INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Wednesday, September 1, 2021

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

www.in.gov/bpe

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AGENDA

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

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

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

Microsoft Teams meeting
Join on your computer or mobile app
Click here to join the meeting
Or call in (audio only)
+1 317-552-1674 United States, Indianapolis
Phone Conference ID: 616 659 375#

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 16, 2021 Board Meeting 1

II. Decision Items

A. Initial Institutional Authorization

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B. Academic Degree Programs

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A.S. in Diagnostic Medical Sonography 103
A.S. in Radiography 123
B.S. in Health Science 145

III. INFORMATION ITEM

Plante Moran Presentation on Financial Review Metrics

OLD BUSINESS
NEW BUSINESS
ADJOURNMENT

****

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

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Wednesday, June 16, 2021

I. CALL TO ORDER

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

Members Absent: None

Guests: Marc Aguillera, Tom Brouwer, Brittany Cottoner, Matt Cummings, David Good, Kim Hall, Mandy Hicks, Bruce Kepley, Crystal Neumann, Kathryn Reed, Pete Patsiavos, Jenay Sermon, Steve South, Jana Walser-Smith, and Krystal Witter.

It was determined that there was a quorum for the June 16, 2021 Board meeting.

CONSIDERATION OF THE MINUTES OF THE March 2, 2021 BOARD MEETING

R-21-06.1 **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the March 2, 2021 regular meeting
(Motion – Konesco, second – Shane, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Dr. Ken Sauer began by noting that the Commission has signed a contract with the firm Plante Moran. Plante Moran focuses on taxes, financial planning, wealth management and auditing. The purpose of the agreement is to have the financial firm develop additional metrics for determining the financial health of BPE authorized institutions or those seeking authorization. The Commission did send a RFP to several firms before selecting Plante Moran. Commission staff have had the first meeting with Plante Moran. Ross Miller shared with Plante Moran audited financials and other information from active institutions, institutions seeking authorization, and some that have closed. After the firm has had a chance to review those documents, Commission staff will have another meeting with the firm. The work of the firm should conclude in two months. The timing is set so that the firm can present their findings at the September 1, 2021 BPE business meeting.

III. TIME – SENSITIVE ACTION ITEM

A. Initial Institutional Authorization and Academic Degree Program

1. Initial Institutional Authorization of South College at Carmel and an Associate of Science in Health Science to be offered.

Representing South College were: Kim Hall, Vice Chancellor for Institutional Advancement and Effectiveness; and Steve South, Chancellor.

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

R-21-06.02 **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 – Shane, second – Konesco, unanimously approved)

2. Initial Institutional Authorization of Southern New Hampshire University at Indianapolis.

Representing Southern New Hampshire University were: Matt Cummings, Associate Vice President; David Good, Associate Vice President of Operations and Engineering; Jenay Sermon, Senior Director of Learning Science; Jana Walser-Smith, State Authorization and Compliance Administrator; and Krystal Witter, Associate General Counsel.

Ross Miller presented the staff report recommending that Southern New Hampshire University be granted institutional authorization at one location.

R-21-06.03 **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 – Shane, second – Haywood, unanimously approved)

B. Academic Degree Program

1. Master of Science in Organizational Leadership to be offered by American College of Education.

Representing American College of Education were: Marc Aguilera, Chair of Business; Tom Brouwer, Director of Regulatory Affairs and Compliance; Crystal Neumann, Assistant Provost-Business Professions; and Pete Patsiavos, Programmatic Approvals Specialist.

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

R-21-06.04 **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 – Shane, second – Haywood, unanimously approved)

2. Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography

Echocardiography to be offered by Caris College.

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

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

R-21-06.05 **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Konesco, second – Shane, unanimously approved)

IV. INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS

There was none.

VI. ADJOURNMENT

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

_____ _____
Dr. Ken Sauer, Chairman Date

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BOARD FOR PROPRIETARY EDUCATION
Wednesday, September 1, 2021

DECISION ITEM A-1: **Aviation Institute of Maintenance: Initial Institutional Authorization and One Associate's Degree Program at One Location**

Institutional Profile See Attachment

Staff Recommendation That the Board for Proprietary Education grant Aviation Institute of Maintenance institutional authorization and approve the Associate of Applied Science (A.A.S.) in Aviation Maintenance Technology in accordance with the background discussion of this agenda item and the Application for Degree Approval.

Background

Degree Program Profile

Associate of Applied Science (A.A.S.) in Aviation Maintenance Technology at Indianapolis

This program consists of 93 semester credit hours, with 84 percent of the courses in the specialty. The program faculty consists of 20 individuals, of whom 17 individuals are full-time, and the remaining 3 are part-time. Of the 20 individuals, 1 has a doctoral degree, 1 has a law degree, 9 have a baccalaureate, 5 have an associate's degree, and 4 have a certificate (Airframe and Powerplant Rating).

Supporting Documents Degree Application

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Institutional Profile for
Aviation Institute of Maintenance

Background Aviation Institute of Maintenance began with a single campus at the Manassas Regional Airport in Manassas, Virginia in 2010. The Indianapolis campus, which began as ATA Training Academy in 1992, was purchased and renamed in 2004. The Indianapolis campus has always been at the same Westside location near the former site of the Indianapolis International Airport.

The institution has been accredited or authorized by the Office for Career and Technical Schools (OCTS) since 2012 and by the Indiana Commission on Proprietary Education (ICOPE) prior to that.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is nationally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The accreditor originally granted accreditation to the previous institution (ATA Training Academy) in 2001. Aviation Institute of Maintenance at Indianapolis was most recently granted re-accreditation in 2016. The most recent accreditation cycle of five years will expire this year. As of this writing a site visit is scheduled for August 23rd.

Participation in NC-SARA Aviation Institute of Maintenance does not participate in the State Authorization Reciprocity Agreement (SARA).

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 state financial aid.

Campuses In addition to a campus in Indianapolis, the institution has campuses in Atlanta (Duluth), Georgia; Charlotte, North Carolina; Dallas, Texas; Freemont, California; Houston, Texas; Kansas City, Missouri; Las Vegas, Nevada; Manassas, Virginia; Norfolk, Virginia; Orlando, Florida; Philadelphia, Pennsylvania and Teterboro, New Jersey. Recently, (August 13, 2021) accreditation was granted for a campus in Chicago, Illinois.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 162 students in the fall of 2019 at Aviation Institute of Maintenance in Indianapolis.

Programs The Indianapolis institution currently offers programs at the certificate level. Programs are focused in Maintenance Technician and Aviation Maintenance Technician. The Duluth, Georgia campus offers an Associate of Occupational Science (AOS) in Aviation Maintenance Technology in addition to certificate programs.

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

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Indiana Commission for Higher
Education/ Indiana Board for
Proprietary Education

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

Application for Initial Institutional Authorization

1. Name of Institution: **Aviation Institute of Maintenance**

2. Address of campus: **7251 West McCarty St, Indianapolis, IN 46241**

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

Please see attached letter of accreditation.

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

Please see attached FAA Air Agency Certificate.

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

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

Please see attached.

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

CIP Code	Program Name	Level	Length	Cr. or Cl. Hrs.	Indicate Annual or Cr. Hr. Tuition
47.0608	Aviation Maintenance Technician	Certificate	21 mths	78 credit hrs	$44,310
47.0608	Aviation Maintenance Technician (Internship)	Certificate	23 mths	83 credit hrs	$47,260

47.0303	Maintenance Technician	Certificate	15 mths	55 credit hrs	$30,740

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

Please see attached copy of check. Check sent via UPS.

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

Please see attached.

10. Provide documentation of liability insurance to cover students.

Please see attached.

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

Please see attached.

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

Corporation name:

ATA Holdings Inc.

4455 South Blvd Virginia Beach, VA 23462

Sole stockholder:

Gerald Yagen (100%)

4455 South Blvd Virginia Beach, VA 23462

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

Please see attached.

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

Please see attached.

15. Campus director

information: **Name**

of Campus

Director: Andy

Duncan

Title of Campus Director: Campus Executive Director

Phone Number of Campus Director: (317) 243-4519

Email of Campus Director: directorami@aviationmaintenance.edu

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

Person submitting this form: Derek Stewart

Position title of person submitting this form: Manager of Institutional Compliance

Phone number contact of person submitting this form: (757) 576-3961

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Aviation Institute of Maintenance
7251 West McCarty St
Indianapolis, IN 46241

Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION

(*New or Renewal program***)**

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

Name of Institution Aviation Institute of Maintenance

Program name and
Suggested CIP Code: Aviation Maintenance Technology 47.0608

Level of Degree (AAS)

Name of Person Preparing this Form Derek Stewart

Telephone Number (757) 456-5065

Date the Form was Prepared 6/29/21
(Revise date after any revision)

Application Type

X Initial

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

The Associate of Applied Science Degree in Aviation Maintenance Technology program provides a graduate with the education and practical skills needed for a position in today's aviation industry. The program will provide the student a foundation of general education courses, technical skills, and aircraft systems knowledge. The degree program enhances critical thinking skills and provides the student with the opportunity to develop strong writing, mathematical, science, and communication skills, which may lead to greater opportunities for professional growth in the competitive aviation profession. Students learn the specialized skills necessary to work on structures, powerplants, aircraft systems, flight-controlled systems, and engine systems, and become eligible and prepared for certification by the Federal Aviation Administration (FAA) as an Airframe and Powerplant (A&P) Mechanic.

While in school, students gain valuable hands-on experience in the hangar while studying the General, Airframe, and Powerplant subjects required by the FAA. During lab instruction, students are trained using FAA-approved equipment used throughout the aviation industry, and students learn to repair and maintain radial engines, reciprocating powerplants, modern turbo props, and jet engines. Students often work on carburetors, magnetos, turbo chargers, and other complex equipment found on aircraft.

The aviation industry, as well as other major repair and overhaul companies, desire not only the skills of our graduates, but also the professional skills, attention to detail, commitment to safety, ability to follow procedures and document processes, interpersonal soft skills, and critical thinking skills that we teach within the program. The program concludes with a Capstone course, which guides students in preparing for the FAA certification examination.

Aviation Institute of Maintenance
7251 West McCarty St
Indianapolis, IN 46241

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

Name of Program: Aviation Maintenance Technology

Total Course Hours: 93 Check one: Quarter Hours _____
Semester Hours X

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
BLK 101	General Science I: Math and General Physics	5.0
BLK102	General Science II: Tools, Surfaces, & Corrosion Control	4.5
BLK 103	General Science III: Maintenance Operations & Records	5.0
BLK 104	General Science IV: Basic Electricity	4.5
BLK 105	Metallic Structures	4.5
BLK 106	Electrical, Navigational, & Communications Systems	4.5
BLK 107	Non-Metallic Structures	4.5
BLK 108	Aircraft Systems I	4.5
BLK 109	Aircraft Systems II	5.0
BLK 110	Airframe Assembly & Inspection	4.5
BLK 111	Aircraft Systems III	5.0
BLK 112	Reciprocating Engines	4.5

Clock Hours _____

Tuition : $53,160 Length of Program: 21 months

BLK 113	Turbine Engines	4.5
BLK 114	Powerplant Systems I	4.5
BLK 115	Powerplant Systems II	4.5
BLK 116	Aircraft Propellers and Inspections	4.5
BLK 117	AMT Capstone	4.0

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
GE 1312	Communications	3.0
GE 2302	Human Factors in Behavior and Performance	3.0
GE 2325	College Algebra	3.0
GE 2330	Physical Science	3.0
GE 2340	Logic and Ethics	3.0

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours

Number of Credit/Clock Hrs. in Specialty Courses: 78 / 93 Percentage: 84%

Number of Credit/Clock Hrs. in General Courses: 15 / 93 Percentage: 16%

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

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

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

The campus has a decentralized learning resource system. The learning commons houses books and periodicals and is open to students weekdays from 8 a.m. to 11:30 p.m. Monday to Thursday and 8:00 a.m. to 7 p.m. Friday. The toolroom houses technical data and manuals necessary for classroom projects and reference. The capstone classroom houses computers and reference materials related to certification testing. Students have access to the Learning and Information Resource Network (LIRN). This resource is available any time a student has an internet connection. Lastly the school utilizes a robust SharePoint site for students that has classroom materials such as Powerpoints and other presentations, digital reference materials and technical data. This site is available to students any where they have an internet connection.

The campus has 4 individuals who serve in part-time librarian capacities.

2. Number of volumes of professional material:

825 print on hand, plus LIRN and digital reference materials via the student SharePoint site.

3. Number of professional periodicals subscribed to:

19 subscriptions

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

Students have access to the Wayne Branch of the Indianapolis public library which is .8 miles away. The library is open from 10 a.m. to 8 p.m. Monday and Tuesday, 10 a.m. to 6 p.m. Wednesday to and 10 a.m. to 5 p.m. Saturday.

Aviation Institute of Maintenance
7251 West McCarty St
Indianapolis, IN 46241

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

Total # of Faculty in the Program:	20	Full-time:	17	Part-time:	3

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

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one: Full-time	Check one: Part-time
Bennett, Ronald	B.S. Aviation Technology	8	1.5	0	x	
Bingham, Ben	A.S. Aviation Technology	8	2	0	x	
Foley, Thomas	B.S. Aviation Maint Mgt	19.5	2	10	x	
Fretwell, Mitchell	A&P Certificate (FAA)	6.5	0	0	x	
Harbin, Stanley	A&P Certificate (FAA)	10	1	0	x	
Hargett, Adam	B.S. Comp Graph	13	1	0	x	
Howard, Chris	JDr, MS Political Sci BS Political Sci and Crim. Justice	19	19	1	x	
Jarrett, Daniel	AS Aviation Maint Tech	12	9.5	0		x
Ladd, Russell	BS Accounting	17	1.5	0	x	
Livesay, David	AS Aviation Maint	35	17	0	X	
Norman, Jason	BA Journalism	14	1	14		X
Madigan Jr, Robert	A&P Certificate (FAA)	24	2.5	0	x	
Martin Jr, Jack	AS Aviation Maint	12	.5	0	x	
Martin, Aaron	BS Aviation Mgt. ASS Aviation	7	11	0	x	

	Maint.					
Morgan, Michael	BS Aviation Mgt	22	6	0	x	
Moser, Gordon	A&P Certificate (FAA)	25	10	0	x	
Ray, Alesha	DR Business and Public Admin MS Public Admin BS Business	12	1.5	2	x	
Terry, Luke	AS Aviation Maintenance	3	11	0	x	
Miner, Michael	BA Math/Econ	31	1	30	X	
Steppe, Laura	BA Biology	5	1	19		X

Aviation Institute of Maintenance
7251 West McCarty St
Indianapolis, IN 46241

Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

Institution: Aviation Institute of Maintenance
Degree Program: Aviation Maintenance Technology
Locations: Indianapolis, IN

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

The Federal Financial Responsibility Composite Score is 3.0. Please see attachment.

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?

A graduate does not need a license issued by the state to practice.

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

++

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

FAA Airframe and Powerplant certification.

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

YES

If so, please identify
Each specific professional certification:

FAA Airframe and Powerplant Certification

The national organization issuing each certification:

Federal Aviation Administration

Please explain the rational for choosing each professional certification:

The program is based around the FAA part 147 curriculum and is designed for the student to achieve the FAA certifications associated with that.

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

BLK 01 General Science I: Math and General Physics
BLK 02 General Science II: Tools, Surfaces, and Corrosion Control
BLK 03 General Science III: Maintenance Operations and Records
BLK 04 General Science IV: Basic Electricity
BLK 05 Metallic Structures
BLK 06 Electrical, Navigational, and Communication Systems
BLK 07 Non-Metallic Structures
BLK 08 Aircraft Systems I
BLK 09 Aircraft Systems II
BLK 10 Airframe Assembly and Inspection
BLK 11 Aircraft Systems III
BLK 12 Reciprocating Engines
BLK 13 Turbine Engines
BLK 14 Powerplant Systems I
BLK 15 Powerplant Systems II
BLK 16 Aircraft Propellers and Inspections
BLK 17 AMT Capstone

++

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

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

Industry standards and practices in the aviation industry are regulated by the Federal Aviation Administration through a combination of the Federal Aviation Regulations and FAA published Advisory Circulars. Our program abides by, teaches, and incorporates these standards and practices into every part of the student's education.

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

The Federal Aviation Administration, issuing organization for the CFR 14, Federal Aviation Regulations. The program is administered in accordance with FAR Part 147.

++

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

No, the school meets all curriculum standards for students to be able to test for earn their FAA Airframe and Powerplant certifications.

If so, please identify the specialized accrediting agency:

Not applicable.

++

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

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

The institution does not offer a baccalaureate degree at this time.

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

Job Titles

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

Aviation Maintenance Technician, technician, installer, avionics technician, aircraft engine mechanic

1. What is the digital format of student transcripts?
   Crystal Reports which export to PDF, but official transcripts are only issued by our institution in paper format.
2. Is the institution using proprietary software, if so what is the name?
   Yes, CampusNexus.

3. Submit a sample student transcript.
   Please see attached.

++

Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format?

   Yes

   - If not what is the percentage of student transcripts in a digital format?
   - What is the beginning year of digitized student transcripts?

     1992

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

     Varies depending on age of transcripts; current records are all housed together within our SIS.

2. How are the digital student records stored?

   - Where is the computer server located?

     Company cloud servers.

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

     CampusNexus Student is the primary application, with CLASS and EDC housing archived records.

3. Where are the paper student records located?

   Not applicable.

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

   1992

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

   5000

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

   N/A

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

   No

   - If so, what is the most significant format?

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

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

   Yes.

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

     Sally Hunter, Campus Registrar (registrarami@aviationmaintenance.edu)
     Genifer Leigers, Corporate Registrar (registrarcorp@centura.edu)

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

   No.

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

    One per week.

All Institutions

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

No.

Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 2021									
Institution/Location: Aviation Institute of Maintenance Indianapols, IN_____									
Program: Aviation Maintenance Technology Associate Degree									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2021	FY2022	FY2023	FY2024	FY2025	
Enrollment Projections (Headcount)									
	Full-Time			10	20	25	35	35	
	Part-Time			0	0	0	0	0	
	Total			10	20	25	35	35	
Enrollment Projections (FTE*)									
	Full-Time			10	20	25	35	35	
	Part-Time			0	0	0	0	0	
	Total			10	20	25	35	35	
Degrees Conferred Projections				0	0	8	8	15	
Degree Level: AAS									
CIP Code: - 47.0608; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Aviation Institute of Maintenance

Unofficial Transcript

[redacted]

http://www.aviationmaintenance.edu

Student: [redacted] **Student ID:** 1679680 **DOB:** **Original Start Date :** 1/19/2021 **Student GPA:** 3.10

Program: **Associate of Applied Science Degree in Aviation Maintenance Technology**

Enrollment #: **AB20096004** **Status:** **Active**

Start Date: **1/19/2021**

Course Code	Course Description	Credits Attempted	Credits Earned	Clock Hours	Grade	Numeric Grade	Quality Points
Term: S20210119	**January 2021 Semester**			**1/19/2021**		**5/9/2021**	
BLK101	General Science I: Math and General Physics	5.00	5.00	120.00	B	88.00	15.00
BLK102	General Science II: Tools, Surfaces, and Corrosion Control	4.50	4.50	120.00	A	90.00	18.00
BLK103	General Science III: Maintenance Operations and Records	5.00	5.00	120.00	C	79.00	10.00
GE2302	Human Factors in Behavior and Performance	3.00	3.00	45.00	B	87.00	9.00
		17.50	17.50	405.00			52.00

Term GPA: 2.97 **Cum GPA:** 2.97

SAP Met

Course Code	Course Description	Credits Attempted	Credits Earned	Clock Hours	Grade	Numeric Grade	Quality Points
Term: S20210510	**May 2021 Semester**			**5/10/2021**		**8/22/2021**	
BLK104	General Science IV: Basic Electricity	4.50	4.50	120.00	B	83.00	13.50
BLK105	Metallic Structures	0.00	0.00	0.00			0.00
GE2330	Physical Science	3.00	3.00	45.00	A	94.87	12.00
In Progress							

Associate of Applied Science Degree in Aviation Maintenance Technology **GPA:** 3.10 25.00 25.00 570.00

*** End of Transcript ***

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BOARD FOR PROPRIETARY EDUCATION
Wednesday, September 1, 2021

DECISION ITEM B-1: **American College of Education:**
Two Master's Degree Programs Offered Exclusively through Distance Education

Institutional Profile See Attachment

Staff Recommendation That the Board for Proprietary Education approve the Master of Science (M.S.) in Sustainable Management and Master of Education (M.Ed.) in Adult Education and Training in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

Background

Degree Program Profiles

Master of Science (M.S.) in
Sustainable Management
Offered Through Distance Education

This program consists of 31 semester credit hours, with 100 percent of the courses in the specialty. The program is offered to individuals with a baccalaureate degree seeking skills in sustainability and business. The program offers four focus of study areas: Entrepreneurship, Business Performance Management, Nonprofit Leadership, and a General Track. The program faculty consists of four individuals, of whom three are full-time and the remaining individual is part-time. Of the four individuals, each has a doctoral degree.

Master of Education (M.Ed.) in
Adult Education and Training
Offered Through Distance Education

This program consists of 31 semester credit hours, with 100 percent of the courses in the specialty. The program is offered to individuals with a baccalaureate degree seeking instructional skills to work with adult learners. The program faculty consists of 13 individuals, of whom 9 are full-time and the remaining 4 are part-time. Of the 13 individuals, each has a doctoral degree.

Supporting Documents Degree Applications

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Institutional Profile for
American College of Education

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

Institutional Control Private, for-profit institution.

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

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

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

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

Campuses The institution offers all programs via distance education.

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

Programs The institution offers programs at the micro-credential, certificate, baccalaureate, master's, graduate certificate, and doctoral levels. Programs range from a Certificate in Higher Education to a Doctor of Education (Ed.D.) in Leadership. Most programs offered are in the field of teacher education. Currently the institution offers nearly 40 programs in the teacher education field. The institution also offers over 10 programs in health-related fields and over 5 programs in business-related fields.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2020, the institution had an unpublished FRCS of 2.3.

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION

(*New or Renewal program***)**

Name of Institution **American College of Education**

Program name and Suggested CIP Code: **Master of Science in Sustainable Management**
CIP Code: 30.3301

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

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

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

Application Type

Date the Form was Prepared **07/12/2021**

Initial or Renewal

(Revise date after any revision)

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

Program Structure & Overview

The Master of Science in Sustainable Management is a program designed for individuals with a bachelor's degree who wish to earn a graduate degree that would help them advance their careers through the examination of how modern business is impacted by green sectors.

The field of sustainable management is based on the symbiotic relationship between the environment and business practices. The role of any sustainability leader is to transform how organizations conduct business by formulating, implementing, and assessing sustainability strategies that will benefit current and future generations. Students enrolled in this program will develop leadership skills to manage in a variety of settings, with a focus on becoming a positive change agent when implementing innovative sustainability practices.

The Master of Science in Sustainable Management is comprised of 31 credits taken at American College of Education (ACE) (see course list in Section II). The program requires the completion of 22 core credits and an additional 9 focus of study (FOS) credits which can be taken in Entrepreneurship, Business Performance, Nonprofit Leadership, or a General Track.

Type of Credits	***# of Credits***
Core Program Credits	22
Focus of Study (Students choose one of the following)	
Entrepreneurship	9
Business Performance Management	9
Nonprofit Leadership	9
General Track (Students pick any three classes from the focus of study options)	9
Total	31

Program Goals

The program design is guided by the standards of the Accreditation Council for Business Schools and Programs (ACBSP) (2021), which evaluates "aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support" for the purposes of ensuring rigor and continuous quality improvement. ACBSP standards are based on the Education Criteria for Performance Excellence, Baldrige National Quality Program. The program is also guided by the 17 Sustainable Development Goals developed by the United Nations in 2015. The United Nations developed the 17 Sustainable Development Goals for member states to adopt for a more sustainable future by 2030. The Sustainability Development Goals are used as a common indicator to measure sustainability, as well as promote social responsibility (Desilva et al., 2020). Delaney and Horan (2020) stated colleges should implement these goals into course delivery, as well as communities of practice.

This degree allows students to develop expertise in business management beyond the bachelor's level and implement the vision of sustainability and business. The program goals can be applied to any career within the green, energy management, or sustainability sectors of business.

Currently, the College offers four degrees in the business field: B.S. in Applied Management & Leadership, M.Ed. in Educational Business Administration, M.S. in Organizational Leadership, and M.B.A. in Social Impact. The College does not offer a full degree in the sustainability field, though there is a Focus of Study in Sustainability within the M.B.A. in Social Impact and M.S. in Organizational Leadership programs. The Master of Science in Sustainable Management degree extends the College offerings in this field.

In addition to being aligned with American College of Education's mission for providing high-quality education, the proposed program also aligns with the College's mission of affordability through offering a more affordable option than potential competitors.

Program Description

The Master of Science in Sustainable Management is designed to offer graduate business education combined with sustainability education, preparing students to work across diverse green economic sectors such as agriculture, energy, and technology. Graduates will be equipped with skills and knowledge to become change agents, develop solutions-based projects, and lead diverse and inclusive teams. The Master of Science in Sustainable Management program engages students in critical and creative thinking through real-life business case studies, the program provides students a platform to develop and design project ideas, and students examine topics through collaborative teamwork and service-learning.

Program Mission

The Master of Science in Sustainable Management program prepares students for sustainability leadership positions in corporations, nonprofit organizations, and as entrepreneurs who create and own small businesses to help broaden value-driven, ecologically, and socially responsible business objectives and development.

Program Outcomes (PO)

1. Interpret dimensions of sustainability across a triple bottom line of ecological, economic, and social dimensions.
2. Appraise sustainability business practices across various green economic sectors, including agriculture, energy, and technology.
3. Employ the concept of sustainability to identify opportunities for improvement and design business model solutions.
4. Break down business theories and demonstrate systems thinking to assess business conditions.
5. Support inclusivity and diversity in business communities and environments to build diverse collaborative teams within green sectors.

6. Distinguish metrics and measures to evaluate development, operations, business performance for sustainability across ecological, economic, and social dimensions.
7. Practice and advocate for awareness of policies promoting sustainability across ecological, economic, and social dimensions.

Market Demand/Information

The Master of Science in Sustainable Management program advances students toward becoming global leaders and change agents that are knowledgeable in sustainability. Current global challenges have created a demand for graduate-level sustainability education across many sectors, especially in business education. Though business education has addressed sustainability for many years, the demand has grown rapidly since 2015 when the United Nations "recognized the importance of the higher education sector alongside governments, businesses and civil society in achieving seventeen Sustainable Development Goals as part of the 2030 sustainable development agenda" (Nagpal, El Haber, & Young, 2018, p. 346).

Companies seeking out sustainability professionals is on the rise. According to the GreenBiz State of the Profession 2020 Report, in 2012, there were only 45% of sustainability hires needed for larger companies (as cited by University of Wisconsin, 2021). Yet, in 2020 sustainability hires increased to 67%. With more businesses and organizations focused on sustainability, there are also increases in sustainability-related job positions. LinkedIn also noted a 10% growth in job postings related to sustainability from 2018 to 2019 and another 7.5% increase from 2018 to 2019. As another example, Indeed listed 62,878 sustainability jobs in June 2021. Sustainability job positions vary in responsibilities and salaries across diverse sectors. ZipRecruiter reports the national average salary for a sustainability professional is $60,547 per year. The field continues to emerge and expand.

Student demand for sustainability-targeted degree programs is high. Business organizations want to show they are working to meet the Sustainable Development Goals and are undertaking efforts to make transparent actions towards following the Sustainable Development Goals (Santos da Cruz et al., 2020). By placing a focus on sustainability, businesses need employees who have the skills to address sustainability issues. In 2017, 35 CEOs and civil society leaders of the Business & Sustainable Development Commission expressed that sustainable business models could open economic opportunities worth up to $12 trillion and increase employment by up to 380 million jobs by 2030 (Business and Sustainable Development Commission, 2017). The Master of Science in Sustainable Management is designed to meet these market demands.

In addition to meeting the emerging market trends of sustainability. The M.S. in Sustainable Management Program also aligns with the College's mission by offering a more affordable option than potential competitors. A review of ACE's in-state competitors, Indiana University, Ball State University, Indiana State University, and Purdue University, reveals limited options to study sustainability at the graduate level in Indiana. The Master of Science in Sustainable Management at ACE addresses this gap in graduate sustainable management education. Indiana University is the only institution that offers master-level graduate degrees in sustainability, including a Master of Public Affairs with a concentration in sustainability and sustainable development. The tuition and fees for the 48 credit program is $27,979 for in-state residents and $64,116 for non-residents. Indiana University also offers a Master of Environmental Sustainability through the School of Public and Environmental Affairs, which they advertise as an accelerated 1-year, 36 credit program. The cost of this program is $20,697 for in-state residents and $47,803 for non-residents. Ball State University does not offer a graduate degree specific to sustainability management but does offer an online graduate certificate in sustainability. The program is a 12 credit certificate with each course being 1 credit each. Tuition and fees for the 12 credit graduate certificate program is $559 for one course or $6,708 for all 12 courses for in-state residents, and non-resident tuition is $771 for one course or $9,252 for all 12 courses. Indiana State University and Purdue University do not offer graduate degrees specific to sustainability management. In comparison, the cost of the proposed ACE Master of Science in Sustainable Management program is considerably more affordable than competitors at $7,285 for 31 credits.

The Master of Science in Sustainable Management program will meet students' needs locally, nationally, and globally. Students will gain valuable real-world experience through service-learning activities that are intended to sharpen their critical thinking skills through problem-based pedagogy. Students will also examine complex issues through case studies and research. The Master of Science in Sustainable Management program also aligns with ACE's Benefit Corporation (B Corp) status, as it is a degree program that will produce future leaders and change agents focused on sustainability within organizations and communities. Moreover, students will receive a quality education from sustainability experts that is both accessible and affordable.

References

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

Business and Sustainable Business Commission. (2017). Release: Sustainable business can unlock at least US $12 trillion in new market value, and repair economic system. http://businesscommission.org/news/release-sustainable-business-can-unlock-at-least-us-12-trillion-in-new-market-value-and-repair-economic-system

Delaney, K., & Horan, C. (2020) Implementing UN sustainability development goals through engagement within university communities of practice. Proceedings of the European Conference on Knowledge Management, 149–156. https://doi.org/10.34190/EKM.20.237

De Silva Lokuwaduge, C. S., Smark, C., & Mir, M. (2020). Sustainable development goals and businesses as active change agents. *Australasian Accounting Business & Finance Journal, 14*(3), 1–5. https://doi.org/10.14453/aabfj.v14i3.1

Nagpal, S., El Haber, N., & Young, S. (2018). Graduate competencies and disposition for sustainable development: The nexus of curriculum and pedagogy in business education. *Social Business, 8*(4), 345-368. https://doi.org/10.1362/204440818X15445231830030

Santos da Cruz, T., da Silva Gomes, S. M., Soares Figueiredo, P., Santos Sampaio, M., Dias Filho, J. M., & Ferreira Neto, J. V. (2020). Factors influencing the attitudes of individuals in favor of sustainable development: A study with students in the field of management. *Brazilian Journal of Management / Revista de Administração Da UFSM, 13*, 1133-1153. https://doi.org/10.5902/1983465942707

University of Wisconsin. (2021). Sustainability Careers. https://sustain.wisconsin.edu/sustainability/careers/

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

Name of Program:	**Master of Science in Sustainable Management**			
Total Course Hours:	**31**	Check one:	Quarter Hours	
	N/A		Semester Hours	**X**
			Clock Hours	
Tuition :	**$7,285**	Length of Program:	**15-18 months**	

SPECIALTY COURSES:		
Course Number	**Course Title**	**Course Hours**
SUST5003	Social Entrepreneurship & Building Business for Good	3
SUST5013	Social Impact on People & Community	3
SUST5023	Social Impact on the Environment & Sustainability	3
SUST5033	Foundations of Global Sustainability	3
SUST5043	Ethics and Legal Issues in Sustainability	3
SUST5053	Eco-justice for Change Agents	3
SUST5063	Developing Sustainable Business Strategies	3
SUST5091	Capstone Experience for Sustainable Management	1
N/A	Focus of Study Courses (FOS options with their corresponding course numbers and titles, can be found in the attached course listings)	9

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

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

Number of Credit/Clock Hrs. in Specialty Courses: 31 / 31 Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0 / 31 Percentage: 0%

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0 / 31 Percentage: 0%

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

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

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

The library is staffed by a library director holding a Ph.D. in Information Science and a Master of Library and Information Science and an assistant librarian who holds a Master of Library Science.

2. Number of volumes of professional material:

ABI/INFORM Collection
Launched in the early 1970s, ABI/INFORM remains the gold standard when it comes to business research databases. ABI/INFORM Collection's massive content set — which includes important full-text journals and much sought-after titles from the business press as well as key trade publications, dissertations, conference proceedings, and market reports — will help today's researchers resolve tomorrow's problems. ABI/INFORM Collection includes all content found in ABI/INFORM Global, ABI/INFORM Dateline, and ABI/INFORM Trade and Industry. It also includes ABI/INFORM Archive, which offers a deep backfile of many of the most important business journals of the last century.

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: Over 3,382 scholarly journals
- Full text: Yes, 2,581 peer-reviewed, full-text scholarly journals

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 16,032 academic journals
- Full text: Yes, 7,714 peer reviewed, full-text academic journals, and 350+ eBooks

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 3,851 journals and other resources
- Full text: Yes, over 1,884 peer-reviewed full-text journals; 900+ books; 5,384 SWOT analyses; 55 Harvard faculty seminar videos; 930+ case studies

CINAHL Complete
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,700 journals and includes the full text for more than 970 journals. It also includes continuing education modules, evidence-based care sheets, and quick lessons providing overviews of disease and conditions. Full text dates back to 1937.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 4,190 academic journals plus continuing education modules, evidence-based care sheets, and quick lessons
- Full-text: Yes, 974 peer-reviewed, full-text academic journals and 48 eBooks/Monographs

eBook Central (ProQuest)
The eBook Central platform provides access to eBooks that the library has purchased via that platform.

- Produced by: ProQuest
- Vendor: ProQuest

- Coverage: 14 eBooks
- Full-text: Yes, 14 eBooks

eBooks (EBSCOhost)
eBooks is a collection of full-text open access eBooks, along with a collection of purchased education related eBooks.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 3,500+ eBooks (115+ Education-related e-books)
- Full-text: Yes

Education Leadership Review
Education Leadership Review is a peer-reviewed journal published annually in the Fall by the International Council of Professors of Educational Leadership.
Produced by: International Council of Professors of Educational Leadership (ICPEL)
Vendor: International Council of Professors of Educational Leadership (ICPEL)
Coverage: One journal
Full-text: Yes

Education Source
Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2,661 academic journals
- Full-text: Yes, 1,535 peer-reviewed, full-text academic journals and 534 eBooks and monographs plus numerous conference papers and proceedings

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

International Journal of Educational Leadership Preparation
The International Journal of Educational Leadership Preparation is a nationally refereed journal published annually in the Spring by the International Council of Professors of Educational Leadership.
- Produced by: International Council of Professors of Educational Leadership (ICPEL)
- Vendor: International Council of Professors of Educational Leadership (ICPEL)
- Coverage: One journal
- Full-text: Yes

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

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

- Produced by: LearnTechLib
- Vendor: LearnTechLib
- Coverage: Over 2,470 academic journals, 48 eBooks, and over 40,000 conference papers and presentations
- Full-Text: Yes

Library, Information Science & Technology Abstracts with Full Text
Library, Information Science & Technology Abstracts with Full Text indexes hundreds of core journals plus books, research reports and proceedings. Subject coverage includes librarianship, online information retrieval, information management, technology, and more. Coverage in the database extends back as far as the mid-1960s.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 473 academic journals plus 28 eBooks and monographs.
- Full-text: Yes, 200+ peer-reviewed, full-text academic journals.

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre-clinical sciences. Full text coverage dates back to 1916.

- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Coverage: 2,111 academic journals
- Full-text: Yes, 2,105 peer-reviewed, full-text academic journals

OVID Nursing Full Text Plus Journals
OVID Nursing Full Text Plus journals covers numerous nursing specialties. Journal coverage dates back to 1995. Journals from Lippincott Williams & Wilkins are included, as is the OVID database with over 374,000 bibliographic records.

- Produced by: Wolters Kluwer
- Vendor: OVID
- Coverage: 51 journals
- Full-text: Yes, 51 journals

ProQuest Education Database
ProQuest Education Database covers scholarly literature on primary, secondary, and higher education, special education, home schooling, adult education, and hundreds of related topics.

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 1,297 scholarly journals
- Full-text: Yes, 999 peer-reviewed, full-text scholarly journals

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

- Produced by: ProQuest
- Vendor: ProQuest

- Coverage: 586 scholarly journals
- Full-text: Yes, 503 peer-reviewed, full-text scholarly journals, 6 E-Books, and other resources

Regional Business News
Covers business sources, including newspapers and business trade magazines.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 400 publications
- Full-text: Yes, over 380 publications

SAGE Premier Journals
Over 1,120 full-text journals covering topics such as teaching, psychology, special education, health education, criminal justice, leadership, nursing, business, finance, and others. Most titles date back to 1999.
- Produced by: SAGE
- Vendor: SAGE
- Coverage: 1,200+ full-text academic journals
- Full-text: Yes, 600+ peer-reviewed, full-text academic journals

Science Direct
- Produced by: Elsevier
- Vendor: Elsevier
- Coverage: Three academic journals: Nurse Leader, Journal for Nurse Practitioners, and Clinical Simulation in Nursing
- Full-text: Yes, three peer-reviewed, full-text academic journals

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

VitalSource Bookshelf
VitalSource Bookshelf contains required textbooks for ACE Nursing courses

Wiley Online Library
Produced by: Wiley
Vendor: Wiley
Coverage: Two academic journals: TESOL Quarterly and TESOL Journal. Access begins with the 2021 volumes, and complimentary access to the archive of the two journals dates back to 2017.
Full-text: Yes, two peer-reviewed, full-text academic journals

ERIC Documents and Educational Tests

ERIC
The ERIC (Educational Resources Information Center) database is created and distributed free by the U.S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.
All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors.

- Produced by: U. S. Dept. of Education (1966)
- Vendors: ERIC, EBSCO, and ProQuest
- Coverage: 1,276+ academic journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes, 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

Mental Measurements Yearbook including Tests in Print
Mental Measurements Yearbook (MMY) is a comprehensive guide to 2,000+ contemporary testing instruments. The MMY series contains reviews and information essential for a complete evaluation of testing products in psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection decisions about the increasingly complex world of testing. MMY database includes the MMY archive of all yearbooks from the first edition in 1938 through the current year.

Tests in Print (TIP)
This is a comprehensive bibliography of all known commercially available tests that are currently in print in the English language. TIP provides vital information to users, including test purpose, test publisher, in print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).
- Produced by: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln
- Vendor: EBSCO
- Coverage: 10,000+ reviews
- Full-text: Yes, reviews only [no tests are available online]
- Includes other database? Yes, Tests in Print

Other

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

ATLAS
ATLAS is a unique, searchable online library of authentic video cases showing National Board-Certified Teachers at work in the classroom.
- Produced by: National Board for Professional Teaching Standards
- Vendor: National Board for Professional Teaching Standards
- Coverage: Over 1,400 cases
- Full-text: Yes, over 1,400 videos and accompanying instructional materials

Black Freedom Struggle in the United States: Challenges and Triumphs in the Pursuit of Equality
In this resource, ProQuest presents primary source documents from several of the time periods in American History when the river of the Black Freedom Struggle ran more powerfully, while not losing sight of the fierce, often violent opposition that Black people have faced on the road to freedom.
- Vendor: ProQuest
- Coverage: About 1,600 documents
- Full-text: Yes

Child Development & Adolescent Studies
Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to growth and development of children through age of 21.

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 257 academic journals
- Full-text: No

CultureGrams Online Database

CultureGrams provides reports on over 200 countries, every U.S. state, and each of the Canadian provinces and territories. Cultural reports cover topics such as land, climate, housing, economy, education, and history.

- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Coverage: 200+ countries, all 50 states, and all 12 Canadian provinces and territories.
- Full-text: Yes

Educational Administration Abstracts

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 180,000+ records dating back to 1965
- Full-Text: No, abstract only

Joanna Briggs Institute Evidence Based Practice Database

This comprehensive range of resources includes over 4,500 records across seven publication types: Evidence Based Recommended Practices, Evidence Summaries, Best Practice Information Sheets, Systematic Reviews, Consumer Information Sheets, Systematic Review Protocols, and Technical Reports.

- Produced by: Joanna Briggs Institute
- Vendor: Ovid/WK
- Coverage: Over 4,500 records
- Full-text: Yes

ProQuest Dissertations & Theses Global

- Produced by: ProQuest and UMI
- Vendor: ProQuest
- Coverage: 5 million works; grows by 200,000 each year; International – content from universities in nearly 100 countries
- Full-text: Yes, 2.7 million records

SAGE Research Methods

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

- Produced by: SAGE
- Vendor: SAGE
- Coverage: 1,000+ Reference eBooks, 480+ videos and 1,100+ case studies
- Full-text: Yes

Shadow Health
The Shadow Health Health Assessment, and the Advanced Health Assessment simulations are available in specific Nursing courses.

- Produced by: Shadow Health
- Vendor: Shadow Health
- Coverage: Two simulations
- Full-Text: No

3. Number of professional periodicals subscribed to:

ACE subscribes to specialized fee-based databases and other resources that provide students and faculty access to full-text books and journal articles. From the links in our learning management system (LMS), students and faculty can access indices of more than 39,000 journals, full-text articles from over 18,000 journals, 500,000 education documents, 300,000 full-text documents, over 6,000 E-books, reports or monographs, and the Educational Resources Information Center (ERIC) documents. Students and faculty also benefit from a direct subscription to several full-text education journals.

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

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

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

Total # of Faculty in the Program:	4	**Full-time:**	3	**Part-time:**	1

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

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one: Full-time**	**Part-time**
Renee Harmon	Ph.D. Education and Human Resource Studies	5	< 1	11	1	
Steven Hoagland	Ph.D. Public Administration,Management Master of Science in Education Master of Urban Studies	31	1	14	1	

	Master of Arts, Economics					
John Torpey	D.B.A. Business Administration	24	< 1	15		1
Ikwukananne Udechukwu	D.B.A. Master of Public Administration	12	1	13	1	

Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

Institution: **American College of Education**
Degree Program: **Master of Science in Sustainable Management**
Locations: **Online**

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

2.3

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

No

If so, please identify **Not Applicable**

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

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

++

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

None

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

Not Applicable.

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

Each specific professional certification: **Not Applicable**

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

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

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

Not Applicable

++

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

Yes

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

Standards for Accreditation Council for Business Schools and Programs (ACBSP)

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

United Nations 17 Sustainable Development Goals

Goal 1. No Poverty – End poverty in all its forms everywhere.
Goal 2. Zero Hunger – End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
Goal 3. Good Health and Well-Being – Ensure healthy lives and promote well-being for all at all ages.
Goal 4. Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Goal 5. Gender Equality – Achieve gender equality and empower all women and girls.
Goal 6. Clean Water and Sanitation – Ensure availability and sustainable management of water and sanitation for all.
Goal 7. Affordable and Clean Energy – Ensure access to affordable, reliable, sustainable, and modern energy for all.
Goal 8. Decent Work and Economic Growth – Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
Goal 9. Industry, Innovation, and Infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
Goal 10. Reduced Inequalities – Reduce inequality within and among countries.
Goal 11. Sustainable Cities and Communities – Make cities and human settlements inclusive, safe, resilient and sustainable.
Goal 12. Responsible Consumption and Production – Ensure sustainable consumption and production patterns.
Goal 13. Climate Action – Take urgent action to combat climate change and its impacts.
Goal 14. Life Below Water – Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
Goal 15. Life on Land – Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss.
Goal 16. Peace, Justice, and Strong Institutions – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
Goal 17. Partnerships for the Goals – Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

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

Accreditation Council for Business Schools and Programs (ACBSP)

United Nations 17 Sustainable Development Goals

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Program Accreditation

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

No

If so, please identify the specialized accrediting agency: **Not applicable**

++

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

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

Not Applicable.

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

Not Applicable.

++

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

- Director, Sustainability – Supply Chain
- Sustainability Director – City Management
- Director Product Stewardship & Sustainability – Retail
- Global Director Sustainability and Crisis Management – Pharmaceutical
- Sustainability Consulting Director – Management Consulting
- Senior Specialist, Sustainability Program – Healthcare
- Senior Program Director, Business & Sustainability – Community Development

1. What is the digital format of student transcripts?

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

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

   CampusNexus

3. Submit a sample student transcript.

   Attached as exhibit 5

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Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format?

   Yes.

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

  Not Applicable

- What is the beginning year of digitized student transcripts?

  2005

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

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

2. How are the digital student records stored?

   Student transcripts are stored in CampusNexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Parchment, by completing an online request at https://www.parchment.com/u/registration/36370549/account

   - Where is the computer server located?

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

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

3. Where are the paper student records located?

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

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

   2005

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

   32,000

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

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

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

   No

- If so, what is the most significant format?
  Not Applicable

- If so, what is the estimated number of student records maintained in that format?
  Not Applicable

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

   Yes

   - If so, what is the name, title, and contact information for that individual?
     David Gaston
     Registrar
     David.Gaston@ace.edu

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

   American College of Education partners with Parchment to have student records digitized, maintained, and serviced.

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

    Average of 2 requests per day - 15 requests per week

11. Is there anything that the Commission should consider with regard to the institutional student records?
No

Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Indiana Headcount and FTE Enrollments and Degrees Conferred					
11-Apr-22					
Institution/Location: American College of Education / Online					
Program: M.S. in Sustainable Management					
	Year 1	Year 2	Year 3	Year 4	Year 5
	FY2022	FY2023	FY2024	FY2025	FY2026
Enrollment Projections (Headcount)					
Full-Time	0	1	2	2	3
Part-Time	0	0	0	0	0
Total	0	1	2	2	3
Enrollment Projections (FTE*)					
Full-Time	0	1	2	2	3
Part-Time	0	0	0	0	0
Total	0	1	2	2	3
Degrees Conferred Projections	0	0	1	2	2
Degree Level: Masters					
CIP Code: 30.3301 ; State - 000000					
FTE Definitions:					
Undergraduate Level: 30 Semester Hrs. = 1 FTE					
Undergraduate Level: 24 Semester Hrs. = 1 FTE					

Projected National Headcount and FTE Enrollments and Degrees Conferred										
11-Apr-22										
Institution/Location: American College of Education / Online										
Program: M.S. in Sustainable Management										
				Year 1		Year 2		Year 3	Year 4	Year 5
				FY2022		FY2023		FY2024	FY2025	FY2026
Enrollment Projections (Headcount)										
	Full-Time			4		13		23	32	48
	Part-Time			0		0		0	0	0
	Total			4		13		23	32	48
Enrollment Projections (FTE*)										
	Full-Time			4		13		23	32	48
	Part-Time									0
	Total			4		13		23	32	48
Degrees Conferred Projections				0		0		3	10	18
Degree Level: Masters										
CIP Code: 30.3301 ; State - 000000										
FTE Definitions:										
Undergraduate Level: 30 Semester Hrs. = 1 FTE										
Undergraduate Level: 24 Semester Hrs. = 1 FTE										

How to Authenticate This Official Transcript

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

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

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

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

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

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

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

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OFFICIAL TRANSCRIPT OF ACADEMIC RECORD

Date: 6/22/2021

American College of Education

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

Student: TEST HINSHAW6612TEST **Student ID:** 1709062290 **DOB:** 7/22 **Original Start Date:** 4/6/2020 **Student GPA:** 4.000000

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program:	**M.S. in Sustainable Management**				
Enrollment #:	**HI21062509**	**Status:**	**Active**		
Start Date:	**4/6/2020**				
Term: 21MAY24	**May 24, 2021**		**5/24/2021**		**6/27/2021**
SUST5003	Social Entrepreneurship and Building Businesses for Good	3.00	3.00	A	12.00
		3.00	3.00		12.00
Term GPA:	4.00 **Cum GPA:** 4.00				
M.S. in Sustainable Management	**GPA:**	4.00	3.00	3.00	

*** End of Transcript ***

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points

** Indicates Retaken Course
R* Indicates Retaken Override

David Gaston
Registrar

# Indicates Pass/Fail Course
♦ Indicates Associated Course

Turn Credentials into Opportunities with parchment

AMERICAN COLLEGE OF EDUCATION

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

ACADEMIC CALENDAR / CREDITS

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

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

ACCREDITATION

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

RELEASE OF INFORMATION

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

COURSE NUMBERING SYSTEM

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

GRADING SYSTEM

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

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

TRANSFER CREDIT

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

ACADEMIC STANDING

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

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

DEGREE REQUIREMENTS

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

AUTHENTICATION OF THE RECORD

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

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

Revised 10/14/2020

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION

(*New or Renewal program****)***

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

Name of Institution **American College of Education**

Program name and Suggested CIP Code: **M.Ed. in Adult Education and Training**
CIP Code 13.1201

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

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

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

Application Type

Date the Form was Prepared **07/12/2021**

Initial or Renewal

(Revise date after any revision)

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

Program Structure & Overview

The M.Ed. in Adult Education and Training is a program that will prepare students to teach adult learners in a variety of settings, such as basic education programs and organizational training programs designed for employment-related knowledge and skills. The courses have been purposively chosen to provide our students with a diverse range of skills so that they will be successful in their efforts to serve the adult learner. From andragogy to technology integration, students will acquire skills and knowledge for their adult education and training experiences.

With the addition of this program, American College of Education (ACE) can continue its mission of providing high quality education to prepare students to serve, lead and achieve. Students will be able to serve their organizations and communities by leading other adults through education and training. Finally, students will be able to achieve organizational goals by developing and implementing successful educational and training opportunities in a variety of organizational settings. The M.Ed. in Adult Education and Training is comprised of 31 total credits taken at ACE (see course list in Section II).

Program Goals

The M.Ed. in Adult Education and Training will be a versatile program that prepares students as leaders and facilitators of adult learning in a variety of settings, including higher education, community programs, and organizational training. The curriculum includes a focus on using technology to engage adult learners. The proposed program is designed for a variety of professionals including but not limited to post-secondary teachers, tutors and directors in community adult education programs, and corporate trainers.

Program Description

The M.Ed. in Adult Education and Training focuses on providing students with the knowledge and skills necessary to lead the development and training of adults in a variety of organizational and community settings. The coursework will provide students with a foundation of knowledge regarding adult learning principles that they can apply to the education and training of adults in the workplace. The program provides students with opportunities to identify learning needs within an organization, develop training materials, build instructional and training skills, and evaluate the efficacy of training activities in meeting the goals of the organization. The program includes a focus on the use of technology tools to promote engaging and effective adult learning experiences.

Program Mission

The mission of the M.Ed. in Adult Education and Training is to prepare students to utilize instructional skills in a variety of organizational settings to facilitate adult learning. Through evidence-based research and critical analysis, students are taught theories of adult learning that can be applied to learning experiences delivered through multiple modalities. The focus of the program is to provide the professional knowledge and skills necessary for students to achieve the training and development goals of their organization.

Program Outcomes (PO)

1. Apply adult learning principles to varied organizational settings.
2. Analyze training needs with an organization.
3. Create learning opportunities that meet the needs of diverse learners.
4. Evaluate the efficacy of training activities and programs in meeting organizational goals.
5. Utilize technology to create engaging adult learning opportunities.

Market Demand/Information

The M.Ed. in Adult Education and Training program is a flexible degree with multiple career opportunities across a variety of training settings. This program is designed to prepare students to lead and facilitate adult learning in any number of settings, including higher education, community programs, and organizational training. A career in adult education and training provides not only a competitive salary, but also a rewarding career with an opportunity to make a positive difference in the lives of others. Due to the many overlapping sectors that serve adult learners, quantifying the career outlook for individuals with a graduate degree in adult education and training is difficult. The Bureau of Labor Statistics expects a faster than average national growth rate of 7% for training and development managers[1], through 2029, and the Indiana Department of Workforce Development predicts a 7% growth rate statewide for those in training and development[2]. Growth in this field will continue to be favorable due to the continuing need for workplace training and education.

The proposed program also aligns with the College's mission of affordability by offering a more affordable option than potential competitors. Within the state of Indiana, Indiana University offers an online M.Ed. in Adult Education program. The cost of this program is $438 per credit hour for in-state residents and $525 for out-of-state residents. Ball State University offers an online Master of Arts degree in Adult and Community Education. The program cost is $449 per credit hour for in-state residents and $661 per credit hour for out-of-state residents. Similar offerings from other online institutions are also at a higher price point compared to ACE. The University of Phoenix offers a Master of Arts in Adult Education and Training at $540 per credit hour. American Intercontinental University offers an M.Ed. in Adult Education at $425 per credit hour.

In comparison, the proposed American College of Education M.Ed. in Adult Education and Training degree program costs $235 per credit and is offered entirely online with an estimated total program tuition cost of $7,285. Thus, the College plans to offer the most affordable and flexible option for students to earn an M.Ed. in Adult Education and Training graduate degree.

References:

[1]Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Training and Development Managers,at https://www.bls.gov/ooh/management/training-and-development-managers.htm (visited *April 14, 2021*).

[2] Indiana Department of Workforce Development, *Occupation Snapshot*, Training and Development at Indiana Department of Workforce Development (visited *June 11, 2021*).

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

Name of Program: **M.Ed. in Adult Education and Training**

Total Course Hours: **31** Check one: Quarter Hours ____

N/A Semester Hours **X**

Clock Hours ____

Tuition : **$7,285** Length of Program: **15-18 Months**

SPECIALTY COURSES:		
Course Number	**Course Title**	**Course Hours**
DL5733	Design of Instructional Media	3
DL5743	Advanced Design of Instructional Media	3
DL5773	Online Course Design	3
DL5783	Engaging Learners in Online Instruction	3
ED5213	Designing the Learning Environment	3
ED5503	Adult Learning	3
ED5513	Instructional Strategies for the Adult Learner	3
ED5523	Evaluating Instructional Programs	3
ED5533	Assessing Adult Learners	3
ED5191	Capstone Experience for Adult Education and Training	1
RES5323	Research Design and Application	3

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

LIBERAL ARTS COURSES:		
Course Number	**Course Title**	**Course Hours**
	Not Applicable	

Number of Credit/Clock Hrs. in Specialty Courses:	31	/	31	Percentage:	100%
Number of Credit/Clock Hrs. in General Courses:	0	/	31	Percentage:	0%
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	0	/	31	Percentage:	0%

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

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

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

The library is staffed by a library director holding a Ph.D. in Information Science and a Master of Library and Information Science and an assistant librarian who holds a Master of Library Science.

2. Number of volumes of professional material:

ABI/INFORM Collection
Launched in the early 1970s, ABI/INFORM remains the gold standard when it comes to business research databases. ABI/INFORM Collection's massive content set — which includes important full-text journals and much sought-after titles from the business press as well as key trade publications, dissertations, conference proceedings, and market reports — will help today's researchers resolve tomorrow's problems. ABI/INFORM Collection includes all content found in ABI/INFORM Global, ABI/INFORM Dateline, and ABI/INFORM Trade and Industry. It also includes ABI/INFORM Archive, which offers a deep backfile of many of the most important business journals of the last century.

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: Over 3,382 scholarly journals
- Full text: Yes, 2,581 peer-reviewed, full-text scholarly journals

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 16,032 academic journals
- Full text: Yes, 7,714 peer reviewed, full-text academic journals, and 350+ eBooks

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 3,851 journals and other resources
- Full text: Yes, over 1,884 peer-reviewed full-text journals; 900+ books; 5,384 SWOT analyses; 55 Harvard faculty seminar videos; 930+ case studies

CINAHL Complete
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,700 journals and includes the full text for more than 970 journals. It also includes continuing education modules, evidence-based care sheets, and quick lessons providing overviews of disease and conditions. Full text dates back to 1937.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 4,190 academic journals plus continuing education modules, evidence-based care sheets, and quick lessons
- Full-text: Yes, 974 peer-reviewed, full-text academic journals and 48 eBooks/Monographs

eBook Central (ProQuest)
The eBook Central platform provides access to eBooks that the library has purchased via that platform.
- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 14 eBooks
- Full-text: Yes, 14 eBooks

eBooks (EBSCOhost)
eBooks is a collection of full-
text open access eBooks, along with a collection of purchased education related eBooks.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 3,500+ eBooks (115+ Education-related e-books)
- Full-text: Yes

Education Leadership Review
Education Leadership Review is a peer-reviewed journal published annually in the Fall by the International Council of Professors of Educational Leadership.
Produced by: International Council of Professors of Educational Leadership (ICPEL)
Vendor: International Council of Professors of Educational Leadership (ICPEL)
Coverage: One journal
Full-text: Yes

Education Source
Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2,661 academic journals

- Full-text: Yes, 1,535 peer-reviewed, full-text academic journals and 534 eBooks and monographs plus numerous conference papers and proceedings

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

International Journal of Educational Leadership Preparation
The International Journal of Educational Leadership Preparation is a nationally refereed journal published annually in the Spring by the International Council of Professors of Educational Leadership.
- Produced by: International Council of Professors of Educational Leadership (ICPEL)
- Vendor: International Council of Professors of Educational Leadership (ICPEL)
- Coverage: One journal
- Full-text: Yes

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

LearnTechLib
The premier online resource for peer-reviewed research on the latest developments and applications in Learning and Technology. Content goes back 30 years.
- Produced by: LearnTechLib
- Vendor: LearnTechLib
- Coverage: Over 2,470 academic journals, 48 eBooks, and over 40,000 conference papers and presentations
- Full-Text: Yes

Library, Information Science & Technology Abstracts with Full Text
Library, Information Science & Technology Abstracts with Full Text indexes hundreds of core journals plus books, research reports and proceedings. Subject coverage includes librarianship, online information retrieval, information management, technology, and more. Coverage in the database extends back as far as the mid-1960s.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 473 academic journals plus 28 eBooks and monographs.
- Full-text: Yes, 200+ peer-reviewed, full-text academic journals.

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre-clinical sciences. Full text coverage dates back to 1916.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Coverage: 2,111 academic journals
- Full-text: Yes, 2,105 peer-reviewed, full-text academic journals

OVID Nursing Full Text Plus Journals

OVID Nursing Full Text Plus journals covers numerous nursing specialties. Journal coverage dates back to 1995. Journals from Lippincott Williams & Wilkins are included, as is the OVID database with over 374,000 bibliographic records.

- Produced by: Wolters Kluwer
- Vendor: OVID
- Coverage: 51 journals
- Full-text: Yes, 51 journals

ProQuest Education Database

ProQuest Education Database covers scholarly literature on primary, secondary, and higher education, special education, home schooling, adult education, and hundreds of related topics.

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 1,297 scholarly journals
- Full-text: Yes, 999 peer-reviewed, full-text scholarly journals

ProQuest Healthcare Administration Database

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 586 scholarly journals
- Full-text: Yes, 503 peer-reviewed, full-text scholarly journals, 6 E-Books, and other resources

Regional Business News

Covers business sources, including newspapers and business trade magazines.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 400 publications
- Full-text: Yes, over 380 publications

SAGE Premier Journals

Over 1,120 full-text journals covering topics such as teaching, psychology, special education, health education, criminal justice, leadership, nursing, business, finance, and others. Most titles date back to 1999.

- Produced by: SAGE
- Vendor: SAGE
- Coverage: 1,200+ full-text academic journals
- Full-text: Yes, 600+ peer-reviewed, full-text academic journals

Science Direct

- Produced by: Elsevier
- Vendor: Elsevier
- Coverage: Three academic journals: Nurse Leader, Journal for Nurse Practitioners, and Clinical Simulation in Nursing
- Full-text: Yes, three peer-reviewed, full-text academic journals

University of Chicago Press Journals

- Produced by: University of Chicago Press

- Vendor: EBSCO
- Coverage: Four academic journals: American Journal of Education, Elementary School Journal, Schools: Studies in Education, and The Library Quarterly
- Full-text: Yes, four peer-reviewed, full-text academic journals

VitalSource Bookshelf
VitalSource Bookshelf contains required textbooks for ACE Nursing courses

Wiley Online Library
Produced by: Wiley
Vendor: Wiley
Coverage: Two academic journals: TESOL Quarterly and TESOL Journal. Access begins with the 2021 volumes, and complimentary access to the archive of the two journals dates back to 2017.
Full-text: Yes, two peer-reviewed, full-text academic journals

ERIC Documents and Educational Tests

ERIC
The ERIC (Educational Resources Information Center) database is created and distributed free by the U.S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.
All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors.
- Produced by: U. S. Dept. of Education (1966)
- Vendors: ERIC, EBSCO, and ProQuest
- Coverage: 1,276+ academic journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes, 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

Mental Measurements Yearbook including Tests in Print
Mental Measurements Yearbook (MMY) is a comprehensive guide to 2,000+ contemporary testing instruments. The MMY series contains reviews and information essential for a complete evaluation of testing products in psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection decisions about the increasingly complex world of testing. MMY database includes the MMY archive of all yearbooks from the first edition in 1938 through the current year.

Tests in Print (TIP)
This is a comprehensive bibliography of all known commercially available tests that are currently in print in the English language. TIP provides vital information to users, including test purpose, test publisher, in print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).
- Produced by: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln
- Vendor: EBSCO
- Coverage: 10,000+ reviews
- Full-text: Yes, reviews only [no tests are available online]
- Includes other database? Yes, Tests in Print

Other

ATI Testing – Nurse's Touch and Sigma Theta Tau

ATI resources are available to Nursing students in specific courses.

- Produced by: ATI Testing
- Vendor: ATI Testing

ATLAS

ATLAS is a unique, searchable online library of authentic video cases showing National Board-Certified Teachers at work in the classroom.

- Produced by: National Board for Professional Teaching Standards
- Vendor: National Board for Professional Teaching Standards
- Coverage: Over 1,400 cases
- Full-text: Yes, over 1,400 videos and accompanying instructional materials

Black Freedom Struggle in the United States: Challenges and Triumphs in the Pursuit of Equality

In this resource, ProQuest presents primary source documents from several of the time periods in American History when the river of the Black Freedom Struggle ran more powerfully, while not losing sight of the fierce, often violent opposition that Black people have faced on the road to freedom.

- Vendor: ProQuest
- Coverage: About 1,600 documents
- Full-text: Yes

Child Development & Adolescent Studies

Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to growth and development of children through age of 21.

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 257 academic journals
- Full-text: No

CultureGrams Online Database

CultureGrams provides reports on over 200 countries, every U.S. state, and each of the Canadian provinces and territories. Cultural reports cover topics such as land, climate, housing, economy, education, and history.

- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Coverage: 200+ countries, all 50 states, and all 12 Canadian provinces and territories.
- Full-text: Yes

Educational Administration Abstracts

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 180,000+ records dating back to 1965
- Full-Text: No, abstract only

Joanna Briggs Institute Evidence Based Practice Database

This comprehensive range of resources includes over 4,500 records across seven publication types: Evidence Based Recommended Practices, Evidence Summaries, Best Practice Information Sheets, Systematic Reviews, Consumer Information Sheets, Systematic Review Protocols, and Technical Reports.

- Produced by: Joanna Briggs Institute
- Vendor: Ovid/WK

- Coverage: Over 4,500 records
- Full-text: Yes

ProQuest Dissertations & Theses Global
- Produced by: ProQuest and UMI
- Vendor: ProQuest
- Coverage: 5 million works; grows by 200,000 each year; International – content from universities in nearly 100 countries
- Full-text: Yes, 2.7 million records

SAGE Research Methods
SAGE Research Methods is a web-based research methods tool that covers quantitative, qualitative, and mixed methods. Researchers can explore methods and concepts to help design research projects, understand a particular method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences and other research areas. It includes over 600 books, dictionaries, encyclopedias, and the "Little Green Book" and "Little Blue Book" series. It also includes numerous videos and cases.
- Produced by: SAGE
- Vendor: SAGE
- Coverage: 1,000+ Reference eBooks, 480+ videos and 1,100+ case studies
- Full-text: Yes

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

3. Number of professional periodicals subscribed to:

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

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

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

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

Total # of Faculty in the Program:	13	**Full-time:**	9	**Part-time:**	4

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**
Ayala, Sherri	Ed.D. Educational Administration	15	4.5	15		x
Cassidy, Kelly	Ed.D. Instructional Technology	20	.5	23		x
Chametzky, Barry	Ph.D. Educational Technology	18	3+	18	x	
Fisher, Harold	Ed.D. Teacher Leadership	21	4.5	21	x	
Johnson, Sandra	Ph.D. Curriculum and Instruction	22	4.5	22	x	
Kennedy, Cari	Ed.D. Educational Leadership/ Educational Technology	18	2	18	x	
Lucas, Paul	Ph.D. Educational Leadership	22	4.5	22		x
Macon, Don	Ed.D. Educational Technology/ E-Learning	16	4	16	x	
Nixon, Tina	Ed.D. Educational Leadership/ Educational Technology	5	4.5	5		x
Parker, Angie	Ph.D Curriculum and Instruction	22	6	22	x	

Simmons, Larry	Ph.D. Instructional Technology and Design	15	1	15	x	
Sutton, Susan	Ph.D. Instructional Technology	20	4.5	20	x	
Yalof, Barbara	Ed.D. Educational Technology	30	6	30	x	

Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

Institution: **American College of Education**
Degree Program: **M.Ed. in Adult Education and Training**
Locations: **Online**

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

2.3

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

No

If so, please identify **Not Applicable**

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

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

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

None

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

Not Applicable.

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

Each specific professional certification: **Not Applicable**

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

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

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

Not Applicable

++

Professional Industry Standards/Best Practices

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

Yes. The program curriculum is informed by the Learning Forward Standards and International Society for Technological Education standards for the technology courses.

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

Specific Learning Forward Standards for Professional Learning used in developing the curriculum

- Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Specific ISTE standards used in developing the curriculum

- **Standard 1 Learner - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:**
  - *1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.*
  - *1b Pursue professional interests by creating and actively participating in local and global learning networks.*
  - *1c Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.*
- **Standard 2 Leader - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:**
  - *2b Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.*
- **Standard 4 Collaborator -Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:**
  - *4c Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.*
- **Standard 5. Designer Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:**
  - *5a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.*

    - *5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.*
    - *5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.*
- **Standard 6. Facilitator Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:**
    - *6a Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.*
    - *6b Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.*
- **Standard 7. Analyst Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:**
    - *7a Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.*
    - *7b Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction*

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

Learning Forward

International Society for Technological Education

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Program Accreditation

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

No

If so, please identify the specialized accrediting agency:

Not Applicable

++

Transferability of Associate of Science Degrees

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

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

Not Applicable.

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

Not Applicable.

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Job Titles

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

- **Corporate Trainer**
- **Chief Learning Officer**
- **Director of Community Based Learning Programs**
- **Community Program Tutor/Instructor**
- **Adult Education Supervisor, Leader, or Teacher**
- **Adult Training Supervisor, Leader or Trainer**
- **Post-Secondary Educator**

1. What is the digital format of student transcripts?

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

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

   CampusNexus

3. Submit a sample student transcript.

   Attached as exhibit 5

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Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format?

   Yes.

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

     Not Applicable

   - What is the beginning year of digitized student transcripts?

     2005

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

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

2. How are the digital student records stored?

   Student transcripts are stored in CampusNexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Parchment, by completing an online request at https://www.parchment.com/u/registration/36370549/account

   - Where is the computer server located?
     The main server is located at ACE's main office in Indianapolis, Indiana. The backup server is located offsite in Carmel, Indiana.

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

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

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

   2005

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

   32,000

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

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

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

   No

   - If so, what is the most significant format?
     Not Applicable

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

     Not Applicable

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

   Yes

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

David Gaston
Registrar
David.Gaston@ace.edu

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

   American College of Education partners with Parchment to have student records digitized, maintained, and serviced.

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

    Average of 2 requests per day - 15 requests per week

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

    No

Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Indiana Headcount and FTE Enrollments and Degrees Conferred					
10-Jan-22					
Institution/Location: American College of Education / Online					
Program: M.Ed. in Adult Education and Training					
	Year 1	Year 2	Year 3	Year 4	Year 5
	FY2022	FY2023	FY2024	FY2025	FY2026
Enrollment Projections (Headcount)					
Full-Time	0	1	2	2	3
Part-Time	0	0	0	0	0
Total	0	1	2	2	3
Enrollment Projections (FTE*)					
Full-Time	0	1	2	2	3
Part-Time					0
Total	0	1	2	2	3
Degrees Conferred Projections	0	0	1	1	2
Degree Level: Masters					
CIP Code: 13.1201 ; State - 000000					
FTE Definitions:					
Undergraduate Level: 30 Semester Hrs. = 1 FTE					
Undergraduate Level: 24 Semester Hrs. = 1 FTE					

Projected National Headcount and FTE Enrollments and Degrees Conferred							
10-Jan-22							
Institution/Location: American College of Education / Online							
Program: M.Ed. in Adult Education and Training							
		Year 1	Year 2	Year 3	Year 4	Year 5	
		FY2022	FY2023	FY2024	FY2025	FY2026	
Enrollment Projections (Headcount)							
	Full-Time	11	21	22	22	30	
	Part-Time	0	0	0	0	0	
	Total	11	21	22	22	30	
Enrollment Projections (FTE*)							
	Full-Time	11	21	22	22	30	
	Part-Time					0	
	Total	11	21	22	22	30	
Degrees Conferred Projections		0	0	8	15	15	
Degree Level: Masters							
CIP Code: 13.1201 ; State - 000000							
FTE Definitions:							
Undergraduate Level: 30 Semester Hrs. = 1 FTE							
Undergraduate Level: 24 Semester Hrs. = 1 FTE							

How to Authenticate This Official Transcript

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

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

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

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

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

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

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

ABOUT PARCHMENT: Parchment is an academic credential management company, specializing in delivery of official electronic credentials. As a trusted intermediary, all documents delivered via Parchment are verified and secure.
Learn more about Parchment at www.parchment.com

parchment®

OFFICIAL TRANSCRIPT OF ACADEMIC RECORD

American College of Education

Date: 6/22/2021

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

Student: TEST HINSHAW6612TEST **Student ID:** 1709062290 **DOB:** 7/22 **Original Start Date:** 4/6/2020 **Student GPA:** 4.000000

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program:	**M.Ed. in Adult Education and Training**				
Enrollment #:	**HI21062510**	**Status:**	**Active**		
Start Date:	**4/6/2020**				
Term: 21MAY24	**May 24, 2021**		**5/24/2021**		**6/27/2021**
ET5053	Design of Learning Environments	3.00	3.00	A	12.00
		3.00	3.00		12.00
Term GPA:	4.00 **Cum GPA:** 4.00				
M.Ed. in Adult Education and Training	**GPA:**	4.00	3.00	3.00	

*** End of Transcript ***

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points

** Indicates Retaken Course
R* Indicates Retaken Override

David Gaston
Registrar

# Indicates Pass/Fail Course
♦ Indicates Associated Course

Turn Credentials into Opportunities with parchment

AMERICAN COLLEGE OF EDUCATION

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

ACADEMIC CALENDAR / CREDITS

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

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

ACCREDITATION

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

RELEASE OF INFORMATION

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

COURSE NUMBERING SYSTEM

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

GRADING SYSTEM

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

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

TRANSFER CREDIT

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

ACADEMIC STANDING

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

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

DEGREE REQUIREMENTS

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

AUTHENTICATION OF THE RECORD

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

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

Revised 10/14/2020

BOARD FOR PROPRIETARY EDUCATION
Wednesday, September 1, 2021

DECISION ITEM B-2: **Caris College: Diploma in Licensed Practical Nurse Program at One Location**

Institutional Profile See Attachment

Staff Recommendation That the Board for Proprietary Education approve the Diploma in Licensed Practical Nurse in accordance with the background discussion of this agenda item and the Application for Degree Approval.

Background

Diploma Program Profile

Diploma in
Licensed Practical Nurse at
Jeffersonville

This program consists of 76 quarter credit hours, with 79% of the courses in the specialty. The program faculty consists of five individuals, of whom four are full-time, and the remaining individual is part-time. Of the five individuals, three have a master's degree, and two have a baccalaureate degree.

Supporting Documents Degree Application

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Institutional Profile for
Caris College

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

Institutional Control Private, for-profit institution.

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

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

Participation in NC-SARA N/A

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

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

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

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

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

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION

(*New or Renewal program***)**

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

Name of Institution: Caris College

Program name and
Suggested CIP Code: Licensed Practical Nurse | CIP Code: 51.3901

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

Name of Person Preparing this Form: Kathryn Reed RN, MSNEd

Telephone Number (812) 258-9510 ext. 119

Application Type

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

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

The Licensed Practical Nurse Diploma program is designed to prepare competent entry level Licensed Practical Nurses in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Through this program, Caris College seeks to graduate competent Licensed Practical Nurses that are qualified to care for patients throughout the healthcare continuum in conjunction with the interdisciplinary team. Upon completion of the program, graduates are eligible to obtain their licensure through the NCLEX-PN national examination.

The program is organized in a stair-step fashion that builds continuously term by term. It is a static program in which students must take courses in the order in which is prescribed by the campus. Curriculum covered in each term expands upon the concepts learned in the previous term. Laboratory courses and clinical opportunities are integrated throughout in which students learn foundational and guiding principles. The last quarter focuses on preparing students to transition into professional practice, emphasizing required hands on experience and real-world exposure. Market research supports a heavy use of Licensed Practical Nurses in nursing home, home health pediatrics, and psychiatric institutions. As a result, clinical hours were developed to focus on medical-surgical, geriatric, pediatric, and psychiatric experiences.

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

Name of Program: Licensed Practical Nurse

Total Course Hours: 1243 clock hours / 76 credit hours

Check one: Quarter Hours X; Semester Hours _____; Clock Hours _____

Tuition: $17,100

Length of Program: 12 months

SPECIALTY COURSES:		
Course Number	**Course Title**	**Course Hours**
NUR100	Introduction to Nursing and Healthcare	4
NUR105	Fundamentals of Practical Nursing	6
NUR110	Medical-Surgical Nursing I	10
NUR120	Medical-Surgical II	10
NUR130	Mental Health Nursing	4
NUR140	Maternal Nursing	4
NUR150	Geriatric Nursing	4
NUR160	Pediatric Nursing	4
NUR170	Practical Nursing Practicum	8
NUR180	Practical Nursing Seminar	6

GENERAL EDUCATION / LIBERAL ARTS COURSES:		
Course Number	**Course Title**	**Course Hours**
SSK105	Strategies for Success	2
ANP100	Human Structures and Terminology	6
NUT100	Nutrition	4
MAT110	Nursing Math & Pharmacology	4

Number of Credit/Clock Hrs. in Specialty Courses: 60 / 76 Percentage: 76%

Number of Credit/Clock Hrs. in General Courses: 16 / 76 Percentage: 21%

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

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

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

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

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

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

2. Number of volumes of professional material:

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

These databases include the following:

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

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

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

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

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

MedicineNet Doctor-produced health and medical information.

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

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

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

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

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

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

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

Total # of Faculty in the Program:	5	**Full-time:**	4	**Part-time:**	1

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

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one:**	
					Full-time	**Part-time**
Graczyk, Erica	BS: Nursing	5	0	0		X
Hicks, Mandy	BS: Diagnostic Medical Sonography	14	5	0	X	
Munday, Kathy	MSN: Nursing Education	17	0	15	X	
Pryor, Joann	MSN: Nursing Administration	40	0	5	X	
Reed, Kathryn	MSN: Nursing Education	11	<1	>1	X	

Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

Institution: Caris College
Degree Program: Diploma – Licensed Practical Nurse
Locations: Jeffersonville, IN

Federal Financial Responsibility Composite Score

Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education: 1.8

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. Licensed Practical Nurses are required to pass their licensure examination for practice. Students in this program will be prepared through integrated NCLEX-style questioning throughout, clinical experiences, simulation, and laboratory participation. The final quarter includes a Practical Nursing Seminar course which integrates NCLEX prep and review.

If so, please identify
The specific license(s) needed: L.P.N.
The State agency issuing the license(s): Indiana State Board of Nursing

++

Professional Certification

What are the professional certifications that exist for graduates of similar program(s)?
Professional certifications are not required for graduation. There are avenues for certifications depending on area of nursing specialty. These may include IV therapy, Wound Care Certification (WCC), Long-Term Care Certification (LTC), or Gerontology (GC).

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?
Yes, but professional certifications are not required for employment. There are avenues for certifications depending on area of nursing specialty. These may include IV therapy, Wound Care Certification (WCC), Long-Term Care Certification (LTC), or Gerontology (GC). Students are not eligible for these upon graduation; they would qualify once obtaining specific amounts of experience as dictated by the varying institutions.

If so, please identify
Each specific professional certification: Multiple certifications exist depending on nursing specialty area
The national organization issuing each certification: Dependent upon specialty area of nursing

Please explain the rational for choosing each professional certification: Each nursing specialty certification, on average, requires six months to one year of practice before exam eligibility. Graduates are not required to obtain specialty certifications unless mandated by their employer.

Please identify the single course or a sequence of courses that lead to each professional certification? Caris College prepares graduates by training them in the science of Licensed Practical Nursing throughout the program curriculum. In addition to program completion, specialty certification eligibility also requires work experience and skill demonstration.

Professional Industry Standards/Best Practices

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

Yes, this program incorporates professional industry standards set by the Indiana State Board of Nursing, National Council of State Boards of Nursing, and the Indiana Nurse Practice Act. Some of the standards include, but are not limited to, faculty credentials and experience requirements, clinical affiliate site requirements, program outcomes, necessary coursework, and lecture content which falls within the Licensed Practical Nurses' scope of practice.

If so, please identify

The specific professional industry standard(s) and/or best practice(s):

- Indiana State Board of Nursing Regulations
- National Council of State Boards of Nursing Regulations
- Indiana Nurse Practice Act
- NCLEX-PN Examination standard

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

- Indiana State Board of Nursing Regulations
- National Council of State Boards of Nursing Regulations
- Indiana Nurse Practice Act
- NCLEX-PN Examination standard

++

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?

Yes. The program must be institutionally accredited and approved by the Indiana State Board of Nursing.

If so, please identify the specialized accrediting agency:

- Accrediting Bureau of Health Education Schools

++

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?

N/A

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

Job Titles

List specific job titles and broad job categories that would be appropriate for a graduate of this program:
Licensed Practical Nurse (L.P.N.)
Licensed Vocational Nurse (L.V.N.)

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

++

Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? Yes.

    - If not what is the percentage of student transcripts in a digital format? N/A
    - What is the beginning year of digitized student transcripts? 2015
    - Are student transcripts stored separately from the overall student records? No – transcripts and student records are electronic, housed in our Student Information System [Populi]. Any additional copies of physical student records are kept together in the Registrar's Office in a fire-safe cabinet.

2. How are the digital student records stored?

    - Where is the computer server located? Populi's primary data center is located in Michigan, which also backs up to a cloud-based data center.
    - What is the name of the system that stores the digital records? Populi

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

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

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

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

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No.

    - If so, what is the most significant format? N/A
    - If so, what is the estimated number of student records maintained in that format? N/A

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

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

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

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? Less than 5 per week.

All Institutions

11. Is there anything that the Commission should consider with regard to the institutional student records? No.

Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 20XX									
Institution/Location: Caris College | Jeffersonville, IN									
Program: Licensed Practical Nurse									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2022	FY2023	FY2024	FY2025	FY2026	
Enrollment Projections (Headcount)									
	Full-Time			50	100	100	100	100	
	Part-Time			0	0	0	0	0	
	Total			50	100	100	100	100	
Enrollment Projections (FTE*)									
	Full-Time			50	100	100	100	100	
	Part-Time			0	0	0	0	0	
	Total			50	100	100	100	100	
Degrees Conferred Projections				0	75	100	100	100	
Degree Level: Diploma									
CIP Code: State 51.3901									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

CARIS COLLEGE
PATIENT CARE CAREERS

Official Academic Transcript

RECIPIENT:

STUDENT:
Mouse, Mickey
Enrolled: Oct 3, 2022
Birthdate: Dec 05

Diploma
Licensed Practical Nursing
Granted 9//15/2023
Summa Cum Laude

LPN 10/22 CORE - 10/03/2022 - 12/16/2022

Course #	Name	Attempted	Earned	Grade	Points
NUR100	Introduction to Nursing and Healthcare	4.00	4.00	A	16.00
NUR105	Fundamentals of Practical Nursing	6.00	6.00	A	24.00
Totals		**10.00**	**10.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

LPN 10/22 GE - 10/03/2022 - 12/16/2022

Course #	Name	Attempted	Earned	Grade	Points
ANP110	Human Structures and Terminology	6.00	6.00	A	24.00
NUT100	Nutrition	4.00	4.00	A	16.00
SSK105	Strategies for Success	2.00	2.00	A	8.00
Totals		**12.00**	**12.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

LPN 01/23 CORE - 01/02/2023 - 03/17/2023

Course #	Name	Attempted	Earned	Grade	Points
NUR110	Medical-Surgical Nursing I	10.00	10.00	A	40.00
MAT110	Nursing Math and Pharmacology	4.00	4.00	A	16.00
NUR130	Mental Health Nursing	4.00	4.00	A	16.00
Totals		**18.00**	**18.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

LPN 04/23 CORE - 04/03/2023 - 06/16/2023

Course #	Name	Attempted	Earned	Grade	Points
NUR120	Medical-Surgical II	10.00	10.00	A	40.00
NUR140	Maternal Nursing	4.00	4.00	A	16.00
NUR150	Geriatric Nursing	4.00	4.00	A	16.00
Totals		**18.00**	**18.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

LPN 07/23 CORE - 07/03/2023 - 09/15/2023

Course #	Name	Attempted	Earned	Grade	Points
NUR160	Pediatric Nursing	4.00	4.00	A	16.00
NUR170	Practical Nursing Practicum	8.00	8.00	A	32.00
NUR180	Practical Nursing Seminar	6.00	6.00	A	16.00
Totals		**18.00**	**18.00**	**Term GPA: 4.00**	**Cum. GPA: 4.00**

CARIS COLLEGE
PATIENT CARE CAREERS

2780 Jefferson Centre Way Suite 103 | Jeffersonville, IN 47130
P: 812.258.9510 | F: 888.464.1253
CarisCollege.edu

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

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

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

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

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

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

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

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

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

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

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

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

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

Grading System

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

*Ranges may differ in the Licensed Practical Nursing program.

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

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

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

CARIS COLLEGE
PATIENT CARE CAREERS

Official Academic Transcript

RECIPIENT:

STUDENT:
Mouse, Mickey
Enrolled: Oct 3, 2022
Birthdate: Dec 05

Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	76.00	76.00	296.00	4.00
Transfer	0.00	0.00	0.00	0.00
Overall	76.00	76.00	296.00	4.00

***** END OF OFFICIAL TRANSCRIPT *****

Date: 9/17/2023

Registrar Signature: Brittany Coffey

CARIS COLLEGE
PATIENT CARE CAREERS

2780 Jefferson Centre Way Suite 103 | Jeffersonville, IN 47130
P: 812.258.9510 | F: 888.464.1253
CarisCollege.edu

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

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

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

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

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

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

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

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

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

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

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

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

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

Grading System

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

*Ranges may differ in the Licensed Practical Nursing program.

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

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

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

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BOARD FOR PROPRIETARY EDUCATION
Wednesday, September 1, 2021

DECISION ITEM B-3: **South College:**
Two Associate's Degree Programs, and One Baccalaureate Degree Program at One Location or Distance Education

Institutional Profile See Attachment

Staff Recommendation That the Board for Proprietary Education approve the Associate of Science (A.S.) in Diagnostic Medical Sonography, A.S. in Radiography, and Bachelor of Science (B.S.) in Health Science in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

Background

Degree Program Profiles

Associate of Science (A.S.) in
Diagnostic Medical Sonography at
Carmel or Distance Education

This program consists of 124.5 quarter credit hours, with 73 percent of the courses in the specialty. The program faculty consists of 15 individuals, of whom 13 are full-time and the remaining 2 are part-time. Of the 15 individuals, 7 have a doctoral degree, and 8 have a master's degree.

Associate of Science (A.S.) in
Radiography at
Carmel or Distance Education

This program consists of 114.5 quarter credit hours, with 71 percent of the courses in the specialty. The program faculty consists of 14 individuals, all of whom are full-time. Of the 14 individuals, 6 have a doctoral degree, and 8 have a master's degree.

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

This program consists of a range of 181 to 183 quarter credit hours. The program includes three concentrations: Health Science, Health Science Pre-Physician Assistant, and Health Science Pre-Physical Therapy. The Health Science concentration is 183 quarter credit hours, with 68 percent of

the courses in the specialty. The Health Science Pre-Physician Assistant concentration is 182 quarter credit hours, with 72 percent of the courses in the specialty. The Health Science Pre-Physical Therapy concentration is 181 quarter credit hours, with 72 percent of the courses in the specialty. The program faculty consists of 22 individuals, of whom 19 are full-time and the remaining 3 are part-time. Of the 22 individuals, 13 have a doctoral degree, and 9 have a master's degree. One faculty position has yet to be filled.

Supporting Documents Degree Applications

Institutional Profile for
South College

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

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges. The accreditor originally granted candidacy in December 2000. More recently accreditation was reaffirmed in 2015. SACS accreditation normally extends for 10 years; however, the institution merged the Asheville, North Carolina campus as a learning site. Therefore, the SACS considered South College a new institution requiring re-evaluation. As a new Institution, accreditation may only be granted for five years with the re-evaluation having occurred in March of this year. The next reaffirmation of accreditation to be decided in December will extend for a decade.

In September 2018, the Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted programmatic accreditation for the Bachelor of Science (B.S.) in Nursing and Master of Science (M.S.) in Nursing.

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

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

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

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

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

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

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION

(New or Renewal program)

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

Name of Institution South College Indianapolis

Program name and
Suggested CIP Code: Diagnostic Medical Sonography – CIP 51.0910

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

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

Telephone Number: (865) 251-1800

Application Type

Date the Form was Prepared: 6/25/2021
(Revise date after any revision)

Initial or Renewal

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

The mission of the Associate of Science in Diagnostic Medical Sonography is to provide undergraduate students with academic and clinical foundations to competently perform as entry-level Sonographers that provide quality patient care, actively participate in the profession, and pursue life-long learning. Diagnostic Medical Sonographers are skilled professionals in the medical field that use sound waves for the evaluation of the human anatomy including all major organs of the abdomen, pelvis, and obstetrics. They are a part of an integral health care team requiring highly skilled and competent professionals.

Learning Outcomes

The goal of the Diagnostic Medical Sonography Program is to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Graduates of this program will develop skills to:

1. Be clinically competent to perform appropriate procedures and record anatomic, pathologic, and/or physiologic data;
2. Apply critical thinking and problem-solving skills to exercise discretion and judgment in performance of diagnostic sonography;
3. Demonstrate appropriate communication skills; and
4. Demonstrate professionalism and growth in the profession.

The program will continually monitor program effectiveness through assessment and evaluation to ensure that the needs of the community are met.

The program is designed for completion by full-time students in 27 months. Students will be advised by Student Success Advisors to ensure appropriate progression based on completion of pre-requisite courses. The program is designed to be completed in a hybrid format.

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

Name of Program: Diagnostic Medical Sonography

Total Course Hours: 124.5 Check one: Quarter Hours _X_
Semester Hours ___
Clock Hours ___

Tuition: $62,995 Length of Program: 27 months (9 quarters FT)

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
AHS 1010	Medical Terminology	4
BIO 1030	Anatomy & Physiology for Imaging Science	6
PHY 2010	General Physics I	4
PHY 2020	General Physics I Lab	2
RAD 1125	Introduction to Imaging Sciences & Patient Care	4
DMS 1310	Ultrasound Procedures I	4
DMS 1320	Physics & Instrumentation I	4
DMS 1330	Scanning Lab I	1
DMS 1350	Clinical Education I	4
DMS 1410	Ultrasound Procedures II	4
DMS 1420	Physics & Instrumentation II	4
DMS 1430	Scanning Lab II	1
DMS 1450	Clinical Education II	4
DMS 2110	Ultrasound Procedures III	4
DMS 2120	Scanning Lab III	1
DMS 2150	Clinical Education III	7
DMS 2210	Ultrasound Procedures IV	4
DMS 2250	Clinical Education IV	7
DMS 2310	Ultrasound Procedures V	4
DMS 2350	Clinical Education V	7
DMS 2410	Seminar	4
DMS 2450	Clinical Education VI	7

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
COM 1261	Effective Speaking	4.5
ENG 1201	English Composition	4.5
ENG 1211	English Composition w/Research	4.5
MAT 1100	College Algebra	4.5
SCC 1010	College Management	2

SCC 1031	Computer & Information Literacy	4.5
PSY 1811	General Psychology	4.5
	Approved Humanities Elective	4.5

Number of Credit/Clock Hrs. in Specialty Courses:	91/124.5	Percentage:	73%
Number of Credit/Clock Hrs. in General Courses:	33.5/124.5	Percentage:	27%
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	31.5/33.5	Percentage:	94%

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

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

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

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

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

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

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

Librarians at South College use nationally recognized selection tools to build library collections. In addition to program-specific bibliographies, librarians also employ additional selection tools in general and specific subject areas. Librarians consult *Library Journal, Journal of the Medical Library Association, Doody's Core Titles,* professional online discussion lists, and refereed journals in specific subject areas to keep informed about the newest publications.

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

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

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

IV. FACULTY: Attach complete Instructor's Qualification Record for each instructor. **Include all required documentation **pertaining to the qualifications of each instructor.**					
Total # of Faculty in the Program:	15	**Full-time:**	13	**Part-time:**	2
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

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

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one: Full-time**	**Part-time**
Anderson, Jaclyn	MS Psychology	3	1.75	2	X	
Bergquist, William	MS Computer Information Systems	24	16	10	X	
Cooper, Gary	MS Reproductive Physiology	9	14	1	X	
Groth, Louise	Doctor of Health Science, MHS Health Services Administration, BS Education, AS Radiology Science (Cert RT, DMS)	36	13.75	NA	X	
Hagy, Jonathan	Master of Mathematics	5	.3	3	X	
Hammitt, Roger	MS Communications/ Public Relations	25	16	NA	X	
Jones, Whitney	PhD English Literature	10	5	1	X	
Lobertini, Jo	MA English	30	.75	24	X	
Malone, Caroline	MFA Poetry/Fiction	20	15	3	X	
Mastin, Joshua	Doctor of Medicine	10	3.75	10		X
Molidor, Cameron	MFA Studio Art: Film	5	.75	2	X	
Preet, Sharma	PhD Physics	15	.25	6		X
Purvis, Jessica	Doctor of Chiropractic	5	2.5	NA	X	
Walker, Carla	PhD Candidate Leadership w/Con Health Sciences, Master Radiologic Science	23	10	NA	X	
Woodyatt, Aaron	Doctor of Chiropractic	20	4.5	9	X	
TBD	Master's Degree in Associated Discipline in General Education and Science Areas Onground, BS/MS Imaging Sciences Onground					

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

Institution: South College

Degree Program: Diagnostic Medical Sonography

Locations: Indianapolis

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

FY 2020 – 1.7

State Licensure Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?
No - The state of **Indiana** does not require **ultrasound** technicians to obtain licensure or **certification**.

If so, please identify

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

++

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

American Registry for Diagnostic Medical **Sonography** (ARDMS)

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

This program prepares graduates to sit for the certification exam indicated above.

If so, please identify
Each specific professional certification: Registered Sonographer
The national organization issuing each certification: American Registry for Diagnostic Medical **Sonography** (ARDMS)

Please explain the rational for choosing each professional certification:

Successful completion of the ARDMS examination provides certification to practice as a registered sonographer.

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

The courses listed above are required in order for the student to earn an Associate degree which is required for the program to seek accreditation with the Joint Review Committee on Education in Diagnostic Medical Sonography. DMS courses focus on training and preparation for the student to be ready to sit for the certification examination upon graduation and assume entry-level positions.

++

Professional Industry Standards/Best Practices

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

Yes - The mission of the Associate of Science in Diagnostic Medical Sonography is to provide undergraduate students with academic and clinical foundations to competently perform as entry-level Sonographers that provide quality patient care, actively participate in the profession, and pursue life-long learning. Diagnostic Medical Sonographers are skilled professionals in the medical field that use sound waves for the evaluation of the human anatomy including all major organs of the abdomen, pelvis, and obstetrics. They are a part of an integral health care team requiring highly skilled and competent professionals.

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

The South College AS DMS curriculum is based on requirements from JRC-DMS who is part of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). **The Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) is a nonprofit organization in existence to establish, maintain and promote quality standards for educational programs in Diagnostic Medical Sonography (DMS).** Since 1983, the organization has provided a mechanism of committee review to recognize educational programs throughout the United States that instruct students in the disciplines related to DMS through education consistent with standards for entry into practice. JRC-DMS Standards include areas such as Sponsorship, Program Goals, Resources, Curriculum, Student and Graduate (Outcomes) Evaluation/Assessment, and Fair Practices. Once South College Indiana admits the first class of students into the major, application will be made to JRC-DMS for accreditation.

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

Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)

++

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?

Yes

If so, please identify the specialized accrediting agency: **Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)**

++

Transferability of Associate of Science Degrees

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

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

Yes

If so, please list the baccalaureate degree(s): BS Health Science w/Concentration in Diagnostic Medical Sonography

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

++

Job Titles

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

Diagnostic Medical Sonographer
Sonography Technologist
Ultrasound Technologist

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

++

Student Records

Institutions that have Previously Operated

South College has not previously operated in Indiana.

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

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

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

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

2. How are the digital student records stored?
    - Where is the computer server located?
    - What is the name of the system that stores the digital records?

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

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

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

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

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

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

    - If so, what is the most significant format? *NA for Indiana*

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

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

    - If so, what is the name, title, and contact information for that individual? *The Institutional Registrar is Kristina Morgan (865-251-1818, kmorgan@south.edu).*

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

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? *Institutionally, the average number of requests per day is 10 and 50 per week.*

All Institutions

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

    No

Projected Headcount and FTE Enrollments and Degrees Conferred
April 2021

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

	Year 1 FY 2022	Year 2 FY 2023	Year 3 FY 2024	Year 4 FY 2025	Year 5 FY 2026
Enrollment Projections (Headcount)					
Full-Time	10	20	25	30	35
Part-Time	5	5	5	5	5
	15	25	30	35	40
Enrollment Projections (FTE*)					
Full-Time	10	20	25	30	35
Part-Time	3	3	3	3	3
	13	23	28	33	38
Degrees Conferred Projections	0	0	12	14	16

Degree Level: Associate of Science
CIP Code: 51.0910; State – TBD

Exhibit A
Library Subscription Resources

Subscription Databases

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

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

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

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

Direct Subscription Journals

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

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

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

South College

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

Student: **Student ID** **DOB:** **Original Start Date:** 6/28/2019 **Student GPA:** 3.76

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 9999	**Transfer Credit Awarded**				
Associate of Science - AS Dagnostic Medical Sonography					
Transferred from Roane State Community College - Harriman TN					
ENG1201	English Composition	4.50	4.50	0.00	TR-A
ENG1211	English Composition w/Research	4.50	4.50	0.00	TR-A
HUMELE2	Humanities Elective	4.50	4.50	0.00	TR-A
MAT1100	College Algebra	4.50	4.50	0.00	TR-A
PSY1811	General Psychology	4.50	4.50	0.00	TR-A
	Attempted/Earned				
Term GPA: 0.00	**Term: Credits** 22.50 / 22.50	**Term Qual Pts:** 0.00			
Cum GPA: 0.00	**Cum: Credits** 22.50 / 22.50	**Cum Qual Pts:** 0.00			
Term: 201930	**Summer 2019** 6/28/2019 9/12/2019				
Associate of Science - AS Dagnostic Medical Sonography					
BIO1030	Anatomy & Physiology for Imaging Science	6.00	6.00	24.00	A
BIO1030L	A&P for Imaging Science Lab	0.00	0.00	0.00	NG
RAD1110	Fund of Healthcare	4.00	4.00	16.00	A
RAD1120	Patient Care & Assessment	4.00	4.00	16.00	A
	Attempted/Earned				
Term GPA: 4.00	**Term: Credits** 14.00 / 14.00	**Term Qual Pts:** 56.00			
Cum GPA: 4.00	**Cum: Credits** 36.50 / 36.50	**Cum Qual Pts:** 56.00			
Term: 201940	**Fall 2019** 10/2/2019 12/17/2019				
Associate of Science - AS Dagnostic Medical Sonography					
COM 1261	Effective Speaking	4.50	4.50	18.00	A
PHY2010	General Physics I	4.00	4.00	16.00	A
PHY2020	General Physics I Lab	2.00	2.00	8.00	A
SCC1031	Computer & Information Literacy	4.50	4.50	18.00	A
	Attempted/Earned				
Term GPA: 4.00	**Term: Credits** 15.00 / 15.00	**Term Qual Pts:** 60.00			
Cum GPA: 4.00	**Cum: Credits** 51.50 / 51.50	**Cum Qual Pts:** 116.00			
Term: 202010	**Winter 2020** 1/15/2020 3/26/2020				
Associate of Science - AS Dagnostic Medical Sonography					
DMS1310	Ultrsound Procedures I	4.00	4.00	12.00	B
DMS1320	Physics & Instrumentation I	4.00	4.00	16.00	A
DMS1330	Scanning Lab I	1.00	1.00	4.00	A
DMS1350	Clinical Education I	4.00	4.00	16.00	A
	Attempted/Earned				
Term GPA: 3.69	**Term: Credits** 13.00 / 13.00	**Term Qual Pts:** 48.00			
Cum GPA: 3.90	**Cum: Credits** 64.50 / 64.50	**Cum Qual Pts:** 164.00			
Dean's List					
Term: 202020	**Spring 2020** 4/15/2020 6/25/2020				
Associate of Science - AS Dagnostic Medical Sonography					
DMS1410	Ultrasound Procedures II	4.00	4.00	12.00	B
DMS1420	Physics & Instrumentation II	4.00	4.00	16.00	A
DMS1430	Scanning Lab II	1.00	1.00	4.00	A
DMS1450	Clinical Education II	4.00	4.00	16.00	A
	Attempted/Earned				
Term GPA: 3.69	**Term: Credits** 13.00 / 13.00	**Term Qual Pts:** 48.00			
Cum GPA: 3.85	**Cum: Credits** 77.50 / 77.50	**Cum Qual Pts:** 212.00			
Dean's List					
Term: 202030	**Summer 2020** 7/8/2020 9/17/2020				
Associate of Science - AS Dagnostic Medical Sonography					

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

South College

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

Student: [redacted] **Student ID:**1 **DOB:** **Original Start Date:** 6/28/2019 **Student GPA:** 3.76

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202030	**Summer 2020**		7/8/2020	9/17/2020	
Associate of Science - AS Dagnostic Medical Sonography					
DMS2110	Ultrasound Procedures III	4.00	4.00	12.00	B
DMS2120	Scanning Lab III	1.00	1.00	4.00	A
DMS2150	Clinical Education III	7.00	7.00	28.00	A

Attempted/Earned

Term GPA:	3.67	**Term: Credits**	12.00 / 12.00	**Term Qual Pts:**	44.00
Cum GPA:	3.82	**Cum: Credits**	89.50 / 89.50	**Cum Qual Pts:**	256.00

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202040	**Fall 2020**		9/30/2020	12/11/2020	
Associate of Science - AS Dagnostic Medical Sonography					
DMS2210	Ultrasound Procedures IV	4.00	4.00	12.00	B
DMS2250	Clinical Education IV	7.00	7.00	28.00	A

Attempted/Earned

Term GPA:	3.64	**Term: Credits**	11.00 / 11.00	**Term Qual Pts:**	40.00
Cum GPA:	3.79	**Cum: Credits**	100.50 / 100.50	**Cum Qual Pts:**	296.00

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202110	**Winter 2021**		1/13/2021	3/25/2021	
Associate of Science - AS Diagnostic Medical Sonography					
DMS2310	Ultrasound Procedures V	4.00	4.00	12.00	B
DMS2350	Clinical Education V	7.00	7.00	28.00	A

Attempted/Earned

Term GPA:	3.64	**Term: Credits**	11.00 / 11.00	**Term Qual Pts:**	40.00
Cum GPA:	3.78	**Cum: Credits**	111.50 / 111.50	**Cum Qual Pts:**	336.00

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202120	**Spring 2021**		4/7/2021	6/17/2021	
Associate of Science - AS Diagnostic Medical Sonography					
DMS2410	Seminar	4.00	4.00	12.00	B
DMS2450	Clinical Education VI	7.00	7.00	28.00	A

Attempted/Earned

Term GPA:	3.64	**Term: Credits**	11.00 / 11.00	**Term Qual Pts:**	40.00
Cum GPA:	3.76	**Cum: Credits**	122.50 / 122.50	**Cum Qual Pts:**	376.00

AS Diagnostic Medical Sonography

Enrollment #:	CA19050828	**GPA:**	3.76
Status:	Transfer To Other	LDA:	10/9/2020
Start Date:	6/28/2019		
Concentrations			
Honors:			

AS Diagnostic Medical Sonography

Enrollment #:	CA20114494	**GPA:**	3.76
Status:	Graduate	Grad Date:	6/17/2021
Start Date:	1/13/2021		
Concentrations			
Honors:	Magna Cum Laude		

Credential Awarded: Associate of Science - AS Diagnostic Medical Sonography

Date Awarded: 6/17/2021 **Date Cleared:** 6/17/2021

*** End of Transcript ***

Authorized Signature Date

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

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION

(New or Renewal program)

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

Name of Institution South College Indianapolis

Program name and
Suggested CIP Code: Radiography – CIP 51.0911

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

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

Telephone Number: (865) 251-1800

Application Type

Date the Form was Prepared: 6/25/2021
(Revise date after any revision)

Initial or Renewal

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

The mission of the Associate of Science in Radiography program is to provide undergraduate students with academic and clinical foundations to competently perform as radiographers that provide quality patient care, actively participate in the profession, possess the ability to specialize in advanced degree programs and/or imaging specialties, and pursue life-long learning.

Learning Outcomes

Graduates of this program of study will:

Program Goal #1:
The program will graduate clinically competent students.

Student Learning Outcomes:

1. Students will demonstrate proper patient positioning.
2. Students will exercise ALARA principles to minimize radiation exposure.
3. Students will provide appropriate patient care.

Program Goal #2:
The program will graduate students who communicate effectively.

Student Learning Outcomes:

1. Students will effectively communicate with patients.

2. Students will effectively present to a group of imaging professionals.
3. Students will demonstrate written communication skills.

Program Goal #3:
The program will graduate students who will demonstrate effective critical thinking and problem solving skills.

Student Learning Outcomes:

1. Students will perform "non-routine" procedures requiring critical thinking skills.
2. Students will adapt to changes and varying clinical situations.

Program Goal #4:
The program will graduate students who will demonstrate professionalism and growth.

Student Learning Outcomes:

1. Students will demonstrate professionalism in the clinical setting.
2. Students will abide by federal guidelines regarding patient privacy.

The program is designed for completion by full-time students in 24 months. Students will be advised by Student Success Advisors to ensure appropriate progression based on completion of pre-requisite courses. The program is designed to be completed in a hybrid format.

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

Name of Program: Radiography

Total Course Hours: 114.5 Check one: Quarter Hours _X_
Semester Hours ___
Clock Hours ___

Tuition: $55,960 Length of Program: 24 months (8 quarters FT)

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
AHS 1010	Medical Terminology	4
BIO 1030	Anatomy & Physiology for Imaging Science	6
RAD 1125	Introduction to Imaging Sciences & Patient Care	4
RAD 1235	Clinical Education I	4
RAD 1245	Radiographic Procedures & Pathology I	4
RAD 1255	Radiographic Procedures & Pathology I Lab	1
RAD 1265	Physics & Image Production I	4
RAD 1335	Clinical Education II	4
RAD 1345	Radiographic Procedures & Pathology II	4
RAD 1355	Radiographic Procedures & Pathology II Lab	1
RAD 1365	Physics & Image Production II	4
RAD 1435	Clinical Education III	5
RAD 1445	Radiographic Procedures & Pathology III	4
RAD 1455	Radiographic Procedures & Pathology III Lab	1
RAD 2535	Clinical Education IV	5

RAD 2545	Radiation Protection	4
RAD 2555	Advanced Procedures & Quality Assurance	4
RAD 2635	Clinical Education V	5
RAD 2645	Professional Seminar I	4
RAD 2735	Clinical Education VI	5
RAD 2745	Professional Seminar II	4

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
COM 1261	Effective Speaking	4.5
ENG 1201	English Composition	4.5
ENG 1211	English Composition w/Research	4.5
MAT 1100	College Algebra	4.5
SCC 1010	College Management	2
SCC 1031	Computer & Information Literacy	4.5
PSY 1811	General Psychology	4.5
	Approved Humanities Elective	4.5

Number of Credit/Clock Hrs. in Specialty Courses:	81/114.5	Percentage:	71%
Number of Credit/Clock Hrs. in General Courses:	33.5/114.5	Percentage:	29%
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	31.5/33.5	Percentage:	94%

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

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

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

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

2. Number of volumes of professional material:
The library serves the mission of South College by providing users access to a broad range of information and learning resources. The library collection is made up of print and electronic books, print and

electronic journals, other periodicals, CDs, DVDs, streaming videos, and online databases. The library provides access to 161 databases and journal collections which include over 157,000 online, full-text journals, magazines, newspapers, and other publications. In addition to 10,000 books in the print collections, the library has access to over 220,000 full text electronic books. To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and LYRASIS. The library filled 166 interlibrary loan requests in the 2019-20 academic year. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth.

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

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

Librarians at South College use nationally recognized selection tools to build library collections. In addition to program-specific bibliographies, librarians also employ additional selection tools in general and specific subject areas. Librarians consult *Library Journal*, *Journal of the Medical Library Association, Doody's Core Titles,* professional online discussion lists, and refereed journals in specific subject areas to keep informed about the newest publications.

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

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

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

IV. FACULTY: Attach complete Instructor's Qualification Record for each instructor. **Include all required documentation **pertaining to the qualifications of each instructor.**					
Total # of Faculty in the Program:	14	**Full-time:**	14	**Part-time:**	
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

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

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one: Full-time**	**Part-time**
Anderson, Jaclyn	MS Psychology	3	1.75	2	X	
Bergquist, William	MS Computer Information Systems	24	16	10	X	
Cooper, Gary	MS Reproductive Physiology	9	14	1	X	
Dhar, Shiv	PhD Chemistry	36	17	.5	X	
Groth, Louise	Doctor of Health Science, MHS Health Services Administration BS Education, AS Radiology Science (Cert RT, DMS)	36	13.75	NA	X	
Hagy, Jonathan	Master of Mathematics	5	.3	3	X	
Hammitt, Roger	MS Communications/ Public Relations	25	16	NA	X	
Jones, Whitney	PhD English Literature	10	5	1	X	
Lobertini, Jo	MA English	30	.75	24	X	
Malone, Caroline	MFA Poetry/Fiction	20	15	3	X	
Molidor, Cameron	MFA Studio Art: Film	5	.75	2	X	
Purvis, Jessica	Doctor of Chiropractic	5	2.5	NA	X	
Walker, Carla	PhD Candidate Leadership w/Con Health Sciences, Master Radiologic Science (Cert RT)	23	10	NA	X	
Woodyatt, Aaron	Doctor of Chiropractic	20	4.5	9	X	
TBD	Master's Degree in Associated Discipline in General Education and Science Areas Onground					

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

Institution: South College

Degree Program: Radiography

Locations: Indianapolis

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

FY 2020 – 1.7

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

Yes - The state of **Indiana** requires radiologic technologists to obtain licensure. In order to be licensed, the individual to be a graduate of an approved program (ARRT) and pass the certification examination administered by the American Registry of Radiologic Technologists.

If so, please identify

The specific license(s) needed: Radiology License – Radiologic Technology
The State agency issuing the license(s): Indiana Department of Health

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

American Registry of Radiologic Technologists (ARRT)

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?

This program prepares graduates to sit for the certification exam indicated above.

If so, please identify
Each specific professional certification: Radiologic Technologist
The national organization issuing each certification: American Registry of Radiologic Technologists (ARRT)

Please explain the rational for choosing each professional certification:

Successful completion of the ARRT examination provides certification to practice as a registered Radiologic Technologist.

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

The courses listed above are required in order for the student to earn an Associate degree which is required for the program to seek accreditation with the Joint Review Committee on Education in Radiologic Technology. RAD courses focus on training and preparation for the student to be ready to sit for the certification examination upon graduation and assume entry-level positions.

++

Professional Industry Standards/Best Practices

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

Yes - The mission of the Associate of Science in Radiography program is to provide undergraduate students with academic and clinical foundations to competently perform as radiographers that provide quality patient care, actively participate in the profession, possess the ability to specialize in advanced degree programs and/or imaging specialties, and pursue life-long learning.

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

The South College AS Radiography curriculum is based on requirements from JRC-ERT. **The Joint Review Committee on Education in Radiologic Technology** Standards are designed to promote academic excellence, patient safety, and quality healthcare. An institution must articulate its purposes, demonstrate that it has adequate human, physical, and financial resources, document its effectiveness in accomplishing its purposes, and provide assurance that it can continue to meet accreditation standards.

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

Joint Review Committee on Education on Education in Radiologic Technology (JRC-ERT)

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Program Accreditation

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

No – Because South College is regionally accredited, the program does not have to be accredited by JRC-ERT in order for students to sit for the ARRT certification examination. However, South College will seek JRC-ERT accreditation, applying with the admission of the first class.

If so, please identify the specialized accrediting agency:

Joint Review Committee on Education on Education in Radiologic Technology (JRC-ERT)

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Transferability of Associate of Science Degrees

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

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

Yes

If so, please list the baccalaureate degree(s): BS Health Science w/Concentration in Radiography

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

++

Job Titles

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

Radiologic Technologist
X-Ray Technician

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

++

Student Records

Institutions that have Previously Operated

South College has not previously operated in Indiana.

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

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

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

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

2. How are the digital student records stored?
    - Where is the computer server located?
    - What is the name of the system that stores the digital records?

All student records are maintained in the SIS CampusNexus. The CampusNexus Student environment is made up of a Portal server, Microsoft SQL server, 3 COM Servers, 2 RDS Server, a SAN storage server, and Broadleaf API server. The CampusNexus environment is located in the Knoxville Lonas Campus

server room. Data that is currently backed up includes CampusNexus SQL database and Portal database. This information is backed up each night and transferred to 2 SAN servers.

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

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

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

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

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

    - If so, what is the most significant format? *NA for Indiana*

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

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

    - If so, what is the name, title, and contact information for that individual? *The Institutional Registrar is Kristina Morgan (865-251-1818, kmorgan@south.edu).*

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

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? *Institutionally, the average number of requests per day is 10 and 50 per week.*

All Institutions

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

    No

Projected Headcount and FTE Enrollments and Degrees Conferred
April 2021

Institution/Location:
South College Indianapolis Learning Site
Program: AS Radiography

	Year 1 FY 2022	Year 2 FY 2023	Year 3 FY 2024	Year 4 FY 2025	Year 5 FY 2026
Enrollment Projections (Headcount)					
Full-Time	10	20	20	25	30
Part-Time	5	5	5	5	5
	15	25	25	30	35
Enrollment Projections (FTE*)					
Full-Time	10	20	20	25	30
Part-Time	3	3	3	3	3
	13	23	23	28	33
Degrees Conferred Projections	0	0	12	16	20

Degree Level: Associate of Science
CIP Code: 51.0911; State – TBD

Exhibit A
Library Subscription Resources

Subscription Databases

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

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

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

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

Direct Subscription Journals

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

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

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

Exhibit B
Sample Transcript

South College

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

Student: **Student ID:** **DOB:** **Original Start Date:** 5/13/2019 **Student GPA:** 3.96

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 9999	**Transfer Credit Awarded**				
Associate of Science - AS Radiography					
Transferred from Pellissippi State Community College - 10915 Hardin Valley Rd Knoxville TN 37933					
ENG1201	English Composition	4.50	4.50	0.00	TR-C
	Attempted/Earned				
Term GPA: 0.00	**Term: Credits** 4.50 / 4.50	**Term Qual Pts:** 0.00			
Cum GPA: 0.00	**Cum: Credits** 4.50 / 4.50	**Cum Qual Pts:** 0.00			
Term: 201925	**Spring Mid 2019**	5/13/2019	6/18/2019		
Associate of Science - AS Radiography					
COM 1261	Effective Speaking	4.50	4.50	18.00	A
MAT1100	College Algebra	4.50	4.50	18.00	A
	Attempted/Earned				
Term GPA: 4.00	**Term: Credits** 9.00 / 9.00	**Term Qual Pts:** 36.00			
Cum GPA: 4.00	**Cum: Credits** 13.50 / 13.50	**Cum Qual Pts:** 36.00			
Term: 201930	**Summer 2019**	6/28/2019	9/12/2019		
Associate of Science - AS Radiography					
BIO1030	Anatomy & Physiology for Imaging Science	6.00	6.00	24.00	A
BIO1030L	A&P for Imaging Science Lab	0.00	0.00	0.00	NG
RAD1110	Fund of Healthcare	4.00	4.00	16.00	A
RAD1120	Patient Care & Assessment	4.00	4.00	16.00	A
	Attempted/Earned				
Term GPA: 4.00	**Term: Credits** 14.00 / 14.00	**Term Qual Pts:** 56.00			
Cum GPA: 4.00	**Cum: Credits** 27.50 / 27.50	**Cum Qual Pts:** 92.00			
Term: 201940	**Fall 2019**	10/2/2019	12/17/2019		
Associate of Science - AS Radiography					
ENG1211	English Composition w/Research	4.50	4.50	18.00	A
HUM2001	Critical Thinking	4.50	4.50	18.00	A
PSY1811	General Psychology	4.50	4.50	18.00	A
	Attempted/Earned				
Term GPA: 4.00	**Term: Credits** 13.50 / 13.50	**Term Qual Pts:** 54.00			
Cum GPA: 4.00	**Cum: Credits** 41.00 / 41.00	**Cum Qual Pts:** 146.00			
Term: 202010	**Winter 2020**	1/15/2020	3/26/2020		
Associate of Science - AS Radiography					
RAD1235	Clinical Education I	4.00	4.00	16.00	A
RAD1245	Radiographic Procedures & Pathology I	4.00	4.00	16.00	A
RAD1255	Radiographic Procedures and Pathology I Lab	1.00	1.00	4.00	A
RAD1265	Physics & Image Production I	4.00	4.00	12.00	B
	Attempted/Earned				
Term GPA: 3.69	**Term: Credits** 13.00 / 13.00	**Term Qual Pts:** 48.00			
Cum GPA: 3.92	**Cum: Credits** 54.00 / 54.00	**Cum Qual Pts:** 194.00			
Term: 202020	**Spring 2020**	4/15/2020	6/25/2020		
Associate of Science - AS Radiography					
RAD 1365	Physics & Image Production II	4.00	4.00	16.00	A
RAD1335	Clinical Education II	4.00	4.00	16.00	A
RAD1345	Radiographic Procedures & Pathology II	4.00	4.00	16.00	A
RAD1355	Radiographic Procedures & Pathology II Lab	1.00	1.00	4.00	A
	Attempted/Earned				
Term GPA: 4.00	**Term: Credits** 13.00 / 13.00	**Term Qual Pts:** 52.00			
Cum GPA: 3.94	**Cum: Credits** 67.00 / 67.00	**Cum Qual Pts:** 246.00			

President's List

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

South College

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

Student: **Student ID:** **DOB:** 1 **Original Start Date:** 5/13/2019 **Student GPA:** 3.96

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202030	**Summer 2020**		7/8/2020	9/17/2020	
Associate of Science - AS Radiography					
RAD1435	Clinical Education III	5.00	5.00	20.00	A
RAD1445	Radiographic Procedures & Pathology III	4.00	4.00	16.00	A
RAD1455	Radiographic Procedures & Pathology III Lab	1.00	1.00	4.00	A
	Attempted/Earned				
Term GPA:	4.00 **Term: Credits**	10.00 / 10.00 **Term Qual Pts:**		40.00	
Cum GPA:	3.94 **Cum: Credits**	77.00 / 77.00 **Cum Qual Pts:**		286.00	
Term: 202040	**Fall 2020**		9/30/2020	12/11/2020	
Associate of Science - AS Radiography					
RAD2535	Clinical Education IV	5.00	5.00	20.00	A
RAD2545	Radiation Protection	4.00	4.00	16.00	A
RAD2555	Advanced Procedures and Quality Assurance	4.00	4.00	16.00	A
	Attempted/Earned				
Term GPA:	4.00 **Term: Credits**	13.00 / 13.00 **Term Qual Pts:**		52.00	
Cum GPA:	3.95 **Cum: Credits**	90.00 / 90.00 **Cum Qual Pts:**		338.00	
Term: 202110	**Winter 2021**		1/13/2021	3/25/2021	
Associate of Science - AS Radiography					
RAD2635	Clinical Education V	5.00	5.00	20.00	A
RAD2645	Professional Seminar I	4.00	4.00	16.00	A
	Attempted/Earned				
Term GPA:	4.00 **Term: Credits**	9.00 / 9.00 **Term Qual Pts:**		36.00	
Cum GPA:	3.96 **Cum: Credits**	99.00 / 99.00 **Cum Qual Pts:**		374.00	
Term: 202115	**Winter Mid 2021**		2/17/2021	3/25/2021	
Associate of Science - AS Radiography					
SCC1031	Computer & Information Literacy	4.50	4.50	18.00	A
	Attempted/Earned				
Term GPA:	4.00 **Term: Credits**	4.50 / 4.50 **Term Qual Pts:**		18.00	
Cum GPA:	3.96 **Cum: Credits**	103.50 / 103.50 **Cum Qual Pts:**		392.00	
Term: 202120	**Spring 2021**		4/7/2021	6/17/2021	
Associate of Science - AS Radiography					
RAD2735	Clinical Education VI	5.00	5.00	20.00	A
RAD2745	Professional Seminar II	4.00	4.00	16.00	A
	Attempted/Earned				
Term GPA:	4.00 **Term: Credits**	9.00 / 9.00 **Term Qual Pts:**		36.00	
Cum GPA:	3.96 **Cum: Credits**	112.50 / 112.50 **Cum Qual Pts:**		428.00	

AS Radiography

Enrollment #: BE19040288 **GPA:** 3.93
Status: Transfer To Other LDA: 1/28/2020
Start Date: 5/13/2019
Concentrations
Honors:

AS Radiography

Enrollment #: BE20026923 **GPA:** 3.96
Status: Graduate Grad Date: 6/17/2021
Start Date: 4/15/2020
Concentrations
Honors: Summa Cum Laude

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

South College

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

Student: [redacted] **Student ID.** [redacted] **DOB:** 1 **Original Start Date:** 5/13/2019 **Student GPA:** 3.96

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade

Credential Awarded: Associate of Science - AS Radiography

Date Awarded: 6/17/2021 **Date Cleared:** 6/17/2021

*** End of Transcript ***

Authorized Signature Date

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

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION

(New or Renewal program)

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

Name of Institution South College Indianapolis

Program name and
Suggested CIP Code: Health Science (Health Science, Health Science (Pre-Physician Assistant, Health Science (Pre-Physical Therapy) – CIP 51.1004

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

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

Telephone Number: (865) 251-1800

Application Type

Date the Form was Prepared: 6/25/2021
(Revise date after any revision) Revised on 2021.08.17

Initial or Renewal

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

The focus of the Bachelor of Science in Health Science program is to provide a comprehensive health science education to undergraduate students. The program is designed to provide the foundational degree for those wishing to pursue graduate education in the pure or applied health sciences or in the health professions. The Pre-Physician Assistant option is designed to provide the foundational courses for students wishing to pursue admittance to a Master of Science in Physician Assistant Studies program. The Pre-Physical Therapy option is designed to provide the foundational courses for students wishing to pursue admittance to a Physical Therapy program. For those students who do not go on to graduate study, opportunities exist for positions in the biological, life, or health sciences.

The program curriculum provides a comprehensive undergraduate educational foundation through course offerings in the arts and sciences, with a focus on the health sciences. Course offerings are designed to fulfill prerequisites for admission into graduate programs in the pure and applied health sciences and the health professions, as well as for entry level careers in the health sciences. Only courses in which a C or better is earned will count toward graduation requirements.

Graduates have a variety of choices for future education or careers in keeping with the goals of the program.

1. The program seeks to assist and support students in developing and carrying out an education and career plan based on an understanding of the demanding requirements for health science education and for a successful career in the health sciences or health professions.
2. The program seeks to provide students with the academic knowledge, skills and tools to enable them to be successful in graduate program studies.

3. The program seeks to prepare students to meet expectations for self-directed and lifelong learning and ongoing self-assessment.

LEARNING OUTCOMES

Student Learning Outcome #1

- Students will demonstrate comprehension of key science principles related to required courses.
- Students will demonstrate an understanding of identified basic science course objectives learned in core science courses.

Student Learning Outcome #2

- Students will be able to synthesize, integrate, and analyze research in health science literature in selected science courses.
- Students will demonstrate effective communication skills.

Student Learning Outcome # 3

- Students will demonstrate an understanding of the trans-disciplinary workplace and issues in health care fields and environment.

The program is designed for completion by full-time students in 42 months. Students will be advised by Student Success Advisors to ensure appropriate progression based on completion of pre-requisite courses. The program is designed to be completed in a hybrid format.

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

Name of Program: Health Science

Total Course Hours:	183 (HS)	Check one:	Quarter Hours	_X_
	182 (Pre-PA)		Semester Hours	___
	181 (Pre-PT)		Clock Hours	___

Tuition: $97,930 Length of Program: 42 months (14 quarters FT)

Health Science

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
AHS 1010	Medical Terminology	4
BIO 1020	Principles of Biology I	4
BIO 1021	Principles of Biology I Lab	2
BIO 1022	Principles of Biology II	4
BIO 1023	Principles of Biology II Lab	2
BIO 1110	Anatomy & Physiology I	4
BIO 1120	Anatomy & Physiology I Lab	2
BIO 1130	Anatomy & Physiology II	4
BIO 1140	Anatomy & Physiology II Lab	2
BIO 1150	Pathophysiology	4

BIO 1160	Microbiology	4
BIO 1170	Microbiology Lab	2
CHM 1010	General Chemistry I	4
CHM 1020	General Chemistry I Lab	2
CHM 1030	General Chemistry II	4
CHM 1040	General Chemistry II Lab	2
CHM 2010	Organic Chemistry I	4
CHM 2020	Organic Chemistry I Lab	2
CHM 2030	Organic Chemistry II	4
CHM 2040	Organic Chemistry II Lab	2
CHM 3010	Biochemistry	4
CHM 3020	Biochemistry Lab	2
PHY 2010	General Physics I	4
PHY 2020	General Physics I Lab	2
PHY 2030	General Physics II	4
PHY 2040	General Physics II Lab	2
HSC 2051	Nutrition in Health & Disease	4.5
ECO 3501	Health Economics	4.5
HSC 3110	Introduction to Healthcare Administration	4
HSC 3120	Healthcare Law & Ethics	4
HSC 3140	Immunology	4
HSC 3240	Human Genetics & Genomics	4
HSC 3310	Cross-Sectional Anatomy	4
HSC 4110	Health Science Research	4
HSC 4210	Current Trends/Issues	4
HSC 4310	Health Science Leadership	4
HSC 4320	Epidemiology	4

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
COM 1261	Effective Speaking	4.5
ENG 1201	English Composition	4.5
ENG 1211	English Composition w/Research	4.5
MAT 1100	College Algebra	4.5
MAT 2501	Statistics	4.5
MAT 2550	Precalculus	2
MAT 2601	Calculus	4.5
PSY 1811	General Psychology	4.5
PSY 1821	Human Growth & Development	4.5
SCC 1010	College Management	2
SCC 1031	Computer and Information Literacy	4.5
SOC 1861	Introduction to Sociology	4.5
	Approved Humanities Electives	9

Health Science (Pre-Physical Therapy)

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
BIO 1020	Principles of Biology I	4
BIO 1021	Principles of Biology I Lab	2
BIO 1022	Principles of Biology II	4
BIO 1023	Principles of Biology II Lab	2
BIO 1110	Anatomy & Physiology I	4
BIO 1120	Anatomy & Physiology I Lab	2
BIO 1130	Anatomy & Physiology II	4
BIO 1140	Anatomy & Physiology II Lab	2
BIO 1150	Pathophysiology	4
CHM 1010	General Chemistry I	4
CHM 1020	General Chemistry I Lab	2
CHM 1030	General Chemistry II	4
CHM 1040	General Chemistry II Lab	2
PHY 2010	General Physics I	4
PHY 2020	General Physics I Lab	2
PHY 2030	General Physics II	4
PHY 2040	General Physics II Lab	2
HSC 2051	Nutrition in Health & Disease	4.5
	Approved Electives Lower Division (Science or Related Area)	12
BBA 3121	Human Resources Management	4.5
ECO 3501	Health Economics	4.5
HSC 3110	Introduction to Healthcare Administration	4
HSC 3120	Healthcare Law & Ethics	4
HSC 3140	Immunology	4
HSC 3240	Human Genetics & Genomics	4
HSC 3310	Cross-Sectional Anatomy	4
HSC 3410	Biostatistics	4
HSC 4110	Health Science Research	4
HSC 4210	Current Trends/Issues	4
HSC 4310	Health Science Leadership	4
HSC 4320	Epidemiology	4
	Approved Electives Upper Division	12

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
COM 1261	Effective Speaking	4.5
ENG 1201	English Composition	4.5
ENG 1211	English Composition w/Research	4.5
MAT 1100	College Algebra	4.5
MAT 2501	Statistics	4.5
PSY 1811	General Psychology	4.5
PSY 1821	Human Growth & Development	4.5
SCC 1010	College Management	2
SCC 1031	Computer and Information Literacy	4.5
	Approved Social Science Elective	4.5
	Approved Humanities Electives	9

Health Science (Pre-Physician Assistant)

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
BIO 1020	Principles of Biology I	4
BIO 1021	Principles of Biology I Lab	2
BIO 1022	Principles of Biology II	4
BIO 1023	Principles of Biology II Lab	2
BIO 1110	Anatomy & Physiology I	4
BIO 1120	Anatomy & Physiology I Lab	2
BIO 1130	Anatomy & Physiology II	4
BIO 1140	Anatomy & Physiology II Lab	2
BIO 1150	Pathophysiology	4
BIO 1160	Microbiology	4
BIO 1170	Microbiology Lab	2
CHM 1010	General Chemistry I	4
CHM 1020	General Chemistry I Lab	2
CHM 1030	General Chemistry II	4
CHM 1040	General Chemistry II Lab	2
	Approved Electives Lower Division (Science or Related Area)	24
ECO 3501	Health Economics	4.5
HSC 3110	Introduction to Healthcare Administration	4
HSC 3120	Healthcare Law & Ethics	4
HSC 3140	Immunology	4
HSC 3240	Human Genetics & Genomics	4
HSC 3310	Cross-Sectional Anatomy	4
HSC 3410	Biostatistics	4
HSC 4110	Health Science Research	4
HSC 4210	Current Trends/Issues	4
HSC 4310	Health Science Leadership	4
HSC 4320	Epidemiology	4
	Approved Electives Upper Division	16

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
COM 1261	Effective Speaking	4.5
ENG 1201	English Composition	4.5
ENG 1211	English Composition w/Research	4.5
MAT 1100	College Algebra	4.5
MAT 2501	Statistics	4.5
SCC 1010	College Management	2
SCC 1031	Computer and Information Literacy	4.5
	Approved Social Science Electives	13.5
	Approved Humanities Electives	9

HS

Number of Credit/Clock Hrs. in Specialty Courses:	125/183	Percentage:	68%
Number of Credit/Clock Hrs. in General Courses:	58/183	Percentage:	32%
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	56/58	Percentage:	97%

HS Pre-PT

Number of Credit/Clock Hrs. in Specialty Courses:	129.5/181	Percentage:	72%
Number of Credit/Clock Hrs. in General Courses:	51.5/181	Percentage:	28%
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	49.5/181	Percentage:	27%

HS Pre-PA

Number of Credit/Clock Hrs. in Specialty Courses:	130.5/182	Percentage:	72%
Number of Credit/Clock Hrs. in General Courses:	51.5/182	Percentage:	28%
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	49.5/182	Percentage:	27%

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

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

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

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

2. Number of volumes of professional material:
The library serves the mission of South College by providing users access to a broad range of information and learning resources. The library collection is made up of print and electronic books, print and electronic journals, other periodicals, CDs, DVDs, streaming videos, and online databases. The library provides access to 161 databases and journal collections which include over 157,000 online, full-text journals, magazines, newspapers, and other publications. In addition to 10,000 books in the print collections, the library has access to over 220,000 full text electronic books. To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as

Tenn-Share and LYRASIS. The library filled 166 interlibrary loan requests in the 2019-20 academic year. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth.

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

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

Librarians at South College use nationally recognized selection tools to build library collections. In addition to program-specific bibliographies, librarians also employ additional selection tools in general and specific subject areas. Librarians consult *Library Journal*, *Journal of the Medical Library Association*, *Doody's Core Titles*, professional online discussion lists, and refereed journals in specific subject areas to keep informed about the newest publications.

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

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

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

IV. FACULTY: Attach complete Instructor's Qualification Record for each instructor. **Include all required documentation pertaining to the qualifications of each instructor.					
Total # of Faculty in the Program:	23	**Full-time:**	20	**Part-time:**	3
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

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

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one: Full-time**	**Part-time**
Anderson, Jaclyn	MS Psychology	3	1.75	2	X	
Bergquist, William	MS Computer Information Systems	24	16	10	X	
Charles, Angela	MA Sociology	5	.5	1.75	X	
Cooper, Gary	MS Reproductive Physiology	9	14	1	X	
Decker, James	Doctor of Health Administration, MS Hospital and Health Administration	45	7.75	11		X
Dhar, Shiv	PhD Chemistry	36	17	.5	X	
Groth, Louise	Doctor of Health Science, MHS Health Services Administration	36	13.75	NA	X	
Hagy, Jonathan	Master of Mathematics	5	.3	3	X	
Hammitt, Roger	MS Communications/ Public Relations	25	16	NA	X	
Jenkins, Jennifer	Doctor of Juris Prudence	24	20	NA	X	
Jones, Whitney	PhD English Literature	10	5	1	X	
Kushnir, Kristina	PhD Economics	31	19	5	X	
Lobertini, Jo	MA English	30	.75	24	X	
Malone, Caroline	MFA Poetry/Fiction	20	15	3	X	
Mastin, Joshua	Doctor of Medicine	10	3.75	10		X
Molidor, Cameron	MFA Studio Art: Film	5	.75	2	X	
Patton, Lynn	Doctor of Nursing Practice	36	New Hire	6+	X	
Preet, Sharma	PhD Physics	15	.25	6		X
Purvis, Jessica	Doctor of Chiropractic	5	2.5	NA	X	
Russell, Matthew	PhD Biochemistry, Cellular, and Molecular Biology	12	7	1	X	
Walker, Carla	PhD Candidate Leadership w/Con Health Sciences, Master Radiologic Science	23	10	NA	X	
Woodyatt, Aaron	Doctor of Chiropractic	20	4.5	9	X	
TBD	Master's Degree in Associated Discipline in General Education and Science Areas Onground					

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

Institution: South College

Degree Program: Health Science (Health Science, Pre-Physician Assistant, Pre-Physical Therapy)

Locations: Indianapolis

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

FY 2020 – 1.7

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

No – There is no state licensure required.

If so, please identify

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

++

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

There is no certification related to Health Science. Students pursuing these programs largely plan to pursue graduate level programs (i.e., PA, PT, MD) that require professional certifications.

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

NA

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

Please explain the rational for choosing each professional certification: NA

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

++

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

The focus of the Bachelor of Science in Health Science program is to provide a comprehensive health science education to undergraduate students. The program is designed to provide the foundational degree for those wishing to pursue graduate education in the pure or applied health sciences or in the health professions. The general Health Science option is designed to include foundational courses for students wishing to apply to a Doctor of Pharmacy program. The Pre-Physician Assistant option is designed to provide the foundational courses for students wishing to pursue admittance to a Master of Science in Physician Assistant Studies program. The Pre-Physical Therapy option is designed to provide the foundational courses for students wishing to pursue admittance to a Doctor of Physical Therapy program. For those students who do not go on to graduate study, opportunities exist for positions in the biological, life, or health sciences.

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

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

The curriculum for the Pre-Physician Assistant option includes the prerequisites courses required to apply for the South College MHS Physician Assistant Studies program. These prerequisites have been approved through accreditation evaluations by the ARC-PA.

The curriculum for the Pre-Physical Therapy option includes the prerequisites courses required to apply for the South College Doctor of Physical Therapy program. These prerequisites have been approved through accreditation evaluations by the Commission on Accreditation in Physical Therapy Education (CAPTE).

++

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

No

If so, please identify the specialized accrediting agency: NA

++

Transferability of Associate of Science Degrees

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

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

NA as this is a BS program.

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

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

++

Job Titles

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

With completion of this program, students may choose to continue their education to a specific health professional area or pursue entry-level health care positions. Example positions might include laboratory technicians/assistant, food science technician, pharmaceutical sales, biological technicians, medical/therapy office personnel.

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

++

Student Records

Institutions that have Previously Operated

South College has not previously operated in Indiana.

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

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

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

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

2. How are the digital student records stored?
    - Where is the computer server located?
    - What is the name of the system that stores the digital records?

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

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

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

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

6. What is the estimated number of paper student records held by the institution? *NA for Indiana*
7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?

    - If so, what is the most significant format? *NA for Indiana*

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

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

    - If so, what is the name, title, and contact information for that individual? *The Institutional Registrar is Kristina Morgan (865-251-1818, kmorgan@south.edu).*

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

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? *Institutionally, the average number of requests per day is 10 and 50 per week.*

All Institutions

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

    No

Projected Headcount and FTE Enrollments and Degrees Conferred
April 2021

Institution/Location:
South College Indianapolis Learning Site
Program: BS Health Science (Health Science, Pre-Physician Assistant, Pre-Physical Therapy)

	Year 1 FY 2022	Year 2 FY 2023	Year 3 FY 2024	Year 4 FY 2025	Year 5 FY 2026
Enrollment Projections (Headcount)					
Full-Time	10	20	25	30	35
Part-Time	5	5	5	5	5
	15	25	30	35	40
Enrollment Projections (FTE*)					
Full-Time	10	20	25	30	35
Part-Time	3	3	3	3	3
	13	23	28	33	38
Degrees Conferred Projections	0	6	12	18	24

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

Exhibit A
Library Subscription Resources

Subscription Databases

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

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

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

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

Direct Subscription Journals

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

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

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

Exhibit B
Sample Transcript

South College

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

Student: **Student ID:** **DOB:** **Original Start Date:** 1/9/2013 **Student GPA:** 3.56

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 9999	**Transfer Credit Awarded**				
Bachelor of Science - BS Health Science					
BIO1020	Principles of Biology I	4.00	4.00	0.00	TR
BIO1021	Principles of Biology I Lab	2.00	2.00	0.00	TR
BIO1022	Principles of Biology II	4.00	4.00	0.00	TR
BIO1023	Principles of Biology II Lab	2.00	2.00	0.00	TR
BIO1110	Anatomy & Physiology I	4.00	4.00	0.00	TR
BIO1120	Anatomy & Phys I Lab	2.00	2.00	0.00	TR
BIO1130	Anatomy & Physiology II	4.00	4.00	0.00	TR
BIO1140	Anatomy & Phys II Lab	2.00	2.00	0.00	TR
CHM1010	General Chemistry I	4.00	4.00	0.00	TR
CHM1020	General Chemistry I Lab	2.00	2.00	0.00	TR
COM1260	Effective Speaking	4.00	4.00	0.00	TR
ENG1210	English Comp w/Research	4.00	4.00	0.00	TR
ENG2350	Introduction to Literature	4.00	4.00	0.00	TR
HUMELE	Humanities Elective	4.00	4.00	0.00	TR
MAT1500	College Math I	4.00	4.00	0.00	TR
MAT2500	Statistics	4.00	4.00	0.00	TR
MAT2550	PreCalculus	0.00	2.00	0.00	EX
MAT2600	Calculus	4.00	4.00	0.00	TR
MUS1010	Music Appreciation	4.00	4.00	0.00	TR
PSY1810	General Psychology	4.00	4.00	0.00	TR
SOC1860	Introduction to Sociology	4.00	4.00	0.00	TR
SSELEC	Social Science Elective	4.00	4.00	0.00	TR

Attempted/Earned

Term GPA: 0.00 **Term: Credits** 74.00 / 76.00 **Term Qual Pts:** 0.00
Cum GPA: 0.00 **Cum: Credits** 74.00 / 76.00 **Cum Qual Pts:** 0.00

Term: 200610 **Winter 2006** 1/16/2006 3/28/2006
Bachelor of Science - BS Health Science

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
ENG1200	English Composition	4.00	4.00	0.00	TR

Attempted/Earned

Term GPA: 0.00 **Term: Credits** 4.00 / 4.00 **Term Qual Pts:** 0.00
Cum GPA: 0.00 **Cum: Credits** 78.00 / 80.00 **Cum Qual Pts:** 0.00

Term: 201310 **Winter 2013** 1/9/2013 3/21/2013
Bachelor of Science - BS Health Science

BIO1150	Pathophysiology	4.00	4.00	12.00	B
BIO1160	Microbiology	4.00	4.00	12.00	B
BIO1170	Microbiology Lab	2.00	2.00	6.00	B
HSC2050	Nutrition in Health & Disease	4.00	4.00	12.00	B
HSC3110	Intro to Health Administration	4.00	4.00	16.00	A

Attempted/Earned

Term GPA: 3.22 **Term: Credits** 18.00 / 18.00 **Term Qual Pts:** 58.00
Cum GPA: 3.22 **Cum: Credits** 96.00 / 98.00 **Cum Qual Pts:** 58.00

Term: 201320 **Spring 2013** 4/3/2013 6/13/2013
Bachelor of Science - BS Health Science

AHS1010	Medical Terminology	4.00	4.00	12.00	B
PHY2010	General Physics	4.00	4.00	12.00	B
PHY2020	General Physics Lab	2.00	2.00	2.00	D
SPN1010	Beginning Spanish	4.00	0.00	0.00	WP

Attempted/Earned

Term GPA: 2.60 **Term: Credits** 14.00 / 10.00 **Term Qual Pts:** 26.00
Cum GPA: 3.00 **Cum: Credits** 110.00 / 108.00 **Cum Qual Pts:** 84.00

Term: 201930 **Summer 2019** 6/28/2019 9/12/2019
Bachelor of Science - BS Health Science

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

South College

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

Student: [redacted] **Student ID:** [redacted] **DOB:** [redacted] **Original Start Date:** 1/9/2013 **Student GPA:** 3.56

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	
Term: 201930	**Summer 2019**		6/28/2019	9/12/2019		
Bachelor of Science - BS Health Science						
ECO3501	Health Economics	4.50	4.50	18.00	A	
HSC3310	Cross-Sectional Anatomy	4.00	4.00	12.00	B	
PSY1821	Human Growth & Development	4.50	4.50	18.00	A	

Attempted/Earned

Term GPA: 3.69 **Term: Credits** 13.00 / 13.00 **Term Qual Pts:** 48.00
Cum GPA: 3.22 **Cum: Credits** 123.00 / 121.00 **Cum Qual Pts:** 132.00

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	
Term: 201940	**Fall 2019**		10/2/2019	12/17/2019		
Bachelor of Science - BS Health Science						
HSC3120	Health Care Law & Ethics	4.00	4.00	16.00	A	
HSC4110	Health Science Research	4.00	4.00	16.00	A	
PHY2020	General Physics I Lab	2.00	2.00	8.00	A	**
SCC1031	Computer & Information Literacy	4.50	4.50	18.00	A	

Attempted/Earned

Term GPA: 4.00 **Term: Credits** 14.50 / 14.50 **Term Qual Pts:** 58.00
Cum GPA: 3.51 **Cum: Credits** 135.50 / 133.50 **Cum Qual Pts:** 188.00

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	
Term: 202010	**Winter 2020**		1/15/2020	3/26/2020		
Bachelor of Science - BS Health Science						
CHM1030	General Chemistry II	4.00	4.00	16.00	A	
CHM1040	General Chemistry II Lab	2.00	2.00	6.00	B	
PHY2030	General Physics II	4.00	4.00	16.00	A	
PHY2040	General Physics II Lab	2.00	2.00	8.00	A	

Attempted/Earned

Term GPA: 3.83 **Term: Credits** 12.00 / 12.00 **Term Qual Pts:** 46.00
Cum GPA: 3.57 **Cum: Credits** 147.50 / 145.50 **Cum Qual Pts:** 234.00

Dean's List

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202020	**Spring 2020**		4/15/2020	6/25/2020	
Bachelor of Science - BS Health Science					
CHM2010	Organic Chemistry I	4.00	4.00	16.00	A
CHM2020	Organic Chemistry I Lab	2.00	2.00	8.00	A
HSC3140	Immunology	4.00	4.00	16.00	A
HSC3410	Biostatistics	4.00	4.00	16.00	A

Attempted/Earned

Term GPA: 4.00 **Term: Credits** 14.00 / 14.00 **Term Qual Pts:** 56.00
Cum GPA: 3.65 **Cum: Credits** 161.50 / 159.50 **Cum Qual Pts:** 290.00

President's List

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202030	**Summer 2020**		7/8/2020	9/17/2020	
Bachelor of Science - BS Health Science					
CHM2030	Organic Chemistry II	4.00	4.00	12.00	B
CHM2040	Organic Chemistry II Lab	2.00	2.00	4.00	C
PSY2801	Abnormal Psychology	4.50	4.50	18.00	A
RAD4220	Special Topics	4.00	4.00	16.00	A

Attempted/Earned

Term GPA: 3.45 **Term: Credits** 14.50 / 14.50 **Term Qual Pts:** 50.00
Cum GPA: 3.62 **Cum: Credits** 176.00 / 174.00 **Cum Qual Pts:** 340.00

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202035	**Summer Mid 2020**		8/12/2020	9/17/2020	
Bachelor of Science - BS Health Science					
SCC1010	College Management	2.00	2.00	8.00	A

Attempted/Earned

Term GPA: 4.00 **Term: Credits** 2.00 / 2.00 **Term Qual Pts:** 8.00
Cum GPA: 3.63 **Cum: Credits** 178.00 / 176.00 **Cum Qual Pts:** 348.00

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

South College

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

Student: [redacted] **Student ID:** [redacted] **DOB:** [redacted] **Original Start Date:** 1/9/2013 **Student GPA:** 3.56

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202040	**Fall 2020**		9/30/2020	12/11/2020	
Bachelor of Science - BS Health Science					
CHM3010	Biochemistry	4.00	4.00	8.00	C
CHM3020	Biochemistry Lab	2.00	2.00	8.00	A
HSC3240	Human Genetics	4.00	4.00	12.00	B
HSC4210	Current Trends & Issues	4.00	4.00	16.00	A

		Attempted/Earned			
Term GPA:	3.14	**Term: Credits**	14.00 / 14.00	**Term Qual Pts:**	44.00
Cum GPA:	3.56	**Cum: Credits**	192.00 / 190.00	**Cum Qual Pts:**	392.00

BS Health Science

Enrollment #: BO12100142 **GPA:** 3.48
Status: Transfer To Other LDA: 6/13/2013
Start Date: 1/9/2013
Concentrations
Honors:

BS Health Science

Enrollment #: BO19051254 **GPA:** 3.56
Status: Graduate Grad Date: 12/11/2020
Start Date: 6/28/2019
Concentrations
Honors: Cum Laude

Credential Awarded: Bachelor of Science - BS Health Science

Date Awarded: 12/11/2020 **Date Cleared:** 12/11/2020

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade

*** End of Transcript ***

Authorized Signature Date

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