New Program Proposal Form
For BPE Authorized Institutions

Master of Arts in Humanitarian Leadership[1]
To Be Offered by ZAKAT FOUNDATION INSTITUTE

Degree Award Level[2]: Master's Degree

Mode of Delivery (In-person or Online[3]): Online

Career Relevant/Out-of-Classroom Experiences[4]: Career

Suggested CIP Code[5] for Program: 30.2001.

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Date the Form was Prepared (Use date last revised): 01/30/2024.

INDIANA COMMISSION *for*
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[1] The "program name" should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term "program" refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term "major" interchangeably with "degree program," in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term "program" does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

[2] The "Degree Award Level" refers to the following categories (see Degree Award Level Definitions for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate's Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor's Degree
6. Post-Baccalaureate Certificate
7. Master's Degree
8. Post-Master's Certificate
17. Doctor's Degree-Research/Scholarship
18. Doctor's Degree-Professional Practice
19. Doctor's Degree-Other

[3] For Commission purposes, "online" includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

[4] Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. The National Association of Colleges and Employers (NACE) Career Readiness Competencies and Statewide Career Relevance Definition provide additional information about student engagement experiences with career relevance.

[5] CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

1. PROGRAM OBJECTIVES: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

Zakat Foundation Institute is training the next generation of humanitarian and philanthropic leaders and innovators to take on the toughest aid and development challenges in the 21st century. It does so by creating a graduate education experience for professional students that is led by applied researchers, seasoned practitioners, and accomplished scholars, thereby ensuring a balance between academic rigor and practical application. Zakat Foundation Institute also serves a center for thought leadership and public education on issues related to aid and development in and around Muslim societies.

Zakat Foundation Institute offers Master of Arts programs centered around the practice of humanitarian philanthropy at the intersection of civil society, aid, and development. The Institute is particularly dedicated to serving the practical educational needs of communities and individuals impacted by forced displacement, structural racism, humanitarian disasters, and historical disenfranchisement.

- Master of Arts in Humanitarian Leadership: (30 credit Hours)

 A Master of Arts in Humanitarian Leadership is designed to equip individuals with the skills and knowledge needed for leadership roles within the realm of humanitarian efforts and organizations. This program emphasizes the understanding and application of key humanitarian principles, including humanity, neutrality, impartiality, and independence. It involves an in-depth examination of global humanitarian challenges, crises, and conflicts.

As part of this program, students explore the social, political, and economic factors that influence humanitarian contexts. Additionally, there is a focus on developing sensitivity to cultural differences and enhancing effective communication in diverse settings. Collaborating with local communities and gaining an understanding of their specific needs is also integral to the curriculum.

The program covers research methodologies relevant to humanitarian studies, enabling students to conduct meaningful analyses of data and trends in humanitarian crises. The culmination of the program often involves a concluding project or practical experience, providing an opportunity for students to apply their acquired skills and knowledge in a real-world setting. This practical application is a crucial component of the program, ensuring that graduates are well-prepared for leadership roles in the complex field of humanitarian work.

PROGRAM STRUCTURE: List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Total Course Hours: <u>30 Credit Hours</u>

Check one:
Quarter Hours _____
Semester Hours __X__
Clock Hours _____

Tuition: <u>$0</u>

Special Fees: <u>$0</u>

Length of Program: <u>2 Years</u>

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
501	Realizing the Localization Agenda	3
502	Understanding the Global Institutions of Aid & Development	3
503	Muslim Philanthropy	3
504	Muslim Philanthropic and Humanitarian Leadership Capstone	3
505	Muslim Humanitarianism	3
506	Humanitarian Leadership Writing I	3
507	Humanitarian Leadership Writing II	3
508	Humanitarian Leadership Portfolio	6
509	Internship	3

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
	N/A	

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours

Number of Credit/Clock Hrs. in Specialty Courses: 30   / 0   Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0   / 0   Percentage: 0

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0   / 0   Percentage: 0

2. **LIBRARY: Please provide information pertaining to the library located in your institution.**

Zakat Foundation Institute (ZFI) is committed to providing access to high quality yet affordable and easily available resources for its students and faculty. ZFI has adopted a policy to use open access materials and allows its current research available through open access. ZFI supports using Free and Open-Source Software for its business operations whenever open-source solutions meet business needs. Open-Source Software is "software that can be freely used, changed, and shared (in modified or unmodified form) by anyone" (http://opensource.org/) and is distributed under a license approved by the Open-Source Initiative. ZFI has identified open-source resources in the areas of philanthropy, nonprofit, humanitarian studies, development studies, public administration and policy and international relations. These sources are compiled in a resource page and provided to students at the beginning of each course. In addition, ZFI has also identified e-Library sites (including JSTOR's open access collection) as resources for its students. A sample listing of resources is listed below. Comprehensive resources can be provided upon request.

a. **Location of library; Hours of student access; Part-time, full-time librarian/staff:**
ZFI Library is an online collection of open access resources in line with our commitment to open access dissemination of knowledge. The library resources are available 24 hours a day, 7 days a week depending upon our students', staff, and faculty's access to the internet. We currently have one part-time e-Librarian who will be available to students 20 hours a week through zoom, email, and telephone.

b. **Number of volumes of professional material:**
N/A: Exclusively using open-source materials, see listing of sources and references below.

c. **Number of professional periodicals subscribed to:**
N/A: Exclusively using open-source materials, see listing of sources and references below.

d. **Other library facilities in close geographical proximity for student access:**
Indiana has a strong network of public and higher education libraries that are available to the public. Our e-Librarian works with faculty to identify materials at public libraries that can facilitate our students' learning.

Sample Listing of Open Access Journals

Journal Title	Publisher; Location
Administration	De Gruyter Open Ltd.; Germany
Asia and the Pacific Policy Studies	John Wiley and Sons Ltd; UK
The Cato Journal	Cato Institute; USA
Conflict and Health	BioMed Central Ltd.;
Disasters	John Wiley & Sons, Inc.; USA
Forced Migration Review	Oxford Department of International Development; UK
Human Resources for Health	Biomed Central Ltd.; United Kingdom
International Journal of Mass Emergencies and Disasters	Int'l Sociological Association; USA
International Journal of Refugee Law	Oxford University Press; UK
International Migration	John Wiley & Sons, Inc.; USA
International Migration Review	SAGE Publishing; USA
International Review of the Red Cross	Cambridge University Press
Journal of Conflict Studies	University of New Brunswick; Canada
Journal of Data and Information Science	De Gruyter Open Ltd.; Poland
Journal of Humanitarian Affairs	Manchester University Press; UK
The Journal of Humanitarian Assistance	Tufts University; USA
Journal of Information Policy	Penn State University Press; USA
Journal of International Humanitarian Action	
Journal of International Law of Peace and Armed Conflict	Institute for International Law of Peace and Armed Conflict; Germany
Journal of Public and Nonprofit Affairs	USA
Journal of Refugee Studies	Oxford University Press; UK

Journal of Urban Management	Elsevier BV; Netherlands
Policy and Society	Elsevier Ltd. United Kingdom
Politics and Governance	Cogitation Press; Portugal
Problems and Perspectives in Management	Business Perspectives; Ukraine
Public Administration Issues	Nat'l Research Uni. Higher School of Economics; Russian Federation
Public Policy and Administration	Mykolas Riomeris University; Romania
Research and Politics	SAGE Publishing; United Kingdom
Sustainability	MDPI; Switzerland

Open Access E-Library Sites

E-Library	Website
Bielefeld Academic Search Engine	https://www.base-search.net/
Book Boon	https://bookboon.com/
Cornell Open	https://cornellopen.org/
COT Education	https://collegeopentextbooks.org/
Digital Commons Network	https://network.bepress.com/
Digital Public Library of America	https://dp.la/
Directory of Open Access Books	https://www.doabooks.org/
Directory of Open Access Journals	https://doaj.org/
Google Scholar	https://scholar.google.com/
GRAFT	https://cse.google.com/cse?cx=001678998038845839442:qbyvquy93ik#gsc.tab=0
JSTOR	https://about.jstor.org/oa-and-free/
MDPI Open Access	https://www.mdpi.com/about/journals
OAIster	https://oaister.worldcat.org/
Open Access Button	https://openaccessbutton.org/
Open Stax College	https://openstax.org/subjects
Oxford Academic	https://academic.oup.com/journals
Project Gutenberg	https://www.gutenberg.org/
The World Factbook	https://www.cia.gov/library/publications/the-world-factbook/
USC Santa Barbara Library	https://www.library.ucsb.edu/search-research/free-databases

4. FACULTY: Attach completed Instructor's Qualification Record for each instructor.
** Include <u>all required documentation</u> **pertaining to the qualifications of each instructor.**

Total # of Faculty in the Program:	8	Full-time:		Part-time:	X

Fill out form below: **(PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)**

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Abdalla, Amr	Ph.D.	23	3	23		X
Farhat, Zainab	Ph.D.	2.5	1	3		X
Klopp, Richard	Ph.D.	33	3	33		X
Kesgin, Selman	Ph.D.	9	N/A	10		X
Noor, Zeeshan	Ph.D.	6	1	6		X
Siddiqui, Shariq	Ph.D.	8	3	8		X
Wasif, Rafeel	Ph.D.	10	3	10		X
Williams-Pulfer, Kim	Ph.D.	10	3	10		X

5. Rationale for the Program

a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)**

- **Why is the institution proposing this program and how does it build upon institutional strengths?** The Zakat Foundation Institute's program aims to combat global poverty and displacement by educating leaders in humanitarian and development fields. This initiative leverages the institute's strengths in humanitarianism and professional skills development, in partnership with the Indiana University Lilly Family School of Philanthropy.

- **How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?** The program fits into the institution's strategic plan by focusing on professionalizing charitable and humanitarian work and enhancing the capabilities of those involved in this sector. The Zakat Foundation Institute's collaboration with the Indiana University Lilly Family School of Philanthropy for specialized coursework underlines this commitment. This partnership and the program's design demonstrate an effort to build a network of professionally trained leaders who can effectively respond to humanitarian needs and challenges.

b. **State Rationale: General**

- **How does this program address state priorities as reflected in the Commission's most recent strategic plan *Reaching Higher In a State of Change*?** The Commission focuses on coordinating higher education in the state, including authorizing degree-granting institutions, and ensuring quality education. The MA program at the Zakat Foundation Institute, which focuses on humanitarian and development studies, it contributes to the state's educational and social goals by providing specialized training in areas like global humanitarian challenges, leadership, and community development. The philanthropic and humanitarian sector is seeing rapid growth. This program seeks to help develop a workforce that can fill this need. The degree program ensures that there is a strong link between best practices within the humanitarian sector and the courses that we teach**.**

c. **State Rationale: Equity-Related**

- **How does this program address the Equity section of *Reaching Higher In a State of Change* (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?** The Master of Arts in Humanitarian Leadership program will be enhancing educational attainment, addressing educational equity across race, socioeconomic status, gender, and geography, preparing students for evolving workforce needs in the humanitarian sector and offering career-relevant experiences in line with state priorities for postsecondary education. This program seeks to prioritize people of lower socio-economic status and assist them in being part of sustainable solutions that can reduce poverty and humanitarian challenges**.**

d. **Evidence of Labor Market Need**

- **National, State, or Regional Need**
  - **Is the program serving a national, state, or regional labor market need? Please describe.**

The Master of Arts in Humanitarian Leadership program meets a growing demand for skilled professionals in the humanitarian and disaster relief sectors worldwide. This program prepares graduates for roles in international humanitarian aid organizations, non-governmental organizations (NGOs), and government agencies involved in disaster response and humanitarian crises management. It is particularly relevant in states or regions vulnerable to natural disasters or with significant refugee and immigrant populations requiring humanitarian support.

Graduates are equipped with leadership skills, cultural competence, and a deep understanding of both global and local humanitarian challenges, making them versatile and valuable in a variety of settings and roles. The program is increasingly pertinent given the global challenges of climate change, conflicts, and pandemics, which demand effective leaders capable of navigating complex humanitarian situations.

In conclusion, the Master of Arts in Humanitarian Leadership program addresses a critical and expanding need in the labor market, both nationally and internationally, particularly in fields associated with humanitarian aid, disaster relief, and social good initiatives.

e. **Placement of Graduates**

- **Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.**

  Graduates will be prepared for Non-Governmental Organizations (NGOs) or nonprofit organizations, philanthropic foundations, USAID, World Bank, economic development agencies, community development agencies and other local, regional, national, and international bodies, Government Agencies, research, teaching, and academic administration, field operations, program management, local non-profits and community organizations, healthcare, mental health services, and public health.

- **If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.** It is not a feeder to any other program. We do have a collaboration with the Indiana University Lilly Family School of Philanthropy that allows our students to dual-enroll in our graduate programs along with the Indiana University graduate program.

f. **Job Titles**

- **List specific job titles and broad job categories that would be appropriate for a graduate of this program.** Graduates of Zakat Foundation Institute will be employable for mid to senior level work in the nonprofit, humanitarian, aid, relief, and development sectors. Job titles may include, but are not limited to:
  - Policy Department: Senior Associate, Manager, Senior Manager, Director
  - Senior Researcher, Research Manager, Research Director
  - Program Specialist, Program Manager, Program Director
  - Operations Specialist, Operations Manager.

6. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**

- **List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry**.

1. Understanding of the core humanitarian principles and ethical considerations in relief and development work.
2. Development of leadership qualities and management skills specific to humanitarian contexts, including team leadership, project management, and decision-making in complex environments.
3. Ability to effectively communicate and collaborate with diverse populations, understanding cultural sensitivities and language barriers.
4. Skills in analyzing policies impacting humanitarian work and advocating for changes beneficial to vulnerable populations.
5. Competence in planning, implementing, and managing responses to natural disasters, conflicts, and other humanitarian crises.
6. Expertise in designing, executing, and evaluating humanitarian programs and projects to ensure effectiveness and efficiency.
7. Proficiency in qualitative and quantitative research methods applicable to humanitarian studies and fieldwork.
8. Comprehensive knowledge of global and local humanitarian systems, including the roles of various stakeholders such as governments, international organizations, and NGOs.
9. Skills in resource mobilization, fundraising, and grant writing for humanitarian initiatives.
10. Understanding the ethical considerations and effective use of data and information technology in humanitarian contexts.
11. Knowledge of sustainable development principles and practices, and the ability to work effectively with communities for long-term development.
12. Awareness of mental health and psychosocial issues in humanitarian settings and the skills to address them.

b. **Assessment**

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.** Zakat Foundation Institute assess students' mastery of program competencies and learning outcomes in the Master of Arts in Humanitarian Leadership program through a variety of methods such as Examinations and Quizzes, Assignments and Case Studies, Research Projects and Theses, Internships, Portfolio Development, Assessments and Capstone Projects. The Zakat Foundation Institute has an established policy to monitor student progress during their academic program. All the students must earn and maintain a minimum 3.0 cumulative GPA to successfully complete their program.

7. <u>**Information on Composite Score, Licensure, Certification, and Accreditation**</u>

a. **Federal Financial Responsibility Composite Score**

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.
Please see attached Financial Status Statement with supporting documentation.

b. **State Licensure**

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?
N/A. We do not provide any education that requires approval by a licensing board. Likewise, we do not provide any education that prepares students for licensure.

- If so, please identify: **N/A**

- The specific license(s) needed: **N/A**

- The State agency issuing the license(s): **N/A**

c. **Professional Certification**

- What are the professional certifications that exist for graduates of similar program(s**)? N/A**

- **Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?** N/A. Our program and course of study does not prepare students for professional certification in a specific field. It does, however, equip students with practical and analytic skills that will empower them in the fields of humanitarianism, philanthropy, and nonprofit service.

- If so, please identify. **N/A**

- Each specific professional certification: **N/A**

d. The national organization issuing each certification: **N/A**

e. Please explain the rational for choosing each professional certification: **N/A**

f. Please identify the single course or a sequence of courses that lead to each professional certification? **N/A**

8. **Professional Industry Standards/Best Practices**

a. **Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?** Yes, the program curriculum is designed to produce graduates who are not only academically prepared but also ready to meet the demands and expectations of the professional world. We seek to emphasize best practices from the humanitarian, philanthropic and nonprofit sectors.

 b. **If so, please identify;** humanitarian, philanthropic, and nonprofit sector.

 c. **The specific professional industry standard(s) and/or best practice(s):** There are not national industry standards. We therefore are collaborating with the Indiana University Lilly Family School of Philanthropy to ensure that we are connected to the leading academic institution in the field.

d. The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: **Not applicable.**

9. **Institutional Accreditation**

a. **Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.** Distance Education Accreditation Commission (DEAC) and It takes 3 to 5 years to complete a certificate of training from the Commission.

b. **Reason for seeking accreditation**. ZFI dedicated to humanitarian studies, we believe that obtaining accreditation is a crucial step in committing to quality education, students' success and opportunities, institutional improvement, global recognition, and alignment with regulatory standards.

 Specialized Program Accreditation

- Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment? **N/A**

- If so, please identify the specialized accrediting agency: **N/A**

10. **Transferability of Associate of Science Degrees**

   a. Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions: **N/A**

   b. Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? **N/A**

   c. If so, please list the baccalaureate degree(s) **N/A**

11. <u>**Student Records**</u> (*Institutions that have Previously Operated)*

   a. Are all student transcripts in a digital format? **Yes**
      - If not, what is the percentage of student transcripts in a digital format? **N/A**

      - What is the beginning year of digitized student transcripts? **2020-2021**

      - Are student transcripts stored separately from the overall student records? **TBD**

   b. How are the digital student records stored? **On the LMS site—Sycamore Education**

      - Where is the computer server located? **Sycamore Education**

      - What is the name of the system that stores the digital records? **Sycamore Education**

   c. Where are the paper student records located? **There are no paper records, all digital**

   d. What is the beginning year of the institutional student record series? **2020-2021**

   e. What is the estimated number of digital student records held by the institution? **88**

   f. What is the estimated number of paper student records held by the institution? **None**

   g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? **No**

      - If so, what is the most significant format? **N/A**

      - If so, what is the estimated number of student records maintained in that format? **N/A**

   h. Does the institution maintain a staff position that has overall responsibility and authority over student records? **Yes**

- If so, what is the name, title, and contact information for that individual?
  Maliha Naeem, Program Manager, maliha.naeem@zfinstitute.com

i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced? **Yes, Sycamore Education**

j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? **Receives around 10 to 15 requests especially when transferring to Indiana University.**

This Section Applies to All Institutions

k. Is there anything that the Commission should consider with regard to the institutional student records? **No**

l. What is the digital format of student transcripts? **Portable Document Format (PDF)**

m. Is the institution using proprietary software, if so, what is the name? **Sycamore Education**

n. Attach a sample transcript specifically for the program being proposed as the last page of this program application. **See the attached Sample Transcript**.

12.   Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered.
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projection.

Projected Headcount and FTE Enrollments and Degrees Conferred							
01/30, 2024							
Institution/Location: Zakat Foundation Institute_____							
Program: Master of Arts in Humanitarian Leadership							
			Year 1	Year 2	Year 3	Year 4	Year 5
			FY2024	FY2025	FY2026	FY2027	FY2028
Enrollment Projections (Headcount)							
	Full-Time						
	Part-Time		10	20	20	20	20
	Total		10	20	20	20	20
Enrollment Projections (FTE*)							
	Full-Time						
	Part-Time		10	20	20	20	20
	Total		10	20	20	20	20
Degrees Conferred Projections			0	10	10	10	10
Degree Level: Master of Arts							
CIP Code: - 30.2001; State - Indiana							
FTE Definitions:							
Graduate Level: 9 Semester Hrs. = 1 FTE							

ZAKAT FOUNDATION INSTITUTE

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www.zfinstitute.com

Student Information	
John Smith	
Gender:	Male
Address:	420 University Blvd. Indianapolis IN 46202
Degree:	M.A in Humanitarian Leadership
Graduation Date:	December 2025

Course	Description	Credit	Grade	Pts	GPA
Fall 2024					
HL506	Humanitarian Leadership Writing I	3	B+	10.5	
HL503	Muslim Philanthropy	3	B-	8.1	
HL501	Realizing the Localization Agenda	3	A-	11.1	
HL502	Understanding Global Ins. of Aid & Development	3	B+	10.5	

		Attempt	Earned	Divisor				
	Session	12	12	12			**40.2 pts**	**3.35**
	Cumulative	12	12	12			**40.2 pts**	**3.35**

Course	Description	Credit	Grade	Pts	GPA
Spring 2025					
HL508	Humanitarian Leadership Portfolio	6	B	18	
HL505	Muslim Humanitarianism	3	A	12	
HL504	Muslim Phil.& Human. Leadership Capstone	3	B	9	

		Attempt	Earned	Divisor				
	Session	12	12	12			**39 pts**	**3.25**
	Cumulative	24	24	24			**79.2 pts**	**3.30**

Course	Description	Credit	Grade	Pts	GPA
Summer 2025					
HL507	Humanitarian Leadership Writing II	3	A-	11.1	
HL509	Internship	3	A	12	

		Attempted	Earned	Divisor				
	Session	6	6	6			**23.1 pts**	**3.85**
	Cumulative	30	30	30			**102.3 pts**	**3.41**

Rasheed Ahmed, Executive Director ZFI

ZAKAT FOUNDATION INSTITUTE
OFFICIAL TRANSCRIPT EXPLANATION

Note: The following explanation reflects the information found on the Zakat Foundation Institute **Official Transcript** produced from the Student Information System implemented in Fall 2020. While there is no difference in the way grade point averages are calculated in each format.

Grade and Credit Point System

The following grade are considered in computing semester or cumulative grade averages. Repeated courses or hours with a grade of "F" are counted when computing grade averages but do not count toward the earned hours required for degrees.

A+	(4.0 Pts.)	B+	(3.3 Pts.)	C+	(2.3 Pts.)	D+	(1.3 Pts.)
A	(4.0 Pts.)	B	(3.0 Pts.)	C	(2.0 Pts.)	D	(1.0 Pts.)
A-	(3.7 Pts.)	B-	(2.7 Pts.)	C-	(1.7 Pts.)	D-	(0.7 Pts.)
W	Withdrawn						
F	Failing (0 Pts.)						

The following grades are not considered in computing IU semester or cumulative university grade point averages:

I Incomplete

NC No Credit; replaced AUDIT (AU)

NR No Report Submitted by Instructor (Used for unreported grades for prior semesters or coursework that has not been graded for the current semester)

P Passed (Pass/Fail Option) (The Pass/Fail Option permits graduate certificate and Masters students to enroll in a course and receive a grade of P or F.

R Deferred (used for course work which can be evaluated only after two or more semesters such course work was previously graded with I.)

S Satisfactory (entire class graded S or F)

T Denotes credits transferred from another institution.

W Withdrawn--Passing (Prior to Second Semester, used to indicate withdrawal while passing. Effective Second Semester, used to reflect students who withdraw while passing after the official Drop and Add Period.)

X Beginning Fall 2021, denotes a retaken/replaced letter grade (See Retaken/Replaced Explanation Below).

Repeated Courses:

Repeated courses may be counted in the student's primary program GPA (Student Program GPA), depending on the policies of the student's program. Repeated courses do not count toward the earned hours required for degrees unless the course is defined as repeatable for credit.

Record Format

The "Official Transcript" standard format lists course history, grades and GPA information in chronological order sorted by the student's academic level. The "Official Transcript with Enrollment" provides the same information as the standard transcript but also includes all courses in which a student is currently enrolled. "Official Transcript" or "Official Transcript with Enrollment" (without an academic level designation) indicates that the document contains all work completed at Zakat Foundation Institute.

The Student Program GPA is calculated according to the rules determined by the student's academic program at the time of printing. This GPA is subject to change whenever the student changes programs. The cumulative Student Program GPA statistics are reflected at the end of each student career level and are based on the student's last active primary program at that level.

Transfer Credit Exceptions

Courses accepted in transfer from other institutions are listed under a Transfer Credit heading. Generally, a grade of "T" (transfer grade) is assigned, and the course numbers, titles, and credit hours assigned reflect Zakat Foundation Institute equivalents. Transfer hours with a grade of "T" are not reflected in the cumulative grade averages, however the hours are included in the "Hrs. Earned" field.

Accreditation

Zakat Foundation Institute is authorized to operate by the Indiana Board for Proprietary Education which is administered, staffed, and led by the Commission of Higher Education, as evidenced by its approval status (http://www.in.gov/bpe/; 317-232-1033).

Validation

A transcript issued by Zakat Foundation Institute reflects course work completed. A transcript issued by Zakat Foundation Institute is official when it displays the Executive Director's signature and the seal and is printed on Zakat Foundation Institute paper. This official ZFI transcript is printed on SCRIP-SAFE® paper and does not require a raised seal.