EmergingEd Catalog

2019 - 2020
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Mission
EmergingEd, LLC’s ("EmergingEd") mission is to provide working professionals with the commercially relevant knowledge and skills they need to excel in their careers. While universities provide outstanding degree programs enriched by the current research of their faculty, at times, they are challenged to provide commercially relevant, workforce-focused learning experiences, especially in emerging technical fields. Continuing education departments of universities consistently have difficulty keeping up with the rapidly changing, technology-rich knowledge demanded by the corporate employees of alumni bases and broader lifelong learning communities. EmergingEd is a workforce accelerator, developing and delivering courses and programs that teach the knowledge and skills needed by the global workforce to keep up with emerging fields and thought leadership. EmergingEd intends to become the premier brand for corporate managers and executives who strive to stay ahead of the curve on emerging technologies and trends.

Administration and Governance
EmergingEd is a wholly owned subsidiary of Everspring and is governed by a board of directors. A list of administrators and board members is included in Appendix A.

Licensure and Accreditation
EmergingEd is licensed and approved by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education. EmergingEd is not accredited and does not participate in federal or state financial aid programs.

Hours of Operation and Holidays

Administrative Offices and Customer Support
You can reach Customer Support Monday–Friday 9 a.m.–6 p.m. (CT) at 1-888-311-4933 or at support@emerginged.com

Technical Support
Technical support is available for students 24 hours a day, 7 days a week, 365 days a year. Via the Help menu in the Canvas Learning Management System (LMS), students can reach out by phone, email or chat for assistance.

Class Hours
Courses are offered in an online modality; there are no set class hours.

Holidays
EmergingEd administrative offices are closed on the following holidays.

- New Year’s Day
- Martin Luther King, Jr. Day
- Memorial Day
• Independence Day
• Labor Day
• Thanksgiving
• Day After Thanksgiving
• Christmas Day

This holiday schedule may be modified at the discretion of EmergingEd.

**Admission Policies and Procedures**

**Application Procedures**
1. The prospective student submits an online application form.
2. The prospective student must complete an enrollment agreement.
3. The prospective student must pay their course fees ("tuition") after completing the enrollment agreement.

**Academic Calendar and Start Dates**
Courses are offered on a rolling basis and enrollment is open. Please go to [www.emerginged.com](http://www.emerginged.com) to see the next available start dates or if the student needs to change their start date.

**Admission Deadline**
For all courses, the admission deadline is one business day prior to the course start date.

**Admissions Requirements**
The applicant must confirm that their equipment meets the specific computer requirements, with acceptable hardware and software configuration and internet access, as listed in the Computer Requirements section.

**Computer Requirements**

**OPERATING SYSTEMS**
- Windows 7 and newer
- Mac OSX 10.10 and newer
- Linux: ChromeOS

**COMPUTER SPEED AND PROCESSOR**
- Use a computer five years old or newer when possible; Macs and PCs are both acceptable.
- 2GB of RAM (4 is recommended)
- 2GHz processor
- Webcam for video chat and recording
- Audio microphone
- Speakers

**SOFTWARE**
- Latest version of Chrome web browser
- Latest version of Flash installed
• Latest version of Java installed
• Recommended:
  o Microsoft Office 365
  o Adobe Acrobat Reader

INTERNET SPEED
High-speed internet at a minimum speed of 1 Mbps for download and upload, but we recommend 5 Mbps.

International Students
International prospective students are welcome to apply to any of the courses. EmergingEd does not offer visa services or English as a Second Language instruction. All courses are in English.

Academic Policies
Transfer of Previous Credit
EmergingEd does not accept course credit from other institutions. The transferability of EmergingEd coursework to other institutions is at the sole discretion of the receiving institution.

Library Resources
All resources are available within the learning management system.

Completion and Grades
EmergingEd courses are designed to flexibly fit around the busy schedules of working professionals. For this reason, students may work ahead with readings, video content, practice exercises and quizzes. However, because peer-to-peer engagement and networking are important to EmergingEd’s learning model, there may be assignments in each module that have deadlines.

Students will be assessed across two dimensions:

1. **Participation**: Students will be expected to participate in discussions, reflective exercises, and formative practice opportunities.
2. **Performance on Assignments**: Students will be required to complete assignments across multiple assessment types. These may include, but are not limited to, quizzes, deliverable-based assignments, presentations, and case analyses. Extensions will not be granted if you miss an assignment deadline. Late assignments will be given a 10 percent deduction in grade. Any incomplete assignments will be given a zero after the course end date.

Students must complete the course within the given time frame. If all work for the course is not completed by the course end date, the final grade will be calculated based on the work completed and turned in prior to the course end date. Grades will be given in the form of percentages and students must receive an overall grade of 80 percent or higher to receive a certificate of completion.

Students will have access to the course for two additional weeks after it ends to download resources. Assignments cannot be submitted during this two-week period. After that time, access will be removed.
Students may retake a course if desired, but this would require payment and starting the course at its beginning with a new cohort. Please reach out to Customer Support at support@emerginged.com for assistance.

**Statement of Non-Discrimination**
EmergingEd does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, gender identity or status, marital, parental, familial, veteran or military service status, age, or disability. EmergingEd complies with all local, state, and federal laws barring discrimination. Accordingly, equal opportunity for employment and admission shall be extended to all persons. All inquiries or complaints regarding these laws and regulations should be directed to the customer support associate, who will provide students with procedures available for resolving complaints related to alleged unlawful discriminatory actions.

**Students Seeking Reasonable Accommodations**
Students requiring accommodations should notify EmergingEd as soon as such needs arise. It is the student’s responsibility to make their needs known in writing to customer support associate and seek assistance where required. Reasonable accommodations will be made on an individual basis where possible. Information supplied by a student seeking accommodations regarding his or her disability is voluntary and confidential. Any information shared will be communicated internally among EmergingEd staff to reasonably accommodate a student’s disability.

**Complaints**
This policy outlines the process for investigating and addressing complaints to EmergingEd from students about any part of their experience with EmergingEd services during which the student feels they were treated unfairly. Because no policy is one-size-fits-all, EmergingEd reserves the right to deviate from this policy if the circumstances of a particular complaint or investigation call for additional flexibility.

*Informal Complaint Policy*
In most cases, students should first attempt to resolve their concerns in writing or orally with the individual(s) most directly connected to the student’s complaint.

If the student is not comfortable discussing the matter with the individual(s) directly involved, they can take their complaint to a liaison not directly involved, such as Customer Support.

Under these informal procedures, the student may, at any time, elect to stop further action by withdrawing the complaint. Complaints addressed informally may not be investigated at all or to the same degree as formal complaints, but not all complaints are appropriate for mediation (for example, sexual assault allegations are not appropriate for mediation).

*Formal Complaint Policy*
If the informal route is not appropriate, or doesn’t have a successful resolution, the student can file a formal complaint to the Managing Director.
1) When to File a Complaint
Complaints should be filed as soon as possible so that they can be appropriately addressed in a timely manner.

2) What to File
A formal complaint should be in writing and include the following:
- Student’s name, email address, and phone number
- Description of the concern or issue, including date, location, and all involved individuals
- Description of what efforts, if any, have been made to resolve the issue informally
- A statement of the resolution requested

For more information on the complaint process or to receive the Managing Director’s contact information, the student should contact Customer Support at support@emerginged.com.

3) Where to File Complaint
The complaint should be filed with the Managing Director of EmergingEd. The written complaint can be submitted electronically or by mail. In cases where the Managing Director is directly involved in the concern, an alternate point of contact will be provided by Customer Support.

4) Notice of Receipt
Upon receipt of the formal complaint, the Managing Director will provide the student with a written notice acknowledging its receipt and will review the complaint.

5) Investigation
The Managing Director will initiate an investigation. The extent and components of the investigation will vary depending on the allegations and circumstances. For purposes of illustration, an investigation may include the following steps, as appropriate:
- Review the student’s written complaint.
- Gather additional information or statements from the student as necessary.
- Gather information from any witnesses or other people with potentially relevant information.
- Review relevant documentation and policies.
- Obtain a response or written statement and other information from the individual or individuals who may be the subject of the student’s complaint.
- Convene a panel to review as appropriate.
- Assess the information gathered and determine findings and a resolution for the student.

Complaints initiated through the formal process may be withdrawn by the student, subject to the confidentiality provisions noted below, and with the understanding that, depending on the nature of the allegations, EmergingEd may be obligated to investigate the complaint with or without the student’s involvement.

6) Findings and Notification
Upon the investigation’s completion, the Managing Director will report the findings of the investigation and the resolution to the student. It is EmergingEd’s goal to conduct an appropriate investigation and report back in a timely manner. The circumstances in particular cases may make a shorter or longer investigation necessary or appropriate.
7) Appeal
Within 10 calendar days of the issuance of the final report, the student may appeal to EmergingEd’s Associate Managing Director. Appeals must be submitted in writing and must state a basis for the appeal. Bases upon which a student may appeal are the following:
- There is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision.
- There were procedural irregularities in the complaint process that affected the outcome.
- The proposed resolution was not reasonable based on the evidence compiled during the investigation.

The decision of the Board of Directors is final. Students not satisfied with the final disposition of the complaint process may contact the state licensing authority.

Unresolved complaints may be reported to the Illinois Board of Higher Education through the online complaint system (http://complaints.ibhe.org) or by mail to 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377 or at (217) 557-7359.

Confidentiality
EmergingEd will maintain confidentiality to the extent possible and consistent with EmergingEd’s obligations when investigating complaints. Once an individual discloses identifying information to EmergingEd through the processes described above, they will be considered to have filed a complaint with EmergingEd. While the confidentiality of information received, the privacy of individuals involved, and compliance with the wishes of the student or witnesses cannot be guaranteed, they will be respected to the extent possible and appropriate.

Retaliation
EmergingEd prohibits retaliation against anyone who reports an incident of alleged harassment, discrimination, or other unlawful conduct, or any person who assists or participates in a proceeding, investigation, or hearing related to such allegations. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. All complaints of retaliation should be reported in accordance with the complaint procedures outlined above.
Courses
All courses are delivered online through the Canvas LMS.

Cybersecurity
Cybersecurity Foundations and Frameworks
8 weeks

Course Description: This course is designed to demystify cybersecurity topics and equip you with a language and fluency, allowing you to intelligently participate in topical conversations and helping you to understand basic cybersecurity concepts and frameworks. This course is perfect for someone who has no experience in cybersecurity or someone who does have experience but never received formalized training.

Learning Objectives:
- Identify the evolving threat landscape and the potential risks and vulnerabilities across different industries.
- Prioritize the elements of security frameworks that most clearly align with your company and risks while taking into account the current threat landscape.
- Apply knowledge of the various types of cybersecurity threats and vulnerabilities populating the threat landscape to case scenarios.
- Connect industry compliance regulations to security frameworks while maintaining a business focus.

Cybersecurity Risks and Industry
8 weeks

Course Description: This course is designed to focus on the specific steps needed to implement and manage a cybersecurity initiative, equipping you with skills needed to be more effective at work. This course centers on how to take action in your organization and become an agent of change and an advocate for reducing cybersecurity risks in your organization. This course is perfect for someone who likes to get involved and who works in an industry often impacted by cyber incidents.

Learning Objectives:
- Develop an incident response plan with categories and severity levels for communicating and resolving security incidents.
- Address the people, process, and technology gaps in existing company security policies for deputizing non-security staff.
- Align security processes, policies, and tools to upgrade your company’s technology capabilities.
- Prioritize strategic education initiatives to proactively prevent future cyberattacks.

Cybersecurity Cases
8 weeks

Course Description: This course is designed to help you evaluate more complex cybersecurity situations. Rooted in real cases, this course provides an opportunity for you to explore the details of real cyber
incidents. This course is perfect for someone with experience in cybersecurity or someone who has an interest in learning about the lessons learned from past attacks.

Learning Objectives:
- Create a strategic assessment strategy to optimize your capabilities and prioritize your spending.
- Analyze the validity, value, and reliability of threat intelligence.
- Proactively detect and mitigate the risks of cybersecurity issues when conducting new business initiatives and transactions.
- Create a business environment that contributes toward automation and orchestration.

**Building a Threat Hunting Capability**
4 weeks

Course Description: This course is designed to explore the options available to organizations for cyber threat hunting, including manual, automated, and machine-assisted hunters. By identifying and evaluating strategies for cyber-attack prevention, this course provides an opportunity for you to transform your department or enterprise’s team structures and learn new advanced security processes. Learn how to go from the defensive to the offensive. This course is perfect for managers and IT professionals seeking to expand intelligence teams and improve organizational preparedness for cyber threats.

Learning Objectives:
- Describe the role of a cyber threat hunter and their relationship to the business enterprise and other information technology specialists.
- Characterize the benefits and drawbacks of manual, automated, and machine-assisted cyber threat hunting measures.
- Define the cyber threat hunter’s processes for implementing a rapid response to mitigate damage resulting from a cyber attack.
- Compare and contrast security monitoring tools, SIEM solutions, and analytics tools in the cyber threat hunter’s arsenal.

**Cyber Threat Intelligence**
4 weeks

Course Description: This course is designed to provide resources and develop skills for generating and operating strategic threat intelligence. With operations, data, and intellectual property at risk, organizations are looking to protect themselves from potential legal and financial losses, and this course provides an opportunity for you to maintain a competitive advantage in the market by learning valuable strategies from a threat intelligence expert. This course is perfect for managers and other IT professionals who want to build or improve on a threat intelligence program for their organization.

Learning Objectives:
- Differentiate threat intelligence experts from other information technology and information security roles.
- Identify internal and external threats.
- Define advanced strategies that can extract intelligence from data.
- Determine the origins and motivations of attackers.
Cloud Security  
4 weeks

Course Description: This course is designed to introduce safeguarding strategies for the security of cloud-based systems. By introducing the principal technologies involved in cloud-based systems and highlighting the key roles and responsibilities of cloud experts in an organization, this course provides an opportunity for you to discuss how you and your organization can ensure privacy for your cloud-based data — and prepare for recovery if the worst strikes. This course is perfect for someone with experience in a legal or compliance role who needs to learn more about how an organization is vulnerable to security or regulation mistakes.

Learning Objectives:
• Describe and identify principle technologies involved in cloud-based systems.
• Define the roles and responsibilities of stakeholders who can support cloud security.
• Discuss strategies for safeguarding data, classifying data, ensuring privacy, assuring compliance with regulatory agencies, and working with authorities during legal investigations.
• Compare a variety of recovery strategies in the event of a cloud-based disaster and select an appropriate solution for business needs.

Building a Red Team Capability  
4 weeks

Course Description: This course is designed to introduce strategies to test an organization’s ability to detect cyber attacks. Almost every organization runs penetration tests at least annually, but more and more organizations are seeing the value not only in simulated attacks, but also in directly testing their defense controls and their ability to detect attacks — this is what a Red Team does, and the value it brings to security teams. Rather than just attempting to break in, they are helping their organizations determine their defensive gaps and how to address them. This course is perfect for managers and other IT professionals who want to build a red team or improve on existing security teams in an organization.

Learning Objectives:
• Understand how red team exercises are conducted, and identify goals and objectives for those exercises
• Identify methodologies for running a red team exercise
• Identify resources and frameworks that can be leveraged in a red team exercise
• Understand how cyber threat intelligence plays a role in red team exercises

Network Traffic Analysis  
4 weeks

Course Description: This course is offered in partnership with FireEye Mandiant, a leading cybersecurity company. This course is designed to show students how to identify malicious network activity. Sophisticated attackers frequently go undetected in a victim’s network for an extended period. Attackers can blend their traffic with legitimate traffic that only skilled network analysts know how to detect. This course provides an overview of network protocols, network architecture, intrusion detection systems, network traffic capture and traffic analysis. Students will review the types of network
monitoring and the tools commonly used to analyze captured network traffic. This course also explores the best techniques for investigating botnets and how to use honeypots in network monitoring. This course is perfect for individuals with experience in cybersecurity who are looking to build their skills in network traffic analysis.

Learning Objectives:
- Understand the network monitoring and incident response processes, and why it’s critical in today’s network environments. Discuss the pros and cons of statistical, connection, full content and event monitoring and tools
- Perform event-based monitoring
- Minimize network traffic analysis with custom rule creation

Cybersecurity Awareness
4 weeks

Course Description: This course, offered in partnership with FireEye Mandiant, provides an overview of cyber security threats along with the fundamentals of a strong cyber security program. It is designed for both nontechnical and technical learners who want to understand how threat actors see their targets, and it shares methods to help mitigate risks. You will be introduced to foundational elements of cyber security programs, including security governance to establish a security framework, and ways to align the security program with business objectives. Security risk management, measurement and communications will also be covered. Security architecture topics will address common security practices and tools used to monitor and protect mature organizations. Cyber defense topics such as building an incident response plan will also be discussed, alongside examples of incident response methodologies.

Learning Objectives:
- Identify common attacker methodologies, and how an attacker enters, persists, and exfiltrates data from an organization via the attack lifecycle.
- Establish governance that will provide guidance and oversight to the cyber security program.
- Write an effective cyber security mission statement, vision statement, and strategic plan
- Define the basic security architecture necessary to protect any organization
- Describe the foundational components of a strong cyber security program, including common modern technologies used.

Windows Enterprise Incident Response
4 weeks

Course Description: This course, offered in partnership with FireEye Mandiant, focuses on the fundamentals of threat detection and response in an enterprise. It examines types of attacks and presents techniques used to find, investigate, and remediate them. It also describes the tools that an enterprise can build into its systems to prevent attacks and explains why an enterprise should use proactive threat hunting to keep ahead of cyberattack risks. Topics covered include understanding the attack lifecycle, incident response processes, single system and enterprise analysis, finding evidence of attacks, investigations management, remediation, and threat hunting.
Learning Objectives:

- Assess the threat landscape, types of attacks, and the threat lifecycle
- Analyze the effects on an enterprise during an incident
- Understand threat detection, investigation, response, and remediation process flows
- Gather and effectively record information related to ongoing investigations and incidents
- Recognize the components of single system and enterprise investigation and analysis
- Apply steps to proactively investigate an entire environment at scale for signs of compromise
- Outline threat hunting techniques such as threat intelligence, anomaly detection and known threat actor techniques, tactics and procedures

Creative Red Teaming
4 weeks

Course Description: This course, offered in partnership with FireEye Mandiant, focuses on how to understand and use open-source tools used by real world attackers and fine-tune them to fit an organization’s specific needs. Learners will develop the ability to think like an attacker and creatively use native, built-in tools to accomplish goals while avoiding detection. You will learn how to bypass advanced network segmentation and multi-factor authentication, abuse web applications, escalate to domain administrator and steal data while circumventing detection methods.

Learning Objectives:

- Identify, fingerprint and compromise a target with custom-crafted payloads while bypassing antivirus (AV) detection.
- Deploy creative tactics—from older techniques to newer ones—to maintain access to any compromised machine.
- Understand the tools and methods attackers use to exploit the lowest-level user privileges to gain higher, administrative privileges and move laterally throughout a network while avoiding security alerts.
- Avoid and bypass various challenges such as application whitelisting, encryption, multi-factor authentication, sandboxes and more.
- Exfiltrate data from “secure” networks undetected, without triggering firewalls or generating alerts.
- Identify the goals and challenges of managing a red team operation, including risk measurement and reporting.

Blockchain

Blockchain Foundations and Frameworks
8 weeks

Course Description: This course is designed to demystify blockchain topics and equip you with a language and fluency, allowing you to intelligently participate in topical conversations, and to help you understand basic blockchain concepts and frameworks. This course is perfect for someone who has no experience in blockchain, or someone who does have experience but never received formalized training.

Learning Objectives:

- Explore the origins and implications of bitcoin.
- Identify the positive and negative characteristics of blockchains.
- Describe the applicability of blockchain to existing business problems.
- Distinguish issues in cryptocurrency among investors, consumers, developers, and businesses.
- Analyze potential security risks associated with blockchain.

**Blockchain and Industry**
8 weeks

Course Description: This course is designed to focus on the specific steps needed to implement and manage a blockchain initiative, equipping you with skills needed to be more effective at work. This course centers on how to take action in your organization and become an agent of change and an advocate for blockchain in your organization. This course is perfect for someone who likes to get involved and who works in an industry that utilizes blockchains.

Learning Objectives:
- Determine the applicability of blockchain technologies to businesses and their problems.
- Differentiate between blockchain-based business model options available and how to choose what strategy you would follow.
- Build a blockchain organization within a company or as a new organization.

**Blockchain Cases**
8 weeks

Course Description: This course is designed to help you evaluate more complex blockchain situations. Rooted in real cases, this course provides an opportunity for you to explore the details of real blockchains. This course is perfect for someone with experience in blockchain or someone who has an interest in learning about the lessons learned from existing blockchains.

Learning Objectives:
- Interact in industry-based events or situations.
- Apply lessons learned from the industry to successfully execute a blockchain initiative.
- Evaluate the major trends and technologies currently in use in blockchain initiatives.

**Data Science**

*Machine Learning Foundations and Frameworks*
8 weeks

Course Description: This course is designed to demystify machine learning topics and equip you with a language and fluency, allowing you to intelligently participate in topical conversations, and to help you understand basic machine learning concepts and frameworks. This course is perfect for someone who has no experience in machine learning or someone who does have experience but who never received formalized training.

Learning Objectives:
- Explore the origins and implications of machine learning.
- Identify the positive and negative characteristics of machine learning.
- Describe the applicability of machine learning to existing business problems.
- Distinguish issues in machine learning practices and the reliance on data.
- Analyze potential risks associated with machine learning.

**Machine Learning and Industry**
8 weeks

Course Description: This course is designed to focus on the specific steps needed to implement and manage a machine learning initiative, equipping you with skills needed to be more effective at work. This course centers on how to take action in your organization and become an agent of change and an advocate for machine learning in your organization. This course is perfect for someone who likes to get involved and who works in an industry that utilizes machine learning.

Learning Objectives:
- Determine the applicability of machine learning to businesses and their problems.
- Differentiate between machine learning and data science.
- Utilize machine learning concepts to solve a problem.

**Machine Learning Cases**
8 weeks

Course Description: This course is designed to help you evaluate more complex machine learning situations. Rooted in real cases, this course provides an opportunity for you to explore the details of machine learning. This course is perfect for someone with experience in machine learning or someone who has an interest in learning about the lessons learned from existing applications of machine learning.

Learning Objectives:
- Analyze existing applications of machine learning.
- Evaluate the major trends in machine learning.
- Apply machine learning concepts to real scenarios.
- Evaluate the effectiveness of machine learning uses.

**Health Tech**

**Healthcare Analytics Foundations and Frameworks**
4 weeks

Course Description: This course is designed to demystify the use of analytics in the healthcare industry as a means to improve patient outcomes by mitigating health risks and improving physicians’ care. This course provides an opportunity for you to learn about data-driven solutions and is perfect for healthcare professionals in clinical roles who are looking to implement analytics into their patient care methods. This course is also appropriate for non-clinical healthcare professionals seeking strategies to leverage data in a hospital or healthcare system.

Learning Objectives:
- Identify problem areas as well as types of data that can be collected in the healthcare field.
- Describe the tools, techniques, and steps for applying data analytics in healthcare organizations.
- Discuss how data analytics can improve quality and performance across healthcare divisions.
- Review use cases of data-driven strategies that resulted in improved-health solutions for patient populations.

**Healthcare Informatics Foundations and Frameworks**
8 weeks

Course Description: This course is designed to demystify health informatics and health data management. With the demand growing for administrative professionals who can assess and apply medical systems, software, devices, and databases within the field, this course will teach methods for organizing and analyzing health records and best practices for protecting patient privacy. This course is perfect for managers with experience in hospitals, health insurance, or pharmaceuticals who are looking to explore data-driven initiatives to improve healthcare delivery and operations. The course is also appropriate for career-driven professionals looking to gain new experience in a fast-growing field.

Learning Objectives:
- Define the field of health informatics and its best practices.
- Describe the different types of data encountered in the field of healthcare informatics.
- Discuss issues related to patient privacy.
- Examine use cases of healthcare data where patient outcomes improved.

**Tuition**

Students are required to pay tuition upfront and in-full before starting the course. There are no other additional fees.

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<td><strong>Cybersecurity</strong></td>
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<td>Cybersecurity Risks and Industry</td>
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<td>Building a Red Team Capability</td>
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**Cancellation and Refund**

**Cancellation Policy**
The student has the right to cancel the initial enrollment agreement until 11:59 p.m. CT the business day prior to the start of the course. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within 30 days of cancellation. Cancellation must be submitted to EmergingEd customer support in writing.

EmergingEd reserves the right to cancel an enrollment based on conduct violations. If you display threatening, abusive, or dangerous behavior toward any of our staff or other students, then we reserve the right to refuse to allow you to continue taking the course. In such circumstances, you will not be entitled to a refund, and we reserve the right to prevent you from taking any course in the future if we feel that is necessary.

**Tuition Refund Policy**
Students may request a 100% refund of tuition up to 11:59 p.m. CT on the first date of the course. After the first date of the course, no refund will be granted.

**Withdrawal Procedure**
Students wishing to withdraw their enrollment in a course at the school must do so in writing:
1. The request must be emailed to support@emerginged.com.
2. The request must include the student’s name and course.
3. The request must be dated and signed by the student and submitted by 11:59 p.m. CT on the first date of the course in order for a refund to be granted.

**Refund Repayment**
All refunds are processed within 30 days of the request date. Students are expected to provide full documentation, as described in items 1–3 above, at the time of withdrawal to request a refund. The failure of a student to notify customer support in writing of withdrawal may delay refund of tuition.
Appendix A
Administration and Management

Board of Directors
Jeff Conlon
Beth Hollenberg

Ownership
EmergingEd is a wholly owned subsidiary of Everspring.

Management
Cathy Goodman, Associate Managing Director
Lexi Zarecky, Managing Director
Marina Tadros, Customer Engagement Specialist

Duties
EmergingEd is governed by a board of directors. The board of directors is responsible for hiring the managing director and setting the mission, strategy, and direction of the business.

The managing director is responsible for hiring the other employees and overseeing day-to-day operations of EmergingEd.
Appendix B

The Institutional Disclosure information below provides students with the information they need regarding their program of interest. Please reach out to the managing director for additional information or questions.

**Institutional Disclosures Reporting Table 1**

July 1, 2018 through June 30, 2019
Per Section 1095.200 of 23 Ill. Adm. Code 1095

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>CIP</td>
<td>52.2101</td>
<td>52.0801</td>
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<td>52.0801</td>
<td>52.0801</td>
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<tr>
<td>SOC</td>
<td>11-1020</td>
<td>11-1020</td>
<td>11-1020</td>
<td>11-1020</td>
<td>11-1020</td>
<td>11-1020</td>
<td>11-1020</td>
</tr>
</tbody>
</table>

A) For each program of study:

1) The number of students who were admitted in the program or course of instruction as of July 1 of this reporting period:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>CIP</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SOC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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
   b) Re-enrolments
   c) Transfers into the program from other programs at the school

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CIP</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SOC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>CIP</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SOC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

4) The number of students who were transferred out of the program:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>CIP</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SOC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Enrolled in the program or course of instruction during the 12-month reporting period who meet the following:</td>
<td>Or course and into another program or course at the school</td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>b) Completed or graduated from a program or course of instruction</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>c) Withdrew from the school</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>d) Are still enrolled</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5) The number of students enrolled in the program or course of instruction who were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Placed in their field of study</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>b) Placed in a related field</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>c) Placed out of the field</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>d) Not available for placement due to personal reasons</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>e) Not employed</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>B1) The number of students who took a *state licensing examination or professional certification examination, if any, during the reporting period:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>B2) The number of students who took and passed a state licensing examination or professional certification examination, if any, during the reporting period:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C) The number of graduates who obtained employment in the field but 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):</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>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):</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Institutional Disclosures Reporting Table 2

July 1, 2018 through June 30, 2019  
Per Section 1095.200 of 23 Ill. Adm. Code 1095

<table>
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</thead>
<tbody>
<tr>
<td>CIP 5.2.2101</td>
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<td>5.2.0801</td>
<td>5.2.0801</td>
<td>11.0102</td>
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<tr>
<td>SOC 11-1020</td>
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<td>11-1020</td>
<td>11-1020</td>
<td>11-1020</td>
<td>11-1020</td>
</tr>
</tbody>
</table>

A) For each program of study

1) The number of students who were admitted in the program or course of instruction as of July 1 of this reporting period:

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<tr>
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</thead>
<tbody>
<tr>
<td>CIP</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SOC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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:

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<tr>
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</thead>
<tbody>
<tr>
<td>CIP</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>SOC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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):

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</thead>
<tbody>
<tr>
<td>CIP</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>SOC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

4) The number of students enrolled in the program or course of instruction during the 12-month reporting:

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<tbody>
<tr>
<td>CIP</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SOC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Period who meet the following:</td>
<td>a program or course of instruction</td>
<td></td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>c) Withdrew from the school</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>d) Are still enrolled</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>5) The number of students enrolled in the program or course of instruction who were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Placed in their field of study</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>b) Placed in a related field</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>c) Placed out of the field</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>d) Not available for placement due to personal reasons</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>e) Not employed</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>B1) The number of students who took a state licensing examination or professional certification examination, if any, during the reporting period:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>B2) The number of students who took and passed a state licensing examination or professional certification examination, if any, during the reporting period:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) The number of graduates who obtained employment in the field but 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):</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>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):</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Institutional Disclosures Reporting Table 3

**July 1, 2018 through June 30, 2019**

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>CIP</td>
<td>SOC</td>
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<tr>
<td></td>
<td>52.2101</td>
<td>11-1020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) For each program of study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) The number of students who were admitted in the program or course of instruction as of July 1 of this reporting period:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>7) 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:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) New starts</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>e) Re-enrollments</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>f) Transfers into the program from other programs at the school</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>8) 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):</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>9) The number of students enrolled in the program or course of instruction during the</td>
<td>e) Transferred out of the program or course and into another program or course at the school</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Note: N/A indicates not applicable or not available.*
### 12-month reporting period who meet the following:

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>f)</strong> Completed or graduated from a program or course of instruction</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>g)</strong> Withdrew from the school</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>h)</strong> Are still enrolled</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 10) The number of students enrolled in the program or course of instruction who were:

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>f)</strong> Placed in their field of study</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>g)</strong> Placed in a related field</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>h)</strong> Placed out of the field</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>i)</strong> Not available for placement due to personal reasons</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>j)</strong> Not employed</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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### B1) The number of students who took a *state licensing examination or professional certification examination, if any, during the reporting period:

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<td>N/A</td>
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### B2) The number of students who took and passed a state licensing examination or professional certification examination, if any, during the reporting period:

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### C) The number of graduates who obtained employment in the field but 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):

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</table>

### 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):

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<td>N/A</td>
<td>N/A</td>
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</tr>
</tbody>
</table>

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*EmergingEd courses do not prepare students to take licensing or professional certification exams.**

**EmergingEd does not provide placement assistance services.**