INDIANA COMMISSION for HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Wednesday, June 16, 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

June 16, 2021
10:00 A.M. – 12:00 P.M.

7th Floor Conference Room
101 West Ohio Street, Suite 300
Indianapolis, IN 46204

Call-In Participation: 605.475.4700 Participant: 230295#

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The next meeting of the Board is tentatively scheduled for **September 1, 2021, in Indianapolis, Indiana**.

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STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Tuesday, March 2, 2021

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: Rasheed Ahmed, Abbas Barzegar, Bette Bogdan, Tom Brouwer, Darlene Cernoch, Tony Galati, Stephanie Hinshaw, Sobia Khan, Claudia Mitchell, Matt Mosley, Darren Nelson, Dan Pryor and Shariq Siddiqui.

It was determined that there was a quorum for the March 2, 2021 Board meeting.

CONSIDERATION OF THE MINUTES OF THE DECEMBER 8, 2020 BOARD MEETING

R-21-03.1   **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the December 8, 2020 regular meeting
(Motion – Konesco, second – Bogan, unanimously approved)

II.   EXECUTIVE DIRECTOR'S REPORT

Dr. Ken Sauer began by noting that the Commission has collected quarter three 2020 data enrollment from BPE authorized institutions. The data presented included the headcount of programs at each level broken up at the undergraduate and graduate levels. Data presented to the Board showed Lincoln College of Technology having over a quarter of the total enrollment of all BPE authorized institutions.

Ken introduced the topic of BPE authorized institutions participating in the State Authorization Reciprocity Agreement (SARA). The American College of Education was highlighted as an institution that is a SARA institutional participant offering all programs via distance education. Further, most of the institutional student enrollment was among students residing in other states.

Ken stated that the Commission was seeking bids for a consulting firm to create a system to review the financial stability of institutions. The chosen firm would review audited financials of currently operating institutions, and a few that had closed. In addition, the firm would recommend what financial information to obtain from pre-authorized institutions. The firm would create a tool or tools whereby CHE staff without a financial background would be able to input financial figures to compute a rating of financial stability.

III.   TIME – SENSITIVE ACTION ITEM

A.   Initial Institutional Authorization and Academic Degree Program

1. Initial Institutional Authorization of MyComputerCareer at Indianapolis and an Associate of Applied Science in Network Administration and Cyber Security to be offered.

    Representing MyComputerCareer were: Darlene Cernoch, Executive Director of Education; Tony Galati, CEO; Matt Mosley, VP Online Operations; Darren Nelson, Executive Director of Compliance; and Dan Pryor, Chief Operations Officer.

    Ross Miller presented the staff report recommending that MyComputerCareer be granted institutional authorization and approval to offer one associate degree at one location.

    R-21-03.02   **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 – Konesco, second – Haywood, unanimously approved)

2. Initial Institutional Authorization of Zakat Foundation Institute at Plainfield.

    Representing Zakat Foundation Institute were: Rasheed Ahmed, Director; Abbas Barzegar, Academic Director; Sobia Khan, Librarian and Program Manager; and Shariq Siddiqui, Advisor.

    Ross Miller presented the staff report recommending that Zakat Foundation Institute be granted institutional authorization 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 – Haywood, unanimously approved)

B.   Academic Degree Program

1. Education Specialist in Nursing Education to be offered by American College of Education.

    Representing American College of Education: Bette Bogdan, Ph.D., Nursing Department Chair; Tom Brouwer, Director of Regulatory Affairs and Compliance; Stephanie Hinshaw, Ed.D., Senior Vice President of Academic Affairs; and Claudia Mitchell, Ph.D., Assistant Provost of Healthcare Professions.

    Ross Miller presented the staff report recommending that American College of Education be granted approval to offer one specialist degree program via distance education.

R-21-03.04   **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)

2. Doctor of Education in Nursing Education to be offered by American College of Education.

   Representing American College of Education: Bette Bogdan, Ph.D., Nursing Department Chair; Tom Brouwer, Director of Regulatory Affairs and Compliance; Stephanie Hinshaw, Ed.D., Senior Vice President of Academic Affairs; and Claudia Mitchell, Ph.D., Assistant Provost of Healthcare Professions.

   Ross Miller presented the staff report recommending that American College of Education be granted approval to offer one doctoral degree program via distance education.

   R-21-03.05   **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.

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Dr. Ken Sauer, Chairman   Date

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BOARD FOR PROPRIETARY EDUCATION
Wednesday, June 16, 2021

DECISION ITEM A-1: <u>**South College:**</u>
<u>**One Associate's Degree Program at One Location or Distance**</u>
<u>**Education**</u>

Institutional Profile See Attachment

Staff Recommendation That the Board for Proprietary Education approve the
Associate of Science (A.S.) in Health Science (Pre-Nursing) in
accordance with the background discussion of this agenda
item and the Application for Degree Approval.

Background <u>**Degree Program Profile**</u>

Associate of Science (A.S.) in
Health Science (Pre-Nursing) at
Indianapolis or Distance Education

This program consists of 92 quarter credit hours, with 51
percent of the courses in the specialty. The program is
intended for students that would be pursuing a Bachelor of
Science (B.S.) in Nursing. The program faculty consists of 15
individuals, of whom all are full-time. Of the 15 individuals, 4
have a doctoral degree, and 11 have a master's degree.

Supporting Documents Degree Application

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South College

Background South College began as Knoxville Business College in 1882. In October 2001 the institution was renamed to its current name. The institution offers over 60 certificate and degree programs both in-person and via distance education.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges. The accreditor originally granted candidacy in December 1998. More recently accreditation was reaffirmed in 2015. SACS accreditation normally extends for 10 years; however, the institution merged the Asheville, North Carolina campus as a learning site. Therefore, SACS considered South College a new institution requiring re-evaluation. As a new Institution, accreditation may only be granted for five years with the re-evaluation having occurred in March of this year. The next reaffirmation of accreditation to be decided in December will extend for a decade.

In September 2018, 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.

Participation in NC-SARA South College has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since August 2015.

Participation in Student Financial Aid Students attending the institution are eligible to receive Title IV Federal financial aid. The institution does not currently participate in Indiana state financial aid. The institution does participate in financial aid in states where they currently have a physical presence. For instance, South College participates in Tennessee Hope Scholarship, Tennessee Promise Scholarship, Tennessee Reconnect Scholarship, and Tennessee Assistance Grant Program.

Campuses The SACS accredits the main South College at Knoxville, Tennessee. In addition, SACS accredits learning sites at Atlanta, Georgia; Asheville, North Carolina; Knoxville (different from main), Tennessee; and Nashville, Tennessee.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 2,843 students in the fall of 2019 at South College at Knoxville, Tennessee.

Programs The institution offers programs at the certificate, associate's, baccalaureate, master's, education specialist, and doctoral levels. Programs offered at various campuses range from a Certificate in Medical Assisting, Associate of Science (A.S.) in Diagnostic Medical Sonography, Bachelor of Science in Nursing (B.S.N.), Master of Health Science in Physician Assistant, to a Doctor of Pharmacy. The institution also offers programs in non-health related fields such as an A.S. in Paralegal Studies and a B.S. in Legal Studies.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending September 30, 2018, the institution had published FRCS of 1.6.

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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:

South College Indianapolis Learning Site

2. Address of campus:

301 Pennsylvania Parkway, Carmel, Indiana, 46280

3. The institution is accredited by 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.

South College is accredited by the Southern Association of College and Schools Commission on College as a Level V Doctoral Granting institution. The institution is in good status with SACSCOC. Please see <u>Exhibit A</u> evidencing this status from the website of the Commission. South College is submitting information to SACSCOC to add the campus in Indianapolis as a Learning Site for the institution.

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

Currently, no approvals needed by licensing boards are needed. The institution plans to submit application for approval of BSN and LPN programs at a later date.

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

Tennessee

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.

FY 2020 – 1.7

7. 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
51.0801	Medical Assisting	Certificate	9 months	39 quarter credit hours	$16,500 (FT)

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

The required check in the amount of $1,000 made out to the State of Indiana has been mailed with cover letter.

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

The Carmel Fire Department most recent first inspection was provided by the building owner and is included in Exhibit B.

10. Provide documentation of liability insurance to cover students.

Please see the certificate of Liability Insurance in Exhibit C.

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

Please see Exhibit D.

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.

Stephen A. South – 100% owner of all Common and Preferred Stock

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

The most recent FRCS is for the FY 2020. Please see the calculation information included in the audited Consolidated Financial Statements – Exhibit E.

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

South College utilizes a digital institutional catalog that is published via the South College website. Please click this link: https://www.south.edu/academics/catalog-calendars/. Please click on the 2020-2021 CATALOG tab.

15. Campus director information:

Name of Campus Director: <u>Mr. Turner South</u>
Title of Campus Director: <u>Campus President</u>
Phone Number of Campus Director: (865) 776-2432
Email of Campus Director: <u>tsouth@south.edu</u>

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: <u>Dr. Kimberely B. Hall</u>
Position title of person submitting this form: <u>Vice Chancellor, Institutional Advancement & Effectiveness</u>
Phone number contact of person submitting this form: <u>865-251-1800</u>
Email contact of person submitting this form: <u>khall@south.edu</u>

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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;*
- *Contractual arrangements in states (e.g., procurement contracts or online academic offerings provided through consortia agreements);*
- *Courses on military installations offered by an accredited institution and limited to active and reserve military personnel, dependents of military personnel, and civilian employees of the military installation;*
- *Faculty residing in the state;*

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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 key to advance to the next field, or select a field by clicking the cursor.

Name of Institution   South College Indianapolis

Program name and
Suggested CIP Code: Health Science (Pre-Nursing) – CIP 51.1105 (Proposed CIP Code - Pending USDOE Approval)

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

Name of Person Preparing this Form: Dr. Kimberely B. Hall

Telephone Number: (865) 251-1800   **Application Type**

Date the Form was Prepared: 6/7/2021 (Rev)   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.

The Associate of Science degree program in Health Science is designed to provide students interested in healthcare a broad educational experience. The Pre-Nursing option is designed for those wishing to pursue admittance to a Bachelor of Science in Nursing program. The curriculum requires completion of a variety of general education courses, as well as foundational courses in anatomy and physiology, biology, and chemistry (all prerequisite courses for the South College BS Nursing program). Only courses in which a C or better is earned will count toward graduation requirements.

LEARNING OUTCOMES
The program seeks to graduate successful individuals who:
- Demonstrate comprehension of key science principles relating to required courses.
  - Anatomy & Physiology
  - Biology
  - Chemistry
- Demonstrate effective communication skills.

The program is designed for completion by full-time students in 21 months. Students will be advised by Student Success Advisors to ensure appropriate progression based on completion of pre-requisite courses. The program is designed to be completed in a hybrid format.

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: <u>Health Science (Pre-Nursing)</u>

Total Course Hours: <u>92</u>   Check one: Quarter Hours   <u>X</u>

                                                  Semester Hours   ___

                                                  Clock Hours   ___

          Tuition: <u>$38,500</u>   Length of Program: <u>21 months (7 quarters FT)</u>

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
BIO 1110	Anatomy & Physiology I	4
BIO 1120	Anatomy & Physiology I Lab	2
BIO 1130	Anatomy & Physiology II	4
BIO 1140	Anatomy & Physiology II Lab	2
BIO 1160	Microbiology	4
BIO 1170	Microbiology Lab	2
CHM 1010	General Chemistry I	4
CHM 1020	General Chemistry I Lab	2
HSC 2051	Nutrition for Health & Disease	4.5
	Approved Electives (Science or Other Related Courses)	12
SCC 1010	College Management	2
SCC 1031	Computer & Information Literacy	4.5

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
COM 1261	Effective Speaking	4.5
ENG 1201	English Composition	4.5
ENG 1211	English Composition w/Research	4.5
MAT 1100	College Algebra	4.5
MAT 2501	Statistics	4.5
PSY 1811	General Psychology	4.5
PSY 1821	Human Growth & Development	4.5
SOC 1861	Introduction to Sociology	4.5
	Approved Humanities Electives	9

Number of Credit/Clock Hrs. in Specialty Courses: <u>47/92</u>   Percentage: <u>51%</u>

Number of Credit/Clock Hrs. in General Courses: <u>45/92</u>   Percentage: <u>49%</u>

If applicable: Number of Credit/Clock Hrs. in Liberal Arts: <u>45/92</u>   Percentage: <u>49%</u>

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 South College library collections is provided in digital format with only a small number of holdings in physical copy. This allows for maximum access for students and faculty. The Department of Library Services employs five full-time librarians at the main campus to support student learning at all campuses and online. Librarians are available in person, via telephone, via chat, via email, and via Zoom. A fill-time Library Clerk is employed at each learning site campus to provide services to students in the Resource Centers. The Library Clerk for the Indianapolis campus will be employed prior to classes beginning on campus. The Clerks are responsible for the day-to-day operations of their Resource Centers, providing assistance with library resources, circulation duties, and clerical duties including statistics tracking and making ID cards. The clerks help students and faculty with research and refer them to a librarian for additional assistance as appropriate. The Resource Center for the Indianapolis campus will be located on the first floor of the facility.

Hours of the Resource Center:
Monday – Thursday 7:30am – 9:30pm
Friday 7:30am – 5:00pm
Saturday 8:00am – 1:00pm

Staffed Hours:
Monday – Thursday 8:00am – 6:30pm
Friday 8:00am – 5:00pm

2. Number of volumes of professional material:
The library serves the mission of South College by providing users access to a broad range of information and learning resources. The library collection is made up of print and electronic books, print and electronic journals, other periodicals, CDs, DVDs, streaming videos, and online databases. The library provides access to 161 databases and journal collections which include over 157,000 online, full-text journals, magazines, newspapers, and other publications. In addition to 10,000 books in the print collections, the library has access to over 220,000 full text electronic books. To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and LYRASIS. The library filled 166 interlibrary loan requests in the 2019-20 academic year. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth.

> **South College Library Online Catalog** (http://destiny.southcollegetn.edu/)
> **South College Library Website** (https://library.south.edu/home)
> **Library Subscription Resources 2020 (Exhibit A)**

The library and its collections have continued to grow over the years in order to adequately support all of its graduate and undergraduate curricula, including business, computer science, engineering technology, nursing, allied health, medical, and education programs. The librarians continually work with faculty to add new resources to support South College academic programs, basing selections on faculty recommendations, standard selection tools and bibliographies, benchmarking with other institutions, and reviews in professional journals and listservs.

Librarians at South College use nationally recognized selection tools to build library collections. In addition to program-specific bibliographies, librarians also employ additional selection tools in general and specific subject areas. Librarians consult *Library Journal, Journal of the Medical Library*

Association, Doody's Core Titles, professional online discussion lists, and refereed journals in specific subject areas to keep informed about the newest publications.

Faculty members play an active role in developing library collections. The library department staff believes that this is vital to sustaining and enhancing adequate collections that are appropriate to the curricula. The Director of Library Services oversees collection development policies for the library and has assigned the librarians on staff to be the collection development library liaisons for specific departments. Librarians contact the full-time and adjunct faculty of their assigned programs at least once every quarter to discuss academic resource needs for the upcoming quarter. Department chairs are contacted each spring to discuss the needs of their programs for the annual library budget proposal. Requests from faculty are accepted year-round.

3. Number of professional periodicals subscribed to:
The library provides access to 161 databases and journal collections which include over 157,000 online, full-text journals, magazines, newspapers, and other publications. Please see Exhibit A.

4. Other library facilities in close geographical proximity for student access:
To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and LYRASIS. The library filled 166 interlibrary loan requests in the 2019-20 academic year. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth.

IV. __FACULTY__: Attach complete Instructor's Qualification Record for each instructor. ****Include** all required documentation **pertaining to the qualifications of each instructor.**						
Total # of Faculty in the Program:		1	**Full-time:**	1	**Part-time:**	
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)						

The faculty information provided is for the individual who has accepted employment with the institution. Additional faculty will be hired to provide instruction in general education and sciences for the campus as these courses are common to several programs. It is anticipated that by fall 2021, a FT faculty member will be hired for English, Mathematics, and Biology/Anatomy. Each will have earned a minimum of a master's degree in the associated discipline. Adjunct faculty will be hired as needed based on number of students and additional FT faculty hired as the student population grows. Adjunct faculty will also have earned a minimum of a master's degree in the associated discipline.

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
Anderson, Jaclyn	MS Psychology	3	1.75	2	X	
Bergquist, William	MS Computer Information Systems	24	16	10	X	
Charles, Angela	MA Sociology	5	.5	1.75	X	
Cooper, Gary	MS Reproductive Physiology	9	14	1	X	
Garner, Chris	Master of Mathematics	5	1.75	2	X	
Hagy, Jonathan	Master of Mathematics	5	.3	3	X	

Hammitt, Roger	MS Communications/Public Relations	25	16	NA	X	
Jones, Whitney	PhD English Literature	10	5	1	X	
Lobertini, Jo	MA English	30	.75	24	X	
Malone, Caroline	MFA Poetry/Fiction	20	15	3	X	
Miller, Danielle	MA English	13	.3	13	X	
Omeirs, Lindsay	MS Psychology	4	2	1	X	
Patton, Lynn	Doctor of Nursing Practice	36	Newly Hired	6+	X	
Russell, Matthew	PhD Biochemistry, Cellular, and Molecular Biology	12	7	1	X	
Woodyatt, Aaron	Doctor of Chiropractic	20	4.5	9	X	
TBD	Master's Degree in Associated Discipline in General Education and Science Areas Onground					

Indiana Commission for Higher Education
Indiana Board for Proprietary Education
Supplementary Information on
Composite Score, Licensure, Certification, and Accreditation

Institution: South College

Degree Program: Health Science (Pre-Nursing)

Locations: Indianapolis

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:

FY 2020 – 1.7

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

The specific license(s) needed: NA
The State agency issuing the license(s): NA

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

NA

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?
NA

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

Please explain the rational for choosing each professional certification: NA

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

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

This program is designed for students to complete the pre-requisite requirements for application to a Bachelor of Science in Nursing program.

If so, please identify:
The specific professional industry standard(s) and/or best practice(s): As indicated, this program is primarily designed for students to complete the pre-requisite requirements for application to a Bachelor of Science in Nursing program. National Health Science Standards common to foundational knowledge and skills have been incorporated into the curriculum including understanding human anatomy, physiology, common diseases and disorders, math principles, use common medical terminology, demonstrating methods of delivering and obtaining information while communicating effectively, personal traits and attitudes as these relate to working individually and in teams, understanding of cultural, social, and ethnic diversity, ethical responsibilities, laboratory safety procedures including infection control, personal safety, common safety hazards, and emergency procedures and protocols, differentiate between wellness and disease, and basic use of technology.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: National Consortium for Health Science Education
https://www.healthscienceconsortium.org/wp-content/uploads/2019/05/NATIONAL_HEALTH_SCIENCE_STANDARDS.pdf

+++
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?

No

If so, please identify the specialized accrediting agency: NA

+++

<u>Transferability of Associate of Science Degrees</u>
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?

Yes

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

South College is a regionally accredited (SACSCOC) institution. As such, credits are accepted by other institutions where the content and credit hours are equivalent. Examples of institutions that accept South College credits include the University of Tennessee, Middle Tennessee State University, Austin Peay State University, Texas Christian University, and Trevecca Nazarene University.

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

Students pursuing this program plan to apply for admission to the BS Nursing program in order to become a Registered Nurse. Positions prior to this accomplishment could include Health Aide, Nursing Assistant/Technician, Care Partner, Patient Care Technician, Medical Assistant, Pharmacy Assistant, and other healthcare related office positions such as Scheduler, Registrar, Records Clerk.

1. What is the digital format of student transcripts? South College transcripts are available through Parchment in digital format.
2. Is the institution using proprietary software, if so what is the name? South College uses the Student Information System CampusNexus.
3. Submit a sample student transcript. See **<u>Exhibit B</u>**.

+++

<u>Student Records</u>
<p align="center">*Institutions that have Previously Operated*</p>

South College has not previously operated in Indiana.

1. Are all student transcripts in a digital format? *All student transcripts will be in digital format.*

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

    - What is the beginning year of digitized student transcripts? *2021*

    - Are student transcripts stored separately from the overall student records? *All student records are maintained in the SIS CampusNexus which is a Student-Centric Academic and Administrative Platform – each student has an individual record for all documents. The transcript for each student is generated through the transcript module.*

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?

All student records are maintained in the SIS CampusNexus. The CampusNexus Student environment is made up of a Portal server, Microsoft SQL server, 3 COM Servers, 2 RDS Server, a SAN storage server, and Broadleaf API server. The CampusNexus environment is located in the Knoxville Lonas Campus server room. Data that is currently backed up includes CampusNexus SQL database and Portal database. This information is backed up each night and transferred to 2 SAN servers.

3. Where are the paper student records located? *NA for Indiana*

4. What is the beginning year of the institutional student record series? *2021*

5. What is the estimated number of digital student records held by the institution? *South College has over 60,000 digital student transcripts maintained. Plans to begin for Indiana in 2021.*

6. What is the estimated number of paper student records held by the institution? *NA for Indiana*

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? *NA for Indiana*

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

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? *The Institutional Registrar is Kristina Morgan (865-251-1818, kmorgan@south.edu).*

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? *South College maintains its own records but does work with Parchment. Requests for student transcripts are made through our south.edu site that then is directed to a Parchment site for the institution. The requester indicates if he/she would like the transcript digitally or through mail and Parchment fills the request.*

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? *Institutionally, the average number of requests per day is 10 and 50 per week.*

All Institutions

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

No

Projected Headcount and FTE Enrollments and Degrees Conferred
April 2021

Institution/Location:
South College Indianapolis Learning Site
Program: AS Health Science (Pre-Nursing)

	Year 1 FY 2022	Year 2 FY 2023	Year 3 FY 2024	Year 4 FY 2025	Year 5 FY 2026
Enrollment Projections (Headcount)					
Full-Time	215	270	290	290	290
Part-Time	75	75	75	75	75
	290	345	365	365	365
Enrollment Projections (FTE*)					
Full-Time	215	270	290	290	290
Part-Time	50	50	50	50	50
	265	320	340	340	340
Degrees Conferred Projections	0	50	150	225	225

Degree Level: Associate of Science
CIP Code: 51.1004; State - TBD

Exhibit A
Library Subscription Resources

Subscription Databases

Academic Video Online
Sanford Guide
APhA PharmacyLibrary
ASHP Ebook Collection
Credo Reference and Ebooks
Business Source Premier
CINAHL Complete
EBSCO Ebook Collection
Health Source - Consumer Edition
Health Source Nursing/Academic
MEDLINE Complete
Nursing Reference Center Plus
Regional Business News
Reaxys
Academic ASAP
Business Insights: Essentials
Business Insights: Global
Gale Academic OneFile
Gale Academic OneFile Select
Gale Business: Entrepreneurship
Gale Custom
Gale Custom Newspapers
Gale General OneFile
Gale Health and Wellness
Gale in Context: Biography
Gale in Context: Canada
Gale in Context: College
Gale in Context: Environmental Studies
Gale in Context: Global Issues
Gale in Context: High School
Gale in Context: Middle School
Gale in Context: Opposing Viewpoints
Gale in Context: Science
Gale in Context: U.S. History
Gale in Context: World History
Gale Interactive: Chemistry
Gale Interactive: Human Anatomy
Gale Interactive: Science
Gale Literature Criticism

Gale Literature Resource Center
Gale Literature: Dictionary of Literary Biography
Gale Literature: LitFinder
Gale Literature: Something About the Author
Gale OneFile: Agriculture
Gale OneFile: Business
Gale OneFile: Communications and Mass Media
Gale OneFile: Computer Science
Gale OneFile: Contemporary Women's Issues
Gale OneFile: CPI.Q
Gale OneFile: Criminal Justice
Gale OneFile: Culinary Arts
Gale OneFile: Diversity Studies
Gale OneFile: Economics and Theory
Gale OneFile: Educator's Reference Complete
Gale OneFile: Entrepreneurship
Gale OneFile: Environmental Studies and Policy
Gale OneFile: Fine Arts
Gale OneFile: Gardening and Horticulture
Gale OneFile: Gender Studies
Gale OneFile: Health and Medicine
Gale OneFile: High School Edition
Gale OneFile: Home Improvement
Gale OneFile: Hospitality and Tourism
Gale OneFile: Information Science
Gale OneFile: Informe Academico
Gale OneFile: Insurance and Liability
Gale OneFile: Leadership and Management
Gale OneFile: LegalTrac
Gale OneFile: Military and Intelligence
Gale OneFile: News
Gale OneFile: Nursing and Allied Health
Gale OneFile: Physical Therapy and Sports Medicine
Gale OneFile: Pop Culture Studies
Gale OneFile: Popular Magazines
Gale OneFile: Psychology
Gale OneFile: Religion and Philosophy
Gale OneFile: Science
Gale OneFile: U.S. History
Gale OneFile: Vocations and Careers
Gale OneFile: War and Terrorism
Gale OneFile: World History
General Reference Center
General Reference Center Gold
Kids InfoBits
Literature Resource Center

Nursing Resource Center
World Scholar
HSTalks: The Biomedical & Life Sciences Collection
Micromedex
ICE Video Library plus StrokeHelp
AccessEmergency Medicine
AccessMedicine
AccessPediatrics
AccessPharmacy
AccessPhysiotherapy
AccessSurgery
Clinical Sports Medicine Collection
Pharmacotherapy Principles and Practice
ABI/INFORM Collection
Accounting, Tax & Banking Collection
Advanced Technologies & Aerospace Database
Agriculture Science Database
Arts & Humanities Database
Asian & European Business Collection
Australia & New Zealand Database
Biological Science Database
Business Market Research Collection
Canadian Business & Current Affairs Database
Canadian Newsstream
Career & Technical Education Database
Computer Science Database
Consumer Health Database
Continental Europe Database
Criminal Justice Database
Earth, Atmospheric & Aquatic Science Database
East & South Asia Database
East Europe, Central Europe Database
Education Database
Engineering Database
Environmental Science Database
Global Breaking Newswires
Health & Medical Collection
Healthcare Administration Database
India Database
International Newsstream
Latin America & Iberia Database
Library Science Database
Linguistics Database
Materials Science Database
Middle East & Africa Database
Military Database

Nursing & Allied Health Database
Political Science Database
ProQuest Ebook Central
Psychology Database
Public Health Database
Publicly Available Content Database
RefWorks
Religion Database
Research Library
Science Database
Social Science Database
Sociology Database
Telecommunications Database
The Tennessean
Turkey Database
UK & Ireland Database
US Newsstream
Sage Premier Collection
Springer Nature Optimum Collection
Swank Digital Campus
STAT!Ref
Natural Medicines
Westlaw Proflex
VisualDx
Cochrane Library
Acland's Video Atlas of Human Anatomy
Bates Visual Guide
Lexicomp
LWW Nursing Journals Collection
UpToDate

Direct Subscription Journals

American Journal of Cardiology
American Journal of Emergency Medicine
American Journal of Human Genetics
American Journal of Obstetrics & Gynecology
American Journal of Surgery
Annals of Physical and Rehabilitation Medicine
Archives of Physical Medicine and Rehabilitation
BMJ
British Journal of Sports Medicine
CHEST
Chronicle of Higher Education
Clinical Biomechanics
Clinical Simulation in Nursing

Currents in Pharmacy Teaching and Learning
Developmental Medicine and Child Neurology
Drug Metabolism & Disposition
Early Childhood Research Quarterly
European Journal of Pain
Geriatric Nursing
Health Affairs
IEEE Computing in Science and Engineering
IEEE Industrial Electronics Magazine
International Journal of Business Analytics
International Journal of Pharmaceutical Compounding
International Journal of Pharmacy Practice
JAMA
Journal of Advanced Nursing
Journal of Applied Physiology
Journal of Bone & Joint Surgery
Journal of Business Research
Journal of Community Health Nursing
Journal of Dental Education
Journal of Human Nutrition & Dietetics
Journal of Information Technology Research
Journal of Interprofessional Education & Practice
Journal of Manual & Manipulative Therapy
Journal of Marketing Management
Journal of Medical Insight
Journal of Medicinal Chemistry
Journal of Midwifery & Women's Health
Journal of Nuclear Medicine
Journal of Nuclear Medicine Technology
Journal of Nursing Management
Journal of Nursing Regulation
Journal of Orthopaedic & Sports Physical Therapy
Journal of Pediatric Health Care
Journal of Pediatric Nursing
Journal of Pharmaceutical Sciences
Journal of Pharmacology and Experimental Therapeutics
Journal of Pharmacy and Pharmacology
Journal of Professional Nursing
Journal of the American College of Cardiology
Journal of the American College of Radiology
Journal of the American Dental Association
Journal of the American Geriatrics Society
Journal of the American Pharmacist Association
Journal of Vascular and Interventional Radiology
MIS Quarterly
Musculoskeletal Science & Practice

New England Journal of Medicine
Nurse Education Today
Nursing Outlook
Pain Management Nursing
Pain Medicine
Pediatrics
Pharmacological Reviews
Pharmacotherapy
Physical Therapy
Physiotherapy Research International
Physiotherapy Theory and Practice
Policing and Society
Public Health Nursing
Radiography
Radiology
Reading Research Quarterly
Reading Teacher
Research in Nursing & Health
Spine Journal
WFOT Bulletin
Journal of Obstetric, Gynecologic, & Neonatal Nursing
Nursing for Women's Health
Social Studies and the Young Learner
Journal for Research in Mathematics Education

South College

www.south.edu

Student:		Student ID:		DOB:		Original Start Date:	10/2/2019		Student GPA:		3.70

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 9999	**Transfer Credit Awarded**					CHM1010	General Chemistry I	4.00	4.00	16.00	A
Associate of Science - AS Health Science						CHM1020	General Chemistry I Lab	2.00	2.00	8.00	A
Transferred from Walters State Community College - 500 S. Davy Crockett Pkwy Morristown TN 37813						ENG1211	English Composition w/Research	4.50	4.50	18.00	A
HIS1011	American History	4.50	4.50	0.00	TR-A	PSY1811	General Psychology	4.50	4.50	18.00	A

Term: 9999 — Transfer Credit Awarded / Associate of Science - AS Health Science

		Attempted/Earned						Attempted/Earned			
Term GPA:	0.00	**Term: Credits**	4.50 / 4.50	**Term Qual Pts:**	0.00	Term GPA:	4.00	**Term: Credits**	15.00 / 15.00	**Term Qual Pts:**	60.00
Cum GPA:	0.00	**Cum: Credits**	4.50 / 4.50	**Cum Qual Pts:**	0.00	Cum GPA:	3.56	**Cum: Credits**	47.00 / 47.00	**Cum Qual Pts:**	151.50

Term: 201940   Fall 2019   10/2/2019   12/17/2019
Associate of Science - AS Health Science

President's List

BIO1110	Anatomy & Physiology I	4.00	4.00	12.00	B
BIO1120	Anatomy & Phys I Lab	2.00	2.00	6.00	B
MAT1100	College Algebra	4.50	4.50	18.00	A
SCC1010	College Management	2.00	2.00	8.00	A

Term: 202030   Summer 2020   7/8/2020   9/17/2020
Associate of Science - AS Health Science (Pre-Nursing)

AHS1010	Medical Terminology	4.00	4.00	16.00	A
SCC1031	Computer & Information Literacy	4.50	4.50	18.00	A

		Attempted/Earned						Attempted/Earned			
Term GPA:	3.52	**Term: Credits**	12.50 / 12.50	**Term Qual Pts:**	44.00	Term GPA:	4.00	**Term: Credits**	8.50 / 8.50	**Term Qual Pts:**	34.00
Cum GPA:	3.52	**Cum: Credits**	17.00 / 17.00	**Cum Qual Pts:**	44.00	Cum GPA:	3.64	**Cum: Credits**	55.50 / 55.50	**Cum Qual Pts:**	185.50

Term: 202010   Winter 2020   1/15/2020   3/26/2020
Associate of Science - AS Health Science (Pre-Nursing)

Term: 202035   Summer Mid 2020   8/12/2020   9/17/2020
Associate of Science - AS Health Science (Pre-Nursing)

BIO1130	Anatomy & Physiology II	4.00	4.00	12.00	B
BIO1140	Anatomy & Phys II Lab	2.00	2.00	4.00	C
ENG1201	English Composition	4.50	4.50	18.00	A
MAT2501	Statistics	4.50	4.50	13.50	B

HSC2051	Nutrition in Health & Disease	4.50	4.50	18.00	A

		Attempted/Earned						Attempted/Earned			
						Term GPA:	4.00	**Term: Credits**	4.50 / 4.50	**Term Qual Pts:**	18.00
Term GPA:	3.17	**Term: Credits**	15.00 / 15.00	**Term Qual Pts:**	47.50	Cum GPA:	3.67	**Cum: Credits**	60.00 / 60.00	**Cum Qual Pts:**	203.50
Cum GPA:	3.33	**Cum: Credits**	32.00 / 32.00	**Cum Qual Pts:**	91.50						

Term: 202040   Fall 2020   9/30/2020   12/11/2020
Associate of Science - AS Health Science (Pre-Nursing)

Term: 202020   Spring 2020   4/15/2020   6/25/2020
Associate of Science - AS Health Science (Pre-Nursing)

ART1011	Art Appreciation	4.50	4.50	18.00	A

** Indicates Retaken Course

South College

3904 Lonas Drive
Knoxville, TN 37909
www.south.edu

Student:	Miles Cole	Student ID:1809372245	DOB: 3/12	Original Start Date:	10/2/2019	Student GPA:	3.70

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202040	**Fall 2020**		9/30/2020	12/11/2020		**AS Health Science**					
Associate of Science - AS Health Science (Pre-Nursing)											
BIO1160	Microbiology	4.00	4.00	16.00	A	**Enrollment #:**	CO19072823	**GPA:**	3.67		
BIO1170	Microbiology Lab	2.00	2.00	6.00	B	**Status:**	Transfer To Other I	**LDA:**	10/15/2019		
SOC1861	Introduction to Sociology	4.50	4.50	18.00	A	**Start Date:**	10/2/2019				

Attempted/Earned

Term GPA:	3.87	**Term: Credits**	15.00 / 15.00	**Term Qual Pts:**	58.00
Cum GPA:	3.71	**Cum: Credits**	75.00 / 75.00	**Cum Qual Pts:**	261.50

Concentrations

Honors:

AS Health Science (Pre-Nursing)

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade			
Term: 202110	**Winter 2021**		1/13/2021	3/25/2021		**Enrollment #:**	CO19104896	**GPA:** 3.70
Associate of Science - AS Health Science (Pre-Nursing)						**Status:**	Active	
COM 1261	Effective Speaking	4.50	4.50	13.50	B	**Start Date:**	1/15/2020	
HUM1860	Introduction to Film Studies	4.50	4.50	18.00	A	**Concentrations**		
PSY1821	Human Growth & Development	4.50	4.50	18.00	A	**Honors:**		

Attempted/Earned

Term GPA:	3.67	**Term: Credits**	13.50 / 13.50	**Term Qual Pts:**	49.50
Cum GPA:	3.70	**Cum: Credits**	88.50 / 88.50	**Cum Qual Pts:**	311.00

*** End of Transcript ***

Authorized Signature   Date

** Indicates Retaken Course

BPE Page Number 30

SOUTH COLLEGE

Main Campus – 3904 Lonas Drive, Knoxville, TN 37909
Parkside Learning Site – 400 Goody's Lane, Knoxville, TN 37922
Asheville Learning Site – 140 Sweeten Creek Road, Asheville, NC 28803
Nashville Learning Site – 616 Marriott Drive, Nashville, TN 37214
Atlanta Learning Site – 2600 Century Parkway NE, Atlanta, GA 30345

KEY TO TRANSCRIPT

ACCREDITATION

South College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the doctorate, educational specialist, master's, baccalaureate, and associate levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South College.

ACADEMIC CALENDAR

South College operates on a quarter academic calendar with each quarter having approximately 10-12 weeks.

COURSE NUMBERS

South College courses are numbered according to the general level of instruction. Although there are exceptional cases, most 1000 level courses are considered first year courses and 2000 level courses are second year courses. Courses numbered at the 3000-4000 levels are considered junior and senior. Courses assigned numbers at the 5000 and 6000 levels are considered graduate level courses.

TRANSFER CREDIT

Only credit hours accepted and awarded transfer credit (TR) by South College are indicated on the transcript.

REPEATING COURSES

Students may repeat coursework as necessary to meet academic requirements. Effective fall 1988, the last grade received will replace any previous course grades in the calculation of the cumulative grade point average unless the last grade is one of the following: W, WP or N. When one of these is the last grade, the previous grade will continue to be used in the GPA calculation.

GRADING SYSTEM

The following grades are used in the determination of a student's grade point average unless otherwise indicated.

Grade		Quality Points	
A	- Excellent	4.0	
B	- Above Average	3.0	
C	- Average	2.0	
D	- Minimum Passing	1.0	
F	- Failure	0.0	
WF	- Withdraw/Failing	0.0	Discontinued September 2018

The following are not included in the calculation of grade point average.

EX	Exempt
K	Course Credit Earned through Credibility Examination
TR	Course Credit Earned Through Transfer
WP	Non-Punitive Withdrawal/Passing Discontinued September 2018
N	Audit/Non-Credit
I	Non-Punitive/Incomplete
P	Pass
W	Non-Punitive Withdrawal
NG	Non-Graded

RELEASE OF STUDENT INFORMATION

The transcript accompanying this key has been transmitted at the request of the named student or otherwise in accordance with the Family Educational Rights and Privacy Act of 1974. Further transmittal is not authorized except in accordance with FERPA.

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Institutional Profile for
Southern New Hampshire University
(Kenzie Academy by Southern New Hampshire University)

</div>

Background Southern New Hampshire University (SNHU) began as New Hampshire School of Accounting and Secretarial Science in 1932. In 1963 the institution was granted degree granting authority. In 2001 the institution took the current name after formerly being New Hampshire College of Accounting and Commerce, and New Hampshire College.

In March of this year Southern New Hampshire University purchased a majority of Kenzie Academy, Inc. assets (brand, programs, etc.). The new Kenzie Academy by Southern New Hampshire University will now provide the former Kenzie Academy programs. The certificate granting Kenzie Academy was accredited (authorized) by the Office for Career and Technical Schools (OCTS). The Kenzie Academy had maintained a campus in offices on Monument Circle and more recently at Bodner Opera House (Morrison Opera Place) since January 2018. With the purchase of Kenzie Academy, Southern New Hampshire University has a physical presence in the State of Indiana necessitating BPE authorization.

Institutional Control Private, non-profit institution.

Institutional Accreditation The institution is accredited by the New England Commission of Higher Education (NECHE). Initial accreditation was granted in 1973 by the New England Association of Schools and Colleges (NEASC). More recently, the last comprehensive evaluation occurred in 2018 and accreditation was reaffirmed in March 2019. NECHE accreditation extends for 10 years. The next comprehensive evaluation visit will occur in the fall of 2028. Reaffirmation of NECHE accreditation is scheduled to occur in 2029.

Participation in NC-SARA Southern New Hampshire University has been a State Authorization Reciprocity Agreement (SARA) Institutional Participant since February 2015.

Participation in Student Financial Aid Students attending the institution (Kenzie Academy by Southern New Hampshire University) are not eligible to receive Title IV Federal financial aid. Title IV participation approval is being researched to allow students access to federal student aid funds. SNHU has participated in Title IV for many years and continues to do so.

Campuses The NECHE accredits the main Southern New Hampshire University at Manchester, New Hampshire. In addition, NECHE accredits instructional locations in states of New Hampshire (28), Vermont (11), and Kentucky (1). In addition, the nations of Malaysia, South Korea, and Vietnam.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 113,514 students in the fall of 2019 at the SNHU (Manchester, New Hampshire). SNHU reported 96 percent of students were enrolled exclusively in distance education courses during fall of 2020. In the first quarter of 2021 the institution had a self-reported enrollment headcount of 540 students in Kenzie Academy.

Programs The institution offers programs at the certificate, associate's, baccalaureate, postbaccalaureate certificate, master's, post-master's certificate, and doctoral levels. Programs offered at various campuses range from a Certificate in Crime and Criminology, Associate of Science (A.S.) in Information Technologies, Bachelor of Science (B.S.) in Electrical Engineering, Master of Science (M.S.) in Project Management and Operations, Graduate Certificate in Public Administration, and Ph.D. in International Business.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending June 30, 2019, the institution had published FRCS of 3.0.

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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**: Southern New Hampshire University

2. **Address of campus**: 2500 North River Road , Manchester NH 03106

3. **The institution is accredited by or seeking accreditation from**: New England Commission of Higher Education

   (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**.
   https://www.snhu.edu/about-us/accreditations

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

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.** 3.0

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
14.0903	Software Engineering (being taught out)	Certificate	12 months	non-credit	$23,900 / program
14.0903	Software Engineering	Certificate	9 months	non-credit	$20,000 / program
11.0105	User Experience Design	Certificate	6 months	non-credit	$10,900 / program
30.3101	User Experience Engineering	Certificate	12 months	non-credit	$23,900 / program

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.   N/A

13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter.   3.0
     https://studentaid.gov/sites/default/files/ay17-18-composite-scores.xls

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 A

15. Campus director information:

     Name of Campus Director: Chok Oii

     Title of Campus Director: SVP, Executive Director Kenzie

     Phone Number of Campus Director: 317-644-4973

     Email of Campus Director: c.ooi@snhu.edu

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: R. Yvette Clark

Position title of person submitting this form: SVP & General Counsel

Phone number contact of person submitting this form: 603-645-9623

Email contact of person submitting this form: Y.clark@snhu.edu

+++
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;*

BOARD FOR PROPRIETARY EDUCATION
Wednesday, June 16, 2021

BUSINESS ITEM B-1:	**American College of Education:** **One Master's Degree Program Offered Exclusively** **through Distance Education**

Institutional Profile   See Attachment

Staff Recommendation   That the Board for Proprietary Education approve the Master of Science (M.S.) in Organizational Leadership in accordance with the background discussion of this agenda item and the Application for Degree Approval.

Background   **Degree Program Profile**

Master of Science (M.S.) in
Organizational Leadership
Offered Through Distance Education

This program consists of 34 semester credit hours, with 100 percent of the courses in the specialty. The program is offered to individuals with a baccalaureate degree seeking organizational strategies and leadership skills. The program offers five focus of study areas: Business Performance Management, Sustainability, Data Analytics, Diversity and Inclusion, and a General Track. The program faculty consists of nine individuals, of whom seven are full-time and the remaining two individuals are part-time. Of the nine individuals, each has a doctoral degree.

Supporting Documents   Degree Application

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<p style="text-align:center">**Institutional Profile for**
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, 2020, the institution had an unpublished FRCS of 2.3.

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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   **American College of Education**

Program name and Suggested   **Master of Science in Organizational Leadership,**
CIP Code: **CIP Code 52.0213**

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

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

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

Date the Form was Prepared   **04/01/2021**   **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 field of Organizational Leadership, in general, draws on the understanding of social dynamics that influence how individuals and groups work with each other in a business environment. The role of an organizational leader is to inspire employee commitment through the development of a culture and business structure. This program will prepare graduate students to, a) empower their workplace communities, b) become global business leaders, and c) operationalize various dynamics in a business setting to maximize an organization's workforce. Students will also learn and develop leadership skills to manage in a variety of settings, with a focus on leading diverse teams and organizations. Additionally, the curriculum will help students become change agents in organizations, allowing them to create innovative cultures committed to continuous improvement. The Master of Science (M.S). in Organizational Leadership program is designed for individuals with a bachelor's degree who desire to further their education and career by improving their leadership skills and knowledge.

This degree allows students to develop expertise in business beyond the bachelor's level and prepares them for management and leadership positions. Earning the degree will help them advance their careers that can be applied to almost any field or discipline. The program objectives, description, and courses are purposefully broad to allow for an interdisciplinary approach.

The M.S. in Organizational Leadership is comprised of 34 credits taken at American College of Education (ACE) (see course list in Section II). This includes 25 required core credits, and 9 Focus of Study (FOS) credits which can be taken in Business Performance Management, Sustainability, Data Analytics, Diversity & Inclusion, or a General Track which would allow students to choose any 9 credits from either of the Focus of Studies.

Type of Credits	# of Credits
Core Program Credits	25
Focus of Study (Students choose one of the following)	
Business Performance Management	9
Sustainability	9
Data Analytics	9
Diversity & Inclusion	9
General Track (picking any three courses from other FOS)	9
Total	**34**

Program Goals

The M.S. in Organizational Leadership has definitive goals that have been informed by the College's academic outcomes as well as drawing from two specialized business accrediting agency standards: Accreditation Council for Business Schools and Programs (ACBSP) and the International Accreditation Council for Business Education (IACBE). Each agency has a set of standards which guide the program goals and overall curriculum. ACSBP (2021) standards evaluate "aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support" to ensure rigor and continuous quality improvement. ACBSP standards are based on the Education Criteria for Performance Excellence, Baldrige National Quality Program. The program was also designed with a focus on the standards of the International Accreditation Council for Business Education (IACBE), which is mission-driven and outcomes-based. The IACBE (2021) determines program effectiveness based on the educational processes related to teaching and learning in the institution and by an assessment of the outcomes of the teaching-learning process.

In addition to being aligned with the College's academic outcomes and specialized accreditation agency standards, the M.S. in Organizational Leadership program is also aligned with other ACE program offerings. Specifically, the College offers a B.S. in Applied Management and Leadership, M.Ed. in Business Administration, Certificate in Leadership, and Micro-credentials in Diversity and Inclusion and Data Analytics. Furthermore, the College is approved by the Indiana Board of Proprietary Education to offer an M.B.A. in Social Impact and is currently awaiting final approval from the Higher Learning Commission (HLC). Pending this approval, the M.B.A. in Social Impact program will become available to students for the August 2021 term. The M.S. in Organizational Leadership program adds to the College's offerings in the business area and will provide a graduate-level option for students who wish to focus more on leadership than pursue the M.B.A. route.

Program Description

The M.S. in Organizational Leadership is designed to provide a graduate with a business education that focuses on leading positive organizational changes in an effective manner. Graduates will lead with agile strategic management techniques, guide diverse teams, and manage proactively within times of change. The program focuses on setting strategic goals, problem-solving, building a positive organizational culture, and leading various business environments through examples and using real-life business case studies.

Program Mission

The M.S. in Organizational Leadership prepares graduate students to empower their workplace communities and become global leaders. Students develop leadership skills to manage in a variety of settings. The program concentrates on leading diverse teams and organizations, managing positive change, and developing innovative organizational cultures of continuous improvement.

Program Outcomes (PO)
1. Apply leadership theories and concepts to problem solve in real-world organizational settings.
2. Distinguish the ethical implications of leadership decisions and organizational strategies.
3. Employ strategic analysis and management ability in a fast-changing environment and impactful leadership principles.
4. Breakdown business theories and demonstrate systems thinking to assess business conditions.
5. Apply collaborative practices in diverse business communities and environments (such as virtual and global) to build meaningful partnerships.
6. Promote key elements of the business communication cycle and employ the responsible use of effective business tools.
7. Practice and advocate for awareness of national and global regulations, ethical standards, and social influence in business.

Market Demand/Information
Employer demand for candidates with M.S. in Organizational Leadership degrees is high nationwide and in Indiana. Data from the higher education marketing research firm, Gray Associates Inc., related to student interest within the industry, shows a high volume of inquiries and solid employment prospects. The data indicates there is strong national demand in the education marketplace for this program, and that graduates will have good employment prospects. In Indiana, job prospects are likewise strong. In Indiana, there were over 35,000 job postings in business administration and management in a 12-month period.

The need for strong leaders and leadership development is espoused by research conducted by the Society of Human Resource Management (SHRM). In a 2019 survey, SHRM found that 76% of participants stated their leader molded the culture in their workplace and that 58% of participants left positions due to their leader. And, more concerningly, 36% of the participants stated their leader did not know how to lead a team. This data aligns with an earlier study conducted by SHRM in 2017. In this study, Human Resources (HR) professionals were surveyed about their most significant concerns in the upcoming decade. The number one answer from these HR professionals was developing the next generation of leaders and overall leadership development (SHRM, 2017). These studies show the need for leadership development in all organizations. The M.S. in Organizational Leadership program addresses this need by focusing on the critical leadership skills leaders and organizations need to create positive and thriving environments. Thus, this proposed program aligns with the stated demand for more leadership development.

ACE's mission has been to prepare graduates to serve, lead, and achieve, and our vision is to do this by offering high quality education with affordable tuition. Oftentimes, others may perceive affordable as cheap, or low quality, but this is definitely not the case with ACE. We strive to develop effective and ethical leaders without having to add to the student loan debt crisis. Thus, ACE became a Benefit Corporation (B Corp) in 2016 to further live out our mission and vision. B Corps are businesses that meet the highest standards of verified social and environmental performance, public transparency, and legal accountability to balance profit and purpose. With the B Corp status in mind, this is the kind of approach we want to take and be mindful of when developing our business programs.

In addition to being aligned with American College of Education's mission for providing high-quality education, the proposed program also aligns with the College's mission of affordability through offering a more affordable option than other schools within the state. Specifically, Indiana University Southeast offers a primarily on-ground program (adapting with Zoom due to the pandemic) Master of Organizational Leadership and Communication. This program is 34 credits in length and the estimated tuition for a full-time Indiana resident is $30,084. Similarly, Purdue University Global offers a Master of Organizational Leadership in the online format. This program is 56 credits in length and the estimated cost of the program for Indiana residents is $22,872.

In comparison, the proposed American College of Education, M.S. in Organizational Leadership degree program costs $235 per semester credit and is offered entirely online with an estimated total program tuition cost of $7,990. Thus, the College plans to offer the most affordable and flexible option for students to earn an M.S. in Organizational Leadership graduate degree.

References
Accreditation Council for Business Schools and Programs (ACBSP) (2021). *Accreditation Standards.* Retrieved from https://www.acbsp.org/page/accreditation-standards

Gray Associates, Inc. (2019). Retrieved from www.grayassociates.com

International Accreditation Council for Business Education (IACBE) (2021). *Accreditation.* Retrieved from https://iacbe.org/accreditation/

Society of Human Resource Management (2017). *SHRM Researcher Overview: Leadership Development.* Retrieved from https://www.shrm.org/resourcesandtools/tools-andsamples/toolkits/pages/developingorganizatizationalleaders.aspx

Society of Human Resource Management (2019). *The High Cost of a Toxic Workplace Culture.* https://www.shrm.org/about-shrm/press-room/press-releases/pages/shrm-reports-toxic-workplace-cultures-cost-billions.aspx

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: **Master of Science in Organizational Leadership**

Total Course Hours:	**34**	Check one:	Quarter Hours	
	N/A		Semester Hours	**X**
			Clock Hours	

Tuition : **$7,990**   Length of Program: **18-24 months**

SPECIALTY COURSES:		
Course Number	**Course Title**	**Course Hours**
COMM5003	Effective Business Communication	3
LEAD5653	Leadership Theories, Frameworks, & Philosophies	3
LEAD5673	Ethical Leadership and Social Justice	3
FIN5013	Financial Management for Leaders	3
HRM5003	Human Resources Management	3
MGMT5663	Strategic Management Operations Planning & Innovation	3
ORG5003	Organizational Behavior and Change	3
ORG5013	Leading Virtual Business Organizations	3
ORG5091	Organizational Leadership Capstone	1

N/A	Focus of Study Courses *(FOS options with their corresponding course numbers and titles, can be found in the attached course listings)* 3 courses within each Focus of Study, 3 credits for each course	9

GENERAL COURSES:		
Course Number	**Course Title**	**Course Hours**
	Not Applicable	

Number of Credit/Clock Hrs. in Specialty Courses: 34   /   34   Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0   /   34   Percentage: 0

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0   /   34   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 staffed by a library director holding a Ph.D. in Information Science and a Master of Library and Information Science and an assistant librarian who holds a Master of Library Science.

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. **FACULTY:** Attach completed Instructor's Qualification Record for each instructor. **** Include** <u>all required documentation</u> **pertaining to the qualifications of each instructor. Exhibit 3**					
Total # of Faculty in the Program:	9	**Full-time:**	6	**Part-time:**	3
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	**Check one:** Part-time
Aguilar, Erick	D.M. in Organizational Leadership M.B.A.	19	5	13	X	
Aguilera, Marc	Ed.D. in Educational Leadership / Higher Education M.B.A.	12	1	12	X	
Ball, Jamie	Ed.D. in Organizational Leadership M.S. in Leadership	16	2	7	X	

Caudill, Jason	Ph.D. in Instructional Technology D.M. (Doctorate of Management) M.B.A.	12	10	16	X	
Courts, Bari	Ph.D. in Organization and Management M.B.A.	15	3	15		X
Harmon, Renee	Ph.D. in Educational Science and Human Resource Studies M.A. in Communication	11	<1 (new hire in April 2021)	11	X	
Hoagland, Steven	Ph.D. In Urban Services /Management M.S. in Instructional Design and Technology M.U.S. (Master of Urban Studies) M.A. in Economics	31	1	14	X	
Torpey, John	D.B.A M.B.A.	42	<1 (new hire in 2021)	20		X
Udechukwu, Ikwukananne	D.B.A. M.P.A. (Master of Public Administration)	12	1	13	X	

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

Institution: **American College of Education**
Degree Program: **Master of Science in Organizational Leadership**
Locations: **Online**

<u>Federal Financial Responsibility Composite Score</u>
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:

2.3

<u>State Licensure</u>
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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<u>Professional Certification</u>
What are the professional certifications that exist for graduates of similar program(s)?

None

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?

Not Applicable.

If so, please identify: **Not Applicable**

Each specific professional certification: **Not Applicable**

The national organization issuing each certification: **Not Applicable**

Please explain the rational for choosing each professional certification: **Not Applicable**

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

Not Applicable

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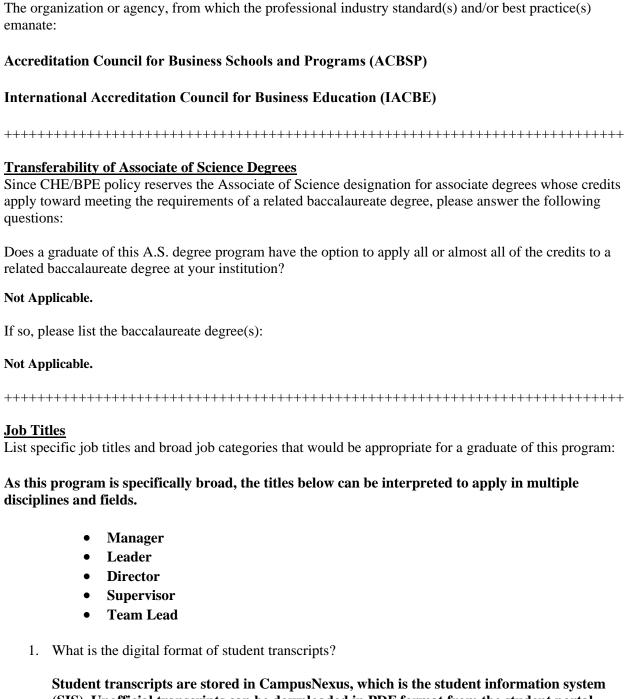
Yes

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

<u>Standards for Accreditation Council for Business Schools and Programs (ACBSP)</u>

1. **Leadership – The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.**
2. **Strategic Planning - The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.**
3. **Student and Stakeholder Focus – The business unit must have a systematic process to determine the requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.**
4. **Student Learning Assessment – The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.**
5. **Faculty Focus – The business unit must have a systematic process to ensure current and qualified faculty members by fostering teaching excellence, aligning faculty credentials and skillsets with current and future program objectives, evaluating faculty members based on defined criteria and objectives, and ensuring faculty development including scholarly and professional activity.**
6. **Curriculum – The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.**
7. **Business Unit Performance – The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.**

<u>Principles for International Accreditation Council for Business Education (IACBE)</u>

1. **Commitment to integrity, responsibility, and ethical behavior**
2. **Quality assessment and advancement**
3. **Strategic planning**
4. **Business curricula and learning opportunities**
5. **Business faculty characteristics, activities, and processes**
6. **Student policies, procedures, and processes**
7. **Resources supporting business programs**
8. **External relationships**
9. **Innovation in business education**

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

Accreditation Council for Business Schools and Programs (ACBSP)

International Accreditation Council for Business Education (IACBE)

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<u>Transferability of Associate of Science Degrees</u>
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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<u>Job Titles</u>
List specific job titles and broad job categories that would be appropriate for a graduate of this program:

As this program is specifically broad, the titles below can be interpreted to apply in multiple disciplines and fields.

- **Manager**
- **Leader**
- **Director**
- **Supervisor**
- **Team Lead**

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 <mark>Exhibit 4</mark>

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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 Parchment, by completing an online request at https://www.parchment.com/u/registration/36370549/account

   - 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?

    American College of Education partners with 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?

    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 Indiana Headcount and FTE Enrollments and Degrees Conferred						
21-Jun-21						
Institution/Location: American College of Education / Online						
Program: M.S. in Organizational Leadership						
		Year 1	Year 2	Year 3	Year 4	Year 5
		FY2021	FY2022	FY2023	FY2024	FY2025
Enrollment Projections (Headcount)						
Full-Time		0	1	2	2	3
Part-Time		0	0	0	0	0
Total		0	1	2	2	0
Enrollment Projections (FTE*)						
Full-Time		0	1	2	2	3
Part-Time						0
Total		0	1	2	2	3
Degrees Conferred Projections		0	0	0	1	3
Degree Level: Masters						
CIP Code: 52.0213 ; State - 000000						
FTE Definitions:						
Undergraduate Level: 30 Semester Hrs. = 1 FTE						
Undergraduate Level: 24 Semester Hrs. = 1 FTE						

Projected National Headcount and FTE Enrollments and Degrees Conferred

21-Jun-21

Institution/Location: American College of Education / Online

Program: M.S. in Organizational Leadership

		Year 1	Year 2	Year 3	Year 4	Year 5	
		FY2021	FY2022	FY2023	FY2024	FY2025	
Enrollment Projections (Headcount)							
	Full-Time	3	14	25	29	30	
	Part-Time	0	0	0	0	0	
	Total	3	14	25	29	30	
Enrollment Projections (FTE*)							
	Full-Time	3	14	25	29	30	
	Part-Time					0	
	Total	3	14	25	29	30	
Degrees Conferred Projections		0	0	4	8	16	

Degree Level: Masters

CIP Code: 52.0213 ; State - 000000

FTE Definitions:

 Undergraduate Level: 30 Semester Hrs. = 1 FTE

 Undergraduate Level: 24 Semester Hrs. = 1 FTE

How to Authenticate This Official Transcript

This official transcript has been delivered to the recipient, and is intended solely for use by that recipient. It is not permissible to replicate this document or forward it to any person or organization other than the identified recipient. Release of this record or disclosure of its contents to any third party without written consent of the record owner is prohibited.

Printed Transcript:
If you have received this transcript as a printed document, you may verify the authenticity by testing the security features noted on the document.

Electronic Transcript:
If receiving electronically, this official transcript has been digitally signed and therefore contains special characteristics. This document will reveal a digital certificate that has been applied to the transcript, and for optimal results, we recommend that this document is viewed with the latest version of Adobe® Acrobat or Adobe® Reader. This digital certificate will appear in a pop-up screen or status bar on the document, display a blue ribbon, and declare that the document was certified by Parchment, with a valid certificate issued by GlobalSign CA for Adobe®. This document certification can be validated by clicking on the Signature Properties of the document.

The Blue Ribbon Symbol: The blue ribbon is your assurance that the digital certificate is valid, the document is authentic, and the contents of the transcript have not been altered.

Invalid: If the transcript does not display a valid certification and signature message, reject this transcript immediately. An invalid digital certificate display means either the digital signature is not authentic, or the document has been altered. The digital signature can also be revoked by the transcript office if there is cause, and digital signatures can expire. A document with an invalid digital signature display should be rejected.

Author Unknown: Lastly, one other possible message, Author Unknown, can have two possible meanings: The certificate is a self-signed certificate or has been issued by an unknown or untrusted certificate authority and therefore has not been trusted, or the revocation check could not complete. If you receive this message make sure you are properly connected to the internet. If you have a connection and you still cannot validate the digital certificate on-line, reject this document.

The current version of Adobe® Reader is free of charge, and available for immediate download at http://www.adobe.com.

American College of Education

Date: 3/11/2021

Page 1 of 1

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

Student: TEST HINSHAW6612	**Student ID:** 1709062290	**DOB:** 7/22	**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: M.S. in Organizational Leadership											
Enrollment #: HI21032247		**Status:** Active									
Start Date: 1/11/2021											
Term: 21JAN11	**January 11, 2021**		1/11/2021	2/14/2021							
LEAD5653	Leadership Theories, Frameworks, and Philosophies	3.00	3.00	A	12.00						
		3.00	3.00		12.00						
Term GPA: 4.00	Cum GPA: 4.00										
Term: 21APR12	**April 12, 2021**		4/12/2021	5/16/2021							
MGMT5663	Strategic Operations Planning and Innovation	3.00	3.00	A	12.00						
		3.00	3.00		12.00						
Term GPA: 4.00	Cum GPA: 4.00										
M.S. in Organizational Leadership	GPA: 4.00	6.00	6.00								

*** End of Transcript ***

** Indicates Retaken Course	# Indicates Pass/Fail Course
R* Indicates Retaken Override	♦ Indicates Associated Course

David Gaston
Registrar

Turn Credentials into Opportunities with ⓞ parchment

AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records
101 West Ohio Street, Suite 1200
Indianapolis, Indiana 46204
registrar@ace.edu

ACADEMIC CALENDAR / CREDITS

American College of Education operates on 5 week terms, 8 terms per year for Master/Bachelor level programs and 10 week terms, 4 terms per year for Doctorate level program/certificates.

Until January 01, 2013, the College operated under the quarter credit system. As of January, 2013 the College began offering semester credit programs and courses to all new incoming students, all re-entering students and all students changing their program. Semester credits for all other students began June 03, 2013. Beginning June 2013, all quarter credits were converted to semester credits. All cumulative totals for students who have attended under both types of credit are expressed in semester credits. All credits on this transcript have been converted to semester credits using this formula: quarter credits were converted to semester credits by dividing the number of quarter credits by 1.5 (for example, 36 quarter credits ÷ 1.5 = 24 semester credits.)

ACCREDITATION

American College of Education is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, telephone: (800) 621-7440. For specific program information, please refer to the Catalog (available at www.ace.edu).

RELEASE OF INFORMATION

This educational record is subject to the Family Educational Rights and Privacy Act of 1974, as amended. It is furnished for official use only and MAY NOT be released to, or accessed by, outside agencies or third parties without the written consent of the student concerned.

COURSE NUMBERING SYSTEM

3000-4999	Baccalaureate Level Courses
500-599	Graduate Level Courses
5000-5999	Graduate Level Courses
6000-6999	Doctorate Level Courses

GRADING SYSTEM

Grade	Description	Grade Point Value
A	Excellent	4.0
B	Good	3.0
C	Average	2.0
D	Poor	1.0
F	Failure	0
W	Withdrawn	N/A
P*	Pass	N/A
NP*	Non-Pass	N/A
TR*	Transfer Credit	N/A
I**	Incomplete	N/A
CR*	Credit/Complete	N/A
PR*	Progress	N/A

*Grade is not included in grade point average computation.
** "I" (Incomplete) grades that are not resolved according to the Incomplete Grade policy in the Catalog (available at www.ace.edu) are changed to "F" (Failure) grades. "I" grades are not included in the grade point average computation.

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade or "TR" and the name of the institution where the coursework was completed. Transferred credits are counted toward the total program completion credits required for graduation, but are not calculated into the cumulative grade point average.

ACADEMIC STANDING

Students who do not meet the standards for Satisfactory Academic Progress as outlined in the Catalog will fall out of good standing. A cumulative grade point average of 3.0 ("B") or higher for graduate and RN to MSN or a cumulative grade point average of 2.0 ("C") or higher for undergraduate and academic progress within the established incremental maximum timeframe indicate that a student is in good academic standing at American College of Education. See the Satisfactory Academic Progress policy in the Catalog for more information (available at www.ace.edu).

All institutional policies can be found in the ACE Catalog: https://catalog.ace.edu/

DEGREE REQUIREMENTS

To earn a degree at American College of Education, students must be in good standing, earn a minimum of a 3.0 cumulative grade point average, and complete the program within a maximum timeframe of completion. Program-specific graduation requirements are listed in the Catalog (available at www.ace.edu).

AUTHENTICATION OF THE RECORD

American College of Education's official transcripts are printed on security paper and do not require a raised seal. If the transcript was issued to the student, the watermark stating "Issued to Student" will appear on the transcript.

Any questions regarding the validity of the information you are receiving should be directed to: Office of Registration & Records, American College of Education, 101 West Ohio Street, Suite 1200, Indianapolis, IN 46204, Tel: (800) 280-0307; registrar@ace.edu

Revised 10/14/2020

BOARD FOR PROPRIETARY EDUCATION
Wednesday, June 16, 2021

BUSINESS ITEM B-2:	<u>**Caris College:** One Associate's Degree Program at One Location</u>
Institutional Profile	See Attachment
Staff Recommendation	That the Board for Proprietary Education approve the Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography Echocardiography in accordance with the background discussion of this agenda item and the Application for Degree Approval.
Background	**Degree Program Profile**
	Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography Echocardiography at Jeffersonville
	This program consists of 113 quarter credit hours, with 80% of the courses in the specialty. The program faculty consist of seven individuals, of whom two are full-time, and the remaining five are part-time. Of the seven individuals, one has a doctoral degree, two have a master's degree, and four have a baccalaureate degree.
Supporting Documents	Degree Application

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<h1 style="text-align:center">Institutional Profile for
Caris College</h1>

Background Caris College began as Dental Careers of Southern Indiana in 2005. The institution in Jeffersonville, Indiana was purchased by the current owner and renamed in 2015. The institution was originally approved by the Indiana Commission on Proprietary Education (ICOPE). Institutional approval was transferred to the Office of Career and Technical Schools (OCTS) in 2012. In 2016 the institution sought and was granted approval to offer a degree program which necessitated transfer of authorization to the Board for Proprietary Education.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is accredited by the Accrediting Bureau of Health Education Schools (ABHES). The accreditor originally granted accreditation status in August 2016. Current accreditation is extended until February 2024.

In January of this year, programmatic accreditation was granted by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for the Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography general program.

Participation in NC-SARA N/A

Participation in Student Financial Aid Students attending the institution are eligible to receive Title IV funding. The institution participates in State financial aid programs at the associate program level. Those State programs include the Adult Student Grant, 21st Century Scholars, and the Frank O'Bannon Grant.

Campuses The institution has one campus in Jeffersonville with over 100 clinical sites at hospitals, medical pavilions, private practice medical offices, and dental offices.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 93 students in the fall of 2019 at Caris College.

Programs The institution offers programs at the diploma and associate's levels. Programs range from a Diploma in Comprehensive Dental Assisting, Comprehensive Medical Assistant, Clinical Technician, and Veterinary Assistant. One of the most recent program additions was the A.A.S. in Diagnostic Medical Sonography (113 quarter hour program). All programs offered are in the allied health fields.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2019, the institution had an unpublished score of 2.5.

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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: Caris College

Program name and
Suggested CIP Code: Diagnostic Medical Sonography Echocardiography | CIP Code: 51.0999

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

Name of Person Preparing this Form: Mandy Hicks

Telephone Number	(812) 258-9510	**<u>Application Type</u>**		
Date the Form was Prepared	1/13/2021	Initial	or	Renewal
(Revise date after any revision)	Revised 2021-05-19			

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.

The Diagnostic Medical Sonography Echocardiography Associate Degree of Applied Science program is designed to prepare competent entry level Echocardiography Sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Through this program, Caris College seeks to graduate competent Echocardiographers that are qualified to perform a variety of standard and specialized diagnostic procedures. Upon completion of the program graduates are eligible to obtain credentials through national certification exams.

The program is organized in a stair-step fashion that builds continuously term by term. It is a static program in which students must take courses in the order in which is prescribed by the campus. Curriculum covered in each term is expanded upon the concepts learned in the previous term. The first year of the program is spent entirely on campus in didactic and laboratory courses in which students learn the foundational principles, the second year is spent performing clinical rotations to emphasize required hands on experience and real world exposure.

The program was designed to meet standards outlined in the Commission on Accreditation on Allied Health Education Programs [CAAHEP]. The ultimate goal of the program is to obtain programmatic accreditation.

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: Diagnostic Medical Sonography Echocardiography

Total Course Hours:	2110 clock hours	Check one:	Quarter Hours	X
	113 credit hours		Semester Hours	
			Clock Hours	

Tuition : $33,900   Length of Program: 80 weeks/24 months

SPECIALTY COURSES:		
Course Number	**Course Title**	**Course Hours**
PAT105	Essentials of Sonography and Patient Care	3 credits/30 clock
ECG100	Introduction to Echocardiography	4 credits/40 clock
ECG100L	Introduction to Echocardiography Lab	2 credits/40 clock
ECG110	Adult Echocardiography I	4 credits/40 clock
ECG110L	Adult Echocardiography I Lab	4 credits/80 clock
ECG111	Echocardiography Clinical I	11 credits/330 clock
ECG120	Adult Echocardiography II	4 credits/40 clock
ECG120L	Adult Echocardiography II Lab	4 credit/80 clock
ECG121	Echocardiography Clinical II	11 credits/330 clock
ECG130	Cardiac Procedures	4 credits/40 clock
ECG131	Echocardiography Clinical III	11 credits/330 clock
ECG140	Echocardiography Seminar	5 credits/50 clock
ECG141	Echocardiography IV	11 credits/330 clock
SON101	Sonography Physics I	4 credits/40 clock
SON102	Sonography Physics II	4 credits/40 clock
VAS100	Principles of Vascular Sonography	4 credits/40 clock
GENERAL EDUCATION / LIBERAL ARTS COURSES:		
Course Number	**Course Title**	**Course Hours**
ANP101	Anatomy and Physiology I	4 credits/40 clock
ANP102	Anatomy and Physiology II	4 credits/40 clock
COM105	Speech and Interpersonal Communication	3 credits/30 clock
MAT108	College Algebra	3 credits/30 clock
MED100	Medical Terminology	3 credits/30 clock
MED120	Medical and Legal Ethics	3 credits/30 clock
PHY100	General Physics	3 credits/30 clock

Number of Credit/Clock Hrs. in Specialty Courses: 90 / 113   Percentage: 80%

Number of Credit/Clock Hrs. in General Courses: 23 / 113   Percentage: 20%

If applicable: 0%
Number of Credit/Clock Hrs. in Liberal Arts: 0 / 113   Percentage:

III. <u>LIBRARY</u>: 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:

Caris College has a virtual Learning Resource Center that is housed on the Caris College website, as well as a small physical Learning Resource Center located on campus.

Students are able to access the virtual LRC 24 hours per day. The physical Learning Resource Center is open to students Monday through Thursday from 8a-10p and Friday from 8a-5p.

Due to the majority of resources being housed in the virtual LRC, library staff are not necessary at this time. Resources available in the physical LRC are able to be self-checked out by the student without needing assistance or can be assisted by Caris administration.

2. Number of volumes of professional material:

The electronic Learning Resource Center is a compiled listing of free educational resource databases to serve faculty and students in their educational needs while at Caris College, providing access to thousands of resources and professional materials.

These databases include the following:

<u>BioMed Central</u> Provides open access research from more than 290 peer-reviewed journals in the fields of biology, clinical medicine, and health. You can browse these journals by subject or title, or you can search all articles for your required keyword.

<u>ERIC Institute of Education Sciences</u> The Education Resource Information Center is an online digital library of education research and information. ERIC is sponsored by the Institute of Education Sciences of the United States Department of Education. *When searching, be sure to check the 'Full text available on ERIC' box to find results with the full text.*

<u>Google Scholar</u> A freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines.

<u>Inspire</u> INSPIRE is Indiana's Virtual Online Library, and is a collection of online academic databases and other information resources that can be accessed by Indiana residents. To Log in, use the following account information:
Username: CarisCollege
Password: student2780!

<u>JAMA Network</u> The Journal of the American Medical Association is a peer-reviewed medical journal published 48 times a year by the American Medical Association. It publishes original research, reviews, and editorials covering all aspects of biomedicine. *When searching, be sure to check the 'Free and Open Access' filter boxes to find results with the full text.*

<u>MedicineNet</u> Doctor-produced health and medical information.

<u>Medscape</u> Provides access to medical information for clinicians and continuing education for physicians and health professionals. Medscape references medical journal articles, CME, a version of the National Library of Medicine's MEDLINE database, medical news, and drug information. *Most content will require a Medscape*

account for full access. Faculty and students can sign up for a free membership/account for complete content accessibility.

PLOS One PLOS One is a peer-reviewed open access scientific journal published by the Public Library of Science covering primarily research from any discipline within science and medicine.

PubMed PubMed is of the National Center for Biotechnology Information is a very well-known research platform in the fields of science and medicine. It offers access to "more than 26 million citations for biomedical literature from MEDLINE, life science journals, and online books." You can filter your search to view free full texts only.

3. **Number of professional periodicals subscribed to:**
   In addition to the professional periodicals included within the electronic Learning Resource Center, Caris subscribes to the Journal of Diagnostic Medical Sonography.

4. **Other library facilities in close geographical proximity for student access:**
   There are 15 public libraries within a 10-mile radius of Caris College.

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

Total # of Faculty in the Program:	7	Full-time:	2	Part-time:	5

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
Below, Rebecca	BS: Sociology | AAS: Diagnostic Medical Sonography	10	4	0		X
Gharachamani, Britt	MS: Mathematics	25	1	25		X
Glin, Misty	MS: Human Resource Leadership	9	1	9		X
Hicks, Mandy	BS: Diagnostic Medical Sonography	14	5	0	X	
Hiddinga, Henry	PhD: Molecular Biology	22	3	11		X
Ragsdale, Ashley	BS: Radiographic Science Administration	11	3	3	X	
Roberts, Jean	BS: Health Sciences | AS Sonography - Cardiac	11	>1	2		X

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

Institution: Caris College
Degree Program: AAS - Diagnostic Medical Sonography Echocardiography
Locations: Jeffersonville, IN

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:
2.50

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, the graduate does not need to be licensed by the State to practice their profession in Indiana. A majority of hiring facilities of graduates from the Diagnostic Medical Sonography [Echocardiography] field are granted 12 months of employment to obtain necessary credentials and become registered. Caris graduates are prepared and encouraged to take credentialing exams to become Registered Cardiac Sonographer (RCS) through CCI and/or Registered Diagnostic Cardiac Sonographer (RDCS) through ARDMS through program completion.

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)?
Registered Cardiac Sonographer (RCS) through CCI and/or Registered Diagnostic Cardiac Sonographer (RDCS) through ARDMS

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?
The graduate does not need to be licensed by the State to practice their profession in Indiana. A majority of hiring facilities of graduates from the Diagnostic Medical Sonography [Echocardiography] field are granted 12 months of employment to obtain necessary credentials and become registered. Caris graduates are prepared and encouraged to take credentialing exams to become Registered Cardiac Sonographer (RCS) through CCI and/or Registered Diagnostic Cardiac Sonographer (RDCS) through ARDMS through program completion.

If so, please identify
Each specific professional certification: Registered Diagnostic Cardiac Sonographer (RDCS)
The national organization issuing each certification: Cardiovascular Credentialing International (CCI)

Please explain the rational for choosing each professional certification: Students who complete the AAS Diagnostic Medical Sonography Echocardiography program are eligible to sit for the national certification exam through CCI immediately post-graduation. Once programmatic accreditation is obtained or the graduate has worked in field for 12 months, students will also be eligible to obtain credentials through ARDMS. Both CCI and ARDMS are currently the only two credentialing bodies for Echocardiography.

Please identify the single course or a sequence of courses that lead to each professional certification? All specialty courses [90 credits] are specifically related to the national exam content that students are being prepared to take.

Professional Industry Standards/Best Practices
Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
Yes, this program incorporates professional industry standards set by CAAHEP and National Education Curriculum. Some of the standards include, but are not limited to, faculty credentials and experience requirements, clinical experience and mandatory competencies for student clinical rotations, clinical affiliate site requirements, and program outcomes.

If so, please identify
The specific professional industry standard(s) and/or best practice(s):
- CAAHEP standards
- National Education Curriculum

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
- American College of Cardiology (ACC)
- American College of Radiology (ACR)
- American Institute of Ultrasound and Medicine (AIUM)
- American Registry of Diagnostic Medical Sonography (ARDMS)
- American Society of Echocardiography (ASE)
- Cardiovascular Credentialing International (CCI)
- Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)
- Society of Diagnostic Medical Sonography (SDMS)
- Society of Radiologists in Ultrasound (SRU)

+++

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?
No, the program does not need specialized accreditation in order for the graduate to become licensed by the State or to earn a national professional certification. Students who complete the AAS Diagnostic Medical Sonography Echocardiography program are eligible to sit for the national certification exam through CCI immediately post-graduation. Once programmatic accreditation is obtained or the graduate has worked in-field for 12 months, students will also be eligible to obtain credentials through ARDMS. Both CCI and ARDMS are currently the only two credentialing bodies for Echocardiography.

If so, please identify the specialized accrediting agency:

+++

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?
No.

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:
Echocardiographer
Sonographer - Cardiac

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

++

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?

   - What is the beginning year of digitized student transcripts? 2015

   - Are student transcripts stored separately from the overall student records? No – transcripts and student records are electronic, housed in our Student Information System [Populi]. Any additional copies of physical student records are kept together in the Registrar's Office in a fire-safe cabinet.

2. How are the digital student records stored?

   - Where is the computer server located? Populi's primary data center is located in Michigan, which also backs up to a cloud-based data center.

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

3. Where are the paper student records located? Any paper student records are kept in the Registrar's Office in a fire-safe cabinet.

4. What is the beginning year of the institutional student record series? 2015

5. What is the estimated number of digital student records held by the institution? 372

6. What is the estimated number of paper student records held by the institution? 125

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?

- 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? Yes.
   - If so, what is the name, title, and contact information for that individual? Brittany Coffey, Registrar/Bursar | bcoffey@cariscollege.edu (812) 258-9510

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? No.

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? Less than 5 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 Headcount and FTE Enrollments and Degrees Conferred						
Date, 20XX						
Institution/Location: Caris College | Jeffersonville, IN						
Program: Diagnostic Medical Sonography - Echocardiography						
		Year 1	Year 2	Year 3	Year 4	Year 5
		FY2021	FY2022	FY2023	FY2024	FY2025
Enrollment Projections (Headcount)						
	Full-Time	5	10	10	10	10
	Part-Time	0	0	0	0	0
	Total	5	10	10	10	10
Enrollment Projections (FTE*)						
	Full-Time	5	10	10	10	10
	Part-Time	0	0	0	0	0
	Total	5	10	10	10	10
Degrees Conferred Projections		0	0	10	10	10
Degree Level: AAS						
CIP Code: 51.0910 State N/A						
FTE Definitions:						
Undergraduate Level: 30 Semester Hrs. = 1 FTE						
Undergraduate Level: 24 Semester Hrs. = 1 FTE						

CARIS COLLEGE
PATIENT CARE CAREERS

Official Academic Transcript

RECIPIENT:

STUDENT:
Mouse, Mickey
Enrolled: Jul 16, 2018
Birthdate: Dec 05

Associate of Applied Science
Diagnostic Medical Sonography | Echocardiography
Granted 6/19/2020
Summa Cum Laude

DMS-EC 07/18 CORE - 07/16/2018 - 09/21/2018

Course #	Name	Attempted	Earned	Grade	Points
PAT105	Essentials of Sonography and Patient Care	3.00	3.00	A	12.00
Totals		**3.00**	**3.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

DMS-EC 07/18 GE - 07/16/2018 - 09/21/2018

Course #	Name	Attempted	Earned	Grade	Points
ANP101	Anatomy and Physiology I	4.00	4.00	A	16.00
COM105	Healthcare Communications	3.00	3.00	A	12.00
MAT108	College Algebra	3.00	3.00	A	12.00
PHY100	General Physics	3.00	3.00	A	12.00
Totals		**13.00**	**13.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

DMS-EC 10/18 CORE - 10/08/2018 - 12/21/2018

Course #	Name	Attempted	Earned	Grade	Points
ECG100	Introduction to Echocardiography	4.00	4.00	A	16.00
ECG100L	Introduction to Echocardiography Lab	2.00	2.00	A	8.00
Totals		**6.00**	**6.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

DMS-EC 10/18 GE - 10/08/2018 - 12/21/2018

Course #	Name	Attempted	Earned	Grade	Points
ANP102	Anatomy & Physiology II	4.00	4.00	A	16.00
MED100	Medical Terminology	3.00	3.00	A	12.00
Totals		**7.00**	**7.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

DMS-EC 01/19 CORE - 01/07/2019 - 03/15/2019

Course #	Name	Attempted	Earned	Grade	Points
ECG110	Adult Echocardiography I	4.00	4.00	A	16.00
ECG110L	Adult Echocardiography I Lab	4.00	4.00	A	16.00
VAS100	Principles of Vascular Sonography	4.00	4.00	A	16.00
Totals		**12.00**	**12.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

DMS-EC 04/19 CORE - 04/01/2019 - 06/07/2019

Course #	Name	Attempted	Earned	Grade	Points
ECG120	Adult Echocardiography II	4.00	4.00	A	16.00
ECG120L	Adult Echocardiography II Lab	4.00	4.00	A	16.00
ECG130	Cardiac Procedures	4.00	4.00	A	16.00
Totals		**12.00**	**12.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

Release of Information
In compliance with the Family Educational Rights and Privacy Act of 1974, this information is released on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.

Caris College and its individual programs have met the educational standards for accreditation, approval or licensure from the following national and state organizations:

Caris College is institutionally accredited by the Accrediting Bureau of Health Education Schools to award diplomas, and associate degrees.
7777 Leesburg Pike, Suite 314 N. | Falls Church, VA 22043

Caris College is regulated by the Kentucky Commission on Proprietary Education.
300 Sower Boulevard, 4th Floor | Frankfort, KY 40601

Caris College is regulated by the Indiana Board for Proprietary Education.
202 W. Ohio Street, Suite 300 | Indianapolis, IN 46204

Former Name
Dental Careers of Southern Indiana became Caris College effective March 15, 2015.

Official Transcripts
An official transcript bears the raised seal of the college and signature of the Registrar on physical transcripts, or a gold seal of the college and signature of the Registrar on electronic transcripts. A black and white copy of this document is not an original and should not be accepted as an official institutional document. If you have any questions about this document, please contact our office. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE.

Re-Admission
The Director of Education will determine re-admission eligibility for any student having been suspended for attendance, grades or disciplinary problems. The decision regarding re-admission will be based upon factors such as grades, attendance, conduct and student account balance and the evidence presented by the student who seeks to be re-admitted on how the previous problem has been solved.

Transcripts from Other Institutions
Caris College does not issue copies of transcripts (high school or university) or other documents received from other institutions.

Academic Calendar
Caris College operates on a nonstandard quarter calendar. All quarters are ten (10) weeks in length, with the exception of the Comprehensive Dental Assisting program. Please refer to the term dates listed on Official Transcript, or contact the Registrar's Office.

Academic Units of Credit
Completed academic units of credits are issued in quarter credit hours.

Cumulative Grade Point Average
Cumulative Grade Point Averages are calculated by the number of grade points divided by the attempted hours excluding incomplete courses, audited courses, or remedial courses numbered below 100.

Course Prefix/Number System
A course prefix is an abbreviation representing an area of study. All courses completed within a Diploma program are considered freshmen level. All Associate program students are considered sophomore level once they have completed 53 credits.

Grading System

Letter Grade	Range	Definition	Quality Points per Credit Hour
A	90-100%*	Excellent	4.0
B	80-89%*	Above Average	3.0
C	70-79%*	Average	2.0
D	60-69%*	Below Average	1.0
F	0-59%*	Failing	0
I	___	Incomplete	0
P	___	Pass	4.0
W	___	Withdrawal	Not Computed
LOA	___	Leave of Absence	Not Computed
AUD	___	Audit Grade Review	Not Computed
--	___	Transfer Credit	Not Computed

*Ranges may differ in the Diagnostic Medical Sonography program.

A grade of a "D" is not available in certain programmatic courses. Please refer to the individual course syllabus for further details.

Repeated Courses
Both grades remain on the record, and both letter grades are used in the computation of the grade point average.

Withdrawal, Transfer and Bankruptcy
All attempted coursework appears on the transcript. Students may withdraw at any point within the quarter at their own discretion with a formal request to the institution. Course withdrawals are counted towards attempted credit hours but not completed hours. Transfer work must be at the collegiate level, unless through an approved alternative method [i.e. articulation agreement, or prior learning assessment]. Incompletes, grades of "I", are only given for a temporary grade. Outstanding work must be completed and submitted by a specified due date at which time the grade will be changed to the grade earned. If the work is not finalized by the specified deadline, all outstanding work will convert to a zero "0" and will be averaged with all other coursework. The final grade is submitted to the Registrar and counts in the academic progress calculation. Students are unable to apply for academic bankruptcy at Caris College.

CARIS COLLEGE
PATIENT CARE CAREERS

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