

Akamai University
Capogrossi / Huffman-Hine School of Education
Master of Education in Curriculum & Instruction & EdD in Teacher Leadership
Dr. Mary Jo Bulbrook, Akamai University President
Dr. Gregory Pacific, Dean School of Education

To achieve the goal of becoming an informed individual, the educational system must be uplifted, and educational innovations need to be achieved through creative educational models that serve the current worldwide human conditions impacting us all. Education is the source to help individuals in the families, communities, and nations to make wise choices impacting all of us.

Changes in education are required to include efficiency, economic imperative, public demand, public satisfaction, safety, efficacy, access, ethics, humanitarian, and cultural perspectives as well as the usual criteria laid down for learners and educators.

At AU we are prepared to work with students to be on the cutting edge of innovation, expertise, and competency through this unique program to set the highest standards of practice, teaching, and research in education to lead the way.

The following questions are formulated to guide the way:

- What innovations in education are needed?
- How are we to collaborate and communicate with one another?
- How do we deepen and extend our current models of practice, education, and research in education?
- How can we utilize technology to better meet the needs of all learners?

All these questions and more, demand critical reflection and systematic inquiry. Akamai University's programs are strategically placed to address them and provide leadership to the future of education at multiple levels of achievement.

What questions are of interest to you? They are the kind of questions we encourage you to explore with us through our masters and doctoral degrees in education.

We welcome you and will do whatever we can to make your journey of development, learning and discovery an enjoyable one!

We hope you join Akamai University's Graduate Degrees in the Capogrossi/Huffman-Hine School of Education!

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TARGET AUDIENCE

The School of Education is geared toward candidates/educators in K-12 schools, those home schooling, those seeking leaderships in schools, public policy, nationally and internationally, and others interested in the field of education.

Master of Education in Curriculum & Instruction (40 credits required)

The Master's degree expectations include the following elements of 40 credits above the bachelor's degree:

Core Elements of Academic Major (Required: 18 credits minimum)
Major Concentration (Required: 9 credits minimum)
Research Preparation (Required: 3 credits minimum)

Finishing Activities
Comprehensive Examination (Required: 2 credits)
Thesis Proposal (Required: 2 credits)
Thesis Project (Required: 4 credits)
Oral Review of Thesis (Required: 2 credits)

- MEd 501 Designing Curriculum and Instruction I — 3 credits
 - Students will be introduced to various curricula and instructional methods. The focus will be on understanding the overall design and pacing of curriculum and the implementation of instruction.
- MEd 502 Designing Curriculum and Instruction II — 3 credits
 - Students will build on their knowledge from MEd 501 by creating a curriculum unit combined with best instructional practices. A final curriculum unit will be required to pass the course.
- MEd 503 Teaching Diverse Learners — 3 credits
 - Teaching Diverse Learners focuses on meeting the needs of diverse learners (special education, ELL, ESL, TAG). Students will learn about differentiation strategies and best practices to meet the needs of diverse learners.
- MEd 504 Standards Based Assessment — 3 credits
 - Students will explore current available assessments and decided which meets the needs of their students. Taking an analytical approach, students will implement these assessments. Data gleaned from these assessments will be used in MEd 506.
- MEd 506 Data Driven Instruction — 3 Credits
 - Utilizing data collected from MEd 504, students will create and implement a plan to drive instruction. This instruction will focus on the greatest need as shown by the chosen assessment.

- MEd 507 Creating Safe and Supportive Learning Environments — 3 credits
 - MEd 507 explores how to create a safe and supportive classroom and school environment. Students will explore Maslow, Social Emotional Learning strategies, and other theories to better meet the emotional needs of students.
- MEd 509 Educational Technology — 3 credits
 - MEd 509 focuses on utilizing the most up to date technology to meet the needs of all learners. Students will research various technological programs and create various lessons with rationale as to how the program(s) will advance the learning of all students.
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- RES 500 Survey of Research Methods in Education - 3 credits
 - Students will explore past and current methods of research to help aide in their Capstone Project. Additionally, students will learn how to apply research to drive curriculum planning and to drive instruction.
- MEd 510 Capstone Project — 6 credits
 - The Capstone Project embodies all of the learning of the student. The student will create a project that displays their new learning from the program. Additionally, the project must show a positive impact to the wider school community.

Finishing Credits Required:

- MEd 880 Comprehensive Examination - 2 credits
- MEd 885 Capstone Proposal – 2 credits
- MEd 890 Capstone Project – 4 credits
- MEd 895- Oral Review of the Capstone Project – 2 credits

Master of Science in Education & Master of Education Degree in Health Care

Concentration Options:

- End of Life Care, Care, Comfort for Individuals, Families and Health Care Professionals
- Addressing Needs of Diverse Cultures, Values and Beliefs
- Addressing Racial Inequalities and Abuse, Trauma and Sexual Violations
- Quality Assurance, Ethics & Standards of Practice to Address
- Innovative Curriculum Development for Licensed Practitioners

- Organizational & Family Dynamics
- Integration of CAM Approaches for Health Professionals in Practice, Education & Research

Edd in Teacher Leadership

Edd program is 52 Credits

- Edd 3000 Introduction to Doctoral Studies — 4 credits
 - Students will learn the requirements of the Doctoral Program at the University. Additionally, students will submit writing samples to help guide them in creating submissions for the program, as well as scholarly journals.
- Edd 3001 Curriculum Studies — 4 credits
 - As a leader, it is important to know curriculum and the important role it plays in education. Edd3001 explores various curricula. Using research and best practices, the students will evaluate and analyze these curricula and form a response about each presented.
- Edd 3012 Creating Safe and Supportive Learning Environments — 4 credits
 - Edd 3002 explores how to create a safe and supportive classroom and school environment. Students will explore Maslow, Social Emotional Learning strategies, and other theories to better meet the emotional needs of students. The student will create a school wide action plan to address a safe and supportive learning environment.
- Edd 3013 Teaching Diverse Learners — 4 credits
 - Teaching Diverse Learners focuses on meeting the needs of diverse learners (special education, ELL, ESL, TAG). Students will learn about differentiation strategies and best practices to meet the needs of diverse learners across subject and grade areas to help them become a better leader.
- Edd 3014 Assessment Strategies — 4 credits
 - It is imperative for Teacher Leaders to understand the best assessment strategies to gauge the learning of students. In this course, candidates will explore a variety of assessment strategies and programs across grades and subjects. The candidate will prepare a paper analyzing these strategies and their viability in the classroom.
- Edd 3015 Teaching Adult Learners - 4 – credits
 - Teacher Leaders interact with a variety of colleagues on a daily basis. This course will prepare the candidate to work with adult learners in a school setting.

Edd 3016 Designing and Leading Professional Learning – 4 credits

- Candidates will design and present (record) virtual Professional Development sessions. The sessions should meet the needs of the school community and cover at least 2 subject areas, or a whole school goal (ex. Social Emotional Learning, Instructional Methods, etc.).
- Edd 3017 Literature Review – 4 credits
 - The Literature Review is designed to help in expanding the student’s literature search, building competence in scholarly argument and high-level verbal and written skills. This tutorial includes an emphasis in formatting the presentation of the literature review, written argument for research. For this tutorial, students submit an annotated bibliography for mentor approval, and progress to complete the readings in preparation for the literature review of the dissertation. Students prepare a draft of their literature review for evaluation by the instructor and at least one outside academic. Students finalize the literature review for approval and publication in the Akamai Journal for Human Advancement.
- Edd 3018 Doctoral Research Tutorial – 4 credits
 - The Doctoral Research Tutorial is designed to guide students in building effectiveness in research design, data gathering, and presentation of statistics. Students are expected to prepare a draft of their dissertation research methodology for review by the instructor and at least one outside academic. Should the instructor find gaps and inefficiencies in the proposed research methodology, the student may be directed to complete appropriate course modules in research methodologies or directed readings under the instructor’s guidance.

Finishing Activities – 16 credits (1 credit is about 15 clock hours)

- EXM 3024 Comprehensive Examination – 2 credits
 - This is the traditional comprehensive examination of doctoral students conducted by the graduate committee immediately following completion of the academic coursework and prior to undertaking the dissertation. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.
- RES 3025 Dissertation Proposal- 4 credits
 - Candidates prepare a formal dissertation research proposal according to published University policies and guidelines.

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- RES 3026 Doctoral Dissertation- 8 credits
 - This course governs the conduct of the dissertation project for the Doctoral level student. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 150 or more pages in length. The dissertation project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research. Doctoral students may re-enroll for this course for noncredit, as needed.

- EXM 3027 Oral Defense of Dissertation- 2 credits
 - This examination is an oral defense of the doctoral dissertation conducted by the graduate committee immediately following their reading of the dissertation manuscript. The process follows guidelines published by the University

INTERNATIONAL RECOGNITION

Akamai University is recognized by the following international associations

- ✚ World Federation of UN Associations
- ✚ Institute for Global Education
- ✚ World Peace Society
- ✚ International Vocational Education and Training Association
- ✚ Institute of Certified E-Commerce Consultants
- ✚ Accreditation Service for International Schools, Colleges & Universities - ASIC League



Akamai University has premier accreditation by the Accreditation Service for International Schools, Colleges, and Universities (ASIC). Akamai has been designated as an ASIC Premier University for demonstrating several quality areas of strength and good practice. ASIC is a member of the British Quality Foundation (BQF), sits on the Quality Standards Group of UK NARIC, and is one of a number of international accrediting bodies listed in the international directory by the Council for Higher Education Accreditation (CHEA) in the USA and is a member of the CHEA International Quality Group (CIQG). ASIC is an approved accrediting body in compliance by the UK Border Agency (UKBA).

ASIC Accreditation provides reassurance to the UK Border and Immigration Agency that the college meets their strict requirements for overseas students and, in general, does not harm the perceived quality of the United Kingdom education provision.

[ASIC Premier University Certificate of Accreditation](#)

[Akamai University Listing in ASIC Accredited Colleges Directory](#)

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According to the ASIC Accreditation Handbook, page 10: *Colleges which are deemed by the Accreditation Committee to have satisfied a number of indicators of commendable provision in identified sub-areas in each Area of Operation will be awarded a commendable grade for that Area and those colleges which are awarded commendable grades in at least six Areas, normally including Areas B, C, D and E, will be awarded Commendable overall. These colleges will have ASIC Premier College status.*

Under Hawaii law HRS446E, universities not yet accredited within the USA must publish the following disclaimer relative to its accreditation, even when highly recognized accreditation is achieved overseas. Akamai respects the State of Hawaii Office of Consumer Protection, in its attempt to protect the public and our potential students, and therefore Akamai shall continue to publish the disclaimer, now, even with ASIC Premier University accreditation.

Akamai University is not accredited by an accrediting agency or association recognized by the US Department of Education. Before undertaking any program of studies in higher education or training, **Akamai University strongly advises interested applicants to consult with licensing authorities, professional associations, colleges and universities, and prospective employers to determine with clarity if the desired degree program will meet their professional requirements.**

Millennium Project



[Website](#)

Millennium Project provides an international capacity for early warning and analysis of global long-range issues, opportunities, and strategies. The project is not a one-time study of the future, but provides an ongoing capacity as a geographically and institutionally dispersed think tank. Akamai University was first granted institutional affiliation with the Millennium Project on 2 January 2003. [Millennium Project Email](#) [Millennium Project](#)

Institute for Global Education The Institute for Global Education is a special NGO consultant to the United Nations Economic and Social Council. Its goal is to educate those who desire to participate in a world where peace is a way of life. Educating and Counseling



With Nature: The Institute of Global Education Department of Integrated Ecology. Akamai University was awarded formal affiliation on 2 January 2003.

[Statement of Affiliation \[Click to View\]](#)

[Institute Email](#)

[Institute Website](#)

World Peace Society



World Peace Society is a dynamic multinational institution dedicated to advancing world peace by non-violent means. Akamai University was offered affiliation with the Places of Peace Program and World Peace School on 3 May 2004. Please be encouraged to make contact with this essential group.

[World Peace Email](#)

[World Peace Website](#)

International Vocational Education and Training Association [IVETA]

IVETA is a membership association and network of vocational skills training organizations,



business and industrial firms, vocational educators and other individuals and groups interested or involved in vocational education and training worldwide.

IVETA is dedicated to the advancement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed.

Akamai University was first admitted to membership on 4 March 2005. [IVETA Website](#)

PROGRAM FACULTY

- Dr. Greg Pacific, PhD, Dean of the Capogrossi/Huffman-Hine School of Education, Education Specialist, Inner City Schools, Impact of Technology on Students
- Dr. Douglass Capogrossi, PhD, Professor Emeritus, Educational Leadership
- Dr. Mary Jo Bulbrook, EdD, RN, BSN, MED, CEMP/S/I, HTCP
International Practice & Teaching Worldwide, Relationship with Indigenous Healers; Innovative Models of Education in Health Care
- Dr. Medani Prasad Bhandari, Ph.D. Editor in Chief, The Strategic Planning for Energy and the Environment (SPEE) Denmark, Ukraine Connections, Citicens High School (CHS)
- Dr. Harvey Menden, PhD, Education, Finance, Religious Studies
- Dr. Christine Bair, RN, ThD, PhD, Lpc, LMFT, Energy Therapy, Heart Field
Complementary & Alternative Medicine
- Dr. Owen Owunwanne, Ph.D., CMRM, MA, MBA, EFM, Energy Psychology, Education in Business, Psychology, CAM Therapies, Support Chronic Diseases
- Dr. Melinda Connors, PhD, Executive Director AU Research
- Dr. Antonio Cardona, MPA, MA, CPM, CWDP, GCF Diversity Management & Planning, Diversity and Race Relationships and Anti-discrimination Programing
- Dr. Austin Mardon, CM, MSc, Med, PhD, LLD, KCSS, FRSC, FRCGS, Antarctic Meteorite Expedition and Research for NASA and National Science Foundation as well as Advocate and Activist for People with Mental Illness
- Dr. Traian D. Stanculescu, PhD, Interdisciplinary Academic Formation, Architecture, Philosophy, History, Psychology and Sociology), Biophotonics, Hermeneutics.”Connection Energy” Preservation from Romania
- Dr. Man BK, PhD, Expert in World Hunger, Fulbright Scholar, Microfinance
- Dr. Rhonda Yates, PhD, Christian Studies, Complementary and Alternative Medicine, Counseling, Whole Person Health

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- Dr. Effie Chow, RN, PhD, Lac(CA, DiplAc (NCCANA) Acupuncturist Innovator with Traditional Chinese Medicine and National Institute of Health
- Dr. James L. Oschman, PhD, Author of Award Winning work in Complementary and Alternative Medicine
- Dr. James Johnson, MD, Naturopathic Medicine including working with many types of holistic practitioners and programs
- Dr. Delphine Rossi, PhD, Intuitive Wellness consultant, Educator and Licensed, Organized Minister in Spiritual Healing.
- Dr. Stephen Rosenblatt, MD, PhD, Lac, California Acupuncture College President and Acupuncture Research and Legislative Expert
- Dr. Anthony Payne, NMD, MD (hon.) Paleoanthropology and Biological Anthropology, Pastoral Psychology, Nutrition Educator Medical Diagnostic and Treatment Clinica
- Dr. Jim Morningstar, PhD, Licensure Clinical Psychologist and Pioneer in integration of Psychotherapy of Mind/Body Techniques
- Dr. Jamie Hicks, PhD, Spiritual, Trans-Cultural and Faith Traditions, Christian Studies, Clinical Pastoral Counselor
- Dr. Christine Ross, PhD, CAM Research & Clinical Innovator, Board Certified Polarity Practitioner and Pioneer in Energy Medicine with Degrees in Psychology and Physics

ENTRY REQUIREMENTS

Master's Program

As prerequisites for acceptance to the master's program, applicants should have completed the equivalent of a recognized baccalaureate degree in an appropriate field of study and have several years of meaningful professional experience.

Applicants are expected to be proficient in collegiate English language skills and are expected to have access to a computer, email and the Internet, and outside library resources for the full extent of their program.

Completed training from a recognized educational and/or practitioner program is highly desired and can be applied toward the diploma or used as elements of the major concentration for the Master of Science in Complementary Therapies.

THE CAPSTONE COMMITTEE

Formation of Capstone Committee

Master's students have a Capstone Committee of two qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations, and thesis / project

Responsibilities of Capstone Committee

Under leadership of the Committee Chair, responsibilities of the committee are as follows:

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- Directing the preparation and approval of the student's plan for study, clarifying the timeline
- Assignment of faculty to provide instruction and to assist with the functions of the Capstone Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination.
- Providing oversight, direction, and mentorship during the conduct of the student's research or project and manuscript preparation.
- Providing leadership for the physical and oral reviews of the research manuscript.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's capstone and overall degree program and cooperate fully in building the appropriate archival records for the University.

Committee Appointment Schedule

The Committee Chair is appointed immediately following the student's registration and continues in charge of the student's program until final completion is recorded at the school of record.

While the secondary and tertiary members of the Thesis Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

Building the Student's Plan for Study

Immediately following registration, graduate students begin work with their assigned Committee Chair and Program Director to structure their formal plan for study. The process determines and formalizes the elements of the student's Master's program and the timeline for completion.

The plan for study includes the following essential elements:

- Designation of the degree major for the Study Plan
- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the Thesis Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.

Timeline for completion of the degree program

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

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Once all the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair.

Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

Program Costs:

Total Cost is \$300 per credit x 40 credits = \$12,000 US. If transfer of credits or equivalency from other work is done there is a \$100 deduction per credit for all course except the finishing activities of 10 credits. The most that can be deducted is \$3000 or \$9,000 for the degree. Flexible payments are possible and limited scholarships are available for qualified students. The application fee is \$50 and transcript evaluation is \$150 or \$200 nonrefundable fee for enrollment.

DOCTOR OF EDUCATION (EdD) Program**ENTRY REQUIREMENTS**

As prerequisites for acceptance to the School of Education, applicants should have completed the equivalent of a recognized Master's degree in an appropriate field of study and have several years of meaningful professional experience. Applicants admitted missing some elements of preparation must complete the missing elements as part of the initial program of studies at the doctoral level. These elements of preparation are discussed in the Master of Education program overview.

Applicants are expected to be proficient in collegiate English language skills and are expected to have access to a computer, email and the Internet, and outside library resources for the full extent of their program.

Completed training from a recognized educational or appropriate transfer credit can be applied toward the diploma or used as elements of the major concentration for the EdD. Some higher-level programs of training are eligible for transfer for credit as part of the requirements for the major academic elements discussed below.

THE DISSERTATION COMMITTEE

Formation of Dissertation Committee

Doctoral students have a Dissertation Committee of three qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and dissertation project.

Responsibilities of Dissertation Committee

Under leadership of the Committee Chair, responsibilities of the Committee are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline
- Assignment of faculty to provide instruction and to assist with the functions of the dissertation committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination.
- Providing oversight, direction, and mentorship during the conduct of the student's research project and manuscript preparation.
- Providing leadership for the physical and oral reviews of the dissertation manuscript.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's dissertation and overall degree program and cooperate fully in building the appropriate archival records for the University.

Committee Appointment Schedule

The Committee Chair is appointed immediately following the student's registration and continues in charge of the student's program until final completion is recorded at the school of record. While the secondary and tertiary members of the dissertation committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

Building the Student's Plan for Study

Immediately following registration, graduate students begin work with their assigned Committee Chair, in structuring their formal plan for study. The process determines and formalizes the elements of the student's doctoral program and the timeline for completion.

The plan for study includes the following essential elements:

- Designation of the degree major for the Study Plan
- Identification of the required coursework for each element of the program.
- Identification of the secondary and tertiary committee members
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.

Timeline for completion of the degree program.

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all of the decisions have been made concerning the plan for study, the student Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair.

Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

International Student Fee

All students residing outside the United States of America are assessed an international student fee of \$200 in addition to the standard tuition, payable at the time of registration. This fee is used to cover long distance communication expenses (telephone, post, and courier) of the University and its faculty.

Standard Tuition and Registration Fees

The standard tuition rates for all students at your degree level are stated below. The Registration Fee acts as down payment toward the total program tuition. Once received, it is deducted from the Total Tuition, and is to be paid with the submission of registration enrollment materials.

Degree Level	Edd
Standard Tuition	\$15,600 US (\$300 per credit hour and 52 credits required)
Registration Fee	\$3000 payable as tuition down payment at Registration
Balance Due	\$12,600 Please indicate option desired as identified below plans

Transfer credits accepted as appropriate and will result in credit reductions.

Available Tuition Installment Agreements

Students may select from established payment arrangement Plan A, B, or C, or have the option of negotiating an alternate written agreement, prior to registration, as shown in Plan D. ***Please note that installment amounts shown below reflect payments made toward a student's net tuition balance after payment of the required Registration Fee.***

Check the box to select the desired plan

Plan A: Single Payment

Students paying the balance of their tuition in full are afforded a 5% discount. This discount is calculated and applied to the Net Tuition Balance after payment of the Registration Fee.

Plan B: Monthly Installments

Monthly installments begin the month following registration and may extend for the minimum enrollment period at each degree level, including the accounting service fee for each installment.

Plan C: Quarterly Installments

Quarterly installments begin the month following registration and extend for the minimum enrollment period at each degree level, including the accounting service fee for each installment.

NOTE: Each installment includes a \$25 accounting services fee. Installments are due and payable on the first business day of the month in which the payment is due. If paying by credit card there is a 3.9% additional charge.
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AKAMAI ACCREDITATION



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According to the ASIC Accreditation Handbook, page 10

Colleges which are deemed by the Accreditation Committee to have satisfied several indicators of commendable provision in identified sub-areas in each Area of Operation will be awarded a commendable grade for that Area and those colleges which are awarded commendable grades in at least six Areas, normally including Areas B, C, D and E, will be awarded Commendable overall. These colleges will have ASIC Premier College status.

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