



INDIANA COMMISSION *for*  
HIGHER EDUCATION

# Indiana Board for Proprietary Education

## AGENDA

Wednesday, December 1, 2021

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

[www.in.gov/bpe](http://www.in.gov/bpe)

# AGENDA

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

December 1, 2021  
10:00 A.M. – 12:00 P.M.

Indiana Commission for Higher Education  
Kent Weldon Board Room  
101 West Ohio Street, Suite 300  
Indianapolis, IN 46204

Microsoft Teams meeting  
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<b>I.</b>	<b>Call to Order – 10:00 A.M. (Eastern)</b>	
	<b>Roll Call of Members and Determination of Quorum</b>	
	<b>Executive Director’s Report</b>	
	<b>Consideration of the Minutes of the September 1, 2021 Board Meeting</b> .....	<b>1</b>
<b>II.</b>	<b>Discussion Item</b>	
	A. New Program Proposal Equity Questions	
<b>III.</b>	<b>Decision Items</b>	
	A. Academic Degree Programs	
	1. American College of Education: One Master’s Degree Program	
	Offered Exclusively through Distance Education.....	<b>5</b>
	Institutional Profile .....	<b>7</b>
	M.S. of Public Health .....	<b>9</b>
	2. South College: One Associate’s Degree Program and One	
	Baccalaureate Degree Program at One Location.....	<b>29</b>
	Institutional Profile .....	<b>31</b>
	A.S. in Medical Assisting .....	<b>33</b>
	B.S. in Nursing .....	<b>57</b>
	B. Fees Assessed by the Board for Proprietary Education	
	Revise the Board for Proprietary Education Fee Schedule.....	<b>97</b>

**IV. INFORMATION ITEM**

A. Calendar of Tentative Meeting Dates of the Board.....99

**OLD BUSINESS  
NEW BUSINESS  
ADJOURNMENT**

\*\*\*\*\*

The next meeting of the Board is tentatively scheduled for **March 8, 2022, in Indianapolis, Indiana.**

**STATE OF INDIANA**  
**Board for Proprietary Education**

**Minutes of Meeting**

**Wednesday, September 1, 2021**

**I. CALL TO ORDER**

The Board for Proprietary Education met in regular session starting at 10:00 A.M. (Eastern) at 101 West Ohio Street, Suite 700, Conference Room, with Chairman Sauer presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

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

*Members Absent:* Ken Konesco

*Guests:* Brad Adams, Marc Aguilera, Tom Brouwer, Brittany Cottoner, Kim Hall, Ph.D., Mandy Hicks, Bruce Kepley, Aaron Martin, Lynn Patton, Ph.D., Derek Stewart, Stephie Guptill, Cathy McKay, Kathryn Reed, Steve South, Turner South, and Jason Winter.

It was determined that there was a quorum for the September 1, 2021 Board meeting.

**CONSIDERATION OF THE MINUTES OF THE June 16, 2021 BOARD MEETING**

**R-21-09.01**      **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the June 16, 2021 regular meeting  
(Motion – Haywood, second – Shane, unanimously approved)

**II. EXECUTIVE DIRECTOR'S REPORT**

Ken Sauer, Ph.D. began by welcoming Board members. He stated that Jason Winters, Principal Management Consultant with Plante Moran, would be presenting on the financial review metrics of BPE institutions as an information item. The Commission contracted Plante Moran in May of 2021 to determine the financial health of selected institutions. The first of several meetings with the firm took place in June. In August the Planning Committee met twice with Plante Moran staff presenting.

The Commission for Higher Education strategic plan, *Reaching Higher in a State of Change*, was outlined as the source for future discussions on equity. The Planning Committee would meet before the December business meeting to discuss equity questions that will be added to the new program proposal application.

**III. TIME – SENSITIVE ACTION ITEM**

**A. Initial Institutional Authorization and Academic Degree Program**

1. Initial Institutional Authorization of Aviation Institute of Maintenance at Indianapolis and an Associate of Applied Science in Aviation Maintenance Technology to be

offered at one location.

Representing Aviation Institute of Maintenance were: Aaron Martin, Director of Education; Derek Stewart, Manager of Institutional Compliance.

Ross Miller presented the staff report recommending that Aviation Institute of Maintenance be granted institutional authorization and approval to offer one associate's degree at one location.

**R-21-09.02**      **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 – Shane, second – Haywood, unanimously approved)

## **B. Academic Degree Program**

1. Master of Science in Sustainable Management, and Master of Education in Adult Education and Training to be offered by American College of Education.

Representing American College of Education were: Marc Aguilera, Chair of Business; Tom Brouwer, Director of Regulatory Affairs and Compliance; Stephie Guptill, Regulatory and Compliance Specialist; and Cathy McKay, Professional Education Studies Chair.

Ross Miller presented the staff report recommending that American College of Education be granted approval to offer two master's degree programs via distance education.

**R-21-09.03**      **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 – Haywood, second – Bogan, unanimously approved)

2. Diploma in Licensed Practical Nurse to be offered by Caris College.

Representing Caris College were: Brittany Cottoner, Campus Director; Mandy Hicks, Director of Education; Bruce Kepley, CEO; and Kathryn Reed, Program Director of Practical Nursing.

Ross Miller presented the staff report recommending that Caris College be granted approval to offer one diploma program at one location.

**R-21-09.04**      **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 – Putnam, second – Shane, unanimously approved)

3. Associate of Science in Diagnostic Medical Sonography, Associate of Science in Radiography, Bachelor of Science in Health Science to be offered by South College.

Representing Caris College were: Brad Adams, COO; Kim Hall, Ph.D., Vice Chancellor, Institutional Advancement and Effectiveness; Lynn Patton, Associate Dean of Nursing for Indianapolis Campus; Steve South, Chancellor; and Turner South, Indianapolis Campus President.

Ross Miller presented the staff report recommending that South College be granted approval to offer two associate's degree programs and one baccalaureate degree program at one location.

**R-21-09.05**      **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 – Haywood, second – Putnam, unanimously approved)

**IV. INFORMATION ITEM**

1. Jason Winters, Principal Management Consultant, Plante Moran, presented on the financial review metrics of BPE institutions.

**OLD BUSINESS**  
**NEW BUSINESS**

There was none.

**VI. ADJOURNMENT**

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

\_\_\_\_\_  
Dr. Ken Sauer, Chairman

\_\_\_\_\_  
Date

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**BOARD FOR PROPRIETARY EDUCATION**

Wednesday, December 1, 2021

**DECISION ITEM A-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 Public Health in accordance with the background discussion of this agenda item and the Application for Degree Approval.

**Background**

**Degree Program Profile**

*Master of Public Health  
Offered Through Distance Education*

This program consists of 33 semester credit hours, with 100 percent of the courses in the specialty. The program is offered to individuals with a baccalaureate degree in public health or any bachelor’s degree with at least 9 credit hours in public health. Interested candidates would be seeking leadership skills and knowledge of public health with the option to pass the Certified Public Health exam. The program faculty consists of three individuals, of whom two are full-time and the remaining individual is part-time. Of the three individuals, each has a doctoral degree.

**Supporting Document**

Degree Application



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## **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 12<sup>th</sup> floor of the building in which the Commission offices are housed.

**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 six BPE authorized institutions to participate in SARA.

**Participation in Student Financial Aid** Students attending the institution are not eligible to receive Title IV Federal Student Aid. 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 8,112 students in the fall of 2020 at American College of Education.

**Programs** The institution offers programs at the micro-credential, 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 and over 5 programs in business-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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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

**DEGREE APPLICATION**  
(New or Renewal program)

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

Name of Institution American College of Education

Program name and Suggested  
CIP Code: Master of Public Health, CIP Code 51.2201

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

Name of Person Preparing this Form Thomas Brouwer

Telephone Number (317) 829-9427 Application Type

Date the Form was Prepared 10/01/2021 **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**

Public health issues are becoming ever more prevalent in our interconnected society. As a result of Covid, funding for public health issues and programs has drastically surged, with an increased awareness of the importance of public health policy. This program will utilize core public health competencies and a supervised practicum to enhance leadership and management skills in public health for public health professionals in both the private and public sector. This is a master's level program that will provide a cost-effective option for working adults who want to further their education in the public health field. This program is for public health professionals with a bachelor's degree in public health or at least three years of experience in a public health setting, or who are working in a public health setting and need an additional degree to further their career.

**Program Goals**

1. To provide a cost-effective MPH program to prospective students in the public health field.
2. To provide students with the necessary public health foundational knowledge to enhance their prospects for career advancement.
3. To provide students with an overview of leadership best practices to enhance their prospects for career advancement.
4. To build on student's prior public health knowledge with the public health foundational competencies required to pass the Certified Public Health exam.

**Program Description**

The Master of Public Health (MPH) prepares public health professionals, leaders, and managers in health organizations to develop, implement, and evaluate public health programs and services. This program is designed for leaders and professionals with a public health background. Leadership and management competencies as well as epidemiology, biostatistics, disaster readiness and response, public health assessment, ethics, health economics, budgeting, health disparities, and diversity will be emphasized in the curriculum. The program has a built-in practicum component where students can gain real world experience and apply the program competencies in a supervised professional setting.

Through this practicum experience, students will apply the program objectives in a real-world setting to complete 120 hours of hands-on experience. Practicum components will be assessed in the capstone with checkpoints built into courses along the way to ensure students are taking the necessary steps to obtain an appropriate site, qualified mentor, and approved project.

Candidates must possess a bachelor's degree in public health or a bachelor's degree with a minimum of 9 credit hours in public health or a bachelor's degree with a minimum of 3 years of experience in public health in order to gain admission into the program.

### **Program Mission**

The mission of the Master of Public Health program is to provide students an affordable, application-based program with the necessary public health and leadership competencies to allow for successful completion of the Certified in Public Health (CPH) exam and provide for career advancement.

### **Program Outcomes (PO)**

1. Apply statistical and methodological public health tools in a range of public health settings.
2. Communicate public health issues and policy to diverse populations.
3. Apply ethical and legal best practices across a spectrum of public health settings.
4. Apply best practices in public health leadership and management in public health organizations.
5. Apply evidence based epidemiological information relevant to human health to inform public health policy and decision making.
6. Utilize evidence-based research to develop, implement, and evaluate public health programs.
7. Apply financial resource and budgeting best practices in developing, implementing, and evaluating public health programs.
8. Promote cultural competency encompassing cultural values and health equity in a range of public health settings.

### **Market Demand/Information**

The impact of the pandemic on our country is undeniable. The Bureau of Labor Statistics expects employment in healthcare occupations to grow 15% through 2029, making this one of the fastest growing fields in the United States<sup>1</sup>. Additionally, according to Gray Associates, public health (PH) program completions increased 61% from 2014-2019, online completions increased 103%, and 13 new PH programs were announced in 2020<sup>2</sup>. Student Inquiries increased 119% from 2019 to 2020 and Google keyword searches increased by 22%. There are numerous employment options for the proposed Master of Public Health program.

### **References**

<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Healthcare Occupations at <https://www.bls.gov/ooh/healthcare/services>.

<sup>2</sup> Gray Associates, Program Evaluation System at <https://grayapp.grayassociates.com/>

**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 Public Health

Total Course Hours: 33 Check one: Quarter Hours \_\_\_\_\_  
N/A Semester Hours X  
 Clock Hours \_\_\_\_\_

Tuition : \$7,755 Length of Program: 15-18 months

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
HCI5073	Public Health Informatics	3
HLTH5453	Health Policy Evaluation and Development	3
HLTH5003	Leadership and Management in Public Health Organizations	3
HLTH5013	Epidemiology and Statistics	3
HLTH5023	Legal and Ethical Issues in Public Health	3
HLTH5033	Financial Management in Public Health	3
HLTH5043	Evaluation of Determinants of Health	3
HLTH5053	Public Health Literacy and Communication	3
HLTH5063	Biology and Disease Risk in Human Health	3
HLTH5083	Capstone in Public Health	3
RES5303	Research Methods and Applied Statistics	3

**GENERAL COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Not Applicable	

Number of Credit/Clock Hrs. in Specialty Courses: 33 / 33 Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0 / 33 Percentage: 0%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 0 / 33 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 all required documentation pertaining to the qualifications of each instructor.**

<b>Total # of Faculty in the Program:</b>	3	<b>Full-time:</b>	2	<b>Part-time:</b>	1
---	---	-------------------	---	-------------------	---

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
Tesa Brown	Doctor of Healthcare Administration; Master of Healthcare Administration	10	1			X
Katia Chamberlain	Doctor of Education; Educational Leadership and Exceptional Education; Master of Public Health	11	6	14	X	
Ashley Winans	Doctor of Health Sciences; Master of Science in Health Informatics	9	1		X	

*Indiana Commission for Higher Education  
 Indiana Board for Proprietary Education*

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

Institution: **American College of Education**  
 Degree Program: **Master of Public Health**  
 Locations: **Online**

**Federal Financial Responsibility Composite Score**

Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education:

2.3

**State Licensure**

Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?

**No**

If so, please identify **Not Applicable**

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

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

+++++

**Professional Certification**

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

**Certified in Public Health (CPH), Certified Health Education Specialist (CHES), Master Certified Health Education Specialist (MCHES)**

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?

**Yes**

If so, please identify each specific professional certification:

**Certified in Public Health (CPH)**

The national organization issuing each certification:

**National Board of Public Health Examiners**

Please explain the rationale for choosing each professional certification:

**National Board of Public Health Examiners exam/CPH exam leads to the Certified in Public Health credential. Employment opportunities exist for graduates without this certification. However, being certified does expand employment possibilities. Individuals are eligible to take the exam if they graduated from a CEPH-accredited program or if they have at least a bachelor's degree and at least five subsequent years public health work experience OR at least a master's degree and at least three subsequent years' public health work experience.**

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

**N/A**

+++++

**Professional Industry Standards/Best Practices**

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):

**This program informed by the National Board of Public Health Examiners CPH exam content as well as CEPH foundational competencies. The CPH exam consists of ten different subject domains within public health. The program will be primarily informed by these domains to not only give the students the information they need to be public health professionals, but to also prepare for the CPH exam. CEPH foundational public health knowledge and public health competencies will also inform the curriculum. The goal of incorporating both of these industry standards is to create informed public health professionals with an emphasis in public health leadership, who have been taught the content necessary to prepare for the CPH exam.**

CPH exam competencies<sup>1</sup>

1. Evidence-based Approaches to Public Health
2. Communication
3. Leadership
4. Law and Ethics
5. Public Health Biology and Human Disease Risk
6. Collaboration and Partnership
7. Program Planning and Evaluation
8. Program Management
9. Policy in Public Health
10. Health Equity and Social Justice

CEPH Foundational Public Health Knowledge<sup>2</sup>

1. Profession & Science of Public Health
2. Factors Related to Human Health

CEPH Foundational Competencies<sup>2</sup>

1. Evidence-based Approaches to Public Health
2. Public Health & Health Care Systems
3. Planning & Management to Promote Health
4. Policy in Public Health
5. Leadership
6. Communication
7. Interprofessional and/or Intersectoral Practice
8. Systems Thinking

**References**

<sup>1</sup>CPH Exam Content Outline; <https://www.nbphe.org/cph-content-outline/>

<sup>2</sup>CEPH criteria 2021; <https://media.ceph.org/documents/2021.Criteria.pdf>

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

**The curriculum is designed to align to the National Board of Public Health Examiners and the Council of Education for Public Health (CEPH).**

+++++

**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:

**Not Applicable.**

**Transferability of Associate of Science Degrees**

Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?

**Not Applicable.**

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

**Not Applicable.**

+++++

**Job Titles**

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

- Epidemiologist
- Public Health Preparedness Program Manager
- Public Health Official

1. What is the digital format of student transcripts?

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

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

**CampusNexus**

3. Submit a sample student transcript.

**Attached as exhibit 5**

+++++



## **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.**

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**

7. 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](mailto:David.Gaston@ace.edu)**

8. 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.**

9. 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*

10. 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.

<b>Projected Indiana Headcount and FTE Enrollments and Degrees Conferred</b>									
1-Aug-22									
Institution/Location: American College of Education / Online									
Program: Master of Public Health									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2022	FY2023	FY2024	FY2025	FY2026	
<b>Enrollment Projections (Headcount)</b>									
	Full-Time			0	0	2	2	3	
	Part-Time			0	0	0	0	0	
	Total			0	0	2	2	3	
<b>Enrollment Projections (FTE*)</b>									
	Full-Time			0	1	2	2	3	
	Part-Time			0	0	0	0	0	
	Total			0	1	2	2	3	
<b>Degrees Conferred Projections</b>									
				0	0	1	1	2	
Degree Level: Masters									
CIP Code: 51.2201 State - 000000									
<b>FTE Definitions:</b>									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Projected National Headcount and FTE Enrollments and Degrees Conferred										
1-Aug-22										
Institution/Location: American College of Education / Online										
Program: Master of Public Health										
				Year 1	Year 2	Year 3	Year 4	Year 5		
				FY2022	FY2023	FY2024	FY2025	FY2026		
<b>Enrollment Projections (Headcount)</b>										
	Full-Time			7	23	23	26	28		
	Part-Time			0	0	0	0	0		
	<b>Total</b>			<b>7</b>	<b>23</b>	<b>23</b>	<b>26</b>	<b>28</b>		
<b>Enrollment Projections (FTE*)</b>										
	Full-Time			7	23	23	26	28		
	Part-Time			0	0	0	0	0		
	<b>Total</b>			<b>7</b>	<b>23</b>	<b>23</b>	<b>26</b>	<b>28</b>		
<b>Degrees Conferred Projections</b>				<b>0</b>	<b>5</b>	<b>17</b>	<b>17</b>	<b>21</b>		
Degree Level: Masters										
CIP Code: 51.2201 State - 000000										
<b>FTE Definitions:</b>										
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>.

**ABOUT PARCHMENT:** Parchment is an academic credential management company, specializing in delivery of official electronic credentials. As a trusted intermediary, all documents delivered via Parchment are verified and secure.

Learn more about Parchment at [www.parchment.com](http://www.parchment.com)



American College of Education

Date: 9/29/2021

101 West Ohio Street Suite 1200  
 Indianapolis, IN 46204  
[www.ace.edu](http://www.ace.edu)

Student: TEST HINSHAW6612TEST Student ID: 1709062290 DOB: 7/22 Original Start Date: 4/6/2020 Student GPA: 0.000000

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Master in Public Health Education Enrollment #: HI21092976 Status: Active Start Date: 4/6/2020 Term: None											
HCI5073	Public Health Informatics	0.00	0.00	B	0.00						
RES5303	Research Methods and Applied Statistics	3.00	3.00	B	9.00						
Term GPA:		Cum GPA:									
Master in Public Health Education		GPA: 3.00	3.00	3.00							

\*\*\* End of Transcript \*\*\*

\*\* Indicates Retaken Course  
 R\* Indicates Retaken Override

 David Gaston  
 Registrar

# Indicates Pass/Fail Course  
 ♦ Indicates Associated Course

## AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records

101 West Ohio Street, Suite 1200

Indianapolis, Indiana 46204

[registrar@ace.edu](mailto: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](http://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](http://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](http://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](http://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](mailto:registrar@ace.edu)

Revised 10/14/2020

## BOARD FOR PROPRIETARY EDUCATION

Wednesday, December 1, 2021

### DECISION ITEM A-2:

**South College:**  
**One Associate's Degree Program, and One Baccalaureate Degree Program at One Location or Distance Education**

### Institutional Profile

See Attachment

### Staff Recommendation

That the Board for Proprietary Education approve the Associate of Science (A.S.) in Medical Assisting, and Bachelor of Science (B.S.) in Nursing in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

### Background

#### **Degree Program Profiles**

*Associate of Science (A.S.) in  
Medical Assisting at  
Carmel or Distance Education*

This program consists of 91 quarter credit hours, with 58 percent of the courses in the specialty. The program faculty consists of 18 individuals, of whom 15 are full-time and the remaining 3 are part-time. Of the 18 individuals, 5 have a doctoral degree, 12 have a master's degree and 1 has a baccalaureate degree.

*Bachelor of Science (B.S.) in  
Nursing at  
Carmel or Distance Education*

This program consists of 180 quarter credit hours, with 52 percent of the courses in the specialty. The program includes three options: Traditional, LPN to BSN, and a Second Degree Accelerated degree program. The program faculty consists of 17 individuals, of whom 16 are full-time and the remaining individual is part-time. Of the 17 individuals, 5 have a doctoral degree, and 12 have a master's degree. Four faculty positions have yet to be filled.

### Supporting Documents

Degree Applications



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## **Institutional Profile for 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 2000. 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, the 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 Student Aid. The institution does not currently participate in Indiana state financial aid. The institution does participate in financial aid in other 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 5,171 students in the fall of 2020 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. The Carmel campus offers an A.S. in Diagnostic Medical Sonography, Radiography, and Health Science (Pre-Nursing). In addition, a B.S. in Health Science and a Certificate in Medical Assisting are offered.

**Financial Responsibility Composite Score (FRCS)** In Fiscal Year (FY) ending September 30, 2020, the institution had an unpublished FRCS of 1.7.

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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**

**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:    Medical Assisting – CIP 51.0801

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

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

Telephone Number:    (865) 251-1800

**Application Type**

Date the Form was Prepared:    9/30/21  
*(Revise date after any revision)*

Initial or Renewal

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

**Mission**

In keeping with the mission of the college, the mission of the Medical Assisting program at South College is to prepare graduates as medical assistants who are multi-skilled health care professionals that perform administrative and clinical tasks, manage emergency situations, communicate effectively, and provide instruction to patients, thus performing as an integral member of the health care team.

The program seeks to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. In-depth study of the medical sciences of the human body, including anatomy, physiology, and pathology of the body systems and clinical including room procedures, medical lab procedures, medical terminology, pharmacology, and administrative procedures, including but not limited to medical insurance and coding and front office procedures is provided.

Goals include:

- Establish a firm base of knowledge in general education, medical science, and medical office routines which provides entry-level competencies in the fundamental concepts and theories applicable to medical assisting practices and procedures. (Cognitive)
- Engender the development of skills in clerical/administrative, clinical, and laboratory/technical areas pertinent to entry-level competencies of a medical assistant and the needs of the community and employment market. (Psychomotor)

- Foster the growth of students into competent medical assisting professionals who will demonstrate superior principles of legal, ethical, and moral integrity. (Affective)
- Expect and provide for the continued professional development of the medical assisting faculty to assure excellence in the program’s curriculum.

**Program Learning Outcomes**

- Prepare competent entry-level Medical Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains;
- Prepare Medical Assistants who meet the academic standards as set forth by South College and the requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as established in the Standards and Guidelines for an Accredited Educational Program for Medical Assistants 2015;
- Produce graduates that have the competence to perform in entry-level positions as a Certified Medical Assistant within the community;
- Prepare graduates that can successfully become employed within the community health care market.

The program is designed for completion by full-time students in 18 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: Medical Assisting

Total Course Hours: 91 Check one: Quarter Hours X  
 Semester Hours      
 Clock Hours    

Tuition: \$33,000 Length of Program: 18 months (6 quarters FT)

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
AHS 1010	Medical Terminology	4
AHS 1200	Anatomy & Physiology for Allied Health	4
MAS 1850	Medical Law & Ethics for Medical Assisting	4
MAS 1870	Pharmacology	4
MAS 1890	Medical Office Administration	3
MAS 1930	Medical Insurance & Diagnostic Coding	4
MAS 2010	Medical Assisting I	6
MAS 2020	Medical Assisting II	6
MAS 2050	Medical Assisting Practicum	6
MAS 2130	Diseases of the Human Body	4
SCC 2120	Professional Development	2
	Approved Electives	6

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Hours</b>
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
PSY 1811	General Psychology	4.5
SOC 1860	Introduction to Sociology	4.5
SCC 1010	College Management	2
SCC 1031	Computer & Information Literacy	4.5
	Approved Humanities Elective	4.5

Number of Credit/Clock Hrs. in Specialty Courses:	<u>53/91</u>	Percentage:	<u>58%</u>
Number of Credit/Clock Hrs. in General Courses:	<u>38/91</u>	Percentage:	<u>42%</u>
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	<u>31.5/38</u>	Percentage:	<u>83%</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 full-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.southcollege.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.**

<b>Total # of Faculty in the Program:</b>	18	<b>Full-time:</b>	15	<b>Part-time:</b>	3
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**Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)**

*The faculty information provided is for the individuals who has accepted employment with the institution and will be providing online sections in the area indicated or onground for the major. 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 winter, a FT faculty member will be hired for Biology/Anatomy and adjunct faculty for English and Math. 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.*

<b>List Faculty Names</b> (Alphabetical Order)	<b>Degree or Diploma Earned (M.S. in Mathematics)</b>	<b># Years of Working Experience in Specialty</b>	<b># Years Teaching at Your School</b>	<b># Years Teaching at Other</b>	<b>Check one: Full-time</b>	<b>Part-time</b>
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	
Hagy, Jonathan	Master of Mathematics	10	.5	9	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	
Kingsley, Karmen	MS Allied Health/AAS Medical Assisting			14	X	
Malone, Caroline	MFA Poetry/Fiction	20	15	3	X	
Marsh, Karen	MS Emergency Care – Admin & Edu, BS Nursing	20	5	0		X
Molidor, Cameron	MFA Studio Art: Film	5	.75	2	X	
Patton, Lynn	Doctor of Nursing Practice	36	Newly Hired	6+	X	
Peters, James	MS Biology	17	.75	17		X
Purvis, Jessica	Doctor of Chiropractic	5	2.5	NA	X	
Rogers, Deborah	BS Healthcare Management/Master of Management in Postsecondary Proprietary Education/Certified Medical Assistant	18	New Hire	18		X (Potential Move to FT)



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: Medical Assisting

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

*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 – There is no state licensure required.

*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)?*

- Certified Medical Assistant (CMA)
- Registered Medical Assistant (RMA)
- Certified Clinical Medical Assistant (CCMA)
- Certified Medical Administrative Assistant (CMAA)

*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?*

Yes

*If so, please identify*

*Each specific professional certification:*

*The national organization issuing each certification:*

Certified Medical Assistant (CMA) – The CMA (AAMA) is the only medical assisting certification that requires graduation from a postsecondary medical assisting program accredited by an accrediting body recognized by the [United States Department of Education \(USDE\)](#) or the [Council for Higher Education Accreditation \(CHEA\)](#). Only graduates of medical assisting programs accredited by the [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#) or the [Accrediting Bureau of Health](#)

Education Schools (ABHES) are eligible to take the CMA (AAMA) Certification Exam. South College will seek accreditation from MAERB CAAHEP upon graduation of the first class as required by the agency. Programs offered at other South College campuses have achieved this accreditation.

Registered Medical Assistant (RMA) – Graduates may attempt this exam upon graduation which is administered by the American Medical Technologists.

Certified Clinical Medical Assistant (CCMA) – Graduates may attempt tis exam upon graduation which is administered by the National Healthcare Association (NHA).

Certified Medical Administrative Assistant (CMAA) - Graduates may attempt tis exam upon graduation which is administered by the National Healthcare Association (NHA).

*Please explain the rational for choosing each professional certification:*

South College wishes for students to have options and all certification options will be discussed with them.

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

The curriculum of the program is designed to include the topic areas and competencies required for entry-level Medical Assistants and to meet the accreditation requirements for MAERB CAAHEP.

+++++

**Professional Industry Standards/Best Practices**

*Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?*

Yes

*If so, please identify:*

The curriculum is designed based on the MAERB publishes the Educational Competencies for Medical Assistants (ECMA), a publication designed to provide programs with guidance and options for achieving the MAERB Core Curriculum. The curriculum is designed to demonstrate the intersection between the cognitive objectives and the psychomotor competencies; the affective competences are contained at the end, and they can be bundled with any of the psychomotor competencies. Essentially, medical assistants need to demonstrate their affective skills with any patient touch, be it physical or verbal. Individuals graduating from Medical Assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) must demonstrate knowledge of the subject matters required for competence in the medical assisting profession. They must incorporate the cognitive (C) knowledge in performance of the psychomotor (P) skills and the affective (A) behaviors.

+++++

**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 – There is no state licensure and graduates may work in the field without any certification or may complete the program and pursue the RMA, CCMA, CMAA certification. The program must have programmatic accreditation in order for the student to pursue the CMA which is required by some employers.

*If so, please identify the specialized accrediting agency:*

Accreditation with CAAHEP or ABHES is required for students to attempt the CMA exam.

+++++

**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?*

Yes

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

As the BS Health Science program allows for a significant number of electives, most of the credits can be utilized toward this degree.

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.

+++++

**Job Titles**

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

Medical Assistant  
Medical Administrative Assistant

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 including legend. See **Exhibit B**.

+++++

## **Student Records**

### *Institutions that have Previously Operated*

*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](mailto: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  
September 2021

Institution/Location:  
South College Indianapolis Learning Site  
Program: AS Medical Assisting

	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	<u>10</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>
Part-Time	<u>2</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>
	<u>12</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>
Enrollment Projections (FTE*)					
Full-Time	<u>10</u>	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>
Part-Time	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
	<u>11</u>	<u>18</u>	<u>18</u>	<u>18</u>	<u>18</u>
Degrees Conferred Projections	<u>0</u>	<u>4</u>	<u>6</u>	<u>6</u>	<u>6</u>

Degree Level: Associate of  
Science  
CIP Code: 51.0801; 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

# Exhibit B

## Sample Transcript

# South College

3904 Lonas Drive  
Knoxville, TN 37909  
[www.south.edu](http://www.south.edu)

<b>Student:</b>	<b>Student ID:</b>	<b>DOB:</b>	<b>Original Start Date:</b>	<b>Student GPA:</b> 4.00
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Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
<b>Term: 9999 Transfer Credit Awarded</b>						<b>Attempted/Earned</b>					
<b>Associate of Science - AS Medical Assisting</b>						<b>Term GPA:</b> 4.00 <b>Term: Credits</b> 9.00 / 9.00 <b>Term Qual Pts:</b> 36.00 <b>Cum GPA:</b> 4.00 <b>Cum: Credits</b> 48.50 / 48.50 <b>Cum Qual Pts:</b> 68.00					
Transferred from East Tennessee State University -											
HIS1011	American History	4.50	4.50	0.00	TR-A						
HUMELE1	Humanities Elective	4.50	4.50	0.00	TR-A						
SOC1861	Introduction to Sociology	4.50	4.50	0.00	TR-A						
Transferred from Gadsden State Community College -											
COM 1261	Effective Speaking	4.50	4.50	0.00	TR-B	SCC1031	Computer & Information Literacy	4.50	4.50	18.00	A
ENG1201	English Composition	4.50	4.50	0.00	TR-B	<b>Attempted/Earned</b>					
PSY1811	General Psychology	4.50	4.50	0.00	TR-A	<b>Term GPA:</b> 4.00 <b>Term: Credits</b> 4.50 / 4.50 <b>Term Qual Pts:</b> 18.00 <b>Cum GPA:</b> 4.00 <b>Cum: Credits</b> 53.00 / 53.00 <b>Cum Qual Pts:</b> 86.00					
PSY1821	Human Growth & Development	4.50	4.50	0.00	TR-A						
<b>Attempted/Earned</b>						<b>Term: 202030 Summer 2020</b>					
<b>Term GPA:</b>	0.00	<b>Term: Credits</b>	31.50 / 31.50	<b>Term Qual Pts:</b>	0.00	7/8/2020    9/17/2020					
<b>Cum GPA:</b>	0.00	<b>Cum: Credits</b>	31.50 / 31.50	<b>Cum Qual Pts:</b>	0.00	<b>Associate of Science - AS Medical Assisting</b>					
<b>Term: 202015 Winter Mid 2020</b>											
<b>Associate of Science - AS Medical Assisting</b>											
						<b>Attempted/Earned</b>					
AHS1010	Medical Terminology	4.00	4.00	16.00	A	<b>Term GPA:</b> 4.00 <b>Term: Credits</b> 14.00 / 14.00 <b>Term Qual Pts:</b> 56.00 <b>Cum GPA:</b> 4.00 <b>Cum: Credits</b> 67.00 / 67.00 <b>Cum Qual Pts:</b> 142.00					
MAT1000	Mathematical Concepts & Applications	2.00	2.00	8.00	A						
SCC1010	College Management	2.00	2.00	8.00	A						
<b>Attempted/Earned</b>						<b>Term: 202040 Fall 2020</b>					
<b>Term GPA:</b>	4.00	<b>Term: Credits</b>	8.00 / 8.00	<b>Term Qual Pts:</b>	32.00	9/30/2020    12/11/2020					
<b>Cum GPA:</b>	4.00	<b>Cum: Credits</b>	39.50 / 39.50	<b>Cum Qual Pts:</b>	32.00	<b>Associate of Science - AS Medical Assisting</b>					
<b>Term: 202020 Spring 2020</b>											
<b>Associate of Science - AS Medical Assisting</b>											
						<b>Attempted/Earned</b>					
ENG1211	English Composition w/Research	4.50	4.50	18.00	A	<b>Term GPA:</b> 4.00 <b>Term: Credits</b> 14.00 / 14.00 <b>Term Qual Pts:</b> 56.00 <b>Cum GPA:</b> 4.00 <b>Cum: Credits</b> 81.00 / 81.00 <b>Cum Qual Pts:</b> 198.00					
MAT1100	College Algebra	4.50	4.50	18.00	A						

\*\* Indicates Retaken Course  
R\* Indicates Retaken Override  
# Indicates Pass/Fail Course



3904 Lonas Drive  
Knoxville, TN 37909  
[www.south.edu](http://www.south.edu)

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Student: .	Student ID: .....	DOB: §	Original Start Date:	Student GPA: 4.00
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Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
<b>Term: 202045 Fall Mid 2020</b> Associate of Science - AS Medical Assisting						<b>AS Medical Assisting</b>					
						Enrollment #: HA20026811      GPA: 4.00 Status: Transfer To Other      LDA: 6/2/2020 Start Date: 2/19/2020 Concentrations: Honors:					
SCC2120	Professional Development	2.00	2.00	8.00	A						
<b>Attempted/Earned</b>											
Term GPA:	4.00	Term: Credits	2.00 / 2.00	Term Qual Pts:	8.00						
Cum GPA:	4.00	Cum: Credits	83.00 / 83.00	Cum Qual Pts:	206.00						
<b>Term: 202110 Winter 2021</b> Associate of Science - AS Medical Assisting						<b>AS Medical Assisting</b>					
						Enrollment #: HA20060528      GPA: 4.00 Status: Graduate      Grad Date: 3/25/2021 Start Date: 7/8/2020 Concentrations: Honors: Summa Cum Laude					
MA2130	Diseases of the Human Body	4.00	4.00	16.00	A						
MAS1870	Pharmacology	4.00	4.00	16.00	A						
MAS2050	Medical Assisting Practicum	6.00	6.00	24.00	A						
<b>Attempted/Earned</b>											
Term GPA:	4.00	Term: Credits	14.00 / 14.00	Term Qual Pts:	56.00	Credential Awarded: Associate of Science - AS Medical Assisting					
Cum GPA:	4.00	Cum: Credits	97.00 / 97.00	Cum Qual Pts:	262.00	Date Awarded: 3/25/2021      Date Cleared: 3/25/2021					

\*\*\* End of Transcript \*\*\*

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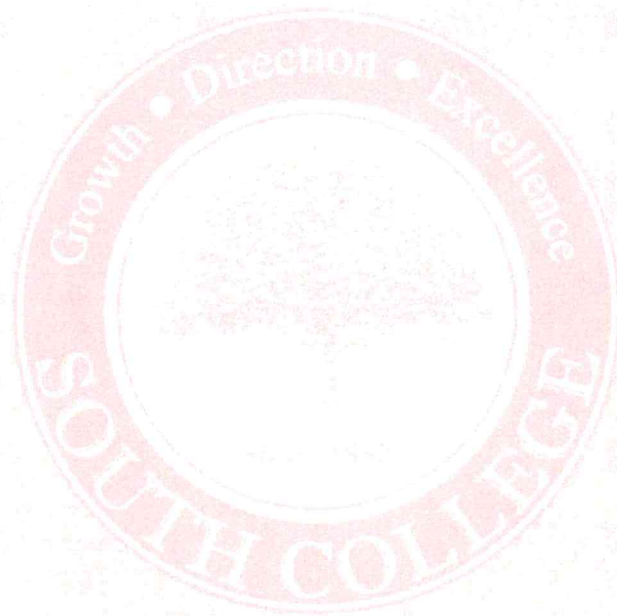
Authorized Signature	Date
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\*\* Indicates Retaken Course  
 R\* Indicates Retaken Override  
 # Indicates Pass/Fail Course  
 BPE Agenda Page 54



THE WORDS "SOUTH COLLEGE" AND "VOID" APPEAR WHEN PHOTOCOPIED



EXPLANATORY LEGEND AND AUTHENTICITY CONFIRMATION ON REVERSE

MISUSE OF THIS TRANSCRIPT MAY RESULT IN PROSECUTION

**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**

**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: Nursing (Traditional, LPN/BSN, and 2<sup>nd</sup> Degree) – CIP 51.3801

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

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

Telephone Number: (865) 251-1800

**Application Type**

Date the Form was Prepared: 11/1/21

Initial or Renewal

*(Revise date after any revision) Revised 2021.11.01*

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

**Mission**

The South College Bachelor of Science in Nursing program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic and culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and the profession. The Bachelor of Science in Nursing program provides the foundation for graduate education.

**Vision**

The South College Bachelor of Science in Nursing Program aspires to be a baccalaureate program of distinction through an integrated and student-focused curriculum. The Program is committed to providing an education that values excellence in ethical patient care and professional growth and integrity.

**Philosophy**

The South College Bachelor of Science in Nursing program derives its purpose, mission, vision, philosophy, and objectives from South College. The wellness-illness continuum of care provides the overall organizing framework that serves as the structure for the nursing curriculum, with students introduced to a variety of nursing theoretical frameworks. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership, and management.

**Person**

A person is a unique, holistic, adaptive, open system. Persons, either alone or in groups, families, or communities, have inherent basic rights and choices. Each person is multi-dimensional with variables such as age, gender, culture, race, religion, socioeconomic status, and lifestyle choices.

**Environment**

Environment is a complex, open system functioning in a dynamic state of change. The environment is both internal and external, uniquely perceived by each person, either alone or in groups, families, or communities.

**Health**

Health is a dynamic phenomenon encompassing physical, emotional and spiritual parameters. Health is individually perceived and influenced by internal and external factors.

**Nursing**

Professional nursing is an art and a science with caring as the core concept. The role of the nurse is to facilitate optimal independent functioning of persons, alone or in groups, through the promotion, maintenance, and restoration of health. The professional nurse will utilize critical thinking and the nursing process to plan and implement care.

**Program Overview**

Consistent with South College's mission and goals, the Bachelor of Science in Nursing (BSN) program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic, culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and profession. The major curriculum is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

The BSN program serves both traditional and nontraditional students and offers opportunities to enhance the community's health care through participatory learning experiences. The South College School of Nursing offers options to pursue a BSN Degree - the traditional option, the accelerated option (for those who have already earned a baccalaureate degree), and an LPN/BSN option with the major curriculum remaining consistent. The first admission for the major at the Indianapolis campus will be scheduled once all approvals gained – possibly fall 2022 depending on approvals and student applications. It is anticipated that the number admitted to the first class will be 30 students.

Significant documents guide the School of Nursing in building a foundation for all programs including the *Scope and Standards of Practice for Nursing* (ANA, 2010); *Guide to the Code of Ethics for Nurses* (ANA, 2010); and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

**Program Outcomes and Student Learning Outcomes**

The program outcomes of the BSN program are to provide undergraduate students with the:

1. Critical thinking, interpersonal, and technical skills of a nurse generalist;
2. Academic foundation necessary to pursue graduate education.

Upon completion of the BSN program, the graduate will meet the following student learning outcomes:

1. Utilizes critical thinking skills to provide holistic nursing care to patients.
2. Validates theoretical knowledge of health practices.
3. Adapts and utilizes therapeutic communication.

4. Supports other health care disciplines in coordinating holistic health care.
5. Integrates information technologies when assessing, planning, intervening, and evaluating care.
6. Summarizes and applies the current trends, issues, ethical dilemmas, personal, and cultural values and practices which affect the health care of patients.
7. Anticipates and adapts the principles of teaching/learning in providing care to facilitate patient autonomy.
8. Uses and applies the nursing process: assessing, planning, intervening, and evaluating care of patients, families, communities, and populations.
9. Integrates nursing research into evidence-based practice.
10. Demonstrates professionalism in nursing practice, encompassing accountability, integrity, and respect for the uniqueness of persons.

The program is designed for completion by full-time students with no transfer credits in 39 months (prerequisites plus major curriculum). 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 with all prerequisites available online and three nursing major courses offered online.

**Minimum Academic Requirements for Admission (All BSN Program Options Except RN/BSN)**

Cohorts will begin depending upon enrollment and approvals from the associated state board of nursing. All students must meet the requirements for general admission to South College in order to pursue core/general education courses. General admission to South College does not guarantee admission to the nursing program. Application deadlines are available in the School of Nursing and the Admissions Department.

Applicants must meet the following requirements to be admitted without stipulation:

1. Submit a School of Nursing application by the applicable deadline.
2. Achieve a minimum ATI TEAS Assessment score at the academic preparedness level of BASIC.
3. Completion of all required prerequisite courses. Courses may be in progress at time of application, but to be admitted without stipulation they must be completed.
4. Complete all required general education/core courses with a grade of C or higher.
5. Achieve a minimum of 2.50 cumulative grade point average for general education/core prerequisite courses.
6. Achieve a minimum 2.50 cumulative grade point average for required science prerequisite courses.

Applicants who are not in good academic standing from a previous nursing or allied health program (e.g., Medical Assisting, Surgical Technology, EMT, etc.) or who have been dismissed from such a program must submit the required *School of Nursing Mitigating Circumstances Form* and provide supporting documentation of the mitigating circumstances to be considered eligible to apply to the South College School of Nursing. Admission is not guaranteed, and the School of Nursing may require a letter from the former program explaining the circumstances.

Applicants who are not in good academic standing from two previous nursing or allied health programs (e.g., Medical Assisting, Surgical Technology, EMT, etc.) or who have been dismissed from two such programs will not be considered for admission or readmission to the South College Nursing program.

### *TEAS Assessment*

TEAS Assessment requirements and procedures:

- Applicants are required to take the ATI TEAS Assessment as part of the application process. The TEAS Assessment schedule and additional information is available in the Admissions Department, Student Services Department, and/or School of Nursing.
- Applicants have two attempts to achieve the required score of BASIC for their desired cohort start date. Two weeks must lapse between the first and second attempt.
- Applicants who have completed the TEAS Assessment within 12 months prior to the date of application, may opt to submit their TEAS Assessment transcript directly from ATI.
- An applicant who has not achieved the required BASIC score on his/her first two attempts, may take the test one additional time within a year from their first attempt, but he/she must wait and apply for the next available cohort start date.
- If an applicant does not achieve the required score in three attempts, he/she may wait one year from the date of the first attempt and begin the application and testing process again.

### *Competitive Admissions and Ranking Criteria*

Admission to the School of Nursing is competitive and dependent upon class size. Applicants are ranked based on an approved ranking system that includes, but is not limited to, GPA and TEAS score.

### *Transfer Credit Evaluation from Previous Nursing Programs*

For a nursing class (or classes) to be considered for transfer into a South College Nursing program, the class must have been completed within the past 18 months prior to the cohort start date. Only nursing courses with a grade of A or B are considered for transfer and a course description or syllabus may be required to evaluate equivalency. Please refer to the transfer timeframes on the South College website.

### **Requirements for Admission (Other Than Academic)**

Prospective students must meet the following requirements to be admitted without stipulation. Stipulations must be met as described below or the offer of admission may be withdrawn:

1. Take the required drug test before the 1st day of class\*.
2. Complete the background check application before the 1st day of class\*.
3. Attend the nursing orientation on the scheduled date in its entirety.

\*Prospective students who fail either the drug test or background check will be canceled.

In addition, each prospective student must provide proof of ability to perform the skills needed to practice nursing effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements in order to be allowed to gain clinical experience. All nursing students must comply with communicable diseases/blood-borne pathogen requirements that the clinical agencies require. Therefore, proof of the following are minimum requirements for the nursing applicant (additional requirements may apply depending on clinical agency requirements):

1. Health history and physical exam certifying ability to function in the required capacity prior to admission to upper level courses.
2. Common communicable disease immunization or immunity, including MMR (2 in series if born after 1957), TDaP (booster required every 10 years) and varicella vaccine (2 in series). Some clinical facilities may require titers for MMR, HBV, and Varicella even though you have proof of previous immunization.
3. Hepatitis B immunization (3 in series) or HEPLISAV-B (2 in a series one month apart.) or completed Declination Form for Hepatitis B Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be

documented by student's primary care provider. A vaccine titer test showing immunity is also acceptable.

4. Annual Flu immunization or completed Declination Form for Influenza Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by student's primary care provider.
5. Annual screening for tuberculosis.
6. Acceptable drug screen. Students may be required to obtain more than one acceptance drug screen per year depending on the requirements of the clinical affiliate. In any case where a drug screen is positive and no authorized prescription is produced to validate the presence of the drug in the individual's system, continuation in the program will be denied. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for costs associated with any required testing.
7. Acceptable criminal background check for a minimum of past 15 years. Students may be required to obtain more than one acceptance criminal background check per year depending on the requirements of the clinical affiliate. If the background check reveals previous criminal convictions, admittance into the program will be made on a case-by-case basis. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program.
8. Proof of health insurance coverage throughout the entire nursing program.
9. Annual training on blood-borne pathogens.
10. Valid American Heart Association Basic Life Support (BLS) for Healthcare Providers Course Completion Card or Certificate.

Prospective students or students who do not comply with all communicable disease/bloodborne pathogen requirements and accurately maintain their records in the institution's clinical tracking portal will be canceled or withdrawn.

Prospective students must demonstrate the following functional capacities. Prospective students who believe that they will not be able to meet one or more of these requirements without accommodation or modification must notify the Dean/Associate Dean of the School of Nursing, and a determination will be made on a case-by-case basis whether reasonable accommodation may be made. In no instance will an accommodation be made which will compromise nursing care, or that will put patients or other students at risk. Accommodation granted when a student is generally admitted to South College does not guarantee that this modification will apply to admission to the nursing program.

<b>Function</b>	<b>Requirement</b>	<b>Examples of Tasks For</b>
Vision	Adequate to ensure safety of self and others in classroom and clinical settings.	Patient assessment; response to treatment; medication preparation and administration; reading of patient charts and physician orders.
Hearing	Adequate to allow effective communication with patients and others in person and by electronic means, and to ensure safety of self and patients.	Face-to-face communication with patients, families and the health care team; telephone consultations; heart tones; breath sounds; bowel sounds and other assessments.
Tactile Sensory	Adequate to allow effective evaluation and therapeutic intervention related to nursing care, and to ensure	Palpation used in assessment; vital signs; medication administration, IV starts.



<b>Function</b>	<b>Requirement</b>	<b>Examples of Tasks For</b>
	safety of self and others in providing care.	
Gross motor strength and coordination	Adequate to ensure safety of self and others in class and lab sessions and clinical activities.	Patient positioning and transfer; walking, standing, bending, and/or stooping for extended periods involving patient care; moving of equipment/beds.
Fine motor strength and coordination	Adequate to allow mastery of activities requiring detailed movements.	Multiple skills in patient care; treatments; medication preparation and administration.
Critical thinking ability	Adequate to allow mastery of basic course content and to demonstrate sound judgment in simulated and real life nursing situations.	Effective use of nursing process; planning and implementation of the nursing care plan; identification of cause and effect relationship in order to modify nursing care plan; determination of unsafe situations; planning course of actions to meet needs of patient, family, community and nursing profession.
Interpersonal Skills	Adequate to allow establishment of effective working and/or therapeutic relationship with patients, families and professionals.	Establishing therapeutic relationship with patients and families; working with health care team; collaboration with other disciplines.
Communication	Adequate to allow completion of course work and effective verbal and written communication with patients, families, communities, peers, and others.	Class activities; therapeutic communication; writing/research at the bachelor's level; documentation of patient care; education of patient/family/community.

### **Minimum Requirements for Progression (All BSN Program Options)**

1. A numeric test average of 80% or better is required in all upper division nursing courses in order to continue in the nursing program. This grade is calculated based on written/online tests and the final exam, equally weighted.
2. An overall course average of 80% or better is required in all upper division nursing courses in order to continue in the nursing program. This grade is calculated based on the grading criteria in each course syllabus. Students who achieve less than an 80% overall course average in any course are ineligible to enroll in subsequent courses.
3. Students are required to pass both the clinical and laboratory components associated with the didactic content. Failure in any component of a nursing course requires the repeating of all components of that course. No credit will be given unless all components of a course are successfully completed. Final grades are not rounded.
4. Students requesting or receiving a grade of incomplete ("I") in any nursing course(s) may not enroll in subsequent courses. Continued progression in the nursing major is contingent upon successful removal of the grade of "I" as described in the *South College Catalog*.

## Grading Scale

The grading scale used by the School of Nursing for all administered courses is as follows:

Letter Grade	Q.P.	Percentage Score Range
A	4.00	94-100%
B	3.00	87-93%
C	2.00	80-86%
D	1.00	73-79%
F	0.00	Below 73%

## Clinical Conduct and Evaluation (All BSN Program Options)

Clinical performance is an integral component of the educational process in nursing. Satisfactory clinical performance is an overriding concern in professional practice. Clinical objectives and student behaviors for evaluating these objectives are defined for each clinical nursing course and are located in the course syllabus. A student's clinical performance is evaluated by the clinical faculty in each course.'

Professional behaviors expected of the student are confidentiality, respect, accountability, valuing of people's differences, preparation to ensure safe clinical practice, and adherence to South College and agency policies and procedures. All nursing students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to their clinical faculty.

## Curricular Design

Satisfactory completion of 180 quarter credit hours is required for the baccalaureate nursing program. Eighty-seven (87) quarter credit hours are required in general education/science core courses and ninety-three (93) quarter credit hours are in the nursing major. Students are admitted to the nursing program after completion of all prerequisites, creating a balance between general and professional education. A general education of the humanities and natural and behavioral sciences provides a solid foundation upon which to base the practice of nursing.

Consistent with South College's mission and goals, the BSN curriculum builds on a foundation of general education and core courses which support development of critical thinking skills, written and oral communication skills, mathematical reasoning skills, and knowledge of the social sciences. The sciences of Chemistry, Microbiology, Anatomy and Physiology, and Nutrition provide a solid foundation for the first nursing courses where student develop a beginning knowledge of person, environment, health, nursing, and the wellness-illness continuum. Course sequence promotes building on, adding to, and reinforcing nursing knowledge so the students move from knowledge to application of knowledges and skills, and finally evaluation through assessment.

As indicated, the BSN student is expected to apply liberal arts education pre-requisites foundational knowledge to the content in the BSN major courses. For example, students are expected to utilize Microbiology concepts in understanding the pathogenesis of diseases and the growth and spread of microorganisms. Handwashing, aseptic techniques, and isolation techniques incorporated into Fundamentals of Nursing are concepts reinforced from the previously acquired knowledge from the Microbiology course. In Nursing Research and Policy and Politics, students apply their previous knowledge from both introductory and intermediate English courses to critically think, research topics, and synthesize their thoughts in writing assignments. For example, Nursing Research incorporates a writing assignment which includes the incorporation of peer-reviewed articles to critically analyze research findings and evidence-based practice data. Knowledge developed in prerequisite math courses are utilized in the nursing Pharmacotherapeutics courses, as well as throughout the curriculum in calculating medication dosages.

Planning of didactic, laboratory, and clinical activities for the nursing major that advance from basic to complex facilitate the development of competencies that allow the graduate to practice, providing care as a generalist in the roles of provider of care, manager of care, and member of a profession to an individual, family, group or community.

Teaching and learning practices within the baccalaureate programs promote behaviors consistent with professional nursing standards and guidelines. Students are exposed to multiple learning strategies including interactive discussions, individual and small group projects, case scenarios, presentations, simulations, and clinical experiences. Faculty embrace simulation as a teaching methodology to provide students with opportunities to demonstrate the achievement of expected individual student learning outcomes and aggregate student outcomes. Most clinically focused courses include simulated session(s) in which students learn critical thinking and clinical judgment and acquire the knowledge and skills essential to provide safe quality nursing care. In addition, these experiences provide the classroom instructor with a means to evaluate practical application of student learning. High fidelity simulation provides real patient care experiences to develop high quality nursing skills while maintaining patient safety. A variety of resources are used for the Simulation Scenarios.

The program is focused on providing students with access to a wide variety of inpatient and community-based clinical sites within the immediate area. The clinical setting provides students with opportunities to apply knowledge learned in the classroom and skills laboratory, analyze real-practice problems, and practice clinical reasoning and mental and psychomotor skills. Students will rotate through a variety of clinical sites to meet their clinical and program objectives including acute care areas (Med/Surg, Peds, Obstetrics, Mental Health) and community settings. Each rotation builds on the previous rotation and the level of competency is increased. Faculty members in the School of Nursing supervise students clinically and are responsible for them in the clinical areas. They serve as educators, advocates, and mentors to the students; helping them learn and comfortably grow into their new role as professional registered nurses. The students practice under the supervision of the faculty and the registered professional nurse who is assigned to the student's patient. The clinical instructors are always available to the student nurse for any help, guidance, or support that might be necessary. The primary responsibility of evaluating the students' clinical performance lies with the School of Nursing faculty. Clinical sites for the last quarter when the students are completing their transition to practice experiences of 150 hours are acute care in focus where the student is assigned a preceptor. Clinical rotations, pre- and post- conferences, grand rounds, morning conferences, and specialty conferences enhance students' clinical learning.

The School of Nursing utilizes a remediation process for any student scoring below an 80 on any exam or course assignment. The student is required to attend a concept review with the associated faculty member within one week of the grade receipt. The faculty member reviews concepts missed and provides insight as to study techniques, test taking strategies, or additional support on the key concept. In addition, students are required to complete remediation assignments to help reinforce the concepts missed. Students are encouraged to meet individually with the Academic Specialist or their faculty members for additional academic support. Remediation on key concepts can also be accomplished through the use of ATI resources. ATI is utilized throughout the program. Students are assigned various activities and assignments which helps supplement their learning objectives

Throughout the BSN major, various evaluative data are collected to monitor student progress toward course and program outcomes including course performance. Additionally, ATI specialty exam results, ATI Exit exam results, and National Council of State Boards of Nursing NCLEX-RN program reports are used to identify areas of strengths and opportunities within the BSN program. The Systematic Evaluation Plan (SEP) provides a framework and guidelines for the evaluation of all aspects of the School operation and delivery of programs. The Plan designates the components; delineates specific questions that further define the component and guide data collection; assigns data collection responsibilities; and indicates a

timetable. The approach is multidimensional and incorporates formative, summative, quantitative, and qualitative data that are collected and analyzed. Required courses in the BSN curriculum facilitate progressive development of individual student learning outcomes and preparation for the role of professional nurse generalist.

Please see **Appendix A** for the major nursing course descriptions.

**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: Nursing

Total Course Hours: 180                      Check one:    Quarter Hours            X  
    Semester Hours            \_\_\_  
    Clock Hours                 \_\_\_

Tuition:                      \$80,350                      Length of Program:    39 months (13 quarters FT)

**Traditional Option (Major Curriculum Same for All Options)**

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
NSG 3113	Pathophysiology for Nursing	4
NSG 3133	Physical Assessment	5
NSG 3153	Pharmacotherapeutics for Nursing Practice I	5
NSG 3213	Fundamentals of Nursing	8
NSG 3233	Mental Health Nursing	6
NSG 3253	Pharmacotherapeutics for Nursing Practice II	5
NSG 3313	Adult Health Nursing I	7
NSG 3332	Maternal Infant Nursing Care	6
NSG 3352	Nursing Research	4
NSG 4413	Adult Health Nursing II	7
NSG 4432	Pediatric Nursing Care	6
NSG 4452	Policy and Politics in Nursing	3
NSG 4513	Adult Health Nursing III	7
NSG 4533	Community Nursing	5
NSG 4552	Nursing Management & Leadership	3
NSG 4613	Adult Health Practicum	5
NSG 4633	Transition to Professional Practice	7

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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

SCC 1010	College Management	2
SCC 1031	Computer and Information Literacy	4.5
SOC 1861	Introduction to Sociology	4.5
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 in Health & Disease	4.5
	Humanities Electives	9
	Electives	7

**LPN/BSN Option**

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
NSG 3113	Pathophysiology for Nursing	4
NSG 3133	Physical Assessment	5
NSG 3153	Pharmacotherapeutics for Nursing Practice I	5
NSG 3213	Fundamentals of Nursing	8
NSG 3233	Mental Health Nursing	6
NSG 3253	Pharmacotherapeutics for Nursing Practice II	5
NSG 3313	Adult Health Nursing I	7
NSG 3332	Maternal Infant Nursing Care	6
NSG 3352	Nursing Research	4
NSG 4413	Adult Health Nursing II	7
NSG 4432	Pediatric Nursing Care	6
NSG 4452	Policy and Politics in Nursing	3
NSG 4513	Adult Health Nursing III	7
NSG 4533	Community Nursing	5
NSG 4552	Nursing Management & Leadership	3
NSG 4613	Adult Health Practicum	5
NSG 4633	Transition to Professional Practice	7

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
	Communications	4.5
	Written Communication	9
	Mathematics	9
	Social Sciences	13.5
	Computer Literacy	4.5
	Humanities	9
	Science/Anatomy & Physiology w/Lab	12
	Science/Microbiology w/Lab	6
	Science/Chemistry w/Lab	6
	Science/Nutrition	4.5
NSG 2030	Introduction to Professional Nursing	4
	Electives	5

**Note:**

\* Upon successful completion of NSG 3213 Fundamentals of Nursing (8 Credits), students will receive transfer/exemption credit for NSG 2030 Introduction to Professional Nursing (4 Core Credits) and NSG 3153 Pharmacotherapeutics for Nursing Practice I (5 Major Curriculum Credits).

**Accelerated 2<sup>nd</sup> Degree Option**

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
NSG 3113	Pathophysiology for Nursing	4
NSG 3133	Physical Assessment	5
NSG 3153	Pharmacotherapeutics for Nursing Practice I	5
NSG 3213	Fundamentals of Nursing	8
NSG 3233	Mental Health Nursing	6
NSG 3253	Pharmacotherapeutics for Nursing Practice II	5
NSG 3313	Adult Health Nursing I	7
NSG 3332	Maternal Infant Nursing Care	6
NSG 3352	Nursing Research	4
NSG 4413	Adult Health Nursing II	7
NSG 4432	Pediatric Nursing Care	6
NSG 4452	Policy and Politics in Nursing	3
NSG 4513	Adult Health Nursing III	7
NSG 4533	Community Nursing	5
NSG 4552	Nursing Management & Leadership	3
NSG 4613	Adult Health Practicum	5
NSG 4633	Transition to Professional Practice	7

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
	Communications	4.5
	Written Communication	9
	Mathematics	9
	Social Sciences	13.5
	Computer Literacy	4.5
	Humanities	9
	Science/Anatomy & Physiology w/Lab	12
	Science/Microbiology w/Lab	6
	Science/Chemistry w/Lab	6
	Science/Nutrition	4.5
	Electives	9

**Traditional/LPN to BSN/Accelerated 2<sup>nd</sup> Degree**

Number of Credit/Clock Hrs. in Specialty Courses:	<u>93/180</u>	Percentage:	<u>52%</u>
Number of Credit/Clock Hrs. in General Courses:	<u>87/180</u>	Percentage:	<u>48%</u>
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	<u>55.5/87</u>	Percentage:	<u>64%</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 full-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 B)**

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.

<b>IV. FACULTY: Attach complete Instructor's Qualification Record for each instructor.</b>					
<b>**Include all required documentation pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	20	<b>Full-time:</b>	19	<b>Part-time:</b>	1
<b>Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)</b>					

*The faculty information provided is for the individual who has accepted employment with the institution and will be providing online sections in the area indicated (prerequisites and nursing). 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 winter, a FT faculty member will be hired for Biology/Anatomy and adjunct faculty for English and Math. 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. An Associate Dean of Nursing has been hired and additional hires for nursing faculty planned during the 2021-2022 year.*

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	
Andies, Sara	MS Nursing	17	3.75	6		X
Bergquist, William	MS Computer Information Systems	24	16	10	X	
Bruce, Louisa	MS Nursing	20	5.25	10	X	
Charles, Angela	MA Sociology	5	.5	1.75	X	



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
Cooper, Gary	MS Reproductive Physiology	9	14	1	X	
Dhar, Shiv	PhD Chemistry	36	17	.5	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	
Molidor, Cameron	MFA Studio Art: Film	5	.75	2	X	
Patton, Lynn	Doctor of Nursing Practice	36	.25	6+	X	
Purvis, Jessica	Doctor of Chiropractic	5	2.5	NA	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					
TBD – BSN Faculty January 2022	Master's Degree in Nursing, Doctorate Preferred	5	New Hire		X	
TBD – BSN Faculty June 2022	Master's Degree in Nursing, Doctorate Preferred	5	New Hire		X	
TBD – BSN Faculty June 2022	Master's Degree in Nursing, Doctorate Preferred	5	New Hire		X	

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

Institution: South College

Degree Program: Nursing (Traditional/LPN to BSN/Accelerated 2<sup>nd</sup> Degree Options)

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?*

Yes – This program prepares students to pass the NLCEX-RN exam and seek state licensure.

*If so, please identify*

The specific license(s) needed: Registered Nurse

The State agency issuing the license(s): Indiana State Board of Nursing

++++  
**Professional Certification**

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

Graduates of BS Nursing programs seek to pass the NCLEX-RN exam in order to become licensed to practice nursing in the state.

*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?*

Yes

*If so, please identify*

Each specific professional certification: Registered Nurse

The national organization issuing each certification: State Agency – Indiana Board of Nursing

*Please explain the rationale for choosing each professional certification:*

Graduates must pass the NCLEX-RN in order to gain state licensure as a Registered Nurse.

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

The major curriculum of the South College BS Nursing program is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

+++++

**Professional Industry Standards/Best Practices**

*Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?*

Consistent with South College’s mission and goals, the Bachelor of Science in Nursing (BSN) program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic, culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and profession. The major curriculum is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

South College School of Nursing Student Learning Outcomes	AACN BSN Essentials, 2008
1. Utilizes critical thinking skills to provide holistic nursing care to patients.	I. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Validates theoretical knowledge of health practices.	III. Scholarship for Evidence-Based Practice
3. Adapts and utilizes therapeutic communication.	VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
4. Supports other health care disciplines in coordinating holistic health care.	II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
5. Integrates information technologies when assessing, planning, intervening, and evaluating care.	IV Information Management and Application of Patient Care Technology
6. Summarizes and applies the current trends, issues, ethical dilemmas, personal, and cultural values and practices which affect the health care of patients.	V. Healthcare Policy, Finance, and Regulatory Environments VIII. Professionalism and Professional values
7. Anticipates and adapts the principles of teaching/learning in providing care to facilitate patient autonomy.	VII. Clinical Prevention and Population Health IX. Baccalaureate Generalist Nursing Practice
8. Uses and applies the nursing process: assessing, planning, intervening, and evaluating care of patients, families, communities, and populations.	VII. Clinical Prevention and Population Health
9. Integrates nursing research into evidence-based practice.	III. Scholarship for Evidence-Based Practice
10. Demonstrates professionalism in nursing practice, encompassing accountability, integrity, and respect for the uniqueness of persons.	VIII. Professionalism and Professional Values IX. Baccalaureate Generalist Nursing Practice

If so, please identify:

As indicated, the major curriculum of the South College BS Nursing program is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008). The BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The curriculum has also been approved by multiple state Boards of Nursing including Tennessee, North Carolina, and Georgia.

+++++

**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:

Programmatic accreditation is not required for graduates to sit for the NCLEX-RN exam. However, South College values accreditation and has earned CCNE accreditation for the program.

+++++

**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?*

NA as this is a BS program.

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

NA

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.

Students may pursue the AS Health Science (Pre-Nursing) program at South College in order to complete all required pre-requisites.

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**Job Titles**

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

Registered Nurse

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 including legend. *See Exhibit C.*

+++++

**Student Records**

*Institutions that have Previously Operated*

*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](mailto: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  
September 2021

Institution/Location:  
South College Indianapolis Learning Site  
Program: BS 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	0	30	55	55	55
Part-Time	0		2	3	3
	0	30	57	58	58
Enrollment Projections (FTE*)					
Full-Time	0	30	55	55	55
Part-Time	0	0	1	1	1
	0	30	56	56	56
Degrees Conferred Projections					
	0	0	25	25	25

Degree Level: Bachelor of  
Science  
CIP Code: 51.3801; State –  
TBD

# Exhibit A

## Nursing Major Course Descriptions



## Nursing Major Course Descriptions:

### Quarter 1

#### **NSG 3113 Pathophysiology for Nursing**

**Lecture: 4 Lab: 0 Practica: 0 Total Credits: 4**

Pathophysiology for Nurses focuses on the basic understanding of pathophysiology related to human illness with an emphasis placed on cellular alterations in organ systems as they relate to selected disease states. Opportunities are presented that provide for the use of critical thinking processes to analyze diverse client presentations of selected illness for symptomatology, pathophysiology, and health care implications.

*Prerequisite(s): Admission to the Nursing Program*

*Co-requisite(s): NSG 3133, NSG 3153*

#### **NSG 3133 Physical Assessment**

**Lecture: 3 Lab: 1 Practica: 1 Total Credits: 5**

Physical Assessment instills beginning nursing students with concepts, skills, and techniques needed for history-taking, physical examination, health promotion, and clinical assessment. Using critical thinking and communication skills, the student will begin to collect, organize, and analyze complex client assessment data. The nursing process is considered within each topic, as appropriate. Students practice and apply theoretical knowledge and competencies in the simulation laboratory and then integrate the knowledge and competencies while assessing clients in the healthcare setting. Throughout the course, students demonstrate competence of health assessments and vital signs and are validated through skill performance assessments.

*Prerequisite(s): Admission to the Nursing Program*

*Co-requisite(s): NSG 3113, NSG 3153*

#### **NSG 3153 Pharmacotherapeutics for Nursing Practice I**

**Lecture: 4 Lab: 1 Practica: 0 Total Credits: 5**

Pharmacotherapeutics for Nursing Practice I provides an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and adverse effects are emphasized. Performance of accurate calculation of drug dosages and documentation is required. The role of the nurse in administering medication, client education, cultural diversity, and drug abuse prevention is addressed. Students practice and apply theoretical knowledge and competencies in the simulation laboratory. Throughout the course, students demonstrate competence of medication administration and validated through skill performance assessment.

*Prerequisite(s): Admission to the Nursing Program*

*Co-requisite(s): NSG 3113, NSG 3133*

## **Quarter 2**

### **NSG 3213 Fundamentals of Nursing**

**Lecture: 5 Lab: 1 Practica: 2 Total Credits: 8**

Fundamentals of Nursing provides students with the opportunities to learn and develop basic competencies necessary to facilitate the optimal well-being of the client within the healthcare setting in a safe, legal, and ethical manner. The role of the professional nurse and communication is emphasized. Students learn to implement the nursing process and to integrate, at a beginning level, essential competencies to promote holistic care of clients. Health promotion, disease prevention, and restorative nursing care are considered within each topic, as appropriate. The concepts evolve from simple to complex and include critical thinking, hygiene, activity, vital signs, infection control, client education, urinary and bowel elimination, stress and adaptation, sensory alterations, surgical care, rest and sleep, pain and comfort, nutrition, safety, skin integrity and wound care, oxygenation and perfusion, loss and grief, spirituality, and cultural sensitivity. Students practice and apply theoretical knowledge and competencies in the simulation laboratory and then integrate the knowledge and competencies while providing care to clients in the healthcare setting. Throughout the course, students demonstrate competence of fundamental principles of nursing practice and validated through skill performance assessments.

*Prerequisite(s): Successful completion of all first quarter Nursing courses*

*Co-requisite(s): NSG 3233, NSG 3253*

### **NSG 3233 Mental Health Nursing**

**Lecture: 4 Lab: 0 Practica: 2 Total Credits: 6**

Psychiatric Mental Health Nursing focuses on the role of the nurse in caring for patients with alterations in mental health. The course focuses on the nursing process framework with emphasis on assessment, therapeutic communication, neurobiological and psychosocial theories, pharmacology, and current practices related to the care of the mentally ill. Interventions focus on aspects of care, which includes client care, communication, client and family teaching, and community resources, as well as practical application in various clinical settings.

*Prerequisite(s): Successful completion of first quarter nursing courses.*

*Co-requisite(s): NSG 3213, NSG 3253*

### **NSG 3253 Pharmacotherapeutics for Nursing Practice II**

**Lecture: 4 Lab: 1 Practica: 0 Total Credits: 5**

Pharmacotherapeutics for Nursing Practice II provides an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and adverse effects are emphasized. Performance of accurate calculation of drug dosages and documentation is required. The role of the nurse in administering medication, client education, cultural diversity, and drug abuse prevention is addressed. Students practice and apply theoretical knowledge and competencies in the simulation laboratory. Throughout the course, students demonstrate competence of medication administration and validated through skill performance assessment.

*Prerequisite(s): Successful completion of first quarter nursing courses.*

*Co-requisite(s): NSG 3213, NSG 3233*

### **Quarter 3**

#### **NSG 3313 Adult Health Nursing I**

**Lecture: 5 Lab: 0 Practica: 2 Total Credits: 7**

Adult Health Nursing I (AHI) utilizes classroom and clinical experiences to care for patients with acute and chronic health problems. AHI includes the concepts of; caring, collaboration, communication, competence, cultural sensitivity, community and environment along with clinical skills to facilitate the wellbeing of individuals within the context of illness and prepare the student as a provider of care. In the clinical setting, students will care for patients with select medical and/or surgical problems in various settings, state knowledge of pathophysiology and psychosocial dynamics, apply the nursing process, utilize information technology, interact with other health care professionals, practice clinical decision making and critical inquiry while caring for culturally diverse, ill adults. Physiological concepts in AHI include alterations in fluid/electrolytes and acid base balance, respiratory, cardiovascular, endocrine, renal and urinary systems.

*Prerequisite(s): Successful completion of all first and second quarter Nursing courses*

*Co-requisite(s): NSG 3332, NSG 3352*

#### **NSG 3332 Maternal Infant Nursing Care**

**Lecture: 4 Lab: 0 Practica: 2 Total Credits: 6**

Maternal Infant Nursing Care provides nursing students with concepts, skills, and techniques needed to care for culturally diverse clients in the childbearing family. This course encompasses the concepts of caring, collaboration, communication, and competence, clinical skills, cultural sensitivity, and community and environment as they relate to the childbearing family. The course focuses on nursing practice that facilitates the well-being of individuals within the contexts of health and illness and continues in preparing the student as a provider of care. The clinical components of this course provide nursing students with practice of application of concepts presented in lecture using the Nursing Process.

*Prerequisite(s): Successful completion of all first and second quarter Nursing courses*

*Co-requisite(s): NSG 3312, NSG 3352*

#### **NSG 3352 Nursing Research**

**Lecture: 4 Lab: 0 Practica: 0 Total Credits: 4**

Nursing Research introduces students to the concepts, issues, and processes in nursing research and its application to practice. Emphasis is placed on the review, analysis, evaluation, and application of current nursing research. Selected research studies are critiqued. (Tradition and RN/BSN Program Options) (*Distance Learning Format*)

*Prerequisite(s): Successful completion of first and second quarter Nursing courses*

*Co-requisite(s): NSG 3313, NSG 3332*

## **Quarter 4**

### **NSG 4413 Adult Health Nursing II**

**Lecture: 5 Lab: 0 Practica: 2 Total Credits: 7**

Adult Health Nursing II continues to build on students' ability to relate concepts, skills and techniques needed to care for adult clients with acute and chronic health problems through classroom and clinical experiences. This course encompasses the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course focuses on nursing practice that facilitates the wellbeing of individuals within the context of illness and continues in preparing the student as a provider of care. In the clinical setting, students will care for selected patients in various settings, applying knowledge of pathophysiology and psychosocial dynamics for patients with medical and/or surgical problems. Students will apply the nursing process employing information technologies to develop critical inquiry and clinical decision making to meet the needs of culturally diverse, ill adults while collaborating with other health care professionals. Concepts include problems related to musculoskeletal, gastrointestinal, neurologic, and endocrine theory.

*Prerequisite(s): Successful completion of first three quarters of the Nursing Program*

*Co-requisite(s): NSG 4432, NSG 4452*

### **NSG 4432 Pediatric Nursing Care**

**Lecture: 4 Lab: 0 Practica: 2 Total Credits: 6**

Pediatric Nursing Care introduces the student to the health needs of children from birth through adolescence within the culturally diverse family setting. Health promotion, maintenance, prevention, and restorative health care of the child are studied along the health-illness continuum. Nursing interventions, particularly effective communication, include the child and the family with emphasis on family-centered care and the child's health care needs. Normal growth and development of the child is integrated throughout the course as developmental stages are important to consider when caring for the pediatric population. Clinical experiences allow further development of concepts as applied to pediatric clients along the health-illness continuum. Clinical conferences provide an opportunity for the student to share and discuss learning experiences.

*Prerequisite(s): Successful completion of first three quarters of nursing courses*

*Co-requisite(s): NSG 4413, NSG 4452*

### **NSG 4452 Policy and Politics in Nursing**

**Lecture: 3 Lab: 0 Practica: 0 Total Credits: 3**

This seminar class is designed for the student to examine current issues in nursing, thus enabling the student to determine professional self-direction with integration of theory and concept into a meaningful personal philosophy of nursing practice. (Traditional and RN/BSN Program Options) (*Distance Learning Format*)

*Prerequisite(s): Successful completion of the first three quarters of nursing courses*

*Co-requisite(s): NSG 4413, NSG 4452*

## **Quarter 5**

### **NSG 4513 Adult Health Nursing III**

**Lecture: 5 Lab: 0 Practica: 2 Total Credits: 7**

Adult Health Nursing III continues to build on students' ability to relate concepts skills and techniques needed to care for adult clients with complex health problems through classroom and clinical experiences. This course encompasses the concepts of caring, collaboration, communication, competence, clinical skills, cultural sensitivity, community, and environment into nursing practice. The course focuses on nursing practice that facilitates the wellbeing of individuals within the context of illness and continues in preparing the student as a provider of care. In the clinical setting, students will care for selected patients in various settings, applying knowledge of pathophysiology and psychosocial dynamics for patients with complex medical and/or surgical problems. Students will apply the nursing process employing information technologies to develop critical inquiry and clinical decision making to meet the needs of culturally diverse, ill adults while collaborating with other health care professionals. Concepts include problems related to hematological, oncological, and immunological systems and complex health disorders related to burn injury, shock, advanced cardiovascular, and advanced respiratory conditions.

*Prerequisite(s): Successful completion of first four quarters of nursing courses*

*Co-requisite(s): NSG 4533, NSG 4552*

### **NSG 4533 Community Nursing**

**Lecture: 4 Lab: 0 Practica: 1 Total Credits: 5**

Community Health Nursing focuses on the role of the nurse in the community. The principles of professional nursing care are applied to culturally diverse individuals, families and groups and are integrated throughout the health-illness continuum. Topics covered in this course are introduction to public health nursing; historical factors of community nursing; theoretical basis of community care; an overview of community nursing practice; factors that influence the health of the community; care of different populations in the community; care of special needs in community; and the future of community health nursing.

*Prerequisite(s): Successful completion of first four quarters of nursing courses.*

*Co-requisite(s): NSG 4513, NSG 4552*

### **NSG 4552 Nursing Management and Leadership**

**Lecture: 3 Lab: 0 Practica: 0 Total Credits: 3**

Professional nursing roles and functions including knowing self in the context of nursing leadership, visionary leadership, self-directed work team development, risk taking, principles of action, change theory and implementation of change models for decision-making, effective communication, mentoring, transitions, and current issues in nursing are addressed in this course. Commitment to personal and professional growth through in-service education, continuing education, and advanced studies is reinforced. (*Distance Learning Format*)

*Prerequisite(s): Successful completion of first four quarters of the Nursing Program*

*Co-requisite(s): NSG 4513, NSG 4533*

## **Quarter 6**

### **NSG 4613 Adult Health Practicum**

**Lecture: 0 Lab: 0 Practica: 5 Total Credits: 5**

This course is designed to expand the scope of nursing practice for senior nursing students. Course and clinical activities provided to traditional students focus on leadership and management aspects of the professional nurse. Clinicals are scheduled with selected nurse preceptors in acute-care settings. The emphasis is on the role of the nurse in providing nursing care within the healthcare setting. A variety of populations and settings are used in the experiential learning component of this course.

*Prerequisite(s): Successful completion of first five quarters of nursing courses*

*Co-requisite(s): NSG 4633*

### **NSG 4633 Transition to Professional Practice**

**Lecture: 6 Lab: 1 Practica: 0 Total Credits: 7**

Transition to Professional Practice is designed to assist the student in assuming the role of the professional nurse. This course will present highlights from each area of nursing practice, including review of anatomy and physiology, disease processes, knowledge and application of nursing process appropriate to each stage of development, continued development of the formation and use of nursing process, and issues related to the nursing profession.

*Prerequisite(s): Successful completion of first five quarters of nursing courses*

*Co-requisite(s): NSG 4613*

# Appendix B

## 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

# Exhibit C

## Sample Transcript

3904 Lonas Drive  
Knoxville, TN 37909  
[www.south.edu](http://www.south.edu)

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<b>Student:</b>	<b>Student ID:</b> 100400174	<b>DOB:</b> / /	<b>Original Start Date:</b> 6/29/2018	<b>Student GPA:</b> 3.62
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Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade		
<b>Term: 9999 Transfer Credit Awarded</b>						<b>Associate of Science - AS Health Science (Pre-Nursing)</b>							
Associate of Science - AS Health Science (Pre-Nursing)						Associate of Science - AS Health Science (Pre-Nursing)							
Transferred from Roane State Community College - Harriman TN													
AHS1010	Medical Terminology	4.00	4.00	0.00	TR-B	ENG1210	English Comp w/Research	4.00	4.00	16.00	A		
BIO1110	Anatomy & Physiology I	4.00	4.00	0.00	TR-B	MAT1500	College Math I	4.00	4.00	16.00	A		
BIO1120	Anatomy & Phys I Lab	2.00	2.00	0.00	TR-B	SCC1010	College Management	2.00	2.00	8.00	A		
BIO1130	Anatomy & Physiology II	4.00	4.00	0.00	TR-B	SCC1030	Computer & Information Literacy	4.00	4.00	16.00	A		
BIO1140	Anatomy & Phys II Lab	2.00	2.00	0.00	TR-B	<b>Attempted/Earned</b>							
BIO1160	Microbiology	4.00	4.00	0.00	TR-B	<b>Term GPA:</b>	4.00	<b>Term: Credits</b>	14.00 / 14.00	<b>Term Qual Pts:</b>	56.00		
BIO1170	Microbiology Lab	2.00	2.00	0.00	TR-B	<b>Cum GPA:</b>	4.00	<b>Cum: Credits</b>	68.00 / 56.00	<b>Cum Qual Pts:</b>	56.00		
ENG1200	English Composition	4.00	4.00	0.00	TR-A	President's List							
MAT2500	Statistics	4.00	4.00	0.00	TR-B	<b>Term: 201915 Winter Mid 2019</b>		2/20/2019	3/28/2019				
MUS1010	Music Appreciation	4.00	4.00	0.00	TR-A	<b>Associate of Science - AS Health Science (Pre-Nursing)</b>							
PSY1810	General Psychology	4.00	4.00	0.00	TR-A	SCC1020	Career Management	2.00	2.00	8.00	A		
PSY1820	Human Growth & Development	4.00	4.00	0.00	TR-A	<b>Attempted/Earned</b>							
<b>Term GPA:</b>		0.00	<b>Term: Credits</b>		42.00 / 42.00	<b>Term GPA:</b>		4.00	<b>Term: Credits</b>		2.00 / 2.00	<b>Term Qual Pts:</b>	8.00
<b>Cum GPA:</b>		0.00	<b>Cum: Credits</b>		42.00 / 42.00	<b>Cum GPA:</b>		4.00	<b>Cum: Credits</b>		70.00 / 58.00	<b>Cum Qual Pts:</b>	64.00
<b>Term: 201830 Summer 2018</b>						<b>Term: 201920 Spring 2019</b>							
Associate of Science - AS Health Science (Pre-Nursing)						Associate of Science - AS Health Science (Pre-Nursing)							
6/29/2018 9/13/2018						4/8/2019 6/18/2019							
ENG1210	English Comp w/Research	4.00	0.00	0.00	WP	ART1011	Art Appreciation	4.50	4.50	18.00	A		
SCC1010	College Management	2.00	0.00	0.00	WP	CHM1010	General Chemistry I	4.00	4.00	16.00	A		
SCC1020	Career Management	2.00	0.00	0.00	WP	CHM1020	General Chemistry I Lab	2.00	2.00	8.00	A		
SCC1030	Computer & Information Literacy	4.00	0.00	0.00	WP	<b>Attempted/Earned</b>							
<b>Term GPA:</b>		0.00	<b>Term: Credits</b>		12.00 / 0.00	<b>Term GPA:</b>		4.00	<b>Term: Credits</b>		10.50 / 10.50	<b>Term Qual Pts:</b>	42.00
<b>Cum GPA:</b>		0.00	<b>Cum: Credits</b>		54.00 / 42.00	<b>Cum GPA:</b>		4.00	<b>Cum: Credits</b>		80.50 / 68.50	<b>Cum Qual Pts:</b>	106.00
<b>Term: 201910 Winter 2019</b>						<b>Term: 201910 Winter 2019</b>							
1/16/2019 3/28/2019						1/16/2019 3/28/2019							

\*\* Indicates Retaken Course  
R\* Indicates Repeat Course  
# Indicates Pass/Fail Course

3904 Lonas Drive  
Knoxville, TN 37909  
[www.south.edu](http://www.south.edu)

**Student:** # [redacted]      **Student ID:** [redacted]      **DOB:** / /      **Original Start Date:** 6/29/2018      **Student GPA:** 3.62

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
<b>Term: 201925 Spring Mid 2019</b>						<b>Term: 202010 Winter 2020</b>					
Associate of Science - AS Health Science (Pre-Nursing)						Bachelor of Science - BS Nursing					
SOC1861	Introduction to Sociology	4.50	4.50	18.00	A	NSG3133	Physical Assessment	5.00	5.00	20.00	A
<b>Attempted/Earned</b>						<b>Attempted/Earned</b>					
<b>Term GPA:</b>	4.00	<b>Term: Credits</b>	4.50 / 4.50	<b>Term Qual Pts:</b>	18.00	<b>Term GPA:</b>	3.71	<b>Term: Credits</b>	14.00 / 14.00	<b>Term Qual Pts:</b>	52.00
<b>Cum GPA:</b>	4.00	<b>Cum: Credits</b>	85.00 / 73.00	<b>Cum Qual Pts:</b>	124.00	<b>Cum GPA:</b>	3.94	<b>Cum: Credits</b>	116.50 / 104.50	<b>Cum Qual Pts:</b>	246.00
<b>Term: 201930 Summer 2019</b>						<b>Term: 202020 Spring 2020</b>					
Associate of Science - AS Health Science (Pre-Nursing)						Bachelor of Science - BS Nursing					
BIO1150	Pathophysiology	4.00	4.00	16.00	A	NSG3213	Fundamentals of Nursing	8.00	8.00	24.00	B
COM 1261	Effective Speaking	4.50	4.50	18.00	A	NSG3213C	Fundamentals of Nursing Clinical	0.00	0.00	0.00	NG
HSC2051	Nutrition in Health & Disease	4.50	4.50	18.00	A	NSG3213L	Fundamentals of Nursing Lab	0.00	0.00	0.00	NG
<b>Attempted/Earned</b>						<b>Attempted/Earned</b>					
<b>Term GPA:</b>	4.00	<b>Term: Credits</b>	13.00 / 13.00	<b>Term Qual Pts:</b>	52.00	<b>Term GPA:</b>	3.26	<b>Term: Credits</b>	19.00 / 19.00	<b>Term Qual Pts:</b>	62.00
<b>Cum GPA:</b>	4.00	<b>Cum: Credits</b>	98.00 / 86.00	<b>Cum Qual Pts:</b>	176.00	<b>Cum GPA:</b>	3.78	<b>Cum: Credits</b>	135.50 / 123.50	<b>Cum Qual Pts:</b>	308.00
<b>Term: 201935 Summer Mid 2019</b>						<b>Term: 202020 Spring 2020</b>					
Associate of Science - AS Health Science (Pre-Nursing)						Bachelor of Science - BS Nursing					
HUM2001	Critical Thinking	4.50	4.50	18.00	A	NSG3313	Adult Health Nursing I	7.00	7.00	21.00	B
<b>Attempted/Earned</b>						<b>Attempted/Earned</b>					
<b>Term GPA:</b>	4.00	<b>Term: Credits</b>	4.50 / 4.50	<b>Term Qual Pts:</b>	18.00	<b>Term GPA:</b>	3.24	<b>Term: Credits</b>	17.00 / 17.00	<b>Term Qual Pts:</b>	55.00
<b>Cum GPA:</b>	4.00	<b>Cum: Credits</b>	102.50 / 90.50	<b>Cum Qual Pts:</b>	194.00	<b>Cum GPA:</b>	3.69	<b>Cum: Credits</b>	152.50 / 140.50	<b>Cum Qual Pts:</b>	363.00
<b>Term: 201940 Fall 2019</b>						<b>Term: 202020 Spring 2020</b>					
Bachelor of Science - BS Nursing						Bachelor of Science - BS Nursing					
NSG3113	Patho for Nurses	4.00	4.00	12.00	B	NSG3313C	Adult Health I Clinical	0.00	0.00	0.00	NG
NSG3113L	Physical Assessment Lab	0.00	0.00	0.00	NG	NSG3332	Maternal-Infant Nursing Care	6.00	6.00	18.00	B
<b>Attempted/Earned</b>						<b>Attempted/Earned</b>					
<b>Term GPA:</b>	4.00	<b>Term: Credits</b>	4.50 / 4.50	<b>Term Qual Pts:</b>	18.00	<b>Term GPA:</b>	3.24	<b>Term: Credits</b>	17.00 / 17.00	<b>Term Qual Pts:</b>	55.00
<b>Cum GPA:</b>	4.00	<b>Cum: Credits</b>	102.50 / 90.50	<b>Cum Qual Pts:</b>	194.00	<b>Cum GPA:</b>	3.69	<b>Cum: Credits</b>	152.50 / 140.50	<b>Cum Qual Pts:</b>	363.00

\*\* Indicates Retaken Course  
R\* Indicates Retaken Override  
# Indicates Pass/Fail Course



3904 Lonas Drive  
Knoxville, TN 37909  
[www.south.edu](http://www.south.edu)

Student: [redacted] Student ID: [redacted] DOB: 2/17 Original Start Date: 6/29/2018 Student GPA: 3.62

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
<b>Term: 202030 Summer 2020</b>					
Bachelor of Science - BS Nursing					
			7/8/2020	9/17/2020	
NSG4413	Adult Health Nursing II	7.00	7.00	21.00	B
NSG4432	Pediatric Nursing Care	6.00	6.00	18.00	B
NSG4452	Policy & Politics in Nursing	3.00	3.00	12.00	A
<b>Attempted/Earned</b>					
Term GPA:	3.19	Term: Credits	16.00 / 16.00	Term Qual Pts:	51.00
Cum GPA:	3.62	Cum: Credits	168.50 / 156.50	Cum Qual Pts:	414.00
<b>Term: 202040 Fall 2020</b>					
Bachelor of Science - BS Nursing					
			9/30/2020	12/11/2020	
NSG4513	Adult Health Nursing III	7.00	7.00	21.00	B
NSG4533	Community Nursing	5.00	5.00	20.00	A
NSG4552	Nursing Mgt & Leadership	3.00	3.00	9.00	B
<b>Attempted/Earned</b>					
Term GPA:	3.33	Term: Credits	15.00 / 15.00	Term Qual Pts:	50.00
Cum GPA:	3.58	Cum: Credits	183.50 / 171.50	Cum Qual Pts:	464.00
<b>Term: 202110 Winter 2021</b>					
Bachelor of Science - BS Nursing					
			1/13/2021	3/25/2021	
NSG4613	Adult Health Practicum	5.00	5.00	20.00	A
NSG4633	Transition to Prof Practice	7.00	7.00	28.00	A
<b>Attempted/Earned</b>					
Term GPA:	4.00	Term: Credits	12.00 / 12.00	Term Qual Pts:	48.00
Cum GPA:	3.62	Cum: Credits	195.50 / 183.50	Cum Qual Pts:	512.00

**AS Health Science (Pre-Nursing)**

Enrollment #: BA18045092 GPA: 4.00  
 Status: Transfer To Other LDA: 6/5/2019  
 Start Date: 6/29/2018  
 Concentrations:  
 Honors:

**AS Health Science (Pre-Nursing)**

Enrollment #: BA19061961 GPA: 4.00  
 Status: Transfer To Other LDA: 8/25/2019  
 Start Date: 6/28/2019  
 Concentrations:  
 Honors:

**BS Nursing**

Enrollment #: BA19094274 GPA: 3.62  
 Status: Graduate Grad Date: 3/25/2021  
 Start Date: 10/2/2019  
 Concentrations:  
 Honors: Cum Laude

Credential Awarded: Bachelor of Science - BS Nursing

Date Awarded: 3/25/2021 Date Cleared: 3/25/2021

\*\*\* End of Transcript \*\*\*

Authorized Signature

Date

\*\* Indicates Retaken Course  
 R\* Indicates Repeated Course  
 # Indicates Pass/Fail Course



THE WORDS "SOUTH COLLEGE" AND "VOID" APPEAR WHEN PHOTOCOPIED



EXPLANATORY LEGEND AND AUTHENTICITY CONFIRMATION ON REVERSE

MISUSE OF THIS TRANSCRIPT MAY RESULT IN PROSECUTION

## **BOARD FOR PROPRIETARY EDUCATION**

Wednesday, December 1, 2021

### **DECISION ITEM B:**

### **Revise the Board for Proprietary Education Fee Schedule**

#### **Staff Recommendation**

That the Board for Proprietary Education (BPE) approve the fee schedule in accordance with the background discussion in this agenda item and the fee schedule to be distributed.

#### **Background**

The fee schedule needs to be revised so that adequate revenue can be generated to support external reviews of audited financial statements for BPE authorized institutions. As the authorizing Board, BPE has oversight responsibility to monitor the financial health of authorized institutions, which has been emphasized by the Board on numerous occasions.

To accomplish this objective, audited financials need to be reviewed by qualified accounting professionals. Earlier this year, the Commission consulted with a financial firm to review a selected number of institutional financials. The results of these reviews, along with the underlying methodology, were discussed at the September Board meeting. For this process to continue, additional funding will need to be generated.

BPE was established in 2012 with the split of the predecessor agency, the Commission on Proprietary Education (COPE). Credit-bearing, degree granting institutions with or seeking accreditation recognized by the U.S. Department of Education became the responsibility of BPE. The current fee schedule was inherited in 2012 from the predecessor agency (COPE); the current fee schedule was established by COPE in 2010.

The need to raise fees is underscored by two additional considerations: there are fewer for-profit institutions now than when BPE was created and there is less revenue collected from distance education providers since the State Authorization Reciprocity Agreement (SARA) was created and Indiana became the first state to join in February 2014.

#### **Supporting Document**

Fee Schedule

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**BOARD FOR PROPRIETARY EDUCATION**

Wednesday, December 1, 2021

**INFORMATION ITEM A:**

**Calendar of Tentative Meeting Dates of the Board**

**Staff Recommendation**

For information only.

**Background**

The following is a tentative schedule of dates for the 2022 Board for Proprietary Education Business Meetings:

Tuesday, March 8, 2022	10:00 am - 12:30 pm
Tuesday, June 7, 2022	10:00 am - 12:30 pm
Wednesday, September 14, 2022	10:00 am - 12:30 pm
Tuesday, December 6, 2022	10:00 am - 12:30 pm

**Supporting Documents**

None.