/1/2014
33. ITT Technical Institute	Indiana	9/7/2016
34. Lakewood College	Ohio	5/1/2013
35. Maricopa Community Colleges	Arizona	11/3/2013
36. Mid-America College of Funeral Service	Indiana	8/3/2015
37. Miller-Motte College – Wilmington	North Carolina	9/8/2014
38. Motlow State Community College	Tennessee	8/15/2014
39. Nashville State Community College	Tennessee	8/28/2012

**Argosy University, Online**  
**College Articulation/Transfer Agreements – Courses Transferring Into This Campus**

40. Northern Virginia Community College	Virginia	4/2/2014
41. Northwestern College	Illinois	8/4/2015
42. Penn Foster College	Arizona	8/1/2013
43. Raritan Valley Community College	New Jersey	11/3/2014
44. San Joaquin Valley College	California	2/22/2016
45. Santa Monica College	California	7/31/2014
46. Seattle Central Community College	Washington	2/7/2012
47. State College of Florida	Florida	11/18/2013
48. Volunteer State Community College	Tennessee	11/18/2013
49. Westmoreland County Community College	Pennsylvania	6/22/2015
50. Westwood College	California	4/27/2015
51. Williamson Christian College	Tennessee	3/13/2013

**Argosy University, Online**  
**Corporate Articulation Agreements – Courses Transferring Into This Campus**

<b>Institution</b>	<b>Location</b>	<b>Effective Date</b>
1. BizTech Learning Centers	Florida	9/17/2014
2. MARSTE Training Services	California	2/24/2014
3. Mountainland Applied Technology College (MATC)	Utah	9/1/2013
4. National Institute of Social Media	Minnesota	11/15/2012
5. State of Georgia Peace Officer Standards and Training (Georgia P.O.S.T.)	Georgia	9/18/2011
6. StraighterLine	Washington, D.C.	2/29/2012
7. Study.com, LLC	California	8/10/2015



**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 Toney

Printed Name: ELLEN CHIOFALO

Originating Institution: Brown Mackie College  
Signature: [Redacted]

Receiving Institution: Orion College  
Signature: [Redacted]

Date: 1/9/17

Date: 1/13/2017

**Exhibit A: Similar Programs**

Brown Mackie programs included under this agreement.

Brown Mackie Degree Program	Orion College Degree Program
Associate Degree in Healthcare Administration Associate Degree in Medical Assisting Certificate in Medical Assisting	Associate Degree in Healthcare Administration Associate Degree in Medical Assisting Certificate in Medical Assisting

## 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):

Laurus College OAD-P courses must be completed with a grade of C or higher, in order to transfer.	Lincoln University will recognize the following course substitutions only for graduates of the LC OAD-P program.
BUS 100 & BUS 110	BA 42 (4 units)
BUS 150	BA 255 (3 units)
BUS 210	BA 10 (3 units)
BUS 220	BA 150 (3 units)
BUS 230	BA250 (3 units)
BUS 240	BA 290 (3 units)
BUS 250	ECON 20A (3 units)
MOS 110 & MOS 140	BA 146 (3 units)
MOS 160 & CPL 100	CS 10 (3 units)
MOS 200	CS 137 (3 units)
ENG 101	ENG 82A (3 units)
ENG 110	ENG 93 (3 units)
CDM 101	ENG 75 (3 units)
MAT 101	MATH 10 (3 units)

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**

Laurus College

(b)(6)

David Ann. Ph.D.  
Chief Executive Officer

Lincoln University

(b)(6)

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** *Handwritten signature*

Hanoi in Vietnam

(b)(6)

**President**

**A. Prof. Dr. Bui Anh Tuan**

Date: \_\_\_\_\_

Authorized Representative:

**Niels Brock Copenhagen Business College**

in Denmark



(b)(6)

**NIELS**  
Copenhagen  
Nørre Allé 55  
1165 Copenhagen  
Denmark  
**President**

**MSc (Econ.) Anya Eskildsen**

Date: *Handwritten signature* \_\_\_\_\_

**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

Printed Name: MICHAEL J. ZAWISKY

Originating Institution: Brown Mackie College

Receiving Institution: Platt College

Signature: (b)(6)

Signature: (b)(6)

Date: 11/22/16

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;

Goodwin Courses		Equivalencies	
Course Code	Course Title	Course Code	Course Title
ENG 101	English Composition	ENG 101	College English I
ENG 1XX	Writing Elective	ENG 102	College English II
COM 1XX	Oral Communication Elective	ENG 103	Effective Speaking (This course satisfies the Humanities Requirement for the AS in Medical Assisting)
PSY 112	Introduction to Psychology	PSY 101	Introduction to Psychology
SOCSCI 1XX or GLOBAL 1XX (g-us) or GLOBAL 1XX (g-w)	Social Science Elective <b>or</b> Global Perspective (g-us) <b>or</b> Global Perspective (g-w)	ECO 102, 103; HIS 101, 102, 103, 201; PSY 104, 201; SOC 101, 102	Choose one 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.
BIO 1XX	Biology Elective	BIO 110 with Lab	Anatomy and Physiology I
ASD 120	College Experience	CSS 101	College Survival Skills
HSC 105	Medical Terminology	ALH 101 <b>and</b> ALH 102	Medical Terminology I <b>and</b> Medical Terminology II
SCI 1XX	Science Elective	BIO 111 with Lab	Anatomy and Physiology II
HSC 1XX	Health Science Elective	ALH 201 <b>and</b> ALH 202	Pharmacology I <b>and</b> Pharmacology II (will transfer as MED 212 Pharmacology)

HSC 1XX	Health Science Elective	MAA 215	Clinical Procedures I
OPEN 1XX	Open Elective	MAA 216	Clinical Procedures II
OPEN 1XX	Open Elective	MAA 224	Medical Assisting Practicum
OPEN 1XX	Open Elective	MBC 101	Medical Insurance Billing I
OPEN 1XX	Open Elective	OAP 203	Medical Office Procedures
OPEN 1XX	Open Elective	SCI 101	Introduction to Environmental Science
<b>Total credits for graduates of the AS:</b>			<b>57</b>

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;

<b>Goodwin Courses</b>		<b>Comparable Courses</b>	
<b>Course Code</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Course Title</b>
STAT 167	Statistics	MTH 201	Statistics
CAP 110	Computer Applications	COM 101	Computer Technology and Applications
SOCSCI 1XX <b>or</b> GLOBAL 1XX (g-us) <b>or</b> GLOBAL 1XX (g-w)	Social Science Elective <b>or</b> Global Perspective (g-us) <b>or</b> Global Perspective (g-w)	ECO 102, 103; HIS 101, 102, 103, 201; PSY 104, 201; SOC 101, 102	Choose <b>two</b> 3-credit courses. 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 all three requirements when pursuing the BS in Health Science at Goodwin.
ECN 110	Principles of Economics	ECO 102 <b>or</b> ECO 103	Microeconomics <b>or</b> Macroeconomics

**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:

<b>Goodwin Courses</b>	
<b>Course Code</b>	<b>Course Title</b>
ENG 3XX	Advanced Writing Elective
MATH 1XX	Mathematics (Student must take a Math course that is more advanced than Intermediate Algebra. Statistics does <b>not</b> count)
HSC 111 or HSC 305	Medical Law and Ethics or Ethical/Legal Issues in Health Care
HUM 1XX	Cultural Perspective Elective (l/fa)
HSC 101	Introduction to Healthcare
HSC 110	Medicine and Society
CHEM 1XX	Chemistry or General Chemistry I
BUS 101	Introduction to Management
HSC 212	Health Information Systems
HSC 310	U.S. Healthcare Delivery Systems
HSC 350	Continuous Quality Improvement
HSC 420	Methods in Research and Statistics
HSC 450 or HSC 460	Senior Capstone for Health Sciences or Health Science Internship
HSC 3XX	Health Science Elective
HSC 3XX	Health Science Elective
HSC 3XX	Health Science Elective
OPEN 3XX	Open Elective

OPEN 3XX	Open Elective
<b>Total Goodwin Specific Credits:</b>	<b>54</b>

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:

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Traditional Fulltime Undergraduate	\$10,000 (\$2,500 awarded per semester over 4 semesters)
3.21-4.0	Traditional Fulltime Undergraduate	\$12,000 (\$3,000 awarded per semester over 4 semesters)

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Half and Three-Quarter Time Undergraduate	\$5,000 (\$1,125 awarded per semester over 4 semesters)
3.21-4.0	Half and Three-Quarter Time Undergraduate	\$6,000 (\$1,500 awarded per semester over 4 semesters)

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)  
Campus Director

\_\_\_\_\_  
Date

**For Goodwin College:**

\_\_\_\_\_  
Mark Scheinberg (Or Designee)  
President

\_\_\_\_\_  
Date

## 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;
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 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;

Goodwin Courses		Equivalencies	
Course Code	Course Title	Course Code	Course Title
ENG 101	English Composition	ENG 101	College English I
ENG 1XX	Writing Elective	ENG 102 or ENG 104	College English II or Business Communication
COM 1XX	Oral Communication Elective	ENG 103	Effective Speaking (This satisfies the Humanities requirement for the AS in Medical Office Administration)
PSY 112	Introduction to Psychology	PSY 101	Introduction to Psychology
SOCSCI 1XX or GLOBAL 1XX (g-w)	Social Science Elective or Global Perspective (g-w)	ECO 103; HIS 103, 201; PSY 104, 201; SOC 101, 102	Choose <b>one</b> 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 all three requirements when pursuing the BS in Health Science at Goodwin.
ASD 120	College Experience	CSS 101	College Survival Skills
GLOBAL 1XX	Global Perspective (g-us)	HIS 101 or HIS 102	Post Civil War through World War II or Post World War II to Present

ACC 110	Applied Accounting	ACT 101	Accounting Principles I
HSC 1XX	Health Science Elective	MBC 101	Medical Insurance Billing I
HSC 1XX	Health Science Elective	OAP 203	Medical Office Procedures
OPEN 1XX	Open Elective	COM 102	Word Processing Application
OPEN 1XX	Open Elective	COM 106	Database Management Application
<b>Total credits for graduates of the AS:</b>		<b>36</b>	

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 Office Administration. This credit must have been earned prior to matriculation into Goodwin's B.S. in Health Science, Health Care Administration program. Goodwin College will award additional credit in accordance with the table below;

Goodwin Courses		Comparable Courses	
Course Code	Course Title	Course Code	Course Title
BIO 1XX	Biology Elective	BIO 110	Anatomy and Physiology I <b>with Lab</b>
SCI 1XX	Science Elective	BIO 111	Anatomy and Physiology II <b>with Lab</b>
STAT 167	Statistics	MTH 201	Statistics
CAP 110	Computer Applications	COM 101	Computer Technology and Applications
ECN 110	Principles of Economics	ECO 102 <b>or</b> ECO 103	Microeconomics <b>or</b> Macroeconomics
SOCSCI 1XX <b>or</b> GLOBAL 1XX (g-w)	Social Science Elective <b>or</b> Global Perspective (g-w)	ECO 103; HIS 103, 201; PSY 104, 201; SOC 101, 102	Choose <b>one</b> 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 all three requirements when pursuing the BS in Health Science at Goodwin.
HSC 105	Medical Terminology	ALH 101 and ALH 102	Medical Terminology I and Medical Terminology II
<b>Total Credits with Goodwin Requirements (AS included):</b>			<b>62</b>

The following courses are specific to the Goodwin BS in Health Science, Health Care Administration program and do **not** have Salter College equivalencies:

<b>Goodwin Courses</b>	
<b>Course Code</b>	<b>Course Title</b>
ENG 3XX	Advanced Writing Elective
MATH 1XX	Mathematics (Student must take a Math course that is more advanced than Intermediate Algebra. Statistics does <b>not</b> count)
HSC 111 or HSC 305	Medical Law and Ethics or Ethical/Legal Issues in Health Care
HUM 1XX	Cultural Perspective Elective (l/fa)
HSC 101	Introduction to Healthcare
HSC 110	Medicine and Society
CHEM 1XX	Chemistry or General Chemistry I
BUS 101	Introduction to Management
HSC 212	Health Information Systems
HSC 310	U.S. Healthcare Delivery Systems
HSC 350	Continuous Quality Improvement
HSC 420	Methods in Research and Statistics
HSC 450 or HSC 460	Senior Capstone for Health Sciences or Health Science Internship

BUS 115	Human Resource Management
HSC 320	Health Administration
HSC 302	Public Health and Personnel Administration
HSC 312	Organization and Administration of Long-Term Care
BUS 210	Business Planning and Development
OPEN 3XX	Open Elective
OPEN 3XX	Open Elective
<b>Total Goodwin Specific Credits:</b>	<b>61</b>

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 Office Administration may qualify for transfer awards as follows:

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Traditional Fulltime Undergraduate	\$10,000 (\$2,500 awarded per semester over 4 semesters)
3.21-4.0	Traditional Fulltime Undergraduate	\$12,000 (\$3,000 awarded per semester over 4 semesters)

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Half and Three-Quarter Time Undergraduate	\$5,000 (\$1,125 awarded per semester over 4 semesters)

3.21-4.0	Half and Three-Quarter Time Undergraduate	\$6,000 (\$1,500 awarded per semester over 4 semesters)
----------	---	---

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)  
 Campus Director

\_\_\_\_\_  
 Date

**For Goodwin College:**

\_\_\_\_\_  
 Mark Scheinberg (Or Designee)  
 President

\_\_\_\_\_  
 Date

## 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;
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 Massage Therapy, recommendations have been made for courses that will meet the requirements for Goodwin College's B.S. in Health Science;

Goodwin Courses		Equivalencies	
Course Code	Course Title	Course Code	Course Title
PSY 112	Introduction to Psychology	PSY 101	Introduction to Psychology
ASD 120	College Experience	CSS 101	College Survival Skills
HSC 105	Medical Terminology	ALH 101and ALH 102	Medical Terminology I and Medical Terminology II
HSC 1XX	Health Science Elective	BIO 110	Anatomy and Physiology I without Lab
HSC 1XX	Health Science Elective	BIO 111	Anatomy and Physiology II without Lab
OPEN 1XX	Open Elective	MST 110	Ethics and Professional Development
OPEN 1XX	Open Elective	MST 201	Muscle Structure and Function
OPEN 1XX	Open Elective	MST 202	Pathology
OPEN 1XX	Open Elective	MST 227	Massage Clinical Practicum
OPEN 1XX	Open Elective	MST 101 and MST 102	Anterior Swedish Massage and Posterior Swedish Massage
<b>Total credits for graduates of the AS:</b>			<b>34</b>

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;

Goodwin Courses		Comparable Courses	
Course Code	Course Title	Course Code	Course Title
STAT 167	Statistics	MTH 201	Statistics
CAP 110	Computer Applications	COM 101	Computer Technology and Applications
ECN 110	Principles of Economics	ECO 102 or ECO 103	Microeconomics or Macroeconomics
ENG 101	English Composition	ENG 101	College English I
ENG 1XX	Writing Elective	ENG 102	College English II
COM 1XX	Oral Communication Elective	ENG 103	Effective Speaking
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 <b>three</b> 3-credit courses. 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.
<b>Total Credits with Goodwin Requirements (AS included):</b>		<b>61</b>	

The following courses are specific to the Goodwin BS in Health Science and do **not** have Salter College equivalencies:

Goodwin Courses	
Course Code	Course Title
BIO 1XX	Biology Elective (requires a lab)
ENG 3XX	Advanced Writing Elective
SCI 1XX	Science Elective (requires a lab)

MATH 1XX	Mathematics (Student must take a Math course that is more advanced than Intermediate Algebra. Statistics does <b>not</b> count)
HSC 111 or HSC 305	Medical Law and Ethics or Ethical/Legal Issues in Health Care
HUM 1XX	Cultural Perspective Elective (l/fa)
HSC 101	Introduction to Healthcare
HSC 110	Medicine and Society
CHEM 1XX	Chemistry or General Chemistry I
BUS 101	Introduction to Management
HSC 212	Health Information Systems
HSC 310	U.S. Healthcare Delivery Systems
HSC 350	Continuous Quality Improvement
HSC 420	Methods in Research and Statistics
HSC 450 or HSC 460	Senior Capstone for Health Sciences or Health Science Internship
HSC 3XX	Health Science Elective
HSC 3XX	Health Science Elective
HSC 3XX	Health Science Elective
OPEN 3XX	Open Elective
OPEN 3XX	Open Elective
<b>Total Goodwin Specific Credits:</b>	<b>63</b>

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:

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Traditional Fulltime Undergraduate	\$10,000 (\$2,500 awarded per semester over 4 semesters)
3.21-4.0	Traditional Fulltime Undergraduate	\$12,000 (\$3,000 awarded per semester over 4 semesters)

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Half and Three-Quarter Time Undergraduate	\$5,000 (\$1,125 awarded per semester over 4 semesters)
3.21-4.0	Half and Three-Quarter Time Undergraduate	\$6,000 (\$1,500 awarded per semester over 4 semesters)

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)  
Campus Director

\_\_\_\_\_  
Date

**For Goodwin College:**

\_\_\_\_\_  
Mark Scheinberg (Or Designee)  
President

\_\_\_\_\_  
Date

## 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;

Goodwin Courses		Equivalencies	
Course Code	Course Title	Course Code	Course Title
PSY 112	Introduction to Psychology	PSY 101	Introduction to Psychology
BIO 1XX	Biology Elective	BIO 110 with Lab	Anatomy and Physiology I
ASD 120	College Experience	CSS 101	College Survival Skills
HSC 105	Medical Terminology	ALH 101 and ALH 102	Medical Terminology I and Medical Terminology II
SCI 1XX	Science Elective	BIO 111 with Lab	Anatomy and Physiology II
HSC 1XX	Health Science Elective	ALH 201 and ALH 202	Pharmacology I and Pharmacology II (will transfer as MED 212 Pharmacology)
HSC 1XX	Health Science Elective	MAA 215	Clinical Procedures I
OPEN 1XX	Open Elective	MAA 216	Clinical Procedures II
OPEN 1XX	Open Elective	MAA 224	Medical Assisting Practicum
OPEN 1XX	Open Elective	MBC 101	Medical Insurance Billing I
OPEN 1XX	Open Elective	OAP 203	Medical Office Procedures
OPEN 1XX	Open Elective	OAP 101	Keyboarding
<b>Total credits for graduates of the AS:</b>		<b>45</b>	

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;

Goodwin Courses		Comparable Courses	
Course Code	Course Title	Course Code	Course Title
STAT 167	Statistics	MTH 201	Statistics
CAP 110	Computer Applications	COM 101	Computer Technology and Applications
ECN 110	Principles of Economics	ECO 102 or ECO 103	Microeconomics or Macroeconomics
ENG 101	English Composition	ENG 101	College English I
ENG 1XX	Writing Elective	ENG 102	College English II
COM 1XX	Oral Communication Elective	ENG 103	Effective Speaking
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 <b>three</b> 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.
<b>Total Credits with Goodwin Requirements (AS included):</b>		<b>72</b>	

The following courses are specific to the Goodwin BS in Health Science and do **not** have Salter College equivalencies:

Goodwin Courses	
Course Code	Course Title
ENG 3XX	Advanced Writing Elective
MATH 1XX	Mathematics (Student must take a Math course that is more advanced than Intermediate Algebra. Statistics does <b>not</b> count)

HSC 111 or HSC 305	Medical Law and Ethics or Ethical/Legal Issues in Health Care
HUM 1XX	Cultural Perspective Elective (l/fa)
HSC 101	Introduction to Healthcare
HSC 110	Medicine and Society
CHEM 1XX	Chemistry or General Chemistry I
BUS 101	Introduction to Management
HSC 212	Health Information Systems
HSC 310	U.S. Healthcare Delivery Systems
HSC 350	Continuous Quality Improvement
HSC 420	Methods in Research and Statistics
HSC 450 or HSC 460	Senior Capstone for Health Sciences or Health Science Internship
HSC 3XX	Health Science Elective
HSC 3XX	Health Science Elective
HSC 3XX	Health Science Elective
OPEN 3XX	Open Elective
OPEN 3XX	Open Elective
<b>Total Goodwin Specific Credits:</b>	<b>54</b>

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:

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Traditional Fulltime Undergraduate	\$10,000 (\$2,500 awarded per semester over 4 semesters)
3.21-4.0	Traditional Fulltime Undergraduate	\$12,000 (\$3,000 awarded per semester over 4 semesters)

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Half and Three-Quarter Time Undergraduate	\$5,000 (\$1,125 awarded per semester over 4 semesters)
3.21-4.0	Half and Three-Quarter Time Undergraduate	\$6,000 (\$1,500 awarded per semester over 4 semesters)

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)  
 Campus Director

\_\_\_\_\_  
 Date

**For Goodwin College:**

\_\_\_\_\_  
 Mark Scheinberg (Or Designee)  
 President

\_\_\_\_\_  
 Date

## 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**

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 Billing and Coding 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 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;
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 Certificate in Medical Billing and Coding, recommendations have been made for courses that will meet the requirements for Goodwin College's B.S. in Health Science;

Goodwin Courses		Equivalencies	
Course Code	Course Title	Course Code	Course Title
ASD 120	College Experience	CSS 101	College Survival Skills
HSC 105	Medical Terminology	ALH 101and ALH 102	Medical Terminology I and Medical Terminology II
HSC 1XX	Health Science Elective	BIO 110	Anatomy and Physiology I without Lab
HSC 1XX	Health Science Elective	BIO 111	Anatomy and Physiology II without Lab
OPEN 1XX	Open Elective	MBC 101	Medical Insurance Billing I
OPEN 1XX	Open Elective	MBC 102	Medical Insurance Billing II
OPEN 1XX	Open Elective	MBC 202	Procedural Coding
OPEN 1XX	Open Elective	MBC 203	Diagnostic Coding
OPEN 1XX	Open Elective	MBC 204	Advanced Coding
<b>Total credits for graduates of the AS:</b>		<b>30</b>	

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 Billing and Coding. 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;

Goodwin Courses		Comparable Courses	
Course Code	Course Title	Course Code	Course Title
PSY 112	Introduction to Psychology	PSY 101	Introduction to Psychology

STAT 167	Statistics	MTH 201	Statistics
CAP 110	Computer Applications	COM 101	Computer Technology and Applications
ECN 110	Principles of Economics	ECO 102 <b>or</b> ECO 103	Microeconomics <b>or</b> Macroeconomics
ENG 101	English Composition	ENG 101	College English I
ENG 1XX	Writing Elective	ENG 102	College English II
COM 1XX	Oral Communication Elective	ENG 103	Effective Speaking
SOCSOCI 1XX <b>or</b> GLOBAL 1XX (g-us) <b>or</b> GLOBAL 1XX (g-w)	Social Science Elective <b>or</b> Global Perspective (g-us) <b>or</b> Global Perspective (g-w)	ECO 102, 103; HIS 101, 102, 103, 201; PSY 104, 201; SOC 101, 102	Choose <b>three</b> 3-credit courses. 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.
<b>Total Credits with Goodwin Requirements (AS included):</b>		<b>60</b>	

The following courses are specific to the Goodwin BS in Health Science and do **not** have Salter College equivalencies:

<b>Goodwin Courses</b>	
<b>Course Code</b>	<b>Course Title</b>
BIO 1XX	Biology Elective (requires a lab)
ENG 3XX	Advanced Writing Elective
SCI 1XX	Science Elective (requires a lab)
MATH 1XX	Mathematics (Student must take a Math course that is more advanced than Intermediate Algebra. Statistics does <b>not</b> count)

HSC 111 or HSC 305	Medical Law and Ethics or Ethical/Legal Issues in Health Care
HUM 1XX	Cultural Perspective Elective (I/fa)
HSC 101	Introduction to Healthcare
HSC 110	Medicine and Society
CHEM 1XX	Chemistry or General Chemistry I
BUS 101	Introduction to Management
HSC 212	Health Information Systems
HSC 310	U.S. Healthcare Delivery Systems
HSC 350	Continuous Quality Improvement
HSC 420	Methods in Research and Statistics
HSC 450 or HSC 460	Senior Capstone for Health Sciences or Health Science Internship
HSC 3XX	Health Science Elective
HSC 3XX	Health Science Elective
HSC 3XX	Health Science Elective
OPEN 3XX	Open Elective
OPEN 3XX	Open Elective
<b>Total Goodwin Specific Credits:</b>	<b>63</b>

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:

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Traditional Fulltime Undergraduate	\$10,000 (\$2,500 awarded per semester over 4 semesters)
3.21-4.0	Traditional Fulltime Undergraduate	\$12,000 (\$3,000 awarded per semester over 4 semesters)

Salter College CGPA	Goodwin Program	Award
2.8-3.2	Half and Three-Quarter Time Undergraduate	\$5,000 (\$1,125 awarded per semester over 4 semesters)
3.21-4.0	Half and Three-Quarter Time Undergraduate	\$6,000 (\$1,500 awarded per semester over 4 semesters)

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)  
 Campus Director

\_\_\_\_\_  
 Date

**For Goodwin College:**

\_\_\_\_\_  
 Mark Scheinberg (Or Designee)  
 President

\_\_\_\_\_  
 Date

**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. Michelle Toney

Printed Name: Eric S. Juhlin

Originating Institution: Brown Mackie College

Receiving Institution: Stevens Henager College

Signature: (b)(6)

Signature: \_\_\_\_\_

Date: 12/14/16

Date: November 30, 2016

**Exhibit A: Similar Programs**

Brown Mackie programs included under this agreement.

**Brown Mackie Programs**

Business Administration

Business Management

Information Technology

Medical Assistant

**Stevens Henager Programs**

Business Administration

Business Administration - Management

Information Technology Management

Medical Specialities





**ABOUT US**

**Faculty & Staff**

**Degree Programs**

**Scholarships and Awards**

**Dimond Fellows Program**

**Current Students**

# Department of Hospitality, Tourism and Events

Home / Department of Hospitality, Tourism and Events / Current Students / Transfer

## Advising **Students**

**Registration Tips** TRANSFER AGREEMENT Between METROPOLITAN STATE UNIVERSITY OF DENVER AND THE ART INSTITUTE OF COLORADO

**Student Handbook** the Colorado Commission on Higher Education (CCHE) policy that Colorado public schools and the intra-state transfer of students, Metropolitan State University of Denver and The

**Transfer Students** Art Institute of Colorado (AI) enter into this articulation agreement to meet transfer goals and enhance the quality of education. The Art Institute of Colorado is accredited by the Accrediting Council for Independent Schools (ACICS) to award the Associate of Applied Science and Bachelor of Arts degrees.

**Jobs/Internships** The Art Institute of Colorado is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSC) and ACCSCT are listed as nationally recognized accrediting agencies by the U.S. Department of Education.

**Events** The Art Institute of Colorado's programs are authorized under The Degree Authorization Act (Title 23, Article 2, Section 101 ET SEQ., C.R.S.) by the Colorado Department on Higher Education; and the school is a member of the Colorado Private School Association, the Colorado Art Education Association, and the National Art Education Association.

**Contact Us** The Art Institute of Colorado is a member of the Colorado Private School Association, the Colorado Art Education Association, and the National Art Education Association. The school is a member of the Colorado Private School Association, the Colorado Art Education Association, and the National Art Education Association. The school is a member of the Colorado Private School Association, the Colorado Art Education Association, and the National Art Education Association. The school is a member of the Colorado Private School Association, the Colorado Art Education Association, and the National Art Education Association.

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)

Art Institute		MSU Denver	
GS1403-4	English Composition I	ENG 1010-2.67	Freshman Composition: The essay
GS3407-4	English Composition II	ENG 1020-2.67	Freshman Composition: Analysis, Research, & Documentation

### Mathematics (need 3 credits)

Art Institute		MSU Denver	
GS3408-4	Fundamentals of Statistics	MTH 1210-2.67	Introduction to Statistics

### Communications (need 3 credits)

Art Institute		MSU Denver	
GS2406-4	Speech	SPE 1010-2.67	Public Speaking
GR3373-3	Group Dynamics	SPE 8000-2.00	
GS4314-3	Spanish II	SPA 1020-2.00	Elementary Spanish II

### History (need 3 credits)

Art Institute		MSU Denver	
GS1405-4	Western Civilization to 1600	HIS 8000-2.67	
GS3411-4	Western Civilization since 1600	HIS 8000-2.67	

### None available Arts and Letters (need 6 credits)

--

**Art Institute****MSU Denver**

None available

**Social Sciences (need 6 credits)****Art Institute****MSU Denver**

GS2405-4	Sociology	SOC 8000-2.67	
GS4415-4	Macroeconomics	ECO 2010-2.67	Principles of Economics-Macro
GS4412-4	Psychology	PSY 1001-2.67	Introductory Psychology

**Natural Science (need 6 credits)****Art Institute****MSU Denver**

CULO4320-3	Nutrition	NUT 2040-2.00	Introduction to Nutrition
GS4410-4	Environmental Science	ENV 8000-2.67	Environmental Science

**MAJOR CORE REQUIREMENTS****Art Institute****MSU Denver**

BCU11340-3	Leadership in Foodservice Industry	HTE 1030-3	Introduction to Hospitality, Tourism and Events
BCU12342-3	Customer Service		
<b>and</b>			
CUL06327-3	Dining Room Operations (2-credits towards free electives) 2		

**RESTAURANT MANAGEMENT CONCENTRATION****Art Institute****MSU Denver**

CUL01304-3	Sanitation & Safety	HTE 1603-3	Food Preparation and Sanitation
CUL01301-3	Application & Use of Culinary Equipment	HTE 2613-3	Food Production and Service I
<b>and</b>			
CUL 01303-3	Introduction to Cooking 2		
<b>or</b>			

CUL01302-3	Basic Culinary Skills (2-credits towards free electives) 2		
CUL06325-3	A la Carte Cooking	HTE 3623-3	Food Production and Service II
<b>and</b>			
CUL 04313-3	Characuterie (2-credits towards free electives) 2		
CUL05323	Nutritional & Health Related Cooking	HTE 3643-3	Healthy Cooking
CUL05349-3	Cost Controls	HTE 3603-3	Labor and Production Controle
BCU10336-3	Oenology and Viticulture	HTE 3613-3	Wine Fundamentals
CUL06350-3	Purchasing	HTE 1533-3	Food Selection and Identification

**OTHER-TRANSFER AS HMT 8000**

	<b>Art Institute</b>	<b>MSU Denver</b>
CUL03311-3	Introduction to Baking	HTE 8000-2
CUL03312-3	Introduction to Pastry	HTE 8000-2
CUL04315-3	Hors d'oeuvres and Appetizers	HTE 8000-2
CUL04316-3	Pantry	HTE 8000-2
BCU 08328-3	Advanced Beverage Management	HTE 8000-2
CUL05324-3	Beverage Identification & Management	HTE 8000-2
BCU09333-3	Events Management	HTE 8000-2
CUL07322-3	Menu Management	HTE 8000-2
CUL02305-3	American Regional Cooking-Central	HTE 8000-2
CUL07319-3	Classical/International/Mediterranean Cuisine	HTE 8000-2
CUL07351-3	Classical/International/Mediterranean Service	HTE 8000-2
CUL03348-3	Career Development/Computer Applications	HTE 8000-2
CUL07328-3	Cooking/Dining Room Externship	HTE 8000-2
CUL05321-3	Current Cuisines	HTE 8000-2
BCU10335-3	Foodservice for the Retirement Community	HTE 8000-2
BCU13345-3	Foodservice Management Applications	HTE 8000-3
BCU13346-3	Management Externship	HTE 8000-2

BCU11341-3	Managing Computer Tools	HTE 8000-2
BCU08331-3	Quick Service Restaurant Operations	HTE 8000-2

## **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 obtain 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**