



INDIANA COMMISSION *for*  
HIGHER EDUCATION

# Indiana Board for Proprietary Education

## AGENDA

Friday, March 8, 2024

101 West Ohio Street, Suite 300  
Indianapolis, IN 46204-4206

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# AGENDA

## Meeting of the Board for Proprietary Education Indiana Commission for Higher Education

March 8, 2024  
10:00 A.M. – 12:30 P.M.

Indiana Commission for Higher Education  
Kent Weldon Board Room  
101 West Ohio Street, Suite 300  
Indianapolis, IN 46204

Microsoft Teams meeting  
**Join on your computer, mobile app, or room device**

[Click here to join the meeting](#)

**Or call in (audio only)**

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Phone Conference ID: 393 860 846#

- I. **Call to Order – 10:00 A.M. (Eastern)**
  - Roll Call of Members and Determination of Quorum**
  - Executive Director’s Report**
  - Consideration of the Minutes of December 4, 2023, Board Meeting ..... 1**
  
- II. **Program Review and Decision Item**
  - A. MathTrack Institute
    - 1. MathTrack Institute: Background ..... 3
      - Institutional Profile ..... 5
      - Program Review: Documentation and Presentation ..... 7
      - Decision Item: Second Cohort .....25
  
- III. **Decision Items**
  - A. Initial Institutional Authorization
    - 1. Jeremi College: Institutional Authorization at Munster .....27
      - Institutional Profile .....29
      - Application for Initial Institutional Authorization .....31
  
  - B. Academic Degree Programs
    - 1. Zakat Foundation Institute: One Master of Arts Degree Program to Be Offered Through Distance Education.....33
      - Institutional Profile .....35
      - Master of Arts in Humanitarian Leadership .....37

**IV. INFORMATION ITEM  
OLD BUSINESS  
NEW BUSINESS  
ADJOURNMENT**

\*\*\*\*\*

The next meeting of the Board is tentatively scheduled for **June 3, 2024, in Indianapolis, Indiana.**

**STATE OF INDIANA**  
**Board for Proprietary Education**

**Minutes of Meeting**

**Monday, December 4, 2023**

**I. CALL TO ORDER**

The Board for Proprietary Education met in a regular session starting at 1:00 P.M. (Eastern) at 101 West Ohio Street, Suite 300, in the Kent Weldon Board Room, with Chairman Sauer presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Scott Bogan (in person); Ken Konesco (in person); Jean Putnam (virtual); Ken Sauer, Ph.D. (in person); and Anne Shane (virtual).

*Members Absent:* None.

*Indiana State Board of Nursing:* Toni Herron (virtual).

*Guests:* Brad Adams (virtual); Melissa Fournier, D.N.P. (in person); Kim Hall, Ed.D. (virtual); Lynn Patton, D.N.P. (in person); Ted Richardson, Ph.D. (virtual); Steve South (virtual); and Turner South (in person).

It was determined that there was a quorum for the December 4, 2023, Board meeting.

**CONSIDERATION OF THE MINUTES OF THE SEPTEMBER 28, 2023, BOARD MEETING**

**R-23.05.01**      **Resolved:** The Board for Proprietary Education hereby approves the Minutes of the September 28, 2023, regular meeting.  
(Motion – Konesco, second – Bogan, unanimously approved)

**II. EXECUTIVE DIRECTOR'S REPORT**

Ken Sauer, Ph.D., began by announcing the calendar of BPE business meeting dates for 2024. The BPE business meeting dates were chosen to fit in with the Commission meetings and activities.

A draft of the formal rules might be available to be discussed at the March meeting.

The Commission will be working with Plante Moran to update a review of the watchlist to monitor the financial stability of authorized institutions. When the updated report is ready the planning committee will convene a meeting to discuss the stability of institutions.

**III. TIME-SENSITIVE ACTION ITEM**

**A. Academic Degree Program**

1. Associate of Science in Nursing to be offered by the South College.

Representing South College: Brad Adams, COO, South College; Melissa Fournier,

Associate Dean of Nursing; Kim Hall, Vice Chancellor; Lynn Patton, Dean of Academic and Student Services; Ted Richardson, Chief Academic Officer; Steve South, Chancellor; and Turner South, Campus President.

Ross Miller presented the staff report recommending that South College be approved to offer one Associate of Science degree program with the stipulation that the institution will be placed on the June 2024 BPE Business Meeting Agenda for an in-depth review.

**R-23-05.02**      **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.  
(Motion – Shane, second – Konesco, unanimously approved)

**B. Resolution to Honor Rod Haywood, Jr.**

Ken Suaer presented the Resolution to Honor Rod Haywood, Jr. for his service on the Indiana Board for Proprietary Education.

**R-23-05.03**      **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.  
(Motion – Konesco, second – Bogan, unanimously approved)

**IV. INFORMATION ITEM  
DECISION ITEM  
INFORMATION ITEM  
OLD BUSINESS  
NEW BUSINESS**

There was none.

**VII. ADJOURNMENT**

The meeting was adjourned at 2:15 P.M.

\_\_\_\_\_  
Dr. Ken Sauer, Chairman

\_\_\_\_\_  
Date

# BOARD FOR PROPRIETARY EDUCATION

Friday, March 8, 2024

## PROGRAM REVIEW ITEM A-1:

### MathTrack Institute: Program Review Background

#### Institutional Profile

See Attachment

#### Staff Recommendation

None

#### Background

### Degree Program Profile

The Indiana Board for Proprietary Education voted at its regularly scheduled meeting on September 28, 2023, to approve the formal request of the MathTrack Institute to award the Bachelor of Science (B.S.) in Applied Mathematics with stipulations.

This program consists of 120 semester credit hours, with 50 percent of the courses in the specialty. The proposed baccalaureate degree program is open to students that already have a baccalaureate degree, to those seeking to transfer credit and complete a degree, and to those who have no prior college credit. The B.S. in Applied Mathematics is designed to train students to be licensed to teach Mathematics 5-12.

The program structure includes:

- 30 credit hours of required mathematics courses.
- Years 1 and 2 of the required apprenticeship.
- Up to 30 credit hours for prior learning.
- 48 credit hours of science core electives, to fulfill the 120 credit hours required for degree completion.

The program faculty consists of seven individuals, all of whom are full-time. Of the seven individuals, three have doctoral degrees, and four have master's degrees.

Approval of the B.S. in Applied Mathematics was granted with the following stipulations:

1. Enrollment is limited to one cohort of 25 students.
2. MathTrack Institute will disclose to all students recruited into the first cohort that program graduates will not qualify

for an Indiana teaching license until MathTrack Institute becomes accredited by the Higher Learning Commission.

3. MathTrack Institute will share with the Indiana Board for Proprietary Education the licensure disclosure statement that will be provided to students.
4. MathTrack Institute will require students to sign the licensure disclosure agreement.
5. The limited approval of a second cohort is dependent upon a program review by the Board, which would include documenting satisfactory progress toward achieving accreditation from the Higher Learning Commission, and which would occur before placing approval of the limited second cohort on the Board's agenda.

**Supporting Document**

MathTrack Institute Program Review Response to Questions



## **Institutional Profile for MathTrack Institute**

**Background** The MathTrack Institute is an institution that began in 2021. The administrative staff is Mr. Andrew Salmon, President; Dr. Kevin Berkopes, CEO; Ms. Marian Bibb, COO; Dr. Christine Nemcik, VP of Academic Affairs; and Nickolas Williams, Chief Revenue Officer (CRO). The institution also has a Board of Directors. Multiple administrative staff and Board members were co-founders of MathTrack Institute, a DBA of XR Technologies, Inc.

The institution currently offers a secondary transition to teaching preparation in mathematics program. The Indiana Department of Education (IDOE) approves the program to license graduates. The institution is proposing a Bachelor of Science in Applied Mathematics. The Department of Labor has approved the apprenticeship program.

**Institutional Control** Private, for-profit institution; overseen by a Board of Directors.

**Institutional Accreditation** The institution is seeking institutional accreditation from the Higher Learning Commission (HLC). The institution would submit a “letter of intent to submit eligibility filing” following a post-interview letter allowing MathTrack Institute to proceed in the HLC accreditation process.

**Participation in Student Financial Aid** Through the Indiana Department of Education, students are eligible to use Title II (teacher professional development), Title IV (teacher professional development only), Emergency Assistance for Non-Public Schools (EANS), and the Student Learning Loss Grant (state grant) to attend MathTrack Institute.

**Enrollment** The institution does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall headcount of 200 students currently enrolled.

**Programs** MathTrack Institute offers a program for secondary math education transition to teaching preparation. The institution is approved by the Indiana Department of Education to offer the pre-licensure math education teacher preparation program for grades 5 through 12.

**Financial Responsibility Composite Score (FRCS)** For the Fiscal Year (FY) ending December 31, 2022, the institution had an audited, unpublished FRCS score of 1.8.

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## MathTrack Institute

Program Review: March 2024

Initial Institutional Authorization: June 2023

Program Authorization (BS in Applied Mathematics): September 2023

### Guided Links

1. [Initial Cohort Status](#)
2. [Student Signing of Accreditation Disclosure](#)
3. [Student Employment in Schools](#)
4. [Information about Mentors](#)
5. [HLC Accreditation Progress](#)
6. [Partnerships with Accredited Institutions](#)
7. [Data on MathTrack's T2T Program](#)
8. [Second Bachelor Degree Cohort Authorization](#)
9. Exhibits
  - a. [Exhibit A - Acknowledgement of Accreditation Status](#)
  - b. [Exhibit B - Advisor Group Meeting Template](#)
  - c. [Exhibit C - First MTI B.S. in Applied Math Cohort Enrollees](#)
  - d. [Exhibit D - Principal letter of Support](#)
  - e. [Exhibit E - HLC Post Interview Letter](#)
  - f. [Exhibit F - T2T Progress Data](#)

### BPE Questions

1. **What is the status of the initial students in the first cohort (how many dropouts)?**
  - a. We had 21 completed applications, and qualified and enrolled 12 for our initial cohort.
  - b. We prioritized quality of applicants and alignment with our program over reaching the 25 maximum allowed students for the first cohort. We did not market to educators outside of our existing educator base that was already engaged with MathTrack's training programs for professional development purposes who had previously indicated interest in a degree.
  - c. The cohort began with a pre-term starting February 1st, and officially began classes on February 15th. MathTrack planned the launch date of February 15th in October 2024, and successfully launched on time.
  - d. MathTrack is providing coursework through its custom LMS which it developed specifically for the first cohort.



- e. Because the cohort officially launched 2/15, there are no dropouts to report. However, two students who committed have expressed that personal and professional circumstances may inhibit their ability to participate in this initial cohort. It is likely our cohort size will be 10 students by the March 8th BPE board meeting.

**2. Did all students sign the disclosure form about not being qualified for licensure until they become accredited?**

- a. Yes, please see [Exhibit A](#) for the disclosure form that was signed. In addition, MathTrack enrollment advisors extensively discussed the accreditation status with each enrolled student during the registration process. See [Exhibit B](#) for the advisory meeting template that was used for each student.
- b. In total, there were three touchpoints for students to confirm their understanding of the accreditation status and its implications on ability to earn licensure, and agree to move forward.

**3. Are all the first cohort students employed in a school? If so, which schools? In what capacity?**

- a. Yes, all of the first cohort students are employed in an Indiana K-12 school setting. See [Exhibit C](#) for the list of students, their roles, and their schools.

**4. Are the mentors also from that school? If not, how are the mentors selected?**

- a. The mentors will also be from the school. The first assignment students complete is establishing their apprenticeship and appointing a mentor. A prerequisite for enrollment was that applicants must have their employers sign a letter of support for the apprenticeship as well as an agreement for the appointment of a mentor. See attached [Exhibit D](#) for the Employer Letter of Support.
- b. Mentors are selected in a collaborative process between the school administration, the student, and the mentor.
- c. Mentor teachers must have:
  - i. a valid teaching license
  - ii. a minimum of 2 years of teaching experience
  - iii. pedagogical and content expertise in their area of licensure (*must be in secondary education, and recommended in a STEM field but not required*)
  - iv. demonstrated they are effective in instruction and classroom management
  - v. availability and willingness to serve as a mentor teacher, including: job shadowing, goal setting, lesson planning and review,



providing regular 1:1 feedback on progress, supporting the apprentice to reach proficiency on all apprenticeship competencies, and submitting progress updates to MathTrack Institute using the MathTrack Apprenticeship Rubric.

**5. What progress is being made toward becoming accredited?**

- a. MTI has begun the eligibility process. On November 29th, 2023 following MathTrack’s application for eligibility to the HLC, HLC conducted its Initial Eligibility Interview, and later provided documentation of its guidance for MTI as it works toward filing the Letter of Intent to Submit Eligibility Filing. See [Exhibit E](#) of this letter from the HLC. The following were in attendance:
  - i. MathTrack: Andrew Salmon, Dr. Christine Nemcik, Dr. Kevin Berkopes, Dr. Addie Angelov, Marian Bibb, and Nicholas Williams.
  - ii. HLC: Andy Lootens (Vice President of Accreditation Relations), and Marla Morgen (VP and General Counsel)
- b. MTI has paid the following fees to the Higher Learning Commission
  - i. Eligibility Process Application Fee: \$6,500
  - ii. Eligibility Process Interview Fee: \$3,500
- c. MTI received the Post-Interview Letter from the HLC on December 11, 2023, which contained action items to take for moving forward with eligibility. The next step in the process is for MTI to attend the HLC workshops in April 2024 followed by submitting its Letter of Intent to Submit Eligibility Filing.
- d. **Timeline for Regional Accreditation:** These are estimates as much of it is contingent upon how much time it takes for the HLC processes:

<b>Projected Date</b>	<b>Stage</b>
April 2024	MTI to attend HLC Conference and Workshop for Accreditation before submitting LOI for Eligibility
June 2024	MTI Submits Letter of Intent to Submit Eligibility Filing
December 2024	MTI Submits Eligibility Filing - HLC required submission within a year of filing Letter of Intent
December 2025	HLC Peer Review of Filing Complete
March 2026	MTI submits LOI to Pursue Candidacy
March 2027 - March 2028	HLC Comprehensive Evaluation of Candidacy completed. MTI earns Regional Accreditation.



**6. In the meantime, is MathTrack Institute partnering with an accredited institution so graduates can become licensed before MathTrack Institute obtains accreditation?**

- a. Yes, MTI is partnering with accredited institutions so graduates may earn an accredited degree.
- b. **Reach University:**
  - i. MTI is partnering with Reach University so that students of the first cohort, and subsequent cohort, will be able to graduate with a regionally accredited degree. This partnership includes a “host” relationship, where Reach will integrate the MathTrack program into its College of Arts and Science.
  - ii. Students who choose to enroll in the Reach <> MathTrack program will complete all MathTrack’s coursework and apprenticeship and earn a Reach University B.A. in Liberal Studies degree.
  - iii. Below is the planned process for students to matriculate into Reach Enrollment:
    1. Current Cohort: Students will complete their first year with MathTrack. For the 2nd year, students have the option to enroll in Reach University to complete their 2nd year with MathTrack.
    2. Subsequent Cohorts: Future students will be able to enroll directly into Reach for the MathTrack program. This will enable students to access Title IV-related funding and earn a regionally accredited degree.
- c. **Purdue University Global**
  - i. MTI has started an articulation with Purdue University Global. MTI expects that students will be able to transfer up to 60 semester credits into Purdue Global from the MathTrack program. Students will need to complete at least 25% of their credits through Purdue Global.

**7. Is data now available for the success rate for the Transition-to-Teaching program?**

- a. MathTrack has enrolled 90 total candidates to date in its T2T. Two candidates have dropped out of the program to date.
- b. MathTrack’s T2T program celebrated its first completer from its inaugural cohort in December 2023 who has applied and received a 5-12 Math Teaching License from Indiana.
- c. The inaugural of nine (9) T2T candidates, which began in September 2022 is now nearing the completion of the program. By June 30th, 2024, we anticipate up to six (6) total completions from the inaugural (9) candidates. Achieving (6) completions from the first cohort would



provide a 67% completion rate of the first cohort, compared to the 14% average completion rate of non-IHE alternatives, and a 34% completion rate of IHE-based alternatives ([link](#)).

- i. While the inaugural T2T cohort is a small sample size and it is reasonable to assume future larger cohorts could have lower completion rates, the program has also made significant improvements since the first cohort began, increasing the promise of completions for future cohorts.
- d. For an individualized view of the program data by cohort, please see [Exhibit F](#) of this document.

#### **8. When does MathTrack plan to seek authorization for a second cohort of students?**

- a. MathTrack is requesting authorization for a second cohort of up to 25 students at the March 8th BPE Board Meeting.
- b. For purposes of clarification because MTI has multiple programs for educators, MTI offers the following qualifications for avoidance of confusion:
  - i. The second cohort limit of 25 students is applied only to MathTrack's direct offering of its B.S. in Applied Mathematics.
  - ii. The second cohort limit of 25 students does not pertain to the following programs in which MathTrack is not offering to directly confer a B.S. in Applied Mathematics from MTI:
    1. **Institutional Partnerships:** The offering of the MathTrack program by an Accredited Institutional Partner offering an accredited degree by the Accredited Institutional Partner (AIP).
    2. **Registered Apprenticeship Program:** MathTrack Institute's offering of its Registered Apprenticeship Program (RAP) that is regulated by the U.S. Department of Labor as a stand-alone offering. The RAP is included as a portion of the MathTrack B.S. in the Applied Math program, but is also a stand-alone program. Apprentices that participate in the RAP can access workforce development funding and can decide to articulate the RAP into Accredited Programs that recognize MathTrack's RAP for credit including Reach University, Purdue Global, and/or MathTrack Institute's bachelor program as BPE authorization of additional cohorts allows.
    3. **Transition to Teaching:** MathTrack Institute's alternative math certification program which provides a pathway to a math teaching license for educators with an existing bachelor's degree.



## Exhibit A - Acknowledgment of Accreditation Status

### Acknowledgment of Accreditation Status

The applicant seeks enrollment in the inaugural cohort of MathTrack Institute's Bachelor of Science in Applied Mathematics. The applicant affirms the following:

1. The applicant understands and acknowledges that MathTrack Institute (MTI) is approved by the Indiana Board of Proprietary Education but does not yet possess regional accreditation.
  - As a newly established higher education institution, MathTrack is in the process of applying for regional accreditation from the Higher Learning Commission.
  - Regional accreditation is a prerequisite for a degree to qualify for a state teaching license in Indiana.
  - To attain regional accreditation, a program must have graduates, and the cohort being applied for is intended to provide MTI's first graduates.
2. If the applicant desires a regionally accredited degree, MathTrack Institute will present options for transferring earned credits to an institution with regional accreditation. MTI has partnerships with Regionally Accredited Institutions that have reviewed and aligned credits from the MathTrack program into their own degrees so MathTrack students may earn a regionally accredited degree.
3. Please select one of the following:
  - I am interested in understanding how to transfer earned credits from MathTrack Institute to a regionally accredited degree program and intend to include this in my plan of study from the beginning.
  - I am not currently concerned about transferring earned credits through MathTrack Institute toward a regionally accredited degree program. (Any change in this preference must be communicated by the end of the first program year with MathTrack)

By signing below, the applicant acknowledges the above and understands the implications of MathTrack Institute's accreditation status on their eligibility for teacher licensure. Further, the applicant agrees to incorporate additional criteria into their MathTrack plan of study if desiring a regionally accredited degree.

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**Applicant Name**

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**Signature**





## Exhibit B - Advisor Group Meeting

Feb 7, 2024 | 📅 Advisor Group Prep.

Attendees: Marian Bibb Christine Nemcik Chloe Jefferson

### Agenda

- Financial Aid
- Degree Pathways
- Review Student Handbook and Course Catalog
- Credit for Prior Learning/ Program Map
- Sign up for classes
- Questions
- Up Next

MEETING NOTES	To be filled out by Advisor
<p><b>Financial Aid Offer</b></p> <ul style="list-style-type: none"> <li>● The first year's tuition is fully covered. Additional financial aid and scholarship opportunities will be available for the second year, though tuition will not cost more than \$5,000, as that is the full yearly cost of the program.               <ul style="list-style-type: none"> <li>○ We will encourage you to explore these options as more information becomes available.</li> </ul> </li> <li>● What is not included in tuition is 3rd party fees such as:               <ul style="list-style-type: none"> <li>○ CPR Training</li> <li>○ ETS ParaPro Assessment</li> <li>○ Praxis tests</li> <li>○ Etc.</li> </ul> </li> </ul>	<p>Do you have questions about your Financial Aid Offer?</p>
Notes	
<p><b>Degree Pathways</b></p> <ul style="list-style-type: none"> <li>● MathTrack Institute has developed a new apprenticeship-based bachelor's degree program for working educators that has recently been approved by the state of Indiana. We are now in the beginning stages of seeking regional accreditation. It is important to note that in Indiana, a regionally accredited degree is required to qualify for teacher licensure.</li> <li>● MTI will partner with Regionally Accredited Institutions that have reviewed and aligned credits from the MathTrack program into degrees at their institution so that MathTrack students may earn regionally accredited degrees.</li> </ul>	<p>Is the apprentice planning on pursuing a teaching license after graduation?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Is the apprentice interested in pursuing further higher education after graduation?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>



<ul style="list-style-type: none"><li><input type="checkbox"/> I am interested in understanding how to transfer earned credits from MathTrack Institute to a regionally accredited degree program and intend to include this in my plan of study from the beginning.</li> <li><input type="checkbox"/> I am not currently concerned about transferring earned credits through MathTrack Institute toward a regionally Accredited Degree program. (Any change in this preference must be communicated by the end of the first program year with MathTrack)</li> <li>● <i>If applicable: Additionally, it is important to understand that MathTrack Institute's bachelor's degree program is not an education degree, and additional steps will be required after graduation to become a licensed teacher.</i></li><li>● <i>Graduates from the accredited pathway will qualify for an emergency permit with which they can hold a full-time teaching position.</i></li></ul>	
<p>Notes</p> <ul style="list-style-type: none"><li>● To become accredited, any institution must first have a graduating class to provide the data necessary for completing this process.</li><li>● MathTrack is committed to providing each apprentice with as smooth of a path toward a degree (and licensure) as possible while still helping them to meet all of their goals.</li></ul>	
<p><b>Review Student Handbook and Course Catalog</b></p> <ul style="list-style-type: none"><li>● You received a copy of the<ul style="list-style-type: none"><li>■ MathTrack Institute Student Handbook 02_2024.pdf for your records.</li></ul></li><li>● It includes:<ul style="list-style-type: none"><li>○ A Welcome Letter from our CEO, Dr. Kevin Berkopes</li><li>○ Outline of the degree program</li><li>○ List of all program courses with descriptions</li><li>○ Some basic MathTrack Institute policies<ul style="list-style-type: none"><li>■ <i>(Further policies will be available on our website)</i></li></ul></li></ul></li></ul>	<p>After your review of the document, do you have any questions?</p>
<p>Notes</p>	
<p><b>Credit for Prior Learning/ Program Map</b></p> <ul style="list-style-type: none"><li>● The whole program can be as little as four semesters long.</li><li>● You can complete an entire bachelor's degree in this amount of time because:</li></ul>	<p><b>Credit for Prior Learning</b> Work experience: ____ Coursework: ____ Total: ____</p>



<ul style="list-style-type: none"><li>○ We can award up to 21 transfer credits for prior coursework at other institutions of higher education, and 9 credits for work experience.</li><li>○ Many credits in our program are earned through apprenticeship courses which are competency-based.</li><li>○ Many of the math courses are assessment-based and designed for you to earn the credits by passing an assessment demonstrating knowledge of the material.<ul style="list-style-type: none"><li>■ When needed, there are provided practice assignments, lessons, and additional support for apprentices to gain the required knowledge.</li></ul></li><li>● Additionally, our semesters are longer than traditional semesters averaging around 6 months.<ul style="list-style-type: none"><li>○ This semester is Feb 15th - Aug 1st</li></ul></li><li>● To be on track to graduate in two years, apprentices need to take an average of 23 credit hours per semester.</li><li>● <i>If applicable: review Financial Aid Offer, Addendum for Applicants with Fewer Than 12 Transfer Credits.</i></li></ul>	
<p>Notes</p> <ul style="list-style-type: none"><li>● We offer an apprenticeship-based bachelor's degree program with concentrations in teaching and applied mathematics. We can only accept a maximum of 21 transfer credit hours from prior institutions because of the apprenticeship and applied math requirements.</li></ul>	
<p><b>Sign up for Classes</b></p> <ul style="list-style-type: none"><li>● Review Program Mapping and Semester Planning Template</li><li>● Review recommended classes</li><li>● Some courses will have earlier due dates than the end of the semester – APP 221 is an example of this<ul style="list-style-type: none"><li>○ First course you should start with</li><li>○ Setting up the apprenticeship with your school</li><li>○ One of your first assignments will be to formalize your mentor teacher - your apprenticeship can not officially begin until this is in place.</li></ul></li></ul>	<p>Teacher Training Courses Completed:</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<p>Notes</p> <ul style="list-style-type: none"><li>● For the first semester it is not recommended to take more than 23 credit hours</li><li>● If you are completing courses more quickly than anticipated, you may message your advisor and enroll in additional courses.<ul style="list-style-type: none"><li>○ Assessment-based math courses may be a good option.</li></ul></li></ul>	
<p><b>Questions?</b></p>	<p>Do you have any other questions?</p>



Notes

**Up Next**

- Next week will include your intro to the Tech and our LMS
  - *If the apprentice was working in the Teacher Training Program, their courses will transfer to the MathTrack app. **All courses moving forward will be in the MathTrack app, not Perceivant.***
- We have a synchronous semester kick-off activity the day after classes begin to make sure everyone is set up for success.
- I will reach out throughout the first semester to check-in.
- Reach out with questions!
  - Can always go to [help@mathtrack.co](mailto:help@mathtrack.co)
- You are part of the Trailblazer cohort, so your feedback is super important to us! It will help form the experience for many future students to come after you. Be on the lookout for opportunities to share.

Notes

- You get access to your courses starting Thursday, February 15th. If you have questions, once you get started bring them to the semester kick-off activity on Friday, February 16th.



### Exhibit C - First MTI B.S. in Applied Math Cohort Enrollees

<b>Student</b>	<b>Role</b>	<b>School (District)</b>	<b>City</b>
Student 1	Middle School Math Teacher	Gary Lighthouse Charter School	Gary
Student 2	Behavior Support Specialist	Shortridge High School (IPS)	Indianapolis
Student 3	Dean of Students	Anderson High School (Anderson Community)	Anderson
Student 4	Teaching Aide	St. Joseph Hessen Cassel	Fort Wayne
Student 5*	Adjunct 8th Grade Math Teacher	Creston Intermediate & Middle School (MSD Warren Township)	Indianapolis
Student 6	Adjunct Math Teacher	Norwell High School (Norwell Community Schools)	Ossian
Student 7	P.E. Teacher	Shenandoah Elementary School	Middletown
Student 8	Secretary	Rise Up Academy (South Bend Community)	South Bend
Student 9	Adjunct Math Teacher	McCutcheon High School (Tippecanoe School Corp)	Lafayette
Student 10*	Middle School Math & Science	St. John the Baptist Catholic School	South Bend
Student 11	Instructional Assistant	Dynamic Minds Academy	Indianapolis
Student 12	Communication Facilitator	Adams High School (South Bend Community)	South Bend

*\*Students that may discontinue because of personal and professional circumstances. One is considering taking a job outside education and the other may be switching to a non-math subject area.*



## Exhibit D - Principal letter of Support

# Letter of Support for Applicant to MathTrack Institute's Apprenticeship-Based Bachelor's Degree Program

This Letter of Support is designed for school principals of applicants to MathTrack Institute's apprenticeship-based bachelor's degree. This is not a financial commitment. By agreeing to the Letter of Support, you are acknowledging that you understand and are willing to provide an environment that meets the requirements of the apprenticeship.

## Apprentice Work Requirements

Your employee is applying for an apprenticeship-based bachelor's degree program through MathTrack Institute. The program requires asynchronous coursework as well as on-the-job training working with students. The apprenticeship portion must be conducted in a school and is designed to be completed over 2 years.

### Year 1 Requirements

- 20 hours per week working with students in grades 5-12 (mathematics classroom preferred but not required for Year 1)

### Year 2 Requirements

- 25 hours per week working in a mathematics classroom setting with students in grades 5-12 (mathematics classroom required)

\_\_\_ [Initial] I understand the apprentice work requirements above must be met for each year of the 2-year apprenticeship, which would begin at the time at which the applicant is accepted and enrolled in the program.

## Mentor Teacher Requirements

Apprentices must be provided with a mentor teacher who will support them in gaining work-based competencies throughout their 2-year apprenticeship.

### Mentor teachers must have:

- a valid teaching license
- a minimum 2 years of teaching experience
- pedagogical and content expertise in their area of licensure **(must be in secondary education, and recommended in a STEM field but not required)**
- demonstrated they are effective in instruction and classroom management



- availability and willingness to serve as a mentor teacher, including:
  - job shadowing,
  - goal setting,
  - lesson planning and review,
  - providing regular 1:1 feedback on progress,
  - supporting the apprentice to reach proficiency on all apprenticeship competencies, and
  - submitting progress updates to MathTrack Institute using the MathTrack Apprenticeship Rubric.

\_\_\_ [Initial] I understand the mentor teacher requirements above must be met to provide a qualified mentor teacher to the apprentice for the duration of their 2-year apprenticeship.

### School Principal Requirements

As the principal supporting the prospective apprentice, you would agree to the following:

- Ensure the applicant has the opportunity to meet the work hour and instructional requirements above.
- Identify a qualified mentor teacher to work with the apprentice.
- Meet with the mentor teacher during the apprenticeship (as needed) to review progress.
- Collaborate with MathTrack Institute on the apprenticeship experience and improvement of the program.

### Principal Sign Off

I, \_\_\_\_\_ [name here],

- ACCEPT
- DECLINE

to support \_\_\_\_\_ [Insert Employee Name] throughout a 2-year apprenticeship experience while they are employed by my school as they pursue an apprenticeship-based bachelor's degree through MathTrack Institute, meeting all requirements listed on this document.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Email/Phone



**Exhibit E - HLC Post Interview Letter**  
(Access via this [link](#))





### Exhibit F - T2T Progress Data

Cohort Start		Sep. 2022	Jan - Jun '23	July - Sep '23	Sep '23 - Mar '24
Candidate Name and Status		Cohort 1	Cohort 2	Cohort 3	Cohort 4 ISTEM
Candidate 1	Complete	100%			
Candidate 2	Active	93%			
Candidate 3	Active	93%			
Candidate 4	Active	90%			
Candidate 5	Active	86%			
Candidate 6	Active	68%			
Candidate 7	Active	62%			
Candidate 8	Active	47%			
Candidate 9	Dropped Out	n/a			
Candidate 10	Active		57%		
Candidate 11	Active		56%		
Candidate 12	Active		48%		
Candidate 13	Active		37%		
Candidate 14	Active		34%		
Candidate 15	Active		30%		
Candidate 16	Active		26%		
Candidate 17	Active		26%		
Candidate 18	Active		25%		
Candidate 19	Active		25%		
Candidate 20	Active		24%		
Candidate 21	Active		24%		
Candidate 22	Active		23%		
Candidate 23	Active		21%		
Candidate 24	Active		21%		
Candidate 25	Active		20%		



Candidate 26	Active		19%		
Candidate 27	Active		17%		
Candidate 28	Active		16%		
Candidate 29	Active		15%		
Candidate 30	Active		12%		
Candidate 31	Active		10%		
Candidate 32	Active		10%		
Candidate 33	Active		5%		
Candidate 34	Active		5%		
Candidate 35	Active		4%		
Candidate 36	Active		4%		
Candidate 37	Active		4%		
Candidate 38	Active		4%		
Candidate 39	Active		3%		
Candidate 40	Active		1%		
Candidate 41	Active			21%	
Candidate 42	Active			19%	
Candidate 43	Active			16%	
Candidate 44	Active			13%	
Candidate 45	Active			12%	
Candidate 46	Active			10%	
Candidate 47	Active			9%	
Candidate 48	Active			8%	
Candidate 49	Active			5%	
Candidate 50	Active			3%	
Candidate 51	Active			3%	
Candidate 52	Active			2%	
Candidate 53	Active				56%
Candidate 54	Active				36%
Candidate 55	Active				27%
Candidate 56	Active				25%
Candidate 57	Active				24%



Candidate 58	Active				23%
Candidate 59	Active				22%
Candidate 60	Active				20%
Candidate 61	Active				17%
Candidate 62	Active				9%
Candidate 63	Active				8%
Candidate 64	Active				8%
Candidate 65	Active				7%
Candidate 66	Active				5%
Candidate 67	Active				4%
Candidate 68	Active				3%
Candidate 69	Active				2%
Candidate 70	Active				2%
Candidate 71	Active				2%
Candidate 72	Active				1%
Candidate 73	Active				1%
Candidate 74	Active				1%
Candidate 75	Active				1%
Candidate 76	Active				1%
Candidate 77	Active				1%
Candidate 78	Active				1%
Candidate 79	Active				1%
Candidate 80	Active				1%
Candidate 81	Active				0%
Candidate 82	Active				0%
Candidate 83	Active				0%
Candidate 84	Active				0%
Candidate 85	Active				0%
Candidate 86	Active				0%
Candidate 87	Active				0%
Candidate 88	Active				0%
Candidate 89	Active				0%



Candidate 90	Active				0%
Candidate 91	Active				0%
Candidate 92	Dropped Out				n/a

## BOARD FOR PROPRIETARY EDUCATION

Friday, March 8, 2024

### DECISION ITEM A-1:

#### MathTrack Institute: Second Cohort

#### Institutional Profile

See Attachment

#### Staff Recommendation

That the Board for Proprietary Education approves a second cohort of students to enroll in the Bachelor of Science (B.S.) in Applied Mathematics with the following stipulations:

Stipulation 1 – That the approval is limited to 25 students;

Stipulation 2 – That MathTrack Institute would disclose to all students recruited into the second cohort that graduates of the program will not qualify for an Indiana teaching license until MathTrack Institute becomes accredited by the Higher Learning Commission; and

Stipulation 3 – Any institutional partnerships that affect the offering of the B.S. in Applied Mathematics must be approved by the Board prior to going into effect.

#### Background

#### Degree Program Profile

*Bachelor of Science (B.S.) in  
Applied Mathematics at  
Indianapolis and Distance Education*

The Indiana Board for Proprietary Education voted at its regularly scheduled meeting on September 28, 2023, to approve the formal request of the MathTrack Institute to award the Bachelor of Science (B.S.) in Applied Mathematics with stipulations.

This program consists of 120 semester credit hours, with 50 percent of the courses in the specialty. The proposed baccalaureate degree program is open to students who already have a baccalaureate degree, to those seeking to transfer credit and complete a degree, and to those who have no prior college credit. The B.S. in Applied Mathematics is designed to train students to be licensed in Mathematics Teaching 5-12.

The program structure includes:

- 30 credit hours of required mathematics courses.
- Years 1 and 2 of required apprenticeship.
- Up to 30 credit hours for prior learning.
- 48 credit hours of science core electives, to fulfill the 120 credit hours required for the degree completion.

The program faculty consists of seven individuals, of whom all are full-time. Of the seven individuals, three have a doctoral degree, four have a master's degree.

**Supporting Document**

MathTrack Institute Program Review Response to Questions

**BOARD FOR PROPRIETARY EDUCATION**

Friday, March 8, 2024

**DECISION ITEM A-1:**

**Jeremi College: Initial Institutional Authorization**

**Institutional Profile**

See Attachment

**Staff Recommendation**

That the Board for Proprietary Education grant Jeremi College at Munster, Indiana institutional authorization in accordance with the background discussion of this agenda item and the Application for Institutional Authorization.

**Background**

**Institutional Profile**

It is anticipated that Jeremi College will seek authorization for the Associate of Science (A.S.) in Nursing at the following Board meeting.

**Supporting Document**

Application for Initial Institutional Authorization

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## **Institutional Profile for Jeremi College**

**Background** Jeremi College began operating in Munster, Indiana in November 2019, with authorization from the Indiana Office for Career and Technical Schools (OCTS). The second location at Olympia Fields, Illinois began operating in March 2022, with authorization from the Illinois Board of Higher Education. The institutional name was changed from Jeremi Vocational Institute to Jeremi College in August 2023. The administrative staff are Patricia Bell, Director of Outreach and Recruitment; Dr. Tiffany Brack, Chief Administrative Officer; Dr. Sandra Dafiaghor, President/Chief Executive Officer; and Kingsley Mukoro, Director of Operations. The institution also has a Board of Directors.

**Institutional Control** Private, for-profit institution. Jeremi Group Inc. is owned by Sandra Dafiaghor.

**Institutional Accreditation** The institution is accredited by the Council on Occupational Education (COE). Accreditation for the Munster, Indiana campus was first granted in June 2023. The Olympia Fields, Illinois campus was granted accreditation as an extension of the main campus in the same action in June 2023. Reaffirmation of accreditation including a site visit will occur in 2029.

**Participation in NC-SARA** Jeremi College does not participate in the State Authorization Reciprocity Agreement (SARA).

**Participation in Student Financial Aid** Students attending the institution are not eligible for Title IV Federal Financial Aid. The institution does not participate in State Financial Aid (SFA). Students may be eligible for the Next Level Jobs Workforce Ready Grant.

**Enrollment** Jeremi College does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall headcount of 131 students in 2023, 121 students in 2022, and 454 students in 2021. The institution reported a headcount of 51 in February 2024.

**Programs** The institution offers programs at the certificate level. The Munster campus currently offers Clinical Medical Assistant, Clinical Medical Assisting Technologist, Computer Support Specialist, CompTIA A+, and Phlebotomy Technician. The Olympia Fields, Illinois offers Clinical Medical Assistant and CompTIA A+.

**Financial Responsibility Composite Score (FRCS)** In the Fiscal Year (FY) ending December 31, 2011, the institution had an unpublished FRCS of 3.0. For the fiscal year that ended December 31, 2022, the institution had an unpublished composite score of 2.6.

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**Out-of-State Institutions and  
In-State Proprietary Institutions Offering Instruction in Indiana with  
a Physical Presence\* in the State:**

**Application for Initial Institutional Authorization**

1. Name of Institution: **Jeremi College**
2. Address of campus: **1544 W 45<sup>th</sup> St Munster IN 46321**
3. The institution is accredited by or seeking accreditation from: ***Council on Occupational Education (COE), Illinois Board of Higher Education, and The State of Indiana Office for Career and Technical Schools***  
(Must be an accrediting agency that is recognized by the U.S. Department of Education or Secretary of Education)  
Submit documentation from the accrediting body indicating the institution’s current status.  
***See the school’s accreditation paperwork attached.***
4. Provide information on the current status of any approvals needed by licensing boards. **NA**
5. The institution has its principal campus in the State of: **Indiana**
6. 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.  
***See the schools Federal Financial Responsibility Composite Score attached.***
7. The institution submits the following information for each certificate and diploma program to be offered [Do not submit degree programs; these require a separate application]:

<u>CIP Code</u>	<u>Program Name</u>	<u>Level</u>	<u>Length</u>	<u>Cr. or Cl. Hrs.</u>	<u>Indicate Annual or Cr. Hr. Tuition</u>
51.0801	Proposed/Clinical Medical Assisting Technologist	Certificate	600 hours	Clock hours	Annual/Program \$12,000
11.1006	Proposed/Computer Support Specialist	Certificate	600 hours	Clock hours	Annual/Program \$12,000
11.0301	Proposed/Data Analytics Associate	Certificate	600 Hours	Clock hours	Annual/Program \$10,000
11.1003	Proposed/Cybersecurity Specialist	Certificate	600 Hours	Clock hours	Annual/Program \$10,000
51.3901	Proposed/Practical Nurse (PN)	Certificate	45 credit hours	Credit hours	Annual/Program \$23,500

8. The institution is submitting payment in the amount of \$2,500.00 (check made payable to the State of Indiana). ***See check enclosed.***

- 9. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department. *See the most recent local municipal Indiana fire inspection attached.*
- 10. Provide documentation of liability insurance to cover students. *See the documentation of liability insurance attached.*
- 11. If your institution is incorporated in the State of Indiana, please include a current copy of your *Articles of Incorporation* as filed with the Indiana Secretary of State. If your main campus is located out-of-state but you have a physical presence in Indiana, then you must provide a copy of the *Certificate of Authority*. For further information visit the Indiana Secretary of State webpage at: <http://www.in.gov/sos/business/2426.htm>  
*See copy of the Articles of Incorporation attached.*
- 12. For-profit institutions must list the names and addresses of the institution’s stockholders owning 5% or more of stock in the institution or corporation.

*Sandra Dafiaghor 1544 W 45<sup>th</sup> St. Munster IN 46321 – See stock holder information attached.*

- 13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter.  
*See the latest Finaicial Responsibility Copposite Score attached.*
- 14. Attach a copy of your current or proposed catalog, institutional student contract, or enrollment agreement. The Statement of Authorization and Indiana Uniform Refund Policy is required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials. See Appendix I  
*See proposed catalog attached.*
- 15. Campus director information:

Name of Campus Director:    Sandra Dafiaghor, PhD   

Title of Campus Director:    Director   

Phone Number of Campus Director:    (219) 712-9567   

Email of Campus Director:    sdafiaghor@jeremiinstitute.com   

**I affirm that the information submitted on this form is true and correct to the best of my knowledge and that all supportive statements and documents are true and factual:**

Person submitting this form:    Sandra Dafiaghor, PhD   

Position title of person submitting this form:    Director   

Phone number contact of person submitting this form:    (219) 712-9567   

Email contact of person submitting this form:    sdafiaghor@jeremiinstitute.com

## BOARD FOR PROPRIETARY EDUCATION

Friday, March 8, 2024

### DECISION ITEM B-1:

#### **Zakat Foundation Institute:** **One Master's Degree Program Through Distance Education**

#### **Institutional Profile**

See Attachment

#### **Staff Recommendation**

That the Board for Proprietary Education approves the Master of Arts (M.A.) in Humanitarian Leadership, in accordance with the background discussion of this agenda item and the Application for Degree Approval.

#### **Background**

#### **Degree Program Profile**

##### *Master of Arts (M.A.) in Humanitarian Leadership Through Distance Education*

This program consists of 30 semester credit hours, with 100 percent of the courses in the specialty. The program faculty consists of eight individuals, all of whom are part-time. Each of the eight has a doctoral degree.

The proposed Master of Arts in Humanitarian Leadership is for students who earned both a baccalaureate degree from an accredited institution and a Graduate Certificate in Humanitarian Philanthropy from Zakat Foundation Institute. The program is designed for six credit hours to apply from the Graduate Certificate in Humanitarian Philanthropy to the proposed M.A. The two courses that would apply are "Global Institutions of Aid and Development" and "Realizing the Localization Agenda."

A student enrolled in the Zakat Foundation Institute's M.A. in Humanitarian Leadership would be dually enrolled in either the IUPUI M.A. in Philanthropic Studies or the IUPUI Graduate Certificate in Philanthropic Studies programs. Zakat Institute anticipates that most students will complete one or the other IUPUI programs as well. Three courses are offered in both of these programs total nine credit hours ("Muslim Philanthropy," "Muslim Philanthropic and Humanitarian Leadership Capstone" and "Muslim Humanitarianism") would apply to the proposed M.A. Completion of the proposed M.A. would require an additional 15 credit hours from Zakat Foundation Institute.

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## **Institutional Profile for Zakat Foundation Institute**

**Background** The Zakat Foundation Institute was begun by the Zakat Foundation of America with administrative support by the non-profit, Center on Muslim Philanthropy. The institution was created to offer students training in humanitarian philanthropy. The programs could potentially funnel interested students to the Indiana University Purdue University-Indianapolis (IUPUI) Lilly School of Philanthropy, which offers companion programs at the baccalaureate, graduate certificate, master's, and doctoral level.

**Institutional Control** Private, non-profit institution.

**Institutional Accreditation** The institution is seeking accreditation from the Distance Education Accrediting Commission (DEAC). The Academic Director, Abbas Barzegar, completed the DEAC accreditation workshop in January 2021. An Application for Initial Accreditation would be submitted to DEAC. The accreditor advised the institution to await approval for the master's degree program and graduation of the first cohort before applying for accreditation.

**Participation in NC-SARA** N/A

**Participation in Student Financial Aid** Students attending the institution would not be eligible to receive Title IV funding. Scholarships will be provided to students by philanthropic entities such as the Zakat Foundation of America and other humanitarian and philanthropic entities.

**Campuses** The institution currently offers one program through distance education.

**Enrollment** The Zakat Foundation Institute does not currently submit data to the National Center for Education Statistics (NCES). The institution reported 60 students in the academic year 2023.

**Program** The institution offers the Graduate Certificate in Humanitarian Philanthropy. In addition, workshops, conferences, and convenings of symposiums are anticipated.

**Financial Responsibility Composite Score (FRCS)** In the Fiscal Year (FY) ending December 31, 2023, the institution had an unpublished FRCS of 2.0.

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form  
For BPE Authorized Institutions

**Master of Arts in Humanitarian  
Leadership<sup>1</sup>  
To Be Offered by ZAKAT FOUNDATION  
INSTITUTE**

Degree Award Level<sup>2</sup>: Master's Degree

Mode of Delivery (In-person or Online<sup>3</sup>): Online

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Career

Suggested CIP Code<sup>5</sup> for Program: 30.2001.

Name of Person Preparing this Form: Maliha Naeem

Telephone Number and Email Address: +1 (317) 223-8973 & maliha.naeem@zfinstitute.com

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



INDIANA COMMISSION *for*  
HIGHER EDUCATION

che.IN.gov



<sup>1</sup> 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.

<sup>2</sup> 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

<sup>3</sup> For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

<sup>4</sup> 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.

<sup>5</sup> 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.



**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
	N/A	

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
-----------------------------	----------------------------	----------------------------

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

**4. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.  
 \*\* Include all required documentation pertaining to the qualifications of each instructor.**

<b>Total # of Faculty in the Program:</b>	8	<b>Full-time:</b>		<b>Part-time:</b>	X
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**Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL 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. Information on Composite Score, Licensure, Certification, and Accreditation**

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 rationale 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. Student Records (*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
			FY2024	FY2025	FY2026	FY2027
						Year 5
						FY2028
Enrollment Projections (Headcount)						
	Full-Time					
	Part-Time		10	20	20	20
	Total		10	20	20	20
Enrollment Projections (FTE*)						
	Full-Time					
	Part-Time		10	20	20	20
	Total		10	20	20	20
Degrees Conferred Projections			0	10	10	10
Degree Level: Master of Arts						
CIP Code: - 30.2001; State - Indiana						
<b>FTE Definitions:</b>						
Graduate Level: 9 Semester Hrs. = 1 FTE						



**ZAKAT FOUNDATION INSTITUTE**

2498 Perry Crossing Way  
 Suite 240  
 Plainfield IN 46168  
 www.zfinstitute.com

Student Information	
<b>John Smith</b>	
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
<b>Fall 2024</b>					
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	
	<b>Attempt</b>	<b>Earned</b>	<b>Divisor</b>		
<b>Session</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>40.2 pts</b>	<b>3.35</b>
<b>Cumulative</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>40.2 pts</b>	<b>3.35</b>
<b>Spring 2025</b>					
HL508	Humanitarian Leadership Portfolio	6	B	18	
HL505	Muslim Humanitarianism	3	A	12	
HL504	Muslim Phil.& Human. Leadership Capstone	3	B	9	
	<b>Attempt</b>	<b>Earned</b>	<b>Divisor</b>		
<b>Session</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>39 pts</b>	<b>3.25</b>
<b>Cumulative</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>79.2 pts</b>	<b>3.30</b>
<b>Summer 2025</b>					
HL507	Humanitarian Leadership Writing II	3	A-	11.1	
HL509	Internship	3	A	12	
	<b>Attempted</b>	<b>Earned</b>	<b>Divisor</b>		
<b>Session</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>23.1 pts</b>	<b>3.85</b>
<b>Cumulative</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>102.3 pts</b>	<b>3.41</b>

**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:

<b>I</b>	Incomplete
<b>NC</b>	No Credit; replaced AUDIT (AU)
<b>NR</b>	No Report Submitted by Instructor (Used for unreported grades for prior semesters or coursework that has not been graded for the current semester)
<b>P</b>	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.)
<b>R</b>	Deferred (used for course work which can be evaluated only after two or more semesters such course work was previously graded with I.)
<b>S</b>	Satisfactory (entire class graded S or F)
<b>T</b>	Denotes credits transferred from another institution.
<b>W</b>	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.)
<b>X</b>	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.