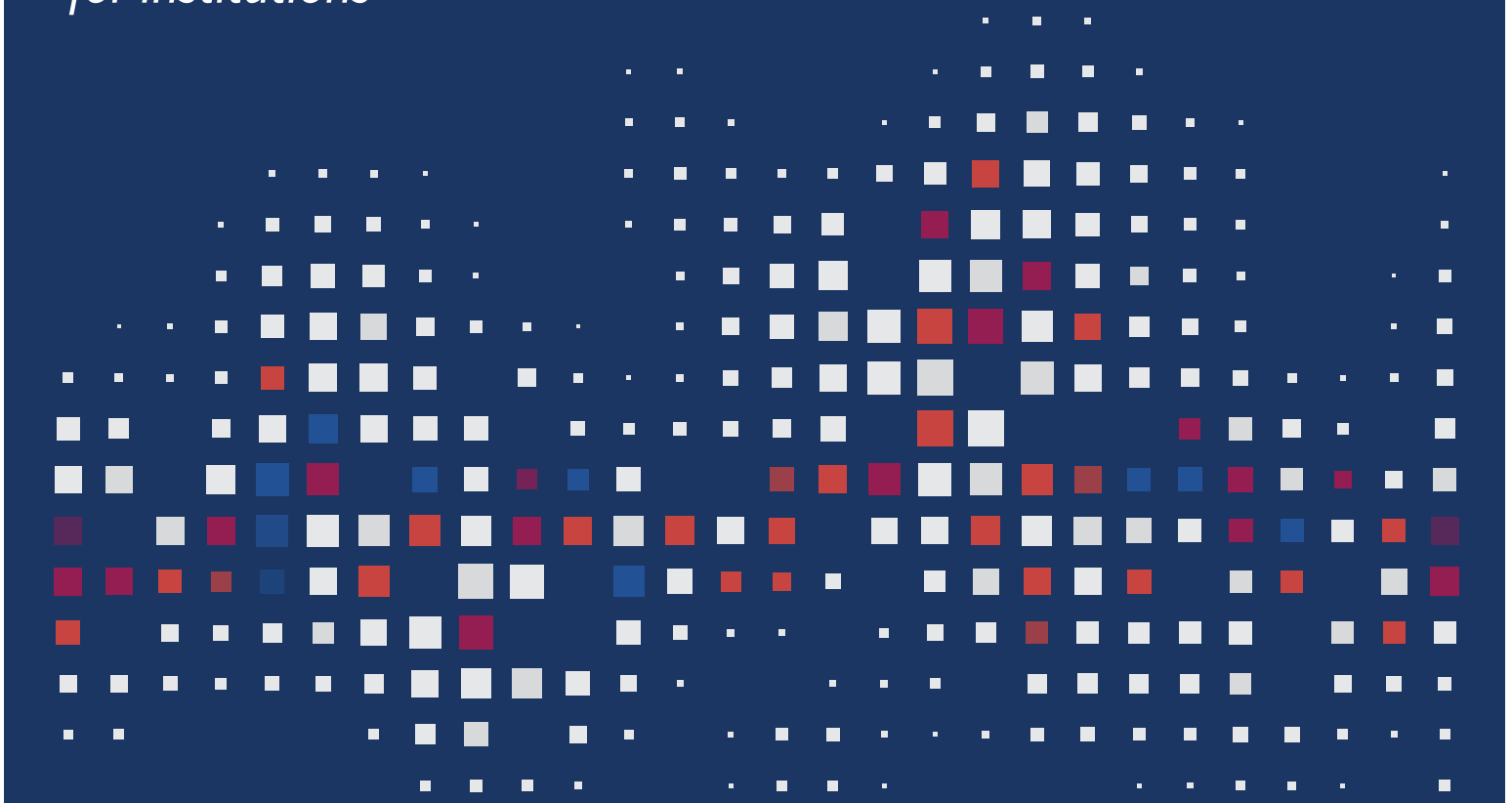
NC-SARA DATA REPORTING

HANDBOOK

for Institutions



Fall 2025 Exclusively Distance Education Enrollment & 2025 Out-Of-State Learning Placements

NC SARA

National Council for State Authorization Reciprocity Agreements

Reporting Period: May 15 - June 15, 2026

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Introduction

Collecting, reporting, and analyzing data about the interstate delivery of distance education are important parts of NC-SARA's mission. Data collection and reporting help measure the impact of SARA and track changes over time.

Toward this end, institutions approved to participate in State Authorization Reciprocity Agreements (SARA) are required to report exclusively distance education enrollment (EDEE) and out-of-state learning placements (OOSLP) annually. Institutions that do not report to the Integrated Postsecondary Education Data System (IPEDS) must still report this data to the National Council for State Authorization Reciprocity Agreements (NC-SARA). The data are to be reported to NC-SARA via the NC-SARA Data Reporting Portal between May 15 and June 15 each year.

This *NC-SARA Data Reporting Handbook* (handbook) provides detailed information about data reporting requirements, including step-by-step instructions to submit data through the online reporting portal. In addition to this handbook, please review the updated Data Sharing Agreement (DSA). The CEO or CAO of each SARA-participating institution affirms the institution's agreement with the DSA as part of the initial institution application process and annual renewal.

For the purposes of this handbook, "**state**" refers to any of the following within the United States: a state, commonwealth, organized territory, or the District of Columbia.

The term "**exclusively distance education enrollment**" is used synonymously with the IPEDS' term "enrolled exclusively in distance education" courses.

Data to be Reported

Institutions participating in SARA shall report two data sets annually.

1) **Exclusively Distance Education Enrollment (EDEE):** SARA-participating institutions must annually report the number of students enrolled at the institution who are engaged exclusively in distance education. The EDEE data *must be disaggregated by the state, territory, or district* where the learning takes place (i.e., where the student is located). This includes both degree and non-degree for-credit courses (both undergraduate and graduate). In-state EDEE (i.e., the student is located in the institution's home state) is also reported to NC-SARA.

    - For EDEE reporting, institutions should report the same exclusively distance education data they reported for IPEDS' Fall Enrollment (EF) reporting and *disaggregate the data by state*. Institutions that do not report to IPEDS should still use the IPEDS' guidelines to report their data to NC-SARA.

2) **Out-of-State Learning Placements (OOSLP):** Institutions participating in SARA must annually report to NC-SARA the number of their students engaged in OOSLP (e.g. clinical rotations, internships, student teaching). These data must be *disaggregated by state and two-digit Classification of Instructional Programs (CIP) codes as assigned by the U.S. Department of Education*.

    - OOSLP reporting is based on the **calendar year**. The 2025 OOSLP data are reported to NC-SARA during the 2026 data reporting window.

Detailed data reporting requirements are found in the sections dedicated to Exclusively Distance Education Enrollment Reporting and Out-of-State Learning Placement Reporting that follow in this handbook.

Both EDEE and OOSLP data will be reported via data upload, using csv template files provided on the Institution Directions for Data Reporting website.

Reporting Time Frame

The timeframe for NC-SARA data reporting is May 15 through June 15 each year.

Both EDEE and the OOSLP data must be reported to NC-SARA in the spring following the deadline for institutions to report their previous year's Fall Enrollment (EF) data to IPEDS.

As a SARA-participating institution, there are steps that leaders and staff can take in preparation for NC-SARA's annual data reporting.

Key activities include:

1. Ensure that your institution's contacts are updated in the NC-SARA Data Reporting Portal so that everyone who needs to receive data reporting communications is an active contact in the portal. Update your contacts by contacting your State Portal Entity and providing information about any staff changes.

   Please note that institutional staff must be an active contact in the NC-SARA Data Reporting Portal to submit the institution's data.

2. Determine who will coordinate the data reporting for your institution. All active institutional contacts in the NC-SARA Data Reporting Portal will receive an email notice prompting reporting.
   a. The email will include a link to the NC-SARA Data Reporting Portal where you will upload your institution's EDEE and OOSLP data files.
   b. For reporting 2025 data in the spring of 2026, the link to report your data will be sent on or before May 15, 2026.
   c. All active institutional contacts will be sent automated confirmation notices when your institution's data has been successfully submitted.

3. Utilize the Foundations of NC-SARA Data Reporting online course, this handbook, and the annual spring NC-SARA Data Reporting webinar (which will be recorded) to provide an overview of the data reporting process to new staff or to refresh the knowledge of all involved.

NC-SARA Data Reporting Portal

Staff at institutions that were approved to participate in SARA on or before December 31, 2025, will receive an email link from NC-SARA to submit your EDEE and OOSLP data. Detailed upload instructions are provided in the "*Instructions for Reporting EDEE* and the *Instructions for Reporting OOSLP*" sections of this handbook.

Please read the entire handbook before submitting your data or contacting NC-SARA with questions; there are FAQs that answer many of the most common questions.

Section 1: Exclusively Distance Education Enrollment (EDEE)

SARA policy has required SARA-participating institutions to report exclusively distance education enrollment (EDEE) since 2015. This section of the handbook provides details about what data are reported to NC-SARA and why.

Exclusively Distance Education Enrollment Defined

EDEE data helps us understand which institutions are enrolling students exclusively at a distance and where those students are located.

Institutions must report the number of students engaged exclusively in distance education who are enrolled at the institution. The EDEE data must be disaggregated by state, territory, or district where the activity takes place (i.e., where the student is located) and includes both degree and non-degree for-credit courses (both undergraduate and graduate).

> *Institutions that do not report to IPEDS still need to report their exclusively distance education enrollment to NC-SARA.*

For EDEE reporting, institutions should submit the same distance education data they reported for IPEDS' Fall Enrollment (EF) reporting but *disaggregate the data by state***.** If the institution does not report to IPEDS, they must still use the IPEDS' guidelines[1] to report to NC-SARA.

What Happens to Reported Data?

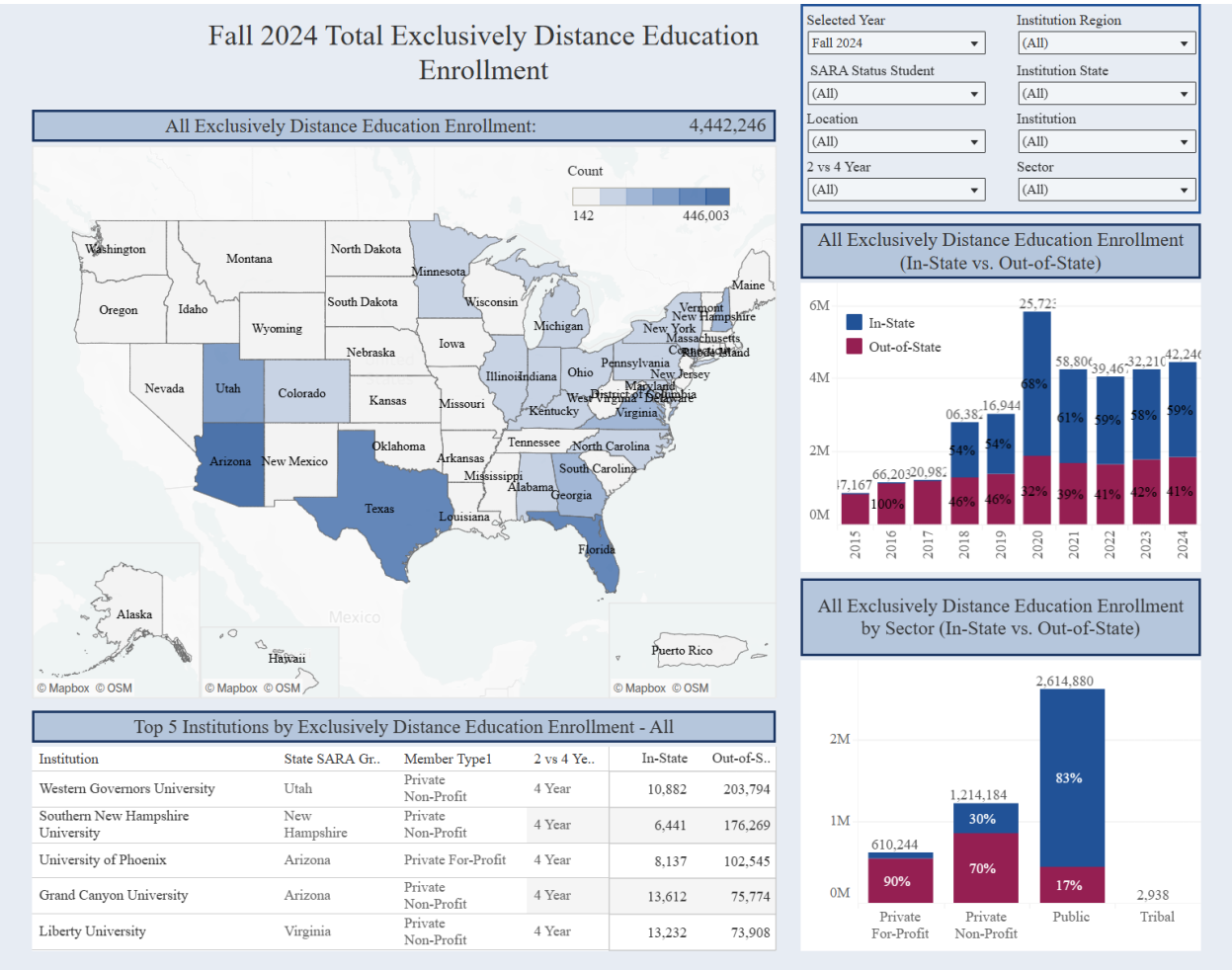
NC-SARA publishes EDEE data through the NC-SARA Data Dashboards, which include all data reported to NC-SARA since data reporting became a requirement (2015 data in the spring of 2016). The dashboards consist of several tabs, each with specific information that may be useful to a variety of SARA stakeholder groups. Within each tab you may sort and view the data using several filters: year, SARA student status, in-state vs. out-of-state, institution type (sector and 2-year vs. 4-year), regional compact, state, and institution. The following EDEE data are available in the dashboards:

1. **Total Exclusively Distance Education Enrollment** - this tab includes overall EDEE counts (in-state and out-of-state) by state, based on institution location. It also includes trends and a list of the five institutions with the highest combined in-state and out-of-state counts.
2. **Incoming Exclusively Distance Education Enrollment** - this tab focuses on students coming **TO** a state - that is, those students enrolling in an institution within the state but living elsewhere. It includes which states are sending the most students and what types of institutions students are attending.
3. **Outgoing Exclusively Distance Education Enrollment** - this tab focuses on students **FROM** a state - that is, those students who live in a state but attend an institution elsewhere. It includes which states are receiving the most students and what types of institutions students are attending.

[1] U.S. Department of Education, NCES National Center for Education Statistics, IPEDS *Data Collection System 2025-26 Survey Materials, FAQ*, https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3, Retrieved December 12, 2025.

An example of the Total Exclusively Distance Education Enrollment data dashboard is shown in Figure 1.

Figure 1. Example of Total EDEE Data Dashboard



Who Should Report the Data?

All institutional SARA contacts active in the NC-SARA Data Reporting Portal will receive an email notice prompting reporting. Please determine who will coordinate the NC-SARA data reporting for your institution internally, as anyone uploading data **must** be an active contact in the NC-SARA Data Reporting Portal. Please check with your State Portal Entity to ensure your contacts are up to date ***before*** the data reporting window opens. If you would like to add additional contacts specifically for data reporting, please reach out to us at data@nc-sara.org.

How Do We Access the NC-SARA Data Reporting Portal?

The email you receive from NC-SARA on May 15, 2026, will contain a link to the NC-SARA Data Reporting Portal. You can also access the NC-SARA Data Reporting Portal from the Institution Directions for Data Reporting website. Please use the EDEE and OOSLP Templates for data reporting found on the Institution Directions for Data Reporting page of the NC-SARA website for your institution's data upload to the NC-SARA Data Reporting Portal.

When is the Data Reporting Period?
NC-SARA's data reporting window is May 15 through June 15. Please be sure to add the NC-SARA reporting window to your institution's existing data reporting calendar.

What Data are Reported?

NC-SARA's exclusively distance education enrollment (EDEE) reporting requirements are based on federal IPEDS data collection. Institutions report their EDEE in the Fall Enrollment (EF) component of their submission to the federal IPEDS data collection system. The EF data are reported annually by the end of April of the following year. Exclusively distance education enrollment data for 2025 were reported to IPEDS during the winter/spring of 2026, and will be reported to NC-SARA during the annual reporting window of May 15 through June 15, 2026.

IPEDS Distance Education Reporting

NC-SARA uses the IPEDS' definition of distance education to reduce the reporting burden for participating institutions, since most are already reporting to IPEDS.

IPEDS defines a distance education course as "a course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education."[2] The definition also includes detail regarding delivery modality; the full definition is in *Appendix A: IPEDS' Distance Education Definitions* of this handbook.

Importantly, IPEDS' distance education reporting requires providing enrollment data in the following four categories:

1. All students enrolled
2. Students enrolled exclusively in distance education courses
3. Students enrolled in some but not all distance education courses
4. Students not enrolled in any distance education courses

In addition to those categories, the data institutions provide about students enrolled exclusively in distance education courses are disaggregated by where the students are located. These five location categories include:

1. Students enrolled exclusively in distance education courses and are located in the same state/jurisdiction as institution
2. Students enrolled exclusively in distance education courses and are located in U.S. not in the same state/jurisdiction as institution
3. Students enrolled exclusively in distance education courses and are located in U.S. state/jurisdiction unknown
4. Students enrolled exclusively in distance education courses and are located outside U.S.
5. Students enrolled exclusively in distance education courses and location of student unknown/not reported

Full instructions for the 2025-26 IPEDS EF reporting are available on the IPEDS' website.[3]

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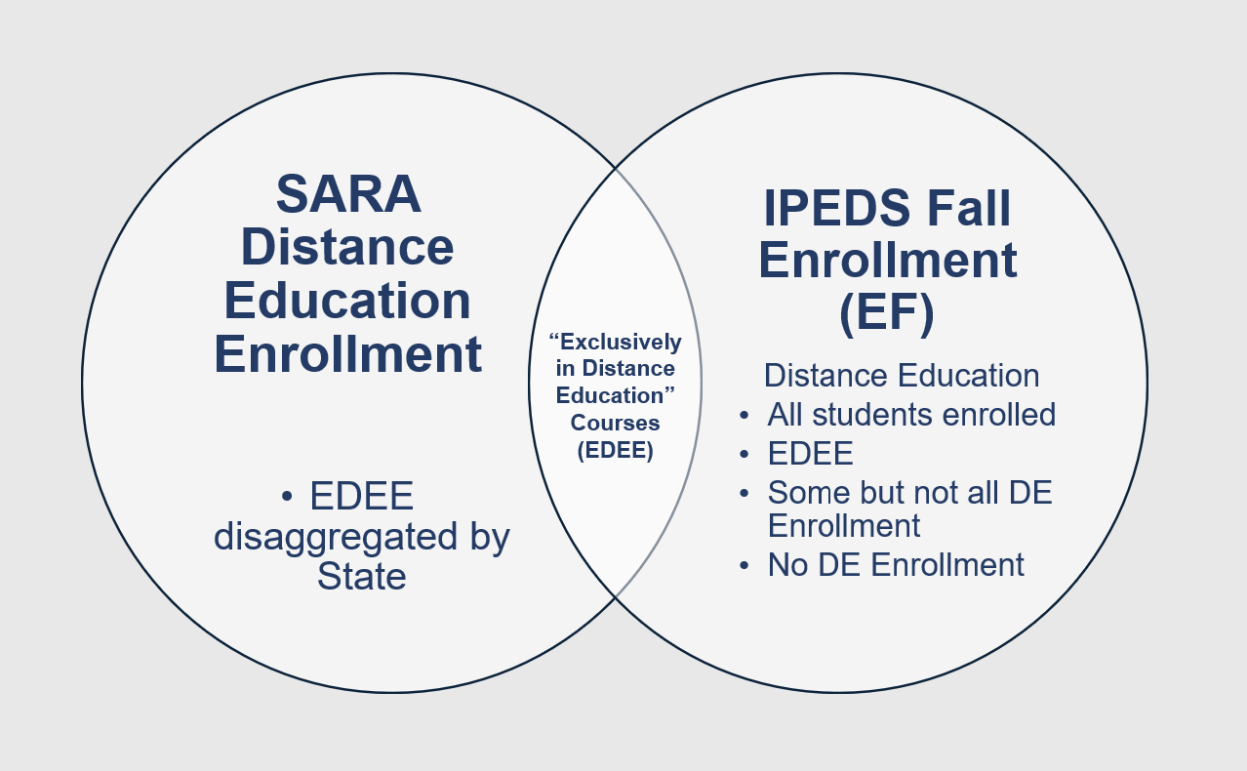
[2] U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2025-26 Data Collection System,* https://surveys.nces.ed.gov/ipeds/public/glossary, Retrieved December 12, 2025.

[3] U.S. Department of Education, National Center for Education Statistics, *IPEDS Data Collection System, 2025-26 Survey Materials FAQ*, https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3, Retrieved December 12, 2025.

Important Note: Institutions that do not report to IPEDS must still report their data to NC-SARA following IPEDS' reporting guidelines.

NC-SARA EDEE reporting includes ***only students enrolled exclusively in distance education courses.*** NC-SARA requires that institutions disaggregate their EDEE data reported to IPEDS by state. This handbook uses the term *exclusively distance education enrollment synonymously* with the IPEDS language *students enrolled exclusively in distance education courses*. Figure 2 details the reporting requirements of NC-SARA and IPEDS EF for distance education enrollment.

Figure 2. Reporting Requirements for NC-SARA and IPEDS EF



For NC-SARA Reporting:

- Report EDEE delivered *both in the home state of the institution and outside the home state of the institution.*
- IPEDS EF requests *aggregated* data for your institution's out-of-state students within the United States. However, for SARA reporting purposes, *disaggregate those enrollments by the state, territory, or district where the students are located, including the home state*.[4]
- Use the methods you currently employ to determine students' locations.

[4] *SARA Policy Manual*, Section 6.1 Data submission by participating Institutions, https://nc-sara.org/sara-policy-manual and Application for Institution Participation in SARA, https://nc-sara.org/sara-resources-states-institutions, Retrieved December 12, 2025.

- Report the actual number of students enrolled in each state. If your institution reports all zeros, please use the Comments field to indicate either that you had no EDEE to report or the reason why state-level data were not provided.

- Institutions that began participating in SARA on or before December 31, 2025, are required to report their 2025 data to NC-SARA in 2026.

- Institutions whose participation began after December 31, 2025, will be required to report 2026 data in 2027, and those institutions do not need to report any 2025 data during the 2026 reporting period.

Reporting Military Students

Report military students as you would all EDEE students: *according to their location while taking the particular course(s) during the time period covered* in the 2025 IPEDS EF report.

- Do not report a student's military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The location of the student is reported, not the mailing address.

Unlike IPEDS reporting instruction, which uses the students permanent address for military students on active duty, NC-SARA requires reporting the student's location while taking the course(s). Regarding the location of students enrolled in distance education are available in the Distance Education section of the FAQ for EF reporting.[5]

*NC-SARA requires institutions to report military students' **location** while taking a course. This differs from IPEDS' instructions.*

[5] U.S. Department of Education, National Center for Education Statistics, IPEDS *Data Collection System 2025-26 Survey Materials, FAQ*, https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3, Retrieved December 12, 2025.

FAQ: Exclusively Distance Education Enrollment (EDEE) Reporting

1. Are all SARA institutions required to report their data, even if they just recently started participating in SARA?

Institutions that began participating in SARA **on or before December 31, 2025**, are required to report their 2025 data to NC-SARA in 2026.

Institutions whose participation began **after December 31, 2025**, will be required to report 2026 data in 2027, and those institutions do not need to report any data during the 2026 reporting period.

2. My institution does not participate in federal financial aid programs, so we do not report our enrollment to IPEDS. What should we do about reporting to NC-SARA?

Institutions not reporting enrollment to IPEDS must still report to NC-SARA the number of students enrolled exclusively in distance education in Fall 2025, *disaggregated by state, territory, or district*. Apply IPEDS' definitions throughout the process. IPEDS provides helpful material online, including reporting guides, a searchable and downloadable glossary, and other helpful materials.

3. Where can I find my institution's exclusively distance education enrollment (EDEE) data?

Where enrollment data are housed varies from institution to institution, but most institutions have a department or individual that coordinates institutional research (IR). Large institutions will have an IR department while smaller institutions may locate IR staff within various departments such as academic affairs, registrar, or the business office, etc. *Identify the person who manages your institution's IPEDS' reports; they are designated the IPEDS Keyholder.* If you do not know where to look, or if your institution does not report to IPEDS, ask your department head.

4. Where can I find my institution's previously reported exclusively distance education enrollment (EDEE) data?

You will find your institution's previously reported EDEE in the NC-SARA Data Dashboards. Use the menus on each dashboard to filter down to your institution(s) to review the data.

5. Should we report "hybrid" courses with our EDEE data?

No. Do not report hybrid courses. Institutions should only report data for enrollment **"exclusively in distance education"** courses. Refer to questions 6 and 7 below for the definitions of "distance education" and "exclusively distance education" used for both IPEDS and NC-SARA EDEE reporting.

6. How is "distance education" defined?

NC-SARA uses the definition provided by the U.S. Department of Education (ED) for IPEDS reporting[6]:

[6] U.S. Department of Education, National Center for Education Statistics, *IPEDS 2025-26 Data Collection System Glossary*, https://surveys.nces.ed.gov/ipeds/public/glossary, Retrieved December 12, 2025.

Distance education means "education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. The technologies may include--

(1) Internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audioconferencing; and

(4) Video cassette, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above."

7. What about IPEDS' "exclusively distance education" provision?

IPEDS reporting instructions specify that institutions report as distance education enrollments only those enrollments in "A course in which the instructional content is delivered exclusively via distance education." This is often referred to as the "100 percent rule." Because that provision should be applied to your institution's distance education enrollment on the IPEDS fall enrollment report, it should also be applied to the EDEE data you report to NC-SARA. Note: IPEDS reporting specifies that "Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education."

8. My institution has some uncommon operating policies for distance education activities. (Examples: flexible course-start calendar, flexible "blended" courses, consortial arrangements with institutions in other states, etc.) How should we deal with those matters?

NC-SARA's general recommendation is to report data from these unique situations as you reported them in your institution's IPEDS' EF report. If your institution does not report to IPEDS, use your best professional judgment to report *as if you had reported* to IPEDS under their provisions. Please document your approach to ensure consistency in your reporting from year to year.

9. Do we have to report exclusively distance education enrollments (EDEE) that take place from a branch campus?

Yes. Branch campus reporting is mandatory. If your institution has branch campuses, include data for each EDEE that takes place from those campuses.

> **Branch Campus Example:** A SARA-participating institution is located in West Virginia with a branch campus location in Pennsylvania.
>
> If a student enrolled at the branch campus, living in Pennsylvania, attends exclusively distance education classes delivered through the West Virginia campus, these exclusive distance education enrollments ARE reportable to NC-SARA as Pennsylvania students.

10. How do we determine the location of a student?

Institutions should use the same methods to determine the location of their exclusively distance education students that they use for distance education enrollment reporting to IPEDS.

NOTE: "Location" is the state, territory, or district where the student is located *while receiving the instruction* and does not refer to the student's legal state of residence.

Remember, if you do not know where your students are located, you cannot accurately report to IPEDS (and NC-SARA) and *you cannot know whether your institution is in compliance with the laws, rules, and regulations for those locations*.

11. IPEDS reporting allows institutions to report certain student enrollments as "location unknown." Does NC-SARA?

No, NC-SARA does not allow institutions to report "location unknown."

12. Do we report non-credit activities in other states?

No, institutions should not report non-credit EDEE to NC-SARA because non-credit EDEE is not reported to IPEDS.

13. Do we report undergraduate students, graduate students, or both?

Report both undergraduate and graduate students, combined into a single number.

14. Do we report international students?

If an international student is physically located in the U.S. (or in a U.S. territory) and that student is taking exclusively distance education courses, report that EDEE in the state where the student is physically located.

In any other circumstances (i.e., the student is not physically located in the U.S. or in a U.S. territory), do not report international students. SARA, as an agreement between member U.S. states, territories, and districts, does not apply to students in other countries.

15. Are there any special instructions related to reporting EDEE for military students?

Report military students in the same way other students are reported: *according to their location while taking the particular exclusively distance education course during the time period covered* in the IPEDS EF report. Do not classify a student according to their military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The physical location of the student is reported, not the mailing address.

Note that NC-SARA's data reporting for military students follows SARA policy and differs from IPEDS' instructions that indicate to use the student's permanent address for students enlisted in the military on active duty.

16. When is the data due to NC-SARA?

NC-SARA requires *annual* reporting of exclusively distance education data. *The NC-SARA reporting period is May 15 - June 15 annually.*

17. Will NC-SARA be providing any additional help for institutions?

Yes, NC-SARA offers a webinar to provide an overview of the process and answer questions prior to the 2025 data collection period in the spring of 2026. The webinar will be recorded and will be available on the Institution Directions for Data Reporting page of the NC-SARA website.

Additional resources on this webpage include access to NC-SARA's online course called Foundations of NC-SARA Annual Data Reporting, and the current Data Sharing Agreement.

18. Will NC-SARA audit our enrollment reporting?

No, currently NC-SARA is relying on institutions to submit accurate information. We encourage you to document your approach for consistency in your institution's reporting from year to year. However, NC-SARA may corroborate data reporting or ask for clarification if the institution's data are outside of its historic norm.

Section 2: Out-of-State Learning Placements (OOSLP)

Out-of-State Learning Placements Defined

Learning placements are a critical component of many instructional programs. They include activities such as clinical rotations, student teaching, internships, and other similar activities. Though learning placements occur in a variety of disciplines, they are particularly common in certain fields, such as health-related disciplines and education. They are often a required part of obtaining a degree and/or license to practice a particular profession.

Out-of-state learning placements (OOSLP) are simply on-ground learning placements that occur in a state other than the home state of the institution. OOSLP reporting includes on-ground learning placements related to on-ground and distance learning programs.

Virtual learning placements (i.e., students enrolled in on-ground or distance learning programs who participate in virtual learning placements that don't require any in-person physical presence) are **not** included in data reporting.

*OOSLP reporting includes learning placements related to **on-ground and distance learning programs.***

Why Institutions are Required to Report Out-of-State Learning Placements

During the development of SARA, parties agreed to work toward having SARA-participating institutions provide information about out-of-state learning placements. These learning placements are of interest because they help us know how many students are participating in learning placements covered by SARA in other states, what programs of study are represented by learning placements, and in which states those placements occur. State regulators and other stakeholders are interested in how state resources are used to support learning placements.

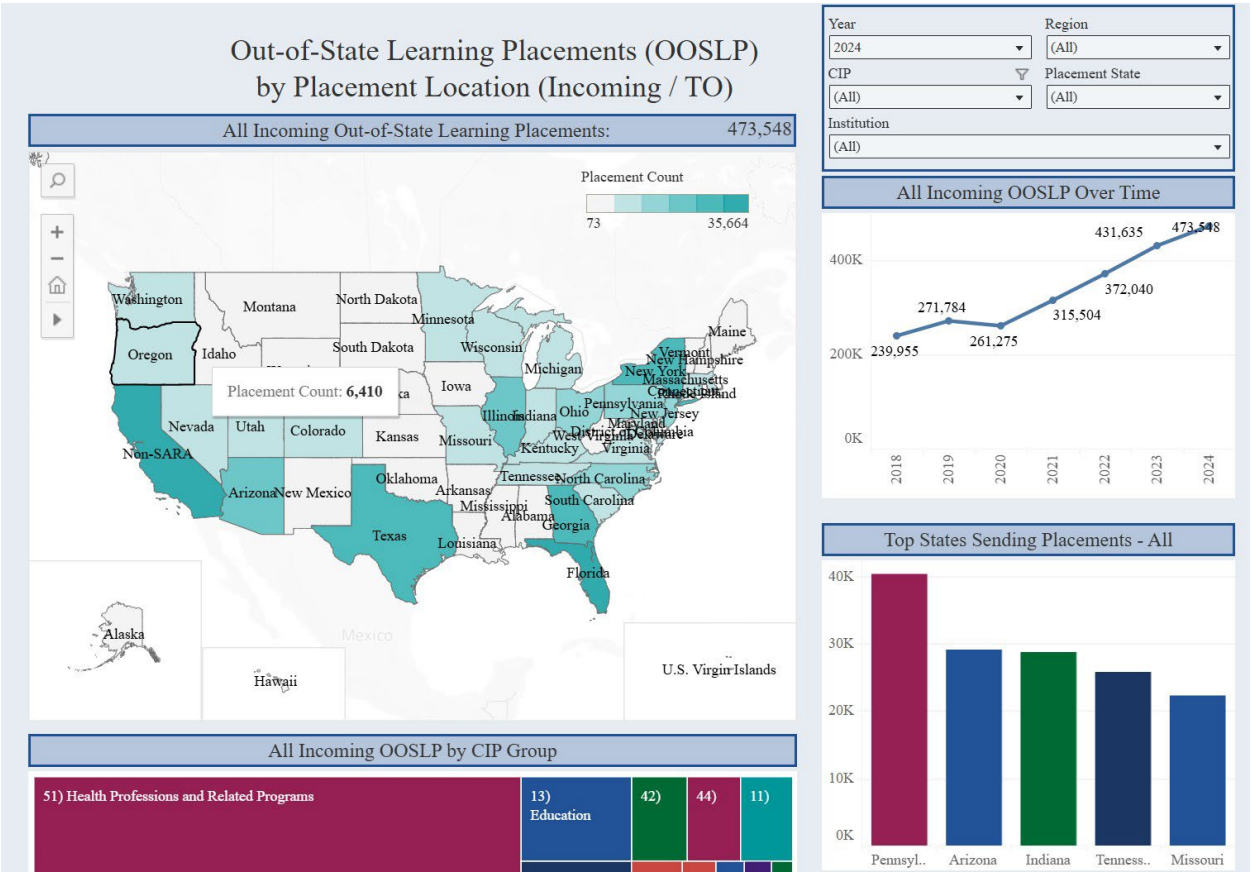
What Happens to Reported Data?

NC-SARA publishes OOSLP data aggregated by state and CIP program area in the NC-SARA Data Dashboards. The OOSLP data reported include:

- Out-of-State Learning Placements by Placement Location (Incoming/**TO**)
- Out-of-State Learning Placements by Institution Location (Outgoing/**FROM**)

An example of Incoming OOSLP data displayed in the Dashboard is shown in Figure 3. All prior years' data for Incoming and Outgoing OOSLP are available in the Data Dashboards as well.

Figure 3. Example of Reported OOSLP by Placement Location (Incoming/TO)



What Data are Reported?

OOSLP reporting *includes on-ground students'* as well as distance education students' learning placements. Virtual learning placements are NOT reported.

Count each student learning placement.

- If a student has multiple learning placements in the same state and same program area, count *each* placement.
- If a student has multiple learning placements in more than one state, count each placement, attributing them to the relevant states.
- If a student has multiple learning placements in more than one program area but the same state, count each placement, attributing them to the relevant program areas.

Learning placements should be disaggregated by state/district/territory and by two-digit Classification of Instructional Programs code (CIP). ***Report the CIP associated with the learning placement, not the student's major.***

Report all student learning placements. If a student has more than one learning placement in the same state and CIP code, report each learning placement.

Branch Campus OOSLP Reporting

Branch campus reporting of OOSLPs is mandatory. If your institution has branch campuses, count each on-ground student learning placement that takes place outside the state of the primary campus location.

Branch Campus Examples: A SARA-participating institution is located in West Virginia with a branch campus location in Pennsylvania.

1. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in an on-ground learning placement in Pennsylvania, this learning placement IS reportable to NC-SARA.

2. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in an on-ground learning placement in West Virginia, this learning placement IS NOT reportable to NC-SARA.

3. If a branch campus student, living in Pennsylvania, only takes courses online or on-ground within the state of Pennsylvania (through the branch campus) and only participates in a learning placement within the state of Pennsylvania, this learning placement IS reportable to NC-SARA.

Use the Classification of Instructional Programs (CIP) Code

According to the National Center for Education Statistics (NCES), the Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activity[7]. Because CIP codes are used by almost all institutions of higher education in the U.S., NC-SARA uses the CIP system to categorize and report OOSLP.

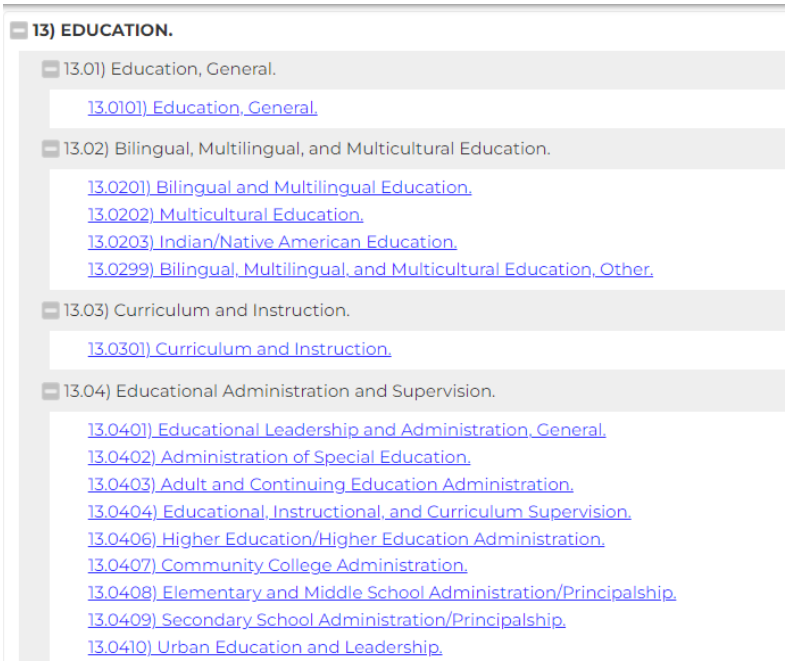
The 2020 CIP codes are used for reporting to NC-SARA.

The highest order of the taxonomy has 47 two-digit CIP codes that represent program areas. Each program area code may be further subdivided, resulting in either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). Figure 4 is a screenshot that illustrates the initial portion of the CIP code for program area Education[8]. Appendix B in the data handbook provides additional detail about CIP codes and links to all 47 two-digit CIP codes that represent the program areas.

[7] U.S. Department of Education, National Center for Education Statistics, Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES website. https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56, Retrieved December 12, 2025.

[8] U.S. Department of Education, National Center for Education Statistics, Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES website. https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cip=13, Retrieved December 12, 2025.

Figure 4. CIP Code Example for Education (CIP #13.0)



Institutions have already assigned CIP codes to their academic programs and are therefore not expected to revisit those decisions for the purpose of NC-SARA data reporting. Rather, SARA-participating institutions should report learning placements categorized by the codes already assigned at their institutions to the related programs.

Characteristics Required for Inclusion of OOSLP

NC-SARA requires reporting by two-digit CIP code only. For example, a SARA-participating institution would report, for each state/district/territory other than its own, the number of student placements during the 2025 calendar year, disaggregated by two-digit CIP code and the state/district/territory where the placement was made. These two-digit CIP codes are referred to as program areas.

Criteria for Inclusion in OOSLP Reporting

Institutions should report out-of-state learning placements that meet all of the following criteria:

1. The placement started between January 1, 2025, and December 31, 2025.
2. The placement occurred outside the home state of the SARA-participating institution.
3. The placement involved the physical presence of the student at the out-of-state location(s). (Virtual placements are not reported.)
4. One or more of the following is true:
    a. The placement was an activity required for degree completion.
    b. The placement was an activity required for professional licensure.
    c. The placement was offered for credit.
    d. The placement was offered for a fee.

Placements that meet the above criteria should be disaggregated as follows:

- By two-digit CIP code
- By the state in which the placement took place.

When in doubt, report the OOSLP. The intention of reporting OOSLP is that institutions share relevant on-ground learning activity that occurs in states other than an institution's home state.

Scope and Limitations of SARA Regarding OOSLP

It is important to understand SARA policy related to on-ground learning placements for those implementing distance education (including OOSLP) at their institutions.

SARA-participating institutions, under specified conditions, may place a limited number of students in on-ground learning placements in other SARA member states without securing prior authorization for those placements. Importantly though, if such on-ground placements are part of a degree program intended to prepare students for professional licensure in another state, prior approval by the other state's professional licensure board that oversees practice of the discipline may be required. *SARA participation does not substitute for such professional licensure approval*. In some states, an even broader range of activities fall under the jurisdiction of licensing boards.

When arranging learning placements in another state, institutions must comply with the relevant laws, rules, and regulations of the state where the placements are held. This includes rules and regulations promulgated by the state education agency or a professional licensure board located in the state where the placement is held. There is enormous variety among states as to how they oversee the licensure of professions. Detailed information is available in the *Professional Licensure Directory* on the NC-SARA website.

Where are these data housed at an institution?

The required OOSLP data may not be housed in a central location since these data are not reported to IPEDS.

- This information may be housed in the departments or programs that manage on-ground learning placements for students.
- Some institutions collect this information from each academic department and store it in a centralized location, such as a compliance office, the registrar, or institutional research (IR) office.

To locate the data, start with the person/people carrying out the institutional research function at your institution. Since related programs (and their CIP codes) tend to be housed in the same department or college, collecting the information at the college level (for large universities) or department or program level (for smaller institutions) may be a good starting point.

Additional Resources for OOSLP Reporting

Webinar:
NC-SARA presented a webinar, **Data Reporting: Out-of-State Learning Placements**, in December 2022 focused on OOSLP reporting and featuring institutional staff who shared their approach to locating and reporting the data. A recording of the webinar and the presentation slides are available on the Webinars page of the NC-SARA website.

Institutions do not report their in-state learning placements to NC-SARA. ***Only out-of-state on-ground learning placements are reported to NC-SARA****.*

FAQ: Out-of-State Learning Placements (OOSLP) Reporting

1. Are all SARA-participating institutions required to report their data, even if they just recently started participating in SARA?

Institutions that began participating in SARA **on or before December 31, 2025**, are required to report their 2025 data to NC-SARA in 2026.

Institutions whose participation began **after December 31, 2025**, will be required to report 2026 data in 2027, and those institutions do not need to report any data during the 2026 reporting period.

2. Do we report undergraduate students, graduate students, or both?

Report both undergraduate and graduate students, combined into a single number.

3. Do we report placements that are required for professional licensure, degree completion, or both?

Assuming other required reporting criteria are met (See the **Characteristics Required for Inclusion of OOSLP** section), learning placements required for professional licensure as well as those required for degree completion should be reported.

4. What about out-of-state learning placements that are field trips, service learning, short courses, or volunteer hours?

None of these types of learning placements should be reported to NC-SARA.

5. Should institutions report virtual internships or other virtual placements?

No. If the internship is fully online and the student is not physically present on-the-ground in another state, the institution should not report that virtual learning placement.

6. Since some students will have multiple placements, do we count the number of individual placements or the number of students who were placed?

Count each student learning placement. If a student has multiple learning placements in the same state and same program area, count each placement. If a student has multiple learning placements in more than one state, count each placement, attributing them to the relevant states. If a student has multiple learning placements in more than one program area but the same state, count each placement, attributing them to the relevant program areas. See the examples below.

1. Three University of Texas at El Paso (UTEP) nursing students each do a single clinical rotation at each of two hospitals in Las Cruces, New Mexico, and one rotation at a hospital in Phoenix, Arizona. UTEP would report six placements in New Mexico and three placements in Arizona, all under CIP code 51, Health Professions and Related Programs.

2. A student at University of Colorado at Denver (UCD) participated in an OOSLP in spring 2024 under CIP code 13 in Arkansas; this same student then participated in another OOSLP in fall 2024 under CIP code 46 in Washington. UCD would report

two placements, one in each state. If both learning placements were in the same state, both placements would be reported for that state, one under each CIP Code.

3. A student at University of Wyoming participated in three OOSLP in Colorado during 2024, but at three different organizations. The University of Wyoming would report three learning placements in Colorado.

4. A student at Northeastern University completed an engineering co-op in Rhode Island over the summer as well as a second engineering co-op in New York in the fall. Northeastern should report both placements under the appropriate CIP code, one for Rhode Island and one for New York.

7. Do I have to report out-of-state learning placements that take place from a branch campus?

Branch campus OOSLP reporting is mandatory. If your institution has branch campuses, count each student learning placement that takes place outside the state of the **primary campus location**.

Branch Campus Examples: A SARA-participating institution is located in West Virginia with a branch campus location in Pennsylvania. See the examples below.

1. If a branch campus student, living in Pennsylvania, attends exclusively online classes or on-ground classes delivered through the West Virginia campus and participates in an on-ground learning placement in Pennsylvania, this learning placement IS reportable to NC-SARA.

2. If a branch campus student, living in Pennsylvania, attends exclusively online classes delivered through the West Virginia campus and participates in an on-ground learning placement in West Virginia, this learning placement IS NOT reportable to NC-SARA.

3. If a branch campus student, living in Pennsylvania, only takes courses online or on-ground within the state of Pennsylvania (through the branch campus) and only participates in a learning placement within the state of Pennsylvania, this learning placement IS reportable to NC-SARA.

8. If the OOSLP is coordinated through a third-party medical/dental/psychology placement service, do institutions report these (under what circumstances)?

Yes, the institution must report any on-ground learning placements in other states regardless of the source of the placement.

9. If a SARA institution has state authorization in more than one state, does the institution report OOSLP in the other state(s) where they have authorization?

Yes, NC-SARA is interested in collecting all OOSLP activities, so institutions should report all their OOSLP in states outside of the home state (“home state” is the state where the institution that is granting the degree or preparation for professional licensure is located).

10. What if my institution has none of this information?

OOSLP reporting is a requirement of participation in SARA. Use this handbook, and the **OOSLP Template** available to download on the Institution Directions for Data Reporting page of the NC-SARA website, to establish a system to collect and report OOSLP information. Document the steps you take so that your institution can provide consistent learning placement data each year.

11. What about reporting placements in non-SARA states/territories?

Report all learning placements, disaggregated by states/district/territories, including those in non-SARA states/territories. NC-SARA will aggregate and report those placements under the designation **Placements in Non-SARA States/Territories.**

12. Do we report international students?

It depends on the circumstances. If an international student is physically located in the U.S. (or in a U.S. territory) and that student is participating in a learning placement in a U.S. state, territory, or district other than the home state of the institution, report that OOSLP in the state where the student is physically located.

In any other circumstances (i.e., the student is not physically located in the U.S. or in a U.S. territory), do not report international students. SARA, as an agreement between member U.S. states, territories, and districts, does not apply to students in other countries.

13. If a student is student-teaching in another state, and they are going to be a mathematics teacher, do we report the placement under CIP code 27 (Mathematics and Statistics) or CIP code 13 (Education)?

Report under the CIP code for the discipline within which the activity is managed by the institution. In this case, it is most likely to be CIP code 13 Education, but institutions differ in their assignment of these codes. Use the CIP codes assigned by your institution and document your approach for consistent reporting in the future.

15. Will NC-SARA be providing any additional help for institutions that need it?

- Yes, NC-SARA will offer a webinar to provide an overview of the process and answer questions prior to the 2025 data collection period in the spring of 2026. The webinar will be recorded and will be available on the Institution Directions for Data Reporting page of the NC-SARA website.
- NC-SARA presented a webinar, **Data Reporting: Out-of-State Learning Placements**, in December 2022, focused on OOSLP reporting and featuring institutional staff who shared their approach to locating and reporting the data. A recording of the webinar and the presentation slides are available on the Webinars page of the NC-SARA website.

Section 3: Instructions for NC-SARA Data Reporting

Prepare Your EDDE Data

1. **Gather your data.** Locate the exclusively distance education enrollment (EDEE) data that your institution reported to IPEDS for its 2025 EF reporting. You will report two data points from the EF IPEDS reporting:

    a. Students enrolled exclusively in distance education courses and located *in same state/jurisdiction as institution*
    b. Students enrolled exclusively in distance education courses and *located in U.S. but not in same state/jurisdiction as institution*

    Be sure to report students located in the same state/jurisdiction as the institution (item a. above) as these data are required by NC-SARA and most institutions report these enrollments to IPEDS. If your institution does not report to IPEDS, use the IPEDS guidance to report these data to NC-SARA.

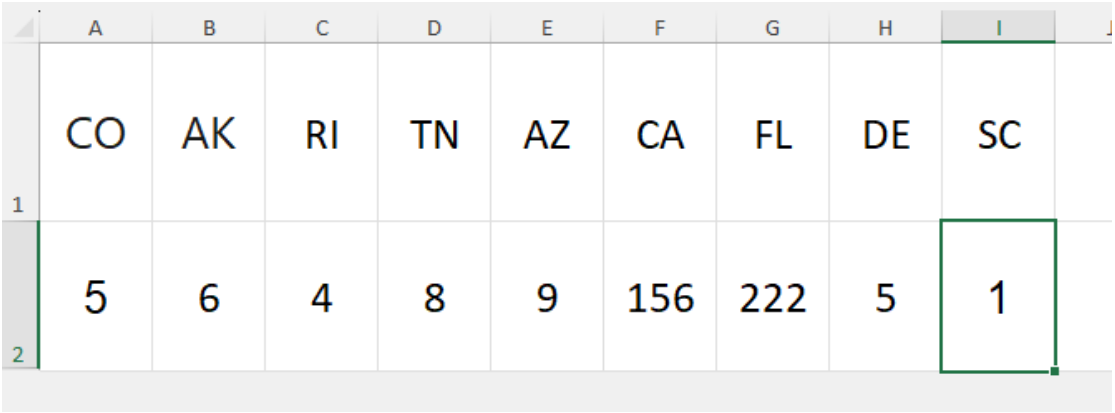
2. **Download the EDEE Template.** The EDEE Template is available on the Institution Directions for Data Reporting page on the NC-SARA website.

3. **Enter your data on the EDEE Template tab of the worksheet.**

    a. Your template contains two rows of data. Each field in row 1 should contain a state abbreviation, and row 2 should contain the count of EDEE in that state.
    b. You do not need to populate data for all 50 states; only add data for the states where students were located while participating in exclusively distance education enrollment.
    c. Row 1 will only accept values that match a pre-programmed state abbreviation. Each cell in Row 1 has a drop-down list with state abbreviations. Acceptable values can also be found on the State Lookup tab. **Idaho is the exception to this rule - please use "IDAHO" instead of "ID."**
    d. If you are copying data from another spreadsheet, please be sure your values match those on the State Lookup tab, or you will receive an error.
    e. If your data is in long format (i.e., each row representing a state), it may be helpful to create a pivot table with the state as columns and EDEE count as values and then copy those values into the template.
    f. If you include any additional fields (like a summary to confirm your total), please delete these fields before you save your file.

    Figure 5 is a sample populated EDEE Template. This is an example only. Enter your institution's data on the EDEE Template tab of the worksheet that you downloaded in #2 above.

Figure 5. Sample Populated EDEE Template



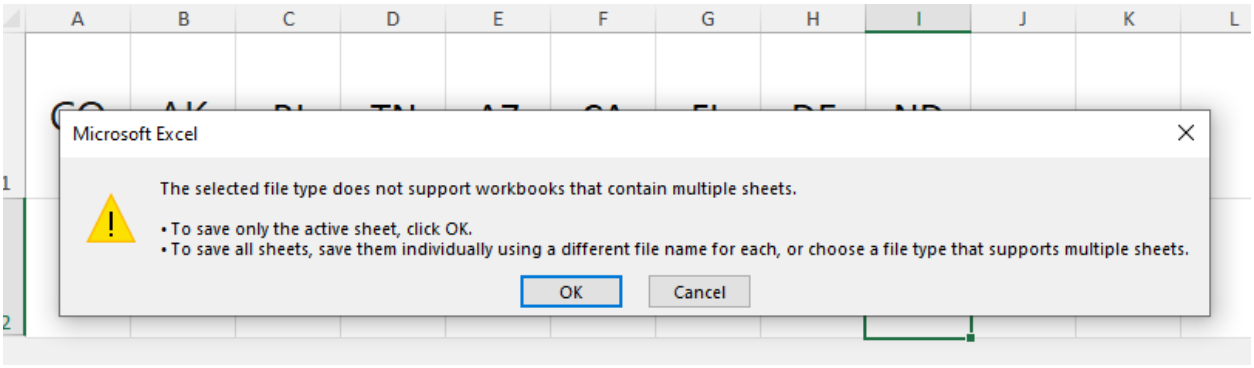
	A	B	C	D	E	F	G	H	I
1	CO	AK	RI	TN	AZ	CA	FL	DE	SC
2	5	6	4	8	9	156	222	5	1

4. **Save your data as a .csv file**. To save your completed worksheet, use the **Save As** feature in your spreadsheet software and choose .csv as the file type. Comma-separated values files (.csv) are plain text files that store the data in a table-structured format. This file type is required to upload the data to the data reporting portal.

    a. Please be sure the EDEE Template tab is showing on your screen when saving.
    b. You will likely be prompted to save only the active sheet (i.e., the tab showing on your screen) – click ok.
    c. Your EDEE template file is now ready to upload to the NC-SARA Data Portal.

Figure 6 provides an example of a typical prompt about saving only the active sheet.

Figure 6. Example of Microsoft Excel Prompt to Save Only the Active Sheet



Prepare Your OOSLP Data

1. **Gather your data**. Using the criteria provided above, prepare your out-of-state learning placement (OOSLP) data to report by CIP program area (two-digit code) and state/territory/district.

2. **Download the OOSLP Template.** The OOSLP Template is available on the Institution Directions for Data Reporting page on the NC-SARA website.

3. **Enter your data on the OOSLP Template tab of the worksheet.**
    a. Your template contains three columns of data. Each field in column 1 should contain the 2-digit CIP code (with name) of the placement; column 2 should contain the state of the placement; and column 3 should contain the count of OOSLPs in that state.
    b. Column 1 will only accept values that match a pre-programmed 2-digit CIP code. Acceptable values can be found on the State & CIP Lookup tab.
    c. Column 2 will only accept values that match a built in State. Acceptable values can be found on the State & CIP Lookup tab. Non-SARA member states are included.
    d. If you are copying data from another spreadsheet, please be sure your values match those on the State & CIP Lookup tab, or you will receive an error.
    e. Be sure your file does not include any placements in your institution's home state, or you will receive an error.
    f. If you include any additional fields (like a summary to confirm your total), please delete these fields before you save your file.

Figure 7 is a sample populated OOSLP Template. This is an example only. Enter your institution's data in the OOSLP Template tab of the worksheet you downloaded in #2 above.

Figure 7. Sample Populated OOSLP Template

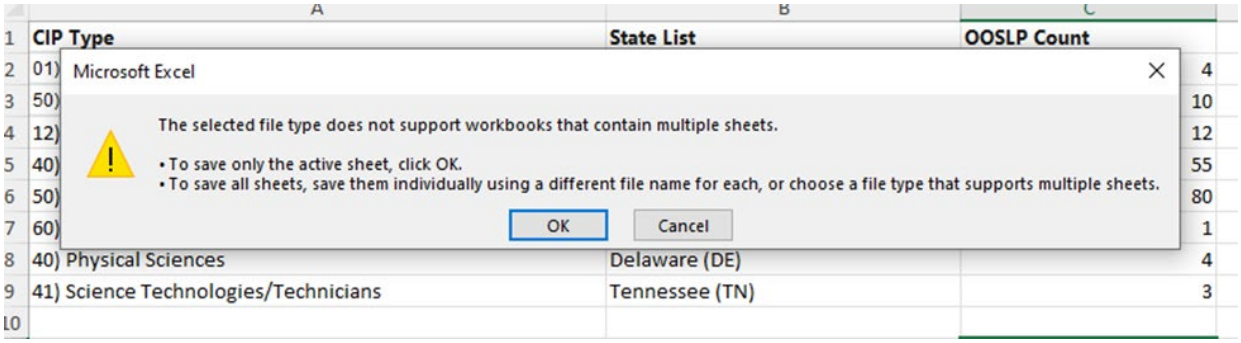
	A	B	C
1	**CIP Type**	**State List**	**Enrollment Count**
2	01) Agriculture, Agriculture Operations, and Related Sciences	Alabama (AL)	4
3	50) Visual and Performing Arts	Colorado (CO)	10
4	12) Culinary, Entertainment, And Personal Services	Indiana (IN)	12
5	40) Physical Sciences	Tennessee (TN)	55
6	50) Visual and Performing Arts	Delaware (DE)	80
7	60) Residency Programs	Colorado (CO)	1
8	40) Physical Sciences	Delaware (DE)	4
9	41) Science Technologies/Technicians	Tennessee (TN)	3

4. **Save your data as a .csv file**. To save your completed worksheet, use the **Save As** feature in your spreadsheet software and choose .csv as the file type. Comma-separated values files (.csv) are plain text files that store the data in a table-structured format. This file type is required to upload the data to the data reporting portal.

    a. Please be sure the OOSLP Template tab is showing on your screen when saving.
    b. You will likely be prompted to save only the active sheet (i.e. the tab showing on your screen) – click ok.
    c. Your OOSLP template file is now ready to upload to the NC-SARA Data Portal.

Figure 8 shows a typical prompt in Microsoft Excel to save only the active sheet.

Figure 8. Example of Microsoft Excel Prompt to Save Only the Active Sheet

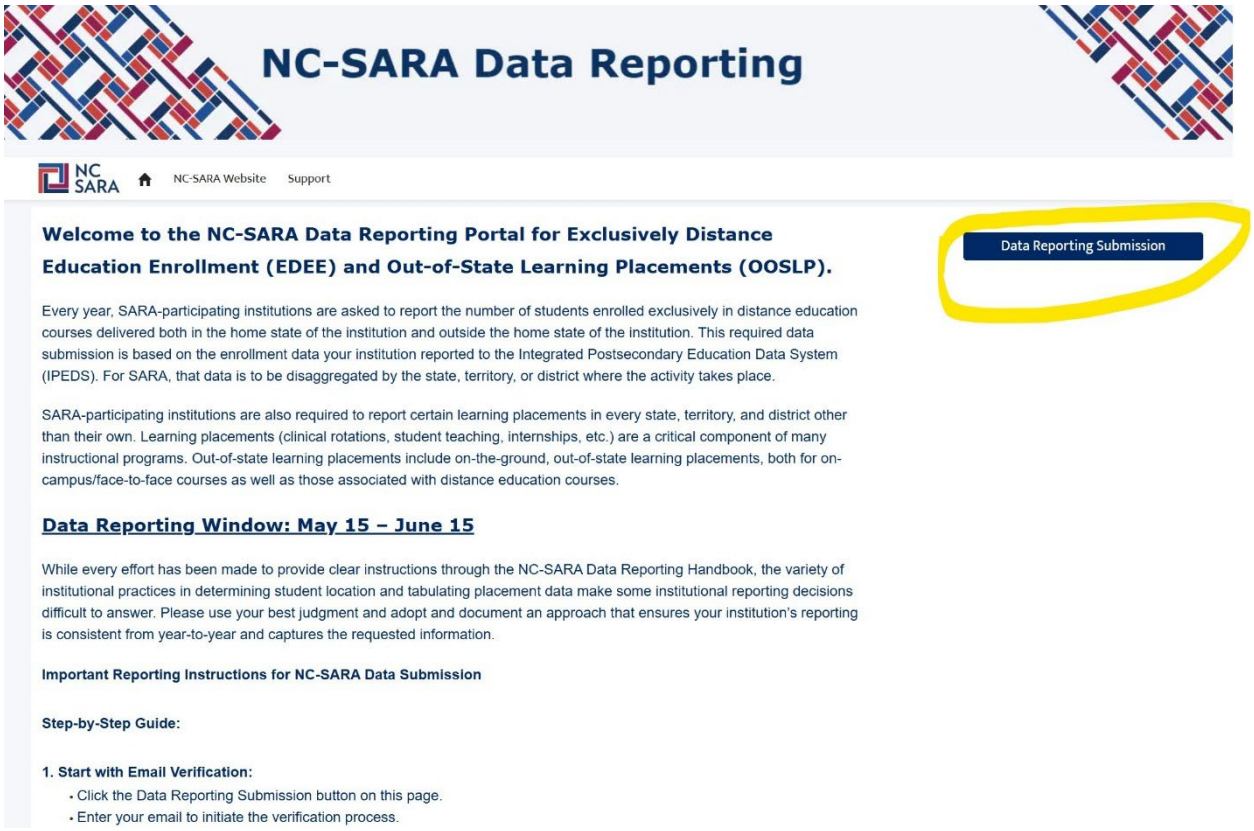


Upload Your EDDE and OOSLP Data

1. **Access the NC-SARA Data Reporting Portal** using the link on the Institution Directions for Data Reporting webpage. To begin your reporting, click the **Data Reporting Submission** button.

Figure 9 is a screenshot of the NC-SARA Data Reporting Portal.

Figure 9. NC-SARA Data Reporting Portal Webpage



2. **Start with Email Verification**
    a. Click the Data Reporting Submission button on this page.
    b. Enter your email to initiate the verification process.
    c. A 3-digit code will be sent to your email to confirm your identity. Please enter this code to continue.
    d. The Data Reporting Submission screen allows you to upload both EDEE and OOSLP data via the templates provided.
        i. See the directions below if you are not currently an active contact in the NC-SARA Data Reporting Portal.

The screenshot in Figure 10 shows the universal data reporting screen.

Figure 10. Data Reporting Submission page for EDEE and OOSLP

3. Choose Which Data Submission to Complete

a. To upload your EDEE data, select the **Start EDEE** button.
b. To upload your OOSLP data, select the **Start OOSLP** button.

4. Select Your Institution:

a. Choose the institution you're reporting for.
b. Click **Next**.

5. Report Your Data:

a. If you have zero exclusively distance education enrollments to report, tick the corresponding box.
b. If you have zero out-of-state learning placements to report, tick the corresponding box.
c. Otherwise, follow the instructions to upload your data via .csv file using the **Upload Files** button.
d. Click **Next**.

The screenshots in Figures 11 and 12 show the EDEE and OOSLP data reporting screens, respectively.

Figure 11. EDEE Data Reporting Screen

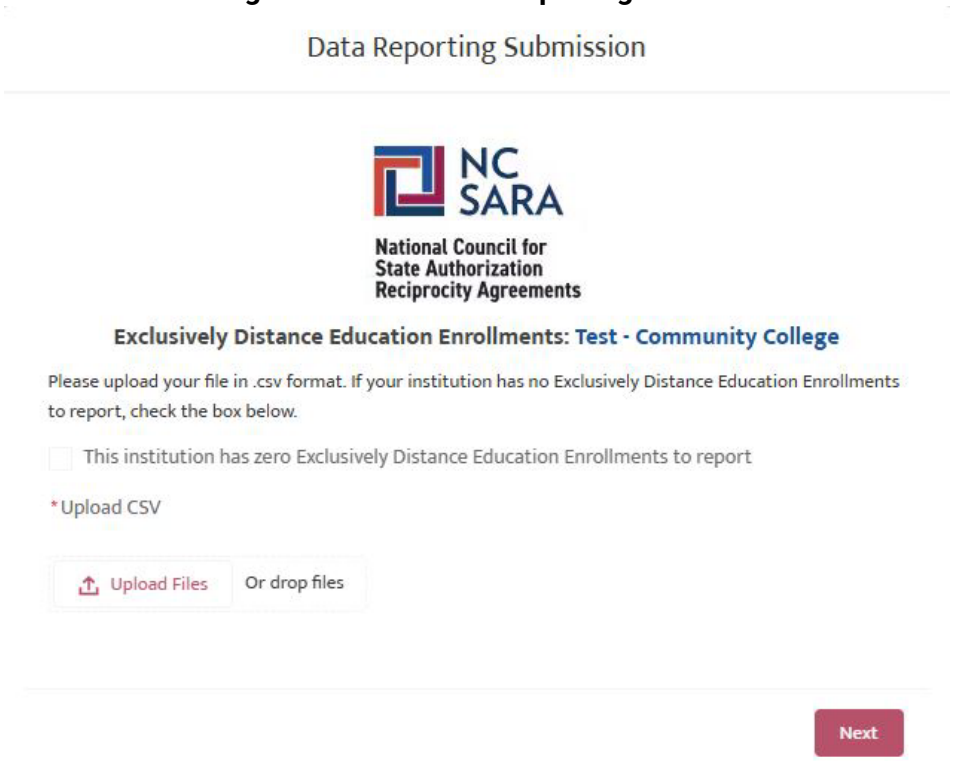
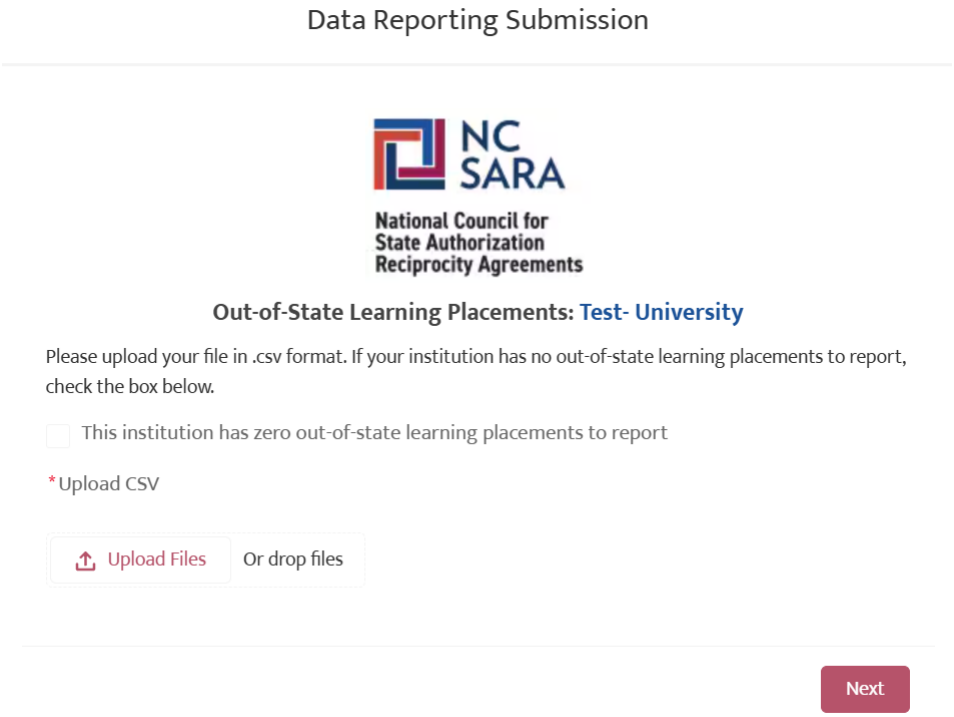


Figure 12. OOSLP Data Reporting Screen



6. **Review Your Data:**
    a. Review the total for your submitted data. If the data are correct click **Next**.
    b. If the data are not correct, select **No** to be returned to the previous screen. Please review your .csv file for any errors and reupload.

7. **Branch Campus Activity:**
    a. Indicate whether your data includes any branch campuses.
    b. Click **Next**.

8. **Comment on Data Anomalies:**
    a. Use the Comments field to describe any inconsistencies or unique data points in your report.
    b. If you are associated with multiple institutions, select whether you would like to submit data for another institution at this time. If you select yes, you will be taken back to step 3.
    c. Click **Finish.** Your data submission is only complete when clicked. You should receive your confirmation email shortly.

Not an Active Contact in the NC-SARA Data Reporting Portal?

If you receive an error message indicating, "We couldn't find a contact in our system with that email address." it means that the email address you used is not an active contact in the NC-SARA Data Reporting Portal.

To resolve this, please complete the information in the form and select **Next** and then **Finish.**

1. NC-SARA staff will contact all active contacts at your institution to request confirmation that you should be added as an active Data Reporting Contact for your institution. This verification from your institution may result in delayed access to the NC-SARA Data Reporting Portal.
2. Upon approval, NC-SARA staff will email you confirming that you can now upload the data.

A screenshot of the Data Reporting Submission form is in Figure 13.

Figure 13. Data Reporting Submission Form Requesting Contact Information

Section 4: Technical Support for NC-SARA Data Reporting

- Please note that NC-SARA staff cannot make a contact active in the portal until approved by staff at the institution.

- Please email data@nc-sara.org directly for any data questions you may have.

- If you find an error in your institution's reporting after you submit your data, please email data@nc-sara.org to request that NC-SARA staff unlock your online reporting form so that you can make needed changes. NC-SARA staff are only able to unlock the online reporting form until the deadline, June 15. After that time, all data are locked, and changes can no longer be made.

Appendix A: IPEDS' Distance Education Definitions

The following definitions are provided by The Department of Education, National Center for Educational Statistics (NCES)[9].

> **Distance Education** - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.
>
> **Distance Education Course** - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
>
> **Distance Education Program** – A program for which all the required coursework for program completion is able to be completed via distance education courses.

NC-SARA Uses IPEDS Definitions

NC-SARA relies on the existing definitions and reporting schedules required by the federal government's Integrated Postsecondary Education Data System (IPEDS). Using these existing structures and processes, which are familiar to many institutional staff, is part of NC-SARA's commitment to not creating an undue additional reporting burden for participating institutions. IPEDS data collection is managed by the U.S. Department of Education through the National Center for Education Statistics (NCES), and reporting is required of all institutions of higher education that offer federal financial aid in the U.S. states and territories. NCES has been requiring institutions to report distance education data since the IPEDS Fall Enrollment (EF) reporting in 2012. These data are the basis of institutional distance education enrollment reporting to NC-SARA.

[9] U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2025-2026 Data Collection System,* https://surveys.nces.ed.gov/ipeds/public/glossary, Retrieved December 12, 2025.

Appendix B: Classification of Instructional Programs (CIP)

Classification of Instructional Programs (CIP) codes were developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions in 1985, 1990, 2000, 2010, and 2020. Virtually every campus, state, and accrediting body in the nation uses them in some fashion. They are used to maintain and categorize academic program inventories and report completions, and, in some states, they affect funding for public institutions. In health-related fields, they can affect the pricing of delivered services, insurance reimbursement to providers, and limits of coverage and practice.

The codes provide a taxonomy (a hierarchical organizational scheme) of fields of study, with greater or lesser subdivisions within broad subject areas. For example, CIP Code 51 (Health Professions and Related Programs, with more than 200 sub-categories) contains far more narrowly specified programs than does CIP Code 54 (History, with nine specified sub areas).

The highest order of the taxonomy has 47 two-digit CIP codes and subdivides each of them according to the scheme, using either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). The online appendix allows the user to click on a two-digit field, be taken to an online definition of that code, and then further click on any of the indicated sub-fields. Definitions are provided for each sub-field. The table is directly available at: https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56[10].

Institutions have already assigned CIP codes to their academic programs, and NC-SARA does not expect or *desire institutions to revisit those decisions for the purpose of SARA reporting*. Rather, SARA institutions are to report learning placements categorized by the codes already assigned to the related programs.

Beginning with NC-SARA 2020 data collection, the 2020 CIP codes will be used. The 2020 CIP codes can be found at https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56.

[10] U.S. Department of Education, National Center for Education Statistics, Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES website. https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56, Retrieved December 12, 2025.

Appendix B: CIP - Continued

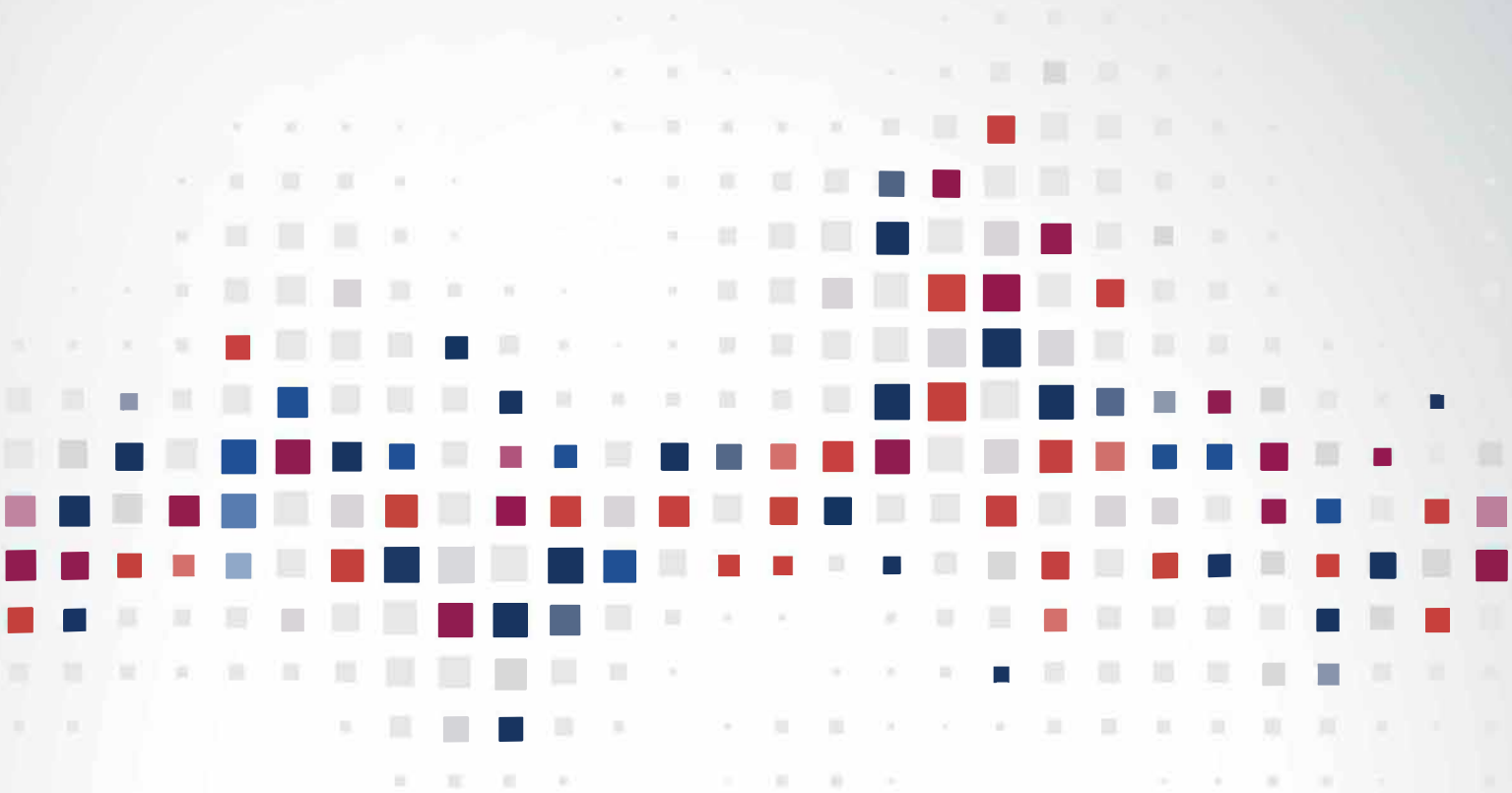
Two-digit CIP Codes, CIP 2020 -- https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56[11]

- 01) AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.
- 03) NATURAL RESOURCES AND CONSERVATION.
- 04) ARCHITECTURE AND RELATED SERVICES.
- 05) AREA, ETHNIC, CULTURAL, AND GENDER STUDIES.
- 09) COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.
- 10) COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.
- 11) COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.
- 12) CULINARY, ENTERTAINMENT, AND PERSONAL SERVICES.
- 13) EDUCATION.
- 14) ENGINEERING.
- 15) ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS.
- 16) FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.
- 19) FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.
- 22) LEGAL PROFESSIONS AND STUDIES.
- 23) ENGLISH LANGUAGE AND LITERATURE/LETTERS.
- 24) LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.
- 25) LIBRARY SCIENCE.
- 26) BIOLOGICAL AND BIOMEDICAL SCIENCES.
- 27) MATHEMATICS AND STATISTICS.
- 28) RESERVE OFFICER TRAINING CORPS (JROTC, ROTC).
- 29) MILITARY TECHNOLOGIES.
- 30) MULTI/INTERDISCIPLINARY STUDIES.
- 31) PARKS, RECREATION, LEISURE, FITNESS, AND KINESIOLOGY.
- 32) BASIC SKILLS.
- 33) CITIZENSHIP ACTIVITIES.
- 34) HEALTH-RELATED KNOWLEDGE AND SKILLS.
- 35) INTERPERSONAL AND SOCIAL SKILLS.
- 36) LEISURE AND RECREATIONAL ACTIVITIES.

[11] U.S. Department of Education, National Center for Education Statistics, Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES website. https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56, Retrieved December 12, 2025.

Appendix B: CIP – Continued

- 37) PERSONAL AWARENESS AND SELF-IMPROVEMENT.
- 38) PHILOSOPHY AND RELIGIOUS STUDIES.
- 39) THEOLOGY AND RELIGIOUS VOCATIONS.
- 40) PHYSICAL SCIENCES.
- 41) SCIENCE TECHNOLOGIES/TECHNICIANS.
- 42) PSYCHOLOGY.
- 43) SECURITY AND PROTECTIVE SERVICES.
- 44) PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.
- 45) SOCIAL SCIENCES.
- 46) CONSTRUCTION TRADES.
- 47) MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.
- 48) PRECISION PRODUCTION.
- 49) TRANSPORTATION AND MATERIALS MOVING.
- 50) VISUAL AND PERFORMING ARTS.
- 51) HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES.
- 52) BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.
- 53) HIGH SCHOOL/SECONDARY DIPLOMAS AND CERTIFICATES.
- 54) HISTORY
- 60) RESIDENCY PROGRAMS.



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