

INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

Doctorate in Humanitarian Leadership¹
To Be Offered by Zakat Foundation Institute

Degree Award Level²: Doctor's Degree - Professional Practice

Mode of Delivery (In-person or Online³): Online

Career Relevant/Out-of-Classroom Experiences⁴: Career

Suggested CIP Code⁵ for Program: 30.2001

Name of Person Preparing this Form: Maliha Naeem

Telephone Number and Email Address: +1 (317) 223-8973

maliha.naeem@zfinstitute.com

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INDIANA COMMISSION *for*
HIGHER EDUCATION
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¹ The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

² The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail).

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

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

⁴ Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

⁵ CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

1. PROGRAM OBJECTIVES: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

Zakat Foundation Institute plays a pivotal role in shaping the future of humanitarian and philanthropic leadership by equipping professionals with the skills and knowledge needed to address complex challenges in the modern world. Through its graduate education programs, ZFI provides a unique learning experience led by a diverse team of applied researchers, seasoned practitioners, and accomplished scholars. This approach ensures a balance between academic rigor and practical application, empowering students to make tangible impacts in their respective fields.

Furthermore, ZFI serves as a hub for thought leadership and public education, fostering discussions, and raising awareness about crucial issues in aid and development, particularly within Muslim societies. By offering a Doctorate program focused on the practice of humanitarian philanthropy, ZFI underscores its commitment to addressing pressing global issues such as forced displacement, structural racism, humanitarian disasters, and historical disenfranchisement. The institute is dedicated to meeting the practical educational needs of communities and individuals affected by these challenges, contributing to positive change on both local and global scales.

- **Doctorate in Humanitarian Leadership: (48 credits)**

The Doctorate in Humanitarian Leadership program at the Zakat Foundation Institute (ZFI) is a comprehensive and rigorous academic endeavor designed to prepare scholars and practitioners for leadership roles in the humanitarian sector. This doctoral program integrates theoretical knowledge with practical skills to address the complex challenges facing humanitarian organizations and communities worldwide.

The program's curriculum combines interdisciplinary coursework, research, and fieldwork to provide students with a holistic understanding of humanitarian leadership. Core areas of study include humanitarian principles and ethics, history of humanitarianism, Waaf development & management, Islamic finance & humanitarianism, and humanitarian leadership & Public policy.

Students enrolled in the Doctorate program engage in advanced research projects that contribute to the academic literature and inform humanitarian practice. They work closely with faculty mentors who are experts in their respective fields, receiving guidance and support throughout their doctoral journey.

One of the distinguishing features of the Doctorate program is its emphasis on experiential learning and real-world application. Students could participate in internships, fieldwork, and practicum experiences with leading humanitarian organizations, gaining hands-on experience and insight into the complexities of humanitarian work.

Additionally, the program fosters a collaborative and supportive learning environment, where students engage in scholarly discourse, share best practices, and collaborate on research projects. Through seminars, workshops, and conferences, students can network with peers and professionals in the humanitarian field, building valuable connections and partnerships.

Graduates of the Doctorate in Humanitarian Leadership program are equipped with the knowledge, skills, and ethical foundation to lead and innovate in the humanitarian sector. Whether pursuing careers in academia, research, policy, or practice, graduates are prepared to make meaningful contributions to humanitarian efforts

worldwide, advancing the mission of the Zakat Foundation Institute and promoting positive change in communities affected by crises and disasters.

Admission Requirements:

The admission requirements for the Doctorate in Humanitarian Leadership program at the Zakat Foundation Institute (ZFI) typically include the following:

- **Educational Background:** Applicants should hold a master's degree from an accredited institution, preferably in a related field such as humanitarian studies, international development, social sciences, public policy, or a relevant discipline.
- **Academic Transcripts:** Submission of official transcripts from all post-secondary institutions attended, demonstrating strong academic performance.
- **Letters of Recommendation:** Typically, applicants are required to provide letters of recommendation from academic or professional references who can speak to their qualifications, abilities, and potential for success in a doctoral program.
- **Statement of Purpose:** A written statement outlining the applicant's academic and professional background, research interests, career goals, and reasons for pursuing a Doctorate in Humanitarian Leadership at ZFI.
- **Resume or Curriculum Vitae (CV):** A comprehensive resume or CV detailing the applicant's educational background, work experience, research projects, publications, and relevant accomplishments.
- **Research Proposal:** A detailed research proposal outlining the applicant's intended research topic, objectives, methodology, and significance to the field of humanitarian leadership.
- **English Proficiency:** For international applicants whose native language is not English, proof of English proficiency is typically required through standardized tests such as the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System).
- **Interview:** Some programs may require an interview as part of the admissions process to assess the applicant's fit for the program and clarify any questions related to their application.

DHL611	Research Methods III - Quantitative and Data Science	3
DHL612	Humanitarian Leadership and Public Policy	3
DHL613	Research to Policy/Practice Project I	3
DHL614	Research to Policy/Practice Project II	3
DHL615	Research to Policy/Practice Project III	3
DHL616	Research to Policy/Practice Project IV	3

GENERAL EDUCATION / LIBERAL ARTS COURSES:

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

2. LIBRARY: Please provide information pertaining to the library located in your institution.

Zakat Foundation Institute (ZFI) is committed to providing access to high quality yet affordable and easily available resources for its students and faculty. ZFI has adopted a policy to use open access materials and allows its current research available through open access. ZFI supports using Free and Open-Source Software for its business operations whenever open-source solutions meet business needs. Open-Source Software is “software that can be freely used, changed, and shared (in modified or unmodified form) by anyone” (<http://opensource.org/>) and is distributed under a license approved by the Open-Source Initiative. ZFI has identified open-source resources in the areas of philanthropy, nonprofit, humanitarian studies, development studies, public administration and policy and international relations. These sources are compiled in a resource page and provided to students at the beginning of each course. In addition, ZFI has also identified e-Library sites (including JSTOR’s open access collection) as resources for its students. A sample listing of resources is listed below. Comprehensive resources can be provided upon request.

a. Location of library; Hours of student access; Part-time, full-time librarian/staff:

ZFI Library is an online collection of open access resources in line with our commitment to open access dissemination of knowledge. The library resources are available 24 hours a day, 7 days a week depending upon our students’, staff, and faculty’s access to the internet. We currently have one part-time e-Librarian who will be available to students 20 hours a week through zoom, email, and telephone.

b. Number of volumes of professional material:

N/A: Exclusively using open-source materials, see listing of sources and references below.

c. Number of professional periodicals subscribed to:

N/A: Exclusively using open-source materials, see listing of sources and references below.

d. Other library facilities in close geographical proximity for student access:

Indiana has a strong network of public and higher education libraries that are available to the public. Our e-Librarian works with faculty to identify materials at public libraries that can facilitate our students' learning.

Sample Listing of Open Access Journals

Journal Title	Publisher; Location
Administration	De Gruyter Open Ltd.; Germany
Asia and the Pacific Policy Studies	John Wiley and Sons Ltd; UK
The Cato Journal	Cato Institute; USA
Conflict and Health	BioMed Central Ltd.;
Disasters	John Wiley & Sons, Inc.; USA
Forced Migration Review	Oxford Department of International Development; UK
Human Resources for Health	Biomed Central Ltd.; United Kingdom
International Journal of Mass Emergencies and Disasters	Int'l Sociological Association; USA
International Journal of Refugee Law	Oxford University Press; UK
International Migration	John Wiley & Sons, Inc.; USA
International Migration Review	SAGE Publishing; USA
International Review of the Red Cross	Cambridge University Press
Journal of Conflict Studies	University of New Brunswick; Canada
Journal of Data and Information Science	De Gruyter Open Ltd.; Poland
Journal of Humanitarian Affairs	Manchester University Press; UK
The Journal of Humanitarian Assistance	Tufts University; USA
Journal of Information Policy	Penn State University Press; USA
Journal of International Humanitarian Action	
Journal of International Law of Peace and Armed Conflict	Institute for International Law of Peace and Armed Conflict; Germany
Journal of Public and Nonprofit Affairs	USA
Journal of Refugee Studies	Oxford University Press; UK

Journal of Urban Management	Elsevier BV; Netherlands
Policy and Society	Elsevier Ltd. United Kingdom
Politics and Governance	Cogitation Press; Portugal
Problems and Perspectives in Management	Business Perspectives; Ukraine
Public Administration Issues	Nat'l Research Uni. Higher School of Economics; Russian Federation
Public Policy and Administration	Mykolas Riomeris University; Romania
Research and Politics	SAGE Publishing; United Kingdom
Sustainability	MDPI; Switzerland

Open Access E-Library Sites

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

5. Rationale for the Program

a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)**

- **Why is the institution proposing this program and how does it build upon institutional strengths?** The Zakat Foundation Institute's program aims to combat global poverty and displacement by educating leaders in humanitarian and development fields. This initiative leverages the institute's strengths in humanitarianism and professional skills development, in partnership with the Indiana University Lilly Family School of Philanthropy.
- **How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?** The program fits into the institution's strategic plan by focusing on professionalizing charitable and humanitarian work and enhancing the capabilities of those involved in this sector. The Zakat Foundation Institute's collaboration with the Indiana University Lilly Family School of Philanthropy for specialized coursework underlines this commitment. This partnership and the program's design demonstrate an effort to build a network of professionally trained leaders who can effectively respond to humanitarian needs and challenges.

b. **State Rationale: General**

- **How does this program address state priorities as reflected in the Commission's most recent strategic plan [Reaching Higher In a State of Change](#)?** The Commission focuses on coordinating higher education in the state, including authorizing degree-granting institutions, and ensuring quality education. The Doctorate program at the Zakat Foundation Institute, which focuses on humanitarian and development studies, it contributes to the state's educational and social goals by providing specialized training in areas like global humanitarian challenges, leadership, and community development. The philanthropic and humanitarian sector is seeing rapid growth. This program seeks to help develop a workforce that can fill this need. The degree program ensures that there is a strong link between best practices within the humanitarian sector and the courses that we teach.

c. **State Rationale: Equity-Related**

- **How does this program address the Equity section of [Reaching Higher In a State of Change](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?** The Doctorate in Humanitarian Leadership program will be enhancing educational attainment, addressing educational equity across race, socioeconomic status, gender, and geography, preparing students for evolving workforce needs in the humanitarian sector and offering career-relevant experiences in line with state priorities for postsecondary education. This program seeks to prioritize people of lower socio-economic status and assist them in being part of the sustainable solutions that can reduce poverty and humanitarian challenges.

d. Evidence of Labor Market Need

- **National, State, or Regional Need**

- **Is the program serving a national, state, or regional labor market need? Please describe.**

The Doctorate in Humanitarian Leadership program meets a growing demand for skilled professionals in the humanitarian and disaster relief sectors worldwide. This program prepares graduates for roles in international humanitarian aid organizations, non-governmental organizations (NGOs), and government agencies involved in disaster response and humanitarian crises management. It is particularly relevant in states or regions vulnerable to natural disasters or with significant refugee and immigrant populations requiring humanitarian support.

Graduates are equipped with leadership skills, cultural competence, and a deep understanding of both global and local humanitarian challenges, making them versatile and valuable in a variety of settings and roles. The program is increasingly pertinent given the global challenges of climate change, conflicts, and pandemics, which demand effective leaders capable of navigating complex humanitarian situations.

In conclusion, the Doctorate in Humanitarian Leadership program addresses a critical and expanding need in the labor market, both nationally and internationally, particularly in fields associated with humanitarian aid, disaster relief, and social good initiatives.

e. Placement of Graduates

- i. **Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.**

Graduates will be prepared for Non-Governmental Organizations (NGOs) or nonprofit organizations, philanthropic foundations, USAID, World Bank, economic development agencies, community development agencies and other local, regional, national, and international bodies, Government Agencies, research, teaching, and academic administration, field operations, program management, local non-profits and community organizations, healthcare, mental health services, and public health.

- ii. **If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.** It is not a feeder to any other program. We do have a collaboration with the Indiana University Lilly Family School of Philanthropy that allows our students to dual-enroll in our graduate programs along with the Indiana University graduate program.

f. **Job Titles**

- **List specific job titles and broad job categories that would be appropriate for a graduate of this program.** Graduates of Zakat Foundation Institute will be employable for mid to senior level work in the nonprofit, humanitarian, aid, relief, and development sectors. Job titles may include, but are not limited to:
 - Policy Department: Senior Associate, Manager, Senior Manager, Director
 - Senior Researcher, Research Manager, Research Director
 - Program Specialist, Program Manager, Program Director
 - Operations Specialist, Operations Manager.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

Students completing the Doctorate in Humanitarian Leadership program at the Zakat Foundation Institute (ZFI) are expected to master a range of competencies and learning outcomes that demonstrate their proficiency in the field of humanitarian leadership. These competencies may include:

1. **Critical Thinking and Analysis:** Students will demonstrate the ability to critically evaluate humanitarian issues, policies, and practices, applying analytical frameworks and evidence-based reasoning to propose innovative solutions.
2. **Leadership and Management:** Students will develop leadership skills essential for effectively leading humanitarian organizations and teams, including strategic planning, decision-making, conflict resolution, and team building.
3. **Ethical and Social Responsibility:** Students will exhibit a deep understanding of ethical principles and values in humanitarian work, recognizing and addressing ethical dilemmas and promoting social justice and human rights.
4. **Research and Scholarship:** Students will acquire advanced research skills and scholarly competencies, including designing and conducting rigorous research studies, analyzing data, and disseminating findings through scholarly publications and presentations.
5. **Interdisciplinary Knowledge:** Students will integrate knowledge from diverse disciplines, including humanitarian studies, international development, social sciences, public health, and conflict resolution, to address complex humanitarian challenges.
6. **Global Perspective:** Students will develop a global perspective on humanitarian issues, recognizing the interconnectedness of local, national, and international contexts and engaging with diverse cultures, communities, and stakeholders.

7. **Communication and Advocacy:** Students will demonstrate effective communication skills for advocating on behalf of vulnerable populations, engaging with policymakers and stakeholders, and raising awareness about humanitarian issues.
8. **Collaboration and Partnership:** Students will collaborate with interdisciplinary teams, partner organizations, and communities to develop and implement sustainable solutions to humanitarian crises and challenges.
9. **Adaptability and Resilience:** Students will cultivate adaptability and resilience in responding to dynamic and unpredictable humanitarian contexts, demonstrating flexibility, creativity, and perseverance in their work.
10. **Professional Development:** Students will engage in ongoing professional development activities, including continuing education, networking, and participation in professional associations, to stay current in the field of humanitarian leadership.

These competencies and learning outcomes reflect the comprehensive preparation that students receive in the Doctorate program, equipping them with the knowledge, skills, and ethical foundation to lead and innovate in the humanitarian sector effectively.

b. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

Zakat Foundation Institute assess students' mastery of program competencies and learning outcomes in the Doctorate in Humanitarian Leadership program through a variety of methods such as:

- **Course Assignments and Projects:** Students will complete assignments, projects, and research papers that are designed to assess their understanding and application of program competencies. These assignments may include literature reviews, case studies, policy analyses, and research proposals.
- **Examinations and Quizzes:** Periodic examinations and quizzes will be administered to assess students' knowledge and comprehension of course material, including key concepts, theories, and principles relevant to program competencies.
- **Capstone Projects or Theses:** Students will undertake capstone projects or theses that require them to demonstrate mastery of program competencies through in-depth research, analysis, and synthesis of knowledge in their field of study.
- **Practicum or Internship Evaluations:** For programs that include practicum or internship experiences, students will be evaluated based on their performance in real-world settings, including their ability to apply program competencies in practice and demonstrate professionalism and ethical conduct.
- **Presentations and Defense:** Students may be required to deliver presentations or defend their work before faculty members, peers, and external stakeholders, providing an opportunity to showcase their mastery of program competencies and communicate their findings effectively.

- Portfolio Assessment: Students may compile a portfolio of their work throughout the program, including assignments, projects, and reflections, which will be reviewed to assess their growth and development in relation to program competencies.
- Feedback and Self-Assessment: Faculty members will provide constructive feedback to students on their performance and progress in relation to program competencies. Additionally, students will engage in self-assessment activities to reflect on their learning and identify areas for improvement.

7. Information on Composite Score, Licensure, Certification, and Accreditation

a. Federal Financial Responsibility Composite Score

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education. **Please see the attached Financials with supporting documents**

b. State Licensure

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?
N/A. We do not provide any education that requires approval by a licensing board. Likewise, we do not provide any education that prepares students for licensure.
- If so, please identify: N/A
- The specific license(s) needed: N/A
- The State agency issuing the license(s): N/A

c. Professional Certification

- What are the professional certifications that exist for graduates of similar program(s)? N/A
- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? **N/A. Our program and course of study does not prepare students for professional certification in a specific field. It does, however, equip students with practical and analytic skills that will empower them in the fields of humanitarianism, philanthropy, and nonprofit service.**
- If so, please identify. N/A
- Each specific professional certification: N/A
- The national organization issuing each certification: N/A

- Please explain the rationale for choosing each professional certification: N/A
 - Please identify the single course or a sequence of courses that lead to each professional certification? N/A
- d. Professional Industry Standards/Best Practices
- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? Yes, the program curriculum incorporates professional industry standards and best practices to ensure that students are equipped with the knowledge, skills, and competencies required to excel in their respective fields. We seek to emphasize best practices from the humanitarian, philanthropic and nonprofit sectors.
 - If so, please identify: Humanitarian Principles and Ethics, International Standards and Guidelines, Nonprofit Governance and Management, humanitarian and nonprofit sectors and Humanitarian leadership & Public policy.
 - The specific professional industry standard(s) and/or best practice(s): By integrating these industry standards and best practices into the curriculum, the program prepares students for leadership roles in the humanitarian and nonprofit sectors, enabling them to make meaningful contributions to addressing global challenges and advancing social justice and human rights.
 - The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: We therefore are collaborating with the Indiana University Lilly Family School of Philanthropy to ensure that we are connected to the leading academic institution in the field.
- e. Institutional Accreditation
- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation. Distance Education Accreditation Commission (DEAC) and It takes 3 to 5 years to complete a certificate of training from the Commission.
 - Reason for seeking accreditation. ZFI dedicated to humanitarian studies, we believe that obtaining accreditation is a crucial step in committing to quality education, students' success and opportunities, institutional improvement, global recognition, and alignment with regulatory standards.

Specialized Program Accreditation

- Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment? N/A
- If so, please identify the specialized accrediting agency: N/A

f. Transferability of Associate of Science Degrees

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions: N/A
- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? N/A
- If so, please list the baccalaureate degree(s): N/A

8. Student Records (*Institutions that have Previously Operated*)

- a. Are all student transcripts in a digital format? Yes
 - If not, what is the percentage of student transcripts in a digital format? N/A
 - What is the beginning year of digitized student transcripts? 2020-2021
 - Are student transcripts stored separately from the overall student records? TBD
- b. How are the digital student records stored? On the LMS site - Populi
 - Where is the computer server located? Populi
 - What is the name of the system that stores the digital records? Populi
- c. Where are the paper student records located? There are no paper records, all digital
- d. What is the beginning year of the institutional student record series? 2020-2021
- e. What is the estimated number of digital student records held by the institution? 88
- f. What is the estimated number of paper student records held by the institution? None
- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
 - If so, what is the most significant format? N/A
 - If so, what is the estimated number of student records maintained in that format? N/A
- h. Does the institution maintain a staff position that has overall responsibility and authority over student records? Yes
 - If so, what is the name, title, and contact information for that individual? Maliha Naeem, Program

Manager, maliha.naeem@zfinstitute.com

- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced? Yes, Populi
- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? Receives around 10 to 15 requests especially when transferring to Indiana University.

This Section Applies to All Institutions

- k. Is there anything that the Commission should consider with regard to the institutional student records? **No**
- l. What is the digital format of student transcripts? **Portable Document Format (PDF)**
- m. Is the institution using proprietary software, if so, what is the name? **Populi**
- n. Attach a sample transcript specifically for the program being proposed as the last page of this program application. **See the attached Sample Transcript.**

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections

Projected Headcount and FTE Enrollments and Degrees Conferred									
04/24, 2024									
Institution/Location: Zakat Foundation Institute _____									
Program: Doctorate in Humanitarian Leadership									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2025	FY2026	FY2027	FY2028	FY2029	
Enrollment Projections (Headcount)									
	Full-Time								
	Part-Time			10	20	20	20	20	
	Total			10	20	20	20	20	
Enrollment Projections (FTE*)									
	Full-Time								
	Part-Time			10	20	20	20	20	
	Total			10	20	20	20	20	
Degrees Conferred Projections				0	10	10	10	10	
Degree Level: Doctorate									
CIP Code: - 30.2001; State - Indiana									
FTE Definitions:									
Graduate Level: 9 Semester Hrs. = 1 FTE									



ZAKAT FOUNDATION INSTITUTE

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

Student Information	
Jane Doe	
Gender:	Female
Address:	2498 Perry Crossing Way Suite 240 Plainfield IN 46168
Degree:	Doctoral Humanitarian Leadership
Graduation Date:	December 2027

Course	Description	Credit	Grade	Pts	GPA
Fall 2024					
HL506	Humanitarian Leadership Writing I	3	B+	10.5	
DHL601	The Landscape of Humanitarian Sector	3	B+	10.5	
	Attempt	Earned	Divisor		
Session	6	6	6	21 pts	3.50
Cumulative	6	6	6	21 pts	3.50
Spring 2025					
DHL602	Humanitarian Leadership Practices	3	A-	11.1	
DHL603	Humanitarian Leadership, Justice & Ethics	3	B	9	
	Attempt	Earned	Divisor		
Session	6	6	6	20.1 pts	3.35
Cumulative	12	12	12	41.1 pts	3.43
Summer 2025					
DHL604	History of Humanitarianism	3	A-	11.1	
DHL605	Research Method I - Qualitative	3	B+	10.5	
	Attempt	Earned	Divisor		
Session	6	6	6	21.6 pts	3.60
Cumulative	18	18	18	62.7 pts	3.48
Fall 2025					
HL503	Muslim Philanthropy	3	A	12	
DHL606	Waqf Development and Management	3	B	9	
	Attempt	Earned	Divisor		
Session	6	6	6	21 pts	3.50
Cumulative	24	24	24	83.7 pts	3.49
Spring 2026					
DHL607	Grassroots Humanitarian Leadership	3	B-	8.1	
DHL610	Research Methods II-Case Studies & Inst. Hist.	3	B+	10.5	
	Attempt	Earned	Divisor		
Session	6	6	6	18.6 pts	3.10
Cumulative	30	30	30	102.3 pts	3.41
Summer 2026					
DHL609	Islamic Finance and Humanitarianism	3	A-	11.1	
DHL608	The Global Humanitarian Sector	3	A	12	
	Attempt	Earned	Divisor		
Session	6	6	6	23.1 pts	3.85
Cumulative	36	36	36	125.4 pts	3.48
Fall 2026					
DHL612	Humanitarian Leadership & Public Policy	3	B+	10.5	
DHL611	Research Methods III - Quantitative & Data Scien	3	A-	11.1	
	Attempt	Earned	Divisor		

Official Transcript

Session	6	6	6	21.6 pts	3.60
Cumulative	42	42	42	147 pts	3.50

Spring 2027

DHL613	Research to Policy/Practice Project I		3	B+	9
DHL614	Research to Policy/Practice Project II		3	B	10.5

	Attempt	Earned	Divisor		
Session	6	6	6	19.5 pts	3.25
Cumulative	48	48	48	166.5 pts	3.47

Summer 2027

DHL615	Research to Policy/Practice Project III		3	A	12
DHL616	Research to Policy/Practice Project IV		3	B+	10.5

	Attempted	Earned	Divisor		
Session	6	6	6	22.5 pts	3.75
Cumulative	54	54	54	189 pts	3.50

ZAKAT FOUNDATION INSTITUTE
OFFICIAL TRANSCRIPT EXPLANATION

Note: The following explanation reflects the information found on the Zakat Foundation Institute **Official Transcript** produced from the Student Information System implemented in Fall 2020. While there is no difference in the way grade point averages are calculated in each format.

Grade and Credit Point System

The following grade are considered in computing semester or cumulative grade averages. Repeated courses or hours with a grade of "F" are counted when computing grade averages but do not count toward the earned hours required for degrees.

A+	(4.0 Pts.)	B+	(3.3 Pts.)	C+	(2.3 Pts.)	D+	(1.3 Pts.)
A	(4.0 Pts.)	B	(3.0 Pts.)	C	(2.0 Pts.)	D	(1.0 Pts.)
A-	(3.7 Pts.)	B-	(2.7 Pts.)	C-	(1.7 Pts.)	D-	(0.7 Pts.)
W	Withdrawn						
F	Failing (0 Pts.)						

The following grades are not considered in computing IU semester or cumulative university grade point averages:

I	Incomplete
NC	No Credit; replaced AUDIT (AU)
NR	No Report Submitted by Instructor (Used for unreported grades for prior semesters or coursework that has not been graded for the current semester)
P	Passed (Pass/Fail Option) (The Pass/Fail Option permits graduate certificate and Masters students to enroll in a course and receive a grade of P or F.)
R	Deferred (used for course work which can be evaluated only after two or more semesters such course work was previously graded with I.)
S	Satisfactory (entire class graded S or F)
T	Denotes credits transferred from another institution.
W	Withdrawn--Passing (Prior to Second Semester, used to indicate withdrawal while passing. Effective Second Semester, used to reflect students who withdraw while passing after the official Drop and Add Period.)
X	Beginning Fall 2021, denotes a retaken/replaced letter grade (See Retaken/Replaced Explanation Below).

Repeated Courses:

Repeated courses may be counted in the student's primary program GPA (Student Program GPA), depending on the policies of the student's program. Repeated courses do not count toward the earned hours required for degrees unless the course is defined as repeatable for credit.

Record Format

The "Official Transcript" standard format lists course history, grades and GPA information in chronological order sorted by the student's academic level. The "Official Transcript with Enrollment" provides the same information as the standard transcript but also includes all courses in which a student is currently enrolled. "Official Transcript" or "Official Transcript with Enrollment" (without an academic level designation) indicates that the document contains all work completed at Zakat Foundation Institute.

The Student Program GPA is calculated according to the rules determined by the student's academic program at the time of printing. This GPA is subject to change whenever the student changes programs. The cumulative Student Program GPA statistics are reflected at the end of each student career level and are based on the student's last active primary program at that level.

Transfer Credit Exceptions

Courses accepted in transfer from other institutions are listed under a Transfer Credit heading. Generally, a grade of "T" (transfer grade) is assigned, and the course numbers, titles, and credit hours assigned reflect Zakat Foundation Institute equivalents. Transfer hours with a grade of "T" are not reflected in the cumulative grade averages, however the hours are included in the "Hrs. Earned" field.

Accreditation

Zakat Foundation Institute is authorized to operate by the Indiana Board for Proprietary Education which is administered, staffed, and led by the Commission of Higher Education, as evidenced by its approval status (<http://www.in.gov/bpe/>; 317-232-1033).

Validation

A transcript issued by Zakat Foundation Institute reflects course work completed. A transcript issued by Zakat Foundation Institute is official when it displays the Executive Director's signature and the seal and is printed on Zakat Foundation Institute paper. This official ZFI transcript is printed on SCRIP-SAFE® paper and does not require a raised seal.