



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Wednesday, September 14, 2022

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

www.in.gov/bpe

AGENDA

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

September 14, 2022
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

Join on your computer or mobile app

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Or call in (audio only)

[+1 317-552-1674](#), Phone Conference ID: 917 731 559#

- I. **Call to Order – 10:00 A.M. (Eastern)**
 - Roll Call of Members and Determination of Quorum**
 - Executive Director’s Report**
 - Consideration of the Minutes of the June 1, 2022 Board Meeting..... 1**

- II. **Decision Items**
 - A. Academic Degree Programs
 - 1. Columbia College: Programs to be Offered at Grissom Air Reserve Base and Via Distance..... 5
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- III. **INFORMATION ITEM**
 - OLD BUSINESS**
 - NEW BUSINESS**
 - ADJOURNMENT**

The next meeting of the Board is tentatively scheduled for **December 1, 2022, in Indianapolis, Indiana.**

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Wednesday, June 1, 2022

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 300, Kent Weldon Board Room, with Chairman Sauer presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Scott Bogan, Rod Haywood, Jr., Ken Konesco (virtual), Jean Putnam, and Ken Sauer, Ph.D.

Members Absent: Anne Shane

Guests: Rob Boone, Thomas Brouwer (virtual), Jessica Deaton, Kellee Harney, Brandi London, June McElroy (virtual), Cathy McKay, Ph.D. (virtual), Victoria Steel, Ph.D. (virtual), and Heidi Wilkes, Ph.D. (virtual)

It was determined that there was a quorum for the June 1, 2022, Board meeting.

CONSIDERATION OF THE MINUTES OF THE MARCH 8, 2022 BOARD MEETING

R-22-06.01 **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the March 8, 2022 regular meeting
(Motion – Konesco, second – Haywood, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Ken Sauer, Ph.D. began by welcoming Commissioner Lowery to the Board for Proprietary Education business meeting.

The Commission previously hired Plante Moran to do a financial analysis of BPE authorized schools on a consulting basis. The staff had wanted to continue the arrangement, however a Request for Proposal (RFP) was required. The RFP would be issued soon, and then in keeping with the quick timetable, bids would be received, and a contract awarded. The fees assessed by BPE were raised by the Board in March in order to pay for future in-depth reviews of institutional financial stability. As the fees are collected over time, this will in turn provide the funding for further financial reviews. It was noted that the fees assessed by the Board remain low in comparison to surrounding states.

The Board had approved a policy that required programs with no enrollment in two years to be retired. The BPE Planning Committee would meet in the future to examine the policy and consider graduate pass rates on exams that are required for licensure. The Planning Committee would also consider incorporating institutional financial health in drafting new policies.

III. TIME-SENSITIVE ACTION ITEM

A. Initial Institutional Authorization

1. Initial Institutional Authorization of Columbia College at Grissom Air Reserve Base.

Representing Columbia College were: Rob Boone, Associate Vice for CC Global - CC Global Military; June McElroy, Compliance Officer; and Victoria Steel, Director of Institutional Compliance.

Ross Miller presented the staff report recommending that Columbia College be granted institutional authorization at one location.

R-22-06.02 **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Haywood, second – Konesco, unanimously approved)

2. Initial Institutional Authorization of Hardon Educational Institute, and a Certificate in Practical Nursing to be offered by the institution.

Representing Stellar Career College were: Kellee Harney, Chief Operations Officer; and Brandi London, Chief Education Officer.

Ross Miller presented the staff report recommending that Hardon Educational Institute be granted institutional authorization and approval to offer a certificate program at one location.

R-22-06.03 **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 – Putnam, unanimously approved)

B. Academic Degree Programs

1. Bachelor of Arts in Education Studies and Bachelor of Arts in Professional Studies to be offered by American College of Education.

Representing American College of Education: Thomas Brouwer, Director of Regulatory Affairs and Compliance; Cathy McKay, Department Chair of Professional Educational Studies; and Heidi Wilkes, Chief Academic Officer and Provost.

Ross Miller presented the staff report recommending that American College of Education be granted approval to offer two baccalaureate degree programs.

R-22-06.04

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 – Bogan, second – Kenesco, unanimously approved)

**IV. DECISION ITEM
INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS**

There was none.

VI. ADJOURNMENT

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

Dr. Ken Sauer, Chairman

Date

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BOARD FOR PROPRIETARY EDUCATION

Wednesday, September 14, 2022

DECISION ITEM A-1:

Columbia 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 General Studies and Bachelor of General Studies in accordance with the background discussion of this agenda item and the New Program Proposals.

Background

Degree Program Profiles

*Associate of
General Studies at
Grissom Air Reserve Base or Distance Education*

This program consists of 60 semester credit hours, with zero percent of the courses in the specialty. The program offers nine general education goals: Ethical Reasoning, Civic Engagement, Creative Thinking and Experience, Global Awareness, Environmental Stewardship, Human Experience, Communication Competence, Reasoning in Natural Science, and Mathematical Reasoning. Students choose one course from six of the general education goals core courses. Students choose 29-33 course hours from all 9 general education goals core or elective courses. All students must also complete three courses: General Education Foundation Seminar, First-Year Writing Seminar, and Associates Capstone. Students may complete the entire program via distance education.

The program faculty consists of seven individuals, of whom two are full-time and the remaining five are part-time. Of the seven individuals, four have a doctoral degree, and three have a master's degree.

*Bachelor of
General Studies at
Grissom Air Reserve Base or Distance Education*

This program consists of 120 semester credit hours, with zero percent of the courses in the specialty. The program offers nine general education goals: Ethical Reasoning, Civic Engagement, Creative Thinking and Experience, Global Awareness, Environmental Stewardship, Human Experience, Communication Competence, Reasoning in Natural Science, and Mathematical Reasoning. Students complete 30-32 semester credit hours from courses among the nine general education goal areas core courses. Students choose nine semester credit hours from any of the nine general education goal areas core or elective courses. All students must also complete four courses: General Education Foundation Seminar, First-Year Writing Seminar, Bachelor's of General Studies Capstone or Senior Seminar, and Ethics or an Ethics course specific to the minor.

The program faculty consists of 13 individuals, of whom two are full-time and the remaining 11 individuals are part-time. Of the 13 individuals, six have a doctoral degree, one has an education specialist degree, and six have a master's degree.

Supporting Documents

New Program Proposal Forms

Institutional Profile for Columbia College

Background Columbia College was granted BPE authorization in March of this year. The institution began as Christian College in 1851. In 1970 the institution adopted the current name. In addition to Columbia College, the institution is also known as Columbia College of Missouri. Upon establishment the institution had an agreement with the Disciples of Christ church. The association with Disciples of Christ church continues to this day with the church giving student scholarships.

Institutional Control Private, not-for-profit institution.

Institutional Accreditation The institution is accredited by the Higher Learning Commission (HLC). The accreditor originally granted status in January 1918. More recently accreditation was reaffirmed in 2013. The standard HLC accreditation extends for a decade. A comprehensive evaluation will occur in March 2023. The next reaffirmation of accreditation is to be decided in April 2023.

In February 2016, the Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted programmatic accreditation for the Bachelor of Science (B.S.) in Nursing.

Participation in NC-SARA Columbia College has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since February 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, Columbia College participates in six Missouri state student financial aid programs. The institution also has agreements with the State of Florida for two student financial aid programs.

Campuses The HLC accredits the main Columbia College at Columbia, Missouri. In addition, HLC accredits additional locations in Alabama, California, Colorado, Florida, Georgia, Hawaii, Illinois, Missouri, North Dakota, Oklahoma, South Dakota, Texas, Utah, and Washington under the main campus.

The institution has been approved to offer education at military installations since 1973. Currently the institution offers programs at 20 military installations (airfields, arsenals, forts, and posts) in the US and Guantanamo Bay, Cuba.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 8,347 students in the fall of 2020 at Columbia College at Columbia, Missouri. NCES lists the Columbia, Missouri institution as the parent to 41 related institutions.

Programs The institution offers programs at the certificate, associate's, baccalaureate, and master's levels. Programs offered at various campuses range from a Certificate in Certified Medical Assistant, Certificate in Management, Certificate in Digital Marketing, Certificate in Crime Scene Investigation, Associate of Science (A.S.) in Business Administration, A.S. in Computer Information Systems, A.S. in Pre-Nursing Science, Bachelor of Science (B.S.) in Accounting, B.S. in Finance, B.S. in Organizational Leadership, Master of Arts (M.A.) in Teaching, to a Master of Business Administration (M.B.A.).

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending June 30, 2021, the institution had an unpublished FRCS of 3.0.

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

Associate in General Studies
To Be Offered by Columbia College at
Columbia College-Grissom ARB

Degree Award Level²: Associate

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

Career Relevant/Out-of-Classroom Experiences⁴: N/A

Suggested CIP Code⁵ for Program: 24.0102

Name of Person Preparing this Form: Victoria Steel, Director of Institutional Compliance

Telephone Number and Email Address: (573) 875-7792; email: vsteel@ccis.edu

Date the Form was Prepared (Use date last revised): August 19, 2022



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

Response: The Associate in General Studies degree demonstrates that you have the knowledge and skills needed to thrive in the 21st century – and that you have the self-discipline and organizational abilities to succeed in the workplace. Because you have determined the focus of your studies, you can tailor your education to your long-term career goals.

The Associates in General Studies introduces students to the creative and critical thinking skills to meet their professional and personal goals. In addition to the core components of the General Education Program, students completing an Associates in General Studies work with their academic advisor to choose additional coursework to develop an individualized degree focused on their interests as well as preparing them to:

1. Communicate clearly and effectively in both written and oral forms.
2. Explain situations that involve their roles as responsible citizens, environmental stewards, and ethical people.
3. Identify diverse aspects of the human experience especially as presented in creative works.
4. Apply scientific principles and mathematical models to answer questions.

¹“Program” refers to a certificate or degree that will be listed in the Commission’s Academic Program Inventory (API); the term does not include majors, tracks, specializations, or options, which should be listed in the program proposal (see Glossary, under development).

Follow this format: [degree designation] in [field of study], e.g. A.S. in Nursing or B.S. in Business Administration.

¹ [Degree Award Level Definitions adapted from National Center for Education Statistics](#)

¹For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

¹ Co-ops, internships, clinicals, practica, capstone projects, employer critiques, study abroad

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

Total Course Hours: 60 Check one: Quarter Hours _____
 Semester Hours X
 Clock Hours _____

Tuition: \$22,500.00 Length of Program: 2 years

Special Fees: 0.00

| SPECIALTY COURSES: | | |
|---|---|---------------------|
| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
| N/A | N/A | N/A |
| GENERAL EDUCATION / LIBERAL ARTS COURSES: | | |
| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
| Overall Program Requirements: | Students are required to take the following three (3) courses | 9 |
| COLL 133 | General Education Foundation Seminar | 3 |
| ENGL 133W | First-Year Writing Seminar | 3 |
| COLL 285 | Associates Capstone | 3 |
| AGS DEGREE COURSES | | |
| AGS Degree Core: (See table below) | Students select one (1) course from six (6) of the college's nine (9) General Education Goal areas. | 18-22 |
| AGS Degree Electives: (See table below) | In consultation with their academic adviser, students select courses from across the nine (9) different General Education Goal areas. | 29-33 |
| | <p style="text-align: right;">Total Hours: (minimum)</p> <p>The total reflects the minimum number of hours to obtain an associate degree. Some courses may fulfill more than one requirement block. Students work with an academic advisor to support a specific degree path.</p> <p>Transfer Credit Hours: Per college policy, a minimum of 15 semester hours in residency must be completed for an associate degree. Prior courses transfer toward credit for this program if they meet requirements. This degree offers students the greatest flexibility in transferability of prior credit.</p> | 60 |

| GE Degree Course Options | | |
|---------------------------------|---|---|
| Ethical Reasoning Goal | | |
| GE Degree Core Options: | | |
| CJAD 345 | Ethics and Morality in Criminal Justice | 3 |
| EDUC 200 | Law, Ethics, and Education | 3 |
| HUMS 330 | Ethics in the Human Service Profession | 3 |
| PHIL 332 | Environmental Ethics | 3 |

| | | |
|---|---|---|
| MGMT 368W | Business Ethics | 3 |
| PHIL 330 | Ethics | 3 |
| PHIL 460 | Biomedical Ethics | 3 |
| SOCI 101 | Social Justice | 3 |
| | <u>GE Degree Elective Options:</u> | |
| COMM 227 | News Literacy | 3 |
| COMM 323W | Argumentation and Debate | 3 |
| ENGL 237W | Writing Right and Wrong: Ethical Issues in Literature | 3 |
| HUMS 365/ SOCI 365 | American Social Policy | 3 |
| PHIL 358 | Existentialism | 3 |
| SOCI 218 | Social Deviance | 3 |
| SOCI 210/ WMST 210 | The Sociology of Gender | 3 |
| <u>Civic Engagement Goal</u> | | |
| | <u>GE Degree Core Options:</u> | |
| HIST 121 | American History to 1877 | 3 |
| HIST 122 | American History Since 1877 | 3 |
| POSC 111 | American National Government | 3 |
| | <u>GE Degree Elective Options:</u> | |
| ANTH 270/ SOCI 270 | Diversity and Society | 3 |
| ECON 293 | Macroeconomics | 3 |
| HIST 318W | The U.S. and the Vietnam War | 3 |
| HIST 334W | The European Enlightenment | 3 |
| HIST 342W | American Civil War | 3 |
| HIST 350W | American Revolution | 3 |
| HIST 353W | Missouri History | 3 |
| HIST 360W | The History of Immigration in the United States | 3 |
| HIST 370W | American Military History | 3 |
| HIST 372W | Native American History | 3 |
| HIST 374W | African American History | 3 |
| HIST 373W/ WMST 373W | Women and Gender in American History | 3 |
| PHIL 323 | Marx and Marxism | 3 |
| POSC 215 | State and Local Government | 3 |
| POSC 340 | The American Justice System | 3 |
| POSC 350 | Congressional Politics | 3 |
| POSC 361 | American Political Parties | 3 |
| SOCI 216 | American Social Problems | 3 |
| SOCI 375/ AMST 375 | Social Movements | 3 |
| <u>Creative Thinking and Experience Goal</u> | | |
| | <u>GE Degree Core Options:</u> | |
| ARTS 105 | Art Appreciation | 3 |
| ENGL 207W | Introduction to Creative Writing I – Multigenre | 3 |
| MUSI 120 | Music and the Human Experience | 3 |
| | <u>GE Degree Elective Options:</u> | |
| ARTS 255 | Digital Photography | 3 |
| ARTS 271 | Ceramics I | 3 |
| ARTS 317 | Web Design I | 3 |

| | | |
|--|--|---|
| COMM 220W | Introduction to Theater | 3 |
| COMM 360W | Oral Interpretation of Literature | 3 |
| COMM 380W | Performance Studies | 3 |
| COMM 304W | Introduction to Screenwriting | 3 |
| EDUC 335 | Teaching Creative Arts and Movement to Children | 3 |
| ENGL 210W | Introduction to Fiction | 3 |
| ENGL 211W | Introduction to Poetry | 3 |
| ENGL 212W | Introduction to Drama | 3 |
| Global Awareness Goal | | |
| | <u>GE Degree Core Options:</u> | |
| ANTH 112/ SOCI 112 | General Anthropology | 3 |
| ARTS 111 | Art and Ideas I | 3 |
| EAPP 110 | Exploring U.S. Culture (International Students Only) | 3 |
| ENGL 264W | World Literature II | 3 |
| HIST 111 | World History to 1500 | 3 |
| HIST 112 | Making the Modern World | 3 |
| POSC 250 | Comparative Politics | 3 |
| | <u>GE Degree Elective Options:</u> | |
| ANTH 319W/ HIST 319W | History of the Modern Middle East | 3 |
| HIST 332W | Two European Renaissances, 1095-1527 | 3 |
| ANTH 339W/ HIST 339W | History of Modern Africa | 3 |
| ANTH 212/ SOCI 212 | Culture in the World | 3 |
| ANTH 412/ SOCI 412 | Slavery and Human Trafficking: Past and Present | 3 |
| ANTH 336/ SOCI 336/ WMST 336 | Gender and Globalization | 3 |
| COMM 303W | Intercultural Communication | 3 |
| COMM 337W | World Cinema | 3 |
| ENGL 263W | World Literature I | 3 |
| HIST 300W | The World Since 1945 | 3 |
| HIST 304W | History of Latin America | 3 |
| HIST 347W | World War I | 3 |
| HIST 348W | World War II | 3 |
| HIST 322W/ WMST 332W | Women and Gender in World History | 3 |
| NURS 415 | Cultural Awareness in Nursing Practice | 3 |
| MGMT 338 | International Business | 3 |
| MUSI 220W | Exploring the Music of World Cultures | 3 |
| POSC 292 | International Relations | 3 |
| POSC 321 | Politics of Developing Nations | 3 |
| POSC 353 | Asian Politics | 3 |
| POSC 331 | European Politics | 3 |
| Environmental Stewardship Goals | | |
| | <u>GE Degree Core Options:</u> | |
| GEOG 101 | Introduction to Geography | 3 |
| BIOL 115/ ENVS 115 | Introduction to Environmental Science | 3 |

| | | |
|---|---|---|
| ENGL 267W/ ENVS 267W | Literature and Ecological Balance | 3 |
| | <i>GE Degree Elective Options:</i> | |
| ANTH 345/ SOCI 345 | Environment and Society | 3 |
| BIOL 222/ ENVS 222 | Conservation Biology | 3 |
| ENVS 251/ GEOG 251 | Resource Management | 3 |
| ENVS 352W/ HIST 352W | American Environmental History | 3 |
| SOCI 401W | The City | 3 |
| <u>Human Experience Goal</u> | | |
| | <i>GE Degree Core Options:</i> | |
| PHIL 101 | Introduction to Philosophy | 3 |
| PSYC 101 | General Psychology | 3 |
| RELI 101 | Religion and Human Experience | 3 |
| SOCI 111 | General Sociology | 3 |
| | <i>GE Degree Elective Options:</i> | |
| ANTH 341/ SOCI 341 | Religion and Society | 3 |
| ENGL 231W | British Literature I | 3 |
| ENGL 232W | British Literature II | 3 |
| ENGL 241W | American Literature I | 3 |
| ENGL 242W | American Literature II | 3 |
| ENGL 255W | Women and Literature | 3 |
| PHIL 321 | Ancient Philosophy | 3 |
| PHIL 322 | Modern Philosophy | 3 |
| PHIL 202/ RELI 202 | Asian Philosophy and Religion | 3 |
| PSYC 270 | Psychology of Emotion | 3 |
| PSYC 235/ SOCI 235 | Social Psychology | 3 |
| PSYC 385/ SOCI 385 | Human Sexuality | 3 |
| RELI 201 | Religious Classic Texts | 3 |
| <u>Communication Competence Goal</u> | | |
| | <i>GE Degree Core Options:</i> | |
| COMM 110 | Introduction to Speech | 3 |
| | <i>GE Degree Elective Options:</i> | |
| ANTH 381/ SOCI 381 | Music and Society | 3 |
| COMM 203 | Understanding Human Communication | 3 |
| COMM 217 | Food Communication | 3 |
| COMM 224 | Film History and Analysis | 3 |
| COMM 298W | Nonverbal Communication | 3 |
| COMM 344 | Visual Communication and Cultural | 3 |
| COMM 354 | Social Media and Virtual Communities | 3 |
| COMM 343W/ WMST 343 | Gender Communication | 3 |
| EDUC 300 | Techniques of Teaching | 3 |
| ENGL 204W | Technical Writing | 3 |
| MGMT 254W | Business Communication | 3 |
| SOCI 388W/ WMST 388W | Fashion and Society | 3 |

| Reasoning in Natural Science | | |
|--|--|---|
| | <i>GE Degree Core Options:</i> | |
| BIOL 108 | Human Biology and | 3 |
| BIOL 108L | Human Biology Laboratory or | 2 |
| BIOL 110 | Principles of Biology I and | 3 |
| BIOL 110L | Principles of Biology I Laboratory or | 2 |
| BIOL 105 | Essentials of Science or | 3 |
| CHEM 105 | Essentials of Science or | 3 |
| ENVS 105 | Essentials of Science or | 3 |
| CHEM 109 | Chemistry for Biological and Health-Related Sciences or | 3 |
| CHEM 110 | Chemistry I and | 3 |
| CHEM 111L | Introductory Chemistry Laboratory Experience or | 2 |
| CHEM 108 | Physical Science Survey and | 3 |
| CHEM 108L | Physical Science Survey Laboratory or | 2 |
| PHYS 108 | Physical Science Survey and | 3 |
| PHYS 108L | Physical Science Survey Laboratory or | 2 |
| FRSC 100 | Reasoning in Forensic Science or | 3 |
| GEOL 110 | Introduction to Physical Geology and | 3 |
| GEOL 110L | Introduction to Physical Geology or | 2 |
| PHYS 111 | College Physics I and | 3 |
| PHYS 111L | Physics I Laboratory | 2 |
| | <i>GE Degree Elective Options:</i> | |
| NURS 311 | Pathophysiology | 3 |
| NURS 312 | Principles and Applications of Human Nutrition | 3 |
| Mathematical Reasoning Goal (9) | | |
| | <i>GE Degree Core Options:</i> | |
| MATH 110 | Quantitative Reasoning | 3 |
| MATH 150 | College Algebra | 3 |
| MATH 201 | Calculus and Analytic Geometry | 3 |
| MATH 250 | Statistics I | 3 |
| | <i>GE Degree Elective Options:</i> | |
| BIOL 224/ PSYC 224/ SOCI 224 | Statistics for the Behavioral and Natural Sciences | 3 |
| MATH 215 | Differential Calculus | 3 |
| PHIL 210 | Logic and Critical Thinking | 3 |

| | | | |
|--|-----------------|-------------|------|
| Number of Credit/Clock Hrs. in Specialty Courses: | N/A | Percentage: | N/A |
| Number of Credit/Clock Hrs. in General Courses: | 60 credit hours | Percentage: | 100% |
| If applicable: Number of Credit/Clock Hrs. in Liberal Arts: | N/A | Percentage: | N/A |

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

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

Response: The Columbia College J.W. and Lois Stafford Library is located at the main campus and includes extensive electronic reference and research sources in support of the college’s academic curriculum. Stafford Library serves as the primary library for all students, faculty and staff from all locations through the library’s web site at <http://library.ccis.edu>. Librarians are available to answer questions via email, chat, text or phone during library hours to assist with research.

Hours (Central time) Fall, Spring & Summer Sessions

| | |
|-------------------|------------------------|
| Monday – Thursday | 8:00 a.m. – 10:00 p.m. |
| Friday | 8:00 a.m. – 5:00 p.m. |
| Saturday | Closed |
| Sunday | 2:00 p.m. – 10:00 p.m. |
| Total hours/week | 73 |

Number of full-time and part-time librarian staff:

Response: Full-time: 6 Part-time: 2

b. Number of volumes of professional material:

Response: 60,380 physical volumes and 272,479 e-Texts available digitally

c. Number of professional periodicals subscribed to:

Response: 45 print periodicals and access 50,000 digital journals through databases and other packages

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

| | |
|--|---|
| Peru Public Library 102 E Main St. Peru, IN 46970 9.2 miles from Base | Walton Tipton Township Library 110 N Main St. Walton, IN 46994 7.4 miles from Base |
| Jay St. Tiny Library 1610 N Jay St. Kokomo, IN 46901 13.4 miles from Base | Galveston Public Library 304 E. Jackson St. Galveston, IN 46932 10.3 miles from Base |

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

Columbia College requires instructors to have at least a master's degree from a regionally accredited institution in the subject taught, with relevant coursework and or professional experience directly related to the course. In exceptional circumstances, special certification or extraordinary work experience may compensate for the absence of certain academic credentials.

Each academic department has qualification guidelines for adjunct instructors. These guidelines are by no means all-inclusive, but some of them contain very specific guidance on qualifications. Faculty members will normally be allowed to teach no more than three 3-credit classes per eight-week session, as follows: Up to three (3) on-line courses, Up to two (2) online courses and one (1) in-seat course, One (1) online course and up to two (2) in-seat courses.

Columbia College permits students the flexibly to take courses through multiple instructional modalities as they complete their degrees. Columbia College's online degree programs can be completed 100% online. At their location, students can enroll in synchronous courses offered in a traditional classroom format, or in an onsite virtual education classroom, as meets their needs.

- **Virtual Education** – the student interacts with the instructor and other students synchronously using Zoom.
- **Onsite Virtual Classroom**– students gather at a College location at specific times on a regular schedule for the required credit hour contact time. The instructor is at a separate location.
- **Online** – the course does not have specific meeting times. The course is completed asynchronously without specific meeting times.

The college is in the process of hiring faculty for the Grissom AFB location, below is an example of faculty teaching at other Columbia College locations and faculty teaching online.

| | | | | | |
|---|---|-------------------|---|-------------------|---|
| Total # of Faculty in the Program: | 7 | Full-time: | 2 | Part-time: | 5 |
| Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.) | | | | | |

| List Faculty Names (Alphabetical Order) | Degree or Diploma Earned(M.S. in Mathematics) | # Years of Working Experience in Specialty | # Years Teaching at Your School | # Years Teaching at Other College | Check one: | |
|--|--|--|---------------------------------|-----------------------------------|------------|-----------|
| | | | | | Full-time | Part-time |
| Clevenger, Kristina | Ph. D. in Educational Psychology | 26 | 15 | 17 | X | |
| Darnell, Amy | Ph.D. in Speech Communication | 25 | 17 | 21 | X | |
| Iommetti, Charna | M. S. in Psychology ABD, M.A. in Sociology | 25 | 4 | 25 | | X |
| Khalifa, Khaled Mohamed | Master of Urban and Regional Planning M.A. in Sociology | 34 | 8 | | | X |
| Mougette, Jessica | M. A. in Speech Communication | 17 | 12 | 15 | | X |
| Nunn, April | Ph.D. in Education, Higher Education Administration M.A. in Communication | 23 | 21 | 23 | | X |
| Ybarra, Christine | J.D. | 12 | 1 | 12 | | X |
| | | | | | | |
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| | | | | | | |

5. Rationale for the Program

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

- Why is the institution proposing this program and how does it build upon institutional strengths?

Response: Columbia College has a long and distinguished history in serving military students. In 1973, at the request of the military, Columbia College became one of the first colleges in the country with extended venues on military bases. Today, we continue to educate service members, veterans and military families online and at more than 30 venues across the nation. While Columbia College is a leader in online education, (which supports our military students wherever their service takes them), the college maintains and actively develops a network of physical locations on military installations. These locations allow additional face-to-face services and classes, that enhance student success. The proposed location at Grissom ARB affords the college the ability to support Airmen (and their families) from over 32 different states, and will be our first physical location in Indiana.

Two of the first programs to be offered at our proposed Grissom ARB location are the Associate in General Studies and the Bachelor of General Studies. These interdisciplinary degree programs have proven to be invaluable in supporting military-affiliated and working-adult students. Most of these students have collected credits from a variety of programs at a variety of institutions over a considerable period of time. The AGS and BGS curriculum allows students to make the most of their already-acquired credits and to complete their program from a wider selection of courses than a single discipline program. This flexibility provides students with a clearer path to graduation and in a program aligned with their career or life goals.

- How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

Response: Our new location supports our strategic goal of expanding our nationwide footprint and enhancing the student experience – particularly for our military and military affiliated (service members, veterans, and military families). The AGS and BGS programs have been proven to support these students. [Strategic Plan, 2016 - 2021 | Columbia College \(ccis.edu\)](https://www.ccis.edu/about/strategic-plan) [<https://www.ccis.edu/about/strategic-plan>]

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan [Reaching Higher In a State of Change](#)?

Response: Columbia College's Bachelor of General Studies and Associate in General Studies consistently rank as the highest choices for our military and working adult students looking to attain a degree. The collaborative nature of the program's curriculum, faculty, and advisors allows students to tailor their program toward their interests and professional goals. The program provides an achievable path to degree attainment by minimizing prior credit loss and streamlining credits to completion.

c. State Rationale: Equity-Related

- How does this program address the Equity section of [Reaching Higher In a State of Change](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

Response: As noted above, Columbia College’s Bachelor of General Studies and Associate in General Studies consistently rank as the highest choices for our military and working adult students looking to attain a degree. These students have diverse and varied experiences – personal or work-related relocations, economic stability, educational career disruptions – that lead to collections of credits with no clear path to a degree. For many, military or work advancement are tied to degree attainment, and for others additional educational options require the transfer of a complete degree (associate or bachelor level). These groups are well served by the flexibility of these programs.

d. Evidence of Labor Market Need

- National, State, or Regional Need
 - o Is the program serving a national, state, or regional labor market need? Please describe.

Response:

Program Name: General Studies
Academic Level: **Associate’s Degree**
CIP: 24.0102

Using the Quarterly Census of Employment and Wages (QCEW) from the Bureau of Labor Statistics (BLS) and the Bureau of Economic Analysis (BEA) from 2016-2021.

National – 6.87 million full- and part-time jobs requesting a bachelor’s degree from the occupations mapped to a General Studies CIP. Over this timeframe, roughly 910,000 jobs were open for hire each year.

Indiana – 124,592 full- and part-time jobs requesting a bachelor’s degree from the occupations mapped to a General Studies CIP. Over this timeframe, roughly 15,625 jobs were open for hire each year.

e. Placement of Graduates

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

Response: Students with a General Studies degree have employment in a variety of occupations including advertising, government services, marketing and non-profit advocacy. From the quarterly Census of Employment and Wages (QCEW) reports for 2016-2021, the top occupations that map to a General Studies program are:

- Retail Salespersons;
- General and Operations Managers;

- Customer Service Representatives;
- Secretaries and Administrative Assistants (Except Legal, and Medical);
- Sales Representatives, Wholesale and Manufacturing (Except Technical and Scientific Products);
- First-Line Supervisors of Office and Administrative Support Workers;
- Project Management Specialists and Business Operations Specialists (All Other);
- Personal Service Managers (All Other);
- Entertainment and Recreation Managers (Except Gambling);
- Managers (All Other); and
- Computer User Support Specialists.

The Associate and Bachelor degrees in General Studies allow students to develop a wide range of skills to suit their career goals and as such can be employed by several companies. The top 10 companies seeking employees that map to the target occupations and program are:

- Anthem Blue Cross;
- Lowe's;
- Robert Half;
- Randstad;
- Deloitte;
- Amazon;
- U.S. Bancorp;
- Verizon Communications;
- Accenture; and
- General Electric.

The top 10 companies in which graduates are working:

- U.S. Army;
- United States Navy;
- Amazon;
- United States Airforce;
- Walmart;
- United States Department of Veterans Affairs;
- Wells Fargo;
- Target;
- United States Marine Corps; and
- Verizon Communications.

- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Response: The program is not specifically a feeder for graduate programs.

f. Job Titles

- List specific job titles and broad job categories that would be appropriate for a graduate of

this program.

Response: Because General Studies is such a broad educational program, there are several occupations, and therefore, job titles. As this program is intended to allow undergraduate students to design an interdisciplinary curriculum around their academic interests, students are able to customize their learning around what interests them and utilize this program to prepare them for a multitude of opportunities upon graduation.

The top 10 job titles (based on the total number of unique job postings from March 2016 – February 2022), on a nationwide level, that map to the target occupations, program, and education levels are:

- Administrative Assistants;
- Project Managers;
- Customer Service Representatives;
- Account Executives;
- Program Managers;
- Account Managers;
- Human Resources Generalists;
- Executive Assistants;
- Controllers; and
- Sales Representatives.

This is not an exhaustive list, but does provide some insight into relevant job titles students could find themselves obtaining. Similarly, evaluating Student Profile Analytics, students receiving an associate's or bachelor's degree in a program within Liberal Arts and Sciences, General Studies and Humanities (CIP 24.01) and with additional training and education find themselves qualifying for various jobs including:

- Owners;
- Administrative Assistants;
- Teachers;
- Registered Nurses;
- Project Managers;
- Chief Executive Officers;
- Customer Service Representatives;
- Presidents;
- Sales Associates; and
- Account Managers.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

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

Response: Students completing this program will have the skills to:

- Communicate clearly and effectively in both written and oral forms.
- Explain situations that involve their roles as responsible citizens, environmental stewards, and ethical people.

- Identify diverse aspects of the human experience especially as presented in creative works.
- Apply scientific principles and mathematical models to answer questions.

b. Assessment

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

Response:

ETHICAL REASONING:

Students will critically explore and define ethical values as they relate to the individual and the contemporary world.

1. Describe multiple, relevant ethical perspectives/concepts, and identify one's own beliefs and values in relation to those frameworks.
2. Apply multiple, relevant ethical perspectives/concepts to a social or political problem, and evaluate the consequences of those applications.

CIVIC ENGAGEMENT:

Students will acquire foundational knowledge about political institutions and processes in the U.S. as well as their historical development. Students will understand the expectations of responsible citizenship for local and national contexts. Students will also understand the importance of personal and social well-being and engaged citizenship in a complex and changing world.

1. Identify key U.S. civic institutions and their historical development.
2. Describe structural and institutional factors which affect civic life.
3. Acquire knowledge from one's own academic studies and explain its connection to civic life, politics, and government in contemporary and historical contexts.
4. Participate in activities of personal and public concern that are beneficial to the individual, as well as the individual's local, national, or global communities.

CREATIVE THINKING AND EXPERIENCE:

Students will use the creative process to form thoughts and actions that enable discussion of existing knowledge and interpretation of experiences from perspectives other than their own.

1. Demonstrate creative practices and techniques.
2. Describe knowledge of the processes used in completion of creative works.
3. Express meaning and intent of creative works.

GLOBAL AWARENESS:

Students will acquire foundational knowledge about societies outside of the U.S. Students will learn to critically analyze complex global systems in their historical and contemporary contexts. They will critically understand cross-cultural practices and world-views and address global challenges through individual and collective action.

1. Demonstrate competency in describing the diversity of cultural practices, perspectives, and viewpoints of other peoples of the world.
2. Identify one's own cultural identity, norms, and biases in order to address social issues both historically and within contemporary contexts.

ENVIRONMENTAL STEWARDSHIP:

Students will comprehend environmental challenges facing the U.S. and other societies. Students will develop a greater understanding of the implications of their own actions for environmental sustainability.

1. Identify environmental challenges facing the U.S. and other societies.
2. Explain key relationships between human and natural processes and the implications of those relationships for the earth's sustainability through the study of empirical evidence.
3. Explain, develop, or engage in sustainability solutions at the campus or community-level.

HUMAN EXPERIENCE:

Students will demonstrate an understanding of the fundamental questions regarding reality, inquiry and knowledge, and the nature of human existence as well as the most plausible and compelling attempts to answer those questions by drawing upon diverse traditional and contemporary sources. They will appreciate and engage with the unifying attempts across epochs and cultures to locate and create meaning.

1. Demonstrate an understanding of the fundamental questions of reality, inquiry, knowledge, and the nature of human existence.
2. Utilize diverse traditional and contemporary sources to answer questions of reality, inquiry, knowledge, and the nature of human existence.
3. Demonstrate an appreciation for the unifying attempts across epochs and cultures to make human life meaningful.

COMMUNICATION COMPETENCE:

Students will communicate effectively through understanding multiple contexts, purposes, and audiences. They will communicate competently within the conventions of different academic fields. They will research for quality evidence and use it effectively in their work. They will communicate with integrity, clarity, and fluency.

1. Demonstrate foundational skills in written and oral communication.
2. Recognize and employ effective communication techniques to account for diverse contexts, purposes, audiences, and academic fields.
3. Identify and employ different forms of writing and speaking, including but not limited to argumentative, informative, professional, or creative modes.
4. Demonstrate effective techniques for locating, evaluating, selecting, and citing appropriate sources, information, and evidence.
5. Practice active listening and respectful responding.
6. Demonstrate skill in revising written and oral communication.

REASONING IN NATURAL SCIENCE:

Students will understand concepts related to natural science, including interpreting and drawing inferences from scientific results and models. They will generate, evaluate and interpret different types of data, and will use this knowledge to solve problems empirically in a variety of contexts.

1. Explain the basic facts, principles, theories, and history of modern science.
2. Describe the basic methods of experimental design and the scientific method.
3. Draw appropriate conclusions based on the analysis of different types of data and information, while recognizing the limits of this analysis.

MATHEMATICAL REASONING:

Students will be able to apply mathematical skills when solving real world problems. They will be able to create mathematical models for a variety of contexts based on data or other information and use them to make conclusions. They will summarize and analyze different types of data in order to answer questions and make predictions.

1. Explain information presented in mathematical forms such as equations, graphs, diagrams, tables, formulas, and words.
2. Convert data and relevant information into various mathematical forms such as equations, graphs, diagrams, tables, formulas, and words.
3. Make predications and draw appropriate conclusions based on the analysis of data or mathematical models and be able to explain the limitations of this analysis.

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

a. Federal Financial Responsibility Composite Score

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

Response: See Attachment

b. State Licensure

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

Response: Graduates of the Associate in General Studies do not need to be licensed by the State to practice their profession in Indiana.

- If so, please identify:

Response: N/A

- The specific license(s) needed:

Response: N/A

- The State agency issuing the license(s):

Response: N/A

a. Professional Certification

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

Response: N/A

- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?

Response: N/A

- If so, please identify
Response: N/A
- Each specific professional certification:
Response: N/A
- The national organization issuing each certification:
Response: N/A
- Please explain the rationale for choosing each professional certification:
Response: N/A
- Please identify the single course or a sequence of courses that lead to each professional certification?
Response: N/A

b. Professional Industry Standards/Best Practices

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
Response: N/A
- If so, please identify:
Response: N/A
- The specific professional industry standard(s) and/or best practice(s):
Response: N/A
- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
Response: N/A

c. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

Response: Columbia College's most recent reaffirmation of accreditation was in 2012-2013 by the Higher Learning Commission. **See Attachment**

- Reason for seeking accreditation.

Response: N/A

Specialized Program Accreditation

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

Response: N/A

- If so, please identify the specialized accrediting agency:

Response: N/A

d. 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:

Response: N/A

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

Response: N/A

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

Response: N/A

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

- a. Are all student transcripts in a digital format?

Response: Yes

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

Response: N/A

- What is the beginning year of digitized student transcripts?

Response: 1980

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

Response: No

- b. How are the digital student records stored?
Response: In a centralized student information system.
- Where is the computer server located?
Response: There is a server on the main campus in Columbia, MO and a backup server off-site.
 - What is the name of the system that stores the digital records?
Response: Ellucian Colleague
- c. Where are the paper student records located?
Response: N/A
- d. What is the beginning year of the institutional student record series?
Response: 1970's
- e. What is the estimated number of digital student records held by the institution?
Response: 99,000
- f. What is the estimated number of paper student records held by the institution?
Response: N/A
- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
Response: No
- If so, what is the most significant format?
Response: N/A
 - If so, what is the estimated number of student records maintained in that format?
Response: N/A
- h. Does the institution maintain a staff position that has overall responsibility and authority over student records?
Response: Yes
- If so, what is the name, title, and contact information for that individual?
Response: Jennifer Thorpe, Registrar, jcthorpe1@ccis.edu (573) 875-7668
- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?
Response: Parchment has access to our records to provide electronic transcripts to our students and alumni. They do not maintain or digitize records on our behalf.
- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?
Response: One per day; 5 per week

This Section Applies to All Institutions

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

Response: N/A

- l. What is the digital format of student transcripts?

Response: PDF

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

Response: No

- n. Attach a sample transcript specifically for the program being proposed as the last page of the program application.

9. Projected Headcount and FTE Enrollments and Degrees Conferred

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

Response:

1. All students will be military and enroll using Military Tuition Assistance (MTA).
2. Air Force MTA is limited to 18 credit hours per fiscal year (Oct to Sep). This means each student will take a maximum of 6 courses annually that will be covered by MTA.
3. Military students are unlikely to take more than 6 courses per year. Some will go FT, but only for 3 sessions. Some will mix it up, FT for one session, part-time for another.
4. The projections are based on students maximizing their MTA benefit.
5. No projections are made for civilian or veterans attending the location, though they will be eligible to do so.

| Projected Headcount and FTE Enrollments and Degrees Conferred | | | | | | | | | |
|---|-----------|--|--|--------|--------|--------|--------|--------|--|
| March 30, 2022 | | | | | | | | | |
| | | | | | | | | | |
| Institution/Location: Columbia College-Grissom ARB | | | | | | | | | |
| Program: Program Associate in General Studies | | | | | | | | | |
| | | | | | | | | | |
| | | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| | | | | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | |
| | | | | | | | | | |
| Enrollment Projections (Headcount) | | | | | | | | | |
| | Full-Time | | | 0 | 10 | 20 | 40 | 40 | |
| | Part-Time | | | 45 | 90 | 120 | 130 | 130 | |
| | | | | | | | | | |
| | Total | | | 45 | 100 | 140 | 170 | 170 | |
| Enrollment Projections (FTE*) | | | | | | | | | |
| | Full-Time | | | 0 | 10 | 20 | 40 | 40 | |
| | Part-Time | | | 15 | 30 | 40 | 42 | 42 | |
| | | | | | | | | | |
| | Total | | | 15 | 40 | 60 | 82 | 82 | |
| Degrees Conferred Projections | | | | | | | | | |
| | | | | 0 | 0 | 4 | 8 | 12 | |
| Degree Level: Associate CIP Code: - 24.0102; State - 000000 | | | | | | | | | |
| FTE Definitions: | | | | | | | | | |
| Undergraduate Level: 30 Semester Hrs. = 1 FTE | | | | | | | | | |
| Graduate Level: 24 Semester Hrs. = 1 FTE | | | | | | | | | |



DOB: 09/24/XXXX

| COURSE | Course Title | CRD | GRD |
|------------------------------------|-------------------------------|--------------------|-----|
| Other Noncourse Work | | 73.00 | |
| Transfer Credit: | | | |
| Strayer University M | 5632 | 15.00 | |
| | Term/Cum GPA 0.00/0.00 | Credit 88.00/88.00 | |
| 16/54 (02/27/2017 to 04/22/2017) | | | |
| HIST121 | AMERICAN HISTORY TO 1877 | 3.00 | B |
| | Term/Cum GPA 3.00/3.00 | Credit 3.00/91.00 | |
| 16/56 (06/26/2017 to 08/19/2017) | | | |
| ENGL112 | ENGLISH COMPOSITION II | 3.00 | B |
| HIST122 | AMERICAN HISTORY SINCE 1877 | 3.00 | B |
| | Term/Cum GPA 3.00/3.00 | Credit 6.00/97.00 | |
| 17FALL1 (08/28/2017 to 10/21/2017) | | | |
| BIOL108 | HUMAN BIOLOGY | 3.00 | B |
| ASTR108 | INTRODUCTION TO ASTRONOMY | 3.00 | B |
| | Term/Cum GPA 3.00/3.00 | Credit 6.00/103.00 | |
| 17FALL2 (10/23/2017 to 12/16/2017) | | | |
| ARTS105 | ART APPRECIATION | 3.00 | A |
| RELI101 | RELIGION AND HUMAN EXPERIENCE | 3.00 | B |
| | Term/Cum GPA 3.50/3.14 | Credit 6.00/109.00 | |
| 17SPRG1 (01/08/2018 to 03/03/2018) | | | |
| ANTH101 | *INTRODUCTION TO GEOGRAPHY | 3.00 | B |
| PHIL330 | ETHICS | 3.00 | B |
| | Term/Cum GPA 3.00/3.11 | Credit 6.00/115.00 | |
| 17SUMR2 (06/25/2018 to 08/18/2018) | | | |
| MECS101 | MIDDLE EAST CULTURE/SOCIETY I | 3.00 | A |
| | Term/Cum GPA 4.00/3.20 | Credit 3.00/118.00 | |

| COURSE | Course Title | CRD | GRD |
|------------------------------------|-------------------------------|--------------------|-----|
| 18FALL1 (08/27/2018 to 10/20/2018) | | | |
| MECS102 | MIDDLE EAST CULTUR/SOCIETY II | 3.00 | B |
| | Term/Cum GPA 3.00/3.18 | Credit 3.00/121.00 | |
| 18FALL2 (10/22/2018 to 12/15/2018) | | | |
| HIST294 | INTRO TO HISTORIAN'S CRAFT | 3.00 | B |
| | Term/Cum GPA 3.00/3.16 | Credit 3.00/124.00 | |
| 18SPRG1 (01/07/2019 to 03/02/2019) | | | |
| HIST322 | *WOMEN & GENDER IN WORLD HIST | 3.00 | B |
| | Term/Cum GPA 3.00/3.15 | Credit 3.00/127.00 | |

Degree.....: ASSOCIATE/GEN STUDIES

Received.....: 4/2018

Majors.....: General Studies

* * * * * End of official record. * * * * *

INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

Bachelor of General Studies
To Be Offered by Columbia College at _
Columbia College-Grissom ARB

Degree Award Level²: Bachelor

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

Career Relevant/Out-of-Classroom Experiences⁴: N/A

Suggested CIP Code⁵ for Program: 24.0102

Name of Person Preparing this Form: Victoria Steel, Director of Institutional Compliance

Telephone Number and Email Address: (573) 875-7792; email: vsteel@ccis.edu

Date the Form was Prepared (Use date last revised): August 19, 2022



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



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

Response: Upon graduation, students will have demonstrated that they have the skills and knowledge needed for employment or pursuing additional education based on their interests.

The Bachelor of General Studies provides students with the creative and critical thinking skills to meet their professional and personal goals. With the General Education Program as a foundation in the liberal arts and sciences, students completing a Bachelor of General Studies will develop an individualized degree that focuses on their interests and prepares them to:

1. Demonstrate their achievement of the goals of the general education program.
2. Demonstrate skills gained throughout an individualized course of study that will support their career aspirations.
3. Utilize multiple disciplines to analyze topics of social importance.
4. Integrate reliable information and scholarship into effective arguments.

¹“Program” refers to a certificate or degree that will be listed in the Commission’s Academic Program Inventory (API); the term does not include majors, tracks, specializations, or options, which should be listed in the program proposal (see Glossary, under development).

Follow this format: [degree designation] in [field of study], e.g. A.S. in Nursing or B.S. in Business Administration.

¹ [Degree Award Level Definitions adapted from National Center for Education Statistics](#)

¹For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

¹Co-ops, internships, clinicals, practica, capstone projects, employer critiques, study abroad

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

Total Course Hours: 120 Check one: Quarter Hours
 Semester Hours
 Clock Hours

Tuition: \$45,000.00 Length of Program: 4 years

Special Fees: 0.00

| <u>SPECIALTY COURSES:</u> | | |
|--|--|----------------------------|
| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
| N/A | N/A | N/A |
| <u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u> | | |
| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
| <u>Overall Program Requirements:</u> | Students are required to complete the General Education Foundational Core and take the following courses. | <u>84-88</u> |
| Foundational General Education | Students select courses within each of the college’s nine (9) learning goals: Ethical Reasoning, Civic Engagement, Creative Thinking and Experience, Global Awareness, Environmental Stewardship, Human Experience, Communication Competence, Reasoning in Natural Science, and Mathematical Reasoning. | 30-32 |
| COLL 133 | General Education Foundation Seminar | 3 |
| ENGL 133W | First-Year Writing Seminar | 3 |
| COLL 485/EDUC 400 | Bachelors of General Studies Capstone <i>or</i> Senior Seminar | 3 |
| PHIL 330 | Ethics <i>or</i> an Ethics course specific to the minor being pursued | 3 |
| Program Electives | In consultation with their academic adviser, students select courses to meet professional and personal goals. Completion of career-path appropriate minor programs is recommended. | 42-44 |
| <u>BGS DEGREE COURSES</u> | | |
| <u>BGS Degree Core:</u> (See table below) | Students select one (1) course from each of the nine (9) General Education Goal areas. | <u>27-29</u> |
| <u>BGS Degree Electives:</u> (See table below) | In consultation with their academic adviser, students select courses from across the nine (9) different General Education Goal areas. | <u>9</u> |
| | Total Hours: (minimum) The total reflects the minimum number of hours to obtain a bachelor’s degree. Some courses may fulfill more than one requirement block. Students work with an academic advisor to support a specific degree path. Transfer Credit Hours: Per college policy, a minimum of 30 semester hours in residency must be completed for a baccalaureate degree. Prior courses transfer toward credit for this program if they meet requirements. This degree offers students the greatest flexibility in transferability of prior credit. | <u>120</u> |

| GE Degree Course Options | | |
|--|---|---|
| Ethical Reasoning Goal | | |
| | <u>GE Degree Core Options:</u> | |
| CJAD 345 | Ethics and Morality in Criminal Justice | 3 |
| EDUC 200 | Law, Ethics, and Education | 3 |
| HUMS 330 | Ethics in the Human Service Profession | 3 |
| PHIL 332 | Environmental Ethics | 3 |
| MGMT 368W | Business Ethics | 3 |
| PHIL 330 | Ethics | 3 |
| PHIL 460 | Biomedical Ethics | 3 |
| SOCI 101 | Social Justice | 3 |
| | <u>GE Degree Elective Options:</u> | |
| COMM 227 | News Literacy | 3 |
| COMM 323W | Argumentation and Debate | 3 |
| ENGL 237W | Writing Right and Wrong: Ethical Issues in Literature | 3 |
| HUMS 365/ SOCI 365 | American Social Policy | 3 |
| PHIL 358 | Existentialism | 3 |
| SOCI 218 | Social Deviance | 3 |
| SOCI 210/ WMST 210 | The Sociology of Gender | 3 |
| Civic Engagement Goal | | |
| | <u>GE Degree Core Options:</u> | |
| HIST 121 | American History to 1877 | 3 |
| HIST 122 | American History Since 1877 | 3 |
| POSC 111 | American National Government | 3 |
| | <u>GE Degree Elective Options:</u> | |
| ANTH 270/ SOCI 270 | Diversity and Society | 3 |
| ECON 293 | Macroeconomics | 3 |
| HIST 318W | The U.S. and the Vietnam War | 3 |
| HIST 334W | The European Enlightenment | 3 |
| HIST 342W | American Civil War | 3 |
| HIST 350W | American Revolution | 3 |
| HIST 353W | Missouri History | 3 |
| HIST 360W | The History of Immigration in the United States | 3 |
| HIST 370W | American Military History | 3 |
| HIST 372W | Native American History | 3 |
| HIST 374W | African American History | 3 |
| HIST 373W/ WMST 373W | Women and Gender in American History | 3 |
| PHIL 323 | Marx and Marxism | 3 |
| POSC 215 | State and Local Government | 3 |
| POSC 340 | The American Justice System | 3 |
| POSC 350 | Congressional Politics | 3 |
| POSC 361 | American Political Parties | 3 |
| SOCI 216 | American Social Problems | 3 |
| SOCI 375/ AMST 375 | Social Movements | 3 |
| Creative Thinking and Experience Goal | | |

| | | |
|-------------------------------------|--|---|
| | <i>GE Degree Core Options:</i> | |
| ARTS 105 | Art Appreciation | 3 |
| ENGL 207W | Introduction to Creative Writing I – Multigenre | 3 |
| MUSI 120 | Music and the Human Experience | 3 |
| | <i>GE Degree Elective Options:</i> | |
| ARTS 255 | Digital Photography | 3 |
| ARTS 271 | Ceramics I | 3 |
| ARTS 317 | Web Design I | 3 |
| COMM 220W | Introduction to Theater | 3 |
| COMM 360W | Oral Interpretation of Literature | 3 |
| COMM 380W | Performance Studies | 3 |
| COMM 304W | Introduction to Screenwriting | 3 |
| EDUC 335 | Teaching Creative Arts and Movement to Children | 3 |
| ENGL 210W | Introduction to Fiction | 3 |
| ENGL 211W | Introduction to Poetry | 3 |
| ENGL 212W | Introduction to Drama | 3 |
| <u>Global Awareness Goal</u> | | |
| | <i>GE Degree Core Options:</i> | |
| ANTH 112/ SOCI 112 | General Anthropology | 3 |
| ARTS 111 | Art and Ideas I | 3 |
| EAPP 110 | Exploring U.S. Culture (International Students Only) | 3 |
| ENGL 264W | World Literature II | 3 |
| HIST 111 | World History to 1500 | 3 |
| HIST 112 | Making the Modern World | 3 |
| POSC 250 | Comparative Politics | 3 |
| | <i>GE Degree Elective Options:</i> | |
| ANTH 319W/ HIST 319W | History of the Modern Middle East | 3 |
| HIST 332W | Two European Renaissances, 1095-1527 | 3 |
| ANTH 339W/ HIST 339W | History of Modern Africa | 3 |
| ANTH 212/ SOCI 212 | Culture in the World | 3 |
| ANTH 412/ SOCI 412 | Slavery and Human Trafficking: Past and Present | 3 |
| ANTH 336/ SOCI 336/ WMST 336 | Gender and Globalization | 3 |
| COMM 303W | Intercultural Communication | 3 |
| COMM 337W | World Cinema | 3 |
| ENGL 263W | World Literature I | 3 |
| HIST 300W | The World Since 1945 | 3 |
| HIST 304W | History of Latin America | 3 |
| HIST 347W | World War I | 3 |
| HIST 348W | World War II | 3 |
| HIST 322W/ WMST 332W | Women and Gender in World History | 3 |
| NURS 415 | Cultural Awareness in Nursing Practice | 3 |
| MGMT 338 | International Business | 3 |
| MUSI 220W | Exploring the Music of World Cultures | 3 |

| | | |
|---|--|---|
| POSC 292 | International Relations | 3 |
| POSC 321 | Politics of Developing Nations | 3 |
| POSC 353 | Asian Politics | 3 |
| POSC 331 | European Politics | 3 |
| <u>Environmental Stewardship Goals</u> | | |
| | <i><u>GE Degree Core Options:</u></i> | |
| GEOG 101 | Introduction to Geography | 3 |
| BIOL 115/ ENVS 115 | Introduction to Environmental Science | 3 |
| ENGL 267W/ ENVS 267W | Literature and Ecological Balance | 3 |
| | <i><u>GE Degree Elective Options:</u></i> | |
| ANTH 345/ SOCI 345 | Environment and Society | 3 |
| BIOL 222/ ENVS 222 | Conservation Biology | 3 |
| ENVS 251/ GEOG 251 | Resource Management | 3 |
| ENVS 352W/ HIST 352W | American Environmental History | 3 |
| SOCI 401W | The City | 3 |
| <u>Human Experience Goal</u> | | |
| | <i><u>GE Degree Core Options:</u></i> | |
| PHIL 101 | Introduction to Philosophy | 3 |
| PSYC 101 | General Psychology | 3 |
| RELI 101 | Religion and Human Experience | 3 |
| SOCI 111 | General Sociology | 3 |
| | <i><u>GE Degree Elective Options:</u></i> | |
| ANTH 341/ SOCI 341 | Religion and Society | 3 |
| ENGL 231W | British Literature I | 3 |
| ENGL 232W | British Literature II | 3 |
| ENGL 241W | American Literature I | 3 |
| ENGL 242W | American Literature II | 3 |
| ENGL 255W | Women and Literature | 3 |
| PHIL 321 | Ancient Philosophy | 3 |
| PHIL 322 | Modern Philosophy | 3 |
| PHIL 202/ RELI 202 | Asian Philosophy and Religion | 3 |
| PSYC 270 | Psychology of Emotion | 3 |
| PSYC 235/ SOCI 235 | Social Psychology | 3 |
| PSYC 385/ SOCI 385 | Human Sexuality | 3 |
| RELI 201 | Religious Classic Texts | 3 |
| <u>Communication Competence Goal</u> | | |
| | <i><u>GE Degree Core Options:</u></i> | |
| COMM 110 | Introduction to Speech | 3 |
| | <i><u>GE Degree Elective Options:</u></i> | |
| ANTH 381/ SOCI 381 | Music and Society | 3 |
| COMM 203 | Understanding Human Communication | 3 |
| COMM 217 | Food Communication | 3 |
| COMM 224 | Film History and Analysis | 3 |
| COMM 298W | Nonverbal Communication | 3 |
| COMM 344 | Visual Communication and Cultural | 3 |

| | | |
|---|--|---|
| COMM 354 | Social Media and Virtual Communities | 3 |
| COMM 343W/ WMST 343 | Gender Communication | 3 |
| EDUC 300 | Techniques of Teaching | 3 |
| ENGL 204W | Technical Writing | 3 |
| MGMT 254W | Business Communication | 3 |
| SOCI 388W/ WMST 388W | Fashion and Society | 3 |
| <u>Reasoning in Natural Science</u> | | |
| | <i><u>GE Degree Core Options:</u></i> | |
| BIOL 108 | Human Biology and | 3 |
| BIOL 108L | Human Biology Laboratory or | 2 |
| BIOL 110 | Principles of Biology I and | 3 |
| BIOL 110L | Principles of Biology I Laboratory or | 2 |
| BIOL 105 | Essentials of Science or | 3 |
| CHEM 105 | Essentials of Science or | 3 |
| ENVS 105 | Essentials of Science or | 3 |
| CHEM 109 | Chemistry for Biological and Health-Related Sciences or | 3 |
| CHEM 110 | Chemistry I and | 3 |
| CHEM 111L | Introductory Chemistry Laboratory Experience or | 2 |
| CHEM 108 | Physical Science Survey and | 3 |
| CHEM 108L | Physical Science Survey Laboratory or | 2 |
| PHYS 108 | Physical Science Survey and | 3 |
| PHYS 108L | Physical Science Survey Laboratory or | 2 |
| FRSC 100 | Reasoning in Forensic Science or | 3 |
| GEOL 110 | Introduction to Physical Geology and | 3 |
| GEOL 110L | Introduction to Physical Geology or | 2 |
| PHYS 111 | College Physics I and | 3 |
| PHYS 111L | Physics I Laboratory | 2 |
| | <i><u>GE Degree Elective Options:</u></i> | |
| NURS 311 | Pathophysiology | 3 |
| NURS 312 | Principles and Applications of Human Nutrition | 3 |
| <u>Mathematical Reasoning Goal (9)</u> | | |
| | <i><u>GE Degree Core Options:</u></i> | |
| MATH 110 | Quantitative Reasoning | 3 |
| MATH 150 | College Algebra | 3 |
| MATH 201 | Calculus and Analytic Geometry | 3 |
| MATH 250 | Statistics I | 3 |
| | <i><u>GE Degree Elective Options:</u></i> | |
| BIOL 224/ PSYC 224/ SOCI 224 | Statistics for the Behavioral and Natural Sciences | 3 |
| MATH 215 | Differential Calculus | 3 |
| PHIL 210 | Logic and Critical Thinking | 3 |

| | | | |
|--|------------------|-------------|------|
| Number of Credit/Clock Hrs. in Specialty Courses: | N/A | Percentage: | N/A |
| Number of Credit/Clock Hrs. in General Courses: | 120 credit hours | Percentage: | 100% |
| If applicable: Number of Credit/Clock Hrs. in Liberal Arts: | N/A | Percentage: | N/A |

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

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

Response: The Columbia College J.W. and Lois Stafford Library is located at the main campus and includes extensive electronic reference and research sources in support of the college’s academic curriculum. Stafford Library serves as the primary library for all students, faculty and staff from all locations through the library’s web site at <http://library.ccis.edu>. Librarians are available to answer questions via email, chat, text or phone during library hours to assist with research.

Hours (Central time) Fall, Spring & Summer Sessions

| | |
|-------------------|------------------------|
| Monday – Thursday | 8:00 a.m. – 10:00 p.m. |
| Friday | 8:00 a.m. – 5:00 p.m. |
| Saturday | Closed |
| Sunday | 2:00 p.m. – 10:00 p.m. |
| Total hours/week | 73 |

Number of full-time and part-time librarian staff:

Response: Full-time: 6 Part-time: 2

b. Number of volumes of professional material:

Response: 60,380 physical volumes and 272,479 e-Texts available digitally

c. Number of professional periodicals subscribed to:

Response: 45 print periodicals and access 50,000 digital journals through databases and other packages

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

Peru Public Library
102 E Main St.
Peru, IN 46970
9.2 miles from Base

Walton Tipton Township Library
110 N Main St.
Walton, IN 46994
7.4 miles from Base

Jay St. Tiny Library
1610 N Jay St.
Kokomo, IN 46901
13.4 miles from Base

Galveston Public Library
304 E. Jackson St.
Galveston, IN 46932
10.3 miles from Base

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

Columbia College requires instructors to have at least a master's degree from a regionally accredited institution in the subject taught, with relevant coursework and or professional experience directly related to the course. In exceptional circumstances, special certification or extraordinary work experience may compensate for the absence of certain academic credentials.

Each academic department has qualification guidelines for adjunct instructors. These guidelines are by no means all-inclusive, but some of them contain very specific guidance on qualifications. Faculty members will normally be allowed to teach no more than three 3-credit classes per eight-week session, as follows: Up to three (3) on-line courses, Up to two (2) online courses and one (1) in-seat course, One (1) online course and up to two (2) in-seat courses.

Columbia College permits students the flexibly to take courses through multiple instructional modalities as they complete their degrees. Columbia College's online degree programs can be completed 100% online. At their location, students can enroll in synchronous courses offered in a traditional classroom format, or in an onsite virtual education classroom, as meets their needs.

- **Virtual Education** – the student interacts with the instructor and other students synchronously using Zoom.
- **Onsite Virtual Classroom**– students gather at a College location at specific times on a regular schedule for the required credit hour contact time. The instructor is at a separate location.
- **Online** – the course does not have specific meeting times. The course is completed asynchronously without specific meeting times.

The college is in the process of hiring faculty for the Grissom AFB location, below is an example of faculty teaching at other Columbia College locations and faculty teaching online.

| | | | | | |
|---|----|-------------------|---|-------------------|----|
| Total # of Faculty in the Program: | 13 | Full-time: | 2 | Part-time: | 11 |
| Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.) | | | | | |

| List Faculty Names (Alphabetical Order) | Degree or Diploma Earned (M.S. in Mathematics) | # Years of Working Experience in Specialty | # Years Teaching at Your School | # Years Teaching at Other Colleges | Check one: | |
|--|--|---|--|---|------------|-----------|
| | | | | | Full-time | Part-time |
| Adams, Valerie | M.A. in History | 17 | 3 | 5 | | X |
| Bayne, Michael | Master in Education | 27 | 1 | | | X |
| Cardenas, Jose | M.A. in American History MBA DBA | 13 | 1 | | | X |
| Connor, Tracey | M.S. in Applied Math | 20 | 15 | 22 | | X |
| Fischer, Yvonne Sue | Ph.D. in Conflict Analysis and Resolution M. A. in Mass Communication | 21 | 13 | 20 | | X |
| Horne, Daniel D | MBA M.A. in English | 12 | 2 | 12 | | X |
| Kessel, Brian | Ph.D. in Political Science | 32 | 23 | 7 | X | |
| Nabors, Raymond | M.A. in History | 33 | 19 | | | X |
| Oglesby, J. Eric | M.A. in History | 39 | 23 | | | X |
| Opoien, Jared | Ph.D. in Philosophy (in progress) M. A. in Philosophy | 6 | 2 | 6 | | X |
| Pulwarty, Renwick K. R. | Ed. S. in Mathematics M.Ed. in Mathematics | 31 | 12 | 10 | | X |
| Smith, Susan | Juris Doctorate | 44 | 20 | 0 | X | |
| Sreit, J. Robert | M.A. in History Ph.D. in History (in progress) | 22 | 5 | | | X |

5. Rationale for the Program

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

- Why is the institution proposing this program and how does it build upon institutional strengths?

Response: Columbia College has a long and distinguished history in serving military students. In 1973, at the request of the military, Columbia College became one of the first colleges in the country with extended venues on military bases. Today, we continue to educate service members, veterans and military families online and at more than 30 venues across the nation. While Columbia College is a leader in online education, (which supports our military students wherever their service takes them), the college maintains and actively develops a network of physical locations on military installations. These locations allow additional face-to-face services and classes, that enhance student success. The proposed location at Grissom ARB affords the college the ability to support Airmen (and their families) from over 32 different states, and will be our first physical location in Indiana.

Two of the first programs to be offered at our proposed Grissom ARB location are the Associate in General Studies and the Bachelor of General Studies. These interdisciplinary degree programs have proven to be invaluable in supporting military-affiliated and working-adult students. Most of these students have collected credits from a variety of programs at a variety of institutions over a considerable period of time. The AGS and BGS curriculum allows students to make the most of their already-acquired credits and to complete their program from a wider selection of courses than a single discipline program. This flexibility provides students with a clearer path to graduation and in a program aligned with their career or life goals.

- How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

Response: Our new location supports our strategic goal of expanding our nationwide footprint and enhancing the student experience – particularly for our military and military affiliated (service members, veterans, and military families). The AGS and BGS programs have been proven to support these students. [Strategic Plan, 2016 - 2021 | Columbia College \(ccis.edu\)](https://www.ccis.edu/about/strategic-plan) [<https://www.ccis.edu/about/strategic-plan>]

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan [Reaching Higher In a State of Change?](#)

Response: Columbia College's Bachelor of General Studies and Associate in General Studies consistently rank as the highest choices for our military and working adult students looking to attain a degree. The collaborative nature of the program's curriculum, faculty, and advisors allows students to tailor their program toward their interests and professional goals. The program provides an achievable path to degree attainment by minimizing prior credit loss and streamlining credits to completion.

c. State Rationale: Equity-Related

- How does this program address the Equity section of [Reaching Higher In a State of Change](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

Response: As noted above, Columbia College’s Bachelor of General Studies and Associate in General Studies consistently rank as the highest choices for our military and working adult students looking to attain a degree. These students have diverse and varied experiences – personal or work-related relocations, economic stability, educational career disruptions – that lead to collections of credits with no clear path to a degree. For many, military or work advancement are tied to degree attainment, and for others additional educational options require the transfer of a complete degree (associate or bachelor level). These groups are well served by the flexibility of these programs.

d. Evidence of Labor Market Need

- National, State, or Regional Need
 - o Is the program serving a national, state, or regional labor market need? Please describe.

Response:

Program Name: General Studies
Academic Level: **Bachelor’s Degree**
CIP: 24.0102

Using the Quarterly Census of Employment and Wages (QCEW) from the Bureau of Labor Statistics (BLS) and the Bureau of Economic Analysis (BEA) from 2016-2021.

National – 6.87 million full- and part-time jobs requesting a bachelor’s degree from the occupations mapped to a General Studies CIP. Over this timeframe, roughly 910,000 jobs were open for hire each year.

Indiana – 124,592 full- and part-time jobs requesting a bachelor’s degree from the occupations mapped to a General Studies CIP. Over this timeframe, roughly 15,625 jobs were open for hire each year.

e. Placement of Graduates

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

Response: Students with a General Studies degree have employment in a variety of occupations including advertising, government services, marketing and non-profit advocacy. From the quarterly Census of Employment and Wages (QCEW) reports for 2016-2021, the top occupations that map to a General Studies program are:

- Retail Salespersons;
- General and Operations Managers;
- Customer Service Representatives;

- Secretaries and Administrative Assistants (Except Legal, and Medical);
- Sales Representatives, Wholesale and Manufacturing (Except Technical and Scientific Products);
- First-Line Supervisors of Office and Administrative Support Workers;
- Project Management Specialists and Business Operations Specialists (All Other);
- Personal Service Managers (All Other);
- Entertainment and Recreation Managers (Except Gambling);
- Managers (All Other); and
- Computer User Support Specialists.

The Associate and Bachelor degrees in General Studies allow students to develop a wide range of skills to suit their career goals and as such can be employed by several companies. The top 10 companies seeking employees that map to the target occupations and program are:

- Anthem Blue Cross;
- Lowe's;
- Robert Half;
- Randstad;
- Deloitte;
- Amazon;
- U.S. Bancorp;
- Verizon Communications;
- Accenture; and
- General Electric.

The top 10 companies in which graduates are working:

- U.S. Army;
- United States Navy;
- Amazon;
- United States Airforce;
- Walmart;
- United States Department of Veterans Affairs;
- Wells Fargo;
- Target;
- United States Marine Corps; and
- Verizon Communications.

- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Response: The program is not specifically a feeder for graduate programs.

f. Job Titles

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

Response: Because General Studies is such a broad educational program, there are several occupations, and therefore, job titles. As this program is intended to allow undergraduate students to design an interdisciplinary curriculum around their academic interests, students are able to customize their learning around what interests them and utilize this program to prepare them for a multitude of opportunities upon graduation.

The top 10 job titles (based on the total number of unique job postings from March 2016 – February 2022), on a nationwide level, that map to the target occupations, program, and education levels are:

- Administrative Assistants;
- Project Managers;
- Customer Service Representatives;
- Account Executives;
- Program Managers;
- Account Managers;
- Human Resources Generalists;
- Executive Assistants;
- Controllers; and
- Sales Representatives.

This is not an exhaustive list, but does provide some insight into relevant job titles students could find themselves obtaining. Similarly, evaluating Student Profile Analytics, students receiving an associate’s or bachelor’s degree in a program within Liberal Arts and Sciences, General Studies and Humanities (CIP 24.01) and with additional training and education find themselves qualifying for various jobs including:

- Owners;
- Administrative Assistants;
- Teachers;
- Registered Nurses;
- Project Managers;
- Chief Executive Officers;
- Customer Service Representatives;
- Presidents;
- Sales Associates; and
- Account Managers.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

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

Response: Students completing this program will have the skills to:

- Communicate clearly and effectively in both written and oral forms.
- Explain situations that involve their roles as responsible citizens, environmental stewards, and ethical people.

- Identify diverse aspects of the human experience especially as presented in creative works.
- Apply scientific principles and mathematical models to answer questions.

b. Assessment

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

Response:

ETHICAL REASONING:

Students will critically explore and define ethical values as they relate to the individual and the contemporary world.

1. Describe multiple, relevant ethical perspectives/concepts, and identify one's own beliefs and values in relation to those frameworks.
2. Apply multiple, relevant ethical perspectives/concepts to a social or political problem, and evaluate the consequences of those applications.

CIVIC ENGAGEMENT:

Students will acquire foundational knowledge about political institutions and processes in the U.S. as well as their historical development. Students will understand the expectations of responsible citizenship for local and national contexts. Students will also understand the importance of personal and social well-being and engaged citizenship in a complex and changing world.

1. Identify key U.S. civic institutions and their historical development.
2. Describe structural and institutional factors which affect civic life.
3. Acquire knowledge from one's own academic studies and explain its connection to civic life, politics, and government in contemporary and historical contexts.
4. Participate in activities of personal and public concern that are beneficial to the individual, as well as the individual's local, national, or global communities.

CREATIVE THINKING AND EXPERIENCE:

Students will use the creative process to form thoughts and actions that enable discussion of existing knowledge and interpretation of experiences from perspectives other than their own.

1. Demonstrate creative practices and techniques.
2. Describe knowledge of the processes used in completion of creative works.
3. Express meaning and intent of creative works.

GLOBAL AWARENESS:

Students will acquire foundational knowledge about societies outside of the U.S. Students will learn to critically analyze complex global systems in their historical and contemporary contexts. They will critically understand cross-cultural practices and world-views and address global challenges through individual and collective action.

1. Demonstrate competency in describing the diversity of cultural practices, perspectives, and viewpoints of other peoples of the world.
2. Identify one's own cultural identity, norms, and biases in order to address social issues both historically and within contemporary contexts.

ENVIRONMENTAL STEWARDSHIP:

Students will comprehend environmental challenges facing the U.S. and other societies. Students will develop a greater understanding of the implications of their own actions for environmental sustainability.

1. Identify environmental challenges facing the U.S. and other societies.
2. Explain key relationships between human and natural processes and the implications of those relationships for the earth's sustainability through the study of empirical evidence.
3. Explain, develop, or engage in sustainability solutions at the campus or community-level.

HUMAN EXPERIENCE:

Students will demonstrate an understanding of the fundamental questions regarding reality, inquiry and knowledge, and the nature of human existence as well as the most plausible and compelling attempts to answer those questions by drawing upon diverse traditional and contemporary sources. They will appreciate and engage with the unifying attempts across epochs and cultures to locate and create meaning.

1. Demonstrate an understanding of the fundamental questions of reality, inquiry, knowledge, and the nature of human existence.
2. Utilize diverse traditional and contemporary sources to answer questions of reality, inquiry, knowledge, and the nature of human existence.
3. Demonstrate an appreciation for the unifying attempts across epochs and cultures to make human life meaningful.

COMMUNICATION COMPETENCE:

Students will communicate effectively through understanding multiple contexts, purposes, and audiences. They will communicate competently within the conventions of different academic fields. They will research for quality evidence and use it effectively in their work. They will communicate with integrity, clarity, and fluency.

1. Demonstrate foundational skills in written and oral communication.
2. Recognize and employ effective communication techniques to account for diverse contexts, purposes, audiences, and academic fields.
3. Identify and employ different forms of writing and speaking, including but not limited to argumentative, informative, professional, or creative modes.
4. Demonstrate effective techniques for locating, evaluating, selecting, and citing appropriate sources, information, and evidence.
5. Practice active listening and respectful responding.
6. Demonstrate skill in revising written and oral communication.

REASONING IN NATURAL SCIENCE:

Students will understand concepts related to natural science, including interpreting and drawing inferences from scientific results and models. They will generate, evaluate and interpret different types of data, and will use this knowledge to solve problems empirically in a variety of contexts.

1. Explain the basic facts, principles, theories, and history of modern science.
2. Describe the basic methods of experimental design and the scientific method.
3. Draw appropriate conclusions based on the analysis of different types of data and information, while recognizing the limits of this analysis.

MATHEMATICAL REASONING:

Students will be able to apply mathematical skills when solving real world problems. They will be able to create mathematical models for a variety of contexts based on data or other information and use them to make conclusions. They will summarize and analyze different types of data in order to answer questions and make predictions.

1. Explain information presented in mathematical forms such as equations, graphs, diagrams, tables, formulas, and words.
2. Convert data and relevant information into various mathematical forms such as equations, graphs, diagrams, tables, formulas, and words.
3. Make predications and draw appropriate conclusions based on the analysis of data or mathematical models and be able to explain the limitations of this analysis.

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

a. Federal Financial Responsibility Composite Score

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

Response: See Attachment

b. State Licensure

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

Response: Graduates of the Bachelor of General Studies do not need to be licensed by the State to practice their profession in Indiana.

- If so, please identify:

Response: N/A

- The specific license(s) needed:

Response: N/A

- The State agency issuing the license(s):

Response: N/A

a. Professional Certification

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

Response: N/A

- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?

Response: N/A

- If so, please identify
Response: N/A
- Each specific professional certification:
Response: N/A
- The national organization issuing each certification:
Response: N/A
- Please explain the rationale for choosing each professional certification:
Response: N/A
- Please identify the single course or a sequence of courses that lead to each professional certification?
Response: N/A

b. Professional Industry Standards/Best Practices

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
Response: N/A
- If so, please identify:
Response: N/A
- The specific professional industry standard(s) and/or best practice(s):
Response: N/A
- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
Response: N/A

c. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.
Response: Columbia College's most recent reaffirmation of accreditation was in 2012-2013 by the Higher Learning Commission. **See Attachment**
- Reason for seeking accreditation.
Response: N/A

Specialized Program Accreditation

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

Response: N/A

- If so, please identify the specialized accrediting agency:

Response: N/A

d. 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:

Response: N/A

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

Response: N/A

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

Response: N/A

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

- a. Are all student transcripts in a digital format?

Response: Yes

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

Response: N/A

- What is the beginning year of digitized student transcripts?

Response: 1980

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

Response: No

- b. How are the digital student records stored?

Response: In a centralized student information system.

- Where is the computer server located?

Response: There is a server on the main campus in Columbia, MO and a backup server off-site.

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

Response: Ellucian Colleague

- c. Where are the paper student records located?

Response: N/A

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

Response: 1970's

- e. What is the estimated number of digital student records held by the institution?
Response: 99,000
- f. What is the estimated number of paper student records held by the institution?
Response: N/A
- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
Response: No
- If so, what is the most significant format?
Response: N/A
 - If so, what is the estimated number of student records maintained in that format?
Response: N/A
- h. Does the institution maintain a staff position that has overall responsibility and authority over student records?
Response: Yes
- If so, what is the name, title, and contact information for that individual?
Response: Jennifer Thorpe, Registrar, jcthorpe1@ccis.edu (573) 875-7668
- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?
Response: Parchment has access to our records to provide electronic transcripts to our students and alumni. They do not maintain or digitize records on our behalf.
- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?
Response: One per day; 5 per week

This Section Applies to All Institutions

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

Response: N/A

- l. What is the digital format of student transcripts?

Response: PDF

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

Response: No

- n. Attach a sample transcript specifically for the program being proposed as the last page of the program application.

9. Projected Headcount and FTE Enrollments and Degrees Conferred

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

Response:

1. All students will be military and enroll using Military Tuition Assistance (MTA).
2. Air Force MTA is limited to 18 credit hours per fiscal year (Oct to Sep). This means each student will take a maximum of 6 courses annually that will be covered by MTA.
3. Military students are unlikely to take more than 6 courses per year. Some will go FT, but only for 3 sessions. Some will mix it up, FT for one session, part-time for another.
4. The projections are based on students maximizing their MTA benefit.
5. No projections are made for civilian or veterans attending the location, though they will be eligible to do so.

| Projected Headcount and FTE Enrollments and Degrees Conferred | | | | | | | | | |
|---|--|--|--|--------|--------|--------|--------|--------|--|
| April 25, 2022 | | | | | | | | | |
| Institution/Location: Columbia College-Grissom ARB | | | | | | | | | |
| Program: Program Bachelor of Genera Studies | | | | | | | | | |
| | | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| | | | | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 | |
| Enrollment Projections (Headcount) | | | | | | | | | |
| Full-Time | | | | 0 | 10 | 20 | 40 | 40 | |
| Part-Time | | | | 16 | 24 | 32 | 40 | 40 | |
| Total | | | | 16 | 34 | 52 | 80 | 80 | |
| Enrollment Projections (FTE*) | | | | | | | | | |
| Full-Time | | | | 0 | 10 | 20 | 40 | 40 | |
| Part-Time | | | | 8 | 12 | 16 | 20 | 20 | |
| Total | | | | 8 | 22 | 36 | 60 | 60 | |
| Degrees Conferred Projections | | | | 0 | 0 | 0 | 4 | 4 | |
| Degree Level: Bachelor | | | | | | | | | |
| CIP Code: - 24.0102; State - 000000 | | | | | | | | | |
| FTE Definitions: | | | | | | | | | |
| Undergraduate Level: 30 Semester Hrs. = 1 FTE | | | | | | | | | |
| Graduate Level: 24 Semester Hrs. = 1 FTE | | | | | | | | | |



| COURSE | Course Title | CRD | GRD |
|------------------------------------|-------------------------------|----------------------|-----|
| Other Noncourse Work 9.00 | | | |
| Transfer Credit: | | | |
| Elgin Community Coll | 1203 | 47.00 | |
| Community College of | 1175 | 44.00 | |
| Term/Cum GPA 0.00/0.00 | | Credit 100.00/100.00 | |
| 20SPRG1 (01/11/2021 to 03/06/2021) | | | |
| MGMT345 | INTRAPRENEURSHIP: CORP ENTRSH | 3.00 | A |
| HUMS345 | WORKING WITH COMMUNITIES/ORG | 3.00 | A |
| Term/Cum GPA 4.00/4.00 | | Credit 6.00/106.00 | |
| 20SPRG2 (03/08/2021 to 05/01/2021) | | | |
| CJAD315 | PRIVATE SECURITY | 3.00 | A |
| POSC340 | JUDICIAL PROCESS | 3.00 | B |
| DEAN'S LIST | | | |
| Term/Cum GPA 3.50/3.75 | | Credit 6.00/112.00 | |
| 20SUMR1 (05/03/2021 to 06/26/2021) | | | |
| ENGL133W | TOPIC: AMERICAN EXPERIENCE | 3.00 | A |
| SOCI365 | *AMERICAN SOCIAL POLICY | 3.00 | A |
| MGMT338 | INTERNATIONAL BUSINESS | 3.00 | A |
| Term/Cum GPA 4.00/3.85 | | Credit 9.00/121.00 | |
| 20SUMR2 (06/28/2021 to 08/21/2021) | | | |
| HIST348W | WORLD WAR II | 3.00 | A |
| PHIL330 | ETHICS | 3.00 | A |
| DEAN'S LIST | | | |
| Term/Cum GPA 4.00/3.88 | | Credit 6.00/127.00 | |

| COURSE | Course Title | CRD | GRD |
|------------------------------------|-----------------------------|--------------------|-----|
| 21FALL1 (08/30/2021 to 10/23/2021) | | | |
| PHIL358 | EXISTENTIALISM | 3.00 | A |
| FINC397 | PRINCIPLES OF REAL ESTATE | 3.00 | A |
| PSYC371 | *NEUROSCIENCE | 3.00 | A |
| Term/Cum GPA 4.00/3.91 | | Credit 9.00/136.00 | |
| 21FALL2 (10/25/2021 to 12/18/2021) | | | |
| PSYC450 | PSYCHOLOGICAL DISORDERS | 3.00 | A |
| RELI381W | *HISTORY EARLY CHRISTIANITY | 3.00 | A |
| DEAN'S LIST | | | |
| Term/Cum GPA 4.00/3.92 | | Credit 6.00/142.00 | |

Degree.....: BACHELOR OF GENERAL STUDIES

Received.....: 12/2021

Majors.....: General Studies

* * * * * End of official record. * * * * *

BOARD FOR PROPRIETARY EDUCATION

Wednesday, September 14, 2022

DECISION ITEM A-2:

Leffler Academy:
One Associate’s Degree Program at One Location

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approve the Associate of Science (A.S.) in Nursing in accordance with the background discussion of this agenda item and the New Program Proposal.

Background

Degree Program Profiles

*Associate of Science in
Nursing at
Gas City*

This program consists of 67 semester credit hours, with 64 percent of the courses in the specialty. The program faculty consists of ten individuals, of whom four are full-time and the remaining six are part-time. Of the ten individuals, one has a doctoral degree and eight have a master’s, and one has a baccalaureate degree. All but one instructor is a Registered Nurse (RN).

Clinical site affiliation agreements with Community Health Network, Inc., and American Senior Communities, L.L.C. were submitted to the Commission at the time of this writing.

Supporting Documents

New Program Proposal Form

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Institutional Profile for Leffler Academy

Background Leffler Academy began as a proposed nursing institution to be operated by owner/director, Amanda Leffler. The institution was granted BPE Board authorization in December of 2019. The Indiana State Board of Nursing granted the Leffler Academy accreditation to operate the Diploma in Practical Nursing program in November 2020.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is seeking accreditation from the Council on Occupational Education (COE). Several Leffler Academy staff completed a COE accreditation workshop in June of this year. The next step is submission of audited financial statements to COA. If approved by the accreditor, an application for candidate status may be accepted.

Participation in NC-SARA N/A

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

Campuses The institution has one campus in Gas City, Indiana. The Diploma in Practical Nursing program has clinical site agreements with Marion General Hospital, Community Health Network (all hospitals), Adams Memorial Hospital, and Cameron Memorial Hospital.

Enrollment The Leffler Academy does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall headcount of 49 students in the fall of 2021. The largest enrollment was in the Certified Nursing Assistant program, with 26 students.

Programs The institution offers programs at the diploma and certificate levels. Programs include the Certified Nursing Assistant (CNA), Diploma in Phlebotomy, Diploma in Practical Nursing, Emergency Medical Technology/Technician (EMT), and the Qualified Medication Aid (QMA).

In addition to BPE authorization, the CNA/QMA program is regulated by the Indiana Department of Health Long-term Care Division. The EMT program is regulated by the Indiana Department of Homeland Security.

NCLEX Pass Rate The only published NCLEX pass rate is the first quarter of 2022. There were six test takers, all passed.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2021, the institution had an unpublished score of 2.5.

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New Program Proposal Form
For BPE Authorized Institutions

**Associates of Science in Nursing
To Be Offered by Leffler Academy**

Degree Award Level²: Associates

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

Career Relevant/Out-of-Classroom Experiences⁴: Clinical Experiences

Suggested CIP Code⁵ for Program: 51.3801

Name of Person Preparing this Form:

Amanda R. Leffler, DNP, RN

John L. Gould, MBA, BS

Telephone Number and Email Address:

765-573-4614/aleffler02@gmail.com

Date the Form was Prepared (Use date last revised):

07/26/2022



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



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

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

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

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

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

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

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

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

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

All Program Objectives will be measured based on the following theory; Utilizing up to date pedagogical theory deeply rooted in didactic delivery, assignments and classroom examinations, and NCLEX preparation. Rigorous simulation and clinical experiences based off current evidence-based practice and nursing processes.

- I. Integrate current best practices to deliver safe and effective patient-centered care aimed at improving quality of care and care outcomes.**
BPE Evidence: The ASN program at Leffler Academy will prepare the future generation of nurses with the most up to date and relevant methods of effective patient-centered care. Curriculum will be updated annually to include the most up to date best practices.
- II. Utilize effective communication and collaboration skills through means of oral, written, and technology with the patient, nursing colleagues, and interprofessional team.**
BPE Evidence: As defined in the course description(s) *will be incorporated in all nursing courses taught at Leffler Academy* found in the attached course catalog.
- III. Utilize the nursing process, information management networks, and interprofessional collaboration to provide safe and effective patient-centered care aimed at treating illness and promoting holistic health including well-being through wellness and health related activities for self and patients.**
BPE Evidence: Implement the nursing process by safely performing registered nursing skills and the promotion of wellness through therapeutic techniques. Demonstrate knowledge of the nursing workforce pipeline. Understanding of healthy habits for self-care and resiliency techniques.
- IV. Apply evidence-based practice, clinical judgement, and demonstrate responsibility and accountability for the role of professional nursing and commitment to lifelong learning.**
BPE Evidence: Demonstrate client safety through clinical competency, promote and maintain the healthy state of the patient, utilize best practices of holistic health including commitment to lifelong learning to stay abreast of the ever-changing profession of nursing.
- V. Provide compassionate patient-centered care, demonstrate competency as a care provider capable of respecting cultural diversity and being culturally sensitive to patients of all backgrounds.**
BPE Evidence: As defined in the course description(s) *will be incorporated in all nursing courses taught at Leffler Academy* found in the attached course catalog.
- VI. Demonstrates competency as a leader, exhibits the identity of a nursing professional and develops policies and procedures to promote quality care and patient safety.**
BPE Evidence: As defined in the course description(s) *Leadership and Management Skills in Nursing* found in the attached course catalog.

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

Total Course Hours: 67 credit hours Check one: Quarter Hours _____
 *24 Gen Eds Transferred Semester Hours X
 *43 Leffler Academy _____ Clock Hours _____

Tuition: \$9,030.00 Length of Program: 12 Months

Special Fees: \$4,075.00

SPECIALTY COURSES:

| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
|----------------------|--|---------------------|
| *NUR105 | Transition from the LPN to the ASN (Pathway for LPN-ASN) | 3 |
| *NUR104 | Fundamentals of Nursing (Pathway for traditional ASN) | 3 |
| NUR110 | Leadership and Management Skills in Nursing | 3 |
| NUR115 | Pathophysiology | 3 |
| NUR120 | Adult Health Nursing I | 4 |
| PHAR200 | Pharmacology | 4 |
| NUR220 | Adult Health Nursing II | 5 |
| NUR210 | Physical Assessment | 3 |
| NUR230 | Maternal/Pediatric Nursing | 4 |
| NUR320 | Adult Health Nursing III | 5 |
| NUR330 | Mental Health Nursing | 3 |
| NUTR100 | Nutrition | 3 |
| NUR350 | Nursing Capstone | 3 |

GENERAL EDUCATION / LIBERAL ARTS COURSES:

| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
|-----------------------------|---|----------------------------|
| Varies | Anatomy and Physiology I | 3 |
| | Anatomy and Physiology II | 3 |
| | Microbiology | 3 |
| | English Composition | 3 |
| | Introduction to Psychology | 3 |
| | Interpersonal Communication/Public Speaking | 3 |
| | Introduction to Sociology | 3 |
| | Quantitative Reasoning | 3 |

Number of Credit/Clock Hrs. in Specialty Courses: 43/67

Percentage: 64.0%

Number of Credit/Clock Hrs. in General Courses: 24/67

Percentage: 36.0%

If Applicable:

Number of Credit/Clock Hrs. in Liberal Arts

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

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

6050 E 500 S Suite 2, Gas City, Indiana, 46933
Hours of Operation: 8:00am-5:00pm Monday-Friday
Full-Time Staff: Administrative Assistant

b. Number of volumes of professional material:

In excess of 50 volumes

c. Number of professional periodicals subscribed to:

Currently subscribed to approximately 4 professional periodicals we will continue to subscribe to more over time.

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

Gas City Mill Township Public Library
135 E Main Street, Gas City, Indiana, 46933 (<2.5 miles)
Marion Public Library
600 S Washington Street, Marion, Indiana, 46952 (<10 miles)
Jonesboro Public Library
124 E 4th street, Jonesboro, Indiana, 46938 (<5 miles)
Upland Public Library
29 W Washington Street, Upland, Indiana, 46989 (<5 miles)

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

| | | | | | |
|---|--|-------------------|---|-------------------|---|
| Total # of Faculty in the Program: | | Full-time: | 6 | Part-time: | 6 |
|---|--|-------------------|---|-------------------|---|

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 |
| Shawn Blackburn | MSN, RN | 21 Years | 3 Years | 0 Years | | X |
| Trenna Browning | MSN, RN | 25 Years | 3 Years | 0 Years | X | |
| Tabitha Franklin | MSN, RN | 7 Years | 3 Years | 0 Years | | X |
| John Gould | MBA, BS | 5 Years | 3 Years | 0 Years | X | |
| Vickie Gould | BSN, RN | 31 Years | 3 Years | 0 Years | | X |
| Amanda Leffler | DNP, RN | 19 Years | 3 Years | 9 Years | X | |
| Renee Lehrian | MSN, RN | 29 Years | 3 Years | 26 Years | | X |
| Amy Lennon | MSN, RN | 8 Years | 3 Years | 0 Years | | X |
| Joy Reed | MSN, RN | 45 Years | 3 Years | 36 Years | X | |
| Elizabeth Rice | MSN, RN | 41 Years | 3 Years | 13 Years | | X |
| TBD | MSN, RN | | | | X | |
| TBD | MSN, RN | | | | X | |
| | | | | | | |
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5. Rationale for the Program

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

- Why is the institution proposing this program and how does it build upon institutional strengths?

Leffler Academy is proposing the Associates of Science in Nursing program because the core mission of Leffler Academy is to produce invaluable competent members of the nursing profession. Leffler Academy has currently demonstrated a successful accelerated Practical Nursing Program at the Gas City campus, the transition to an accelerated RN program makes sense for Leffler Academy and builds upon the institutional strengths of Leffler Academy by adding to the tradition of accelerated nursing programs offered by Leffler Academy.

- How is it consistent with the mission of the institution and how does this program fit into the institution’s strategic plan (please provide a link to the strategic plan)?

The mission of Leffler Academy is to provide a program of theory and clinical practicum that will produce high-quality nursing students committed to life-long learning, to nurture our students to succeed and to remain dedicated to providing evidence-based practice that will positively impact our clients. We will build upon the strengths of our mission by expanding to the registered nursing profession. Our mission will become to nurture nursing students from all backgrounds that want to enter either role of nursing. Introducing an RN program at Leffler Academy is in line with the mission of Leffler Academy and will build upon the existing strengths of Leffler Academy will providing a social benefit to the Grant County and surrounding areas of Northeastern Indiana.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission’s most recent strategic plan [Reaching Higher In a State of Change?](#)

The ASN program at Leffler Academy will address the three *Priorities to Drive Change* identified in the Commissioner’s report *Reaching Higher in a State of Change*. The three priorities are completion, equity, and talent. The first priority in the report is completion. Educational attainment is crucial for many things but above all else it empowers students and provides social benefits that are insurmountable. Educational attainment in Indiana lags behind the national average despite the ambitious goal to have 60% of all Hoosiers to have some form of formal education post high-school graduation.

The ASN program at Leffler Academy will be designed and balanced in a way to promote successful completion of the coursework on the original schedule when students first enroll in the program. For example, the first cohort of the LPN program, had 15 students begin the program, the first cohort graduated 6, or a 40% graduation rate on schedule, 3 students have returned to a later cohort and are scheduled to graduate only 1 year behind. In the second cohort 20 students enrolled and there are currently 10, a projected graduation rate of 50%. As demonstrated before, the percentage of individuals completing on-time is improving and Leffler Academy has a

goal that 80% or more of students will graduate on-time in each cohort by 2025.

The last priority identified in the report is talent. Talent is extremely important in the healthcare field, with no trained professionals there is no workforce. The ASN program at Leffler Academy will be drafted with that idea in mind. The objectives of the ASN program at Leffler Academy are to train competent, productive members of the workforce ready to be leaders in their community providing care for patients with skills and concepts that are the most up to date and relevant for effective and quality patient-centered care. Students that complete the ASN program at Leffler Academy will enter the workforce prepared to be future healthcare leaders and drive change for the improvement of patient care in their communities.

c. State Rationale: Equity-Related

- How does this program address the Equity section of [Reaching Higher In a State of Change](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

The second priority in the report was equity. Leffler Academy believes strongly in the power of a quality education and its impacts on improving not only an individual's life, but the enormous social benefit it brings to a community. Leffler Academy serves an extremely diverse student population which are predominately of African American, Hispanic or Latino and Asian-American descent. The goal of introducing the ASN program at Leffler Academy would be to improve resources and access to a quality and affordable education. By introducing another program at Leffler Academy we can reach a wider range of students that upon successful completion will drastically improve the social outcomes of the Grant County area as well as the health outcomes as new well-trained nurses enter the workforce prepared to deliver up to date patient-centered-care.

d. Evidence of Labor Market Need

- National, State, or Regional Need
 - Is the program serving a national, state, or regional labor market need? Please describe.

Indiana currently has about 4,300 job openings for nurses each year and that is projected to grow up to 5,000 nurse job openings by the year 2031. In our own community regional hospitals have over 200 job openings that have been left vacant. The crucial need for nurses post-covid is leading to potentially dangerous consequences affecting patient health and safety. By opening a ASN program, Leffler Academy can play a crucial part in slowing the "bleeding" that is occurring as massive swaths of nurses continue to exit the profession due to a variety of negative factors mostly stemming from COVID-19. Leffler Academy would offer small and personable classes at an accelerated pace to allow students to enter the workforce and begin gainful employment much faster than at the slower traditional pace. Bowen Center data can be collected as well to show evidence of labor market need in Indiana.

e. Placement of Graduates

- Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.
- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be

admitted.

The majority of the graduates of the Leffler Academy ASN program will be in healthcare facilities. Primarily, hospitals, skilled nursing facilities, assisted living facilities, Dr's Offices, et cetera. Given the current status of the nursing shortage in Indiana and the United States as a whole, Leffler Academy finds no reason for the foreseeable future where graduate nurses will have trouble finding gainful employment upon graduating from the ASN program.

Even still, upon graduation, the nurses that graduate can continue their education to obtain a BSN in less than 2 years, or even jump to an MSN and begin practicing as a nurse practitioner.

f. Job Titles

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

The primary job title of graduates of this program will be Registered Nurse.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.
- I. Integration of current best practices to deliver safe and effective patient-centered care aimed at improving quality of care and care outcomes.
 - II. Utilization of effective communication and collaboration skills through means of oral, written, and technology with the patient, nursing colleagues, and interprofessional team.
 - III. Utilization of the nursing process, information management networks, and interprofessional collaboration to provide safe and effective patient-centered care aimed at treating illness and promoting holistic health including well-being through wellness and health related activities for self and patients.
 - VII. Application of evidence-based practice, clinical judgement, and demonstrate responsibility and accountability for the role of professional nursing and commitment to lifelong learning.
 - VIII. Provide compassionate patient-centered care, demonstrate competency as a care provider capable of respecting cultural diversity and being culturally sensitive to patients of all backgrounds.
 - IV. Demonstrated competency as a leader, exhibits the identity of a nursing professional and develops policies and procedures to promote quality care and patient safety.

a. Assessment

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

Utilizing up to date pedagogical theory deeply rooted in didactic delivery, assignments and classroom examinations, and NCLEX preparation. Rigorous simulation and clinical experiences based off current evidence-based practice and nursing processes.

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

a. Federal Financial Responsibility Composite Score N/A

- 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.

b. State Licensure

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

Yes, the ASN program at Leffler Academy will meet the requirements for the students to take the NCLEX-RN assessment and obtain state licensure as a Registered Nurse.

If so, please identify: Students must pass the NCLEX-RN and receive state licensure by the Indiana State Board of nursing prior to practicing as a Registered Nurse.

- The specific license(s) needed: RN license
- The State agency issuing the license(s): Indiana State Board of Nursing/Indiana Professional Licensing Agency

a. Professional Certification

- What are the professional certifications that exist for graduates of similar program(s)?
Students who graduate with an RN can get a wide range of professional certifications in speciality areas.
- 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?

3

In Indiana, a graduate of a ASN program will not need national certification to achieve gainful employment.

- If so, please identify
- Each specific professional certification:
- The national organization issuing each certification:
- Please explain the rational for choosing each professional certification:

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

b. Professional Industry Standards/Best Practices

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? YES
- If so, please identify: Quality and Safety Education for Nursing (QSEN), Indiana State Board of Nursing and Indiana Rules and Regulations, Accreditation Commission for Education in Nursing, Other Professional Organizations such as the National League for Nursing.
- The specific professional industry standard(s) and/or best practice(s): QSEN, Indiana State Board of Nursing and Rules and Regulations
- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

Phone calls with local long-term care organizations, home healthcare, high school administration was consulted on industry standards and discussions regarding best practice concerning state regulations for each organization and requirements of the Registered Nursing Staff Members. Aligned with the QSEN Competencies. An advisory Board will be created with these individuals within 50-70 miles to help guide Leffler Academy to stay abreast of the industry standards for RNs to achieve gainful employment. Excited to host these events, learn from these events, to produce component RNs. Reviewed ASN curriculum from several Schools of Nursing.

c. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.
- Reason for seeking accreditation.

Leffler Academy is pursuing institutional accreditation through the Council on Occupational Education beginning in the Summer of 2022 with receipt of full accreditation from the Council on Occupational Education by middle of 2023.

Leffler Academy is seeking accreditation from the Council on Occupational Education because the purpose of the COE aligns with Leffler Academy, and we welcome the professional standards that will be set forth by the COE to help maintain a high quality of education which will be delivered to all students enrolling in all programs offered at Leffler Academy. Leffler Academy is pursuing institutional accreditation with the COE which will incorporate all programs offered by Leffler Academy.

Specialized Program Accreditation

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

Leffler Academy will pursue programmatic accreditation either through the Accreditation Commission for Education in Nursing or the Commission on College of Nursing Education. The purpose of pursuing accreditation through either of these organizations is because it will help maintain the high academic standards of Leffler Academy and will enable Leffler Academy to continue to promote a high quality of education for all nursing graduates of Leffler Academy. Leffler Academy intends to apply for programmatic accreditation through either the ACEN or CCNE upon the successful completion and receipt of institutional accreditation from the COE

d. Transferability of Associate of Science Degrees

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

No baccalaureate degree is currently offered at Leffler Academy. However, Leffler Academy will work with other colleges and universities for students to gain seamless transitions into baccalaureate level degrees.

- If so, please list the baccalaureate degree(s): N/A

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

- a. Are all student transcripts in a digital format? Yes, a paper copy is saved in the student's permanent file.

- If not what is the percentage of student transcripts in a digital format? 100%
 - What is the beginning year of digitized student transcripts? 2020
 - Are student transcripts stored separately from the overall student records? YES, under lock and key. Copy available online (password protected) and paper transcript in each student file.
- b. How are the digital student records stored? Populi, password protected
- Where is the computer server located? 6050 E 500 S, Gas City, Indiana, 46933
 - What is the name of the system that stores the digital records? Populi, password protected
- c. Where are the paper student records located? 6050 E 500 S, Gas City, Indiana, 46933
- d. What is the beginning year of the institutional student record series? 2020
- e. What is the estimated number of digital student records held by the institution? In excess of 200
- f. What is the estimated number of paper student records held by the institution? In excess of 200
- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
- If so, what is the most significant format? N/A
 - If so, what is the estimated number of student records maintained in that format? N/A
- h. Does the institution maintain a staff position that has overall responsibility and authority over student records?
- If so, what is the name, title, and contact information for that individual?

Garrett Reinhold
Admissions Coordinator, 765-573-4614

Samantha Battieger
Administrative Assistant, 765-573-4614

- i. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? No
- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? Roughly twice a week

This Section Applies to All Institutions

- k. Is there anything that the Commission should consider with regard to the institutional student records? No
- l. What is the digital format of student transcripts? Stored on Populi, password protected

- m. Is the institution using proprietary software, if so what is the name? Populi, password protected
- n. Attach a sample transcript specifically for the program being proposed as the last page of the this program application. See attached;

9. Projected Headcount and FTE Enrollments and Degrees Conferred

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

| Projected Headcount and FTE Enrollments and Degrees Conferred | | | | | | | | | |
|---|-----------|--|--|--------|--------|--------|--------|--------|--|
| Date, 20XX | | | | | | | | | |
| | | | | | | | | | |
| Institution/Location: ASN Program Leffler Academy | | | | | | | | | |
| Program: ASN | | | | | | | | | |
| | | | | | | | | | |
| | | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| | | | | FY20XX | FY20XX | FY20XX | FY20XX | FY20XX | |
| | | | | | | | | | |
| Enrollment Projections (Headcount) | | | | | | | | | |
| | Full-Time | | | 20 | 20 | 20 | 20 | 20 | |
| | Part-Time | | | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | | | |
| | Total | | | 20 | 20 | 20 | 20 | 20 | |
| Enrollment Projections (FTE*) | | | | | | | | | |
| | Full-Time | | | 20 | 20 | 20 | 20 | 20 | |
| | Part-Time | | | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | | | |
| | Total | | | 20 | 20 | 20 | 20 | 20 | |
| Degrees Conferred Projections | | | | | | | | | |
| | | | | 0 | 20 | 20 | 20 | 20 | |
| | | | | | | | | | |
| Degree Level: | | | | | | | | | |
| Associates | | | | | | | | | |
| CIP Code: - 51.3801 | | | | | | | | | |
| FTE Definitions: | | | | | | | | | |
| Undergraduate Level: 30 Semester Hrs. = 1 FTE | | | | | | | | | |
| Undergraduate Level: 24 Semester Hrs. = 1 FTE | | | | | | | | | |

Leffler Academy
2023-2024: Spring 2023 Grade Report

Jane Doe
1234 Street Avenue
Hometown UT 46224

Leffler Academy
6050 E 500 S
Gas City, IN 46933 US

Term start: Jan 1, 2023
Term end: Apr 30, 2023

Non-program courses

| Course | Title | Instructor | Earned Credits | Grade | Points |
|---------|---|------------|----------------|-----------|--------|
| NUR105 | Transition from the LPN to the ASN | | 2.00 | 95.00 A- | 6.60 |
| NUR110 | Leadership and Management Skills in Nursing | | 2.00 | 80.00 C | 3.40 |
| NUR115 | Pathophysiology | | 3.00 | 88.00 B | 8.10 |
| NUR120 | Adult Health Nursing I | | 4.00 | 100.00 A+ | 16.00 |
| PHAR200 | Pharmacology | | 3.00 | 90.00 B | 8.10 |

| | Attempted Credits | Earned Credits | GPA Credits | Points | GPA |
|--------------------|-------------------|----------------|-------------|--------|------|
| Current: | 14.00 | 14.00 | 14.00 | 42.20 | 3.01 |
| Cumulative: | 14.00 | 14.00 | 14.00 | 42.20 | 3.01 |

AUD = Audit
FN = Failure for non-attendance
I = Incomplete
R = Retake
W = Withdraw

Amanda Leffler, DNP, RN



Leffler Academy School of Nursing Transcript Key

Unit of Credit

The unit of credit is the credit hour. 1 credit hour is the equivalent of 16 didactic hours OR 42 simulation/clinical hours of instruction. To successfully complete the Practical Nursing Program a student must earn all 48 credits attempted during their enrollment in the Practical Nursing Program.

Course Numbering System

Undergraduate courses are identified with a 3 digit course number representing the level of the course. See below;

100-299 are freshman and sophomore level courses.

300-399 are junior level courses.

400+ are senior level courses.

Term Titles

| | |
|------------------------------|----------|
| Spring (January-April) | 16 weeks |
| Summer Combined (May-August) | 16 weeks |
| Summer I (May-June) | 8 weeks |
| Summer II (July-August) | 8 weeks |
| Fall (September-December) | 16 weeks |

Grading System

A 4 grade points per credit earned.

B 3 grade points per credit earned.

C 2 grade points per credit earned.

D 1 grade points per credit earned.

F 0 grade points per credit earned.

Transcript Key

I Incomplete, 0 grade points, 0 credits earned. Credits will not be included in grade point average computation.

FN Non-Attendance, 0 grade points, 0 credits earned. Credits will be included in grade point average computation.

R Retake, student is retaking a course. Grade points/credits earned will reflect the second attempt not the highest of the two courses for grade point average computation.

W Withdraw, 0 grade points, 0 credits earned. Credits will not be included in grade point average computation.

AUD Audit, 0 grade points, 0 credits earned. Student is taking course for no credit. Credits will not be included in grade point average computation.

Official Transcripts

For a transcript to be considered original it will be stamped with the seal of Leffler Academy in the bottom right of the Transcript with the director's name overlaid. Official transcripts will also be placed in a sealed envelope. Unofficial transcripts will not be stamped or placed in a sealed envelope.