INDIANA COMMISSION for HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Tuesday, March 2, 2021

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

www.in.gov/bpe

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AGENDA

Meeting of the Board for Proprietary Education
Indiana Commission for Higher Education

March 2, 2021
10:00 A.M. – 12:00 P.M.

Microsoft Teams meeting

Join on your computer or mobile app

Click here to join the meeting

Learn More | Meeting options

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The next meeting of the Board is tentatively scheduled for **June 1, 2021, in Indianapolis, Indiana**, **(Microsoft Teams)**.

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Tuesday, December 8, 2020

I. CALL TO ORDER

The Board for Proprietary Education met in regular session starting at 10:00 A.M. (Eastern) virtually via Microsoft Teams videoconferencing, with Chairman Sauer presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Scott Bogan, Rod Haywood, Jr., Ken Konesco, Jean Putnam, Ken Sauer and Anne Shane.

Members Absent: None

Guests Present via Microsoft Teams: Mark Adkins, Dr. Catherine Holton, Dr. Jennifer Holzer, Ashlie Munchel, Dr. Ilse Wallace and Brock White.

It was determined that there was a quorum for the December 8, 2020 Board meeting.

CONSIDERATION OF THE MINUTES OF THE SEPTEMBER 16, 2020 BOARD MEETING

R-20-04.1   **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the September 16, 2020 regular meeting
(Motion – Konesco, second – Putnam, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Dr. Ken Sauer began by noting that the Commission has been collecting student record data from the public and private, non-profit institutions for decades. The Commission had previously attempted to collect an abbreviated version of data from BPE authorized institutions. In doing so the Commission staff had to provide extensive technical help to many institutions that were submitting data. The validity of the data being provided by institutions was a serious concern.

Ross Miller stated that in response Commission staff had created a survey to collect quarterly enrollment data. The survey was specifically created to allow any authorized institutional staff to complete the data submission process without having prior technical expertise as was required by the previous survey platform. Of the institutions with current enrollment, 20 were expected to submit data.

Ken Sauer introduced the topic of an institution having completed the teach-out process. Ross Miller stated that National American University at Indianapolis began operating in 2000. The institution has been in teach-out mode for the last 18 months. The institution had now been closed and the records had been deposited with the Indiana Archives and Records Administration (IARA).

III.   TIME – SENSITIVE ACTION ITEM

A.   Academic Degree Programs

1.   Certificate in Practical Nursing to be offered by Chamberlain University.

   Representing Chamberlain University were: Dr. Catherine Holton, Senior Manager; Dr. Jennifer Holzer, Assistant Dean; and Dr. Ilse Wallace, Dean of Pre-licensure Programs.

   Ross Miller presented the staff report recommending that Chamberlain University be granted approval to offer one certificate program at one location.

   R-20-04.02   **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
   (Motion – Haywood, second – Shane, unanimously approved)

2.   One Associate's Degree Program to be offered by St. Vincent College of Health Professions.

   Representing St. Vincent College of Health Professions were: Mark Adkins, Dean of Accreditation and Compliance/Radiography Program Director; Ashlie Munchel, Sonography Program Manager; and Brock White, Cardiac Sonography Program Manager/Clinical Coordinator.

   Ross Miller presented the staff report recommending that St. Vincent College of Health Professions be granted approval to offer one Associate's degree program at one location.

   R-20-04.03   **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
   (Motion – Konesco, second – Shane, unanimously approved)

IV.   INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS

   There was none.

 VI.   ADJOURNMENT

   The meeting was adjourned at 12:15 P.M.

_____   _____
Dr. Ken Sauer, Chairman   Date

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Institutional Profile for
MyComputerCareer

</div>

Background MyComputerCareer.edu at Indianapolis began with the purchase of Techskills in March of 2012. The institution is now doing business as (dba) MyComputerCareer. The institution has been accredited or authorized by the Office for Career and Technical Schools (OCTS) since inception. The current institutional offices are located in an office park on the Westside of Indianapolis near the former site of the Indianapolis International Airport.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is nationally accredited by the Accrediting Council for Continuing Education and Training (ACCET). The accreditor originally granted accreditation to the previous institution (TeckSkills). Following the purchase MyComputerCareer had a re-evaluation. Accreditation has been renewed every cycle since. The most recent accreditation cycle of three years will expire in December of this year.

Participation in NC-SARA MyComputerCareer at Columbus, Ohio and a branch campus at Las Vegas, Nevada have been State Authorization Reciprocity Agreement (SARA) Institutional Participant since September 2016. The Indianapolis campus is considered a main campus and is not included as a SARA Institutional Participant.

Participation in Student Financial Aid Students attending the institution are eligible to receive Title IV funding. The institution does not currently participate in state financial aid.

Campuses In addition to a campus in Indianapolis, the institution has campuses in Columbus, Ohio and Raleigh, North Carolina. The institution also has branch campuses in Charlotte, North Carolina, Las Vegas, Nevada and four branch campuses in Texas (Houston, Sugar Land, Dallas and Arlington).

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 269 students in the fall of 2019 at MyComputerCareer in Indianapolis.

Programs The institution offers programs at the certificate level in Information Technology Security Administration (ITSA), Cyber Security Specialist (CSS), and Cyber Security Engineer (CSE). The proposed Associate of Applied Science (A.A.S.) in Network Administration and Cyber Security is currently offered at the Columbus, Ohio campus.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending June 30, 2019 and FY ending June 30, 2020 the institution had an unpublished FRCS of 2.7. In the FY ending June 30, 2018 the institution had a published score of 2.4 and a published score of 2.1 in FY ending June 30, 2017.

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Indiana Commission for Higher Education/
Indiana Board for Proprietary Education

Out-of-State Institutions and
In-State Proprietary Institutions Offering Instruction in Indiana
with a Physical Presence* in the State:

Application for Initial Institutional Authorization

1. Name of Institution:

2. Address of campus:

3. The institution <u>is accredited by</u> or seeking accreditation from:
   (Must be an accrediting agency that is recognized by the U.S. Department of Education or Secretary of Education)
   Submit documentation from the accrediting body indicating the institution's current status.

4. Provide information on the current status of any approvals needed by licensing boards.

5. The institution has its principal campus in the State of:

6. 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.

7. The institution submits the following information for each certificate and diploma program to be offered [D**o not submit degree programs; these require a separate application**]:

CIP Code	Program Name	Level	Length	Cr. or Cl. Hrs.	Indicate Annual or Cr. Hr. Tuition

8. The institution is submitting payment in the amount of $1,000.00 (check made out to the State of Indiana).

9. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department.

10. Provide documentation of liability insurance to cover students.

11. If your institution is incorporated in the State of Indiana, please include a current copy of your *Articles of Incorporation* as filed with the Indiana Secretary of State. If your main campus is located out-of-state but you have a physical presence in Indiana, then you must provide a copy of the *Certificate of Authority*. For further information visit the Indiana Secretary of State webpage at:
    http://www.in.gov/sos/business/2426.htm

12. For-profit institutions must list the names and addresses of the institution's stockholders owning 5% or more of stock in the institution or corporation.

13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter.

14. Attach a copy of your current or proposed catalog, institutional student contract, or enrollment agreement. The Statement of Authorization and Indiana Uniform Refund Policy is required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials. See Appendix I

15. Campus director information:

    Name of Campus Director: _____

    Title of Campus Director: _____

    Phone Number of Campus Director: _____

    Email of Campus Director: _____

I affirm that the information submitted on this form is true and correct to the best of my knowledge and that all supportive statements and documents are true and factual:

Person submitting this form: _____

Position title of person submitting this form: _____

Phone number contact of person submitting this form: _____

Email contact of person submitting this form: _____

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Defining a Physical Presence

The Indiana Commission for Higher Education/Indiana Board for Proprietary Education considers any of the following activities to constitute a physical presence in the State of Indiana:

- *On-going occupation of a physical location for instructional purposes;*
- *Maintenance of an administrative office to facilitate instruction;*
- *Short courses with more than 20 classroom hours, or equivalent thereof;*
- *A portion of a full-term course, more than two meetings and more than six clock hours, that takes place in a setting where the instructor or students physically meet; or*
- *Experiential learning opportunities, such as a clinical, practicum, residency, or internship, that have more than ten students from your institution physically and simultaneously present at a single field site.*

The Indiana Commission for Higher Education/Indiana Board for Proprietary Education does not consider the following activities to constitute a physical presence in the State of Indiana:

- *Advertising;*
- *Recruiting;*

2019/06/11

BOARD FOR PROPRIETARY EDUCATION
Tuesday, March 2, 2021

DECISION ITEM A-1:   **MyComputerCareer:**
One Associate's Degree Program at One Location or Distance
Education

Institutional Profile   See Attachment

Staff Recommendation   That the Board for Proprietary Education approve the Associate of Applied Science (A.A.S.) in Network Administration and Cyber Security in accordance with the background discussion of this agenda item and the Application for Degree Approval.

The A.A.S. in Network Administration and Cyber Security is recommended for approval with the stipulation that the student transcript be revised to meet the American Association of Collegiate Registrars and Admissions Officers (AACRAO) best practices.

Background   **Degree Program Profile**

Associate of Applied Science (A.A.S.) in
Network Administration and Cyber Security at
Indianapolis or Distance Education

This program consists of 112.5 quarter credit hours, with 80 percent of the courses in the specialty. The program faculty consists of eight individuals, of whom four are full-time, and remaining four are part-time. Of the eight individuals, three have a doctoral degree, and five have a master's degree.

Supporting Documents   Degree Application

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**Out-of-State Institutions and
In-State Proprietary Institutions Offering Instruction in Indiana
with a Physical Presence in the State**

DEGREE APPLICATION
(*New or Renewal program*)

Use the <tab> key to advance to the next field, or select a field by clicking the cursor.

Name of Institution

Program name and
Suggested CIP Code:

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ed.S.,
Ph.D.)

Name of Person Preparing this Form

Telephone Number   **Application Type**

Date the Form was Prepared   Initial   or   Renewal
(Revise date after any revision)

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

II. PROGRAM STRUCTURE: List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Name of Program: _____

Total Course Hours: _____   Check one: Quarter Hours   _____

_____   Semester Hours   _____

Clock Hours   _____

Tuition : _____   Length of Program: _____

SPECIALTY COURSES:

Course Number	Course Title	Course Hours

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours

Number of Credit/Clock Hrs. in Specialty Courses: _____ / _____ Percentage: _____

Number of Credit/Clock Hrs. in General Courses: _____ / _____ Percentage: _____

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: _____ / _____ Percentage: _____

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

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

2.   Number of volumes of professional material:

3.   Number of professional periodicals subscribed to:

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

IV. FACULTY: Attach completed Instructor's Qualification Record for each instructor.
** Include all required documentation **pertaining to the qualifications of each instructor.**

Total # of Faculty in the Program:		Full-time:		Part-time:	

Fill out form below: **(PLEASE LIST NAMES IN ALPHABETICAL ORDER.)**

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	**Part-time**

Supplementary Information on
Composite Score, Licensure, Certification, and Accreditation

Institution:
Degree Program:
Locations:

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:

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?

If so, please identify
The specific license(s) needed:
The State agency issuing the license(s):

+++

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)?

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?

If so, please identify
Each specific professional certification:
The national organization issuing each certification:

Please explain the rational for choosing each professional certification:

Please identify the single course or a sequence of courses that lead to each professional certification?

+++

Professional Industry Standards/Best Practices
Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?

If so, please identify
The specific professional industry standard(s) and/or best practice(s):
The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

+++

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?

+++

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:

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?

If so, please list the baccalaureate degree(s):

+++

Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:

1. What is the digital format of student transcripts?
2. Is the institution using proprietary software, if so what is the name?
3. Submit a sample student transcript.

+++

Student Records
Institutions that have Previously Operated

1. Are all student transcripts in a digital format?

   - If not what is the percentage of student transcripts in a digital format?

   - What is the beginning year of digitized student transcripts?

   - Are student transcripts stored separately from the overall student records?

2. How are the digital student records stored?

   - Where is the computer server located?

   - What is the name of the system that stores the digital records?

3. Where are the paper student records located?

4. What is the beginning year of the institutional student record series?

5. What is the estimated number of digital student records held by the institution?

6. What is the estimated number of paper student records held by the institution?

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?

   - If so, what is the most significant format?

   - If so, what is the estimated number of student records maintained in that format?

8. Does the institution maintain a staff position that has overall responsibility and authority over student records?

- If so, what is the name, title, and contact information for that individual?

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?

All Institutions

11. Is there anything that the Commission should consider with regard to the institutional student records?

Program Description

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.

- Submit one table for each campus in which the program will be offered.

Projected Headcount and FTE Enrollments and Degrees Conferred					
Date, 11/2020					

Institution/Location: 2601 Fortune Cir. E. Indianapolis, IN

Program: Associate of Applied Science in Network Administration and Cyber Security

	Year 1 FY2021	Year 2 FY2022	Year 3 FY2023	Year 4 FY2024	Year 5 FY2025
Enrollment Projections (Headcount)					
Full-Time	1	6	12	18	24
Total	0	6	12	18	24
Enrollment Projections (FTE*)					
Full-Time	1	6	12	18	24
Part-Time	0	0	0	0	0
Total	1	6	12	18	24
Degrees Conferred Projections	1	6	12	18	24

Degree Level:

CIP Code: - 11.1002; State - 000000

FTE Definitions:

Undergraduate Level: 18 Quarter Credit Hours = 1 FTE

MYCOMPUTERCAREER
TRAINING FOR A BETTER LIFE

OFFICIAL TRANSCRIPT

Associate of Applied Science in Network Administration and Cyber Security

Student Name:	Sample Student
Date of Birth:	7/25/1983
Program Name:	Associate of Applied Science in Network Administration and Cyber Security
Student ID:	99068079
Start Date:	5/10/2020
End Date:	Active

Last 4 SSN:	xxx-xx-6774
Total Hours Completed:	566.92
Academic Status of Student:	Active
GPA Percentage:	85.52%
Credits Earned:	30.00
Certifications Earned:	0

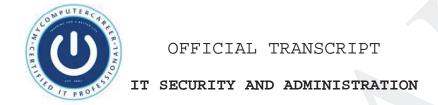| GRADE	COURSE	ATTENDANCE
98.00%	Intro to PCs	118.96 hours
91.85%	Intro to Networking	101.96 hours
70.27%	Operating Systems I	120.00 hours
88.73%	Intro to Server	110.00 hours
78.76%	Security I	116.00 hours
Active	Intro to Security & Networking	Active

School Official Signature: *Allison K. Johnson*   Generated on: 2/19/2020

2601 Fortune Cir E
Suite 100C
Indianapolis, IN 46241
Telephone #: 317.550.3044

MYCOMPUTER**CAREER**

TRAINING FOR A BETTER LIFE

OFFICIAL TRANSCRIPT

IT SECURITY AND ADMINISTRATION

Certificates Earned:

No Certificates Earned

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Institutional Profile for
Zakat Foundation Institute
</div>

Background Zakat Foundation Institute was begun by the Zakat Foundation of America with administrative support by the non-profit, Center on Muslim Philanthropy. The institution was created to offer students training in humanitarian philanthropy. The program could potentially funnel interested students to the Indiana University Purdue University-Indianapolis (IUPUI) Lilly School of Philanthropy, which offers companion programs at the baccalaureate, graduate certificate, master's, and doctoral level.

Institutional Control Private, non-profit institution.

Institutional Accreditation The institution is seeking accreditation from the Distance Education Accrediting Commission (DEAC). The Academic Director, Abbas Barzegar, completed the DEAC accreditation workshop as of January of this year. An Application for Initial Accreditation would be submitted to DEAC in January 2024 and the Self Education and Readiness Assessment submitted in April of the same year. DEAC accreditation could be granted at its January 2025 meeting.

Participation in NC-SARA N/A

Participation in Student Financial Aid Students attending the institution would not be eligible to receive Title IV funding. Scholarships will be provided to students by philanthropic entities such as the Zaket Foundation of America and other humanitarian and philanthropic entities.

Campuses The institution will offer one program via distance education.

Enrollment The Zakat Foundation Institute does not currently submit data to the National Center for Education Statistics (NCES).

Program The institution will offer a Graduate Certificate in Humanitarian Philanthropy. In addition, workshops, conferences and convenings of symposiums are anticipated.

Financial Responsibility Composite Score (FRCS) Zakat Foundation Institute does not currently submit audited financials to the U.S. DOE and thus does not have a FRCS.

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Indiana Commission for Higher Education/
Indiana Board for Proprietary Education

Out-of-State Institutions and
In-State Proprietary Institutions Offering Instruction in Indiana
with a Physical Presence* in the State:

Application for Initial Institutional Authorization

1. Name of Institution: **Zakat Foundation Institute**

    Address of campus:
    > **2680 E. Main St., Suite 123**
    > **Plainfield, IN 46168**

2. The institution is accredited by or seeking accreditation from:

    Distance Education Accreditation Commission

    See Certification of Completion – "Preparing for Accreditation" in attachment "ZFI-Admin Docs"

3. Provide information on the current status of any approvals needed by licensing boards.
    N/A

4. The institution has its principal campus in the State of: **Indiana**

5. 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.

    See attached **Financial Status and Supporting Documents**

6. The institution submits the following information for each certificate and diploma program to be offered [Do **not** submit degree programs; these require a separate application]:

CIP Code	Program Name	Level	Length	Cr. or Cl. Hrs.	Indicate Annual or Cr. Hr. Tuition
30.2001	Graduate Certificate in Humanitarian Philanthropy	Post-Baccalaureate	12 Months`	18 Credit Hours	100% Scholarship Based Tuition

7. The institution is submitting payment in the amount of $1,000.00 (check made out to the State of Indiana).

    See attached **Financial Status and Supporting Documents**

8. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department. **See Attachment: ZFI- Admin Docs**

9. Provide documentation of liability insurance to cover students.

    Pending Receipt. ETA – 1-29-21

10. If your institution is incorporated in the State of Indiana, please include a current copy of your *Articles of Incorporation* as filed with the Indiana Secretary of State. If your main campus is located out-of-state but you have a physical presence in Indiana, then you must provide a copy of the *Certificate of Authority*. For further information visit the Indiana Secretary of State webpage at: http://www.in.gov/sos/business/2426.htm

    See Attachment: ZFI- Admin Docs

11. For-profit institutions must list the names and addresses of the institution's stockholders owning 5% or more of stock in the institution or corporation.

    N/A

12. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter.

    See attached Financial Status and Supporting Documents

13. Attach a copy of your current or proposed catalog, institutional student contract, or enrollment agreement. The Statement of Authorization and Indiana Uniform Refund Policy is required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials.

    See Attached Catalogue

14. Campus director information:

    Name of Campus Director: Sobia Khan_____

    Title of Campus Director: E-Librarian and Head of Administration

    Phone Number of Campus Director: _317-502-7075_____

    Email of Campus Director: _ **sobia.khan@zfinstitute.com**

I affirm that the information submitted on this form is true and correct to the best of my knowledge and that all supportive statements and documents are true and factual:

Person submitting this form: **Abbas Barzegar**_____

Position title of person submitting this form: **Academic Director**_____

Phone number contact of person submitting this form: **404-825-0336**_____

Email contact of person submitting this form: **abbarz@iu.edu**_____

2019/06/11

American College of Education

Background American College of Education began as Barat College at Lake Forest, Illinois. In October 2005 the institution was renamed to its current name. American College of Education was located in Chicago, Illinois before moving administrative offices to Indianapolis, Indiana in 2011. The institution also has offices in Dallas, Texas. The current institutional offices are located on the 12th floor of the building in which the Commission offices are housed. During the past 16 years of operation in Indiana, the Commission has received one formal student complaint.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is accredited by the Higher Learning Commission (HLC). The accreditor originally granted accreditation status in January 2005. More recently accreditation was reaffirmed in 2014-2015, during which comprehensive evaluations occurred in September 2014 and July 2015. The next reaffirmation of accreditation will occur 2024-2025, during which a comprehensive evaluation will occur.

In September of 2020 the Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted programmatic accreditation for the Bachelor of Science (B.S.) in Nursing and Master of Science (M.S.) in Nursing degree programs.

Participation in NC-SARA The American College of Education has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since December 2015. The institution is one of four private, for-profits in Indiana to participate in SARA.

Participation in Student Financial Aid Students attending the institution are not eligible to receive Title IV funding. However, undergraduate federal student loans may be granted forbearance while enrolled in graduate programs at the institution. The institution does not currently participate in state financial aid.

Campuses The institution offers all programs via distance education.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 6,057 students in the fall of 2019 at American College of Education.

Programs The institution offers programs at the certificate, baccalaureate, master's, graduate certificate, and doctoral levels. Programs range from a Certificate in Higher Education to a Doctor of Education (Ed.D.) in Leadership. Most programs offered are in the field of teacher education. Currently the institution offers nearly 40 programs in the teacher education field. The institution also offers over 10 programs in health-related fields.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2019 the institution had an unpublished FRCS of 2.1.

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BOARD FOR PROPRIETARY EDUCATION
Tuesday, March 2, 2021

BUSINESS ITEM B-1:	**American College of Education:** **One Education Specialist Degree Program, and One** **Doctorate Program Offered Exclusively through Distance** **Education**
Institutional Profile	See Attachment
Staff Recommendation	That the Board for Proprietary Education approve the Education Specialist (Ed.S.) in Nursing Education, and Doctor of Education (Ed.D.) in Nursing Education in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

Background	**Degree Program Profiles**

Education Specialist (Ed.S.) in
Nursing Education
Offered Through Distance Education

This program consists of 34 semester credit hours, with 71 percent of the courses in the specialty. The program is offered to individuals with a master's or post-master's degree who are seeking advanced credentials without completing a dissertation. The program faculty consists of five individuals, of whom all are full-time. Of the five individuals, each has a doctoral degree.

Doctor of Education (Ed.D.) in
Nursing Education
Offered Through Distance Education

This program consists of 64 semester credit hours, with 33 percent of the courses in the specialty. The program offers 7 focus of study areas: Adult and Continuing Education, Curriculum and Instruction, Educational and Community Organizations, Leadership, Online Education, Health and Wellness, and Higher Education. The program faculty consists of five individuals, of whom all are full-time. Of the five individuals, each has a doctoral degree.

Supporting Documents	Degree Applications

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Out-of-State Institutions and
In-State Proprietary Institutions Offering Instruction in Indiana
with a Physical Presence in the State

<u>DEGREE APPLICATION</u>
(*New or Renewal program*)

Use the <tab> key to advance to the next field, or select a field by clicking the cursor.

Name of Institution | **American College of Education**

Program name and Suggested
CIP Code: | **Ed.S. in Nursing Education CIP: 51.3817**

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, **Ed.S**.,
Ed.D., Ph.D.) | **Ed.S.**

Name of Person Preparing this Form | **Thomas Brouwer**

Telephone Number | **(317) 829-9427** | **<u>Application Type</u>**

Date the Form was Prepared | **2/17/2021** | **Initial** or Renewal
(Revise date after any revision)

I. <u>PROGRAM OBJECTIVES</u>: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

Program Overview
The Ed.S. in Nursing Education is designed for nurses who wish to earn a post-master's degree without completing a dissertation or are unable to complete the proposed Ed.D. in Nursing Education program. The College is proposing the Ed.S. in Nursing Education degree in addition to the Ed.D. in Nursing Education. Specifically, American College of Education students who decide not to complete a dissertation or those who are not successful in the dissertation research component in the Ed.D. in Nursing Education will have the option to transfer to the Ed.S. in Nursing Education program so they do not leave the College in an "all but dissertation (ABD)" status. This pathway allows for degree completion without losing credits. The Ed.S. in Nursing Education provides a path for individuals who currently possess an active RN license and master's degree who want to become specialists in nursing education in academic or professional development arenas. The specialist degree equips the nurse educator with the necessary competencies to create and evaluate curriculum, manage classrooms, develop effective teaching strategies, conduct program evaluation, and utilize innovative technology to educate the next generation of nurses.

Program Mission
The mission of the Ed.S. in Nursing Education program is to provide a research and evidenced-based approach to nursing education. Students will be given the tools to transform nursing education by becoming exceptional educators and leaders who use forward-thinking, evidence-based innovation, and collaboration to transform organizations and systems within a global society.

Program Structure

The Ed.S. in Nursing Education program will consist of a total of 34 credits. The Ed.S. structure for this program is aligned to all other Ed.S. programs at ACE. Courses shared with other specialist programs, such as those in leadership and research, may be taught by existing College faculty outside of the Department of Nursing, as is consistent with all specialist programs offered at ACE. The credit breakdown is as follows:

Leadership Course	1 credit
Nursing Specific Doctoral Courses	21 credits
Research Courses	9 credits
Nursing Capstone Course	3 credits
Total Program Credits	34 credits

Program Outcomes

The Ed.S. in Nursing Education program outcomes are guided by best practices in nursing education and the National League of Nursing (NLN) Competencies for the Nurse Educator.

PO1. Integrates theoretical frameworks from nursing, higher education, and related disciplines to design transformational nursing education and inform the role of the nurse educator.

PO2. Demonstrate expertise in the creation, implementation, and evaluation of innovative nursing curriculum to improve nursing education and reflect trends in higher education, healthcare, and nursing practice.

PO3. Combine expert knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide innovative educational leadership.

PO4. Provide visionary leadership to effect change in nursing education through the adoption of a servant leadership mindset and service to the profession.

PO5. Create a collaborative culture and function as a member of the community of scholars.

PO6. Foster collaboration across and between disciplines to enhance interprofessional partnerships in clinical practice and education.

PO7. Summarizes resources needed related to the effective development, implementation, and evaluation of nursing education.

PO8. Role model professional expertise and the value of lifelong learning in the role of the nurse educator and educational leader.

PO9. Contribute to the advancement of the science of nursing education through intellectual inquiry, dissemination, and creative scholarship.

II. PROGRAM STRUCTURE: List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Name of Program:	**Ed.S. in Nursing Education**		
Total Course Hours:	**34**	Check one: Quarter Hours	
	N/A	Semester Hours	**X**
		Clock Hours	
Tuition :	**$10,404**	Length of Program: **18-24 months**	

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
NUR6003	Influencing Forces in Nursing Education	3
NUR6013	Multi-Dimensional Professorial Role in Nursing Education	3
NUR6023	Transformational Teaching in Nursing Education	3
NUR6033	Innovation in Nursing Education	3
NUR6043	Fostering Clinical Judgement Through Curriculum and Evaluation	3
NUR6053	Catalyst for Quality Improvement in Nursing Education	3
NUR6063	Visionary Leadership for Nursing Education	3
NUR6073	Capstone in Nursing Education	3

GENERAL COURSES:

Course Number	Course Title	Course Hours
LEAD6001	Introduction to Advanced Studies	1
RES6003	Applied Statistics	3
RES6013	Research Methods	3
RES6222	Crafting a Concept Paper	2
RES6041	Scholarly Writing and Research Strategies	1

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
	Not Applicable	

Number of Credit/Clock Hrs. in Specialty Courses: 24 / 0   Percentage: 70.6

Number of Credit/Clock Hrs. in General Courses: 10 / 0   Percentage: 29.4

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0 / 0   Percentage: 0

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

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

The ACE library is online with no single location. Students have access to the library 24 hours a day, seven days a week.

The library is currently staffed by one professional librarian holding both a Ph.D. in Information Science and a Master of Library and Information Science. The College is presently hiring an Assistant Librarian who will start in early 2021.

2. Number of volumes of professional material:

Academic Search Complete

Academic Search Complete offers an enormous collection of the most valuable full-text journals, providing users access to critical information from many sources unique to this database. In addition, this database is the leading source of peer-reviewed, full-text for STM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences, and more.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 17,860 indexed and abstracted journals
- Full text: Yes, 6,300+ full-text journals, 5,700+ peer-reviewed journals, and 350+ eBooks

Business Source Complete

Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes both electronic journals and eBooks, as well as industry profiles, faculty seminar videos, and SWOT analyses.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 6,730 journals and magazines and other resources
- Full text: Yes, over 2,000 full text journals and magazines and over 1,200 peer-reviewed full-text journals; 900+ books; 5,324 SWOT analyses; 57 Harvard faculty seminar videos; 930+ case studies

CINAHL Complete

CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,200 journals. It also includes continuing education modules, evidence-based care sheets, and quick lessons providing overviews of disease and conditions. Full text dates back to 1937.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 5,400+ journals plus continuing education modules, evidence-based care sheets, and quick lessons.
- Full-text: Yes, 1,200+ journals and 13 eBooks/Monographs

eBook Central (ProQuest)
The eBook Central platform provides access to eBooks that the library has purchased via that platform.
- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 13 eBooks
- Full-text: Yes, 13 eBooks

eBooks (EBSCOhost)
 eBooks is a collection of full-
text open access eBooks, along with a collection of purchased education related eBooks.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 3,000+ eBooks (90+ Education-related e-books)
- Full-text: Yes

Education Source
Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-
text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2,330+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes, 1,800+ journals and 534 eBooks and monographs plus numerous conference papers and proceedings

Education Week
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

JSTOR Current Education Collection
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: Nine selected Education related journals
- Full-text: Yes

LearnTechLib
The premier online resource for peer-reviewed research on the latest developments and applications in Learning and Technology. Content goes back 30 years.
- Produced by: LearnTechLib

- Vendor: LearnTechLib
- Coverage: Over 2,000 journals, 38 eBooks, and over 800 conferences (proceedings and presentations)
- Full-Text: Yes

Library, Information Science & Technology Abstracts with Full Text
Library, Information Science & Technology Abstracts with Full Text indexes hundreds of core journals plus books, research reports and proceedings. Subject coverage includes librarianship, online information retrieval, information management, technology, and more. Coverage in the database extends back as far as the mid-1960s.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 730+ journals plus 29 eBooks, monographs, conference papers, and pamphlets.
- Full-text: Yes, 330+ journals and 29 eBooks and monographs plus numerous conference proceedings and pamphlets

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre-clinical sciences. Full text coverage dates back to 1916.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Coverage: 5,600 biomedical journals
- Full-text: Yes, 1,200+ journals

OVID Nursing Full Text Plus journals
OVID Nursing Full Text Plus journals covers numerous nursing specialties. Journal coverage dates back to 1995. Journals from Lippincott Williams & Wilkins are included, as is the OVID database with over 374,000 bibliographic records.
- Produced by: Wolters Kluwer
- Vendor: OVID
- Coverage: 51 journals
- Full-text: Yes, 51 journals

ProQuest Education Database
ProQuest Education Database covers scholarly literature on primary, secondary, and higher education, special education, home schooling, adult education, and hundreds of related topics.
- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 1500+ journals published since 1991
- Full-text: Yes, 510 journals

ProQuest Healthcare Administration Database
This is a specialized database which includes the full text from over 1,000 pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.
- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: Over 6,000 dissertations and theses, over 1,100 Business Monitor reports
- Full-text: Yes, over 1,000 journals, 8 eBooks, and other resources

Regional Business News
Covers business sources, including newspapers and business trade magazines.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 70 publications
- Full-text: Yes, Over 70 publications

Sage Premier Journals
Over 1,100 full-text journals covering topics such as teaching, psychology, special education, health education, criminal justice, leadership, nursing, business, finance, and others. Most titles date back to 1999.
- Produced by: Sage
- Vendor: Sage
- Coverage: 1,100+ full-text journals
- Full-text: Yes

Science Direct
- Produced by: Elsevier
- Vendor: Elsevier
- Coverage: 2 journals: Nurse Leader and Journal for Nurse Practitioners
- Full-text: Yes, 2 journals

University of Chicago Press Journals
- Produced by: University of Chicago Press
- Vendor: EBSCO
- Coverage: 4 journals: American Journal of Education, Elementary School Journal, Schools: Studies in Education, and The Library Quarterly
- Full-text: Yes, 4 journals

VitalSource Bookshelf
VitalSource Bookshelf contains required textbooks for ACE Nursing courses

ERIC Documents and Educational Tests

ERIC
The ERIC (Educational Resources Information Center) database is created and distributed free by the U.S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.
All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors.
- Produced by: U. S. Dept. of Education. 1966
- Vendors: ERIC, EBSCO, and ProQuest
- Coverage: 1,160+ journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes, 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

Mental Measurements Yearbook including Tests in Print
Mental Measurements Yearbook (MMY) is a comprehensive guide to 2,000+ contemporary testing instruments. The MMY series contains reviews and information essential for a complete evaluation of

testing products in psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection decisions about the increasingly complex world of testing. MMY database includes the MMY archive of all yearbooks from the first edition in 1938 through the current year.

Tests in Print (TIP)
This is a comprehensive bibliography of all known commercially available tests that are currently in print in the English language. TIP provides vital information to users, including test purpose, test publisher, in print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).
- Produced by: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln
- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes, reviews only [no tests are available online]
- Includes other database? Yes, Tests in Print

Other
ATI Testing – Nurse's Touch and Sigma Theta Tau
ATI resources are available to Nursing students in specific courses.
- Produced by: ATI Testing
- Vendor: ATI Testing

ATLAS
ATLAS is a unique, searchable online library of authentic video cases showing National Board Certified Teachers at work in the classroom.
Produced by: National Board for Professional Teaching Standards
- Vendor: National Board for Professional Teaching Standards
- Coverage: Over 1300 cases
- Full-text: Yes, over 1300 videos and accompanying instructional materials

Child Development & Adolescent Studies
Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to growth and development of children through age of 21.
- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 267 journals
- Full-text: No

CultureGrams Online Database
CultureGrams provides reports on over 200 countries, every U.S. state, and each of the Canadian provinces and territories. Cultural reports cover topics such as land, climate, housing, economy, education, and history.
- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Coverage: 200+ countries, all 50 states, and all 12 Canadian provinces and territories.
- Full-text: Yes

Educational Administration Abstracts
- Produced by: EBSCO

- Vendor: EBSCO
- Coverage: 199,000+ records dating back to 1966
- Full-Text: No, abstract only

Joanna Briggs Institute Evidence Based Practice Database

This comprehensive range of resources includes over 3,000 records across seven publication types: Evidence Based Recommended Practices, Evidence Summaries, Best Practice Information Sheets, Systematic Reviews, Consumer Information Sheets, Systematic Review Protocols, and Technical Reports.
- Produced by: Joanna Briggs Institute
- Vendor: Ovid/WK
- Coverage: Over 3,000 records across seven publication types
- Full-text: Yes

ProQuest Dissertations & Theses Global
- Produced by: ProQuest and UMI
- Vendor: ProQuest
- Coverage: 5 million works; grows by 200,000 each year; International – content from universities in nearly 100 countries
- Full-text: Yes, for most dissertations added since 1997

SAGE Research Methods

SAGE Research Methods is a web-based research methods tool that covers quantitative, qualitative, and mixed methods. Researchers can explore methods and concepts to help design research projects, understand a particular method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences and other research areas. It includes over 600 books, dictionaries, encyclopedias, and the "Little Green Book" and "Little Blue Book" series. It also includes numerous videos and cases.
- Produced by: SAGE
- Vendor: SAGE
- Coverage: 600+ Reference eBooks, 480+ videos and 1,100+ case studies
- Full-text: Yes

Shadow Health

The Shadow Health, Health Assessment, and the Advanced Health Assessment simulations are available in specific Nursing courses.
- Produced by: Shadow Health
- Vendor: Shadow Health
- Coverage: Two simulations
- Full-Text: No

3. **Number of professional periodicals subscribed to:**

   ACE subscribes to specialized fee-based databases and other resources that provide students and faculty access to full-text books and journal articles. From the links in our learning management system (LMS), students and faculty can access indices of 48,000 journals, full-text articles from 10,000 journals, 500,000 education documents, 300,000 full-text documents, approximately 3,600+ ebooks, reports or monographs, and the Educational Resources Information Center (ERIC) documents. Students and faculty also benefit from a direct subscription to several full-text education journals.

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

While most of the information resources required of students are contained in the full-text, online professional journals and ebooks subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.

IV. <u>FACULTY</u>:   Attach completed Instructor's Qualification Record for each instructor.
** Include <u>all required documentation</u> **pertaining to the qualifications of each instructor.**

Total # of Faculty in the Program:	5	**Full-time:**	5	**Part-time:**	0

Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one:** Full-time	Part-time
Bennett, Melissa	Doctor of Nursing Practice	37	1.5	10	X	
Bogdan, Bette	Doctor of Philosophy in Nursing Education and Administration	35	1.5	20	X	
Hawthorne, Lisa	Doctor of Philosophy in Nursing	20	1.5	15	X	
Murray, Robin Elaine	Doctor of Nursing Practice	23	.5	23	X	
Welch, Leslie	Doctor of Philosophy in Nursing Education	36	2.0	15	X	

Supplementary Information on
Composite Score, Licensure, Certification, and Accreditation

Institution: **American College of Education**
Degree Program: **Ed.S. in Nursing Education**
Locations: **Online**

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:

2.1

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?

No

If so, please identify **Not Applicable**

The specific license(s) needed: **Not Applicable**

The State agency issuing the license(s): **Not Applicable**

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Professional Certification
What are the professional certifications that exist for graduates of similar program(s)?

Graduates of the Ed.S. in Nursing Education may wish to sit for the Certification for Nurse Educators (CNE) exam offered by the National League of Nursing (NLN). Students who complete the program will have developed knowledge and competencies in the area of nursing education. The program outcomes align to the National League of Nursing Nurse Educator competencies, therefore graduates who wish to attain certification as a Certified Nurse Educator (CNE) and meet eligibility requirements may participate in the examination. CNE eligibility criteria may be found here http://www.nln.org/Certification-for-Nurse-Educators/cne/eligibility.

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?

Professional certification is not typically a requirement for employment in the field of nursing education. Specifically, regional accreditors (e.g., the Higher Learning Commission (HLC)) provide specific guidance on who is qualified to teach certain classes. (More information about the qualification process can be found on HLC's website located here: https://www.hlcommission.org/Publications/determining-qualified-faculty.html)

However, if someone does want to seek a nurse educator certification to increase their options for employment, they will be prepared by the Ed.S. in Nursing Education program. Specifically, the graduates of this program will be trained on the competencies assess in the NLN Certified Nurse Educator certification. This additional certification could make them more marketable to certain employers. The NLN Certified Nurse Educator certification is seen as a highly-regarded certification in the field of nursing education.

The NLN provides eligibility criteria for the certification, one of the options, Option A, is listed below:

Option A: Must meet criteria 1 & 2
1. Licensure
    o A currently active, unencumbered, registered nurse designation in the country where currently practicing as a nurse educator.
2. Education
- a master's or doctoral degree in nursing with a major emphasis in nursing education or
- a master's or doctoral degree in nursing plus a post-master's certificate in nursing education or
- master's or doctoral degree in nursing and nine or more credit hours of graduate-level education courses

Graduates of this program, will have earned a specialist degree (which is above the master's level requirement) with a major emphasis in nursing education. Additionally, as seen in the course content in this application, they will have more than nine credit hours of graduate-level education courses. With this in mind, the candidates, pending they still have an active unencumbered registered nurse (RN) license will meet the requirements to sit for the certification. Furthermore, as previously stated and stated in the following section, this program was designed with the NLN competencies as a foundation; thus, graduates will be academically prepared for the certification.

If so, please identify
Each specific professional certification:

 Certified Nurse Educator (CNE)

The national organization issuing each certification:
National League of Nursing (NLN)

 http://www.nln.org/Certification-for-Nurse-Educators/cne

Please explain the rational for choosing each professional certification:

The academic nurse educator certification was created to establish nursing education as a specialty area of practice and create a means for faculty to demonstrate their expertise in this role. Academic nurse educators engage in a variety of roles and functions. The extent to which a specific nurse educator implements the various roles may vary according to many factors such as the mission of the nurse educator's institution, the nurse educator's rank, the nurse educator's academic preparation, and the type of program in which the nurse educator teaches. Nursing education takes place in diverse settings can include technical schools, hospitals, two-year colleges, four-year colleges, and universities.

The certification test plan for this role is based upon the identified competencies of the academic nurse educator and can be found with the Certified Nurse Educator Candidate Handbook (NLN,2021).

National League for Nursing [NLN]. (2021) *Certified nurse educator (CNE)*
http://www.nln.org/Certification-for-Nurse-Educators/cne

American College of Education chose this certification as this is the most widely-regarded certification in nursing education.

Please identify the single course or a sequence of courses that lead to each professional certification?

As mentioned above, by completing this program, the student would meet the requirements for the certification. The degree itself qualifies graduates to sit for the certification.
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Professional Industry Standards/Best Practices
Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?

Yes, the program development was guided by the National League for Nursing (NLN) Nurse Educator Core Competencies.

If so, please identify the specific professional industry standard(s) and/or best practice(s):

NLN Nurse Educator Core Competencies:

Competency I: Facilitate Learning
Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

Competency II: Facilitate Learner Development and Socialization
Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.

Competency III: Use Assessment and Evaluation Strategies
Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.

Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes
Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.

Competency V: Function as a Change Agent and Leader
Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.

Competency VI: Pursue Continuous Quality Improvements in the Nurse Educator Role
Nurse educators recognize that their role is multi-dimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

Competency VII: Engage in Scholarship

Nurse educators acknowledge that scholarship is an integral component of the faculty role and that teaching itself is a scholarly activity.

Competency VIII: Function Within the Educational Environment
Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

National League of Nursing Nurse Educator Core Competency http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency

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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?

Not Applicable

If so, please identify the specialized accrediting agency:

Not Applicable

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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:

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?

Not Applicable

If so, please list the baccalaureate degree(s):

Not Applicable

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Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:

> **Nurse Educator**
> **Director of Nursing Education**
> **Faculty typically at Community College Level or Licensed Practical Nursing Program**
> **Clinical Educator**
> **Clinical Instructor**

1. What is the digital format of student transcripts?

Student transcripts are stored in CampusNexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Transcripts on Demand.

2. Is the institution using proprietary software, if so what is the name?

   CampusNexus

3. Submit a sample student transcript.

   Attached as Exhibit 4. Ed.S. in Nursing Education Sample Student Transcript

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Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format?

   Yes.

   - If not what is the percentage of student transcripts in a digital format?

     Not Applicable

   - What is the beginning year of digitized student transcripts?

     2005

   - Are student transcripts stored separately from the overall student records?

     Student transcripts are stored separately from overall student records within the student information system.

2. How are the digital student records stored?

   Student transcripts are stored in CampusNexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Transcripts Plus Credentials Solutions, by completing an online request at http://www.transcriptsplus.net/order

   - Where is the computer server located?

     The main server is located at ACE's main office in Indianapolis, Indiana. The backup server is located offsite in Carmel, Indiana.

   - What is the name of the system that stores the digital records?
     CampusNexus

3. Where are the paper student records located?

ACE does not maintain paper records. Student records are stored electronically. If the school receives paper records from a student, they are uploaded into CampusNexus, the student information system (SIS), and held for a period of 30 days. After 30 days, they are destroyed pursuant to College policy.

4. What is the beginning year of the institutional student record series?

   2005

5. What is the estimated number of digital student records held by the institution?

   32,000

6. What is the estimated number of paper student records held by the institution?

   The College does not maintain paper records. Student records are stored electronically. If the school receives paper records from a student, they are uploaded into the SIS and held for a period of 30 days. After 30 days, they are destroyed pursuant to College policy.

7. 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?

     Not Applicable

   - If so, what is the estimated number of student records maintained in that format?

     Not Applicable

8. 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?

     David Gaston
     Registrar
     David.Gaston@ace.edu

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?

   The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced.

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?

Average of 2 requests per day - 15 requests per week

All Institutions

11. Is there anything that the Commission should consider with regard to the institutional student records?

No

Program Description

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.

- Submit one table for each campus in which the program will be offered.

Projected National Headcount and FTE Enrollments and Degrees Conferred								
1-Jun-21								
Institution/Location: American College of Education / Online								
Program: Education Specialist (Ed.S.) Degree in Nursing Education								
				Year 1	Year 2	Year 3	Year 4	Year 5
				FY2021	FY2022	FY2023	FY2024	FY2025
Enrollment Projections (Headcount)								
	Full-Time			4	14	20	30	40
	Part-Time			0	0	0	0	0
	Total			4	14	20	30	40
Enrollment Projections (FTE*)								
	Full-Time			0	14	20	30	40
	Part-Time							
	Total			0	14	20	30	40
Degrees Conferred Projections				0	0	6	6	18
Degree Level: Specialist								
CIP Code: - 51.3817; State - 000000								
FTE Definitions:								
Undergraduate Level: 30 Semester Hrs. = 1 FTE								
Undergraduate Level: 24 Semester Hrs. = 1 FTE								

Projected Indiana Headcount and FTE Enrollments and Degrees Conferred								
1-Jun-21								
Institution/Location: American College of Education / Online								
Program: Education Specialist (Ed.S.) Degree in Nursing Education								
			Year 1	Year 2	Year 3	Year 4	Year 5	
			FY2021	FY2022	FY2023	FY2024	FY2025	
Enrollment Projections (Headcount)								
	Full-Time		0	2	3	5	5	
	Part-Time		0	0	0	0	0	
	Total		0	2	3	5	5	
Enrollment Projections (FTE*)								
	Full-Time		0	2	3	5	5	
	Part-Time							
	Total		0	2	3	5	5	
Degrees Conferred Projections			0	0	1	2	6	
Degree Level: Specialist								
CIP Code: - 51.3817; State - 000000								
FTE Definitions:								
Undergraduate Level: 30 Semester Hrs. = 1 FTE								
Undergraduate Level: 24 Semester Hrs. = 1 FTE								

American College of Education

101 West Ohio Street Suite 1200
Indianapolis, IN 46204
www.ace.edu

Student: TEST HINSHAW6612	**Student ID:** 1709062290	**DOB:** 07/22	**Original Start Date:** 4/6/2020	**Student GPA:** 4.000000

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program:	**Ed.S. in Nursing Education**										
Enrollment #:	**HI20124921**		**Status: Active**								
Start Date:	**4/6/2020**										
Term: 21JAN1110	**January 11, 2021 10 Week**		1/11/2021	3/21/2021							
RES6013	Research Methods	3.00	3.00	A	12.00						
		3.00	3.00		12.00						
Term GPA: 4.00		**Cum GPA:** 4.00									

Ed.S. in Nursing Education	**GPA:** 4.00	3.00	3.00	

*** End of Transcript ***

** Indicates Retaken Course
R* Indicates Retaken Override

\# Indicates Pass/Fail Course
♦ Indicates Associated Course

**Out-of-State Institutions and
In-State Proprietary Institutions Offering Instruction in Indiana
with a Physical Presence in the State**

DEGREE APPLICATION
(*New or Renewal program*)

Use the <tab> key to advance to the next field, or select a field by clicking the cursor.

Name of Institution   **American College of Education**

Program name and Suggested
CIP Code: **Ed.D. in Nursing Education CIP: 51.3817**

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ed.S.,
Ed.D., Ph.D.)   **Ed.D.**

Name of Person Preparing this Form   **Thomas Brouwer**

Telephone Number   **(317) 829-9427**   **Application Type**

Date the Form was Prepared: **2/17/2021**   **Initial**   or   Renewal
(Revise date after any revision)

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

Program Overview
The Ed.D. in Nursing Education would be the first doctorate program for nurses at the American College of Education (ACE). The program is designed for nurses with a master's degree who want to become nurse educators in academic or professional development arenas. The terminal degree equips the nurse educator with the necessary competencies to create and evaluate curriculum, manage classrooms, develop effective teaching strategies, conduct program evaluation, and utilize innovative technology to educate the next generation of nurses. The Ed.D. in Nursing Education program extends the College's offerings in the field of nursing. By doing so, this new program will provide a pathway for ACE graduates to continue their education and earn their doctorate degree at ACE.

Nurses have three choices within the discipline for a terminal degree, Ph.D., DNP, or Ed.D. The Ph.D. is primarily designed as a research-based degree to prepare nurses to conduct and seek funding for research. The Doctor of Nursing Practice (DNP) is a clinical degree for those wishing to prepare Advanced Registered Nurses to become mid-level independent practitioners. The Ed.D. in Nursing Education provides a path for individuals who currently possess an active RN license and master's degree and wish to obtain their doctorate in order to assume educator and leadership roles in academia or professional development settings.

Program Mission
The mission of the Ed.D. in Nursing Education is to provide a research-intensive, evidenced-based approach to nursing education. Students will be given the tools to transform nursing education by becoming exceptional educators and leaders who use forward-thinking, evidence-based innovation, and collaboration to transform organizations and systems within a global society. By a unique

interdisciplinary approach, the program focuses on the science of teaching and learning for the Nurse Educator. Students will engage in scholarly research throughout the coursework to support their final dissertation.

Program Structure
The Ed.D. in Nursing Education program totals 64 credits. This structure is aligned to all Ed.D. programs at ACE. Courses shared with other doctoral programs, such as those in leadership and research/dissertation, may be taught by existing College faculty in other departments who are qualified in research and leadership disciplines. Specifically, the research, dissertation, and some leadership courses, are shared in doctoral programs to ensure consistency in dissertation expectations at the College. The credit breakdown for the program is as follows:

Leadership Courses	3 credits
Nursing Specific Doctoral Courses	21 credits
Research/Dissertation Courses	22 credits
Focus of Study Courses	18 credits
Total Program Credits	64 credits

Program Outcomes
The Ed.D. in Nursing Education program outcomes are guided by best practices in nursing education and the National League of Nursing (NLN) Competencies for the Nurse Educator.

PO1. Integrates theoretical frameworks from nursing, higher education, and related disciplines to design transformational nursing education and inform the role of the nurse educator.

PO2. Demonstrate expertise in the creation, implementation, and evaluation of innovative nursing curriculum to improve nursing education and reflect trends in higher education, healthcare, and nursing practice.

PO3. Combine expert knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide innovative educational leadership.

PO4. Provide visionary leadership to effect change in nursing education through the adoption of a servant leadership mindset and service to the profession.

PO5. Create a collaborative culture and function as a member of the community of scholars.

PO6. Foster collaboration across and between disciplines to enhance interprofessional partnerships in clinical practice and education.

PO7. Summarizes resources needed related to the effective development, implementation, and evaluation of nursing education.

PO8. Role model professional expertise and the value of lifelong learning in the role of the nurse educator and educational leader.

PO9. Contribute to the advancement of the science of nursing education through intellectual inquiry, dissemination, and creative scholarship.

The Ed.D. in Nursing Education program would be a natural extension of the College's Master of Science in Nursing (MSN) program. Graduates of the MSN program, specifically those who completed the nurse educator focus of study, would have the foundational knowledge to pursue a doctorate in nursing education. The doctorate would qualify completers for career advancement in faculty and professional development roles. Graduates could seek employment at colleges and within clinical practice organizations where nursing professional development is provided.

Market Demand/Information

Nurse educators are in demand, and an Ed.D. in Nursing Education is an appropriate preparation for nurse educator roles. According to the American Association of Colleges of Nursing (AACN), master's and doctoral programs in nursing do not produce a large enough pool of potential nurse educators to meet the demand. Efforts to expand the nurse educator population are hindered by the fact that thousands of qualified applicants to graduate nursing programs are turned away each year due to a lack of qualified faculty. In 2018, AACN found that 10,788 qualified applicants were turned away from master's programs, and 2,909 qualified applicants were turned away from doctoral programs. The primary reasons for not accepting all qualified students were a shortage of faculty and clinical education sites (AACN, 2017). Additionally, the Bureau of Labor Statistics projects the job market for nursing instructors will continue to grow through 2026.

Presently, there are only a few options for individuals who wish to earn an Ed.D. in Nursing Education, none of which are offered in the state of Indiana. The College's market analysis revealed there were less than ten Ed.D. in Nursing Education programs available, and of those, only five were entirely online. The tuition for the Ed.D. in Nursing Education at American College of Education is $306 per credit, which is significantly less than the cost per credit for similar online programs. The cost per credit for similar online programs is as follows: Western Connecticut State charges $1,296 per credit, Northcentral University charges $976 per credit, and Bryan College of Health Sciences charges $717 per credit. This program will provide Indiana residents with a flexible, high-quality option at a low cost.

References:

American Association of Colleges of Nursing. (2020). Nursing Shortage. https://www.aacnnursing.org/news-information/fact-sheets/nursing-faculty-shortage

American Association of Colleges of Nursing. (2019). Special Survey on Vacant Faculty Positions for Academic Year 2018-2019. Washington, DC. https://www.aacnnursing.org/Portals/42/News/Surveys-Data/Vacancy18.pdf

American Association of Colleges of Nursing. (2019). Fact Sheet: Nursing Faculty Shortage. Washington, DC. https://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf

Bureau of Labor Statistics. (2019). Occupational Employment Statistics. https://www.bls.gov/oes/current/oes251072.htm

Health Resources and Services Administration, National Center for Health Workforce Analysis (2013). Projecting the Supply and Demand for Primary Care Practitioners Through 2020. https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/projectingprimarycare.pdf

II. PROGRAM STRUCTURE: List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Name of Program:	**Ed.D. in Nursing Education**		
Total Course Hours:	**64**	Check one: Quarter Hours	
	N/A	Semester Hours	**X**
		Clock Hours	
Tuition:	**$19,584**	Length of Program:	**36-42 months**

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
NUR6003	Influencing Forces in Nursing Education	3
NUR6013	Multi-Dimensional Professorial Role in Nursing Education	3
NUR6023	Transformational Teaching in Nursing Education	3
NUR6033	Innovation in Nursing Education	3
NUR6043	Fostering Clinical Judgement Through Curriculum and Evaluation	3
NUR6053	Catalyst for Quality Improvement in Nursing Education	3
NUR6063	Visionary Leadership for Nursing Education	3

GENERAL COURSES:

Course Number	Course Title	Course Hours
Multiple	Focus of Study Courses (See attached FOS course listings) (7 FOS choices + General Track choice containing 6 courses at 3 credits for each)	18
LEAD6001	Introduction to Advanced Studies	1
LEAD6011	Leadership as a Reflective Practice	1
LEAD6021	Doctoral Leadership Seminar 1	1
RES6003	Applied Statistics	3
RES6013	Research Methods	3
RES6023	Quantitative Research Designs	3
RES6033	Qualitative Research Designs	3
RES6041	Scholarly Writing and Research Strategies	1
RES6302	Defending the Dissertation	2
RES6512	Research Concept Paper	2
RES6521	Research Methodology	1
RES6531	Literature Review	1
RES6541	Finalizing the Dissertation Proposal	1
RES6551	Analyzing the Dissertation Research	1
RES6561	Interpreting the Dissertation Research	1

GENERAL EDUCATION / LIBERAL ARTS COURSES:		
Course Number	**Course Title**	**Course Hours**
	Not Applicable	

Number of Credit/Clock Hrs. in Specialty Courses: 21   /   0   Percentage: 32.8

Number of Credit/Clock Hrs. in General Courses: 43   /   0   Percentage: 67.2

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0   /   0   Percentage: 0

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

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

The ACE library is online with no single location. Students have access to the library 24 hours a day, seven days a week.

The library is currently staffed by one professional librarian holding both a Ph.D. in Information Science and a Master of Library and Information Science. The College is presently hiring an Assistant Librarian who will start in early 2021.

2. Number of volumes of professional material:

Academic Search Complete
Academic Search Complete offers an enormous collection of the most valuable full-text journals, providing users access to critical information from many sources unique to this database. In addition, this database is the leading source of peer-reviewed, full-text for STM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences, and more.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 17,860 indexed and abstracted journals
- Full text: Yes, 6,300+ full-text journals, 5,700+ peer-reviewed journals, and 350+ eBooks

Business Source Complete
Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes both electronic journals and eBooks, as well as industry profiles, faculty seminar videos, and SWOT analyses.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 6,730 journals and magazines and other resources
- Full text: Yes, over 2,000 full-text journals and magazines and over 1,200 peer-reviewed full-text journals; 900+ books; 5,324 SWOT analyses; 57 Harvard faculty seminar videos; 930+ case studies

CINAHL Complete
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,200 journals. It also includes continuing education modules, evidence-based care sheets, and quick lessons providing overviews of disease and conditions. Full text dates back to 1937.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 5,400+ journals plus continuing education modules, evidence-based care sheets, and quick lessons.
- Full-text: Yes, 1,200+ journals and 13 eBooks/Monographs

eBook Central (ProQuest)
The eBook Central platform provides access to eBooks that the library has purchased via that platform.
- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 13 eBooks
- Full-text: Yes, 13 eBooks

eBooks (EBSCOhost)
 eBooks is a collection of full-
text open access eBooks, along with a collection of purchased education related eBooks.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 3,000+ eBooks (90+ Education-related e-books)
- Full-text: Yes

Education Source
Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-
text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2,330+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes, 1,800+ journals and 534 eBooks and monographs plus numerous conference papers and proceedings

Education Week
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

JSTOR Current Education Collection
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: Nine selected education related journals
- Full-text: Yes

LearnTechLib

The premiere online resource for peer-reviewed research on the latest developments and applications in Learning and Technology. Content goes back 30 years.
- Produced by: LearnTechLib
- Vendor: LearnTechLib
- Coverage: Over 2,000 journals, 38 eBooks, and over 800 conferences (proceedings and presentations)
- Full-Text: Yes

Library, Information Science & Technology Abstracts with Full Text

Library, Information Science & Technology Abstracts with Full Text indexes hundreds of core journals plus books, research reports, and proceedings. Subject coverage includes librarianship, online information retrieval, information management, technology and more. Coverage in the database extends back as far as the mid-1960s.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 730+ journals plus 29 eBooks, monographs, conference papers, and pamphlets.
- Full-text: Yes, 330+ journals and 29 eBooks and monographs plus numerous conference proceedings and pamphlets

MEDLINE Complete

MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre- clinical sciences. Full text coverage dates back to 1916.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Coverage: 5,600 biomedical journals
- Full-text: Yes, 1,200+ journals

OVID Nursing Full Text Plus journals

OVID Nursing Full Text Plus journals covers numerous nursing specialties. Journal coverage dates back to 1995. Journals from Lippincott Williams & Wilkins are included, as is the OVID database with over 374,000 bibliographic records.
- Produced by: Wolters Kluwer
- Vendor: OVID
- Coverage: 51 journals
- Full-text: Yes, 51 journals

ProQuest Education Database

ProQuest Education Database covers scholarly literature on primary, secondary, and higher education, special education, home schooling, adult education, and hundreds of related topics.
- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 1500+ journals published since 1991
- Full-text: Yes, 510 journals

ProQuest Healthcare Administration Database

This is a specialized database which includes the full text from over 1,000 pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.
- Produced by: ProQuest
- Vendor: ProQuest

- Coverage: over 6,000 dissertations and theses, over 1,100 Business Monitor reports
- Full-text: Yes, over 1,000 journals, 8 eBooks, and other resources

Regional Business News
Covers business sources including newspapers and business trade magazines.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 70 publications
- Full-text: Yes, over 70 publications

Sage Premier Journals
Over 1,100 full-text journals covering topics such as teaching, psychology, special education, health education, criminal justice, leadership, nursing, business, finance, and others. Most titles date back to 1999.
- Produced by: Sage
- Vendor: Sage
- Coverage: 1,100+ full-text journals
- Full-text: Yes, for all journals

Science Direct
- Produced by: Elsevier
- Vendor: Elsevier
- Coverage: 2 journals: Nurse Leader and Journal for Nurse Practitioners
- Full-text: Yes, 2 journals

University of Chicago Press Journals
- Produced by: University of Chicago Press
- Vendor: EBSCO
- Coverage: 4 journals: American Journal of Education, Elementary School Journal, Schools: Studies in Education, and The Library Quarterly
- Full-text: Yes, 4 journals

VitalSource Bookshelf
VitalSource Bookshelf contains required textbooks for ACE Nursing courses

ERIC Documents and Educational Tests
ERIC
The ERIC (Educational Resources Information Center) database is created and distributed free by the U.S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.
All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors.
- Produced by: U. S. Dept. of Education, 1966
- Vendors: ERIC, EBSCO and ProQuest
- Coverage: 1,160+ journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes, 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

Mental Measurements Yearbook including Tests in Print
Mental Measurements Yearbook (MMY) is a comprehensive guide to 2,000+ contemporary testing instruments. The MMY series contains reviews and information essential for a complete evaluation of testing products in psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection

decisions about the increasingly complex world of testing. MMY database includes the MMY archive of all yearbooks from the first edition in 1938 through the current year.

Tests in Print (TIP)
This is a comprehensive bibliography of all known commercially available tests that are currently in print in the English language. TIP provides vital information to users including test purpose, test publisher, in print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).
- Produced by: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln
- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes, reviews only [no tests are available online]
- Includes other database? Yes, Tests in Print

Other
ATI Testing – Nurse's Touch and Sigma Theta Tau
ATI resources are available to Nursing students in specific courses.
- Produced by: ATI Testing
- Vendor: ATI Testing

ATLAS
ATLAS is a unique, searchable online library of authentic video cases showing National Board Certified Teachers at work in the classroom.
Produced by: National Board for Professional Teaching Standards
- Vendor: National Board for Professional Teaching Standards
- Coverage: Over 1300 cases
- Full-text: Yes, over 1300 videos and accompanying instructional materials

Child Development & Adolescent Studies
Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to growth and development of children through age of 21.
- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 267 journals
- Full-text: No

CultureGrams Online Database
CultureGrams provides reports on over 200 countries, every U.S. state and each of the Canadian provinces and territories. Cultural reports cover topics such as land, climate, housing, economy, education, and history.
- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Coverage: 200+ countries, all 50 states, and all 12 Canadian provinces and territories.
- Full-text: Yes

Educational Administration Abstracts
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 199,000+ records dating back to 1966
- Full-Text: No, abstract only

Joanna Briggs Institute Evidence Based Practice Database
This comprehensive range of resources includes over 3,000 records across seven publication types: Evidence Based Recommended Practices, Evidence Summaries, Best Practice Information Sheets, Systematic Reviews, Consumer Information Sheets, Systematic Review Protocols, and Technical Reports.
- Produced by: Joanna Briggs Institute
- Vendor: Ovid/WK
- Coverage: Over 3,000 records across seven publication types
- Full-text: Yes

ProQuest Dissertations & Theses Global
- Produced by: ProQuest and UMI
- Vendor: ProQuest
- Coverage: 5 million works; grows by 200,000 each year; International – content from universities in nearly 100 countries
- Full-text: Yes, for most dissertations added since 1997

SAGE Research Methods
SAGE Research Methods is a web-based research methods tool that covers quantitative, qualitative and mixed methods. Researchers can explore methods and concepts to help design research projects, understand a particular method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences and other research areas. It includes over 600 books, dictionaries, encyclopedias, and the "Little Green Book" and "Little Blue Book" series. It also includes numerous videos and cases.
- Produced by: SAGE
- Vendor: SAGE
- Coverage: 600+ Reference eBooks, 480+ videos and 1,100+ case studies
- Full-text: Yes

Shadow Health
The Shadow Health, Health Assessment and the Advanced Health Assessment simulations are available in specific Nursing courses.
- Produced by: Shadow Health
- Vendor: Shadow Health
- Coverage: Two simulations
- Full-Text: No

3. **Number of professional periodicals subscribed to:**

   ACE subscribes to specialized fee-based databases and other resources that provide students and faculty access to full-text books and journal articles. From the links in our learning management system (LMS), students and faculty can access indices of 48,000 journals, full-text articles from 10,000 journals, 500,000 education documents, 300,000 full-text documents, approximately 3,600+ ebooks, reports or monographs, and the Educational Resources Information Center (ERIC) documents. Students and faculty also benefit from a direct subscription to several full-text education journals.

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

   While most of the information resources required of students are contained in the full-text, online professional journals and ebooks subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.

IV. FACULTY: Attach completed Instructor's Qualification Record for each instructor. **** Include** all required documentation **pertaining to the qualifications of each instructor.**					
Total # of Faculty in the Program:	5	**Full-time:**	5	**Part-time:**	0
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one:**	
					Full-time	**Part-time**
Bennett, Melissa	Doctor of Nursing Practice	37	1.5	10	X	
Bogdan, Bette	Doctor of Philosophy in Nursing Education and Administration	35	1.5	20	X	
Hawthorne, Lisa	Doctor of Philosophy in Nursing	20	1.5	15	X	
Murray, Robin Elaine	Doctor of Nursing Practice	23	.5	23	X	
Welch, Leslie	Doctor of Philosophy in Nursing Education	36	2.0	15	X	

Indiana Commission for Higher Education
Indiana Board for Proprietary Education

Supplementary Information on
Composite Score, Licensure, Certification, and Accreditation

Institution: **American College of Education**
Degree Program: **Ed.D. in Nursing Education**
Locations: **Online**

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:

2.1
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?

No

If so, please identify **Not Applicable**

The specific license(s) needed: **Not Applicable**

The State agency issuing the license(s): **Not Applicable**

++ +++
Professional Certification
What are the professional certifications that exist for graduates of similar program(s)?

Graduates of the Ed.D. in Nursing Education may wish to sit for the Certification for Nurse Educators (CNE) exam offered by the National League of Nursing (NLN). Students who complete the program will have developed knowledge and competencies in the area of nursing education. The program outcomes align to the National League of Nursing Nurse Educator competencies, therefore graduates who wish to attain certification as a Certified Nurse Educator (CNE) and meet eligibility requirements may participate in the examination. CNE eligibility criteria may be found here http://www.nln.org/Certification-for-Nurse-Educators/cne/eligibility.

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?

Professional certification is not typically a requirement for employment in the field of nursing education. Specifically, regional accreditors (e.g., the Higher Learning Commission (HLC)) provide specific guidance on who is qualified to teach certain classes. (More information about the qualification process can be found on HLC's website located here: https://www.hlcommission.org/Publications/determining-qualified-faculty.html)

However, if someone does want to seek a nurse educator certification to increase their options for employment, they will be prepared by the Ed.D. in Nursing Education program. Specifically, the graduates of this program will be trained on the competencies assess in the NLN Certified Nurse Educator certification. This additional certification could make them more marketable to certain employers. The NLN Certified Nurse Educator certification is seen as a highly regarded certification in the field of nursing education.

The NLN provides eligibility criteria for the certification, one of the options, Option A, is listed below:

Option A: Must meet criteria 1 & 2
1. Licensure
   o   A currently active, unencumbered, registered nurse designation in the country where currently practicing as a nurse educator.

2. Education
- a master's or doctoral degree in nursing with a major emphasis in nursing education or
- a master's or doctoral degree in nursing plus a post-master's certificate in nursing education or
- master's or doctoral degree in nursing and nine or more credit hours of graduate-level education courses

Graduates of this program, will have earned a doctoral degree with a major emphasis in nursing education. Additionally, as seen in the course content in this application, they will have more than nine credit hours of graduate-level education courses. With this in mind, the candidates, pending they still have an active unencumbered registered nurse (RN) license will meet the requirements to sit for the certification. Furthermore, as previously stated and stated in the following section, this program was designed with the NLN competencies as a foundation; thus, graduates will be academically prepared for the certification.

If so, please identify
Each specific professional certification:

 Certified Nurse Educator (CNE)

The national organization issuing each certification:
National League of Nursing (NLN)

 http://www.nln.org/Certification-for-Nurse-Educators/cne

Please explain the rational for choosing each professional certification:

The academic nurse educator certification was created to establish nursing education as a specialty area of practice and create a means for faculty to demonstrate their expertise in this role. Academic nurse educators engage in a variety of roles and functions. The extent to which a specific nurse educator implements the various roles may vary according to many factors such as the mission of the nurse educator's institution, the nurse educator's rank, the nurse educator's academic preparation, and the type of program in which the nurse educator teaches. Nursing education takes place in diverse settings can include technical schools, hospitals, two-year colleges, four-year colleges, and universities.

The certification test plan for this role is based upon the identified competencies of the academic nurse educator and can be found with the Certified Nurse Educator Candidate Handbook (NLN,2021).

National League for Nursing [NLN]. (2021) *Certified nurse educator*
         (CNE) http://www.nln.org/Certification-for-Nurse-Educators/cne
American College of Education chose this certification as this is the most widely-regarded certification in nursing education.

Please identify the single course or a sequence of courses that lead to each professional certification?

As mentioned above, by completing this program, the student would meet the requirements for the certification. The degree itself qualifies them to sit for the certification.

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Professional Industry Standards/Best Practices
Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?

Yes, the program development was guided by the National League for Nursing (NLN) Nurse Educator Core Competencies.

If so, please identify the specific professional industry standard(s) and/or best practice(s):

NLN Nurse Educator Core Competencies:

Competency I: Facilitate Learning
Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

Competency II: Facilitate Learner Development and Socialization
Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.

Competency III: Use Assessment and Evaluation Strategies
Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.

Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes
Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.

Competency V: Function as a Change Agent and Leader
Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.

Competency VI: Pursue Continuous Quality Improvements in the Nurse Educator Role
Nurse educators recognize that their role is multi-dimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

Competency VII: Engage in Scholarship
Nurse educators acknowledge that scholarship is an integral component of the faculty role and that teaching itself is a scholarly activity.

Competency VIII: Function Within the Educational Environment
Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

National League of Nursing Nurse Educator Core Competency http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency

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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?

Not Applicable

If so, please identify the specialized accrediting agency:

Not Applicable

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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:

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?

Not Applicable

If so, please list the baccalaureate degree(s):

Not Applicable

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Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:

       Nurse Educator
       Director of Nursing Education
       Faculty
       Clinical Educator
       Clinical Instructor

1. What is the digital format of student transcripts?

   Student transcripts are stored in CampusNexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Transcripts on Demand.

2. Is the institution using proprietary software, if so what is the name?

CampusNexus

3. Submit a sample student transcript.

Attached as Exhibit 4. Ed.D. in Nursing Education Sample Student Transcript
+++

Student Records
Institutions that have Previously Operated
1. Are all student transcripts in a digital format?

Yes.

- If not what is the percentage of student transcripts in a digital format?

   Not Applicable

- What is the beginning year of digitized student transcripts?

   2005

- Are student transcripts stored separately from the overall student records?

   Student transcripts are stored separately from overall student records within the student information system.

2. How are the digital student records stored?

   Student transcripts are stored in CampusNexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Transcripts Plus Credentials Solutions, by completing an online request at http://www.transcriptsplus.net/order .

   - Where is the computer server located?

      The main server is located at ACE's main office in Indianapolis, Indiana. The backup server is located offsite in Carmel, Indiana.

   - What is the name of the system that stores the digital records?
      CampusNexus

3. Where are the paper student records located?

   ACE does not maintain paper records. Student records are stored electronically. If the school receives paper records from a student, they are uploaded into CampusNexus, the student information system (SIS), and held for a period of 30 days. After 30 days, they are destroyed pursuant to College policy.

4. What is the beginning year of the institutional student record series?

   2005

5. What is the estimated number of digital student records held by the institution?

   32,000

6. What is the estimated number of paper student records held by the institution?

   The College does not maintain paper records. Student records are stored electronically. If the school receives paper records from a student, they are uploaded into the SIS and held for a period of 30 days. After 30 days, they are destroyed pursuant to College policy.

7. 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?

     Not Applicable

   - If so, what is the estimated number of student records maintained in that format?

     Not Applicable

8. 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?

     David Gaston
     Registrar
     David.Gaston@ace.edu

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?

   The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced.

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?

    Average of 2 requests per day - 15 requests per week
    All Institutions

11. Is there anything that the Commission should consider with regard to the institutional student records?

No

Program Description

<u>Projected Headcount and FTE Enrollments and Degrees Conferred</u>

- 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.

- Submit one table for each campus in which the program will be offered.

Projected National Headcount and FTE Enrollments and Degrees Conferred								
1-Jun-21								
Institution/Location: American College of Education / Online								
Program: Ed.D. in Nursing Education								
			Year 1	Year 2	Year 3	Year 4	Year 5	
			FY2021	FY2022	FY2023	FY2024	FY2025	
Enrollment Projections (Headcount)								
	Full-Time		34	68	88	72	72	
	Part-Time							
	Total		34	68	88	72	72	
Enrollment Projections (FTE*)								
	Full-Time		34	68	88	72	72	
	Part-Time							
	Total		34	68	88	72	72	
Degrees Conferred Projections			0	0	6	6	18	
Degree Level: Doctoral								
CIP Code: - 51.3817; State - 000000								
FTE Definitions:								
Undergraduate Level: 30 Semester Hrs. = 1 FTE								
Undergraduate Level: 24 Semester Hrs. = 1 FTE								

Projected Indiana Headcount and FTE Enrollments and Degrees Conferred						
1-Jun-21						

Institution/Location: American College of Education / Online

Program: Ed.D. in Nursing Education

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY2021	FY2022	FY2023	FY2024	FY2025
Enrollment Projections (Headcount)					
Full-Time	1	2	4	3	3
Part-Time					
Total	1	2	4	3	3
Enrollment Projections (FTE*)					
Full-Time	1	2	4	3	3
Part-Time					
Total	1	2	4	3	3
Degrees Conferred Projections	0	0	1	1	5

Degree Level: Doctoral

CIP Code: - 51.3817; State - 000000

FTE Definitions:

Undergraduate Level: 30 Semester Hrs. = 1 FTE

Undergraduate Level: 24 Semester Hrs. = 1 FTE

American College of Education

101 West Ohio Street Suite 1200
Indianapolis, IN 46204
www.ace.edu

Student: TEST HINSHAW6612   **Student ID:** 1709062290   **DOB:** 07/22   **Original Start Date:** 4/6/2020   **Student GPA:** 4.000000

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program:	**Ed.D. in Nursing Education**										
Enrollment #:	**HI20124915**		**Status: Active**								
Start Date:	**4/6/2020**										
Term: 21JAN11	**January 11, 2021**		**1/11/2021**	**2/14/2021**							
LEAD6001	Introduction to Advanced Studies	1.00	1.00	A	4.00						
		1.00	1.00		4.00						
Term GPA: 4.00	**Cum GPA:** 4.00										

Ed.D. in Nursing Education	**GPA:** 4.00	1.00	1.00

*** End of Transcript ***