

# **Course Catalog**

## **FY21**



*Training with purpose, serving the community, offering hope.*

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**NEW HOPE SCHOOL OF COUNSELING (NHSC)** is an affiliate organization of Rincon Family Services (RFS), a 501(c) (3) not-for-profit organization, established in 1972 by community residents and individuals recovering from substance use on the west side of Chicago. Originally one of the first Latino-focused substance use treatment centers, we have expanded our mission to address the needs of the larger community. RFS, working in tandem with NHSC we believe we are helping to educate, empower and employ future counselors and behavioral health professionals.

**PLEASE VISIT US ONLINE AT: [www.rinconfamilyservices.org/newhope](http://www.rinconfamilyservices.org/newhope)**

**Approval and Accreditation statements:**

New Hope School of Counseling is approved to operate by the Private Business and Vocational Schools Division of the Illinois Board of Higher Education.

New Hope School of Counseling is (not) accredited by a US Department of Education recognized accrediting body.

**Transferability:**

The school does not guarantee the transferability of credits to another school, college, or university. Credits or coursework are not likely to transfer, any decision on the comparability, appropriateness and applicability of credit and whether credit should be accepted is the decision of the receiving institution. It is recommended to consult with institution to which student wish to transfer.

**STUDENT COMPLAINTS:**

Students are encouraged consulting with their academic instructor and the director when confronting academic or financial issues that can interfere with their academic performance or the completion of their studies. The school has an open policy regarding to communication, addressing issues and attempting to support and retain students. If complaints cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with:

The Illinois Board of Higher Education  
1 N. Old State Capitol Plaza, Suite 333  
Springfield, IL 62701-1377  
Phone # 217 557-7339  
Fax # 217 732-8548  
Website: <http://complaints.ibhe.org>



## CERTIFICATE PROGRAM

### I. CADC Certificate Counseling & Addiction Studies

#### **DESCRIPTION OF PROGRAM / COURSE: Detail for CIP Code 51.1508, Mental Health Counseling, Counselor**

A program that prepares individuals to provide evaluations, referrals, and short-term counseling services to help people prevent or remediate personal problems, conflicts, and emotional crises. Includes instruction in human development, psychopathology, individual and group counseling, personality theory, career assessment, patient screening and referral, observation and testing techniques, interviewing skills, professional standards and ethics, and applicable laws and regulations.

This program is an Accredited Training Program by The Illinois Certification Board (ICB), to prepare students be competent in the 12 basic core functions to become a certified alcohol and drug addictions counselor (CADC). Training is composed of 12 different modules related to each core function of competency. Each module is 5 weeks in length. There is one module that is four weeks in length, but there is an additional one-week mandatory seminar on HIV and AIDs that creates the full 5-week structure.

We now offer a Spanish speaking track for those who will like to be proficient in providing bilingual services.

#### **Admission criteria**

IAODAPCA requires students to have completed their G.E.D. or high school diploma at a minimum. A copy of a photo ID is also required.

#### **Class Times**

English: Monday and Thursday from 6pm – 9pm

Spanish: Saturday 9AM-12pm

\*Course must meet the minimum enrollment of 6 students before the course will be offered, therefore there are not standard start or end dates.

#### **Course Offerings and Descriptions**

The program consists of 12 different modules related to each of the 12 core functions needed to prepare students to become a CADC. Each module requires 5 weeks of instruction. There is also the additional mandatory one-week seminar. The total length of the program, if all modules and seminars are taken back to back is 56 weeks or 346 Clock Hours. A 300-hour internship is also part of the program and a prerequisite to obtaining your CADC, in addition to the written exam, as required by IAODAPCA.



## **Certificate of Attendance: Proficiency in Alcohol and Drug Counseling**

### Modules (which may be taken in any order):

#### **Overview of Addiction**

**30 Clock Hrs**

This module will examine the history of substance use disorders along with exploring the disease concept of addiction, its root causes, assessment, and the various treatment modalities.

Students will gain a true perspective of the devastating costs of addiction to the individual, family, and society. Upon completion of the course, the student should be able to demonstrate the historical development of addiction treatment, the present approaches and modalities in addiction treatment, the primary viewpoints of causation of substance use disorders, a knowledge of the effects of substance use disorders and the most current information concerning prevention, and an appropriate personal code of ethics and practical principles for addiction treatment.

This course presents the physical and psychological effects of alcohol alongside the impact of alcohol use on family and society. Special attention is given to addressing the range of responses to substance use problems, prevention, harm reduction, brief treatment, engagement in treatment and aftercare, and addressing high risk substance use.

#### **Pharmacology of Addiction**

**30 Clock Hrs**

This module will provide the student with a working knowledge of all addictive drugs, their classification, mechanisms of action and pharmacology as well as enable students to understand and clearly present and discuss the disease concept of dependency.

At the end of the course the student will be able to describe basic neuroanatomy, pharmacology, classification and mechanisms of action of addictive drugs, understand, recognize and describe treatment for the withdrawal (abstinence) syndrome, understand the disease concept of substance use disorder, explain how to utilize multiple parameters in diagnostic formation, describe how specific population groups may be uniquely affected by Substance use disorders, and be able to describe "core functions" of substance use disorders treatment. This course will provide a thoughtful and thorough examination of the physical and mental effects of psychoactive drugs and compulsive behaviors.

#### **Sexuality, Intimacy, & the Addictions**

**30 Clock Hrs**

This module provides an in-depth discussion of the intimacy and sexual issues that are central to sexual compulsions. The course will analyze how the addictive system is maintained by distorted belief systems and impaired thinking which keeps the behavior unmanageable. The student will learn to understand what sexual behavior disorders are, how to diagnose them, and how to effectively treat the addiction. They will be presented factual information for basic training in human sexuality, explore personal attitudes and beliefs toward sexuality, enhance comfort level with sexual issues as they relate to treating Substance use disorders, examine physiological effects of Substance use, misuse on sexual function, and discuss the process of recovering healthy sexuality. Through this course, the student should be able to demonstrate the ability to initiate discussion of client's sexual issues related to addiction treatment, discuss sexual physiology knowledgeably, dispel sexual myths, identify the components of sexual identity and specific issues in each that could compound addictive behaviors, explain physical, emotional and pharmacological effects (temporary and permanent) on sexuality, explain the dynamics and sexual consequences of sexual dependency and addiction, identify six steps in the process of moving toward an addiction free sexual health, understand his/ her limitations and refer serious sexual dysfunction to a sex therapist, understand counseling issues and therapeutic strategies related to sexuality issues in recovery.

#### **Family Systems**

**30 Clock Hrs**

This module will demonstrate how counseling for the family (spouse, children, parents and/or siblings) provides the



forum for lasting and powerful change, as well as breaking the addiction related issues for coming generations. This course will address the issues of codependency, family roles, rules, boundaries, and subsystems. By the end of the course the student should be able to compare and contrast characteristics of healthy and unhealthy families, use genogram to understand generational and trans-generational issues within families, describe the rigid family roles and rules which dictate unhealthy family behavior, describe families at various stages of the dependent's illness, explain the concept of personal boundaries, utilize direct communication skills to establish and maintain healthy boundaries, explain the function of self-care in the healing process and spiritual development, and describe the family recovery process.

### **Co-Occurring Disorders**

**30 Clock Hrs**

This module will address dual diagnosis; the treatment of clients who have Substance use disorders and other mental and personality disorders. This course will provide a basic understanding of how to diagnose and treat Substance use. The student will gain knowledge about the history of substance use disorders, along with its pathology, diagnosis and treatment; information necessary for CADC certification, gain competency in the assessment and treatment of individual arrested for driving under the influence required by many addiction treatment agencies. The student will learn how to recognize and treat underlying mental disorders in the chemically dependent client, which may predate, coexist, or follow chemical dependency, review chemical dependency as it may relate with selective children and adolescent disorders, review chemical dependency and selected organic brain, schizophrenic, mood, anxiety, dissociative, eating, sleep, impulse control, adjustment, and personality disorders, help the student understand general assessment issues toward developing specific treatment plans, teach the student that an important part of recovery from dual diagnosis in understanding relapse and developing a relapse prevention plan, understand the importance of spiritual development leading to overcoming guilt and shame, developing a meaningful life, restoring positive values, and the giving back to the community through sharing learned knowledge and experiences.

### **Assessment and Treatment Planning**

**30 Clock Hrs**

In this module the students will learn how to map out a path of recovery suited to the unique problems and strengths of each individual. This class will equip the counselor to meet treatment planning standards on documentation recommended by the International Certification Reciprocity Consortium/ Alcohol and Other Drug Abuse, Inc. (ICRC). They will learn how to identify individual needs, plan treatment, and measure progress during early stages of recovery. The students will be given an understanding of the major theories of counseling. Through case presentation the professional will learn how to implement initial, primary, after care and relapse treatment plans and treatment plan reviews. This course will introduce the student the special skills of counseling utilizing the modern counseling theories of treatment methods to achieve objectives through exploration of a problem and the ramifications, examination of attitudes and feelings, consideration of alternative solutions, and decision-making. The student will learn the screening process by which a client is determined appropriate and eligible for admission to a particular program and the intake procedures. Each student will learn the ASAM Criteria. It is a collection of objective guidelines that give clinicians a way to standardize treatment planning and where patients are placed in treatment, as well as how to provide continuing, integrated care and ongoing service planning.

Students will also learn to apply the ASAM Criteria in the assessment procedures by which a counselor identifies and evaluates an individual's strengths, weaknesses, problems and needs for the development of a treatment plan. The function of treatment planning which is a process involving both counselor and client to prioritize problems needing resolution, establish agreed upon immediate and long term goals, and decide on the treatment methods and resources to be used.

### **Ethics for Professionals**

**30 Clock Hrs**

This module will provide a basic understanding of the issues involved in the process of ethical reasoning, furnish a foundational setting to explain historical and current models of Western thought, and finally, equip the students with ethical reasoning strategies that apply to professional code of ethics specifically for addiction counselors. They will understand and gain competency in the legal and ethical guidelines for professional counselors so they can protect



themselves, their clients and their future employers through implementing such rules and guidelines. Students will obtain required knowledge and understanding regarding professional ethics so as to obtain professional certification as a Certified Alcohol and Other Drug Counselor.

### **Basic Individual Counseling**

**30 Clock Hrs**

This module will teach the students to build skills necessary to counsel, guide, and mentor others. In this course, the students will learn how to appropriately relate that to others. They will begin to understand the processes (i.e. renewal of mind, emotional development, and healing) that emerge in those recovering from addictions. The student will develop the ability to problem solve, confront, identify defense mechanisms, and choose strategies of helping clients lower their walls of defense. Upon completion of the course the student should be able to describe their own basis for holistic counseling, understand the challenge that the counselors have dealing with client's denial concerning addictive and life controlling issues, develop active listening skills, explain the relationship between thoughts, feelings and behaviors, demonstrate knowledge of the model and the process of helping the client with the problem management, resource/opportunity development, and goal setting. They will also describe counseling skills pertinent to crisis and suicide intervention, divorce, grief and loss.

### **Basic Group Counseling**

**30 Clock Hrs**

This module will demonstrate practice techniques of group counseling. Principles of healthy interpersonal relationships and leadership skills will be discussed in the context of small group discussions. Students will gain knowledge and competency in leading a counseling small group, become equipped through experience in leading small groups to successfully complete an internship or acquire employment at a counseling agency. The student will become acquainted with theory, practices, and process of group counseling, afford the opportunity to take active part as a group leader as well as experience someone else's leadership, and gain understanding and ability in responding to and controlling persons who try to disrupt a counseling group. By the completion of the course, the student should be able to demonstrate, an understanding of the theory, practices and process of group counseling, experience in leading a small group counseling session, and the ability to deal with difficult or threatening situations in a group counseling setting.

### **Intermediate Counseling**

**30 Clock Hrs**

This module is designed to acquaint the student with counseling techniques on a very close interpersonal level. The student will be introduced to counseling issues for one of the most widespread diseases in our culture-chemical dependence. Students will gain understanding and confidence in counseling for future professional counseling position, obtain knowledge and skills in areas of Substance use disorders and The Twelve Steps programs for employment as a Certified Alcohol and other Drug Counselor, obtain knowledge and skills in areas of abuse, and family dynamics for employment as a certified counselor. Additionally, the student will be furnished with a realistic understanding of counseling Adult Children of Alcoholics clients suffering from depression, anger, etc., and an understanding of Substance use disorders, Adult Children of Alcoholics and The Twelve Steps and Twelve Traditions. They will facilitate an integration of previously learned material on family dynamics and the addictive family system, gain familiarity with the Criminal Justice System, and an understanding of how to stage an intervention.

### **Theories of Counseling**

**30 Clock Hrs**

This module is a survey course of contemporary theories and techniques of counseling. It includes the counseling process, comparison of various theoretical approaches, introduction to professional and ethical issues in the helping profession of counseling. The purpose of the course is to expose the student to a variety of contrasting theoretical models underlying both individual and group practices in counseling. Specific objectives are to provide students with the information about the therapeutic process and the practical elements of the counseling interaction, provide students with a clear understanding of the major schools of psychology and counseling, have the student develop self-evaluation skills and critical thinking skills, challenge the student to look at their own qualities that support and hinder his/her attempts at being therapeutic for other, and gain an understanding of ways of applying nine theories to specific



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cases. Through the planned sequence of instructional events and successful completion of the course, the student should be able to demonstrate a clear understanding of the major schools of psychology and counseling, have an overall knowledge and familiarity with the leading psychiatrist and psychologists that established the primary therapeutic schools of discipline, and understand the eclectic approach of counseling and therapy that draws upon a variety of therapeutic disciplines in order to develop one's own personal model of counseling

**Special Populations** (Adolescents, women, the elderly, homeless, Veterans and their families)

**30 Clock Hrs**

This module is an overview of specific needs for such specific groups will be discussed and how treatment can be tailored to meet their treatment needs. Module is 4 weeks in length.

**HIV/AIDS Seminar**

**(part of Special Population 30 Clock Hrs)**

This seminar will provide a comprehensive and educational view on counseling clients with HIV/AIDS, which is taught in one week (two classes). The seminar will define the modes of HIV/AIDS, what is the disease, who is at risk and characteristics of AIDS, its transmission, prevention, treatment and legal issues for the patient with HIV/AIDS infection. This seminar is one week in length.

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These modules are essential to building a strong foundation for counseling. Each module is designed to teach methods to apply to the student's future methods through the lens of Substance use treatment. Substance use disorders are insidious diseases, which affects all facets of a person's life.

Through our program, we will instill in our students an understanding of the impact of substance use disorders on the clients, as well as their families.

Following completion of all 12 modules and 300 hours of internship, the student will have completed the necessary curriculum to take the ICB examination in order to earn CADC certification.



## COMMUNITY PROGRAMS

These programs are non-credit programs, meant to provide professional development only and do not offer CEUs.

### I. DOMESTIC VIOLENCE PROGRAM

#### **DESCRIPTION OF PROGRAM / COURSE: Detail for CIP Code 42.9999 Psychology, Other**

The educational curriculum for the Domestic Violence program comprehensively approaches the problem of domestic violence from both the side of the victim and the abuser. The course includes a conceptual overview of family violence that includes reference to the myths, causes and models of domestic violence and their repercussions upon each affected person.

The course will also provide direction and guidance in assessment and preparation of treatment plans for those involved in care. Two treatment models that will be taught in this course are the Duluth Model and Anger Management Model.

#### **Class Times**

Saturday 9AM-1pm

\*Course must meet the minimum enrollment of 6 students before the course will be offered, therefore there are not standard start or end dates.

#### **Course Offerings and Descriptions**

The program consists in two courses: The Victims (10 weeks) & The Abusers (10 weeks)

The total length of the program is 20 weeks

#### **Certificate of Attendance: Proficiency in Domestic Violence Studies**

##### **DOMESTIC VIOLENCE – THE VICTIMS**

**40 CLOCK HOURS**

This course will include a conceptual overview of family violence. Myths, causes, and models of family violence and their repercussions will be presented. An overall review of different forms of victimization in women, children, and elders will be included along with an overview of major intervention approaches and resources. The objective of the course is to help the student to develop an understanding of the different forms of family violence and sources of help.

##### **DOMESTIC VIOLENCE – THE ABUSERS**

**40 CLOCK HOURS**

This course provides students with an overview of domestic violence. This information will help them understand the particular needs and behaviors of batterers and survivors. It will also provide direction and guidance in the preparation of treatment plans for those involved in care. A special emphasis will be on anger management. The focus of this course is on the batterer.





## II. CODP I

### CO-OCCURRING SUBSTANCE USE AND MENTAL HEALTH DISORDER PROFESSIONAL (Formerly MISA I)

This is a program that prepares individuals to provide evaluations, referrals, and short-term counseling services to people in order to help prevent or remediate personal problems, conflicts, and emotional crises. These instructions include human development, psychopathology, individual and group counseling, personality theory, patient screening and referral, interviewing skills, professional standards and ethics, and applicable laws and regulations.

The educational curriculum for this program of *New Hope School of Counseling* satisfies the credentialing requirements of the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc., IAODAPCA. This program offers 240 hours of study. This CODP I program offered by New Hope School of Counseling provides a comprehensive understanding about the effective diagnostic and treatment of clients with concurrent mental disorders and chemical dependency. The pathologies of both fields reflect the necessities of integrative services offered in diverse health institutions such as hospitals and community health services. This will result in improvements in early detection as well as assessment and management. Integration refers to the provision of comprehensive services with staff that are competent in both mental health and drug alcohol skills. This way we will have effective programs for MISA clients.

#### Admission criteria

IAODAPCA requires students enrolled in the CADPC certification classes, to have completed their G.E.D. or high school diploma before enrollment in a CODP I course.

#### CODP I Registry. [Eligibility Standards:](#)

- 190 clock hours of training in the knowledge and skills areas related to the Core Functions.
- Minimum of 120 hours of supervision covering COPD Core Functions.
- Successful completion of the ICRC/ AODA written examination
- 2000 hours (1 year) of paid qualified experience; 250 hrs. documented within the past year

**Certificate of Attendance:** Proficiency in CODP I Studies

#### IAODAPCA: CODP I Registry

##### Class Times

Pre-requisite Courses: Monday and Thursday, 6-9pm

Primary Courses: Tuesday and Wednesday 6-9PM

\*Course must meet the minimum enrollment of 6 students before the course will be offered, therefore there are not standard start or end dates.

## **COURSE OFFERINGS AND DESCRIPTIONS**

Pre-requisite & Primary Courses within the program are taught within a five-week period, two classes per week. The total length of the program is 40 weeks.

### **Pre-requisite Courses (20 Weeks – may be taken in conjunction with CADAC Courses)**

#### **Overview of Addiction**

**30 clock hours**

This overview course will examine the disease concept of addictions, the history of addiction and its root causes. The course will review the influences of family history, environment, genetic markers, spirituality, biochemistry, and culture upon addiction. The student will gain a true perspective of the devastation and cost of addiction to the individual, the family and society. Evaluation and treatment techniques and approaches.

#### **Pharmacology of Addiction**

**30 clock hours**

This course is designed to introduce the student with the history of psychoactive drugs and their classification; how psychoactive drugs affect us, the progression of drug use from experimentation to addiction; an understanding of uppers, downers and psychedelic drugs and their effects; prevention; and treatment for addiction.

#### **Dual Diagnosis/Co-Occurring Disorders**

**30 clock hours**

This course addresses dual diagnosis, the treatment of clients who have chemical dependency and other mental and personality disorders. It is estimated that 40 – 70% of all mental health and chemical dependency clients are actually suffering from dual disorders. The conceptual differences between the mental health field and the chemical dependency field often make it difficult to provide an integrated treatment plan.

#### **Ethics for Professional**

**30 clock hours**

This course provides the student with ethically reasoned answers to the moral dilemmas that counselors face in their everyday practice. This course will provide a basic understanding of the issues involved in the process of Ethical Standard for Drug Abuse Counselors: non-discrimination, responsibility, competence, legal and moral standards, public statements, publication credit, client welfare, confidentiality, client relationship, inter-professional relationships, remuneration, societal obligations. Guidelines for ethical decision making: NAADAC Code of Ethics.

### **Primary Courses (20 Weeks)**

#### **Introduction to Abnormal Psychology**

**30 clock hours**

This course examines mental disorder using a bio-psycho-social framework. The student will examine theoretical models of psychopathology and of treatment and approaches to assessment and diagnosis. The course will include training on how to diagnosis and intervene in mental illness/substance abuse crisis situations.



### **Human Development**

**30 clock hours**

This course will explore the theoretical perspectives of human development and professions that draw upon them. Students will be introduced to multiple dimensions of child development, and place of education in promoting healthy development for all children. The course acquaints students with multiple processes of child development including physical, social, cognitive, linguistic, and emotional development from birth through adolescence, and examines both typical and atypical patterns of development.

### **Dual Disorders II**

**30 clock hours**

This course will provide the student with information and issues related to the treatment needs of patients who have a psychiatric disorder in combination with an alcohol and other drug use disorder. The course will include initial diagnosis & treatment of MISA Clients, dual diagnosis in special populations, treatments modalities, case management and relapse prevention for MISA clients.

### **Therapy & Dynamics of Counseling**

**30 clock hours**

This course is a comprehensive study on the integrated treatment of individuals with co-occurring mental illness and substance abuse. The course will systematically address the integrated treatment system which includes motivational interviewing, assessment, group treatment strategies, case management, family involvement, interventions, and program design.



*Training with purpose, serving the community, offering hope.*

## **FY21 Fee Schedule**

### **CADC I PROGRAM (12 Modules)**

|  |                            |
|--|----------------------------|
| Tuition:   | \$3,600.00 (\$300/Module*) |
| Books and Supplies:  | \$ 220.00**                |
| Registration Fee (non-refundable):                         | \$ 150.00                  |
| Graduation Fee (upon completion, for program certificate): | \$ 35.00                   |
| <b>Total:</b>  | <b>\$4,005.00</b>          |

### **CODP I (Co-Occurring Disorder Professional) PROGRAM (8 Modules)**

|  |                            |
|--|----------------------------|
| Tuition:   | \$2,400.00 (\$300/Module*) |
| Books and Supplies:  | \$ 300.00**                |
| Registration Fee (non-refundable):                         | \$ 150.00                  |
| Graduation Fee (upon completion, for program certificate): | \$ 35.00                   |
| <b>Total:</b>  | <b>\$2,885.00</b>          |

### **DV (Domestic Violence) PROGRAM (2 Modules)**

|  |                           |
|--|---------------------------|
| Tuition:   | \$ 600.00 (\$300/Module*) |
| Books and Supplies:  | \$ 100.00**               |
| Registration Fee (non-refundable):                         | \$ 150.00                 |
| Graduation Fee (upon completion, for program certificate): | \$ 35.00                  |
| <b>Total:</b>  | <b>\$885.00</b>           |

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Students are advised to consult with the instructors and the School Director whenever academic, financial or other concerns arise that may in any way interfere with academic performance or the completion of their program.

The school has an open policy regarding communication, addressing issues and attempting to support its students.

\*Students may take singular modules and pay only for the registration fee, modules taken and any book/supply costs associated per module.

\*\*Books and supply costs will be divided by number of modules of the program and due with each module.



### Institutional Disclosures Reporting Table FY 2019

**Per Section 1095.200 of 23 Ill. Adm. Code 1095-**

Institution Name: New Hope School of Counseling

*The following information must be submitted to the Board annually; failure to do so is grounds for immediate revocation of the permit of approval.*

| Disclosure Reporting Category   | Program Name | CADC    | CODP    | DV      |  |  |
|---|--------------|---------|---------|---------|--|--|
|   | CIP*         | 51.1508 | 51.1508 | 42.9999 |  |  |
|   | SOC*         | 21-1011 | 21-1011 | 21-1011 |  |  |
| <b>A) For each program of study, report:</b>  |              |         |         |         |  |  |
| 1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.   |              | 6       | 0       | 0       |  |  |
| 2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:   |              |         |         |         |  |  |
| a) New starts   |              | 22      | 0       | 0       |  |  |
| b) Re-enrollments   |              | 0       | 0       | 0       |  |  |
| c) Transfers into the program from other programs at the school   |              | 0       | 0       | 0       |  |  |
| 3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).                         |              | 28      | 0       | 0       |  |  |
| 4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:  |              |         |         |         |  |  |
| a) Transferred out of the program or course and into another program or course at the school  |              | 0       | 0       | 0       |  |  |
| b) Completed or graduated from a program or course of instruction   |              | 6       | 0       | 0       |  |  |
| c) Withdrew from the school   |              | 3       | 0       | 0       |  |  |
| d) Are still enrolled   |              | 25      | 0       | 0       |  |  |
| 5) The number of students enrolled in the program or course of instruction who were:  |              |         |         |         |  |  |
| a) Placed in their field of study   |              | 2       | 0       | 0       |  |  |
| b) Placed in a related field  |              | 2       | 0       | 0       |  |  |
| c) Placed out of the field  |              | 1       | 0       | 0       |  |  |
| d) Not available for placement due to personal reasons  |              | 1       | 0       | 0       |  |  |
| e) Not employed   |              | 0       | 0       | 0       |  |  |
| B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.   |              | 2       | 0       | 0       |  |  |
| B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.  |              | 2       | 0       | 0       |  |  |
| C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence. |              | 2       | 0       | 0       |  |  |
| D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.  |              | 30,000  | 0       | 0       |  |  |

\* CIP--Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

\*SOC --Please insert the program SOC Code. For more information on SOC codes: <http://www.bls.gov/soc/classification.htm>

\* A course of instruction is a standalone course that meets for an extended period of time and provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation or, in the case of students requiring catch-up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, profession; or it might improve, enhance or add to skills and abilities related to occupational/career opportunities.

*} In the event that the school fails to meet the minimum standards, that school shall be placed on probation.*

*} If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class of schools as a whole, then the Board shall revoke the school's approval for that program to operate in this State. Such revocation also shall be grounds for reviewing the approval to operate as an institution.*