

student services, and is assigned to administer the MIBA program. The campus plans to hire an additional staff member to assume some of the registrar and student services duties, but this hire has not yet occurred.

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available – New Program.)

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
Currently the school does not provide students with community resource opportunities that would enrich the program.

- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-512(c)): The campus does not currently provide community resource opportunities in the MIBA program. The campus provided documentation that the program director and academic affairs coordinator attended a Global Trade Chamber's seminar on April 14, 2016; however, there was no evidence of student attendance. In addition, no schedule of future activities was provided to the team.

- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (*If No, skip to question 9.11*)
- 9.11 Does the program use independent studies?
 Yes No (*If No, skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
(a) Title and course descriptions
 Yes No
(b) Course numbers
 Yes No
(c) Course prerequisites and/or corequisites
 Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (No Title IV)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

There were five total graduates reported on the 2015 CAR.

9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

9.21 Does the campus participate in Title IV financial aid?

Yes No (If No, skip to question 9.24)

FOR ALL VISITS

9.24 Are the following appropriate to adequately support the number of students and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.25 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-532(a): There is no evidence that systematic planning has been incorporated into the instructional components of the MIBA program. Systematic planning has been limited to an annual college board committee meeting, and there is no evidence in the meeting minutes of MIBA program planning discussions. In addition, there is no oversight committee dedicated to this graduate-level program.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.30 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.31 Are teaching loads reasonable?

Yes No

FOR MASTER'S DEGREES ONLY

9.50 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The campus does not currently have a committee that oversees the development, modification, and maintenance of the MIBA program.

Does the committee include:
Students?

- Yes No
Faculty?
 Yes No
Administrators?
 Yes No
Employers?
 Yes No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

(Section 3-6-301): The campus does not currently have a committee that oversees the development, modification, and maintenance of the MIBA program.

- 9.51 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
 Yes No
- 9.52 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?
 Yes No
- 9.53 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?
 Yes No
- 9.54 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-404): The curriculum does not quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree. The content, scope, and rigor of the MIBA program does not approximate the standards of typical MBA programs offered at other colleges. The course assessments include 300 short-word answer responses to weekly discussion board questions, multiple-choice quizzes and final examinations, and one 400 - 500 word paper in APA format. The test bank is inadequate with only 30 questions. In addition, most test questions and discussion questions require students to demonstrate lower level cognitive thinking skills (Bloom's taxonomy levels of recall, definition, and application). Graduate courses typically require higher-level cognitive thinking skills (Bloom's taxonomy levels of analysis, evaluation, and synthesis). In addition, graduate-level courses usually require a substantive, in-depth research paper to include multiple references of varying types and styled using APA format.

The instructional learning materials are not appropriate for a master's level program. The video lectures, application exercises, synchronous chat sessions, group work, and APA research guides are not rigorous enough for an MBA program.

The following program course textbooks are not current publication issues: *Global Logistics & Supply Chain Management* was published in 2011, *Global Competitive Strategy* was published in 2011, *Globalization & Emerging Societies* was published in 2009, and *International Accounting & Multinational Enterprises* was published in 2006.

9.55 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

9.56 Are the course prerequisites appropriate, and are they being followed?

Yes No

9.57 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field or if the assigned field is one in which graduate degrees are not widely available?

Yes No

9.58 Are the number of faculty with terminal degrees appropriate for the graduate enrollment?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-502): The number of faculty with terminal degrees is not appropriate for the graduate enrollment. The program does not currently employ any instructors who possess terminal degrees of either a PhD in business administration or a doctorate in business administration (DBA).

9.59 Do faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-502): At least one-half of all graduate-level courses are not taught by faculty possessing a terminal degree. The program does not currently employ any instructors who possess terminal degrees of either a PhD in business administration or a doctorate in business administration (DBA).

9.60 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-6-502): No evidence exists that faculty in the graduate program are encouraged to engage in scholarly research and publish in professional journals. Upon interview of the program director, the team

learned that faculty do not currently engage in scholarly research and none are published in professional journals.

NONTRADITIONAL EDUCATION

- H-A Distance Education (Online and hybrid/blended)

Up to 50% 50% or more

A.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?

██████████ dean of education, is responsible for the administration of all programs, including the distance education activities. He has a master's degree in nursing with a concentration in education from Walden University and bachelor's degrees in nursing and psychology from Florida International University. ██████████ holds an RN license from the Florida Department of Health. He has 20 years of experience in nursing, and he has been with the campus since October 2014.

██████████ is supported in his position by ██████████ information technology (IT) coordinator. Mr. Torres has five years of experience in IT operations and support, and he is responsible for setting up and maintaining the Moodle learning management system (LMS).

A.02 Does this individual possess appropriate academic or experiential qualifications?

Yes No

A.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?

Yes No

A.04 Are the time and resources devoted to the administration of distance education sufficient?

Yes No

A.05 Does the institution have a plan to implement distance education instruction?

Yes No

A.06 If the institution has a plan, does it include the following:

(a) Rationale?

Yes No

(b) Resources?

Yes No

(c) Course/program objectives?

Yes No

(d) Course content?

Yes No

(e) Student assessment?

Yes No

A.07 Does the institution integrate this plan into the Campus Effectiveness Plan?

Yes No

A.08 Is the delivery method appropriate for students and the curriculum?

Yes No

If distance education was approved by ACICS to be offered through a consortium agreement, respond to questions C.01 – C.05 in the Nontraditional Education H-C Consortium template.

A.09 Are admission requirements for distance education courses/programs identified by the institution?

Yes No Not Applicable (no additional admissions requirements)

A.10 If an admissions test is required, is it administered in a manner which verifies the student's identity?

Yes No Not Applicable (no admissions test required)

A.11 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?

Yes No Not Applicable

A.12 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?

Yes No

A.13 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?

Yes No Not Applicable (there are no additional charges or fees associated with the verification of student identity)

A.14 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?

Yes No

A.15 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?

Yes No

A.16 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?

Yes No

A.17 Describe how the courses provide opportunities for interaction between faculty and students.

Instructors require students to post responses to weekly discussion questions and reply to one another. Students also receive assignment feedback from faculty and are able to e-mail faculty regarding questions and concerns.

Are these opportunities sufficient and appropriate?

Yes No

A.18 Describe how the courses provide opportunities for interaction among students.

Instructors require students to post responses to weekly discussion questions and to reply to one another's postings.

Are these opportunities sufficient and appropriate?

Yes No

A.19 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?

Yes No

A.20 Is the curriculum administered in a way that maintains security of access?

Yes No

A.21 Describe the student identity verification method used by the campus.

Students receive a unique user name and password and must use that user name and password in order to access courses within the LMS. Students register their Internet protocol (IP) address, and the IT coordinator can check that the IP address used by the student is the one registered with the campus.

Is this method adequate?

Yes No

A.22 Does the institution employ academically and experientially credentialed faculty to teach online courses?

Yes No

A.23 Describe the institution's learning management system.

The campus uses Moodle as their LMS. This is a free service, but it includes all of the necessary elements and features attributed to typical online course delivery systems.

A.24 Are the faculty properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment?

Yes No

A.25 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?

Yes No

A.26 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?

Yes No

(b) Facilitation of interaction among students?

Yes No

(c) Facilitation of interaction with curriculum content?

Yes No

A.27 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?

Yes No

A.28 Does the institution have adequate financial resources to support the courses/program(s)?

Yes No

A.29 Does the institution demonstrate that students taking online courses have access to the same or equivalent library resources and support as on-ground students?

Yes No

A.30 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?

The college provides all online students with a video tutorial regarding the LMS, its resources, and support services. After viewing the tutorial, students are required to complete an examination to determine their proficiency in using the LMS.

Is this orientation adequate?

Yes No

A.31 Does the institution provide support services for online students which are the same or equivalent to those provided for on-ground students in the following areas:

(a) Counseling?

Yes No

(b) Academic advising?

Yes No

(c) Financial aid?

Yes No Not Applicable (Institution does not participate in financial aid)

(d) Employment assistance?

Yes No Not Applicable (Institution enrolls only international students on a student visa)

A.32 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?

Yes No

A.33 Do assessments and assignments demonstrate student achievement of course learning objectives?

Yes No

A.34 Does the institution document that it conducts the following:

(a) Course/program evaluations (including assessments of educational outcomes)?

Yes No

(b) Student retention and placement?

Yes No

(c) Student satisfaction?

Yes No

(d) Faculty satisfaction?

Yes No

(e) Employer satisfaction?

Yes No

A.35 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?

Yes No

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	Section 2-1-809 & 3-1-111	The CEP does not include improvement plans for retention and licensure pass rates that are below Council standards (page 35, 36).
2	Section 2-2-504	The campus does not disclose an articulation agreement in the catalog (page 22).
3	Section 3-1-100	The mission statement does not include supporting objectives (page 5).
4	Section 3-1-303(a)	The team was not able to verify the backup documentation used to support the placement rate for the 2015 initial CAR (page 38).
5	Section 3-1-414	All enrollment agreements are not fully completed (page 11).
6	Section 3-1-421 & Appendix D	The SAP policy does not meet Council standards (page 14).
7	Section 3-1-511	The campus was not able to demonstrate that the director of the master's degree in international business administration has sufficient time to administer the program (pages 41, 42).
8	Section 3-1-512(c)	The international business administration master's degree program does not utilize community resources (page 42).
9	Section 3-1-513(b), 3-1-701, & Appendix C	Course prerequisites are not identified by all individual course descriptions listed in the catalog (page 27, 37).
10	Section 3-1-514	The team could not verify that faculty participate in a systematic process of continuous curriculum evaluation and revision (page 19).
11	Section 3-1-532(a)	There is no evidence of appropriate systematic planning for the international business administration master's degree program (page 44).
12	Section 3-1-703 & Appendix C	The campus is currently advertising for an Orlando campus that is not presently operational (page 28).
13	Section 3-5-202	The campus does not have an adequate course numbering system identified in the catalog (pages 22, 23).
14	Section 3-6-301	The campus does not have a committee to specifically oversee the development of the international business administration master's degree program (page 45).

15	Section 3-6-404	Curriculum for the international business administration master's degree program does not quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same credential (pages 45, 46).
16	Section 3-6-502	There are no faculty members teaching in the master's degree program that possess terminal degrees (page 46).
17	Section 3-6-502	There is no evidence that faculty are encouraged to engage in scholarly research and to be published in professional journals (pages 46, 47).
18	Section 3-6-701	There is no one currently assigned to oversee the library with proper qualifications (page 33).
19	Section 3-6-704	There is no evidence that the faculty inspire, motivate, and direct student usage of the library resources (page 31).
20	Section 3-6-705	The campus does not provide resources to support a better understanding of scholarly research at the graduate level (page 34).
21	Section 3-6-706	There is no evidence that the faculty have major involvement in the selection of library resources (page 30).
22	Section 3-6-800 & Appendix C	The catalog does not have a separate section for master's degrees that include all required elements (page 29).

RECOMMENDATIONS

Any recommendations provided in this report are not included in the report seen by the Council:

Student Relations:

- The campus software for initiating official and unofficial transcripts should be updated to provide for more efficient generation of the documents. In addition, the software should be capable of generating an academic progress report at the end of each evaluation period instead of using the manual system in place currently.

Education Activities:

- Translate into English all documents such as articulation agreements and minutes of international board of directors meetings. While the team was on site, the campus provided a translation of all requested documents.
- Review the faculty job description and strengthen expected responsibilities for their important role in continuous curriculum evaluation and revision as well as input into library and instructional resources.
- The team recommends the addition of an advisory committee specifically for the nursing department to oversee the concerns and development of the program and to provide community input.
- The school needs to form a separate committee to conduct separate meetings for the MIBA program development, modification, and maintenance.

Library:

- Purchase additional NCLEX-RN test preparation print books – these should be updated every other year to reflect the changes in the NCLEX-RN examination. (Publishers with such resources are: Kaplan, Saunders, Mosby, and Lippincott.) Consider purchasing NCLEX-RN review card sets.
- Consider purchasing online access to NCLEX-RN preparation software for review questions including content and test-taking strategies. (Vendors include Kaplan, ATI, and HESI.)
- Consider purchasing the *Incredibly Easy Series* of books: *Pediatrics Made Incredibly Easy*, *Maternity*, *Mental Health*, *Medical-Surgical*, *Medical Terminology*, *Anatomy/Physiology*, *Pathophysiology*, etc.
- Consider purchasing the Mosby Nursing Skills Video series with DVD and/or online access.
- Add the list of nursing resources to all library computers for ease of student access, and consider adding the list of resources to the website.

STUDENT SURVEY

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual.

Survey Report

Generated: May 23, 2016

ACICS ID: 00248377

Surveys Between:

May 12, 2016 and May 13, 2016



A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?



A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel pressured into making the decision to enroll?



B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)



C.01. Are your instructors available to provide additional help, if needed?



C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?



C.03. Were textbooks available when you started classes?



C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)



D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.





August 26, 2016

ID Code 00248377(MC)

VIA E-MAIL AND UPS DELIVERY

Dr. Yezid Arango
Campus President
CENSA International College
4481 NW 167th St.
Miami Gardens, FL 33055

acics@censahealth.com

Dear Dr. Arango:

Subject: Initial Grant Denial Letter

The Council has considered your institution's application for an initial grant of accreditation. As a result of its review of the application materials, the report for the on-site evaluation visit conducted in May 2016, and the institutional response, the Council found the following based on the *Accreditation Criteria*:

1. The campus could not verify that appropriate systematic planning is implemented for the master's degree program in International Business Administration and that faculty participate in a systematic process of continuous curriculum evaluation and revision in all programs (Sections 3-1-514 and 3-1-532(a)).
2. The campus is advertising on its website and its catalog for an Orlando branch campus that was not included within its initial application for accreditation (Section 3-1-703 and Appendix C).
3. The catalog does not include an appropriate explanation of its course numbering system for its general education courses, since the alphanumeric course codes do not relate to course progression or subject area (Section 3-5-202).
4. Curriculum for the master's degree program in International Business Administration does not quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same credential. Specifically, the program does not include sufficiently rigorous assessment methods and appropriate and up-to-date instructional content and resources (Section 3-6-404).

5. The campus did not provide sufficient documentation that there are currently any faculty members teaching in the master's degree program who possess a terminal degree (Section 3-6-502).
6. There is currently not a professionally trained individual with specific qualifications to aid students in research and who holds a M.L.S. degree or its equivalent on staff to oversee the library; nor is there evidence that faculty inspire, motivate, and direct any student usage of the library resources; nor is there evidence that faculty have any involvement in the selection of library resources (Sections 3-6-701, 3-6-704, and 3-6-706).

Council Action

Due to the serious number and nature of the findings discovered during the institution's on-site evaluation visit and the failure of the institution to provide evidence to satisfactorily resolve these findings, the Council acted to deny the institution's application for an initial grant of accreditation.

Please notify the Council office in writing within ten days of receipt of this notice if you desire to appeal this decision to the Review Board. The appeal notification must include payment of \$10,000 in the form of a cashier's check, which includes the \$5,000 Review Board fee and a \$5,000 deposit on the expense of the Review Board, which will be reconciled based on actual expenses. The payment is also due within ten days of receipt of this notice. If the appeal notice and appropriate fee are not provided within ten days of receipt of this notice, then the Council's decision is final and will be published and disseminated. If the institution elects to appeal this action to the Review Board and remits the appropriate fee by the established deadline, then more detailed appeal procedures and information will be forwarded to the institution.

If the institution elects not to appeal this action, any comments you may wish to make with regard to this decision must be submitted to the Council office within two weeks of the date of this letter. Should you choose to submit any comments, these comments will be included in the summary detailing the reasons for the Council's decision that will be made available to the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, and the public through www.acics.org.

Dr. Yezid Arango
August 26, 2016
Page 3

Please contact Ms. Jan A. Chambers at jchambers@acics.org or (202) 336-6764 if you have any questions.

Sincerely,

(b)(6)

A large rectangular area is redacted with a solid yellow fill, obscuring the signature of Roger J. Williams.

Roger J. Williams
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)
- Ms. Christopher Miller, U.S. Department of Education, School Participation Team,
Region IV (Christopher.miller@ed.gov)
- Mr. Samuel Ferguson, Florida Department of Education (susan.hood@fldoe.org)



October 28, 2016

ID Code 00248377

BY E-MAIL AND OVERNIGHT DELIVERY

Dr. Yezid Arango
CENSA International College
4481 NW 167th St.
Miami Gardens, FL 33055

Dear Dr. Arango:

This letter will acknowledge your appeal of the Accrediting Council's decision to deny your institution's application for an initial grant of accreditation. Your notice of intent to appeal automatically stays the decision pending final disposition of the appeal. The Review Board will consider your case at its next meeting, which is scheduled for Thursday, December 1, 2016 at 10:00 a.m. -11:30 a.m. The hearing will be held at the ACICS offices in Washington, D.C.

Please review Sections 2-3-300 and 2-3-600 of the Accreditation Criteria, which pertain to denial of accreditation actions and Review Board procedures. Special attention should be given to Section 2-3-603, which outlines the jurisdiction and authority of the Review Board, and which states that no new evidence will be considered that was not in the record when the Council made its decision except where a final adverse action is based solely on the failure of an institution to comply with the standards of financial stability.

In accordance with Section 2-3-608 and the ACICS Schedule of Fees, the institution is required to pay a \$10,000 fee and this letter acknowledges receipt of your check number 12094082303 in the amount of \$10,000.

The Review Board has adopted the following rules to govern the proceedings:

1. The institution may file a brief setting forth its statement of the facts of the case, its argument against the Council action under review, and a suggested disposition of the case by the Review Board. If such a brief is to be submitted, it must be filed (original and five copies) at least fifteen (15) business days before the hearing. Such statement shall briefly and concisely specify the grounds of appeal and the reasons why the institution contends that the denial action should not be affirmed and should be remanded to the Council for reconsideration or reversed. No documents or other exhibits shall be incorporated in or attached to such statement. A copy of the institution's statement must also be sent, first class mail or electronically to the ACICS General Counsel at the address indicated below at the

same time it is filed with the Council. The Council's reply brief will be filed with the institution and the Review Board at least seven (7) business days before the hearing.

2. The duration of the hearing will be 1-1/2 hours divided equally between the institution and the Council. The institution shall present its case first and may reserve part of its time for rebuttal.
3. The hearing will be stenographically recorded. A copy of the transcript will be provided to the institution at its expense upon request.
4. The hearing is not open to the public.

MEMBERS OF THE REVIEW BOARD

The members of the Review Board panel that will hear your institution's case will be named shortly. Communication to the Review Board regarding procedural matters should be made in writing and addressed to:

Chairman, Review Board
ACICS
750 First Street, N.E., Suite 980
Washington, DC 20002-4241

A copy of all correspondence should be sent directly to the Council's general counsel at the following address:

Mr. Kenneth J. Ingram, Esq.
Whiteford, Taylor & Preston
1025 Connecticut Avenue, N.W., Suite 400
Washington, DC 20036-5405

REPRESENTATION AT THE HEARING

You may be represented at the hearing by counsel or other designated representatives. The Council will be represented by its general counsel identified above.

RECORD UNDER REVIEW

This record will be forwarded to the institution at a later date.

You may choose to have your appeal considered solely on the basis of written briefs. Please be aware, should you choose this option, that you still are required to submit the deposit on expenses noted earlier and that the Review Board still may be convened in Washington, D.C. If you decide to proceed on the basis of written briefs only, you must notify the Council office no later than November 3, 2016, so that an appropriate stipulation can be prepared and forwarded to you.

Sincerely,

(b)(6)

A rectangular box with a purple border and a yellow fill, used to redact the signature of Roger J. Williams.

Roger J. Williams
Interim President

c: Mr. Kenneth J. Ingram, Esq., Whiteford, Taylor & Preston



November 3, 2016

ID Code 00248377

BY E-MAIL AND OVERNIGHT DELIVERY

Dr. Yezid Arango
CENSA International College
4481 NW 167th St.
Miami Gardens, FL 33055

Dear Dr. Arango:

The Review Board hearing to consider your institution's appeal of the Council's decision to deny your institution's application for an initial grant of accreditation has been confirmed for 10:00 a.m.-11:30 a.m., **Thursday, December 1, 2016**. The hearing will take place in the ACICS office at 750 First Street, N.E., Suite 980, Washington, DC 20002.

Please refer to my letter dated October 28, 2016, for specific procedures governing the Review Board hearing. You are reminded that an original and five (5) copies of your statement of points and brief, if any, are due in this office no later than fifteen (15) business days prior to the date of the hearing, i.e., **Friday, November 11, 2016**. Please ensure that the original brief is in an electronic format. No exhibits or other documents will be accepted after this date. An additional copy of these documents must be delivered by this date to Mr. Kenneth Ingram, the Accrediting Council's general counsel, at the following address:

Mr. Kenneth J. Ingram, Esq.
Whiteford, Taylor & Preston
1025 Connecticut Avenue, N.W., Suite 400
Washington, DC 20036-5405

Enclosed is a copy of the Record Under Review. The Review Board panel members selected to hear your appeal have been confirmed. The members of the Review Board were chosen in such a way as to prevent any apparent conflicts of interest. The institution has the right, however, to object to any of the chosen Review Board members for cause. The rationale for any objection must be made in writing and must be received in the Council office no later than **Wednesday, November 9, 2016**.

These members are listed below:

Mr. Francis S. Giglio, Chair
Dr. Thomas B. Duff
Dr. James D. Hutton
Dr. Gary D. Meers

You will receive the Council's written presentation and response to your brief by e-mail by **Monday, November 21, 2016**, with a hard copy forwarded by overnight delivery. This response also will be forwarded to the members of the Review Board panel. The Review Board panel will also receive copies of the Record Under Review and your brief.

If you have any questions about these proceedings or arrangements, please send them in writing to my attention, with a copy to the Council's general counsel, Mr. Kenneth Ingram, at the address listed in previous correspondence.

Sincerely,

(b)(6)

A large yellow rectangular redaction box covers the signature area, with the text "(b)(6)" in the top-left corner.

Roger J. Williams
Interim President

Enclosure

c: Mr. Kenneth J. Ingram, Esq.



December 20, 2016

ID Code 00248377 (MC)

VIA E-MAIL AND OVERNIGHT DELIVERY

Dr. Yezid Arango
Campus Director
CENSA International College
4481 NW 167th St.
Miami Gardens, FL 33055

acics@censahealth.com

Dear Dr. Arango:

CENSA INTERNATIONAL COLLEGE, MIAMI GARDENS, FLORIDA

ID CODE 00248377(MC)

Subject: Review Board Decision – Affirmation

The Review Board has considered your appeal of the August 26, 2016 decision of the Accrediting Council for Independent Colleges and Schools (“Council”) to deny the institutions’ initial grant of accreditation. Based on the arguments presented by both the institution and the Council, the Review Board has found that the action of the Council is supported by substantial evidence in the record and was not arbitrary or capricious.

Therefore, the Review Board acted to affirm the previous decision of the Council pursuant to Section 2-3-603 of the *Accreditation Criteria*. The decision is effective upon electronic receipt.

The appropriate federal and state authorities will be notified of the action of the Review Board.

Sincerely,

(b)(6)

Mr. Francis S. Giglio, Chair

Dr. James D. Hutton

(b)(6)

Dr. Thomas B. Duff

Dr. Gary D. Meers



Review Board Members Classification and Attestation Forms

Decision-making bodies must identify themselves as being classified as either member or public and if a member representative, either academic or administrative. Please read the definitions and attest to your classifications. A resume and/or CV will be required to evidence the selected classification(s).

Classifications:

A **member** representative is defined as some who is:

- a) an employee, member of the governing board, owner, or shareholder of, or consultant to, an institution accredited or preaccredited by ACICS or has applied for accreditation or preaccreditation; or
- b) a member of any trade association or membership organization related to, affiliated with, or associated with ACICS; or
- c) a spouse, parent, child, or sibling of an individual identified in paragraph a) or b) of this definition.

A **public** representative is defined as someone who is **not**

- a) employed by an institution or program that is either accredited by ACICS or has applied for accreditation by ACICS; or
- b) associated as a member of the governing board, an owner, a shareholder, a consultant, or in some other similar capacity with an institution or program that either is accredited by ACICS or has applied for accreditation by ACICS; or
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An **academic** representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research.

An **administrative** representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary program or institutional administration.



Attestations:

Based on my qualifications and the definitions provided, I can be classified as a (select **only one**):

Member representative. Defined as some who is:

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OR

Administrative representative. Defined as someone currently or recently directly engaged in a significant manner in postsecondary program or institutional administration.

I have read each of the definitions associated with classifying my role as a panel member of the Review Board and attest that my qualifications support my selections.

Francis S. Giglio
(Please print your full name):

(b)(6)



1/30/2017
(Date)



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X **Academic** representative. Defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research.

OR

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I have read each of the definitions associated with classifying my role as a panel member of the Review Board and attest that my qualifications support my selections.

Gary Meers

(Please print your full name):

(b)(6)

(Signature)

01/25/2017

(Date)



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Thomas B. Duff

(b)(6)

1/30/2017

(Date)



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James D. Hutton, PhD

(Please print name fully)
(b)(6)

8/29/2016
(Date)



ACICS Standards of Ethical Responsibility

For ACICS Review Board Members

v. August 2016

Each panel member of the ACICS Review Board must read and comply with the following *Standards of Ethical Responsibility* in performing their ACICS duties:

1. He/she shall uphold the integrity of the accreditation process.
2. He/she shall avoid impropriety or the appearance of impropriety in all activities.
3. He/she shall perform the duties impartially and diligently.
4. He/she shall refrain from any activity that might call into question their objectivity in the accreditation review.
5. He/she shall disclose to the President any actual, potential, or appearance of a conflict of interest and shall not participate in review panel actions regarding an institution that is the subject of that conflict.
6. He/she shall preserve the confidentiality of the Review Board deliberations, institutional data, and ACICS business information.
7. He/she shall not violate the *ACICS Policy on Discrimination and Harassment* in interactions with other review panel members, staff, or any person associated with a member institution.
8. He/she shall not solicit or accept, either for themselves or a family member, anything of value from an ACICS-accredited institution or an applicant institution seeking ACICS accreditation.

A member of the Review Board shall immediately inform the President of any potential violation of these Standards. The President will either determine that no violation has occurred or will notify the member of the Review Board involved of the allegation. The Review Board member involved shall have the opportunity to respond to the allegation in writing to the President who shall make a determination. If the President determines that a violation has occurred, the Review



ACICS Standards of Ethical Responsibility

For ACICS Review Board Members

v. August 2016

Board member may be removed. The President shall, in all cases, take such action as necessary in order to maintain the integrity of ACICS.

I have read the **Standards of Ethical Responsibility for ACICS Board of Review Members** as stated above and agree to meet or exceed these Standards in performing my duties as a panel member of the Review Board.

James D Hutton, PhD

Digitally signed by James D Hutton, PhD
DN: cn=James D Hutton, PhD, o=Harrison College,
ou=Administration, email=jim.hutton@harrison.edu, c=US
Date: 2016.08.31 17:07:34 -0400

(Signature)

August 31, 2016

(Date)

James D. Hutton, PhD

(Please Print Name)



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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Adverse Actions

The following adverse actions were taken by the ACICS Council. Click on the institution's name to review the Council letter.

Adverse actions can be appealed as described in Section 2-3-600 of the *Accreditation Criteria*. An institution who has appealed a denial or withdrawal of accreditation remains accredited until the appeal is resolved.

Click on the institution name to view the Council notification letter.

INSTITUTION NAME	MAIN CAMPUS ADDRESS	ACICS ID	ACTION	NOTIFICATION DATE
Bristol University	2390 East Orangewood Avenue, Suite 485 Anaheim, CA	00015728	Denial of Accreditation	June 14, 2017
Computer Systems Institute	5330 Grand Avenue Gurnee, IL 60031	All locations	Withdrawal of Accreditation by Suspension	May 9, 2017
West Virginia Business College	1052 Main Street Wheeling, WV 26003	00010484	Final Council Action Following Remand	April 10, 2017
Spanish-American Institute	240 West 35th Street, 2nd Floor New York, NY 10001	00010791	Denial of Renewal of Accreditation	March 3, 2017
DuBois Business College	One Beaver Dr. DuBois, PA 15801	00011225	Institution chose not to appeal and ceased operations on 09/22/16	August 26, 2016
CENSA International College	4481 NW 167th St. Miami Gardens, FL 33055	00248377	Denial of Initial Grant of Accreditation	August 26, 2016