North Dakota State Board of Higher Education
Academic and Student Affairs Committee
Draft Meeting Notice and Agenda
June 12, 2014

The State Board of Higher Education Academic and Student Affairs Committee will meet by conference call, on Thursday, June 12, 2014 at 11:00 a.m. CDT. The call will originate in the NDUS Office, 10th floor of the State Capitol, 600 E. Boulevard Ave., Bismarck, ND.

Call to Order

1. Approval of May 15, 2014 meeting minutes
2. Approval of Agenda

Announcement of Chancellor’s Action(s):

3. Stage II – New Prefix
   * Mayville State University’s Request for a New Prefix: SPED -- Special Education; effective fall 2014.
   * Minot State University’s Request for a New Prefix: UNIV -- University Studies; effective fall 2014.
   * North Dakota State College of Science’s Request for a New Prefix: UNIV -- University Studies; effective fall 2014.
   * North Dakota State University’s and the University of North Dakota’s Requests for a New Prefix of BME -- Biomedical Engineering; effective fall 2014.
   * Williston State College’s Request for a New Prefix: HIM -- Health Information Management; effective fall 2014.

4. Stage II – Place Program on Inactive Status
   * Dakota College at Bottineau’s Request to place Programs on Inactive Status: Diploma in Medical Transcription; effective fall 2014.
   * Dickinson State University’s Request to place three programs of study in natural sciences on Inactive Status:
     - B.A. in Environmental Health; effective summer 2014,
     - B.S. in Biology (Professional Option); effective summer 2014, and
     - B.S. in Biology (Wildlife Biology Option); effective summer 2014.
   * Dickinson State University’s Request to place the B.S. in International Business major on Inactive Status; effective fall 2014.
   * Dickinson State University’s Request to place eight minors supporting the existing B.S. in Business Administration on Inactive Status:
     - Banking and Finance; effective fall 2014,
     - Entrepreneurship; effective fall 2014,
     - Human Resource Management; effective fall 2014,
     - International Business; effective fall 2014,
     - Management; effective fall 2014,
     - Management Information Systems; effective fall 2014,
     - Marketing; effective fall 2014, and
     - Office Administration; effective fall 2014.
5. Stage II – Program Title Change
   - Williston State College’s Request for a Program Title Change from Diploma in Medical Billing and Coding to Certificate Program in Medical Coding (including a Certificate of Completion in Medical Editing); effective fall 2014.

6. Stage II - Distance Education Programs
   - North Dakota State University’s Request for Distance Delivery: M.Ed. in Educational Leadership -- Teacher Education Option; effective fall 2014.
   - North Dakota State University’s Request for Distance Delivery: M.S. in Leadership in Physical Education and Sport -- On-Line Option; effective May 2014.

Academic Requests Action(s):

7. Tenure Recommendation from NDSU for Dr. M. Beth Fisher Ingram

8. Stage II - New Program and Distance Education
   - North Dakota State University’s and the University of North Dakota’s Requests for collaborative new graduate programs (M.S. and Ph.D.) in Biomedical Engineering to be offered collaboratively, and online as well as on their respective campuses; effective fall 2014.

9. Stage II – Organizational Change
   - University of North Dakota’s Request for an Organizational Change to establish a New Center: Center for Comparative Effectiveness Analytics; effective fall 2014.

10. Stage II – Institutional Organization Notice and Approval -- Authorized Institutions 2013 Renewal to Operate
    - Central Michigan Renewal to Operate in 2014
    - Embry-Riddle Renewal to Operate in 2014
    - Park University Renewal to Operate in 2014
    - Rasmussen College Renewal to Operate in 2014

Other Business

11. Updates/Recommendations of 3 Task Forces for Student Success
    - Recommendations of the Admissions Index for Student Success Task Force
    - Best Practices in Remedial/Developmental Education Task Force for Student Success
      - Recommendations for Remediation in English
      - Recommendations for Remediation in Math
    - Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force for Student Success

Future Committee Meetings

- 10 July 2014
- 14 August 2014
- 11 September 2014

Adjourn

Contact Nancy J. Green (701) 328-4108 or nancy.green@ndus.edu prior to the scheduled meeting date if auxiliary aids or services are needed.
The State Board of Higher Education Academic and Student Affairs Committee met by conference call, on Thursday, May 15, 2014 at 11:00 a.m. CDT. The call originated in the NDUS Office, 10th floor of the State Capitol, 600 E. Boulevard Ave., Bismarck, ND.

SBHE Academic and Student Affairs Committee members participating:
   Dr. Kirsten Diederich, Committee Chair
   Mr. Devin Hoffarth, NDSA
   Dr. Doug Munski, Faculty Advisor, non-voting

Members Absent:
   Dr. Terry Hjelmstad

NDUS staff participating:
   Dr. Sonia Cowen, Interim Vice Chancellor for Academic and Student Affairs
   Nancy Green, Administrative Assistant for Academic and Student Affairs

Guest: Dr. Eric Murphy, Faculty Advisor

Approval of Minutes
Mr. Hoffarth moved, with amendments proposed by Dr. Munski, seconded by Chair Diederich, to approve the amended minutes of the State Board of Higher Education (SBHE) Academic and Student Affairs Committee’s meeting of April 9, 2014. Hoffarth and Diederich voted to approve.

Approval of Agenda
Mr. Hoffarth moved, seconded by Chair Diederich, to approve the SBHE Academic and Student Affairs Committee’s agenda. Diederich and Hoffarth voted to approve.

Tenure Recommendations
Two tenure recommendations were presented with a revised Faculty Appointments spreadsheet to reflect a change in North Dakota State University’s numbers. Mr. Hoffarth moved, seconded by Chair Diederich, to approve the tenure recommendations. Hoffarth and Diederich voted to approve.

Academic Requests
   Stage II - New Program - Action
   • North Dakota State University’s Request for a New Programs: B.A. and B.S. in Art Education; effective fall 2014.
     Mr. Hoffarth moved, seconded by Chair Diederich, to approve. Diederich and Hoffarth voted to approve.

   Stage II – New Prefix - Announcement
   • Bismarck State College’s Request for a New Prefix: UNIV-University Studies; effective fall 2014.
An announcement: Reviewed by the Cabinet and approved by the Chancellor on May 14, 2014.

Stage II – Program Termination - Action
- University of North Dakota’s Request for Termination: M.S. in Psychiatric and Mental Health-Clinical Nurse Specialist; and Graduate (Post Master’s) Certificate in Psychiatric and Mental Health-Clinical Nurse Specialist; effective fall 2014.
- Williston State College’s Request for Termination: A.A.S. in Diesel Technology; effective fall 2014.

Mr. Hoffarth moved, seconded by Chair Diederich, to approve. Hoffarth and Diederich voted to approve.

Stage II – Place Program on Inactive Status - Announcement
- University of North Dakota’s Request to place a Program on Inactive Status: B.S. in Occupational and Environmental Health; effective fall 2014.

Stage II – Program Title Change - Announcement

Stage II - Organizational Change - Action
- North Dakota State University’s Request for an Organizational Change: Reorganize the existing Center for Community Vitality From College of Agriculture, Food Systems, and Natural Resources To College of Arts, Humanities, and Social Sciences; effective fall 2014.
- University of North Dakota’s Request for an Organizational Change: From Department of Entrepreneurship to School of Entrepreneurship; effective fall 2014.

There is a question as to what the requirements are between a department and school. The organizational change has been approved by the University Senate. It was recommended Dr. Cowen continue to educate the difference between departments and schools. It was stated the Provost commented this is a multidisciplinary program which brings a concern of moving from a program to a department to a school. Mr. Hoffarth moved, seconded by Chair Diederich, to approve. Diederich and Hoffarth voted to approve.

- University of North Dakota’s Request for an Organizational Change to establish a New Center: Center for Comparative Effectiveness Analytics; effective fall 2014.

Dr. Murphy asked if the proposed Center would be a duplication of the Center for Rural Health. He expressed concern that UND’s proposal identifies no specific amounts of anticipated external funding, no track record of funding, nor any pending funding. Both the Academic Affairs Council and Chancellor’s Cabinet have approved UND’s request for an
organizational change to establish this new center. Dr. Cowen will inform Dr. Wynne, director of the Center for Rural Health, that he or his designee will be asked to respond as regards any duplication issues. Dr. Cowen will return his response in writing to the Committee in advance of the SBHE meeting in May. She will also ask Dr. DiLorenzo for clarification of the funding associated with this. This item is tabled until the SBHE meeting on May 29, 2014.

Veteran’s Enrollment in NDUS institutions
The NDUS, through the AAC, supervises the State Approving Agency for Veteran’s Affairs which facilitates access to higher education for veterans’ and their eligible dependents. There has been an increase in the number of veterans enrolling in programs in the system the past three years. Chapter 33 funding, which is associated with 9/11, is available to both eligible veterans' and their dependents. Each campus is paid for each veteran that is attending courses for staff training. Dr. Cowen has received requests from legislators asking what we are doing to help the veterans get degrees and gainful employment when they retire from the service. The Veteran's Enrollment Report will be shared with the SBHE.

Survey of assessment practices
Chancellor Skogen sent a memo to the presidents that this committee is interested in knowing what they are doing for assessments and goals. He asked to have the plans sent to the NDUS office by June 15, 2014 for this committee. In order to maintain accreditation, a good assessment plan needs to have been approved and implemented on each NDUS campus. This information can help campuses be better prepared when the Higher Learning Commission comes to visit. This information is helpful when students transfer from one school to another to know what each campus is doing.

The meeting adjourned at 12:08 p.m. CDT.
1. **Issue**: SBHE approval of tenure. Although North Dakota State University (NDSU) submitted 35 recommendations for faculty tenure to the SBHE for its April 2014 meeting, and it submitted two additional recommendations for faculty tenure to the SBHE for its May 2014 meeting, NDSU has submitted another recommendation for faculty tenure of M. Beth Fisher Ingram, Ph.D., to SBHE for approval at its June 2014 meeting.

2. **Proposed motion.** Approve tenure for M. Beth Fisher Ingram, Ph.D., effective for the Academic Year of 2014-15, as a Professor of Economics in the Department of Agribusiness and Applied Economics in the College of Agriculture, Food Sciences, and Natural Resources at North Dakota State University.

3. **Background information.** Dr. Beth Fisher Ingram, who was tenured as a Professor of Economics at the University of Iowa, has been hired as the Provost at North Dakota State University, beginning 7 July 2014, and her appointment includes tenure as Professor of Economics in the Department of Agribusiness and Applied Economics in the College of Agriculture, Food Sciences, and Natural Resources at North Dakota State University.

4. **Financial implications.** Any additional expenses associated in contracting Dr. Ingram as tenured Professor will be drawn from the NDUS' budget for the AY 2014-15, and thereafter.

5. **Legal/policy issues.** SBHE Policy 605.1, Academic Freedom and Tenure—Academic Appointments, requires Board approval of candidates for tenure at the respective institutions.

Paragraph 1-c specifies the authority of the SBHE, and states:

Tenure is awarded by the Board upon recommendation of the Chancellor, following review and recommendations made pursuant to the procedures established at the institution and a recommendation by the institution's president to the Chancellor. A favorable recommendation means that the applicant meets all of the prerequisites and criteria and the award of tenure is consistent with the sound fiscal management and academic priorities of the institution and the system of education under the control of the Board. Tenure recommendations submitted to the Board shall include a brief summary of the candidate's qualifications and reasons for the recommendation. Tenure is not an entitlement, and the granting of tenure requires an affirmative act by the Board. Tenure is limited to the academic unit or program area in the institution in which tenure is granted and shall not extend to an administrative or coaching position.

The effective dates of the tenure appointments are fall 2014 for the 2014-2015 Academic Year (AY). Paragraph 2-a provides definitions for “Academic Year” and “Faculty”, as follows:

"Academic Year" means the period, approximately nine months in duration, starting with the beginning of the Fall semester and ending following completion of the Spring semester.

"Faculty" means all members of the academic staff, excluding only coaches and administrators in their capacities as coaches or administrators.
Paragraph 3-b specifies the role of the individual campuses in establishing and applying criteria for tenure that is “consistent with the nature of mission” of each institution, and so reads:

The criteria for tenure evaluation and continuing evaluation of probationary and tenured faculty shall include scholarship in teaching, contribution to a discipline or profession through research, other scholarly or professional activities, and service to the institution and society. Institutions may adopt additional criteria. The regulations defining these criteria shall be consistent with the nature and mission of the institution.

Paragraph 3-c specifies the probationary period of time a faculty member has to be considered for tenure, and so reads:

Eligibility for tenure requires a probationary period of six years of continuous academic service to the institution, during which the faculty member is evaluated at least annually according to an evaluation process designed to foster continuous improvement. The term may be extended beyond six years or the continuous service requirement may be waived in exceptional circumstances. Institutions shall establish procedures for granting extensions or waivers of the continuous service requirement in exceptional circumstances, which must include maternity or parental leave and appropriate accommodations for faculty members with disabilities. Institution procedures may define additional exceptional circumstances including, for example, family emergencies or extended illness.

Paragraph 3-c specifies the timeframe in which contracts must be issued and accepted between an individual institution and its faculty, and in the case where a tenure recommendation is approved by the SBHE for the AY 2014-2015, an institution would need to issue a contract with the continuing faculty no later than 30 June of 2014, and receive acceptance of that contract no later than 20 July of 2014.

6. Academic issues. Comments specific to the candidate are provided in Dr. Ingram’s respective Candidate Recommendation (see attached).

7. Coordination. NDUS’s president, Dr. Dean Bresciani, approved this request.

8. Attachment. The tenure recommendation from North Dakota State University is attached, and it documents the Dr. Ingram’s earned tenure credit, qualifications, instructional accomplishments, research/creative activity, service, review, and recommendation for tenure.


10. Recommendation of the SBHE Committee on Academic and Student Affairs:
1. Requested Action:

Request approval of tenure recommendation effective July 7, 2014 for:

Dr. M. Beth Fisher Ingram, Provost, Professor of Economics, Department of Agribusiness and Applied Economics, College of Agriculture, Food Sciences, and Natural Resources

Background Information:

See attached.
CANDIDATE RECOMMENDATION

CANDIDATE: M. Beth Fisher Ingram, Ph.D.
INSTITUTION: North Dakota State University
TENURE UNIT: Department of Agribusiness and Applied Economics
TENURE COLLEGE: College of Agriculture, Food Sciences, and Natural Resources
CURRENT RANK: Professor

NUMBER OF YEARS OF TENURE CREDIT EARNED AT CURRENT INSTITUTION (INCLUDING CURRENT YEAR): 0
NUMBER OF YEARS OF TENURE CREDIT AWARDED FOR PREVIOUS PROFESSIONAL EXPERIENCE: not applicable

Dr. Beth Ingram, a tenured Professor of Economics at the University of Iowa, has been selected to serve as Provost at North Dakota State University, starting July 7, 2014. Dr. Ingram’s selection for this position is based on her exceptional record in teaching, research, and service. She has been extended an offer of tenure as Full Professor, subject to the approval by the State Board of Higher Education.

Dr. Ingram received her BS (with Honors and Distinction) in Economics and Mathematics from the University of Iowa in 1981, and her Ph.D. in Economics from the University of Minnesota in 1986. Dr. Ingram’s academic career began at Cornell University, where she was an Assistant Professor of Economics, 1986-88. Since 1988, she has been at the University of Iowa. She was the C. Woody Thompson Professor of Economics (2006-2010), and currently holds the Henry B. Tippie Professorship in Economics, both at the University of Iowa.

Dr. Ingram’s accomplishments are many and exceptional. Dr. Ingram’s research interests and publications have focused, among other things, on Macroeconomics and Econometrics. Her academic experience is highlighted by her stellar publication record, editorship of leading and influential journals in her field, and over $670,000 in NSF and university grants. Dr. Ingram is an award winning teacher, and her teaching repertoire includes undergraduate and graduate courses, mentoring (students and faculty), and chairing thesis committees.

In terms of administrative leadership and service, Dr. Ingram has worn many hats. She has held a number of administrative positions at the University of Iowa: among these are Director, Institute for Economic Research; Chair, Department of Economics; Associate Dean for Undergraduate Programs; and (currently) Associate Provost for Undergraduate Education. Dr. Ingram’s record of university service (Task Force on Student Success, Experiential Learning Council, Gender Equity Task Force, to cite only a few) is equally matched by her service to her profession (NSF Panelist, External Program Reviewer, Delegate, Summit on Retirement Savings, Washington, D.C.).

Indubitably, Dr. Ingram’s distinguished record in teaching, research, and service exceeds all three criteria for award of tenure.

RECOMMENDATION: Award Tenure.

[Signature]
President
1. **Issue:** Stage 2 academic requests for approval to implement the M.S. and Ph.D. in Biomedical Engineering to be delivered collaboratively and on-line, as well as on their respective campuses, by North Dakota State University (NDSU) and The University of North Dakota (UND), under the CIP Code of 14.0501, effective fall of 2014.

2. **Proposed action.** Approval to implement the M.S. and Ph.D. in Biomedical Engineering to be delivered collaboratively and on-line, as well as on their respective campuses, by North Dakota State University (NDSU) and The University of North Dakota (UND), under the CIP Code of 14.0501, effective fall of 2014.

3. **Background information.** Our records show that a Stage 1 request for the approval of new graduate programs (M.S. and Ph.D.) in Biomedical Engineering was submitted by UND (on behalf of UND and NDSU, on 14 November 2011) to the Academic Affairs Council (AAC), under the CIP Code of 14.4301, with an effective date of fall of 2013. Our records also indicate, however, that while each campus would contribute coursework, research, and resources in order to establish the two graduate programs, neither campus proposed them as collaborative, joint offerings; it is unclear if the nomenclature of “collaborative or joint” was a part of the original request, or if the NDUS records (i.e., AAC and Cabinet minutes and inventory of requests) are in error when the requests are identified as “no” under the category of “collaborative program”. On 6 December 2011, the AAC recommended approval of NDSU’s Stage 1 proposal (this time submitted by NDSU on behalf of both institutions) and the proposal was advanced to the Chancellor’s Cabinet for review on 4 January 2012. Our records do not indicate if the Cabinet/Chancellor recommended that the campuses advance their proposals to Stage 2.

Concurrently, a separate Stage 1 proposal was submitted by UND (on behalf of UND and NDSU) at the AAC meeting on 6 December 2011 to offer the M.S. and Ph.D. in Biomedical Engineering programs at distance, as well as off-campus and in person, effective fall of 2012; while our records show that the Stage 1 proposal was recommended for approval by the AAC at its 6 December 2011 meeting, it was not advanced to the Cabinet.

The Stage 1 proposal submitted by UND (on behalf of UND and NDSU) in 2011, indicated that the program would not be offered collaboratively; the Stage 2 proposal now submitted by NDSU and UND specifically requests permission to offer both the M.S. and Ph.D. in Biomedical Engineering “collectively”. Conversations with the academic officers of both NDSU and UND indicate that students may enter the programs either from NDSU or UND and that their degrees will be conferred from the institutions from which they graduate—as is the case with the Masters of Public Health (MPH) programs of study that are offered collaboratively by both institutions.

While the Stage 1 proposal for approval of the two graduate programs in Biomedical Engineering were proposed for implementation on the UND and NDSU campuses for fall of
2013, it was under the CIP Code of 14.4301; the Stage 2 proposal for approval of the M.S. and Ph.D. in Biomedical Engineering as a “collaborative” (aka “joint”) degree now requests assignment of the CIP Code 14.0501, which does not exist elsewhere in the collective inventory of NDUS campuses’ current programs of study.

A description of the proposed program in the Stage 1 request submitted in November of 2011 to NDUS noted that the two graduate programs of study (i.e., M.S. and Ph.D.) in Biomedical Engineering will be “thesis-based research programs” and that they will be “taught by several departments of engineering from the School of Engineering and Mines (SSEM) at UND and the College of Engineering and Architecture (CEA) at NDSU, as well as with UND’s School of Medicine and Health Sciences and College of Nursing. Graduate students will work in areas that have the potential to generate biomedical device intellectual property (IP) and contribute to regional economic development.”

The Stage 2 proposal notes that the “M.S. would typically be a two-year program, and the Ph.D. would nominally be a four-year program.”

Lastly, the Stage 2 proposal notes, “There are no degree-granting programs focusing on biomedical engineering in the state...The nearest comparable graduate biomedical engineering programs are at the University of Minnesota and the South Dakota School of Mines and Technology...The Twin Cities of Minnesota boasts the largest number of Biomedical firms in the world and is close enough to facilitate interaction with a Biomedical Engineering program” and graduates can earn “an annual mean wage of $94,870.”

4. Financial implications. The Stage 1 proposal for the M.S. and Ph.D. in Biomedical Engineering to be offered by both UND and NDSU noted that in addition to student tuition, funding for the program would be drawn from “research funding from private and competitive sources, and potentially regional and state economic development from biomedical device manufacturing.” The Stage 2 proposal notes that additional funding could be drawn from “a number of EPSCoR programs providing funding for graduate assistantships and research.

The Stage 2 proposal notes that “the new programs will necessitate the hiring of two additional faculty members...and administrative staff, but no equipment purchase, or additional laboratory or classroom space will be requested...One-time additional up-front funding will be needed to develop the health-related curriculum and (to) permit instructional design and online web-based course development...All program courses will be using distance education technology to allow students on both campuses to have the same instruction...To facilitate ...start-up, funds are...requested for graduate student support promotional and recruitment materials, and administrative costs...The ongoing revenue for the programs will be primarily from grants and contract funds from biomedical research projects. By Year 3 it is anticipated that the programs will generate the revenue required to support graduate students and cover the program expenses. The Stage 2 proposal includes an Academic Request Budget Worksheet for New State Funds.

Funding is addressed in the Chancellor's recommendation for the NDUS 2015-17 Biennial Budget for the joint NDSU/UND new graduate programs at a level of $1,408,000 (see line item
42 of the budget request as revised 4-5 June 2014). Both UND and NDSU are aware that costs associated with offering the M.S. and Ph.D. collaboratively and as early as the fall of 2014 may result in start-up costs that would need to be financed fully by the respective institutions in advance of access to funding in the 2015-2017 biennium. Presently, the new rubric/pre-fix of BME and the institutions’ proposed CIP Code of 14.0501 are not reflected in the Governor’s funding formula, but NDUS staff is in conversation with OMB to address this issue.

5. **Legal/policy issues.** SBHE Policies 403.1, *New Programs.* If the Stage 2 requests of UND and NDSU are approved, NDUS will need to add the M.S. and Ph.D. in Biomedical Engineering to the list of academic programs the SBHE has approved its campuses to offer collaboratively. Presently, both campuses are authorized individually to offer programs of study in engineering and medicine and NDUS Procedure 409 notes SBHE authorization for UND and NDSU to both offer the M.S. and Ph.D. (without the specification of any program of study, or collaboration).

6. **Academic issues.** Albeit the undergraduate engineering programs of study at both UND and NDSU are accredited by the Accreditation Board for Engineering and Technology (ABET), “there is no undergraduate (or graduate) degree-granting program in Biomedical Engineering” through ABET.

None of the NDUS institutions represented in person or via phone at the AAC meeting of 2-June 2014 noted any academic issues as regards this proposal.

7. **Coordination.** On 2 June 2014, the AAC voted unanimously to recommend SBHE’s approval to add the M.S. and Ph.D. in Biomedical Engineering to the SBHE’s list of academic programs both NDSU and UND could offer collectively on-line and one their respective campuses.

8. **Attachments.** The initial Stage 2 requests from North Dakota State University (NDSU) and The University of North Dakota (UND) for the addition of two graduate programs of study in Biomedical Engineering are attached.

9. **Contact information.** Sonia S. Cowen, Ph.D., Interim Vice Chancellor for Academic and Student Affairs. Ph: 701-328-2965/ email: sonia.cowen@ndus.edu.

10. **Recommendations of the Chancellor’s Cabinet and the Chancellor.**
April 9, 2014

Sonia S. Cowen, PhD
Vice Chancellor for Academic and Student Affairs
North Dakota University System
State Capitol Building, 10th Floor
Bismarck, ND 58505

Dear Dr. Cowen:

In accordance with SBHE Policy 403.1, Academic Requests, North Dakota State University seeks approval to offer a collaborative graduate program with University of North Dakota:

- Biomedical Engineering

We also request approval of prefix BME.

The attached Stage II proposal is a collaborative effort in Biomedical Engineering that has been collaboratively formed between NDSU’s College of Engineering and UND’s School of Engineering and Mines, and School of Medicine and Health Sciences. We believe this program will have attraction for high quality graduate students and will be framed to solve contemporary issues in medical devices and systems.

Please place the Stage II proposal on the agenda for the next Academic Affairs Council.

Your consideration is greatly appreciated.

Sincerely,

J. Bruce Rafert, Ph.D.
Provost
North Dakota University System

ACADEMIC AFFAIRS FORMAL REQUEST
STAGE II COVER PAGE

This form is to accompany each academic request to the System office for State Board of Higher Education or Chancellor action. The purpose of the form is to streamline the request process, promote consistency, and foster improved record-keeping.

Institution: North Dakota State University and University of North Dakota

I. Action requested:
   □ Approval of new program, Policy 403.1, "Program Approval", SBHE approval
   □ Approval of new prefix
   □ Termination of program, Policy 403.11, "Program Termination", SBHE approval
   □ Place program on inactive status, Policy 403.13, "Inactive Programs", Chancellor approval
   □ Program title change, Policy 403.4, "Changes in Program Titles", Chancellor approval
   □ Corresponding degree title change
   □ Approval of new program fee, Policy 805.3.2.d
   □ Distance education approval, Policy 404.1, "Distance Learning Credit Activities", Chancellor approval
      □ New □ Change □ Update Notice
   □ Organizational change, Policy 307.1, "Institutional Organization-Notice and Approval", SBHE approval
      □ New □ Change □ Termination
   □ Other, Policy __________ approval

Effective Date: __________

II. Program information (where applicable):

NDUS Academic Program Code (this is an abbreviation of the Description; example UGHSIO)

Program or Organizational Title Biomedical Engineering

Old title (if title change) __________
   □ Major
   □ Minor
   □ 2nd Major

Short Title Description; (10 character title) __________

Program Prefix Requested __________

Implementation Date (old and new dates cannot overlap) Fall 2014

First Valid Term Fall 2014

Academic Career (UG, G, L, M) G

Grading Scheme (UG, G, L, M, Ph) G

Academic Group; (division, college, school) NDSU - College of Engineering and UND - College of Engineering and Mines

CIP Code 14.0501

Exact degree/award title (refer to NDUS Procedure 409 for title list):

- Diplomas
- Certificate Program
- Associate of Arts (A.A.)
- Associate of Applied Science (A.A.S.)
- Associate of Science (A.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)

- Bachelor of Science in Education (B.S.Ed)
- Master of Arts (M.A.)
- Master of Science (M.S)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

- Authorized to Offer Degree
- This title is currently not in Procedure 409

III. Submitted by:

Name: J. Bruce Jarrett

Date: April 7, 2014

For System Office use only:

Office II / II AAC (II) / II Board / II HECN / II

Cabinet / II Chancellor / II

CIP code __________ Major code __________
Program Proposal/Change Request Signature Page

Please attach this (or a department-originated signature page) to the formal request cover page and request/proposal paperwork.

APPROVALS (Originals in blue ink please):

Department Chair ___________________________ Date __________

Dean of Graduate School (when required) ___________________________ Date __________

College Academic Affairs ___________________________ Date __________

Senate Academic Affairs ___________________________ Date __________

Dean of the College ___________________________ Date __________

Date of Faculty Senate Approval __________

Signatures of Other Departments and/or Colleges, if applicable (i.e.: interdisciplinary programs):

Department Chair ___________________________ Date __________

Dean of the College ___________________________ Date __________

College Academic Affairs ___________________________ Date __________

Signatures of Other Departments and/or Colleges, if applicable (i.e.: interdisciplinary programs):

Department Chair ___________________________ Date __________

Dean of the College ___________________________ Date __________

College Academic Affairs ___________________________ Date __________

03-2005
NORTH DAKOTA UNIVERSITY SYSTEM  
Academic Affairs Committee  
New Program Proposal  

NDSU NORTH DAKOTA STATE UNIVERSITY  

Stage II Proposal for Joint Graduate  
Programs in Biomedical Engineering  
at  

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School of Medicine and Health Sciences
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<td>18</td>
</tr>
<tr>
<td>IV. LETTERS OF SUPPORT</td>
<td>18</td>
</tr>
</tbody>
</table>

**Appendix B:**

Academic Request Budget Worksheet for Proposals Which DO Involve New State Funds

**UND Portion** of Joint Graduate Programs in Biomedical Engineering...........................................20

**Appendix B:**

Academic Request Budget Worksheet for Proposals Which DO Involve New State Funds

**NDSU Portion** of Joint Graduate Programs in Biomedical Engineering...........................................21
Stage II Proposal for Joint Graduate Programs in Biomedical Engineering

EXECUTIVE SUMMARY

NDSU and UND propose to establish a joint graduate-level programs in biomedical engineering. The proposed programs would be offered jointly by NDSU’s College of Engineering and Architecture, UND’s School of Engineering and Mines and School of Medicine and Health Sciences.

The State of North Dakota takes great pride in the activities and achievements of its Medical School, Nursing School, and Engineering Schools, that have contributed significantly to the well-being and development of the State. In the past decades these academic units have made strong contributions to economic development in the region through funded research projects that have led to a significant increase in the resources available in these units, spin-off companies, the creation of well paying positions, and the enhancement of the national image and reputation of North Dakota.

At the present time, North Dakota does not have undergraduate or graduate programs in biomedical engineering, but there are strong research activities in the biomedical field that have been developed. It is known from a previous survey that there is also student interest in biomedical engineering. It is proposed to establish jointly-sponsored, interdisciplinary graduate programs to achieve the following:

- Meet the needs of regional students interested in biomedical engineering
- Attract women and under-represented minorities into a developing field
- Educate and train students through courses and research focused on biomedical research and device development
- Advance the biomedical knowledge base through collaborative research directed by faculty from UND’s School of Medical and Health Sciences, School of Engineering and Mines, and other colleges, and NDSU’s College of Engineering and Architecture and other colleges.
- Through biomedical research and device development, develop intellectual property to generate company spin-offs, attract new companies, and subsequent economic development.

The proposed interdisciplinary graduate programs include a Master of Science (MS), and a Doctor of Philosophy (PhD), and will increase the opportunity for UND and NDSU to recruit graduate students desirous of achieving advanced qualifications in a field that is important and has significant economic development potential for the state and region. The Roundtable report recommends maximizing the opportunities of the EPSCoR program, and graduate programs in Biomedical Engineering would permit students additional opportunities to seek support from a number of EPSCoR programs providing funding for graduate assistantships and research. The availability of MS and PhD programs in Biomedical Engineering will provide opportunities for technically qualified persons to attain specialized knowledge in an area of industry need, and to enhance career opportunities. The MS would typically be a two-year program, and the PhD would nominally be a four-year program.
I. PROGRAM DETAILS

The following sections provide detail of the proposed new programs and demonstrate its relationship with the Higher Education Roundtable recommendations\(^1\).

Graduate programs are proposed in biomedical engineering at the MS and PhD levels on both the UND and NDSU campuses. The MS program will be offered with both the thesis-based and non-thesis based options. The Ph.D. program will be offered with only thesis-based option. The programs will be offered by two Engineering Schools in collaboration with the School of Medicine and Health Sciences and other academic colleges and schools at NDSU and UND. Degrees are granted by the home institution of the student.

1) Program Objectives

The program objective is to establish a graduate-level Biomedical Engineering program to conduct research projects, educate students, develop new technologies and spin-off companies, and inform the public about the emerging and fast growing area of biomedical engineering. UND/NDSU’s joint Biomedical Engineering programs will be known as the place to go if you want expertise and resources to move a solution to a problem through the necessary steps that can culminate in commercialization of a complete device. The students in these programs will be a “new-look” student. They will be well-versed in Biomedical engineering knowledge, conducting research projects, product development, project management, team-work, financing, marketing, and business plan development. The vision for the educational model is that graduate students in the programs, along with their major advisor(s) are placed on multidisciplinary teams (called Biomedical Research Groups in this proposal) that are organized from two universities around problems to be solved, not around institutions or disciplines. We are educating students for not what is now … but what the world is likely to be.

2) Cost and Resources

The new programs will necessitate the hiring of two additional faculty members with expertise in biomedical engineering, and administrative staff, but no equipment purchase, or additional laboratory or classroom space will be requested. However, based on the area of expertise of new faculty to be hired, equipment may be purchased from faculty start-up package. In addition, many existing faculty along with their laboratories and graduate courses are available to support students in the proposed graduate biomedical engineering programs. One-time additional up-front funding will be needed to develop the health-related courses that will form the foundational basis for the biomedical engineering programs. These funds will be used during the initial phases of the programs to develop the health-related curriculum and permit instructional design and online web-based course development. It is anticipated that graduate students enrolling in the programs will take existing courses, increasing the student numbers in these courses. New courses may be developed and offered as the need arises. All program courses will be using distance

\(^1\) http://www.ndus.edu/makers/higher-ed-roundtable/
education technology to allow students on both campuses to have the same instruction. An estimate of student numbers is given in Table 1.

**Table 1. Estimated Enrollment in Proposed Graduate Programs (cumulative)**

<table>
<thead>
<tr>
<th>Year</th>
<th>MS UND</th>
<th>MS NDSU</th>
<th>PhD UND</th>
<th>PhD NDSU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Year 2</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Year 3</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>22</td>
</tr>
</tbody>
</table>

In the first three years of the new programs, the number of graduate students will increase, however this increase is absorbed in existing classes and by two new faculty members hired to offset, and by spreading the increase across two institutions. Such increases are considered appropriate and acceptable to enable UND and NDSU to meet the goal of enhanced student learning opportunities and increased research activity.

To facilitate a smooth and efficient start-up, funds are being requested for graduate student support, promotional and recruitment materials, and administrative costs. To assist with teaching and research, four 0.25 FTE graduate teaching assistants are being requested for each engineering unit. Other ongoing costs for the programs are budgeted to be for a 0.25 FTE secretary and one month summer salary for the local program director at each campus.

The ongoing revenue for the programs will be primarily from grants and contract funds from biomedical research projects. By Year 3 it is anticipated that the programs will generate the revenue required to support graduate students and cover the program expenses.

The U.S. Department of Labor estimates that the job market for biomedical engineers will increase by 72%, faster than the average of all occupations, through 2018 as shown in Table 2. Related to the *Employment Change and Job Outlook*, the U.S. Department of Labor stated that “Because of the growing interest in this field, the number of degrees granted in biomedical engineering has increased greatly. Many biomedical engineers, particularly those employed in research laboratories, need a graduate degree”. Therefore, there is a need to train biomedical engineers of tomorrow and extend the research in this area, especially in a graduate program.
Table 2. Employment projection data in engineering disciplines through 2018 according to the Occupational Outlook Handbook, 2010-11 Ed. (http://www.bls.gov/oco/ocos027.htm).

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>SOC Code</th>
<th>Employment, 2008</th>
<th>Projected Employment, 2018</th>
<th>Change, 2008-18 Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineers</td>
<td>17-2000</td>
<td>1,571,900</td>
<td>1,750,300</td>
<td>178,400</td>
<td>11</td>
</tr>
<tr>
<td>Aerospace engineers</td>
<td>17-2011</td>
<td>71,600</td>
<td>79,100</td>
<td>7,500</td>
<td>10</td>
</tr>
<tr>
<td>Agricultural engineers</td>
<td>17-2021</td>
<td>2,700</td>
<td>3,000</td>
<td>300</td>
<td>12</td>
</tr>
<tr>
<td>Biomedical engineers</td>
<td>17-2031</td>
<td>16,000</td>
<td>27,600</td>
<td>11,600</td>
<td>72</td>
</tr>
<tr>
<td>Chemical engineers</td>
<td>17-2041</td>
<td>31,700</td>
<td>31,000</td>
<td>-600</td>
<td>-2</td>
</tr>
<tr>
<td>Civil engineers</td>
<td>17-2051</td>
<td>278,400</td>
<td>345,900</td>
<td>67,500</td>
<td>24</td>
</tr>
<tr>
<td>Computer hardware engineers</td>
<td>17-2061</td>
<td>74,700</td>
<td>77,500</td>
<td>2,800</td>
<td>4</td>
</tr>
<tr>
<td>Electrical and electronics engineers</td>
<td>17-2070</td>
<td>301,500</td>
<td>304,600</td>
<td>3,100</td>
<td>1</td>
</tr>
<tr>
<td>Electrical engineers</td>
<td>17-2071</td>
<td>157,800</td>
<td>160,500</td>
<td>2,700</td>
<td>2</td>
</tr>
<tr>
<td>Electronics engineers, except computer</td>
<td>17-2072</td>
<td>143,700</td>
<td>144,100</td>
<td>400</td>
<td>0</td>
</tr>
<tr>
<td>Environmental engineers</td>
<td>17-2081</td>
<td>54,300</td>
<td>70,900</td>
<td>16,600</td>
<td>31</td>
</tr>
<tr>
<td>Industrial engineers, including health and safety</td>
<td>17-2110</td>
<td>240,400</td>
<td>273,700</td>
<td>33,300</td>
<td>14</td>
</tr>
<tr>
<td>Health and safety engineers, except mining</td>
<td>17-2111</td>
<td>25,700</td>
<td>28,300</td>
<td>2,600</td>
<td>10</td>
</tr>
<tr>
<td>Industrial engineers</td>
<td>17-2112</td>
<td>214,800</td>
<td>246,300</td>
<td>31,500</td>
<td>14</td>
</tr>
<tr>
<td>Marine engineers and naval architects</td>
<td>17-2121</td>
<td>8,500</td>
<td>9,000</td>
<td>500</td>
<td>6</td>
</tr>
<tr>
<td>Materials engineers</td>
<td>17-2131</td>
<td>24,400</td>
<td>26,600</td>
<td>2,200</td>
<td>9</td>
</tr>
<tr>
<td>Mechanical engineers</td>
<td>17-2141</td>
<td>238,700</td>
<td>253,100</td>
<td>14,400</td>
<td>6</td>
</tr>
<tr>
<td>Mining and geological engineers, including mining</td>
<td>17-2151</td>
<td>7,100</td>
<td>8,200</td>
<td>1,100</td>
<td>15</td>
</tr>
<tr>
<td>Nuclear engineers</td>
<td>17-2161</td>
<td>16,900</td>
<td>18,800</td>
<td>1,900</td>
<td>11</td>
</tr>
<tr>
<td>Petroleum engineers</td>
<td>17-2171</td>
<td>21,900</td>
<td>25,900</td>
<td>4,000</td>
<td>18</td>
</tr>
<tr>
<td>All other engineers</td>
<td>17-2199</td>
<td>183,200</td>
<td>195,400</td>
<td>12,200</td>
<td>7</td>
</tr>
</tbody>
</table>

The Academic Request Budget Worksheet for New State Funds for the proposal is attached.

3) Accreditation Requirements

Both Engineering Units' undergraduate programs are accredited by the Accreditation Board for Engineering and Technology (ABET), it is uncommon for graduate programs in these disciplines being ABET accredited. However, as there is no undergraduate degree-granting program in Biomedical Engineering, the requested programs could be accredited at the advanced level. It is anticipated that accreditation would be investigated for the MS and PhD programs after the initial three-year period if appropriate.

4) Relationship of the Programs

There are no degree-granting programs focusing on biomedical engineering in the state, and the proposed programs will take advantage of this diversity of engineering related courses available on both campuses, and in other departments, such as Biology, Anatomy, Pharmacology, Physiology & Therapeutics, and others as the need arises. The proposed programs will thus have interdisciplinary, inter-departmental, intercollege and intercampus relationships.

None of the North Dakota University System institutions offer biomedical engineering programs at the undergraduate level, and it would appear to be too costly to consider the initiation of such a program. The proposed graduate programs will add significant
diversity and capability in the biomedical field, and will facilitate significant interaction and synergy between the four participating units. The nearest comparable graduate biomedical engineering programs are at the University of Minnesota and the South Dakota School of Mines and Technology. The proposed programs will combine resources from a number of departments, schools and colleges and campuses. When these resources are combined, the proposed graduate programs will have a base from which to develop an outstanding program.

However, for the program to be successful, interaction with healthcare, business and research entities must exist.

**Regional and State.** The Red River Valley of North Dakota has major medically-related assets that provide a rich source of new ideas for healthcare improvement that can and should be organized into a more cohesive whole. For example, at NDSU and UND, North Dakota Centers of Excellence exist in:

- Center for Advanced Electronics Design and Manufacturing (NDSU)
- Center for Surface Protection (NDSU)
- Center for Integrated Electronic Systems (NDSU)
- Center for Biopharmaceutical Research and Production (NDSU)
- Center for Visual and Cognitive Neuroscience (NDSU)

At other universities in North Dakota, North Dakota Centers of Excellence exist in:

- Strom Center for Entrepreneurship and Innovation (Dickinson State)
- Institute for Customized Business Solutions (Valley City)

AT UND and NDSU COBRE centers exist in:

- Pathophysiological Signaling in Neurodegenerative Diseases (UND)
- Center for Protease Research (NDSU)

Further, major medical centers exist in the State:

- Sanford, (Fargo)
- VA Medical Center (Fargo)
- Essentia (Fargo)
- Altru (Grand Forks)
- St Alexius (Bismarck)
- Medcenter 1 (Bismarck)
- Trinity (Minot)

The UND School of Medicine and Health Sciences (SMHS) has substantive collaborative affiliation agreements with all of the major health care providers in the state, and sponsors a wide variety of joint clinical, research, and educational programs. For example, the Neuropsychiatric Research Institute in Fargo, internationally renowned for its eating disorders studies, has a formal collaborative relationship with the SMHS, and all of its professional staff are faculty members at UND. Furthermore, its President simultaneously functions as Chair of the Department of Clinical Neurosciences at the SMHS. This high degree of cooperative affiliation offers almost unlimited opportunities
for productive learning and research by the graduate level biomedical engineering students.

The Twin Cities of Minnesota boasts the largest number of Biomedical firms in the world and is close enough to facilitate interaction with a Biomedical Engineering program. In addition, according to Occupational Employment Statistics, Minnesota is among the top paying states for biomedical engineering in US is with annual mean wage of $94,870. Mayo Clinic in Minnesota already interacts with the Engineering programs and both UND and NDSU. Finally, UND and NDSU have resources such as two Colleges of Engineering, Medical School, and other supporting colleges. They have faculty members in different departments who are teaching biomedical engineering courses and working on research projects related to biomedical engineering. In addition, there exist facilities and infrastructure to teach students through Distance Engineering Degree Program (DEDP).

**National.** The National Science Foundation National Academy of Engineers Committee on Engineering's Grand Challenges has identified 14 areas awaiting engineering solutions in the 21st century, three of which are directly related to healthcare and a fourth with implications for an education program.

- Advance health informatics
- Engineer better medicines
- Reverse-engineer the brain
- Advance personalized learning

Taken from the NAE’s report, “One goal of biomedical engineering today is fulfilling the promise of personalized medicine. Doctors have long recognized that individuals differ in their susceptibility to disease and their response to treatments, but medical technologies have generally been offered as ‘one size fits all.’ Recent cataloging of the human genetic endowment, and deeper understanding of the body’s complement of proteins and their biochemical interactions, offer the prospect of identifying the specific factors that determine sickness and wellness in any individual.

An important way of exploiting such information would be the development of methods that allow doctors to forecast the benefits and side effects of potential treatments or cures. “Reverse-engineering” the brain, to determine how it performs its magic, should offer the dual benefits of helping treat diseases while providing clues for new approaches to computerized artificial intelligence.

Advanced computer intelligence, in turn, should enable automated diagnosis and prescriptions for treatment. And computerized catalogs of health information should enhance the medical system’s ability to track the spread of disease and analyze the comparative effectiveness of different approaches to prevention and therapy.”

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"The Summit Series on the Grand Challenges represents a commitment to sustain critical dialogue and engagement with grand challenge problems and to change the way we educate our students in order to better prepare them for the challenges ahead. The goals of the summits are listed below with those items with the most direct implication for a Biomedical education italicized:

1. Enhance student interest in engineering and science.
2. Increase the visibility and importance of engineering and science to society.
3. *Underscore the importance of recognizing that engineering education must be coupled to policy/business/law and must be student-focused.*
4. Enhance student interest in engineering, science, and technology entrepreneurship.
5. *Foment future collaborations of interested scientists, engineers, policy makers and researchers in business, law, social sciences and humanities needed to successfully address these complex societal issues.*

**Global:** Global economic competitiveness is based, in large part, on innovation. Rising economic powers such as India and China have on the order of ten times the number of engineers (and hence innovators). It is clear that the U.S. can never compete based on numbers alone. It is evident that the U.S. will need a superior system to compete. That system includes coordination and cooperation between entities such as the finance, academic, governmental and industry sectors. Taken together, this impressive array of expertise and sources of medical ideas amounts to a formidable foundation on which to organize a “Medical Valley” for North Dakota. The vision for Medical Valley is similar in scope to Silicon Valley (electronics and software) and the now no-longer-used moniker, “Medical Alley” of Minnesota’s Twin Cities. However, to be truly successful, a system needs to be put together that streamlines the concept, research, development, design, experiment, testing, financing, marketing, and business development within the context of humanistic/societal constraints.

5) Relationship to Roundtable Recommendations

The following details the relationship of the proposal to six key Roundtable recommendations.

**A) Economic Development Connections**

An important expectation is to identify research and development opportunities, which have strong potential for positive economic impacts on the region, the state, and the institution. Offering the proposed graduate programs in Biomedical Engineering increases UND and NDSU’s opportunity to recruit graduate students desirous of achieving advanced qualifications in a field that is very important to sustainable development of high-tech industry in the state and nation. Through the provision of research opportunities in the departments, students enrolled in the programs will gain hands-on experience in private and public sector sponsored biomedical projects. This will enhance their problem-solving skills, provide them with contacts to form critical networks for future success, and make them desirable employees. Careers in biomedical engineering are well paid. According to the
Occupational Employment Statistics, the mean annual wage in US for a biomedical engineer in 2010 is $84,780. Biomedical technology is one of the fastest growing industry sectors worldwide. The number of biomedical engineering jobs will climb 72% increase by 2018 while for the whole of all engineering disciplines will be 11% (Table 2).

The proposed graduate programs will increase student and faculty involvement in research, and hence enhance the potential for economic development to benefit the local, state, and regional areas. The Roundtable report recommends maximizing the opportunities of the EPSCoR program, and the proposed programs would provide additional opportunities for engineering faculty and students to seek support from EPSCoR. To meet the needs of industry, the proposed programs will provide opportunities for technically qualified professionals to attain specialized knowledge and training in an area designed to enhance career opportunities in a short time span.

B) Educational Excellence

The proposed interdisciplinary graduate programs will provide high-quality education and skill development opportunities, which will prepare students to be personally and professionally successful, to be life-long learners, and to be knowledgeable, contributing members of a multicultural, global society. The faculty members of the participating units represent a tremendous wealth of expertise based on past and current field and laboratory research, consulting experience, professional organization involvement, and formal continuing education and technical training. The initial program committee members shown in Table 3 have strong working relationships with personnel from a wide variety of industries, consulting firms, governmental agencies, and research-funding organizations. These relationships will provide many opportunities for collaboration and research, which will be beneficial to all stakeholders of the programs. An External Advisory Board comprised of leaders in healthcare delivery and industry will be constituted that will help guide the development of the program.

Table 3. Program Committee

<table>
<thead>
<tr>
<th>Member</th>
<th>Title</th>
<th>Department</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Ewert</td>
<td>Professor</td>
<td>Electrical and Computer Engineering, NDSU</td>
<td>PhD</td>
</tr>
<tr>
<td>Reza Fazel-Rezai</td>
<td>Assistant Professor</td>
<td>Electrical Engineering, UND</td>
<td>PhD</td>
</tr>
<tr>
<td>Kenneth Ruit</td>
<td>Assistant Dean</td>
<td>School of Medicine and Health Sciences, UND</td>
<td>PhD</td>
</tr>
</tbody>
</table>

Students will also benefit from the interactions between the proposed programs, the participating units, and their joint resources. Enhanced research opportunities and additional analytical laboratory expertise will be available through established off-
campus relationships with entities. The proposed interdisciplinary joint programs in Biomedical Engineering will have access to outstanding research facilities and experienced researchers.

In summary, the proposed programs have been designed to meet the requirements of all of the stakeholders i.e., those who have identified biomedical problems of significance amenable to engineering solutions; those who fund and perform research to seek improved understanding and engineering alternatives; those who seek new qualifications for career advancement; and those who seek fiscally responsive, but effective device design. The facilities, curriculum, research potential, and mode of educational delivery are well suited to assist the state of North Dakota to develop a biomedical industry. There is truly potential to impact the economic growth of Fargo, Grand Forks, and the region. Students and employers have consistently ranked engineering education at UND and NDSU highly, citing among other things the design, research and industrial experience of the faculty; the high accessibility of the faculty; the development of student life-long learning and communication skills; and the availability of laboratory and cooperative industrial hands-on experiences.

C) Flexible and Responsive System

The proposed interdisciplinary graduate programs offer a great deal of flexibility and responsiveness from the perspective of the employer, community, and students. The programs are based on the current departmental research and curriculum strengths in electrical, chemical, and mechanical engineering, biology, anatomy and physiology. The programs will be sufficiently flexible to ensure that the needs of all stakeholders are considered on a continuing basis. An Advisory External Advisory Committee, made up of individuals from the biomedical engineering field, will be assembled, and will provide industrial perspective to the proposed programs and their evolution. It is considered that the programs have potential to encourage entrepreneurial activity and economic stimulus for North Dakota, including technology spin-offs related to graduate research.

Through the established interpersonal relationships existing between participating units and the medical community, the interdisciplinary programs are poised to capitalize on the existence of research opportunities.

The proposed joint biomedical engineering graduate programs will build on the experience that has been garnered through the development and implementation of the integrated Master of Public Health (MPH) graduate program that is a joint undertaking by UND and NDSU. The MPH program has demonstrated how an outstanding educational offering can be made available to interested students in the state that combines the best of the two research-intensive universities at a reduced cost to those students.
D) Accessible System

Initially, the graduate programs in biomedical engineering will be accessible to full-time and part-time students, including full-time employees of health, industrial, and government organizations. Depending on demand, courses may be offered in evenings or on weekends to accommodate student work schedules. The MS and PhD programs will, of course, be campus-based because of the research requirement.

E) Funding and Rewards

As detailed earlier the programs are planned to be self-sustaining, to generate additional research activity and funding, and to contribute significantly to the economic development of the state. It is also expected that many of the students will be employed while enrolled in the biomedical engineering graduate programs. These students provide a link to the government and private sectors, and will enhance collaborative activities. As students are trained and as solutions to problems are designed and implemented, the programs will gain recognition and increased opportunities for research. Funding to solve or understand biomedical problems is provided by governmental, industrial, and private organizations, and such funds will allow faculty and students to seek answers and solutions.

F) Sustaining the Vision

As stated in the Roundtable Report, there is a need for various partners to share responsibility for sustaining the NDUS vision of remaining connected, understood, relevant, and accountable. The new joint graduate programs in Biomedical Engineering, built on existing departmental resources, help to achieve this by providing leverage to the University. The growing graduate segment and the diversity of the UND and NDSU student population will be expanded with these degree programs, especially since this field is one of the few engineering disciplines that has had more success with attracting women and minority students.

The new graduate programs in Biomedical Engineering will increase interdisciplinary interactions in the school, community, state, and region, and will enhance graduate educational opportunities in an area of major importance.

6) Program Requirements

Every M.S. or Ph.D. student will be associated with at least one of the following Biomedical Research Groups (BRG):

- Biomechanics
- Biomaterials,
- Bio-instrumentation,
- Multi-scale bio-system simulation and modeling
- Bio-Signals
- Other emerging areas as identified
Two separate graduate degree programs are proposed:

- Masters of Science (MS) in Biomedical Engineering
- Doctor of Philosophy Degree (PhD) in Biomedical Engineering

The student’s graduate committee for both the MS and PhD must consist of at least one faculty member from the other institution.

I. Masters of Science in Biomedical Engineering Program Requirements

This program prepares students who have a strong interest in research-oriented engineering related to the medical device field.

All of the general requirements for enrollment, participation, and completion of a degree documented in the then-current catalog of the University of North Dakota or North Dakota State University as appropriate shall be required. MS degree will be offered with two options: thesis-based and non-thesis-based.

Specific requirements over and above the general catalog requirements for both thesis-bases and non-thesis-based options are as follows:

Admission Requirement

a) Bachelor of Science degree from an ABET accredited engineering program, or
b) Students holding a B.S. degree in other disciplines may be admitted to Qualified Status with an obligation to acquire the necessary background undergraduate engineering knowledge. The exact requirements will be determined on a case-by-case basis, and/or
c) Graduate Record Examination General Test for applicants from non-ABET accredited programs, and
d) Minimum G.P.A. is 3.0 (4.0 scale) is required. Conditional admittance may be obtained for G.P.A.s less than 3.0.

M.S. Degree Requirements (Total 30 Credits) – Thesis-based

a) Required:
   - Anatomy Physiology: 3-6 credits
     NDSU-ZOO 660- Animal Physiology (3-credits)
     or
     UND- EE-590 Special Topics: Physiology and Anatomy for Biomedical Engineers (6-credits)
   - Seminar: 3 credits (1 credit per semester)
     Seminar class can be taken from the following:
     NDSU-ENGR 790- Seminar (1 credit)
     UND-ENGR 562 Seminar (1 credit)
   - Classes related to BRG: 6-9 credits (2-3 classes)
   - Thesis: 9 credits

b) Electives:
• **Internship** (industrial, clinical, or research lab): 0-3 credits
• **Graduate Preparation** (e.g., Grant Writing): 0-3 credits
• **Elective Courses** (approved by advisor): up to 9 credits

**M.S. Degree Requirements (Total 30 Credits) – Non Thesis based**

a) **Required:**
   • **Anatomy Physiology:** 3-6 credits
     NDSU-ZOO 660- Animal Physiology (3-credits)
     or
     UND- EE-590 Special Topics: Physiology and Anatomy for Biomedical Engineers (6-credits)
   • **Seminar:** 3 credits (1 credit per semester)
     Seminar class can be taken from the following:
     NDSU-ENGR 790- Seminar (1 credit)
     UND-ENGR 562 Seminar (1 credit)
   • **Classes related to BRG:** 6-9 credits (2-3 classes)
   • **Project:** 3 credits

b) **Electives:**
   • **Internship** (industrial, clinical, or research lab): 0-3 credits
   • **Graduate Preparation** (e.g., Grant Writing): 0-3 credits
   • **Elective Courses** (approved by committee): up to 15 credits

**II. PhD in Biomedical Engineering Program Requirements**

This program prepares students who have a strong interest in gaining in depth knowledge, at the graduate level, in biomedical engineering. Specific requirements over and above the general catalog requirements are as follows:

**Minimum Admission Requirements**

a) Bachelor of Science degree from an ABET accredited engineering program, or
b) Students holding a B.S. degree in other disciplines may be admitted to Qualified Status with an obligation to acquire the necessary background undergraduate engineering knowledge. The exact requirements will be determined on a case-by-case basis, and/or
c) Graduate Record Examination General Test for applicants from non-ABET accredited programs, and
d) Minimum G.P.A. is 3.0 (4.0 scale) is required. Conditional admittance may be obtained for G.P.A.s less than 3.0.

**Ph.D. Degree Requirements (Total 90 Credits)**

a) **Required:**
   • **Anatomy Physiology:** 3-6 credits
     NDSU-ZOO 660- Animal Physiology (3-credits)
     or
     UND- EE-590 Special Topics: Physiology and Anatomy for Biomedical Engineers (6-credits)
• **Seminar**: 3 credits (1 credit per semester)
  Seminar class can be taken from the following:
  NDSU-ENGR 790- Seminar (1 credit)
  UND-ENGR 562 Seminar (1 credit)
• **Classes related to BRG**: 12-15 credits
• **Thesis**: 6-30 credits
• **Graduate Preparation** (e.g., Grant Writing): 3-6 credits
• **Internship** (industrial, clinical, or research lab): 3-6 credits

b) **Electives**:
• **Elective Courses** (approved by advisory committee): up to 36 credits

Note: A maximum of 30 credits can be transferred from a M.S. program.

If a student is assigned to more than one BRG he/she can take courses in those BRGs to satisfy required classes.

**III. List of Courses in BRGs**

The following courses may be considered for the above BRGs:

**Bioinstrumentation BRG**

UND-EE 545. Introduction to Biomedical Engineering. 3 credits.
UND-EE 456. Digital Image Processing. 3 credits.
UND-EE 539. Electromagnetic Compatibility. 3 credits.
UND-EE 521. Digital Signal Processing. 3 credits.
NDSU-ECE 685. Biomedical Engineering. 3 credits.
NDSU-ECE 683 Instrumentation for Engineers. 3 credits.
UND-EE 550. Biomedical Instrumentation. 3 credits.

**Biomaterials BRG**

UND-ChE593. Biochemical Engineering
UND-EE 545. Introduction to Biomedical Engineering. 3 credits.
NDSU-ECE 685. Biomedical Engineering. 3 credits.
UND-ME 490. Introduction to Biomaterial Science and Engineering. 3 credits.
NDSU CE 725 Introduction to Biomaterials, Materials in Biomedical Engineering. 3 credits.
NDSU-CHEM. 665 Principles of Physical Chemistry and Biophysics. 3 credits.
NDSU-MN 786. Tissue Engineering. 3 credits.
NDSU-MN 785. Biocompatibility Testing. 3 credits.
NDSU-PSCI 701. Quantitative Drug Design. 2 credits.
Biomechanics BRG

UND-EE 545. Introduction to Biomedical Engineering. 3 credits.
UND-ME 439. Introduction to Robotics. 3 credits
NDSU-ECE 485. Biomedical Engineering. 3 credits.
NDSU-ME 743. Biomechanics of Impact. 3 credits.
NDSU-ME 668. Introduction to Biomechanics. 3 credits.
NDSU-ME 680. Biofluid Mechanics. 3 credits.
NDSU-ME 755. Fluid Mechanics for Bio/Nanotechnologies. 3 credits.
UND-ME 490. Introduction to Biomaterial Science and Engineering. 3 credits.
UND-ME 529. Advance Finite Elements Methods. 3 credits.

Biosignals BRG

UND-EE 456. Digital Image Processing
UND-EE 521. Digital Signal Processing
UND-EE 545. Introduction to Biomedical Engineering. 3 credits.
NDSU-ECE 685. Biomedical Engineering. 3 credits.
UND-EE 508. Intelligent Decision Systems. 3 credits.
UND-EE 590. Engineering Computation. 3 credits.
UND-EE 539. Electromagnetic Compatibility. 3 credits.
UND-EE 590. Biomedical Signal Processing. 3 credits.

Multi-scale system simulation and modeling BRG

UND-EE 545. Introduction to Biomedical Engineering. 3 credits.
NDSU-ECE 685. Biomedical Engineering. 3 credits.
NDSU-ECE 687. Cardiovascular Engineering I. 3 credits.
NDSU-ECE 688. Advanced Cardiovascular Engineering II. 3 credits.

List of elective courses

In addition to the following list, courses from BRG can be considered as elective courses.

NDSU-BIOC 716. Biochemistry of Proteins and Enzymes. 4 credits.
NDSU-BIOC 673. Methods of Biochemical Research. 3 credits.
NDSU-CPM 771. Methods of Polymer Characterization. 3 credits.
NDSU-CHEM. 685 Industrial Biotechnology. 2 credits.
NDSU-PSCI 611. Pharmacodynamics and Applied Therapeutics 3 credits.
NDSU- Nursing 714 Advanced Pathophysiology I
NDSU- Nursing 716 Advanced Pathophysiology II
NDSU- Nursing 706 Healthcare Delivery Systems, Financing, & Informatics
NDSU- Nursing 702 Ethics/ Policy
NDSU- Pharmacy 685 Economic Outcomes Assessment
UND-PPT 500. Principles of Physiology and Pharmacology. 6 credits.
UND-PPT 503. Advanced Pharmacology or Physiology. 3 credits.
UND-PPT 505. Research Techniques. 1-3 credits.
UND-BIMD 510 Basic Biomedical Statistics. 2 credits.
UND-BIMD 516. Responsible Conduct of Research. 1 credit.
UND-N 510. Advanced Physiology/Pathophysiology I. 3 credits.
UND-N 511. Advanced Physiology/Pathophysiology II. 3 credits.
UND-N 573. Research Grantsmanship. 3 credits.
Other classes as deemed appropriate by student’s advisory committee

7) Program Viability

An estimated number of students who will be enrolled in each program at each campus is shown in the following table.

<table>
<thead>
<tr>
<th>Year</th>
<th>MS UND</th>
<th>MS NDSU</th>
<th>PhD UND</th>
<th>PhD NDSU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Year 2</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Year 3</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>22</td>
</tr>
</tbody>
</table>

8) Program Assessment/Evaluation

As described above, formal accreditation is possible for the Graduate Programs in Biomedical Engineering through ABET’s Advanced Level program, and accreditation will be considered when a number of students have graduated from the MS and PhD programs. However, an internal program assessment and evaluation will be implemented immediately to assure that the programs objectives are achieved.

In the first 3 years of the programs, evaluation will be conducted according to the following timetable: The programs will conduct an evaluation at the completion of each of the first two academic years. The evaluation committee will be chaired by the Deans of the School of Engineering and Mines and the College of Engineering and Architecture, and will include representatives from each of the other participating units. The objective of these first two evaluations is to provide early correction/ improvement to the programs so that teaching, learning, and research objectives may be realized more fully and efficiently.

The Graduate School will conduct an evaluation of the programs at the completion of the third academic year. After the third year, the programs will participate in campus’s normal graduate school 7-year review process.

Success Factors for Program Excellence
The new Biomedical Engineering Graduate Programs will be considered a success if the following factors are satisfactorily achieved.

1. The collaborative, interdisciplinary nature of the programs provides students with both breadth and depth of understanding in the discipline of Biomedical Engineering.
This will be demonstrated by students creatively combining disparate sub-disciplines into a program of study and research that is unique and original.

b) The course of study and the subject matter provides students with a quest and ability to achieve life-long learning.

c) The course of study and the subject matter provide students with a realistic, global, and futuristic perspective on how the discipline of Biomedical Engineering can be applied to solve real-world problems and improve the quality of life for all of the earth’s inhabitants.

d) The course of study, the subject matters, and the mode of delivery remain flexible and responsive so that student objectives can be achieved, and that the knowledge and techniques covered during the program remains at the forefront of technology and relevant to the discipline of Biomedical Engineering.

e) The research conceived by faculty in the sponsoring departments is successful in attracting funding and graduate students.

f) The research conducted by graduate students in the programs becomes self-sustaining, remains relevant, and leads towards an improvement in the quality of life for the earth’s inhabitants.

9) Program Delivery

The MS and PhD programs will be campus-based, and students may be full or part-time.
II. BUDGET

The new faculty salary at the rate of $100,000/year and a startup package for amount of $250,000 are requested for each campus. To facilitate a smooth and efficient start-up, funds are being requested for graduate student support, promotional and recruitment materials, marketing involving the creation of a website, production of flyers and trifolds, etc., and administrative costs. To assist with teaching and research, four 0.25 FTE graduate teaching assistants (4 x $800/month/campus) are being requested for each engineering unit for the total of $28,800/year/campus. Other ongoing costs for the programs are budgeted to be for a 0.25 FTE secretary ($1,000/month/campus) and one-month summer salary ($8,000/campus) for the local program director at each campus. The program’s operating cost is estimated at $10,000 per year/campus.

The budget in Appendix B is calculated for each institution (UND and NDSU) for the first year. Salaries are increased by 5% for years 2 and 3.

III. LETTERS OF SUPPORT

- Once written, the Stage II formal request must be routed to the following for approval (click on: http://www.ndsu.edu/faculty senate/aca affairs/procedures/ to obtain routing sheet.

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Dept¹</th>
<th>College Curriculum Committee</th>
<th>Graduate Council</th>
<th>Academic Affairs Committee</th>
<th>Faculty Senate</th>
<th>SBHE</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Degree</td>
<td>A</td>
<td>A</td>
<td>A²</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

¹ Proposals that affect another department or college are to be routed to the affected unit(s). Any resulting response is to be included with the materials forwarded to the Academic Affairs Committee.

² Courses or programs offered for graduate credit are to be approved by the Graduate Council prior to the Academic Affairs Committee consideration.

Letters of support needed by:

A. Department Chairperson(s),
B. College Curriculum Committee Chair,
C. Graduate Council
D. Academic Affairs
E. Faculty Senate,

- Upon approval of the Vice President for Academic Affairs, the Provost’s office will ask for a final, electronic copy of the Stage II formal request that includes any and all changes made
during the routing process.

- Upon receipt of the electronic document, the Provost's office will submit the Stage II formal request to the NDUS office.
Appendix A:

**Academic Request Budget Worksheet for Proposals Which DO NOT Involve New State Funds**

Title of Request

<table>
<thead>
<tr>
<th>Account Description</th>
<th>Year 1 7/0*-6/0*</th>
<th>Year 2 7/0*-6/0*</th>
<th>Year 3 7/0*-6/0*</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other Salaries</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL SALARIES AND BENEFITS</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL OPERATING EXPENSES</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL PROGRAM EXPENSES</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Access Fees</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Base Tuition</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total other local funds (gifts, grants, etc.) <strong>internally reallocated</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total other local funds (gifts, grants, etc.) <strong>new revenues</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Less Tuition to Receiving Institution</td>
<td>(0.00)</td>
<td>(0.00)</td>
<td>(0.00)</td>
<td>(0.00)</td>
</tr>
<tr>
<td>Appropriated Funds - New</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Appropriated Funds - Internally Reallocated</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL PROJECTED REVENUE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Program will require new state appropriations in future biennia. No  Yes ______

If yes, how much annually?  $

Operating Expenses include: travel, communications, postage, telephone, office supplies, advertising, printing and duplicating.

g:\gina\Academic Request Budget Worksheet (DO NOT).xls  11/7/01
Appendix B:

**Academic Request Budget Worksheet for Proposals Which DO Involve New State Funds**

**UND Portion of Joint Graduate Programs in Biomedical Engineering**

<table>
<thead>
<tr>
<th>Account Description</th>
<th>Year 1 7/0*-6/0*</th>
<th>Year 2 7/0*-6/0*</th>
<th>Year 3 7/0*-6/0*</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>$100,000.00</td>
<td>$105,000.00</td>
<td>$110,250.00</td>
<td>$315,250.00</td>
</tr>
<tr>
<td>Other Salaries</td>
<td>$48,800.00</td>
<td>$51,240.00</td>
<td>$53,802.00</td>
<td>$153,842.00</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$29,760.00</td>
<td>$31,248.00</td>
<td>$32,810.40</td>
<td>$93,818.40</td>
</tr>
<tr>
<td><strong>TOTAL SALARIES AND BENEFITS</strong></td>
<td><strong>$178,560.00</strong></td>
<td><strong>$187,488.00</strong></td>
<td><strong>$196,862.40</strong></td>
<td><strong>$562,910.40</strong></td>
</tr>
<tr>
<td><strong>TOTAL OPERATING EXPENSES</strong></td>
<td><strong>$10,000.00</strong></td>
<td><strong>$10,000.00</strong></td>
<td><strong>$10,000.00</strong></td>
<td><strong>$30,000.00</strong></td>
</tr>
<tr>
<td>Equipment (Startup package)</td>
<td>$250,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$250,000.00</td>
</tr>
<tr>
<td>UND School of Medicine Startup Cost</td>
<td>$50,000.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM EXPENSES</strong></td>
<td><strong>$488,560.00</strong></td>
<td><strong>$197,488.00</strong></td>
<td><strong>$206,862.40</strong></td>
<td><strong>$892,910.40</strong></td>
</tr>
<tr>
<td>Total Access Fees</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Base Tuition</td>
<td>$45,000.00</td>
<td>$72,000.00</td>
<td>$99,000.00</td>
<td>$216,000.00</td>
</tr>
<tr>
<td>Estimated based on $9,000/year1 and number of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students of 5/year1, 8/year2 and 11/year3 for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UND campus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total other local funds (gifts, grants, etc.)</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
</tr>
<tr>
<td><strong>internally reallocated</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>- <strong>new revenues</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less Tuition to Receiving Institution</td>
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<td>$216,000.00</td>
</tr>
<tr>
<td>Appropriated Funds - New</td>
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<td>$197,488.00</td>
<td>$206,862.40</td>
<td>$892,910.40</td>
</tr>
<tr>
<td>Appropriated Funds - Internally Reallocated</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>TOTAL PROJECTED REVENUE</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
</tr>
</tbody>
</table>

Program will require new state appropriations in future biennia.

If yes, how much annually?  $ 

Operating Expenses include: travel, communications, postage, telephone, office supplies, advertising, printing and duplicating.
Appendix B:

Academic Request Budget Worksheet for Proposals Which **DO** Involve New State Funds

NDSU Portion of Joint Graduate Programs in Biomedical Engineering

<table>
<thead>
<tr>
<th>Account Description</th>
<th>Year 1 7/0*-6/0*</th>
<th>Year 2 7/0*-6/0*</th>
<th>Year 3 7/0*-6/0*</th>
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</tr>
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<tbody>
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<td>$32,810.40</td>
<td>$93,818.40</td>
</tr>
<tr>
<td><strong>TOTAL SALARIES AND BENEFITS</strong></td>
<td><strong>$178,560.00</strong></td>
<td><strong>$187,488.00</strong></td>
<td><strong>$196,862.40</strong></td>
<td><strong>$562,910.40</strong></td>
</tr>
<tr>
<td><strong>TOTAL OPERATING EXPENSES</strong></td>
<td><strong>$10,000.00</strong></td>
<td><strong>$10,000.00</strong></td>
<td><strong>$10,000.00</strong></td>
<td><strong>$30,000.00</strong></td>
</tr>
<tr>
<td>Equipment (Startup package)</td>
<td>$250,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$250,000.00</td>
</tr>
<tr>
<td>UND School of Medicine Startup Cost</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM EXPENSES</strong></td>
<td><strong>$438,560.00</strong></td>
<td><strong>$197,488.00</strong></td>
<td><strong>$206,862.40</strong></td>
<td><strong>$842,910.40</strong></td>
</tr>
</tbody>
</table>

Total Access Fees                         | $0.00             | $0.00             | $0.00             | $0.00       |

Total Base Tuition                        | $45,000.00        | $72,000.00        | $99,000.00        | $216,000.00 |

Estimated based on $9,000/year1 and number of students of 5/year1, 8/year2 and 11/year3 for NDSU campus.

Total other local funds (gifts, grants, etc.) internally reallocated | $0.00             | $0.00             | $0.00             | $0.00       |

Total other local funds (gifts, grants, etc.) - new revenues | $0.00             | $0.00             | $0.00             | $0.00       |

Less Tuition to Receiving Institution     | $45,000.00        | $72,000.00        | $99,000.00        | $216,000.00 |

Appropriated Funds - New                  | $438,560.00       | $197,488.00       | $206,862.40       | $842,910.40 |

Appropriated Funds - Internally Reallocated | $0.00             | $0.00             | $0.00             | $0.00       |

**TOTAL PROJECTED REVENUE**               | **$0.00**         | **$0.00**         | **$0.00**         | **$0.00**   |

Program will require new state appropriations in future biennia.

If yes, how much annually? $ No Yes _______

Operating Expenses include: travel, communications, postage, telephone, office supplies, advertising, printing and duplicating.
January 10, 2013

Dr. Daniel Ewert  
Department of Electrical and Computer Engineering  
North Dakota State University  
Fargo, ND 58108

Dear Dr. Ewert,

On behalf of the Mechanical Engineering Department at NDSU, I am writing to express my strong support for the proposal for a joint graduate-level program in Biomedical Engineering. There continues to be growing interest among undergraduate and graduate students enrolled in the mechanical engineering program to pursue careers in the biomedical field. The ME Department currently offers several elective courses with a biomedical focus; however, at the present time, there are no formal options or degree programs available to students at NDSU who are interested in this field. The proposed graduate program, to be offered jointly between the College of Engineering and Architecture at NDSU, School of Engineering and Mines at UND, and the School of Medicine and Health Sciences at UND, would provide our students with an excellent opportunity to pursue advanced studies in this growing field after completion of their undergraduate degree.

In support of this endeavor, the ME Department will make available several courses currently offered in the general areas of biomechanics, biomaterials, and biofluids for inclusion in the curriculum. In addition, our students and faculty will be encouraged to engage with others at both institutions to further develop and expand future course offerings and research activities with a biomedical focus.

I strongly believe this joint graduate program will make a positive impact on students at both NDSU and UND, providing an excellent pathway for new educational, research, and employment opportunities in the state of North Dakota.

Sincerely,

[Signature]
Alan R. Kallmeyer, Ph.D.  
Professor and Chair  
Mechanical Engineering Department
December 17, 2012

Dr. Daniel Ewert
Professor
Electrical and Computer Engineering Department
North Dakota State University
Fargo, ND 58108

Dear Dr. Ewert:

I am writing this letter to support the proposal for joint graduate programs in Biomedical Engineering. The Civil Engineering Department has been involved in the development of the proposal. There are two faculty members in our department that have researched and offered graduate courses on topics related to Biomedical Engineering.

The Civil Engineering Department has been a strong supporter of interdisciplinary graduate programs. The establishment of the joint graduate programs in Biomedical Engineering will provide an opportunity for students that would like to obtain an advanced degree in the discipline in North Dakota which currently has no such programs available. The proposed programs should attract practicing engineers and scientists as well as fresh graduates from science and engineering undergraduate and Master’s programs. The Civil Engineering Department will promote the proposed programs among our students and strongly encourage participation by our faculty. In addition, our faculty that participate in activities related to the proposed programs including but not limited to teaching, research (publication and grantmanship), and graduate student and postdoctoral researcher advising, will be fully credited for their efforts.

Please feel free to let me know if you have any questions regarding our support of the proposed joint graduate programs in Biomedical Engineering.

Sincerely,

[Signature]

Bakalak Khan, Ph.D., P.E.
Professor and Chair
December 17, 2012

Subject: Letter of Support for the proposed joint NDSU-UND Graduate Program in Biomedical Engineering

Dear Dr. Ewert,

The Department Electrical and Computer Engineering (ECE) fully supports the proposed new M.S. and Ph.D. programs in biomedical engineering. Many faculty in the ECE Department are already engaged in teaching and research that is closely related to biomedical engineering. The success of this program is very important because demand for biomedical engineers is growing. The ECE Department will provide support to this program by relevant course offerings, access to laboratory facilities, and access to faculty. Please do not hesitate to contact me if you have any further questions.

Sincerely,

Raj Katti
Interim Chair and Professor
Department of Electrical and Computer Engineering
March 1, 2013

To:     Whom it may concern
From:   Dennis Wiesenborn, Chair, College of Engineering & Architecture (CEA) Academic Affairs
Re:     Stage II Proposal for Joint Graduate Programs in Biomedical Engineering
Cc:     Dr. Daniel Ewert

The CEA Academic Affairs Committee unanimously supports this proposal. This creates excellent opportunities for students and faculty in all the participating programs at NDSU and UND. The program leaders have stated their openness to include all branches of engineering that might participate in a meaningful way. This is very much appreciated.
Summary of Proposed Action
ND State Board of Higher Education
Meeting: 29 May 2014 (withdrawn)
26 June 2014 (rescheduled)

1. **Issue:** The University of North Dakota (UND) requests approval to establish the Center for Comparative Effectiveness Analytics, effective fall of 2014.

2. **Proposed actions.** Approve The University of North Dakota’s (UND’s) Stage 2 request to establish the Center for Comparative Effectiveness Analytics, effective fall of 2014.

3. **Background information.** UND proposes that establishment of the Center for Comparative Effectiveness Analytics, as “an entrepreneurial model of academic/industry/government partnership that responds to the latest trends in industry”, will have the potential to “increase the quality, effectiveness, accessibility, and efficiency of health care and public health” in North Dakota. The Center will organize faculty into new research, will house specific programs of study—especially those now associated with the Master of Public Health (MPH), and will coordinate some of its operations, research, and studies with many now specific to North Dakota State University (NDSU).

4. **Financial implications.** The Center “will have space in the MPH Program office suite” in the School of Medicine and Health Sciences’ (SMHS’s) “building” and it “will require no appropriated funding. The School of Medicine and Health Sciences will provide staffing, Director time, and funding as needed during the start-up period...The Center will seek grants and contracts at the regional level through private/public partnerships...The Center will move toward self-support through external funding” with the “only restriction on funding” being that it “must support the overall mission and goals of the Center.”

5. **Legal/policy issues.** SBHE Policy 307.1 *Institutional Organization*—Notice and Approval:

   “Board approval is required to create, discontinue or name a school, college, center or institute. Institutions shall submit such requests, along with rationale and supporting information, to the Chancellor and the Chancellor shall forward the proposal to the Board with a recommendation.

   “As used in this policy, "center or institute" means a unit that has as a primary function or activity academic instruction, research, or service beyond the immediate campus community. The terms do not include space designations, or units that simply have the word "center" in their title, or units that provide non-academic services, such as dining centers.”

6. **Academic issues.** No academic issues have been raised.
7. **Coordination.** On 6 May 2014, the AAC voted unanimously to recommend that UND’s Stage 2 request be approved by the SBHE. The Chancellor’s Cabinet and the Interim Chancellor will consider recommendation of this request at their meeting on 14 May 2014. The SBHE Committee of the Academic and Student Affairs will consider recommendation of this request at its meeting on 15 May 2014.

8. **Attachments.**
   The initial Stage 2 proposal from UND is attached.

9. **Contact information.** Sonia S. Cowen, Ph.D., Interim Vice Chancellor for Academic and Student Affairs, North Dakota University System; Ph: 701-328-2965/ email: sonia.cowen@ndus.edu.

10. **Recommendation of the Chancellor’s Cabinet, and of the SBHE Committee on Academic and Student Affairs:**
North Dakota University System

ACADEMIC AFFAIRS FORMAL REQUEST
STAGE II COVER PAGE

This form is to accompany each academic request to the System office for State Board of Higher Education or Chancellor action. The purpose of the form is to streamline the request process, promote consistency, and foster improved record-keeping.

Institution: University of North Dakota

I. Action requested:

☐ Approval of new program. Policy 403.1, "Program Approval", SBHE approval
☐ Approval of new prefix
☐ Termination of program. Policy 403.1.1, "Program Termination", SBHE approval
☐ Place program on inactive status. Policy 403.1.3, "Inactive Programs", Chancellor approval
☐ Program title change. Policy 403.4, "Changes in Program Titles", Chancellor approval
☐ Corresponding degree title change
☐ Approval of new program fee, Policy 805.3.2.d
☐ Distance education approval. Policy 404.1, "Distance Learning Credit Activities", Chancellor approval
  ☐ New ☐ Change ☐ Update Notice
☐ Organizational change. Policy 307.1, "Institutional Organization-Notice and Approval", SBHE approval
  ☐ New ☐ Change ☐ Termination
☐ Other, Policy ______ "_________ __________ " __________ approval

Effective Date: 1510 (Fall 2014)

II. Program information (where applicable):

NDUS Academic Program Code (this is an abbreviation of the Description; example UGBOIO)
Program or Organizational Title: Center for Comparative Effectiveness Analytics

Old title (if title change)

☐ Major
☐ Minor
☐ 2nd Major

Short Title Description; (10 characters title)

Program Prefix Requested

Implementation Date (old and new dates cannot overlap) 1510 (Fall 2014)
First Valid Term 1510 (Fall 2014)

Academic Career (UG, G, L, M)
Grading Scheme (UG, G, L, M, Ph)
Academic Group: (division, college, school) SOMHS
Academic Organization/Department: UND - SOMHS
CIP Code ______

Exact degree/award title (refer to NDUS Procedure 409 for title list):

☐ Diploma ☐ Bachelor of Science in Education (B.S.Ed)
☐ Certificate Program ☐ Master of Arts (M.A.)
☐ Associate of Arts (A.A.) ☐ Master of Science (M.S.)
☐ Associate of Applied Science (A.A.S.) ☐ Doctorate in Education (Ed.D.)
☐ Associate of Science (A.S) ☐ Doctor of Philosophy (Ph.D.)
☐ Bachelor of Arts (B.A.)
☐ Bachelor of Science (B.S.) ☐ This title is currently not in Procedure 409
☐ Authorized to Offer Degree

III. Submitted by:

Name: ___________________________ Date: April 14, 2014

For System Office use only:
Office ______ 04 14 14 AA 06 05 14 Canceled 14 05 14 Chancellor 14 05 14
Board ______ HECN ______ CIP code ______ Major code ______
REQUEST to ESTABLISH a CENTER or INSTITUTE
SBHE Policy 307.1
(submit Stage II cover page with this form)

1. Proposed Center Name: Center for Comparative Effectiveness Analytics

2. Center’s Address:
   UND School of Medicine and Health Sciences
   501 North Columbia Road, Room 2370
   University of North Dakota
   Grand Forks, ND 58202-9037

3. Center’s Telephone: 701-777-6079

4. Proposed Center’s Directors and Formal Title:
   Raymond Goldsteen, DrPH
   Professor, Family and Community Medicine
   Director, Master of Public Health Program

5. Who has the authority to commit the proposed Center to financial obligation?
The Director will have this authority, and will function in parallel fashion to Program Directors. The Director will authorize purchases, utilizing the purchasing and payment structure of UND. Joshua Wynne, Vice President for Health Affairs, has ultimate authority over all entities within the UND School of Medicine and Health Sciences.

6. Describe the proposed Center’s organizational structure.
The Center for Comparative Effectiveness Analytics will be located at the University of North Dakota, and will be hosted in the School of Medicine and Health Sciences. The Director will be Raymond Goldsteen, Director of the MPH Program, and he will report to the Vice President for Health Affairs.

7. Will there be an advisory committee? If so, list areas of representation.
There will be an advisory committee comprised of UND and SMHS leadership and representatives from external stakeholders in the fields of health care and public health. The Center will have space in the MPH Program office suite in the SMHS building.

8. What are the Mission, Goals, and Objectives of the Center?
The mission of the Center is to improve population health in North Dakota and the Northern Plains through research on the quality, value, accessibility, and effectiveness of health care and public health. The Center will develop public/private collaborations, as well as seek more typical academic funding from government and foundations.
The Center will:

Goal 1: Analyze clinical and administrative databases for patterns related to utilization, cost, accessibility, and quality.

- Search for patterns in data and have clinical experts interpret
- Improve expert systems (i.e., are there acceptable patterns of practice that the expert system is not programmed to find?)
- Identify non-conforming practice patterns for educational interventions
- Identify non-conforming patterns for possible changes to evidence-based, clinical guidelines
- Develop expert systems that look for patterns in the data that conform to evidence-based, clinical guidelines (predetermined patterns)
- Develop analytical tools such as a risk-adjuster for specific populations

Goal 2: Conduct analytic studies of health care utilization, cost, accessibility, and quality.

- Impact analysis of policies such as insurance expansion or wellness incentives
- Clinical outcomes analytics
- Cost-benefit studies
- Trend analysis
- Predictive modeling for utilization and costs
- Population health modeling

Goal 3: Recommend health policy and interventional options based on research and evaluation studies.

- Health promotion and prevention interventions
- Clinical diagnosis, treatment, and monitoring practices

Goal 4: Evaluate health policy changes and interventions undertaken as a result of research and evaluation studies.

- Health promotion and prevention interventions
- Clinical diagnosis, treatment, and monitoring practices

9. Does establishment of the Center duplicate or enhance any existing campus programs?
The Center does not duplicate or enhance any existing North Dakota University System (NDUS) center or institute. There is no equivalent center in South Dakota or Montana.

10. Identify and explain relationships to other institutions, agencies, and/or academic departments.
The Center will have a positive impact on economic vitality in North Dakota. Through its collaboration with payers and providers of health care and public health services, the Center has the potential to increases the quality, effectiveness, accessibility, and efficiency of health care and public health and, thereby, improve population health. The Center will be an entrepreneurial model of academic/industry/government partnership
that responds to the latest trends in industry. The services of the Center will be available to organizations outside the State as well. The Center will play a critical role in the education of students in the MPH program, medical school, and other clinical training programs in the School of Medicine and Health Sciences by providing practical experiences in comparative effectiveness research in the health care and public health fields. Within the MPH program, it will be the site of internships and Practicums for students in the Population Health Research and Evaluation specialization. Within the medical school and other clinical training programs, the Center will provide practical experiences in comparative effectiveness analytics that may result in rotations and scholarly projects. The goal of the Center will be to develop long-term partnerships that will be sustained over time because of the quality and relevance of the work produced by its faculty and staff.

11. Identify and explain relationships to state or federal programs.
The Center will strengthen existing relationships with state and federal agencies including the North Dakota Department of Health, the North Dakota Health Information Network, local health departments, the Center for Medicare and Medicaid Services (CMS), the Agency for Healthcare Research and Quality (AHRQ), the Prevention Institute (PI), and the Patient-Centered Outcomes Research Institute (PCORI). These relationships currently include formal and informal partnerships for training and research. Although no other specific relationships with any state or federal agencies are determined at this point, the establishment of the proposed Center is likely to increase our ability to foster such opportunities.

12. Provide an assessment of the potential value to the campus and to the community.
Enormous changes are occurring in our expectations for the health care and public health systems. Policymakers increasingly want evidence that these two complimentary systems are providing effective, efficient, and accessible interventions that improve health and prevent disease and disability in individuals and populations. At the same time, our ability to study health problems and the most effective and efficient ways of preventing, diagnosing, treating, and monitoring them is growing. Advances in information technology and the routine collection of electronic data as a byproduct of service delivery have created massive datasets that are accessible for these purposes. The Center will respond to the need of payers and providers of health care and public health services to demonstrate their efficacy in promoting health and preventing disease and disability by providing expertise in analytics, particularly using existing clinical and administrative data. The Center will draw upon the full range of expertise at the University of North Dakota including the School of Medicine and Health Sciences, the Department of Political Science and Public Administration in the College of Business and Public Administration, and the Department of Geography in the College of Arts and Sciences.

13. How will the effectiveness of the Center (in terms of costs, stated objectives and benefits to clientele and the university) be evaluated?
The Center will be evaluated on the number of contracts it secures from health care and public health stakeholders to conduct comparative effectiveness studies, based on the
assumption that continued contracts indicate the Center’s value. The hallmark of the Center will be public/private partnerships that result in economic benefit and improved health for North Dakota and potentially the region.

14. What level of funding will be required (both immediate and future)? Will the Center use appropriated (hard) monies and/or grants and contracts (soft monies)? Provide actual dollars.
The Center will require no appropriated funding. The School of Medicine and Health Sciences will provide staffing, Director time, and funding as needed during the start-up period. The Center is not seeking appropriated funds. The Center will seek grants and contracts at the regional level through private/public partnerships. Later, the Center will seek federal grants and contracts from the Center for Medicare and Medicaid Services (CMS), the Agency for Healthcare Research and Quality (AHRQ), the Prevention Institute (PI), and the Patient-Centered Outcomes Research Institute (PCORI). The PI and PCORI have non-sequestered funding streams. Thus, the Center will move toward self-support through external funding, which will be sought from multiple sources such as the examples cited previously. The only restriction on funding is that it must support the overall mission and goals of the Center.

15. What are the space requirements for the proposed Center? How will they be met?
The space requirements at start-up will be met through existing space in the Master of Public Health Department in the UND School of Medicine and Health Sciences. It is expected that more space may be required in the long-term, and planning for that space is being integrated into the on-going building plans for the new building of the UND School of Medicine and Health Sciences.

16. What are the equipment requirements for the proposed Center? How will they be met?
The equipment for conducting the evaluation and research activities are already in place within the UND School of Medicine and Health Sciences. Any additional equipment needs specific to future projects will be met through the funding sources for those projects.

17. How many clients will be served by the Center?
The Center will serve, at least initially, a small number of clients each year, but these clients will be influential in the delivery of health care and public health services. The relatively small number of clients will not reflect the impact of the Center. Because of the potential impact of analytics produced by the Center, it is anticipated that long-term and ongoing external funding is almost a certainty.
June 26, 2013

Larry,

Wanted to let you know that at our June 24, 2013 CTE Board meeting these institutions were granted their annual renewal of authorization to operate in ND. This renewal occurs in June of each year. We worked with the System Office and they had all received recommendations from the Chancellor as required. The approval letter to each school alerts them to the change in regulatory responsibility.

With the passage of HB1103 the Board of Higher Ed will be approving all private degree granting institutions as of Aug 1st. CTE will retain the approval process for Career Schools.

If you have any questions let me know. Again, no action is needed on your part I just wanted to make sure you were aware of reauthorizations and that any assistance we can provide to the NDUS in your preparations to take over the authorization to operate process for private degree granting institutions please let us know.

Wayde
June 25, 2013

Ms. Carey Williams  
Associate Director of Academic Support  
Embry-Riddle Aeronautical University Worldwide  
Minot Campus  
156 Missile Avenue, Suite 223  
Minot AFB, ND 58705

Dear Ms. Williams,

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Embry-Riddle Aeronautical University’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Embry-Riddle Aeronautical University. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Embry-Riddle Aeronautical University operations in North Dakota. For your reference, a copy of the legislation may be accessed, here.

Contact information for the North Dakota University System is as follows:

North Dakota University System  
10th Floor, State Capitol  
600 East Boulevard Ave, Dept. 215  
Bismarck, ND 58505-0230  
701-328-2960  
701-328-2961 (fax)

Please feel free to contact me at concerns.

Sincerely,

Debra J. Huber  
Administrator  
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO  
Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Dr. Martin Y. Iguchi, Ph.D.
Dean, School of Nursing & Health Studies
Georgetown University
37th & C Streets, NW
Washington, DC 20057

Dear Dr. Iguchi:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Georgetown University's application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Georgetown University. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Georgetown University operations in North Dakota. For your reference, a copy of the legislation may be accessed here.

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at or 701.328.2678 should you have questions or concerns.

Sincerely,

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
    Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Mr. Michael Droge
President
Park University
8700 NW River Park Drive
Parkville, MO 64152

Dear Mr. Droge:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Park University’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Park University. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Park University operations in North Dakota. For your reference, a copy of the legislation may be accessed here:

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at
or 701 328 2878 should you have questions

Sincerely,

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
    Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Dr. Merodie A. Hancock, Ph. D
Central Michigan University
802 Industrial Drive
Mount Pleasant, MI 48858

Dear Dr. Hancock:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Central Michigan University's application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Central Michigan University. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Central Michigan University operations in North Dakota. For your reference, a copy of the legislation may be accessed here:

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at or 701.328.2678 should you have questions.

Sincerely,

Debra J. Huber
Administrator
Private Postsecondary Institutions

CC: Wayne Kutzer, State Director and CEO
Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Mr. John Smith-Coppes
Rasmussen College
Moorhead Campus
1250 29th Avenue South
Moorhead, MN 56560

Dear Mr. Smith-Coppes:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Rasmussen College’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Rasmussen College. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Rasmussen College operations in North Dakota. For your reference, a copy of the legislation may be accessed here: [www.ndlegis.gov](http://www.ndlegis.gov).

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at , or 701.328.2678 should you have questions or concerns.

Sincerely,

[Signature]

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
    Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Mr. John Smith-Coppes  
Rasmussen College  
Bismarck Campus  
1701 East Century Avenue  
Bismarck, ND 58503

Dear Mr. Smith-Coppes:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Rasmussen College's application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Rasmussen College. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Rasmussen College operations in North Dakota. For your reference, a copy of the legislation may be accessed here: [legislation link]

Contact information for the North Dakota University System is as follows:

North Dakota University System  
10th Floor, State Capitol  
600 East Boulevard Ave, Dept. 215  
Bismarck, ND 58505-0230  
701-328-2960  
701-328-2961 (fax)

Please feel free to contact me at [your contact information] or 701.328.2670 should you have questions or concerns.

Sincerely,

[Signature]

Debra J. Huber  
Administrator  
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO  
Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Mr. John Smith-Coppes  
Rasmussen College  
Fargo Campus  
4012 19th Avenue Southwest  
Fargo, ND 58103

Dear Mr. Smith-Coppes:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Rasmussen College’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Rasmussen College. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Rasmussen College operations in North Dakota. For your reference, a copy of the legislation may be accessed here:

Contact information for the North Dakota University System is as follows:

North Dakota University System  
10th Floor, State Capitol  
600 East Boulevard Ave, Dept. 215  
Bismarck, ND 58505-0230  
701-328-2960  
701-328-2961 (fax)

Please feel free to contact me at concerns.

Sincerely,

Debra J. Huber  
Administrator  
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO  
Dr. Larry Skogen, Acting Chancellor
Summary of Proposed Action
ND State Board of Higher Education
Meeting – 26 June, 2014

1. Issue:
Renewal of State Authorization for Central Michigan University to operate in North Dakota

2. Proposed actions.
Recommend approval of renewal of state authorization for Central Michigan University to operate in North Dakota.

3. Background information.
Established in 1892, Central Michigan University is a nurturing institution that fosters the transformative power of advanced learning. From our roots as a teachers' college, CMU has grown to offer nationally acclaimed programs in areas ranging from the health professions and engineering to business and communications. Central Michigan University has a 26,902 total enrollment, 200+ academic programs, $355 million scholarships and financial aid distributed yearly, 21:1 student to faculty ratio, #1 Online undergraduate programs in the nation, according to U.S. News & World Report, 1 of the nation's 100 largest public universities, #6 Best Online M.B.A. program in America.

Central Michigan University (CMU) is regionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, and as a regionally accredited institution is authorized to operate as an institution of higher education. Since 1982, Central Michigan University has been providing exceptional service to our military service members, their spouses, dependents, and civilians at CMU's Minot AFB center. The education center is located on the second floor of the Minot AFB Education Center. The Education Center consists of 13 classrooms including one science lab and four computer labs. Most of the computer resource rooms have a smart board/ceiling projector/computer available for use. A majority of the classrooms have smart boards permanently installed which include a ceiling projector and computer. Seven of the rooms have an AVerVision installed.

Central Michigan University has sent the $1,200 renewal to operate fee. Payment has not yet been confirmed by NDUS

5. Legal/policy issues.
Central Michigan University has met the requirements of 15-18.1 of the North Dakota Century Code, relating to authority of the State Board of Higher Education to provide authorizations to operate postsecondary educational institutions offering instruction at the associate in arts level or higher.
6. Academic issues.
Central Michigan University is among the nation's 100 largest public universities with more than 20,000 students on its Mount Pleasant campus and another 7,000 enrolled online and at 50 locations across North America. CMU offers more than 200 academic programs at the undergraduate, masters, specialist and doctoral levels. In addition, CMU has established the nation's 137th College of Medicine to address a growing shortage of primary care physicians in Michigan. The inaugural class of 64 students began its studies in August 2013.

Programs authorized at this location include the Master of Arts degree in Education with concentrations in Adult Education and Instruction; and the Master of Science in Administration with concentrations in General Administration, Health Services Administration, Human Resources Administration, Information Resource Management, and Leadership.

7. Coordination.
- Central Michigan's Renewal to Operate Application has been reviewed by Dr. Tanya Spilovoy, Director of Distance Education and State Authorization for NDUS and has been found to satisfy requirements.
- Central Michigan's Renewal to Operate Application has been reviewed by Mr. Tim Carlson, Chief Auditor for SBHE, and has been found to satisfy bond and financial stability requirements.

8. Attachments.
- Authorized Application
- Articles of Incorporation
- Bond
- Independent Audit Report
- State Approval Documentation
- Higher Learning Commission Accreditation Documentation
- Catalog and Student Handbook
- Global Campus Handbook
9. Contact information.
Tanya Spilovoy, D. Ed.
Director, Distance Education & State Authorization
NORTH DAKOTA University System
1815 Schafer St., Ste. 202
Bismarck, ND 58501-1217
701.224-2498
tanya.spilovoy@ndus.edu

Kari Rojas, Coordinator, Licensure & Regulatory Services
Central Michigan University's Global Campus
802 Industrial Drive
Mount Pleasant, MI 48858
ph. (989) 774-3233
fax (989) 774-7409

10. Recommendation of the SBHE Committee on Academic and Student Affairs: N/A
Authorized Application

General

Name: Central Michigan University's Global Campus
Phone number: 800-950-1144
Address: 802 Industrial Drive
Mount Pleasant MI 48858
Fax number: 989-774-7409
Web address: http://global.cmich.edu/

Institution type

Contacts

Primary contact: Shelle Haut
Director: Peter Ross

Ownership

1. How is the ownership of this institution structured?
   public

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state's authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.
   Legal business name: Central Michigan University
   State: MI

CMU Established by the Constitution of the State of Michigan.pdf (https://nous.edvera.com/files/exhibits/176286/attachment/123a016b63f738e778ac4a3573fa1332aa6e27)

3. Indicate the legal tax status of your institution
   State

Owners/Board Members (if applicable)
<table>
<thead>
<tr>
<th>Owner/board member</th>
<th>Length of ownership/member</th>
<th>Ownership %</th>
<th>Date acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Fannon</td>
<td>Term expires December 31, 2014</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>John Hurd</td>
<td>Term expires December 31, 2016</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>William Kanine</td>
<td>Term expires December 31, 2018</td>
<td>1</td>
<td></td>
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<tr>
<td>Tricia Keith</td>
<td>Term expires December 31, 2020</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Patricia Mooradian</td>
<td>Term expires December 31, 2018</td>
<td>1</td>
<td></td>
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<tr>
<td>Sarah Opperman</td>
<td>Term expires December 31, 2016</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Robert Wardrop II</td>
<td>Term expires December 31, 2014</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Owner/board member: William Weideman

Length of ownership/member: Term expires December 31, 2020

Ownership %: 1

Date acquired: 

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.

   Length of operation: Central Michigan University was established in

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approvals.

   Date operation began: Central Michigan University was approved by it.

3. Has the school operated under any other names? If so, specify other names used and dates of use.

   Previous name: NA

Bonds

1. Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

   Please scan and upload the bond document before mailing.

   ND Appendix A - F2F Gross Inc Stmt FY 13-Final.doc (https://ndus.edvera.com/files/exhibits/176452/attachment/6db5566f5e81654714817841c99b0594b7b766)
   ND Bond 69082547.pdf (https://ndus.edvera.com/files/exhibits/176455/attachment/049badac0f145c9a5425d9e98f8c0366e5dc26a)

State Agency Approvals

Arkansas Higher Education Coordinating Board

Accreditation Date: 2012-10-01

Expiration Date:

Accreditation letter

Oregon Student Access Commission Office of Degree Authorization
Authorized Application : SAMS

Accreditation Date  Expiration Date
- 2012-06-01

Accreditation letter

Commonwealth of Virginia

Accreditation Date  Expiration Date
- 2013-08-01

Accreditation letter

Georgia Nonpublic Postsecondary Education Commission

Accreditation Date  Expiration Date
- 2014-05-01

Accreditation letter
Georgia-Atlanta Metro Certificate through January 31 2015.pdf (https://ndus.edvera.com/files/exhibits/176299/attachment/0e72264414173e182bb89ace80e44be89e0ec4d9)

Illinois Board of Higher Education

Accreditation Date  Expiration Date
- 2012-07-01

Accreditation letter
Illinois Board of Higher Education Continuous Approval - 8-1-2012.pdf (https://ndus.edvera.com/files/exhibits/176300/attachment/978c5f3e6010af26529347fed4b20d4071be3f5)

Kansas Board of Regents

Accreditation Date  Expiration Date
- 2013-06-01

Accreditation letter
KS-Certificate of Approval through June 20 2014.pdf (https://ndus.edvera.com/files/exhibits/176331/attachment/3a0b7fdaac35abd2bc22cdede566947e1ab78367)
State of Louisiana Board of Regents

Accreditation Date
- 2013-12-01

Expiration Date
- 

Accreditation letter
LA Board of Regents Postsecondary Institution License through Dec 4 2015.pdf (https://ndus.edvera.com/files/exhibits/176329/attachment/id03099d4ea330a2b2bad7df333eb8e5da7e19706)

Maryland Higher Education Commission

Accreditation Date
- 2010-08-01

Expiration Date
- 

Accreditation letter
Maryland Online Approval through June 30 2014.pdf (https://ndus.edvera.com/files/exhibits/176327/attachment/550c78efc1566bdc7ae19722f3e57278d1911)
MD Approval F2F through August 31 2015.pdf (https://ndus.edvera.com/files/exhibits/176307/attachment/eba9d397ae8428b05a02a6ce07c22a32f624397)

Minnesota Office of Higher Education

Accreditation Date
- 2014-05-01

Expiration Date
- 

Accreditation letter

Mississippi Community College Board

Accreditation Date
- 2014-05-01

Expiration Date
- 

Accreditation letter
Mississippi - No further action needed 12 months from May 5 2014.pdf (https://ndus.edvera.com/files/exhibits/176308/attachment/138a4aee63b810c5b42cebd9a54920503d1cac3dc)
North Dakota Department of Career and Technical Education

Accreditation Date
- 2013-06-01

Expiration Date

Accreditation letter
ND Department of Career and Technical Education - Auth to Operate Through June 30 2014.pdf

Commonwealth of Pennsylvania

Accreditation Date
- 2013-02-01

Expiration Date

Accreditation letter
PA - Approval Letter valid through June 30 2016.pdf

Iowa College Student Aid Commission

Accreditation Date
- 2014-03-01

Expiration Date

Accreditation letter
Iowa Registration Approval Central MI Univ Mar 2014 through March 2016.pdf

Tennessee Higher Education Commission

Accreditation Date
- 2013-07-01

Expiration Date

Accreditation letter

The University of North Carolina

Accreditation Date
- 2013-07-01

Expiration Date
State of Utah Department of Commerce

Accreditation Date
- 2014-05-01

Expiration Date

Accreditation letter

Department of Education State of Wyoming

Accreditation Date
- 2013-07-01

Expiration Date

Accreditation letter
Wyoming Department of Education Registration through June 30 2014.pdf

Ohio Board of Regents

Accreditation Date
- 2010-04-01

Expiration Date

Accreditation letter
Ohio CMU F2F Approvals through December 31 2017.pdf

Accreditations

Accreditation Date
- 

Expiration Date
- 

Conditions
- 

Accreditation letter

Authorized Application: SAMS

Has your institution been denied accreditation or had previous accreditation revoked or placed on probation?

Adverse decisions? No

If "yes", explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based:

Explanation

Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.


2. Please indicate the ending month of the institutional fiscal year

Fiscal year end month June

3. Is the institution already participating in federal financial aid programs?

- Title IV Eligible?
  Yes
  OPEID
  00224300

4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?

No

5. Further Explanation of School's Financial Stability

No supporting documents.

Programs & Instruction

1. Please add all programs your institution would like approved.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Education with concentration in Adult Education</td>
<td>13.0403 - Adult and Continuing Education</td>
<td>396.0</td>
<td>26.4</td>
<td>16071.0</td>
<td>100.0</td>
<td>2300.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Arts in Education with concentration in Instruction</td>
<td>13.0404 - Educational, Instructional, and</td>
<td>396.0</td>
<td>26.4</td>
<td>16071.0</td>
<td>100.0</td>
<td>2300.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td></td>
<td>Curriculum Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Administration with concentration in General Administration</td>
<td>52.0201 - Business Administration and Management, General</td>
<td>432.0</td>
<td>28.8</td>
<td>17532.0</td>
<td>100.0</td>
<td>2500.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Administration with concentration in Health Services Administration</td>
<td>51.2211 - Health Services Administration</td>
<td>432.0</td>
<td>28.8</td>
<td>17532.0</td>
<td>100.0</td>
<td>2500.0</td>
<td>Master's degree</td>
</tr>
</tbody>
</table>
Program Title | CIP Code | Credit Hours | Clock Hours | Tuition ($) | Fees ($) | Other Costs ($) | Award Level
--- | --- | --- | --- | --- | --- | --- | ---
Master of Science in Administration with concentration in Human Resources Administration | 52.1001 - Human Resources Management/Personnel Administration, General | 432.0 | 28.8 | 17532.0 | 100.0 | 2500.0 | Master's degree
Master of Science in Administration with concentration in Information Resource Management | 52.1206 - Information Resources Management | 432.0 | 28.8 | 17532.0 | 100.0 | 2500.0 | Master's degree
Master of Science in Administration with concentration in Leadership | 52.9999 - Business, Management, Marketing, and Related Support Services, Other | 432.0 | 28.8 | 17532.0 | 100.0 | 2500.0 | Master's degree

2. Do you offer any other programs?

Yes - Central Michigan University's (CMU) Global Campus offers a large number of programs (See, http://global.cmich.edu/programs/), however programs offered at the Minot AFB Center include: the Master of Arts in Education with concentration in Adult Education and concentration in Instruction; and the Master of Science in Administration

Catalog and Published Description of Programs

1. A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at least all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain:

2013-14-Global Campus Bulletin.pdf (https://ndus.edvera.com/arguments/176230/attachment/eb2b7569819eb2a440485b2b8455e8f010f54d1b)

2. Please upload catalog:

No supporting documents.

Please describe where to find the following catalog checklist items in the catalog.

- Item 1

Locations
Catalog and Published Description of Programs

• A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist. SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

2013-14-Global Campus Bulletin.pdf (https://ndus.edvera.com/files/exhibits/176290/attachment/e2b7566819eb2a440485b26455ec8f101fc54d1b)

• Please upload catalog:

  No supporting documents.

Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable.

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.

   http://global.cmich.edu/locations/location.aspx?site=MINOT Central Michigan University, Minot AFB Center 156 Missile Avenue, Room 219 Minot AFB, ND 58705-5026 Phone: (701) 727-5535 or (888) 955-4755 Fax: (701) 727-5361 Email MinotAFB@cmich.edu

2. If institution's headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers.

   2013-2014 Global Campus Bulletin, p. 3 Central Michigan University's Global Campus 802 Industrial Drive Mount Pleasant MI 48858 ph. 589-774-3865 or 800-950-1144 Or visit the Global Campus home page at http://global.cmich.edu/

3. Effective date of catalog.


4. Names and Titles of:

   • Members of Board of Directors
5. List of all programs offered.

2013-2014 Global Campus Bulletin, pp. 47-112 Academic Programs Listing

6. For each program offered:

- Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program.
  Numbers of clock and/or credit hours for the program.


- Admission requirements

Central Michigan University's Global Campus Academic Calendar http://global.cmich.edu/calendars/ftabs-5 Extended Calendar

- Tuition, costs and fees

2013-2014 Global Campus Bulletin, pp. 18-19 Master of Arts in Education – Graduate, Standard $487; Graduate, Military $288 per credit hour Master of Science in Administration – Graduate, Standard $487; Graduate, Military $288 per credit hour

- Equipment/technology requirements or competencies


- Clinical training, practicum, externships or special features
Graduate employment opportunities.


Requirements for graduate to practice.

2013-2014 Global Campus Bulletin, pp. 78-79; 99-109 Master of Arts in Education — This is not a certification program
Master of Science in Administration — This is not a certification program

7. Available student payment schedules and financing options complying with requirements in R4-39-405.


8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405.


2013-2014 Global Campus Bulletin, pp. 20-21

10. Student services to be provided by the institution.

2013-2014 Global Campus Bulletin, pp. 7; 13-17; 18-21; 22-27; 28-31 Student Disability Services, Student Ombuds Office, Admissions, Registration, Financial Aid, Academic Advising, CMU Writing Center, Tutoring for Mathematics and Statistics Courses, Global Campus Library Services, Career Services and Resource Center, Transfer Credit, and Prior Learning Assessment Credit Process. CMU's Global Campus Student Services (http://global.cmich.edu/services)

11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.

CMU's Global Campus Student Orientation Module 5-Your CMU Courses Course Formats and Delivery http://global.cmich.edu/orientation/orientation/Default.aspx?page=27

12. Calendar, identification of:

- Admission requirements or program registration.
Central Michigan University's Global Campus Academic Calendar http://global.cmich.edu/calendar/#tabs-5 Extended Calendar

- Vacation periods, holidays, etc.

Central Michigan University's Global Campus Academic Calendar http://global.cmich.edu/calendar/#tabs-5 Summer 2014, Fall 2014, Spring 2015, Holidays/Graduation. Drops/Credit-No Credit

13. Policies & regulations governing:

- Quarter term or session offered (Start & end dates for each semester).

Central Michigan University's Global Campus Academic Calendar http://global.cmich.edu/calendar/#tabs-5 Extended Calendar

- Program or course cancellation.
  Based on student enrollments and student demand.

- Grading procedures & satisfactory progress tracking

  2013-2014 Global Campus Bulletin, pp. 37-41

- Change in student status (LOA)

  2013-2014 Global Campus Bulletin, p. 38

- Student re-enrollment.


- Student Probation, suspension or expulsion.

  2013-2014 Global Campus Bulletin, p. 41

- Grade reporting & transcripts
- Student Records as applicable.
  2013-2014 Global Campus Bulletin, p. 46

- Student Attendance
  2013-2014 Global Campus Bulletin, p. 40

- Credit for previous education, training, work or life experience.
  2013-2014 Global Campus Bulletin, p. 29-31

14. Student Grievance Procedures:
   - Establish written procedures and timelines for a student to file a grievance.
     2013-2014 Global Campus Bulletin, pp. 7 (Student Ombuds Office); 39-40 (Grade Grievance Policy)

   - List all publications and the page number in which the Student Grievance Procedure is published.

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.

   CMU Graduation Statistics – Five Year History https://www.cmich.edu/office_provost/academic_administration/OIR/Reports/Documents/graduation_statistics_five_year_1112.pdf

   2012 Survey of Global Campus Alumni_FINAL Report pdf (https://ndus.edvera.com/files/exhibits/176292/attachment/b3cd4e46fe64de8727ca7ec0be8e7b666cd6ac65)
   graduation_statistics_five_year_1112.pdf (https://ndus.edvera.com/files/exhibits/176291/attachment/6f42cfc3c86515260e6e6e6972c633700c843d3c)

16. Pass rate of school's graduates for license of any certificate exam required by state or city for employment.
CMU does not offer certification programs at Minot AFB Center.

17. Disclosure statement – indicates student should review approved catalog for factual information.

http://global.cmich.edu/orientation/ - New Student Orientation* *Additionally, once a student has been admitted a hard copy global campus bulletin is mailed to their recorded place of residence.

18. College Credit – Disclaimer Statement
The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

2013-2014 Global Campus Bulletin, pp. 30-31 Graduate Transfer Credit Policy

Agreement and Fees

- This application requires fees according to NDUS fee schedule.

NDUS Fee Schedule (https://s3.amazonaws.com/edvera_production/public/organizations/ndus/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)

Please calculate your fee amount:

1200.00

Please describe how you calculated this amount:

Fee Schedule #5 - The Annual Renewal Registration Fee $1,200

- I hereby attest to the accuracy and completeness of this document and of all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation, Policies, and Procedures should accreditation be granted.

Attestation by: Shellie Haut
Summary of Proposed Action
ND State Board of Higher Education
Meeting – 26 June, 2014

1. Issue:
Renewal of State Authorization for Embry-Riddle Aeronautical University

2. Proposed actions.
Recommend approval of renewal of state authorization for Embry-Riddle Aeronautical University to operate in North Dakota.

3. Background information.
Embry-Riddle Aeronautical University (ERAU) is an established leader in aerospace education and applied research. Founded in 1926, ERAU is has a main campus in Daytona Beach, FL, over 150 branch locations worldwide mostly located on military bases, along with an Online Learning campus. All campuses are regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The location at Minot Air Force Based opened in July of 1988.

The campus at Minot offers it students courses taught by an in-class instructor as well as courses taught by an instructor who elsewhere but is broadcast into the classroom in real time with teacher / student interaction via video and tele-conferencing. Students can also take completely online classes outside of a classroom setting. ERAU enrolls military members and their families as well as civilians who are cleared to enter the base.

Embry-Riddle Aeronautical University has paid the $1,200 renewal fee.

5. Legal/policy issues.
Embry-Riddle Aeronautical University has met the requirements of 15-18.1 of the North Dakota Century Code, relating to authority of the State Board of Higher Education to provide authorizations to operate postsecondary educational institutions offering instruction at the associate in arts level or higher.

6. Academic issues.
Led by a faculty comprised of industry professionals, many of whom come from military backgrounds, ERAU’s programs are designed specifically to suit demanding schedules. ERAU offers twenty-seven programs, including twelve undergraduate degree programs, two undergraduate certificate programs, and fourteen graduate degree programs. Students are given the flexibility with twelve enrollment dates per year.
7. Coordination.
- Embry-Riddle Aeronautical University Renewal to Operate Application has been reviewed by Dr. Tanya Spilovoy, Director of Distance Education and State Authorization for NDUS and has been found to satisfy requirements.
- Embry-Riddle Aeronautical University Renewal to Operate Application has been reviewed by Mr. Tim Carlson, Chief Auditor for SBHE and has been found to satisfy bond and financial stability requirements.

8. Attachments.
- Application for Authorization to Operate in North Dakota
- Articles of Incorporation (Florida)
- Bond
- Independent Auditor's Report
- Student Handbook
- Catalog

9. Contact information.

Tanya Spilovoy, D. Ed.
Director, Distance Education & State Authorization
NORTH DAKOTA University System
1815 Schafer St., Ste. 202
Bismarck, ND 58501-1217
701.224-2498
tanya.spilovoy@ndus.edu

Dustin M. Heil
Resource Manager
Office of Military and Government Relations
Embry-Riddle Aeronautical University – Worldwide Campus
600 South Clyde Morris Blvd.
Daytona Beach, Florida 32114
Office: (386)226-4936
Fax: (386)323-8692
dustin.heil@erau.edu

10. Recommendation of the SBHE Committee on Academic and Student Affairs: N/A
# Authorized Application

## General

<table>
<thead>
<tr>
<th>Name</th>
<th>Embry-Riddle Aeronautical University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone number</td>
<td>386-226-4936</td>
</tr>
<tr>
<td>Address</td>
<td>600 South Clyde Morris Boulevard</td>
</tr>
<tr>
<td></td>
<td>Daytona FL 32114-3900</td>
</tr>
<tr>
<td>Fax number</td>
<td>386-323-8692</td>
</tr>
<tr>
<td>Web address</td>
<td><a href="http://www.erau.edu">http://www.erau.edu</a></td>
</tr>
</tbody>
</table>

## Contacts

- **Primary contact**: Dustin Heil
- **Director**: John Watret

## Ownership

1. How is the ownership of this institution structured?
   - corporation

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state's authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.
   - **Legal business name**: Embry-Riddle Aeronautical University, Inc.
   - **State**: FL
   - [NonProfitAnnualReport.pdf](https://ndus.edvera.com/files/exhibits/171137/attachment21321d1f87d2a54ae996cd777b0c620a5dc400e07)
   - [erau-oert-of-good-standing-2013.pdf](https://ndus.edvera.com/files/exhibits/171139/attachment89d39c707f658eb869add497c77f93562cc27)
   - [ArticlesIncorporation.pdf](https://ndus.edvera.com/files/exhibits/171135/attachmentc53582e16516d6a3c57a065298f5d41ed0f175)

3. Indicate the legal tax status of your institution
   - Non Profit

## Owners/Board Members (if applicable)

| Owner/board member | John Johnson | Ownership % | 100 |

---

6/5/2014 2:17 PM
Authorized Application: SAMS

Length of ownership/member: 9 years

Date acquired: 2005-11-01

Owner/board member: Mor Hossaini

Length of ownership/member: 15 years

Ownership %: 100

Date acquired: 1999-04-01

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.

   Length of operation: 89

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approvals.

   Date operation began: November 1960

3. Has the school operated under any other names? If so, specify other names used and dates of use.

   Previous name

Bonds

1. Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

   Please scan and upload the bond document before mailing.

   North Dakota State 2014 Renewal - Form 2009 9.pdf (https://ndus.edvera.com/files/exhibits/176412/attachment/e3bb20e924af7162c1eb2b0c4d207feef1cc02)


State Agency Approvals

FL Florida - Florida Department of Education, Commission on Independent Education

Accreditation Date
- 2011-06-01

Expiration Date
- 

Accreditation letter

FLAuthorization.pdf (https://ndus.edvera.com/files/exhibits/171168/attachment/debf760b98b46fe4df5cb29ca41741addc03rd0)
Accreditations

Accreditation Date
• Conditions
• Accreditation letter

Expiration Date

Has your institution been denied accreditation or had previous accreditation revoked or placed on probation?

Adverse decisions? No

If "yes", explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based.

Explanation

Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.

ERAU Financial Statements FY 2013.pdf (https://ndus.edvera.com/files/exhibits/171172/attachment/4d99b1e99006921a3d480c52f3f89cc6b4d)

2. Please indicate the ending month of the institutional fiscal year

Fiscal year end month June

3. Is the institution already participating in federal financial aid programs?
   • Title IV Eligible?
     Yes
   • OPEID
     001479

4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?

No

5. Further Explanation of School's Financial Stability


Programs & Instruction

1. Please add all programs your institution would like approved.
<table>
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<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science in Aeronautics</td>
<td>49.0101 - Aeronautics/Aviation/Aerospace Science and Technology, General</td>
<td>0.0</td>
<td>0.0</td>
<td>20100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Aviation Business Administration</td>
<td>52.0299 - Business Administration, Management and Operations, Other</td>
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<td>Associate's degree</td>
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<tr>
<td>Associate of Science in Aviation Maintenance</td>
<td>47.0608 - Aircraft Powerplant Technology/Technician.</td>
<td>0.0</td>
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<td>20100.0</td>
<td>100.0</td>
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<td>Associate's degree</td>
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<tr>
<td>Associate of Science in Technical Management</td>
<td>52.0299 - Business Administration, Management and Operations, Other</td>
<td>0.0</td>
<td>0.0</td>
<td>20100.0</td>
<td>100.0</td>
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<td>Associate's degree</td>
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<tr>
<td>Aviation Maintenance Technology Part 65 Undergraduate Certificate</td>
<td>47.0608 - Aircraft Powerplant Technology/Technician.</td>
<td>0.0</td>
<td>0.0</td>
<td>6030.0</td>
<td>100.0</td>
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<td>Certificate</td>
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<tr>
<td>Bachelor of Science in Aeronautics</td>
<td>49.0101 - Aeronautics/Aviation/Aerospace Science and Technology, General</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
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<td>Bachelor's degree or equivalent</td>
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<tr>
<td>Bachelor of Science in Aviation Business Administration</td>
<td>52.0299 - Business Administration, Management and Operations, Other</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
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<tr>
<td>Bachelor of Science in Aviation Maintenance</td>
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<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
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<td>Bachelor's degree or equivalent</td>
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<tr>
<td>Bachelor of Science in Aviation Security</td>
<td>43.0120 - Protective Services Operations.</td>
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<td>Bachelor's degree or equivalent</td>
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<tr>
<td>Bachelor of Science in Engineering Technology</td>
<td>15.0801 - Aeronautics/Aerospace Engineering Technology/Technician.</td>
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<td>40200.0</td>
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<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Fire Science</td>
<td>43.0203 - Fire Science/Fire-fighting.</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Technical Management</td>
<td>Not specified</td>
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<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Transportation</td>
<td>52.0209 - Transportation/Mobility Management.</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
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<td>Associate's degree</td>
</tr>
<tr>
<td>Doctor of Philosophy in Aviation</td>
<td>49 0101 - Aeronautics/Aviation/Aerospace Science and Technology, General</td>
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<td>1250.0</td>
<td>0.0</td>
<td>Doctorate</td>
</tr>
<tr>
<td>Information Assurance (National Security Agency) Undergraduate Certificate</td>
<td>45.0901 - International Relations and Affairs.</td>
<td>0.0</td>
<td>0.0</td>
<td>3015.0</td>
<td>100.0</td>
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<td>Certificate</td>
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<tr>
<td>Master of Aeronautical Science</td>
<td>49.0102 - Airline/Commercial/Professional Pilot and Flight Crew.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Business Administration in Aviation</td>
<td>52.0299 - Business Administration, Management and Operations, Other</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Master of Science in Aviation Finance</td>
<td>52.0209 - Transportation/Mobility Management.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Engineering Management</td>
<td>14.2701 - Systems Engineering.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Program Title</td>
<td>CIP Code</td>
<td>Credit Hours</td>
<td>Clock Hours</td>
<td>Tuition ($)</td>
<td>Fees ($)</td>
<td>Other Costs ($)</td>
<td>Award Level</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------</td>
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<td>------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>Master of Science in Information Security and Assurance</td>
<td>52.1201 - Management Information Systems, General</td>
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<td>20160.0</td>
<td>100.0</td>
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<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Leadership</td>
<td>49.0104 - Aviation/Airway Management and Operations.</td>
<td>0.0</td>
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<td>20160.0</td>
<td>100.0</td>
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<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Logistics and Supply Chain Management</td>
<td>52.0203 - Logistics, Materials, and Supply Chain Management</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Management</td>
<td>49.0104 - Aviation/Airway Management and Operations.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Management Information Systems</td>
<td>52.1201 - Management Information Systems, General</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Occupational Safety Management</td>
<td>15.0701 - Occupational Safety and Health Technology/Technician.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Project Management</td>
<td>52.0211 - Project Management.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Unmanned Systems</td>
<td>49.0102 - Airline/Commercial /Professional Pilot and Flight Crew</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Systems Engineering</td>
<td>14.2701 - Systems Engineering.</td>
<td>0.0</td>
<td>0.0</td>
<td>22500.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
</tbody>
</table>

2. Do you offer any other programs?

Catalog and Published Description of Programs

1. A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at least all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). Submit: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain:

   The most current catalog for 2014-2015 is in electronic format and can be found at the following web address: http://catalog.erau.edu/worldwide/


2. Please upload catalog:

   2013-14 ERAU-W Catalog.pdf (https://ndus.edvera.com/files/exhibits/171174/attachment/a9aded147b6595e6e707e21c21056aa7b8b851f0)

Please describe where to find the following catalog checklist items in the catalog:

   o Item 1
Locations

- Minot, Minot AFB, ND (Branch) (/documents/70/document_submissions/5646)

Catalog and Published Description of Programs

- A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist. Submit a complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

The most current catalog for 2014-2015 is in electronic format and can be found at the following web address: http://catalog.erau.edu/worldwide/


- Please upload catalog:


Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable.

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.
   
   Cover and Page 7

2. If institution’s headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers.
   
   Page 7

3. Effective date of catalog.
4. Names and Titles of:
   - Members of Board of Directors
     Page 105
   - Manager/Director of School
     Page 102
   - All persons w/ 20% or more ownership or interest
     Page 105

5. List of all programs offered
   Pages 31-58

6. For each program offered:
   - Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program.
     Numbers of clock and/or credit hours for the program.
     Pages 31-58

   - Admission requirements
     Pages 11-14

   - Tuition, costs and fees
     Page 16

   - Equipment/technology requirements or competencies
- Clinical training, practicum, externships or special features
  
  N/A

- Graduate employment opportunities.
  
  Page 28

- Requirements for graduate to practice.
  
  N/A

7. Available student payment schedules and financing options complying with requirements in R4-39-405.

    Pages 15-16

8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405.

    Pages 15-16


    Page 16 and http://worldwide.erau.edu/locations/state-authorization/index.html

10. Student services to be provided by the Institution.

    Pages 17-25

11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.
12. Calendar, identification of:
   - Admission requirements or program registration:
     Pages 11-14.
   - Vacation periods, holidays, etc.
     Pages 25-27

13. Policies & regulations governing:
   - Quarter term or session offered (Start & end dates for each semester):
   - Program or course cancellation.
     Page 17 Student Handbook Page 4
   - Grading procedures & satisfactory progress tracking
     Page 25
   - Change in student status (LOA).
     Page 23
   - Student re-enrollment.
     Pages 17-24
   - Student Probation, suspension or expulsion.
14. Student Grievance Procedures:
   - Establish written procedures and timelines for a student to file a grievance.
     Page 26 and http://worldwide.erau.edu/locations/state-authorization/index.html

   - List all publications and the page number in which the Student Grievance Procedure is published.

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.

   N/A

No supporting documents.
16. Pass rate of school's graduates for license of any certificate exam required by state or city for employment.

N/A

17. Disclosure statement – indicates student should review approved catalog for factual information.

Page 17 Student Handbook Page 4

18. College Credit – Disclaimer Statement
The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

Pages 6 and 18-20

Agreement and Fees

- This application requires fees according to NDUS fee schedule.
  
  NDUS Fee Schedule (https://a3.amazonaws.com/edvera_production/public/organizations/ndus/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)

  Please calculate your fee amount.

  $1,200.00

  Please describe how you calculated this amount.

  Based on Embry-Riddle Aeronautical University's past approval with the state of North Dakota, it has been advised that this application for authorization is a renewal application. As such, the annual renewal registration fee of $1,200 is applicable.

- I hereby attest to the accuracy and completeness of this document and of all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation, Policies, and Procedures should accreditation be granted.

Attestation by: Dustin Heil
Summary of Proposed Action
ND State Board of Higher Education
Meeting – (DATE)

1. Issue:
Renewal of State Authorization for Park University

2. Proposed actions.
Recommend approval of renewal of state authorization for Park University to operate in North Dakota.

3. Background information.
Park University is a comprehensive, independent, non-profit institution with a full range of undergraduate and graduate programs. Founded in 1875 in Parkville, MO, within the Greater Kansas City metropolitan area, Park now serves more than 24,000 students system-wide through our home campus, our additional 40 campus locations throughout the U.S. and our online network. We pride ourselves in our long-standing partnership with the U.S. military and are recognized as one of the largest providers of online undergraduate education to the armed forces.

Park University has two locations in North Dakota. Our location at Grand Forks Air Force base opened in August 1978.

Park University has paid the $1,200 renewal fee

5. Legal/policy issues.
Park University has met the requirements of 15-18.1 of the North Dakota Century Code, relating to authority of the State Board of Higher Education to provide authorizations to operate postsecondary educational institutions offering instruction at the associate in arts level or higher.

6. Academic issues.
Park University has two locations in North Dakota. The location at Grand Forks Air Force base opened in August 1978. This location offers three associate degrees in criminal justice administration, management, and social psychology. This location also offers 10 bachelor’s degrees including criminal justice administration, information and computer science, social psychology, management, and management with concentrations in accounting, computer information systems, health care, human resources, logistics, and marketing. Park University’s second location in North Dakota is located at Minot Air Force Base which opened in May of 1998. This location offers 6 associates degrees including criminal justice administration, information and computer science, management, management/accounting, management/logistics, and social psychology. The Minot campus also offers 11 bachelor’s degrees in criminal justice administration, information and computer science, management, management with concentrations in accounting, computer information systems, finance, health care, human resources, logistics, and marketing, and social psychology.
The degrees offered are at the discretion of the command at the Air Force installations and is based on needs assessments for those locations. Park University is accredited by the North Central Association of Schools of the Higher Learning Commission. Park has been accredited with the Higher Learning Commission since 1913 and has recently received its 10 year renewal with the accrediting body.

7. Coordination.
   - Park University Renewal to Operate Application has been reviewed by Dr. Tanya Spilovoy, Director of Distance Education and State Authorization for NDUS and has been found to satisfy reauthorization requirements.
   - Park University Renewal to Operate Application has been reviewed by Mr. Tim Carlson, Chief Auditor for SBHE and has been found to satisfy bond and financial stability requirements.

8. Attachments.
   - Application for Authorization to Operate in North Dakota
   - Articles of Incorporation (Missouri)
   - Bond
   - Accreditation
   - Audit
   - Catalog/Student Handbook

9. Contact information.
Tanya Spilovoy, D. Ed.
Director, Distance Education & State Authorization
NORTH DAKOTA
University System
1815 Schafer St., Ste. 202
Bismarck, ND 58501-1217
701.224-2498
tanya.spilovoy@ndus.edu

David Turner, M.B.A. *Coordinator for State Approval and Licensure*
Park University * 8700 N.W. River Park Drive, Box #68 * Parkville, MO 64152
816-584-6242 * 816-741-6138(fax) * David.Turner@park.edu

10. Recommendation of the SBHE Committee on Academic and Student Affairs:
N/A
Authorized Application

General

Name: Park University

Address: 8700 NW River Park Drive
PMB #68
Parkville MO 64152

Phone number: 816-584-6242
Fax number: 816-741-6138
Web address: http://www.park.edu

Ownership

1. How is the ownership of this institution structured?

   corporation

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state’s authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.

   Legal business name: Park University
   State: MO

   Articles of Incorporation.pdf (https://ndus.edvera.com/files/exhibits/174699/attachment/c578a5abcdfe44d1306e6eb8cd54e8b8db3e2d2d)

3. Indicate the legal tax status of your institution.

   Non Profit

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.

   Length of operation: 139 Years

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approvals.

   Date operation began: 1875
3. Has the school operated under any other names? If so, specify other names used and dates of use.

Previous name: Park College from 1875-2000

Bonds

1. Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

Please scan and upload the bond document before mailing.

ND_Bond.pdf (https://ndus.edvera.com/files/exhibits/174700/attachment/5071cece13a1742cd265f73e0ea18f6c9f42b30)

State Agency Approvals

Missouri Department of Higher Education

Accreditation Date
- 1950-01-01

Expiration Date
- 2044-12-01

Accreditation letter
MO DHE.docx (https://ndus.edvera.com/files/exhibits/174348/attachment/70dd375be840ac5c94508530c95662d1de70dfe)

Accreditations

North Central Association of Schools Higher Learning Commission

Accreditation Date
- 1950-01-01

Expiration Date
- 2023-12-01

Conditions
- Originally accredited 1913, next review 2023/2024

Accreditation letter
The Higher Learning Comm...pdf (https://ndus.edvera.com/files/exhibits/174701/attachment/c492bf39364b61ea6ae0578dce4dc567b3b9f173)

Has your institution been denied accreditation or had previous accreditation revoked or placed on probation?

Adverse decisions: No

If "yes," explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based:
Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.
   AUD - 2013 (Short).pdf

2. Please indicate the ending month of the institutional fiscal year:
   Fiscal year end month: June

3. Is the institution already participating in federal financial aid programs?
   - Title IV Eligible?
     Yes
   - OPEID
     002498

4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?
   No

5. Further Explanation of School's Financial Stability
   No supporting documents.

Programs & Instruction

1. Please add all programs your institution would like approved.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science in Criminal Justice</td>
<td>43.01 - Criminal Justice and Corrections</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Management</td>
<td>52.0201 - Business Administration and Management, General.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
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<tr>
<td>Associate of Science in Management/Computer Information Systems</td>
<td>52.12 - Management Information Systems and Services.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Associate of Science in Management/Human Resources</td>
<td>52.10 - Human Resources Management and Services.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Associate of Science in Social Psychology</td>
<td>42.1601 - Social Psychology</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Bachelor of Science in Criminal Justice</td>
<td>43.0103 - Criminal Justice/Law Enforcement Administration.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Program Title</td>
<td>CIP Code</td>
<td>Credit Hours</td>
<td>Clock Hours</td>
<td>Tuition ($)</td>
<td>Fees ($)</td>
<td>Other Costs ($)</td>
<td>Award Level</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------</td>
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<td>------------------------------</td>
</tr>
<tr>
<td>Bachelor of Science in Information and Computer Science</td>
<td>11.0701 - Computer Science</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Bachelor of Science in Management</td>
<td>52.0201 - Business Administration and Management, General.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Accounting</td>
<td>52.0305 - Accounting and Business/Management.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
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<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Health/Health Care</td>
<td>51.0701 - Health/Health Care Administration/Management.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Marketing</td>
<td>52 - BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Social Psychology</td>
<td>42.1601 - Social Psychology</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
</tbody>
</table>

2. Do you offer any other programs?

Catalog and Published Description of Programs

1. A catalog or related document must describe the programs and courses offered. The catalog is reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at least all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain:

No supporting documents.

2. Please upload catalog:

2013-14UnderCat.pdf (https://ndus.edvera.com/files/exhibits/172458/attachment/d9300535620d3ca53f072f688b6e4d1bdc36682)

Please describe where to find the following catalog checklist items in the catalog:

- Item 1
Locations

No locations specified.

Catalog and Published Description of Programs

- A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist. SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

No supporting documents.

- Please upload catalog:
  2013-14UnderCat.pdf (https://ndus.edvera.com/files/exhibits/172458/attachment/7d9300535620df3ca53f12f656b6efd1bd36882)

Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable.

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.
   Page 1

2. If institution’s headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers.
   Page 1

3. Effective date of catalog.
4. Names and Titles of:
   - Members of Board of Directors
     Page 353
   - Manager/Director of School
     Page 354
   - All persons w/ 20% or more ownership or interest
     N/A

5. List of all programs offered:
   Pages 110-112

6. For each program offered:
   - Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program,
     Numbers of clock and/or credit hours for the program.
     Pages 123-231
   - Admission requirements
     Pages 40-43
   - Tuition, costs and fees
     Pages 76-77
   - Equipment/technology requirements or competencies
- Clinical training, practicum, externships or special features
  
  N/A

- Graduate employment opportunities.
  
  Page 88

- Requirements for graduate to practice.
  
  Pages 107-109

7. Available student payment schedules and financing options complying with requirements in R4-39-405.

   Page 78

8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405.

   Pages 80-85


   Pages 79-80

10. Student services to be provided by the institution.

    Pages 87-92

11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.
12. Calendar, identification of:
   - Admission requirements or program registration
     Pages 40-43
   - Vacation periods, holidays, etc.
     Page 40

13. Policies & regulations governing:
   - Quarter term or session offered (Start & end dates for each semester).
     Pages 40-43
   - Program or course cancellation.
     Page 98
   - Grading procedures & satisfactory progress tracking.
     Pages 96-97
   - Change in student status (LOA).
     Pages 102-103
   - Student re-enrollment.
     Page 103
   - Student Probation, suspension or expulsion.
14. Student Grievance Procedures:
   - Establish written procedures and timelines for a student to file a grievance.
     Pages 94-95

   - List all publications and the page number in which the Student Grievance Procedure is published.
     Pages 94-95

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.

   N/A

No supporting documents.
16. Pass rate of school's graduates for license of any certificate exam required by state or city for employment.

N/A

17. Disclosure statement – indicates student should review approved catalog for factual information.

Page 1

18. College Credit – Disclaimer Statement

The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

Page 105

Agreement and Fees

- This application requires fees according to NDUS fee schedule.

NDUS Fee Schedule (https://s3.amazonaws.com/edvera_production/public/organizations/ndus/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)

Please calculate your fee amount.

1200.00

Please describe how you calculated this amount.

Previously approved, renewal fee

- I hereby attest to the accuracy and completeness of this document and of all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation, Policies, and Procedures should accreditation be granted.

Attestation by: David Turner
Authorized Application

General

Name: Park University-Minot
Address: 5th FSS/FSDE
156 Missile Ave
Minot AFB ND 58705-5008
Phone number: 701-727-0469
Fax number: 701-727-0470
Web address: http://www.park.edu

Institution type:

Contacts

Primary contact: David Turner
Director: David Turner

Ownership

1. How is the ownership of this institution structured?
   
   Corporation

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state's authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.
   
   Legal business name: Park University
   State: MO

   Articles of Incorporation pdf (https://ndus.edvera.com/files/exhibits/174263/attachment/2838f4ef974a78003a5ead017c56e2b0909c2239)

3. Indicate the legal tax status of your institution.
   
   Non Profit

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.
   Length of operation: 139 Years

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approvals.
   Date operation began: 1875
3. Has the school operated under any other names? If so, specify other names used and dates of use.

Previous name: Park College from 1875-2000

Bonds

1. Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

Please scan and upload the bond document before mailing.

ND_Bond.pdf (https://ndus.edvera.com/files/exhibits/17441b/attachment/560b666c6807b83ee3b87a5a18452790594f65d5)

State Agency Approvals

Missouri Department of Higher Education

Accreditation Date
- 1950-01-01

Expiration Date
- 2044-12-01

Accreditation letter
MO DHE.docx (https://ndus.edvera.com/files/exhibits/174702/attachment/03c20f2f08b7daaf8d3f625fe6d3c24360cf03)

Accreditations

North Central Association of Schools, Higher Learning Commission

Accreditation Date
- 1950-01-01

Expiration Date
- 2023-12-01

Conditions
- Initial Accreditation 1913, next review 2023/2024

Accreditation letter
The Higher Learning Comm...pdf (https://ndus.edvera.com/files/exhibits/174707/attachment/ea163e609107f7391c3c73a514487e0e757a0dd2b)

Has your institution been denied accreditation or had previous accreditation revoked or placed on probation?

Adverse decisions?: No

If “yes”, explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based:
Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.
   AUD - 2013 (Short).pdf

2. Please indicate the ending month of the institutional fiscal year:
   Fiscal year end month  December

3. Is the institution already participating in federal financial aid programs?
   ○ Title IV Eligible?
     Yes
   ○ OPEID
     002498

4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?
   No

5. Further Explanation of School’s Financial Stability
   No supporting documents.

Programs & Instruction

1. Please add all programs your institution would like approved

<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science in Criminal Justice</td>
<td>43.01 - Criminal Justice and Corrections.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Information and Computer Science</td>
<td>11 - COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Management</td>
<td>52.0201 - Business Administration and Management, General.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Management/Accounting</td>
<td>52.0305 - Accounting and Business/Management.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Management/Logistics</td>
<td>52.0203 - Logistics, Materials, and Supply Chain Management.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Social Psychology</td>
<td>42.1601 - Social Psychology.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Bachelor of Science in Criminal Justice</td>
<td>43.0103 - Criminal Justice/Law Enforcement Administration.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Program Title</td>
<td>CIP Code</td>
<td>Credit Hours</td>
<td>Clock Hours</td>
<td>Tuition ($)</td>
<td>Fees ($)</td>
<td>Other Costs ($)</td>
<td>Award Level</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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<td>-------------</td>
<td>-------------</td>
<td>-----------</td>
<td>----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Bachelor of Science in Information and Computer Science</td>
<td>11.0701 - Computer Science</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management</td>
<td>52.0201 - Business Administration and Management, General</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Accounting</td>
<td>52.0305 - Accounting and Business/Management</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Computer Information Systems</td>
<td>11.10 - Computer/Information Technology Administration and Management.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Finance</td>
<td>52.06 - Finance and Financial Management Services</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Health Care</td>
<td>51.0701 - Health/Health Care Administration/Management</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Human Resources</td>
<td>52.10 - Human Resources Management and Services</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Logistics</td>
<td>52.0203 - Logistics, Materials, and Supply Chain Management</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Marketing</td>
<td>52.1401 - Marketing/Marketing Management, General</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Social Psychology</td>
<td>42.1601 - Social Psychology</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
</tbody>
</table>

2. Do you offer any other programs?

Catalog and Published Description of Programs

1. A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain.
2 Please upload catalog:

2013-14UnderCat.pdf (https://ndus.edvera.com/files/exhibits/174265/attachment/e80a5881a78ba851b2db5bb591c91b71e8a7d4)

Please describe where to find the following catalog checklist items in the catalog:

- Item 1

Locations

No locations specified.

Catalog and Published Description of Programs

- A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at least a minimum all the items specified in the NDUS Catalog Requirements Checklist. SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

No supporting documents.

- Please upload catalog:

2013-14UnderCat.pdf (https://ndus.edvera.com/files/exhibits/174265/attachment/e80a5881a78ba851b2db5bb591c91b71e8a7d4)

Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable.

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.

Page 1
2. If institution's headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers.

Page 1

3. Effective date of catalog.

Page 3

4. Names and Titles of:
   - Members of Board of Directors
     Board of Trustees - Page 353

   - Manager/Director of School
     Page 354

   - All persons w/ 20% or more ownership or interest.
     N/A

5. List of all programs offered.

Pages 110-112

6. For each program offered:
   - Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program. Numbers of clock and/or credit hours for the program.
     Pages 123-231

   - Admission requirements
     Page 40

   - Tuition, costs and fees
7. Available student payment schedules and financing options complying with requirements in R4-39-405.
   Pages 78-79

8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405.
   Pages 80-85

   Page 367

10. Student services to be provided by the institution.
    Pages 87-92
11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.

Pages 13-34

12. Calendar, identification of:
   - Admission requirements or program registration
     Page 40
   - Vacation periods, holidays, etc.
     Page 40

13. Policies & regulations governing:
   - Quarter term or session offered (Start & end dates for each semester)
     Pages 40-43
   - Program or course cancellation
     Page 98
   - Grading procedures & satisfactory progress tracking
     Grading: Pages 100-101 Satisfactory Progress: Pages 96-97
   - Change in student status (LOA)
     Pages 102-103
   - Student re-enrollment
     Page 108
   - Student Probation, suspension or expulsion

• Grade reporting & transcripts.
  Pages 100-101

• Student Records as applicable.
  Pages 53-54

• Student Attendance
  Page 98

• Credit for previous education, training, work or life experience.
  Pages 73-74

14. Student Grievance Procedures:
   • Establish written procedures and timelines for a student to file a grievance.
     Pages 58-59

   • List all publications and the page number in which the Student Grievance Procedure is published.
     2013-2014 Undergraduate Catalog pages 58-59

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.

   N/A

No supporting documents.
16. Pass rate of school's graduates for license of any certificate exam required by state or city for employment

N/A

17. Disclosure statement – indicates student should review approved catalog for factual information

Page 1

18. College Credit – Disclaimer Statement

The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

Page 105

Agreement and Fees

- This application requires fees according to NDUS fee schedule.
  NDUS Fee Schedule (https://s3.amazonaws.com/edvera_production/public/organizations/ndus/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)

Please calculate your fee amount.

$1200.00

Please describe how you calculated this amount.

Previously approved, Renewal Fee

- I hereby attest to the accuracy and completeness of this document and of all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation, Policies, and Procedures should accreditation be granted.

Attestation by: David Turner
Summary of Proposed Action
ND State Board of Higher Education
Meeting – (DATE)

1. Issue:
Renewal of State Authorization for Rasmussen College to operate in North Dakota

2. Proposed actions.
Recommend approval of renewal of state authorization for Rasmussen College to operate in North Dakota.

3. Background information.
Rasmussen College operates two campuses in North Dakota; one in Bismarck and one in Fargo. Rasmussen acquired Aaker’s College in 1998, but the two institutions were not officially merged until 2007. Prior to the acquisition, Aaker’s College had been in operation since 1902.
In addition to North Dakota, Rasmussen College operates physical campuses in Minnesota, Wisconsin, Illinois, Kansas, Florida, and online in all 50 states.

Rasmussen College has paid the $2,400 renewal to operate fees total for two campuses (Bismarck and Fargo).

5. Legal/policy issues.
Rasmussen College has met the requirements of 15-18.1 of the North Dakota Century Code, relating to authority of the State Board of Higher Education to provide authorizations to operate postsecondary educational institutions offering instruction at the associate in arts level or higher.

6. Academic issues.
Rasmussen College offers degrees in Business, Design, Education, Health Sciences, Justice Studies, Nursing, and Technology. To date, Rasmussen College has graduated more than 2,000 students in North Dakota.

7. Coordination.
- Rasmussen’s Renewal to Operate Application has been reviewed by Dr. Tanya Spilovoy, Director of Distance Education and State Authorization for NDUS and has been found to satisfy requirements.
- Rasmussen’s Renewal to Operate Application has been reviewed by Mr. Tim Carlson, Chief Auditor for SBHE, and has been found to satisfy bond and financial stability requirements.

8. Attachments.
- Authorized Application
- Articles of Incorporation
- Bonds for Fargo and Bismarck
- State Approval Documentation
• Higher Learning Commission Accreditation Documentation
• Independent Auditor's Report
• Catalog and Student Handbook

9. Contact information.

Tanya Spilovoy, D. Ed.
Director, Distance Education & State Authorization
NORTH DAKOTA University System
1815 Schafer St., Ste. 202
Bismarck, ND 58501-1217
701.224-2498
tanya.spilovoy@ndus.edu

Andrew J. Thomas, J.D.
Licensing Specialist
Rasmussen College – Twin Cities Office
Phone: (952) 806-3984
andrew.thomas@rasmussen.edu
www.rasmussen.edu

10. Recommendation of the SBHE Committee on Academic and Student Affairs: N/A
Authorized Application

General

Name: Rasmussen College
Phone number: 952-806-3800
Address: 8300 Norman Center Drive
Fax number: 952-631-0624
Suite 300
Web address: http://www.rasmussen.edu
Bloomington MN 55437

Institution type:

Contacts

Primary contact: Andrew Thomas
Director: Andrew Thomas

Ownership

1. How is the ownership of this institution structured?
   corporation

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state’s authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.

   Legal business name: Rasmussen College, Inc.
   State: DE

   Ras Col - Cert of Auth 3-24-14.pdf (https://ndus.edvera.com/files/exhibits/172224/attachment/7b4cb36810bdce99024ab459242d10a7f30c6557)
   Ras Col - Cert of Authority 12-12-13.pdf (https://ndus.edvera.com/files/exhibits/172223/attachment/747a131777bd4fca34fedf36d75f0ba48d34765f5)

3. Indicate the legal tax status of your institution.
   For Profit

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.
   Length of operation: 114 Years

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approvals.
3. Has the school operated under any other names? If so, specify other names used and dates of use.

   Previous name  Aakers College: 1902 - 2007

Bonds

   Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

   Please scan and upload the bond document before mailing.

   Bismarck Bond 4-22-14 FINAL.pdf (https://ndus.edvera.com/files/exhibits/172495/attachment/2133320ced8e1121fe9b0af5a68d2483c2f7ea4958587f)
   Fargo Bond 4-22-14 FINAL.pdf (https://ndus.edvera.com/files/exhibits/172495/attachment/0e8ccbf5766d33174e6fa469e04881819b0b21f1)

State Agency Approvals

Alaska Commission on Postsecondary Education

   Accreditation Date  Expiration Date
   • 2013-03-01  • 2015-03-01

   Accreditation letter
   AK - Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172504/attachment/a8e98f5a98bd0d21f0f04dc2cbe3ca03f77c3eb4)

Alabama Commission on Higher Education

   Accreditation Date  Expiration Date
   • 2013-03-01  • 2015-03-01

   Accreditation letter
   AR [ACHE] Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172505/attachment/bf5f4ab5a4a7de8b942d85c824232e07ecb161)

Alabama Department of Postsecondary Education

   Accreditation Date  Expiration Date
   • 2013-05-01  • 2015-05-01

   Accreditation letter
## Delaware Department of Education

**Accreditation Date**
- 2012-02-01

**Expiration Date**
- 2015-01-01

**Accreditation letter**
DE - APPROVED - online programs 2-1-12.pdf (https://ndus.edvera.com/files/exhibits/172507/attachment/de0aei2beaccdf895517d636f61c5343cc5982b1)

## Florida Commission on Independent Education

**Accreditation Date**
- 2014-04-01

**Expiration Date**
- 2015-11-01

**Accreditation letter**
Tampa-Brandon 2014.pdf (https://ndus.edvera.com/files/exhibits/172513/attachment/d27d743b2321de45c13aafodc7c57e2a3b602c6a)
Ocala.pdf (https://ndus.edvera.com/files/exhibits/172512/attachment/21f4b0b1822de1c3c0323d95a708a39346eb570da3)
Ocala School of Nursing.pdf (https://ndus.edvera.com/files/exhibits/172511/attachment/227b4e29540eaa28e1625b307014acc65b8ee3e)
New Port Richey.pdf (https://ndus.edvera.com/files/exhibits/172510/attachment/b24b9d45db2372bd720ae6f6993d54d0d38a993e20)
Land O' Lakes.pdf (https://ndus.edvera.com/files/exhibits/172509/attachment/f99e92f3e86879277d30c55a56a89cd8fe6a5)
Ft. Myers.pdf (https://ndus.edvera.com/files/exhibits/172508/attachment/dc39f7afeb37dc8e806f46c1f6e7b257e8c7a0)

## Georgia Nonpublic Postsecondary Education Commission

**Accreditation Date**
- 2013-05-01

**Expiration Date**
- 2014-05-01

**Accreditation letter**
GA - Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172514/attachment/84e6e539f3e4daef2a337d36fa3479b9431d2b)

## Iowa College Student Aid Commission

**Accreditation Date**
- 2011-05-01

**Expiration Date**
- 2015-05-01

**Accreditation letter**
IA Registration 5-26-11.pdf (https://ndus.edvera.com/files/exhibits/172515/attachment/c24214630b66c0eb7b0e592f26c705e68a5e1028)

## Illinois Board of Higher Education
Authorized Application: SAMS

Accreditation Date
- 2014-01-01

Expiration Date
- 2015-01-01

Accreditation letter
IL - Approved - Health Sciences IBHE 4-3-2014.pdf (https://ndus.edvera.com/files/exhibits/172517/attachment/8c8ed5f5a84edc9b85b281a1ac8f8633c62653968)
IL - Approvals as of 4-23-14 but Health Sci. AAS not on this list yet (is approved).pdf (https://ndus.edvera.com/files/exhibits/172516/attachment/6fa9d666f20eb800cf95ba4a2227241ae9db3a4)

Kansas Board of Regents

Accreditation Date
- 2014-03-01

Expiration Date
- 2015-03-01

Accreditation letter
KS Approval Ltr - Topeka pdf (https://ndus.edvera.com/files/exhibits/172520/attachment/6889911111a950375ac1d8c567e7bf62ae51aeae4)
KS Approval Ltr - Overland Park pdf (https://ndus.edvera.com/files/exhibits/172518/attachment/09ab1616e384e0f7345fddac437047f560)
KS Approval Ltr - Online.pdf (https://ndus.edvera.com/files/exhibits/172518/attachment/63dcdf8e9b26a2e723b8008e3988e77578d79570)

Maryland Higher Education Commission

Accreditation Date
- 2013-06-01

Expiration Date
- 2014-06-01

Accreditation letter
MD - Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172521/attachment/c0b5d95cc9d871d9eb8e03c9d44fa9bd40373ad)

Minnesota Office of Higher Education

Accreditation Date
- 2013-09-01

Expiration Date
- 2014-09-01

Accreditation letter
MN - Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172522/attachment/3afaaafa748441349162092170844b1b6b6b60)

Missouri Department of Higher Education

Accreditation Date
- 2013-06-01

Expiration Date
- 2014-06-01

Accreditation letter
Mississippi Community College Board

Accreditation Date
• 2013-05-01

Expiration Date
• 2014-05-01

Accreditation letter
MS - Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172524/attachment/4e6e3ac0108b8ac0584ed72c43beb491607cb8c)

Montana University System

Accreditation Date
• 2014-01-01

Expiration Date
• 2015-01-01

Accreditation letter
MT - Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172525/attachment/810d2dc5783d2e79e8cb4c95ce6d7ac5cb5607a)

Oregon Office of Degree Authorization

Accreditation Date
• 2013-06-01

Expiration Date
• 2014-06-01

Accreditation letter
OR - Approval Letter.pdf (https://ndus.edvera.com/files/exhibits/172526/attachment/fc908c7b54128fee26112ae501c34f36c2d3f6b)

Pennsylvania Department of Education

Accreditation Date
• 2013-06-01

Expiration Date
• 2018-06-01

Accreditation letter
PA - Ltr of Approval.pdf (https://ndus.edvera.com/files/exhibits/172528/attachment/9b71a4c9412d9f8b21777125df6e8bca81ee95d)

Utah Department of Commerce

Accreditation Date
• 2013-06-01

Expiration Date
• 2015-06-01
Wisconsin Education Approval Board

Accreditation Date
- 2013-12-01

Expiration Date
- 2014-12-01

Accreditation letter
WI EAB 2014 Renewal 12-31-2013 OPT.pdf
(https://ndus.edvera.com/files/exhibits/172531/attachment/8d7b62e2f431b2f4abb16cd75e4811a55a7e9a9)

Wyoming Department of Education

Accreditation Date
- 2013-06-01

Expiration Date
- 2014-06-01

Accreditation letter
WY - Letter of Approval.pdf
(https://ndus.edvera.com/files/exhibits/172532/attachment/86e6f431b2f4abb16cd75e4811a55a7e9a9)

Accreditations

Higher Learning Commission - North Central Association

Accreditation Date
- 2010-04-01

Expiration Date
- 2020-04-01

Conditions
- None

Accreditation letter
HLC Ltr - SAS 4-27-11.pdf
(https://ndus.edvera.com/files/exhibits/175995/attachment/f37f9611f7f32b01733b859b08ef62996216)

Has your institution been denied accreditation or had previous accreditation revoked or placed on probation?

Adverse decisions? No

If "yes", explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based.
Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.


2. Please indicate the ending month of the institutional fiscal year.

   Fiscal year and month: September

3. Is the institution already participating in federal financial aid programs?
   - Title IV Eligible?
     - Yes
   - OPEID
     - Fargo - 00869408; Bismarck - 00869415

4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?

   No

5. Further Explanation of School’s Financial Stability

   No supporting documents.

Programs & Instruction

1. Please add all programs your institution would like approved.

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<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
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<th>Other Costs ($)</th>
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<tr>
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<td>820.0</td>
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<tr>
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<td>CIP Code</td>
<td>Credit Hours</td>
<td>Clock Hours</td>
<td>Tuition ($)</td>
<td>Fees ($)</td>
<td>Other Costs ($)</td>
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<td>20033.0</td>
<td>3450.0</td>
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<td>Diploma</td>
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<td>3450.0</td>
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<tr>
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<td>820.0</td>
<td>68.0</td>
<td>20033.0</td>
<td>3450.0</td>
<td>0.0</td>
<td>Diploma</td>
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<tr>
<td>Information Technology Management - Network</td>
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<td>68.0</td>
<td>20033.0</td>
<td>3450.0</td>
<td>0.0</td>
<td>Diploma</td>
</tr>
<tr>
<td>Information Technology Management - Network</td>
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<td>68.0</td>
<td>20033.0</td>
<td>3450.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Information Technology Management - Network</td>
<td>52.1201 - Management Information Systems, General</td>
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<td>91.0</td>
<td>27209.0</td>
<td>4350.0</td>
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<td>International Business (AcceleratED)</td>
<td>52.1101 - International Business/Trade/Commerce</td>
<td>1810.0</td>
<td>181.0</td>
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<td>181.0</td>
<td>23400.0</td>
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<td>Bachelor's degree or equivalent</td>
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<td>Medical Administration</td>
<td>51.0710 - Medical Office Assistant/Specialist</td>
<td>650.0</td>
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<td>2550.0</td>
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<tr>
<td>Medical Assisting</td>
<td>51.0801 - Medical/Clinical Assistant</td>
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<td>92.5</td>
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<td>3600.0</td>
<td>0.0</td>
<td>Associate's degree</td>
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<td>Medical Billing and Coding</td>
<td>51.0713 - Medical Insurance Coding Specialist/Coder</td>
<td>440.0</td>
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<td>11960.0</td>
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<td>Multimedia Technologies - Digital Design &amp; Animation</td>
<td>11.0801 - Web Page, Digital/Multimedia and Information Resources Design</td>
<td>840.0</td>
<td>71.0</td>
<td>21229.0</td>
<td>3300.0</td>
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<td>Associate's degree</td>
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<td>Multimedia Technologies - Digital Design &amp; Animation</td>
<td>11.0801 - Web Page, Digital/Multimedia and Information Resources Design</td>
<td>1060.0</td>
<td>93.0</td>
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<td>Credit Hours</td>
<td>Clock Hours</td>
<td>Tuition ($)</td>
<td>Fees ($)</td>
<td>Other Costs ($)</td>
<td>Award Level</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
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<tr>
<td>Multimedia Technologies - Web Design</td>
<td>11 0801</td>
<td>840.0</td>
<td>71.0</td>
<td>21229.0</td>
<td>3300.0</td>
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<td>Diploma</td>
</tr>
<tr>
<td>Multimedia Technologies - Web Design</td>
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<td>1060.0</td>
<td>93.0</td>
<td>27807.0</td>
<td>4200.0</td>
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<td>181.0</td>
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<tr>
<td>Web Programming</td>
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<td>92.0</td>
<td>27508.0</td>
<td>4050.0</td>
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<td>Associate's degree</td>
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<tr>
<td>Web Programming</td>
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<td>68.0</td>
<td>20332.0</td>
<td>3150.0</td>
<td>0.0</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

2. Do you offer any other programs?
   Yes - But not in North Dakota.

Catalog and Published Description of Programs

1. A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain:

   Enrollment Agreement: Rasmussen College utilizes enrollment agreements (EA) with its students. It includes a disclosure statement, among other important details. A copy of an enrollment agreement is included with this application. Website: The College also lists important information on its website, including digital versions of the all catalogs. The address is www.rasmussen.edu.

   EA-Online.pdf (https://ndus.edvera.com/files/exhibits/172543/attachment/975cb155aed3fe1a7a5c2c7983f9962ed7631c)
   EA - Accelerated Finance BS.pdf (https://ndus.edvera.com/files/exhibits/172542/attachment/3de15f16d3d61e02c38fda10ec17e7619ce88c44d8)
   EA_ND_AcceleratedED_catalog.pdf (https://ndus.edvera.com/files/exhibits/172541/attachment/fab4b54ba75782d9d8d4e5e6e024004e260132b)

2. Please upload catalog:

   2013_2014_AcceleratedED_addendum.pdf (https://ndus.edvera.com/files/exhibits/172547/attachment/1c7b4dbb3798d3d1814e5a557b77b88d0aaded638)
   2013_2014_ND_addendum(6).pdf (https://ndus.edvera.com/files/exhibits/172545/attachment/726e77b72f0ce4d1ce0ce8896402e899286d2d355)
Locations

No locations specified.

Catalog and Published Description of Programs

- A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist. SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

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EA-Online.pdf (https://ndus.edvera.com/files/exhibits/172543/attachment/975cb155a0ef3fe1a7a5c27983f962ed7631c)
EA- Accelerated Finance BS.pdf (https://ndus.edvera.com/files/exhibits/172542/attachment/3de15f16d361e02c38fda10ec17e7619c88c44d8)
EA_ND, Accounting BS.pdf (https://ndus.edvera.com/files/exhibits/172541/attachment/f6a4b54ba75782d9d68d4ee5e6e024004a260132b)

- Please upload catalog:

2013_2014_AcceleratED_addendum.pdf (https://ndus.edvera.com/files/exhibits/172547/attachment/77b4f4dcb79363d21814e5a5777b886d00aace638)
2013_2014_ND_addendum(6).pdf (https://ndus.edvera.com/files/exhibits/172545/attachment/72a6c7b2f0e4d1ce06ce8ee899d02e8899286d235)
2013_2014_ND_catalog(9).pdf (https://ndus.edvera.com/files/exhibits/172544/attachment/cbc1c0f2956d4e8404e00a1086502462ab96)

Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable.

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.
2. If institution's headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers:
   http://www.rasmussen.edu/about-rasmussen-college/contact-us/

3. Effective date of catalog:
   Page 1 in all catalogs.

4. Names and Titles of:
   - Members of Board of Directors
     North Dakota: page 77; Accelerated: page 39

   - Manager/Director of School
     North Dakota: page 77; Accelerated: page 39

   - All persons w/ 20% or more ownership or interest
     Not listed on any College materials.

5. List of all programs offered:
   North Dakota: pages 4-32; Accelerated: pages 5-14

6. For each program offered:
   - Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program.
     Numbers of clock and/or credit hours for the program.
     North Dakota: pages 4-32, Accelerated: pages 5-14

   - Admission requirements
- Tuition, costs and fees
  North Dakota: pages 55 - 58; AcceleratED: page 22

- Equipment/technology requirements or competencies
  North Dakota: page 65; AcceleratED: page 28

- Clinical training, practicum, externships or special features
  North Dakota: pages 4-32; AcceleratED: pages 5-14

- Graduate employment opportunities
  Career Opportunities sections - North Dakota: pages 4-32; AcceleratED: pages 5-14

- Requirements for graduate to practice
  None of the programs have a requirement for a graduate to practice. There are, however, certifications a student can achieve in addition to their degree. http://www.rasmussen.edu/why-rasmussen/fact/career-outcomes/#industry-certification

7. Available student payment schedules and financing options complying with requirements in R4-39-405
  North Dakota: pages 62 - 63; AcceleratED: pages 25 - 26; http://www.rasmussen.edu/tuition/

8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405
  North Dakota: pages 62 - 63; AcceleratED: pages 25 - 26; http://www.rasmussen.edu/tuition/

  North Dakota: pages 74 - 75; AcceleratED: pages 36 - 37; Page 6 of Enrollment Agreement
10. Student services to be provided by the Institution.

North Dakota: page 3; AcceleratED: pages 4; http://www.rasmussen.edu/student-life/student-support/

11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.

North Dakota: page 3; AcceleratED: page 4

12. Calendar, identification of:
   - Admission requirements or program registration
     North Dakota: pages 60 - 61; AcceleratED: pages 24 - 25
   - Vacation periods, holidays, etc.
     North Dakota: page 1; AcceleratED: page 1

13. Policies & regulations governing:
   - Quarter term or session offered (Start & end dates for each semester).
     North Dakota: page 1; AcceleratED: page 1
   - Program or course cancellation.
     North Dakota: pages 63 (Class Content) & 76 (Limitations); AcceleratED: pages 26 (Class Content) & 38 (Limitations); Page 6 of Enrollment Agreement
   - Grading procedures & satisfactory progress tracking.
     North Dakota: pages 63 - 64, 65; AcceleratED: pages 26 - 28
   - Change in student status (LOA).
     North Dakota: pages 74 - 75; AcceleratED: pages 37 - 38
   - Student re-enrollment.
- Student Probation, suspension or expulsion.
  North Dakota: page 68; AcceleratED: page 30

- Grade reporting & transcripts.
  North Dakota: page 68; AcceleratED: page 30

- Student Records as applicable.
  North Dakota: page 71; AcceleratED: page 33; Page 10 of Enrollment Agreement

- Student Attendance
  North Dakota: page 68; AcceleratED: page 30

- Credit for previous education, training, work or life experience.
  North Dakota: pages 66 - 67; AcceleratED: page 29 - 30

14. Student Grievance Procedures:
- Establish written procedures and timelines for a student to file a grievance.
  North Dakota: page 71; AcceleratED: pages 33 - 34

- List all publications and the page number in which the Student Grievance Procedure is published.
  North Dakota: page 71; AcceleratED: pages 33 - 34; Pages 6-7 on Enrollment Agreement (included in all catalogs)

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.
From July 1, 2012 - December 31st, 2013 Rasmussen College has data that shows 284 graduates. Of those 284 graduates, 268 or 94% have found employment in-field. An Excel spreadsheet containing specific graduate data will be sent as a supplement to this application.

No supporting documents.

16. Pass rate of school’s graduates for license of any certificate exam required by state or city for employment
   Not Applicable.

17. Disclosure statement – indicates student should review approved catalog for factual information
   Enrollment Agreement

18. College Credit – Disclaimer Statement
   The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

   North Dakota: page 68, Accelerated: page 30

Agreement and Fees

- This application requires fees according to NDUS fee schedule.
  NDUS Fee Schedule (https://s3.amazonaws.com/edvera_production/public/organizations/ndus/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)

  Please calculate your fee amount.

  $2,400

  Please describe how you calculated this amount.

  Rasmussen College operates two campuses in North Dakota. According to the NDUS fee schedule it is $1,200 per renewal. The total for both campuses then is $2,400.

- I hereby attest to the accuracy and completeness of this document and of all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation, Policies, and Procedures should accreditation be granted.

  Attestation by: Andrew Thomas
Goal of Task Force:
A primary charge to the Admissions Index Task Force for Student Success (see Cowen/NDUS memo of December 31, 2013) was to “Offer SBHE one or more evidence-based, data-driven, and experientially-informed recommendations for the full or amended implementation—or the delay or reconsideration of the implementation—of those verified student predictors of college success (a.k.a. “metrics”), with accompanying algorithms and proposed weighting of specific indicators, if necessary, that guarantee first-time (full-time college) freshmen access to specific types of NDUS’s institutions (as identified in the NDUS Pathways to Student Success approved by SBHE on 20 November 2012).”

Additionally, Interim Chancellor Skogen, in his February 14, 2014 email, stated, “. . . we need admissions indexing to ensure students can be successful. That has to be our driving motivation.”

The Admissions Index for Student Success Task Force is comprised of:
Sonia Cowen, Chair, Interim Vice Chancellor for Academic and Student Affairs, NDUS
Lisa Feldner, Vice Chancellor for IT and Institutional Research, NDUS
Randy Fixen, Vice President for Student Affairs, Lake Region State College
Ray Gerszewski, Vice President for Student Affairs and Institutional Research, Mayville State University
Collin Hanson, Student Representative to the Student Affairs Council, NDSA (replaced by B. Sanders, May, 2014)
Paul Markel, Faculty Representative and President, NDUS Council for College Faculty (replaced by E. Pijning, May, 2014)
Prakash Mathew, Vice President for Student Affairs, North Dakota State University
Lori Reesor, Vice President for Student Affairs, University of North Dakota
Ernst Pijning, Faculty Representative, NDUS Council for College Faculty (as of May, 2014)
Blayd Sanders, Student Representative to the Student Affairs Council, NDSA (as of May, 2014)

With the stated charges in mind, the Admission Index for Student Success Task Force (hereafter referred to as the Task Force) collaborated with institutional researchers, admissions professionals, and other faculty and staff across NDUS’ research and regional campuses to conduct significant data analysis to inform its recommendations. A sub-committee of the Task Force received significant assistance from Sol Jensen, Assistant Vice President for Admissions and Financial Aid at UND, and Laura Oster-Aaland, Dean of Enrollment Management at NDSU. Data analysis from Bill Slanger, Director of Institutional Research, and his staff members at NDSU informed the work of the Task Force. The NDUS Council on College Faculty was represented on the Task Force and therefore was kept informed of the progress of the Task Force and as a result issued a statement (see the end of this document). The sub-committee began its work in January
of 2014 and met through May in person or through conference calls to work on this project. It reported its work to the full Task Force during this period.

The Task Force concurs with the sentiment of the professionals who assembled at the August 19-20, 2013 Pathways Summit Meeting in their statement, “The individuals from academic and student affairs of the 11 institutions of the NDUS endorse the value of the Pathways to Student Success plan for the goal of elevating educational excellence in North Dakota.” Recommendations from the 2013 Pathways Summit Meeting were incorporated into the current proposal.

The recommendations of the Task Force maintain many of the key elements of the original Pathways to Student Success plan, including the three tiers of “distinctive institutions” (i.e. community colleges, regional institutions, and research institutions) with admission guidelines that are appropriate to the respective institutions’ missions, that are clearly defined and communicated, and that are transparent to all constituents.

Current Admission Guidelines:
Current admission guidelines for NDUS’s institutions yield a high caliber of students admitted to the regional and research institutions, as demonstrated by the composite ACT scores and cumulative High School GPAs of first year, full-time college students admitted in the fall of 2013—all scores were higher than admission guidelines.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Admission Guidelines*</th>
<th>Average ACT: Fall 2013 Freshman Class</th>
<th>Average HS GPA: Fall 2013 Freshman Class</th>
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<tr>
<td>NDSU</td>
<td>HS GPA**: 2.5 ≥ ACT**: 21 ≥</td>
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<td>3.36</td>
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<tr>
<td>MiSU***</td>
<td>HS GPA: 3.25 ≥ ACT: 22 ≥</td>
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<td>3.31</td>
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</tbody>
</table>

*All institutions currently follow SBHE policy 402.2 which requires completion of 13 HS Core courses (4 units of English, 3 units of Mathematics, Algebra and above, 3 units of Lab Science, 3 units of Social Science) for unconditional admission.

**HS GPA refers to the cumulative High School Grade Point Average (HS GPA) in each case; ACT refers to the composite ACT score in each case.

***Minot State University requires provisions on all students with GPA/ACT’s lower than 3.25 (HS GPA)/22 ACT to provide academic support services during the students’ first year of enrollment.
**Current Admission Guidelines at Comparable Institutions:**
Current admission criteria for NDUS institutions are comparable with similar caliber institutions nationally:

<table>
<thead>
<tr>
<th>Comparable Institutions – Research Institutions</th>
<th>Admission Criteria</th>
<th>Average ACT</th>
<th>Average High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana State University</td>
<td>HS GPA: 2.5</td>
<td>25.2</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>ACT Comp.: 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td>HS GPA: 2.2</td>
<td>23.0</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>ACT Comp.: 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Nebraska - Lincoln</td>
<td>Top 50% of HS class</td>
<td>25.3</td>
<td>Not available</td>
</tr>
<tr>
<td></td>
<td>ACT Comp.: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wyoming</td>
<td>HS GPA: 2.75</td>
<td>23.9</td>
<td>3.48</td>
</tr>
<tr>
<td></td>
<td>ACT Comp.: 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparable Institutions – Minot State University</th>
<th>Admission Criteria</th>
<th>Average ACT</th>
<th>Average High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska-Kearney</td>
<td>ACT Comp.: 20</td>
<td>Not Available</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>Core: 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pittsburg State University</td>
<td>ACT Comp.: 21</td>
<td>Not Available</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>HS GPA: 2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Top 1/3 of HS class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emporia State University</td>
<td>ACT Comp.: 21</td>
<td>Not Available</td>
<td>3.31</td>
</tr>
<tr>
<td></td>
<td>HS GPA: 2.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Top 1/3 of HS Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern State University (Aberdeen, SD)</td>
<td>Top 60% of class OR HS GPA 2.6 OR ACT of 18</td>
<td>22</td>
<td>3.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparable Institutions – Regional Institutions</th>
<th>Admission Criteria</th>
<th>Average ACT</th>
<th>Average High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota State University – Moorhead</td>
<td>Top 50% of HS classACT Comp.: 17 OR ACT: 21+</td>
<td>22</td>
<td>No data available.</td>
</tr>
<tr>
<td>University of Minnesota – Crookston</td>
<td>HS GPA: 2.0 and/or ACT: 21</td>
<td>21.70</td>
<td>3.21</td>
</tr>
<tr>
<td>Northern State University (Aberdeen, SD)</td>
<td>Top 60% of HS class OR HS GPA 2.6 OR ACT 18</td>
<td>22</td>
<td>3.23</td>
</tr>
<tr>
<td>Black Hills State University (SD)</td>
<td>Top 60% of class OR HS GPA 2.6 OR ACT 18</td>
<td>21.03</td>
<td>3.07</td>
</tr>
</tbody>
</table>
Retention and Academic Standing:
The bar graphs below demonstrate that many (slightly more than half) of the students who do not return to NDSU and UND after their first year as full-time freshmen, leave in good academic standing (2.0 or above). In addition, the average composite ACT scores and cumulative HS GPAs of those who are not successfully retained after their first year are much higher than the two institutions’ current admission guidelines; this indicates that students leave our institutions for many reasons, and not always because of poor academic performance. Changing admission criteria will not likely impact this group. The graph for Minot State University represents a similar pattern.

First-Time Full-Time Freshmen
Retention by Academic Standing *(Fall to Fall)*

<table>
<thead>
<tr>
<th>Cohort Entering Year:</th>
<th>NDSU</th>
<th>UND</th>
<th>NDSU</th>
<th>UND</th>
<th>NDSU</th>
<th>UND</th>
<th>NDSU</th>
<th>UND</th>
<th>3-Year Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2011</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic standing:**
≥2.0 = Successful
<2.0 = Not Successful

**Data Notes:**
Data excludes part-time students
High School GPAs are capped at 4.0
General Conclusions of the Task Force Based on Data Analysis and National Research:

- Based on data mined from NDUS’s research and regional institutions for first-time, full-time college students entering in the fall semesters of 2011, 2012, and 2013, the cumulative high school (HS) GPA is the single most important predictor of successful academic performance (as measured by university GPA, academic capacity, and ratio of credits earned to credits attempted) during the first year. The composite ACT score is a distant second in terms of predictive importance. While the composite ACT is not a strong predictor, it is still helpful in assessing overall strength of a student when combined with the HS GPA.

- National research, best practice, and the experience of admission officers within NDUS substantiate the findings from the data analysis—indicating that an emphasis on HS GPA and rigorous coursework are the best predictors of college success (Adebayo, 2008; Hiss and Franks, 2014; National Association for College Admission Counseling, 2008; and National Association of College Admission Counselors, 2013).

- A formula approach, such as that of the original Pathways to Student Success plan’s formula ($2 \times \text{ACT} + 1 \times \text{HS rank} + 20 \times \text{HS GPA} + 5 \times \text{HS Core Courses}$), or other more simplified formulas, are problematic as the formula(s) tend(s) to produce unexpected results especially for students...
with extreme scores in one or more variable criteria (e.g., low GPA or high GPA). Analysis by the Task Force led to a consensus that a formula model for NDUS’ proposed admissions index for its research and regional universities will lead to unpredictable results and is not necessary to achieve the goals of the Pathways as demonstrated by increased retention and persistence to degree.

Explanation of problems with formula approach to admission index

A linear formula approach to an admissions index is problematic because it assumes the relationships between the predictor variables and the outcome variables are linear. When there is a non-linear relationship between the predictors and the outcome variables, use of a linear approach (e.g., formula) leads to a substantial decrease in the accuracy of the prediction.

- Any prediction formula that takes the form of \( \text{__ } \times \text{__ } + \text{__ } \times \text{__ } = \text{(total score)} \) assumes a linear relationship between the predictors and the outcome variables. Non-linear prediction equations might include terms that are squared or use mathematical functions, such as logarithmic functions or exponential functions. While a non-linear prediction equations would be more accurate if the relationship between the predictors and outcome variables is non-linear, it is more difficult to calculate and much more complicated to explain to a lay audience.

- Unless minimum and required values are set, formulas in the form \( \text{__ } \times \text{__ } + \text{__ } \times \text{__ } = \text{(total score)} \) can result in unusual or unexpected results for students with extreme scores. For instance, in the simplest form we could add the ACT score and the HS GPA to calculate an admissions score. Let’s assume that the required score for admission was 24. While a “typical” student might have a composite ACT score of 21 and a cumulative HS GPA of 3.0 (21 + 3.0 = 24), a student with a high composite ACT score but low cumulative HS GPA could also be admitted. In fact, under this hypothetical scenario a student with a composite ACT of 24 could be admitted with a cumulative HS GPA of 0 (24 + 0.0 = 24)! If it is desirable to avoid outliers, then minimum threshold scores can be set for the elements of the formula. Again, using the hypothetical scenario, setting a minimum cumulative HS GPA of 2.0 would prohibit a student with a composite ACT of 24 and 0.0 cumulative HS GPA from being admitted without review.

- The composite ACT score, the cumulative HS GPA, and number of core high school courses in isolation of other individual student characteristics are not always sufficient predictors of student retention and success. As a result, two students with similar cumulative HS GPA and composite ACT scores and the same number of core courses may perform at very different levels in the same college or university. This makes it very difficult to identify a single “best” threshold score to use to determine which students to admit or deny as many factors that are important for students’ success are not measured by the cumulative HS GPA, composite ACT score, or a set number of high school core courses.

- Therefore, the selection of a threshold score becomes a balancing act between admitting students who will not be successful versus denying admission to students who might have been successful had they been admitted. As the threshold score moves higher, a larger number of students who could have been successful are denied admission. As the threshold score moves lower, a larger number of students who would not be successful would be admitted. In making the decision about placing the threshold scores, it is important to carefully weigh the costs and benefits of both admitting students who will not be successful and denying admission to students who might have been successful had they been admitted.
Recommendations:
Based on the above-outlined data analysis, national research and best practices, and the concerns raised by the Task Force as regards a formula approach to an admission index, the Task Force recommended the following methods to increasing the academic profile and success of students admitted to NDUS’ research and regional institutions and notes that full implementation of these methods would be feasible for the 2016 - 2017 academic year:

Research Institutions:
Raise the cumulative HS GPA guideline from 2.5 to 2.75, maintain the composite ACT guideline of 21, increase the high school core course requirements for first-time full-time college students who are recent high school graduates (within three years) from 13 to 15 over the course of three years (i.e. 13 for fall 2016, 14 for fall 2017, and 15 for fall 2018). For applicants who do not meet the admissions guidelines, the receiving institution would review the composite ACT and cumulative HS GPA data of the applicants on an individual basis and would admit the applicant(s) using the recommended sliding scale (see below). Applicants not meeting the admission guidelines or sliding scale criteria for the composite ACT and cumulative HS GPA could still be considered for admissions based on other criteria such as difficulty of coursework (including Advanced Placement, IB, Honors, or Dual Credit), GPA in core courses completed in high school, grade trends, essays/personal statements, recommendation letters, and background, skills, experiences, and other individual factors.

UND and NDSU Minimum Admission Guidelines:
2.75 HS GPA, 21 ACT, high school core courses (13 in 2016, 14 in 2017, 15 in 2018)
Note: As a guideline, the chart below provides the cumulative high school GPA and test score standards for admission to UND or NDSU; however, these are considered guidelines and do not guarantee admission. A higher cumulative HS GPA could counter a lower test scores in some circumstances, such as:

- 3.50 - 4.0/ACT 18
- 3.25 - 3.49/ACT 19
- 3.00 - 3.24/ACT 20
- 2.75 - 2.99/ACT 21

Students who do not meet the minimum guidelines would still be encouraged to apply and their applications would be reviewed individually and more comprehensively. In addition to these guidelines, the receiving research institution would have the option to evaluate other criteria, such as:

- difficulty of coursework (including Advanced Placement (AP), International Baccalaureate (IB), Honors, or dual credit),
- GPA in high school core classes,
- grade trends,
- essays/personal statements,
- recommendation letters, and
- background, skills, and experiences.
Projected Enrollment Impact on NDUS’ Research Institutions, If the Recommended Guidelines were Implemented (based on past data of first-time, full-time students):

Enrollment Impact for Research Institutions

Data Notes:
Data includes full-time and part-time first year freshmen that enrolled at the two institutions
Data excludes international students
Minot State University:
For applicants who do not meet the Task Force’s recommended admissions guidelines, the individual regional institution would have the opportunity to review the applicants’ composite ACT score(s) and cumulative HS GPA data and admit the applicants by using a sliding scale (see suggested scale, below). Applicants not meeting the recommended admission guidelines or sliding scale criteria for the composite ACT and cumulative HS GPA could still be considered for admissions based on other criteria such as difficulty of coursework (including AP, IB, Honors, or Dual Credit), GPA in high school core courses, grade trends, essays/personal statements, recommendation letters, and background, skills, experiences, and other individual factors.

Minot State University Minimum Admission guidelines:
Minot State University’s admission guideline to be admitted with no provisions is a composite ACT score of 22 and a high school GPS of 3.25 and completion of 13 or more core classes.*
21-20 ACT/2.00-3.25 HS GPA
19 ACT/3.0-3.249 HS GPA or 2.0-2.99
18 ACT/3.0-3.249 HS GPA or 2.0-2.99
17 ACT/2.0-3.249 HS GPA

*Minot State University went through an extensive campus study of admission and enrollment requirements. The resulting approach as stated above was accepted by their faculty. Each of the various ACT/HS GPA combinations has accompanying provisions to support students academically during their first year of enrollment.

Provisional Admission Trends for Enrolled Students at MiSU
Regional Institutions:
For applicants who do not meet the Task Force’s recommended admissions guidelines, the individual regional institution would have the opportunity to review the applicants’ composite ACT score(s) and cumulative HS GPA data and admit the applicants by using a sliding scale (see suggested scale, below). Applicants not meeting the recommended admission guidelines or sliding scale criteria for the composite ACT and cumulative HS GPA could still be considered for admissions based on other criteria such as difficulty of coursework (including AP, IB, Honors, or Dual Credit), GPA in core high school courses, grade trends, essays/personal statements, recommendation letters, and background, skills, experiences, and other individual factors.

*Dickinson State University, Mayville State University, and Valley City State University*

**Minimum Admission guidelines:**
Regional institutions other than Minot State University, recommend a composite ACT score of 18, a cumulative HS GPA of 2.00, and successful completion of 13 or more high school core courses:

*Note: As a guideline, the chart below provides the cumulative high school GPA and test score standards for admission to DSU, MSU, and VCSU; however, these are considered guidelines and do not guarantee admission. A higher cumulative HS GPA could counter a lower test scores in some circumstances, such as:*

- 3.00 - 4.00 HS GPA / ACT 15
- 2.50 - 2.99 HS GPA / ACT 16
- 2.25 - 2.49 HS GPA / ACT 17
- 2.00 - 2.24 HS GPA / ACT 18

Students who do not meet the minimum guidelines would still be encouraged to apply and their applications would be reviewed individually and more comprehensively. In addition to these guidelines, the receiving research institution would have the option to evaluate other criteria, such as:

- difficulty of coursework (including AP, IB, Honors, or dual credit),
- GPA in high school core classes,
- grade trends,
- essays/personal statements,
- recommendation letters, and
- background, skills, and experiences.
Projected Enrollment Impact on NDUS’ Regional Institutions, If the Recommended Guide lines were Implemented (based on past data of first-time, full-time college students):

### Enrollment Impact for Regional Institutions

<table>
<thead>
<tr>
<th>GPA</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0-4.0</td>
<td>15</td>
</tr>
<tr>
<td>2.50-2.99</td>
<td>16</td>
</tr>
<tr>
<td>2.25-2.49</td>
<td>17</td>
</tr>
<tr>
<td>2.00-2.24</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>MaSU</td>
<td>77%</td>
<td>87%</td>
<td>83%</td>
</tr>
<tr>
<td>VCSU</td>
<td>80%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>DSU</td>
<td>64%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>MaSU</td>
<td>23%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>VCSU</td>
<td>20%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>DSU</td>
<td>36%</td>
<td>14%</td>
<td>10%</td>
</tr>
</tbody>
</table>

No Additional Review

Further Review
Comparisons Between the Admissions Criteria/Index Proposed in the Original Pathways to Student Success Plan and the Task Force’s Recommendations and Rationale:

Original Pathways formula (as of August 2012):
(2 X ACT) + (1 X HS Rank) + (20 X HS GPA) + (5 X HS Core)

Revised Pathways formula (as of November 2012):
(3 X ACT) + (20 X GPA) + (5 X HS Core) + (10 ND Residency)
- HS Core capped at 15
- “Automatic Admission” scores based on Carnegie classifications with student not automatically admitted but reviewed individually on each campus
- Community Colleges open admission

Similarities. The main similarity in the Task Force’s approach and recommendations is the emphasis on admissions standards that aim to attract a more academically prepared student so that chances for success can be maximized. The current recommendations for admissions guidelines maintain more rigorous guidelines for each institution type and emphasize the applicant’s cumulative HS GPA as the most important predictor of success. The current recommendation increases emphasis on course rigor (13 or more high school core courses at the regional institutions to 15 or more high school core courses at the research institutions) and de-emphasizes ACT.

Differences. Differences in the Task Force’s recommendations (from those of the original and revised Pathways model) are outlined with the rationale for each:
- Guidelines versus a formula: The current recommendations use guidelines rather than a formula. As stated previously, a formula results in unpredictable outcomes, especially for students with extreme scores for a cumulative HS GPA or a composite ACT score. The Task Force believes it is virtually impossible to determine a fair index score that would admit the students with the best chance of success while not denying those who might also be successful. A guideline approach is consistent with national research and best practices, is clear and understandable to students, and will result in an enrollment neutral outcome.
- “Automatic Admission”: The term “automatic admit” gives a false promise to prospective students, over-simplifies the admission process, and exposes our institutions to challenges and appeals from students. Even a student with outstanding test scores and cumulative high school grades may be denied if s/he has a criminal background.
- Class Rank: Class rank is not a fair measure of a student’s ability, but rather a comparison of the student to his/her peers, the meaning of which is dependent on the rigor and size of the high school. In addition, many high schools refuse to rank students.
- Residency: Residence is neither a meaningful measure of student ability nor a good predictor of college success. While our primary purpose is to serve the students of North Dakota, it is also incumbent upon our institutions to recruit students from diverse backgrounds from other regions of the country, or globally.
Timeline:
August 2014: Begin communicating new standards to K-12 partners.
Statewide committee of Admission Professionals appointed to operationalize the plan.
August – December 2014: Operational Committee to complete its work and make recommendations to NDUS Student Affairs Council and the Academic Affairs Council.
January 2015 – August 2016: Promotion of details on guidelines to prospective students.
Fall 2016: Implementation of new guidelines.

Benefits of this approach include:
- Guidelines communicate clear expectations for students who are college bound and planning to apply to NDUS’ research and/or regional institutions. It is transparent and will minimize confusion for prospective students and parents.
- Utilizes what we have learned from national research, as well as campus research in terms of the cumulative HS GPA being a more important and accurate predictor of academic performance and persistence to degree.
- Emphasis on increasing high school core courses (for the Research Institutions) encourages students to enroll in more rigorous college-prep courses and to work harder in their senior year.
- Comparable strategy and guidelines to our peers and competitors.
- Flexible approaches that will allow new variables such as scores from the Smarter Balanced administered in the ND public schools to be considered for course placement in NDUS’s institutions and Career and Technical Education courses (CTE) as data are available.
- Enrollment neutral due to the flexibility of the sliding scale.

Future Considerations:
The following issues need to be addressed prior to the proposed effective term of fall 2016. It is recommended that a committee of the campuses’ admissions professionals, appointed by the SBHE address these remaining issues and provide recommendations.
- **Transfer students**: The original *Pathways* plan assumed all students not admitted to regional or research institutions would attend a NDUS community college; there is no evidence this would occur. Transfer student guidelines (which include students who transfer from a community college as well as another 4-year institution) that would be consistent with the Task Force’s recommendations should be addressed.
- **International students**: The original *Pathways* plan did not address International Student entrance requirements (i.e. they do not have ACT scores).
- **Non-traditional (e.g., Adults over age 22)/Re-entry students/General Educational Development (GED)** – Clarification is needed to address non-traditional/re-entry/GED students and their eligibility for entrance into each type of institution. The original
Pathways plan did not address the admittance of any students who do not have composite ACT scores.

- Smarter Balanced Assessment: The role of Smarter Balanced scores should be examined for their use as a placement tool once additional information is obtained about this program.
- Career and Technical Education (CTE) – The role of CTE courses in admission and/or placement should be examined.
- Emotional Intelligence scores as evidence of persistence and resiliency, and admissions essays should also be considered as viable instrument for review in admissions decisions.

Statement from Council on College Faculty
CCF members have expressed concerns regarding the relationship between admission indices and institutional capacity for advising, resources for student support, and intermediate measures of success such as course load (perhaps weighted by GPA) and drop rates, i.e., what actually happens to students after they are admitted. Furthermore, it is key that the evolving model for admissions criteria strives for consensus among stakeholders which include the faculty who dedicate their careers to working directly with our students. With this in mind, it is recommended that a long-term strategy comprises a clear understanding that we have addressed appropriate measures of student success, examined complete and valid predictors of success using high quality datasets, and undertook a comprehensive approach to verify this across our campuses. Finally, this process should provide NDUS a solid, evidence-driven foundation for on-going improvement to refine and improve a strong linkage between admissions and student success.

Sources Cited:


Recommendations of NDUS’ Best Practices in Remedial/Developmental Education Task Force For *English*

**Placement**

UND and NDSU are in favor of placing students directly into English 110, regardless of their respective ACT scores. Doing so is supported by a study at UND that found that lower performing students segregated from higher performing students had a lower passing rate in English 110 than students who were integrated. This local finding is echoed by national research in the field of Composition and Rhetoric.

**State Colleges**

At this time, Dickinson State utilizes ACT, SAT, or AccuPlacer to place lower performing students into segregated developmental classes. However, we hope soon to add the option of supplemental instruction with simultaneous enrollment in English 110 for lower performing students.

**Community colleges**

Community colleges will continue to use ACT, SAT, Compass, and AccuPlacer to place students into the proper developmental or college-level writing course. At Dakota College at Bottineau, students are placed into one of the following depending upon their placement score: 1) ASC 87 – College Writing Prep, 2) ENGL 110 – College Composition I plus ASC 88 – Composition Lab, or 3) ENGL 110 – College Composition I.

**Pedagogical Practices**

We have found the use of the following practices to be effective in teaching both remedial and regular writing courses: use of professional tutors, use of peer tutors, online tutoring, establishing learning communities, emphasis on processes of writing, developing rhetorical knowledge, engaging students in community-based writing focused on real-world challenges, offering intense summer programs and/or bridge programs, focusing on critical thinking, and fostering the ability to compose in multiple environments.

The face-to-face environment is a more successful learning environment, especially for tutoring, than the online environment. A personal connection increases students’ persistence. Online does have to be used when students can only enroll in distance classes. In those cases, we advise the use of faculty members who have had training in student engagement in the online environment.

**Administrative Changes**

We question the use of the ACT as a placement tool for English. Both in-state and national research suggests that the high school GPA is a better predictor of college success than the ACT score. The skills required on the ACT are not those required in first year college
writing courses. If the Smarter Balanced 11/12 Grade Assessment were used as a placement test, one advantage would be that students would have to read and write from source text in composing the argument they are to write for the performance task. While this type of assessment is closer to the skills required for college writing, it is still an on-demand writing task, not a piece of writing undertaken with the full range of the writing process.

If the original plan of the Pathways was to make remedial coursework the exclusive role of the community colleges, then a number of questions arise—one being: With some institutions providing the teaching of developmental courses on another institution’s campus, who is responsible for providing the support services like writing center tutoring or lab support?

Additional statements from individual institutions

NDSU strongly recommends not adopting the previous Pathways to Student Success Plan that directs only two-year institutions to deliver remedial education. Although the policy in theory seems reasonable, when put into practice in the state of North Dakota the following concerns arise:

1. Implementation of this initiative would likely result in the same pool of instructors teaching the same (or comparable) content in the same classrooms, with the only difference being which campus pays instructor salaries.
2. Implementation of this initiative would quickly prove to be an administrative burden to each campus with the additional manual processing of several hundred “collaborative” registrations per year per institution (depending on enrollment); presently, all “collaborative” enrollments are processed “by hand” and while “ghost registrations” across the system permit a full load of coursework to be credited to a student for purposes of financial aid, the individual campuses where each student enrolls have no idea what the student is taking at the other institution(s) during the same semester—this is a problem for faculty or academic advisors who are trying to advise students enrolled in remedial courses at distance from the campus that is advising them.
3. Many students don’t understand that remedial course sections are offered by another campus since they are often taught at their home campus; students pay the home campus and receive financial aid through the home campus. Yet, these sections do not appear in their home campus study list on Campus Connection; students may not freely drop or add courses from their home campus for courses offered by other campuses, and book ordering comes with special instructions. In addition, tutoring and disability services could be challenging for students since these courses are not a part of the home campus catalog of courses traditionally supported.

Dickinson State strongly seconds NDSU’s recommendation concerning the Pathways policy that would make two-year institutions the exclusive providers of remedial education, and identifies additional issues:
1. Initially, the same pool of instructors is likely to be used, but over time, they may struggle to remain connected to their colleagues at the host institution.

2. Collaboration does create a manual processing headache for administration and confuse the students, something that is especially troubling in their freshman year.

3. Tutoring and Learning Communities are important Developmental Best Practices (see HLC Conference Notes in SharePoint). How would these services be provided collaboratively?

4. There is a real capacity issue in southwestern North Dakota. Bismarck State College has been asked to provide workforce training in Dickinson, but, with its growth at home, has been hard pressed to comply. Developmental courses may be similarly problematic.

Dakota College at Bottineau offers developmental writing courses to VCSU and MiSU students who need remediation for college-level writing courses (ASC 87 – College Writing Prep at VCSU and ASC 88 - Composition Lab at MiSU). Based on feedback from onsite, DCB instructors who teach these courses, the process has worked well for students who need developmental instruction. Whether or not a university elects to work with a community college to offer developmental courses encompasses a multitude of factors. If community colleges can assist with developmental instruction at a university, it should be considered as another tool in the toolbox.
Recommendations of NDUS’ Best Practices in Remedial/ Developmental Education Task Force: Mathematics

Placement

Placement in the appropriate mathematics course is a key factor for success in students’ learning of mathematics. Because appropriate placement is so important, especially at remedial levels of mathematics, all NDUS institutions utilize one or more placement examinations (COMPASS, MAA placement suite, and ALEKS PPL suite), ACT mathematics sub-scores, and students’ success (a grade of C or higher) in prerequisite mathematics courses to place students in remedial and foundation level mathematics courses. On some NDUS campuses, students are not allowed to enroll in remedial courses if they have not met the required placement test score or ACT math score or have not successfully completed prerequisite mathematics coursework. At others, students are allowed to enroll in Math 102 if they do not have placement scores or prerequisite coursework.

Pedagogical Practices

Students qualify for remedial mathematics coursework due to a variety of reasons. One reason is the amount of time that has elapsed since a student has taken his/her most recent mathematics course. This is the case for many older, non-traditional students. As the amount of elapsed time grows, the more likely the student is to have forgotten the mathematics learned in the most recent course, especially if the student did not use or practice the mathematics after taking the course. Other students have had bad experiences in mathematics in elementary, middle, or high school which resulted in students doing poorly in mathematics and/or causing students to not persist in learning mathematics or to believe they are not capable of learning mathematics. Some students have developed “math anxiety,” a phenomenon where students have difficulty focusing during mathematics instruction or during mathematics examinations which prevents them from demonstrating the mathematics they know because they are focusing on the anxiety issues rather than on the mathematics.

Several “best practices” have been identified that help students in remedial mathematics courses succeed. These practices are effective because they address one or more of the issues identified in the previous paragraph. Many of these practices are currently being utilized in NDUS’s institutions.

One “best practice” is the offering of a variety of support services for students in remedial and foundational mathematics courses. All NDUS institutions provide support services for these students, but particular services vary by campus. Tutoring is available at all campuses. Some campuses also have math help centers or math clinics where students can get assistance on a drop-in basis. Students on many campuses are also provided with information on where to access online math help resources such as ALEKS and the Khan Academy. While this type of online service is helpful for many students, having remedial mathematics courses taught entirely online is not a good practice. Students who have math anxiety or who have not been successful in prior mathematics courses do not do well in mathematics courses in the online environment. This is largely due to the isolation of the learner and the lack of frequent interaction in real time with the
instructor. These students need to have someone at hand to answer questions, clarify terminology, processes, and procedures as they arise in order to build their mathematical confidence and competence. The online environment doesn’t support such interaction well.

Because placement in the appropriate mathematics course is so crucial to student success, getting an accurate measure of students’ mathematical knowledge is important. For students who believe that their ACT math sub-score does not accurately reflect their mathematical understanding, and for those who do not have ACT scores, taking the COMPASS test is an option. Often students in these circumstances must take the COMPASS test during orientation sessions in the summer or as they enter the semester, both of which are not times when students will do their best work as they have other things on their minds and will not have done any review prior to taking the test. Thus another “best practice” is to allow students the opportunity to review and take the COMPASS test again after their review of mathematics. UND encourages students who need remediation prior to taking the COMPASS exam to utilize the University of Wisconsin (UW) at La Crosse’s MOOC for review. Other campuses offer or are considering offering face to face review assistance for these students. Some campuses are looking at the feasibility of holding “boot camps” for entering college freshmen the week prior to the start of their fall semester. During the “boot camp”, students would participate in an intensive review of the mathematics learned in high school and would culminate with students taking the COMPASS exam.

Another “best practice” is to provide opportunities for students to take the entire remedial and foundational mathematics course sequence from the same instructor. It has been shown that students are more successful in such arrangements due to the development of an understanding of faculty expectations, the consistency of terminology usage, and the faculty’s understanding of how the material in the sequenced courses are related. The faculty will know what has been taught previously and how it was taught and can then refer back to content and examples in prior courses. Many of the campuses do this with the Math 102 and Math 103 courses.

Most of the two-year schools in the NDUS have implemented a 3-course sequence designed for remediation. The ASC 091, ASC 092, and ASC 093 are 2-semester hour courses that can be taken in sequential 8-week blocks, thus allowing for fewer semesters spent in remedial coursework. In line with “best practices” for placement, students are placed into the appropriate course through the COMPASS or ACT exam. The COMPASS exam is also used as an exit exam at the end of courses at some campuses to ensure readiness for the student to move successfully into the next course. The 3-course sequence prepares students for entry level college math courses. Bismarck State College also offers a 16-week version of ASC 092 and ASC 093 for students with high anxiety.

**Administrative Changes**

The mathematics sub-group of the taskforce had some of the same concerns as the sub-group for English/Language Arts. One was the following, as regards “collaborative” scheduling and the provision of instruction: With some institutions providing the teaching of developmental courses on another institution's campus, which campus is responsible for providing the support services like the mathematics center, mathematics tutoring, or COMPASS review?
The following recommendations were also included in the document provided by the English/Language Arts sub-group. NDSU strongly recommends not adopting the previous Pathways to Student Success Plan's directive to make remedial education the exclusive role of the two-year institutions. Although the policy in theory seems reasonable, when put into practice in the state of North Dakota, the following concerns arise:

1. Implementation of this initiative may result in the same pool of instructors teaching the same (or comparable) content in the same classrooms with the only difference being which campus pays instructor salaries. If the same pool of instructors was hired, it would implement the “best practice” by providing opportunities for students to take the entire remedial and foundational mathematics course sequence from the same instructor. Questions arise with the hiring of the same instructors through 2 institutions regarding qualification for full-time status at an institution, the paying of benefits for the instructors, and what pay scales might be used.

2. Implementation of this initiative would quickly prove to be an administrative burden with the additional manual processing of several hundred registrations per year per institution (depending on enrollment). This is a Campus Connection issue that requires a modification to deal with all collaborative course registrations.

Regarding items 2 and 3, the current collaborative enrollment process does require additional staff time. Modifications would need to be made to Campus Connection in order to allow students to register on their own so that concerns identified in items 2 and 3 can be applied to the thousands of collaborative registration for all courses, not just developmental courses, each year.

3. Many students don’t understand that remedial course sections are offered by another campus since they are often taught at the home campus; students pay the home campus and receive financial aid through the home campus. Yet, these sections do not appear in their home campus study list on Campus Connection, they may not freely drop or add them, and book ordering comes with special instructions. Again, this is a Campus Connection issue that requires a modification to deal with all collaborative course registrations. In addition, tutoring and disability services could be challenged since these courses are not part of the home campus catalog of courses traditionally supported.

An additional recommendation from the mathematics sub-group is listed below.

4. NDUS policy should allow each 4-year NDUS institution to offer and deliver all remedial mathematics coursework on its campus unless it chooses to enter a collaborative arrangement with one of the 2-year institutions. This would include courses that have been delivered through the collaborative process in the past few years. Whether or not a university elects to work with a community college to offer developmental courses encompasses a multitude of factors, should be the prerogative of the host campus. If a community college can assist with developmental instruction at a university, it should continue to be considered as another tool in the toolbox.
Collaboration in Advancing College Academic Readiness of ND's Public High School Students in English and Math in Grade 12

**NDUS:**

- Teacher Education Programs
- NDUS Subject Matter Faculty in English (110 et al)
- NDUS Subject Matter Faculty in Math (103 et al)
- Community College Faculty Using Pearson
- Best Practices in Advancing Remedial Students to College Graduation

**Collaboration:**

NDUS, DPI, and K-12 alignment/communication of curricula and standards for readiness of ND public high school graduates entering NDUS colleges as first-time, full-time students; enhancement of teacher education candidates’ readiness to enter ND’s public K-12 classrooms prepared to utilize competency/proficiency-based instruction effectively; professional development for Math & English subject matter faculty in high school and NDUS institutions regarding best practices in teaching students to “learn” (and remediate, if necessary) and strategies for improving teaching, learning, and assessment of ND’s public high school students preparing to enter NDUS’ campuses as first-time, full-time college students without need for remediation in English and Math upon their admission to college; continued collaboration and execution of vertical alignment of high school and college curricula in Math and English.

**N.D. Public High Schools**

- Grade 12
- Grade 12
- Grade 12
- Grade 12
- Grade 12
STANDARDS + READINESS

English & Math Proficiencies
N.D. Public H.S. Core Courses
ACT & State Assessment
(Smarter BalancedTM)

Closing the Loop:
Improving readiness for
success of more
first-year, full-time
college students
and new teachers

K-12 STANDARDS, and COLLABORATION of ND Public High Schools,
DPI, and NDUS’s teacher education faculty, Math & English faculty,
and faculty who excel in remediation: to improve teaching, learning,
and assessment of ND high schools’ seniors for college readiness.

Beginning in the Spring of 2016, ACT exam may take place during Fall of senior
year for ND public high schools instead of Spring of junior year.

Smarter Balanced™ summative assessment administered to HS Juniors:
Apr 2015.

Vertical Alignment: ENGLISH (NDUS and Secondary Teachers)
Vertical Alignment: MATH (NDUS and Secondary Teachers)
Vertical Alignment: ENG & MATH On-Going Process

High school Class of 2026 will be 2014’s kindergarteners.

NDUS Collaborates w/ K-12 System
(subject matter classroom teachers
meeting with subject matter and teacher
education faculty; motivation/meta-
cognitive assessment of students as
learners and strategies for teaching to
improved learning for subject matter
faculty; counselors; continue vertical
alignment; collaborate identifying
standards for High School-College
coursework. What is syllabus for MATH
103, expectations so High Schools can
prepare students for entry into college
level coursework. Math may have 3 entry
points.

Approach: Summer
conferences of K-12/NDUS
stakeholders, courses, K-12 &
NDUS professional
development, on-going
consultation/collaboration,
continue vertical alignments of
high school and college
curricula.

NDUS Teacher Education Programs/Faculty to Collaborate in Preparation of Teachers and Faculty
for improvement of Teaching and Learning: Dedicate college coursework & on-site instruction/observation to prepare teachers (pre-certification) for proficiency instruction in K-12, including emphasis in remediation/development for secondary teaching candidates. Assistance primarily to
College subject matter faculty (Math/English—via professional development) and High School
Grade 12 Math/English Teachers (via continuing education and/or professional development) in
Pedagogy/Best Practices in Motivating Learners and Meta-Cognitive Development and
Assessment. Consultation with college faculty whose remedial students excel.

How to use data for readiness

High School College Readiness

1. College Prep + MATH 103 College
   Algebra (or alternate Math courses at
   entry to college credit) &/or ENG 110
   Composition I
2. Initial or continued enrollment in
   CTE, Dual Credit/ AP courses

Ssc/ NDUS “REVISED Remedial Schema page 2 5JAN2014 2300 hrs” (Rev’d from 17 and 18DEC13 versions)
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