

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Assessment and Accountability

NO.: AAC 07-13

COMMITTEE DATE: February 7, 2007

BOARD DATE: February 15, 2007

MOVED:

The Board of Higher Education hereby approves the petition of **Salter School, LLC, located in Worcester, Massachusetts, to change its name to Salter College: A Private Two-Year College, LLC, and to award the Associate in Science in Accounting, Associate in Science in Office Administration, Associate in Science in Network Administration, and Associate in Science in Medical Assisting.**

By January 31 of 2008, and of each year thereafter, Salter shall submit an annual report to the Chancellor reviewing the status of the institution's degree-granting programs. In accordance with 610 CMR, 2.07 (5) the annual report should:

- a. evaluate the general quality of curricula, the faculty and the student body,
- b. provide statistical information on the number of students completing the requirements for the degree, job placement and/or transfer statistics, the financial status of the institution, operating costs and revenues,
- c. provide evidence that both degree authority and tuition and refund policies are clearly stated in the publicity of the institution, and
- d. certify whether, in fact, the institution's degree-granting programs are maintained and operated within the provisions and spirit of the criteria and guidelines set forth for proprietary institutions with degree-granting authority.

(In accordance with 2.06 (1) (b).1 for the first five years following initial licensure, Salter shall forward along with this report the required annual fee.)

Authority: Massachusetts General Laws Chapter 69, Section 30 et seq.

Contact: Aundrea Kelley, Associate Vice Chancellor for Academic Policy

BOARD OF HIGHER EDUCATION

February 2007

Salter School, LLC, located in Worcester, Massachusetts

Petition to Change Its Name to
Salter College: A Private Two-Year College, LLC
and to Offer the
Associate in Science in Accounting
Associate in Science in Office Administration
Associate in Science in Network Administration
Associate in Science in Medical Assisting

INTENT

The Salter School, LLC, located in Worcester, Massachusetts, filed Articles of Amendment to change its name to Salter College: A Private Two-Year College, LLC, and to offer the Associate in Science in Accounting, Associate in Science in Office Administration, Associate in Science in Network Administration, and Associate in Science in Medical Assisting. Salter School seeks to offer an enriching balance of liberal arts and professional career education with faculty and staff who are dedicated to meeting the needs of their students while fostering an environment that inspires academic excellence, intellectual curiosity, social responsibility, and an interest in life-long learning and continued higher education.

The School's petition is specific to its Worcester campus. The Salter School, LLC, intends to continue at its Cambridge, Fall River, Malden and Tewksbury locations and is not seeking approval to offer credit-bearing courses leading to a degree at these or other locations or to change its name at these or other locations to Salter College, LLC.

BACKGROUND

The Salter School is a for-profit educational corporation, with its main campus located in at 155 Ararat Street, Worcester, Massachusetts. Originally founded in 1937, the Salter School's primary purpose was dedicated exclusively to the training of women as professional secretaries. In 1981 the School expanded its offerings to include training in the executive, legal, medical, secretarial, word processing, data processing and electronics fields. Between 1981 and 1995 the School began to offer non-degree programs in Computer Accounting, Electronics Technology, Computer Support Specialist, and Medical Billing and Coding. On January 16, 2002, the Salter School's assets were acquired by the Premier Education Group.

Currently, the Salter School is licensed by the Massachusetts Department of Education for Quality Assurance and is accredited by the Accrediting Council for Independent Schools and Schools (ACICS). If approved by the Board, Salter College will no longer be under the jurisdiction of the Department of Education and will instead be under the purview of the Board of Higher Education.

ORGANIZATION AND GOVERNANCE

The Salter School owner, Premier Education Group, L.P., is a limited partnership comprising partners, Robert L. Bast, Elizabeth Brennan Trust (W. Roderick Gagne', Trustee) and Premier Education Group General Partner, Inc. (Gary Camp, CEO/President). The Premier Education Group (PEG) offers professional career-focused education at eighteen sites in northeastern United States, including campuses of Salter School, Branford Hall Career Institute with locations in Branford, Southington and Windsor, Connecticut; Springfield, Massachusetts; and Albany and Bohemia, New York.; Seacoast Career Schools in Manchester, New Hampshire and Sanford, Maine; Suburban Technical School, in Hempstead, New York; and Harris School of Business

with locations in Cherry Hill, Linwood and Trenton, New Jersey, and in Wilmington, Delaware. Premier Education Group's corporate office is at One Summit Place, Branford, Connecticut and a regional office is located at 1350 Main Street, 10th Floor, Springfield, Massachusetts.

A seven-member Salter College Board of Directors will include three members with a direct relationship with Premier Education Group and four members from industry. Charlene Keefe is President of Salter School in Worcester and would continue as President of the proposed College.

Salter School Board of Directors

NAME	AFFILIATION	STATUS	POSITION
William Anjos	Premier Education Group	Voting	Vice Chair and Treasurer
Gary Camp	Premier Education Group	Voting	Chair
Margaret A. Cote	Commerce Insurance	Voting	Member
Vickie Manning	Bowditch & Dewey, LLP	Voting	Member
Robert Moon	Premier Education Group	Voting	Member
Georgia Parafestas	Ret. State Coordinator for Program Approval MA DOE	Voting	Member
John Pirroni	Target Marketing	Voting	Member

An organization chart for the proposed Salter College is contained in Attachment A.

STUDENT SERVICES

Assessment and Placement. Math and English Challenge Examinations developed, administered and graded by the department chairs, are designed to measure student knowledge and proficiency with Developmental Math (MTH100D) and English (ENG100D) required, where indicated. Learning Assistance is provided through instructor-led Math, and English labs assist students in strengthening their background and reaching their potential.

Advising. Academic Advising is provided by the dean and members of the faculty and includes both educational and career advising. Frequent interviews help in the discussion of academic achievements, adjustments to the school and career goals.

Career Services. The School's Career Services Office assists eligible graduates in their job search. As a requirement for all programs at the Salter School, students must complete an externship course. Externships provide hands-on experience utilizing the skills attained in the students' programs. Depending upon the program of study, students serve an average of three months in their career field. Salter coordinates career fairs and provides a 'Career Directions Seminar,' which provides a realistic approach to searching for employment, résumé writing, interviewing techniques, job search materials and career advice. All students are required to participate in this seminar before the externship course.

ACADEMIC AND RELATED MATTERS

Tuition and Fees. The School currently charges tuition of \$235 per credit as well as the following additional fees:

Application Fee	\$25
Re-entry Fee	\$25
Program Change Fee	\$25
Administrative Fee	\$50

Allied Health Lab Fee	\$250
Technology Fee	\$150
Culinary Arts Lab Fee	\$175
Massage Lab Fee	\$325
Compulsory Health Insurance	\$635
Student ID Fee	\$10
Parking Fee	\$10
Graduation Fee	\$50
Challenge Examination Fee	\$50

Admission and Enrollment. Salter has a rolling admission policy. Applicants must be a high school graduate, possess a General Education Development (GED) certificate, or possess a Home Study certificate or transcript from a Home Study program that is equivalent to high school level and is recognized by the student's home state. Students seeking readmission are also required to meet with the appropriate program director prior to completing the admissions process.

The Worcester campus currently enrolls 495 full-time status day students and 230 part-time status evening students.

Resources. The Salter School is located at in a three story Tudor-style building, comprising approximately 27,000 square feet of classrooms, library and administrative offices. The building contains ten lecture rooms, six computer labs, one computer hardware lab and three medical labs. Lecture classrooms are set up with tables, desks and chairs, which allow students adequate work space. Onsite parking is free to students. The building has six computer labs and one computer hardware lab which contains a total of 110 computer workstations, four computer servers, four overhead projectors, four projector screens, ten printers, twenty Dictaphone machines and eight PC workbenches.

The Dorothy Salter Library is staffed by one part-time librarian. The Library contains seven computer workstations for student use and a collection of approximately 1,000 books, audiocassettes, CD-ROM's and videos. In addition, there are fifteen current print periodical subscriptions housed in the Library. The Librarian and Faculty Committee evaluate the collection and current subscriptions on an annual basis.

Salter employs three full-time and 23 adjunct faculty members. Out of 26 total faculty, fourteen possess a master's degree or higher. Faculty teaching load is generally ten to twelve courses per year. Administrative faculty, including department chairs, carry reduced teaching loads.

Budget. (Attachment B) Revenue projections for the three years of operation following the School's transition to degree granting status are contained in Attachment B.

Curriculum. (Attachment B). The Associate in Science degrees in Accounting, Office Administration, Network Administration, and Medical Assisting proposed by the Salter School are similarly structured. Each degree requires between 61 and 64 credits including 21-24 credits in general education credits and the balance in major core or elective courses. Students enrolling in the Office Administration program may select one of three concentrations—executive, legal or medical—and will be prepared for employment as support personnel in one of these administrative environments. The Network Administration program is designed to develop graduates who can analyze and resolve computer hardware, software and network problems. Accounting program graduates should be able to work as a bookkeeper, assistant to controller, office manager, or an assistant in a public accounting firm. The proposed program in Medical Assisting provides office, communication and human relations skills, as well as clinical skills to enable graduates to assist in laboratory procedures under the direction of a physician.

EXTERNAL REVIEW

Visiting Committee The following individuals comprised the Visiting Team that conducted a site visit at the school January 16-19, 2005:

- Janet M. Sortor, Ed.D. (Team Chair), Vice President and Dean of Academic Affairs, Southern Maine Community College
- William Carroll, Ph.D., Dean, School of General Studies, School of Health and Human Services, Bay State College
- Barbara Feinman, Ph.D., Visiting Professor, Salem State College
- Kristin Motte, M.S. (LIS), Library Director, New England Institute of Art
- Edward Terceiro, Jr., Executive Vice President, Mount Wachusett Community College

Charge to the Committee. In accordance with 610 CMR 2.07 (3) and (4), review criteria for Massachusetts-based institutions that are not accredited by the New England Association of Institutions and Schools filing Articles of Amendment for New Earned Degree Authority, the Visiting Committee considered the institution's overall ability to provide an appropriate learning environment for all students." The Committee reviewed the institution's compliance with each criterion in "its overall character and fitness to offer the degree(s) requested." Criteria included Mission, Planning and Evaluation, Organization and Governance, Programs and Instruction, Faculty, Student Services, Public Disclosure, and Resources. The Review process included the site visit, preparation of the review team report, institutional response, visiting committee review of the response, supplemental report visiting committee report, and supplemental institutional response.

Summary of Findings and Recommendations. The Visiting Committee report identified a number of institutional strengths. These included:

- As a division of the Premier Education Group, L.P., (PEG) Salter is fiscally solvent with a cash reserve of \$1.5 million and retained earnings of \$5.5 million during the year of review; has benefited from a PEG partnership investment of \$100,000 for capital improvements; and is able to save through group purchasing and volume discounts.
- The most recent School audit identified no significant weaknesses.
- Clean and well maintained facilities.
- A mission statement and purpose focused on the institution's educational goals as a college and on the students it wishes to serve as a college.
- A sense by the faculty that, when consulted by the administration, their voice is valued.
- An Institutional Effectiveness Plan that is a good model to build upon for college planning.
- Dedicated program directors and librarian.
- Enthusiastic faculty with genuine concern for student success and the desire to become more involved in curriculum development and institutional planning.
- A relationship with the Department of Employment and Training as a feeder of potential applicants.
- Appreciation by students for Salter's modular instructional delivery system.
- Clear dissemination of financial information and policies.
- A well developed network of externship sites.

The Visiting Committee Report described several concerns that needed to be addressed prior to approval including:

Standard A: Mission, Planning and Evaluation

1. The lack of a clear separation of the mission and purpose for the post-secondary program and the collegiate program.

2. The lack of inclusion of a broad range of Salter administration, staff, faculty and students in meaningful, participatory budgeting, planning, and assessment processes.

Standard B: Organization and Governance

3. Need to clarify independence of the governing board and distinction among roles of the board, administration and faculty.
4. Adequacy of qualifications and experience of the administrators, staff and faculty to direct the academic affairs of the institution.

Standard C: Programs and Instructions

5. A question as to the transferability of all courses, particularly natural or physical science general education courses.
6. Limited selection of general education course offerings.

Standard D: Faculty

7. Insufficient number of full-time faculty.
8. No formal policy or program for the professional development of faculty.
9. Apparent lack of faculty resources, such as computers, telephones, and areas to work with students.
10. Apparent lack of a faculty association or faculty senate where individuals can share ideas and have a vehicle to communicate with the administration as one voice.

Standard E: Student Services

Admissions

11. Admission applications are not mailed to prospects nor is there a downloadable application on the Web site. Rather, prospective applicants are required to be interviewed.

Financial Aid

12. Due to the design of the program, students do not have to return to the school after completing the externship and do not participate in a face-to-face exit interview for Stafford loans with financial aid office staff.

Academic Advising and Student Records

13. There is no formal advising system. There are no separate rooms for the English or Math Laboratories or set times when a student can go to a designated location for tutoring or other academic help.

Career Services

14. The catalog and Web site identify a number of services and programs available to Salter students in the Career Center, but most programs have not yet begun. The Center itself is a shared office with the director of student services.

Standard F: Financial Resources

15. There seems to be little correlation between budget development and strategic planning.
16. The school is perilously close to exceeding the 90 percent limitation regarding cash receipts derived from Title X funds.

Standard G: Public Disclosure

17. It has been suggested to staff and students that a possibility for retroactive awarding of degrees exists, which is not the case.

18. The catalog, both in print and online should be consistent with one another, and a more intuitive organization of the information within these published materials is recommended. A regular process of review for all published materials should be established.

Standard H: Physical Resources

19. There is no comprehensive physical resource plan that is linked to academic and student service requirements. There is also no formal relationship to financial planning.
20. The existing parking shortage will be only further exacerbated by projected increases in enrollment.
21. Classrooms and Laboratories have limited instructional resources. They lack multimedia capability, overhead projection units, optical scanners, PCs and Internet access.
22. Faculty do not have offices and consequently do not have access to the most basic communication tools: telephone, computers, internet, etc.
23. All facilities and maintenance issues are the responsibility of one single individual with no apparent back-up.

Standard I: Library and Information Resources

24. Staffing in the Library is inadequate and hours of operation are insufficient.
25. The current five-year plan should be reviewed for realistic development of Library resources and services given the current staffing and space constraints.

Institutional Response. In its responses to the Visiting Committee reports, the Salter School addressed outlined actions taken to address the Committee's concerns and recommendations.

Standard A: Mission, Planning and Evaluation

1. The School provided draft mission, visions and core values statements that distinguish the proposed collegiate institution and its programming from the post-secondary, non-collegiate institution and its programming.
2. Salter created an institution-wide planning and assessment with broad participation by students, faculty and staff through participation on several committees. Meeting notes and outcomes were provided as evidence. The School also provided a "Summary of Evaluation and Assessment Activities by Levels Matrix," which reflects on institutional and program effectiveness.

Standard B: Organization and Governance

3. Salter provided additional information to clarify the independence of the board and of governing roles and distinctions among the ownership, board and administration, including an organizational chart (see Attachment A). In response to the visiting team's concern, the School's president no longer serves on the Board of Directors, and The Salter Board of Directors have final responsibility for and control over the institution. The Chief Executive Officer, President Charlene Keefe, handles the day-to-day operations and reports directly to the Board of Directors. The Salter board consists of seven members, four of whom have no affiliation with the ownership group, PEG, and who represent the fields of business, education and law. The board provides direction for the institution through general policy, purposes and objectives supporting its mission and vision through approval and growth assessment in relation to facility, budgetary approvals and investments. The School demonstrated transformation of the institution's culture into a collegiate environment with opportunities for the Salter community to

participate in the governance of the institution. Salter provided evidence of faculty participation on a regular basis through various committees and meetings involving curriculum changes, program development, and institutional policy making.

4. The School has hired an education director, additional full-time faculty, and has reviewed course assignments to assure appropriateness of faculty background to courses taught.

Standard C: Programs and Instructions

5. The School's new facility contains a biology/science lab that will meet the transferability requirements of natural or physical science courses in general education. The new lab consists of 1,180 square feet with an additional 70 square feet of storage. The room is designed with Fisher Hamilton Wall Student Table Assemblies laboratory equipment, and the project will be completed by the end of February 2007.
6. General education courses were provided in the response, which clearly represent all disciplines and will be offered in the Associate programs. Salter will not offer Anatomy and Physiology as a General Education course.

Standard D: Faculty

7. The School now has six full-time and sixteen part time faculty. A faculty recruitment plan has been implemented to recruit new full-time faculty to meet continuing credentialing requirements.
8. Salter provided a draft Faculty Development Plan Policy and Procedure.
9. The new facility provides three separate areas for adjunct faculty, totaling 761.5 square feet of space. One office is 93.5 square feet, the second is 192 square feet, and the third is 476 square feet. The areas have a total of ten PCs, all with internet access and five telephones and are for the exclusive use of adjunct faculty. Program directors have their own offices with individual PCs and internet access.
10. A faculty council was created in the summer of 2005, following the visit by the BHE team.

Standard E: Student Services

Admissions

11. Salter will make available via the new Web site and mail system an application form in order to broaden its recruitment base for the new program. It will not require an interview as part of the application process. Training will occur prior to this transition to educate the admission advisors on the differences between the degree and the certificate programs.

Financial Aid

12. In January 2006 Salter incorporated the exit interview process into all Career Directions classes. Students are given an exit interview packet. Students who do not attend Career Directions receive a condensed packet by mail. The Financial Aid Department tracks the attendance at the workshop, resulting in being able to identify those who were not in attendance.

Academic Advising and Student Records:

13. The School has developed an Academic Advising Program intended to provide student-centered advising and guidance. The new facility also contains an Academic Learning Center with established hours immediately adjacent to the Library at 184 West Boylston Street. The Learning Center allocates 459 square feet specifically for tutoring and other academic help.

Career Services

14. The Office of Career Services has been relocated to new office space that contains a Career Service library for career research, such as job descriptions, salaries and job demand projections, three computers for creating résumés and conducting job searches, and a job board that includes current job listings. In addition, students also have access to laser printing and fax service. The space includes a private office for the director and workstation for the assistant. As a result of a collaborative effort among faculty, staff and administration review of avenues for assessment, the decision has been made to incorporate “placement testing” into the admissions process. Salter chose the ACT Compass/ESL test.

Standard F: Financial Resources

15. The School has described a more participatory budget process that links budget development and strategic planning (Institutional Effectiveness Plan 2005- 2007). The Institutional Plans involve yearly objectives in which each department states the objectives, goals, and target dates in reference to the Performance Measures and Standards.
16. The Salter School has reduced its dependence on Title X funds from 89.9 percent to 85.63 percent over the past three years).

Standard G: Public Disclosure

17. Salter has agreed to comply with the regulations of the Board of Higher Education with respect to retroactive awarding of degrees.
18. The School provided evidence that inconsistencies in print and Web materials have been resolved and that publications will be reviewed regularly.

Standard H: Physical Resources

19. On November 13, 2006, The Salter School relocated its campus to its new facility. Located at 184 West Boylston Street, West Boylston, Massachusetts, the new facility consists of 29,669 square feet of net usable square footage.
20. The new campus at 184 West Boylston Street, West Boylston, Massachusetts, accommodates up to 700 parking spaces.
21. The building has been wired, using plenum grade category 6 Ethernet cable for data transmission supporting a speed of up to one Gbps. Computer classrooms, the Library and the resource room have been wired for student internet access. Installation of two T1 lines has been chosen to provide separate dedicated lines for data transmissions and voice access to the outside world. Each classroom has been wired to support multi-media learning resources, including LCD projectors, 27-inch TVs with combo vcr/dvd units built in, and an instructor PC workstation. A new computer classroom layout has been implemented, including the use of HON’s line of “I-Level” computer desks.
22. Every office has been wired for voice/and data transmissions, and each classroom has been wired for data transmission for the instructors’ PC.
23. With its move to a new and larger facility, the School has hired additional facilities and maintenance support staff.

Standard I: Library and Information Resources

24. The School has hired a full-time appropriately credentialed Library Director and a part-time Library Assistant. The Library Five-Year Plan, included in the response, states in goals for 2006-2007, that the School will also add a part-time Reference Librarian.
25. The School’s new facility provides significantly increased library space, including room for growth in equipment and collections. Library computers have been upgraded and configured for unrestricted Internet access.

PUBLIC HEARING

A public hearing was held Thursday, October 5, 2006, at 10:30 a.m. in the office of the Board of Higher Education. No comments were received in opposition.

STAFF ANALYSIS and RECOMMENDATION

Staff reviewed all materials submitted, including the petition, visiting committee reports, and institutional responses. Staff visited the Salter School's former site in January 2005 and new facility in November 2006 and has held multiple discussions with the visiting team and with representatives of the institution. In addition, representatives of the School provided a detailed presentation about the School's petition to the Assessment and Accountability Committee of the Board in November 2006. Following an exhaustive review of all documentation submitted, staff believes that the Salter School has provided sufficient documentation to support the School's overall readiness to offer the degrees requested and meets the criteria set forth in 610 CMR 2.07(3) in the Degree-Granting Regulations for Independent Institutions of Higher Education.

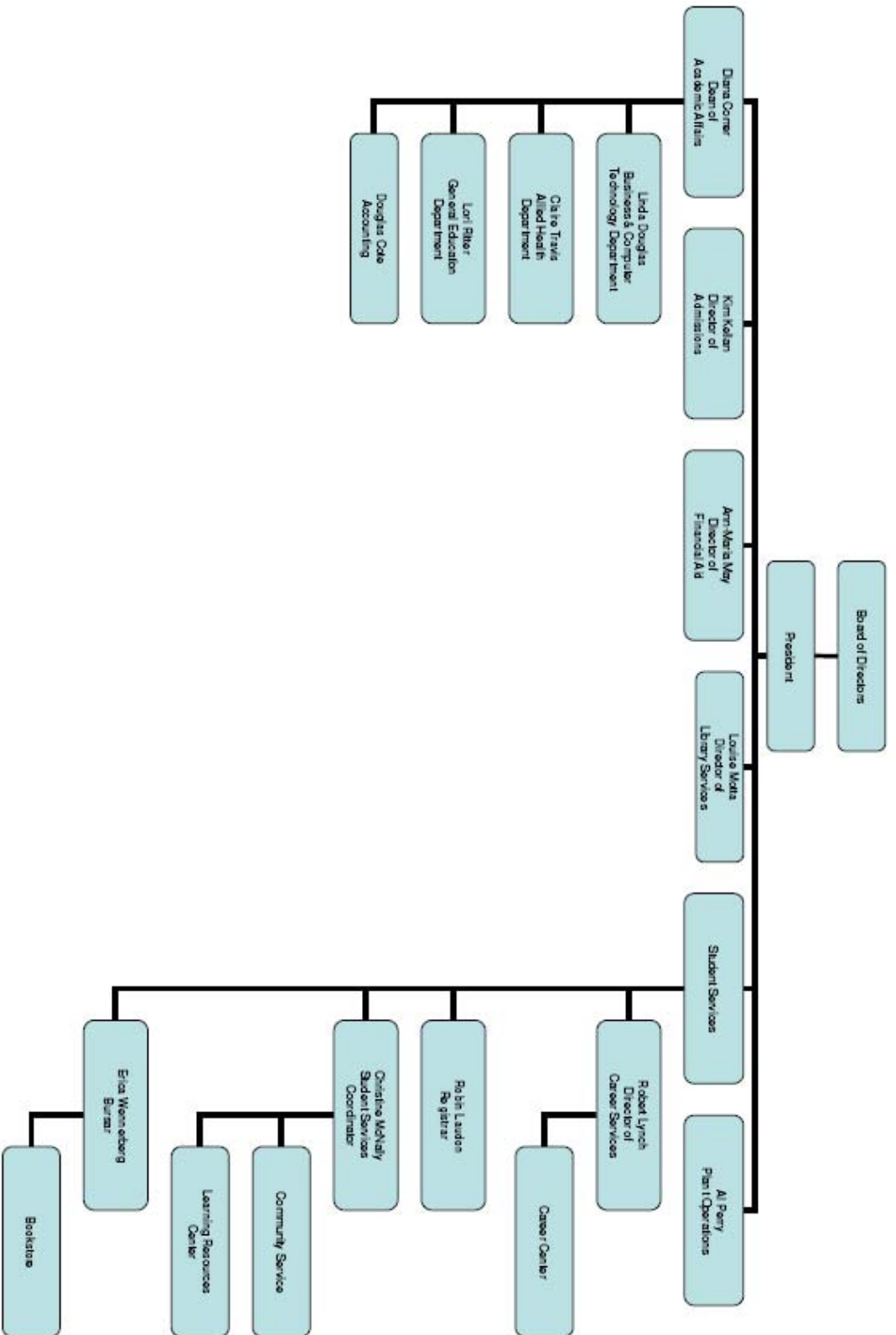
Recommendation is for approval of the petition of Salter School, LLC, located in Worcester, Massachusetts, to change its name to Salter College: A Private Two-Year College, LLC, and to award the Associate in Science in Accounting, Associate in Science in Office Administration, Associate in Science in Network Administration, and Associate in Science in Medical Assisting.

The recommendation for approval applies to the Worcester location (currently located at 184 West Boylston Street, West Boylston, Massachusetts) only.

By January 31 of 2008, and of each year thereafter, Salter shall submit an annual report to the Chancellor, reviewing the status of the institution's degree-granting programs. In accordance with 610 CMR, 2.07 (5) the annual report should:

- a. evaluate the general quality of curricula, the faculty and the student body,
- b. provide statistical information on the number of students completing the requirements for the degree, job placement and/or transfer statistics, the financial status of the institution, operating costs and revenues,
- c. provide evidence that both degree authority and tuition and refund policies are clearly stated in the publicity of the institution, and
- d. certify whether, in fact, the institution's degree-granting programs are maintained and operated within the provisions and spirit of the criteria and guidelines set forth for proprietary institutions with degree-granting authority.

(In accordance with 2.06 (1) (b).1 for the first five years following initial licensure, Salter shall forward along with this report the required annual fee.)



Attachment A – Organization Chart

Salter College Organizational Chart

ATTACHMENT B – BUDGET

The Salter School Degree Students Revenue Projection

Assumptions:

- Average Program Cost = \$15,023
- Average Retention = 75%
- All degree students will be full-time, days.
- It will take 13 calendar months to complete the program.
- The institution will be due 100% of student charges when students have completed 75% of their program (i.e., in 10 months), based on the Massachusetts refund and cancellation policy.
- Average monthly earnings per student are \$1,502 (\$15,023/10months).
- Program costs will increase 4% per year.

2007	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
	37550	36048	34546	33044	31542	69092	66088	63084	136682	132176	127670	124666	892188

2008	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
	168696	135894	132770	128084	126522	171820	137456	134332	210870	146828	142142	139018	1774432

2009	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
	186875	149500	147875	144825	141375	195000	152750	147875	232375	190375	175500	172250	2026375

The Salter School Degree Students Budget Summary

<u>Year</u>	<u>Revenue</u>	<u>Expense</u>
2007	\$ 892,188	\$ 802,900
2008	\$1,774,432	\$ 1,596,000
2009	\$2,026,375	\$ 1,823,700

ATTACHMENT C: CURRICULUM OUTLINES

Associate in Science in Accounting

Required (Core) Courses in the Major (Total # courses required = 14)		
Course Number	Course Title	Credit Hours
ACT101D	Accounting Principles I	3
ACT102D	Accounting Principles II	3
ACT201D	Intermediate Accounting I	3
ACT202D	Intermediate Accounting II	3
ACT301D	Managerial Accounting	3
ACT302D	Federal Income Taxes	3
ACT303D	Introduction to Finance	3
CAR222D	Externship	3
CAR230D	Career Seminar	1
COM102D	Word Processing Application	3
COM104D	Spreadsheet Application	3
COM106D	Database Management	3
COM112D	Accounting Software Applications	3
OAP101D	Keyboard I	3
	<i>Subtotal Required Credits</i>	40
Elective Courses (Total # courses required = 0) (attach list of choices if needed)		
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	<i>Sub Total Elective Credits</i>	[0]
<i>Distribution of General Education Requirements</i> Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		9
Mathematics and the Natural and Physical Sciences		9
Social Sciences		6
<i>Sub Total General Education Credits</i>		24
Curriculum Summary		
Total number of courses required for the degree		22
Total credit hours required for degree		64
<i>Prerequisite, Concentration or Other Requirements:</i>		

Associate in Science in Network Administration

Required (Core) Courses in the Major (Total # courses required = 9)		
Course Number	Course Title	Credit Hours
COM102D	Word Processing Application	3
COM201D	Windows Operating Systems	6
COM203D	Computer Hardware Maintenance	6
COM301D	Networking Essentials	6
COM203D	Advance Networking Systems	6
COM401D	Windows Professional	6
COM402D	Windows Server	6
CAR223D	Externship	3
CAR230D	Career Seminar	1
	<i>Sub Total Required Credits</i>	43
Elective Courses (Total # courses required = 0) (attach list of choices if needed)		
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	<i>Sub Total Elective Credits</i>	[0]
<i>Distribution of General Education Requirements</i> <i>Attach List of General Education Offerings (Course Numbers, Titles, and Credits)</i>		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		9
Mathematics and the Natural and Physical Sciences		6
Social Sciences		6
	<i>Sub Total General Education Credits</i>	21
Curriculum Summary		
Total number of courses required for the degree		16
Total credit hours required for degree		64
<i>Prerequisite, Concentration or Other Requirements:</i>		

Associate in Science in Medical Assisting

Required (Core) Courses in the Major (Total # courses required = 15)		
Course Number	Course Title	Credit Hours
MAA101D	Medical Terminology I	3
MAA102D	Medical Terminology II	3
MAA105D	CPR & First Aid	1
MAA201D	Anatomy & Physiology I	4
MAA202D	Anatomy & Physiology II	4
MAA301D	Pharmacology I	3
MAA302D	Pharmacology II	3
MAA303D	Clinical Procedures I	3
MAA304D	Clinical Procedures II	3
MBC101D	Medical Insurance Billing I	3
OAP101D	Keyboarding I	3
OAP203D	Medical Office Procedures	3
OAP204D	Simulated Medical Office	3
CAR224D	Medical Assisting Externship	3
CAR230D	Career Seminar	1
	<i>Sub Total Elective Credits</i>	43
<i>Distribution of General Education Requirements</i> <i>Attach List</i> of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		9
Mathematics and the Natural and Physical Sciences		6
Social Sciences		6
<i>Sub Total General Education Credits</i>		21
<i>Curriculum Summary</i>		
Total number of courses required for the degree		22
Total credit hours required for degree		64
<i>Prerequisite, Concentration or Other Requirements:</i>		

Associate in Science in Office Administration
Executive Concentration

Required (Core) Courses in the Major (Total # courses required = 12)		
Course Number	Course Title	Credit Hours
ACT101D	Accounting Principles I	3
OAP101D	Keyboarding I	3
OAP102D	Keyboarding II	3
COM101D	Computer Technology & Applications	3
COM102D	Word Processing	3
COM104D	Spreadsheet Applications	3
COM106D	Database Applications	3
CAR222D	Externship	3
CAR230D	Career Seminar	1
OAP208D	Transcription	3
OAP200D	Office Procedures	3
BLW101D	Introduction to Law	3
	Sub Total Required Credits	34
Elective Courses (Total # courses required = 0) (attach list of choices if needed)		
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	Sub Total Elective Credits	[0]
Distribution of General Education Requirements		# of Gen Ed Credits
Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		
Arts and Humanities, including Literature and Foreign Languages		12
Mathematics and the Natural and Physical Sciences		9
Social Sciences		6
Sub Total General Education Credits		27
Curriculum Summary		
Total number of courses required for the degree		21
Total credit hours required for degree		61
Prerequisite, Concentration or Other Requirements:		

Associate in Science in Office Administration
Medical Concentration

Required (Core) Courses in the Major (Total # courses required = 13)		
Course Number	Course Title	Credit Hours
ACT101D	Accounting Principles I	3
OAP101D	Keyboarding I	3
OAP102D	Keyboarding II	3
COM101D	Computer Technology & Applications	3
COM102D	Word Processing	3
COM104D	Spreadsheet Applications	3
COM106D	Database Applications	3
CAR222D	Externship	3
CAR230D	Career Seminar	1
MAA101D	Medical Terminology I	3
MBC101D	Medical Insurance Billing I	3
OAP203D	Medical Office Procedures	3
OAP204D	Simulated Medical Office	3
	Sub Total Required Credits	37
Elective Courses (Total # courses required = 0) (attach list of choices if needed)		
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	Sub Total Elective Credits	[0]
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		9
Mathematics and the Natural and Physical Sciences		6
Social Sciences		9
Sub Total General Education Credits		24
Curriculum Summary		
Total number of courses required for the degree		21
Total credit hours required for degree		61
Prerequisite, Concentration or Other Requirements:		

Associate in Science in Office Administration
Legal Concentration

Required (Core) Courses in the Major (Total # courses required = 13)		
Course Number	Course Title	Credit Hours
ACT101D	Accounting Principles I	3
OAP101D	Keyboarding I	3
OAP102D	Keyboarding II	3
COM101D	Computer Technology & Applications	3
COM102D	Word Processing	3
COM104D	Spreadsheet Applications	3
COM106D	Database Applications	3
CAR222D	Externship	3
CAR230D	Career Seminar	1
OAP200D	Office Procedures	3
OAP209D	Legal Terminology and Transcription	3
BLW101D	Introduction to Law	3
BLW101D	Family Law	3
	Sub Total Required Credits	37
Elective Courses (Total # courses required = 0) (attach list of choices if needed)		
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	Sub Total Elective Credits	[0]
Distribution of General Education Requirements		# of Gen Ed Credits
Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		
Arts and Humanities, including Literature and Foreign Languages		9
Mathematics and the Natural and Physical Sciences		6
Social Sciences		9
Sub Total General Education Credits		24
Curriculum Summary		
Total number of courses required for the degree		21
Total credit hours required for degree		61
Prerequisite, Concentration or Other Requirements:		

GENERAL EDUCATION CLASSES BY DISCIPLINE

COURSE #	COURSE TITLE	CREDITS	DISCIPLINE
ENG101D	College English I: Structure and Style	3	Humanities
ENG102D	College English II: Literary Themes	3	Humanities
ENG103D	Effective Speaking	3	Humanities
PHI101D	Introduction to Philosophy: Ethics	3	Humanities
MTH101D	Introduction to Algebra	3	Mathematics
MTH103D	Statistics	3	Mathematics
BIO101D	Concepts in Biology	4	Science
ECO101D	Principles of Economics	3	Social Science
HIS101D	Topics in Western Civilization	3	Social Science
HIS102D	World Influence on United States History	3	Social Science
PSY101D	Psychology I	3	Social Science
PSY102D	Psychology of Death and Dying	3	Social Science
SOC201D	Cultural Competency & Interpersonal Sensitivity	3	Social Science