

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

Bachelor of Arts in Education Studies

To Be Offered by American College of Education / Online

Degree Award Level¹: Bachelor of Arts in Education Studies

Mode of Delivery (In-person or Online¹): Online

Career Relevant/Out-of-Classroom Experiences¹: N/A

Suggested CIP Code: 13.0101 Education/General

Name of Person Preparing this Form: Thomas Brouwer

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Date the Form was Prepared (Use date last revised): REVISED 2022.05.12

Application Type (Initial or Renewal): Initial



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

Program Description

The Bachelor of Arts in Education Studies is a transfer-friendly degree completion program. The program focuses on building foundational skills and knowledge about the educational field and the teaching profession.

Program Mission

The mission of the Bachelor of Arts in Education Studies program is to provide students with the opportunity to complete a bachelor's degree utilizing previously earned credits and coursework focused on professional skills to prepare them for employment in education related fields that do not require licensure.

Program Overview

The Bureau of Labor Statistics reports that when compared to those with only a high school diploma, those with a bachelor's degree experience higher weekly earnings and lower rates of unemployment (Torpey, 2021). In 2020, workers who had completed a bachelor's degree earned over 67% more than workers with only a high school diploma. During that same year, the unemployment rate for bachelor's-level completers was 4.5% lower when compared to those who completed high school as their highest level of education (Torpey, 2021). These statistics demonstrate the economic value of earning a bachelor's degree, which is the focus of the proposed program.

The Bachelor of Arts in Education Studies program will provide the opportunity for adults with prior college credit to finish a bachelor's degree by allowing students to apply the credits they have previously earned and building on them with current, relevant coursework in the field of education. The program is structured to allow associate degree holders and students with college credit and no degree to transfer in 60-90 previously earned bachelor's level credits. We expect to primarily serve associate degree holders and students in the 60-90 credit range because these are the student populations who normally seek out bachelor's degree completion programs. Students with less than 60 earned college credits can complete coursework offered by ACE partners such as StraighterLine to achieve 60 college credits and complete the remaining 60 credits at ACE to earn the Bachelor of Arts in Education Studies. The Bachelor of Arts in Education Studies is appropriate for students such as paraprofessionals seeking an alternative licensure pathway program option requiring a bachelor's degree for admission and those interested in a non-licensure program with a primary focus in the field of education.

The Bachelor of Arts in Educational Studies program requires all students to complete (or transfer) coursework that fulfills the Indiana College Core requirements. The courses were selected to provide students with a diverse range of employability and professional knowledge and skills. The flexible, transfer-friendly, online program will provide underserved populations with the opportunity to complete an undergraduate degree. Upon completion, graduates will not only have earned a bachelor's degree but will also qualify for admission into a variety of ACE advanced level programs. 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.

Reference:

Torpey, E. (2021). Education pays, 2020. U.S. Bureau of Labor Statistics. Retrieved from <https://www.bls.gov/careeroutlook/2021/data-on-display/education-pays.htm>

Type of Credits	# of Credits	Institution	Notes
Admission	60	Earned outside of ACE	Of these 90 credits, 30 are required to be general education credits (aligned with Indiana College Core)
Elective Credits	30	Earned outside of ACE or at ACE	
Specialty Program Credits	30	Earned at ACE (all required)	Courses listed below
Total	120	120 credits are documented by ACE prior to degree conferral.	

Admissions Requirements

- Associate's degree or 60 undergraduate semester hours
- 2.0 GPA for full admission or/
- 1.75 GPA for provisional admission

Course descriptions are attached as **Exhibit A**

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

Total Course Hours: 30 Check one: Quarter Hours
Semester Hours X
Clock Hours

Tuition : \$6,450 Length of Program: 18 Months

Special Fees: N/A

SPECIALTY COURSES:		
Course Number	Course Title	Course Hours
EDUC4003	Managing the Learning Environment	3
EDUC4013	Teaching as a Profession	3
EDUC4023	Child and Adolescent Development	3
EDUC4033	Philosophy and History of Education	3
EDUC4103	Child and Adolescent Literature	3
EDUC4173	Diversity in Today's Schools	3
EDUC4183	Technology for Educators	3
EDUC4203	Exploring Research-based Educational Practice	3
EDUC4213	Social and Emotional Learning	3
EDUC4193	Capstone for Education Studies	3
Total Specialty Credits		30

Number of Credit/Clock Hrs. in Specialty Courses: 30 / 120 Percentage: 25%
Number of Credit/Clock Hrs. in General Courses: 90 / 120 Percentage: 75%

If applicable:

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

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

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

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

The library is currently staffed by two professional librarians. The Library Director holds both a Ph.D. in Information Science and a Master of Library and Information Science. The Assistant Librarian holds a Master of Library Science.

b. Number of volumes of professional material:

ABI/Inform Collection

The **ABI/INFORM Collection** includes international coverage and provides researchers a complete picture of companies and business trends around the world. ProQuest's ABI/INFORM Collection is the only business database where researchers can find full text of The Wall Street Journal, The Economist, Financial Times, and Australian Financial Review.

ABI/INFORM Collection features:

- Business and economics full-text journals and periodicals
- Dissertations, conference and working papers
- Country-and industry-focused reports and downloadable data
- Newspapers and news content

Produced by: ProQuest

Vendor: ProQuest

Coverage: Over 9,500 journals, magazines, books, trade journals, wire feeds, reports, and other sources.

Full text: Over 5,800 full text resources, including 2,000+ peer-reviewed 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 STM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences, and more.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 18,370 indexed and abstracted journals
- Full text: Yes, 8,850+ full-text journals, 7,630+ peer-reviewed journals, and 350+ eBooks

Business Source Complete

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 7,052 journals and magazines and other resources
- Full text: Yes, over 3,750 full text journals and magazines and over 1,868 peer-reviewed full-text journals; 900+ books; 5,415 SWOT analyses; 57 Harvard faculty seminar videos; 930+ case studies

CINAHL Complete

CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,900 journals and includes the full text for more than 4,300 journals. It also includes continuing education modules, evidence-based care sheets, and quick lessons providing overviews of disease and conditions. Full text dates back to 1937.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 5,900+ journals plus continuing education modules, evidence-based care sheets, and quick lessons.
- Full-text: Yes, 4,300+ journals and 49 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: 38 eBooks
- Full-text: Yes

eBook Collection (EBSCOhost)

eBook Collection is a collection of full-text open access eBooks, along with a collection of purchased education related eBooks.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 9,000+ eBooks (90+ 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: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- 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: 4,690+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes, 2,670+ journals and 594 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: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- 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 journals, and over 750 conferences (proceedings and presentations)
- Full-Text: Yes

Library, Information Science & Technology Abstracts with Full Text

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 830+ journals plus 29 eBooks, monographs, conference papers, and pamphlets.
- Full-text: Yes, 370+ journals, eBooks and monographs plus numerous conference proceedings and pamphlets

MEDLINE Complete

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

- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Coverage: 2,110 biomedical journals
- Full-text: Yes, 1,150 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: 70 journals
- Full-text: Yes, 70 journals

ProQuest Education Database

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 1500+ journals published since 1991
- Full-text: Yes, 1,000+ journals

ProQuest Healthcare Administration Database

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

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

Regional Business News

Covers business sources, including newspapers and business trade magazines.

- Produced by: EBSCO

- Vendor: EBSCO
- Coverage: Over 400 publications
- Full-text: Yes, over 390 publications

Sage Premier Journals

Over 1,100 full-text journals covering topics such as teaching, psychology, special education, health education, criminal justice, leadership, nursing, business, finance, and others. Most titles date back to 1999.

- Produced by: Sage
- Vendor: Sage
- Coverage: 1,100+ full-text journals
- Full-text: Yes

Science Direct

- Produced by: Elsevier
- Vendor: Elsevier
- Coverage: 3 journals: Clinical Simulation in Nursing, Nurse Leader, and Journal for Nurse Practitioners
- Full-text: Yes

University of Chicago Press Journals

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

VitalSource Bookshelf

VitalSource Bookshelf contains required textbooks for ACE Nursing courses

Wiley Online Library

ACE Library subscribes to two journals from Wiley: 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.

- Produced by: Wiley
- Vendor: EBSCO
- Coverage: 2 journals: TESOL Quarterly and TESOL Journal
- Full-text: Yes

ERIC Documents and Educational Tests

ERIC

The ERIC (Educational Resources Information Center) database is created and distributed free by the U.S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

All ERIC journal articles, and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors.

- Produced by: U. S. Dept. of Education, 1966
- Vendors: ERIC, EBSCO, and ProQuest
- Coverage: 1,160+ journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes, 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

Mental Measurements Yearbook including Tests in Print

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

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

Tests in Print (TIP)

This is a comprehensive bibliography of all known commercially available tests that are currently in print in the English language. TIP provides vital information to users, including test purpose, test publisher, in print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

- Produced by: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln
- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes, reviews only [no tests are available online]
- Includes other database? Yes, Tests in Print

Other

ATI Testing – Nurse's Touch and Sigma Theta Tau

ATI resources are available to Nursing students in specific courses.

- Produced by: ATI Testing
- Vendor: ATI Testing

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: 276 journals
- Full-text: No

CultureGrams Online Database

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

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

Educational Administration Abstracts

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

Joanna Briggs Institute Evidence Based Practice Database

This comprehensive range of resources includes over 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 across seven publication types
- Full-text: Yes

ProQuest Dissertations & Theses Global

- Produced by: ProQuest and UMI

- Vendor: ProQuest
- Coverage: 5 million citations and 2.7 million full-text works from thousands of universities
- Full-text: Yes, for most dissertations added since 1997

SAGE Research Methods

SAGE Research Methods is a web-based research methods tool that covers quantitative, qualitative, and mixed methods. Researchers can explore methods and concepts to help design research projects, understand a particular method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences and other research areas. It includes over 1,000 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series. It also includes numerous videos.

- Produced by: SAGE
- Vendor: SAGE
- Coverage: 1,000+ Reference eBooks and 125+ hours of videos
- 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

c. 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 17,000 scholarly journals, 500,000 education documents, 300,000 full-text documents, approximately 9,000+ 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.

d. 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.

4. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.

**** Include all required documentation pertaining to the qualifications of each instructor.**

Total # of Faculty in the Program:	11	Full-time:	9	Part-time:	2
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Austin, Karen	Ed.D. Educational Leadership	23	7	20		X

Bateman, Tiffani	Ed.D. Educational Leadership, Curriculum & Instruction	21	6	14	X	
Davis, Bridgette	Ph.D. Secondary Education	22	9	15	X	
Hickman, Dawn	Ph.D. Professional Studies	32	7	28	X	
Higa, Keith	Ph.D. Education with Option in Curriculum and Social Foundations	25	5	18		X
Mapp, David	Ed.D. Curriculum & Instruction	23	11	23	X	
McCraney, Michelle	Ed.D. Child and Youth Studies, Curriculum Development/Systemic Change	21	6	21	X	
Moffitt, Angila	Ed.D. Educational Leadership/Curriculum & Instruction	12	7	12	X	
Moore, Marsha	Ph.D. Child Development	29	11	29	X	
Portugal, Lisa Marie	Ph.D. Leadership for Higher Education	18	5	18	X	
Woods, Pamela	Ed.D. Curriculum & Instruction	22	7	22	X	

5. Rationale for the Program

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

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

American College of Education specializes in educating those that educate. The Bachelor of Arts in Education Studies program is designed to provide pathways for individuals with prior college credit to complete their degree at a reasonable cost. ACE has a well-established online delivery system that will be utilized to expand opportunities for adult learners regardless of geographic location or other location-based limitations.

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

The Bachelor of Arts in Education Studies program directly addresses Goal 2, Objective 2.4: Develop and Deploy Programs Aligned to Market and Partnership Needs, as measured by student enrollment and program-level satisfaction. The program is part of a larger strategic initiative to develop bachelor's

completion programs that serve working adults with college credit who have the specific goal of preparing to become an educator.

The 2022-2027 Strategic Plan is attached as **Exhibit B**

b. State Rationale: General

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

Since its inception, American College of Education has continued to embrace a learner focused approach that supports a diverse population who wish to develop their talent with employment goals in mind. The online platform and low-cost tuition allow for equal access to quality education.

c. State Rationale: Equity-Related

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

The Bachelor of Arts in Education Studies and its mission aligns seamlessly with the equity section of Reaching Higher in a State of Change. The program provides students with prior college credit a low-cost option to earn their bachelor’s degree with an education focus. This non-licensure education program is designed to meet the needs of a diverse population. For individuals who wish to teach in private and charter schools, this provides a pathway to earning an affordable degree while preparing them to be effective educators. Those who wish to teach in an educational setting that requires certification, additional pathways for licensure are available through our industry partners or they have the option to enroll in a transition to teaching program to earn their license following completion of their bachelor’s degree. By providing an opportunity to complete a bachelor’s degree, ACE will support their career advancement so graduates can play a larger role in their organizations serving others as well as address the current teaching and staffing shortages in today’s schools.

d. Evidence of Labor Market Need

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

American College of Education’s mission to serve those who serve others is the primary driving force behind the decision to seek approval for a Bachelor of Arts in Education Studies program. Current data strongly suggests that there is a nationwide teacher shortage in public and private education. One way to accomplish this is by providing affordable program options that lead to alternative pathways for new educators to enter the market.

Research conducted by the Economic Policy Institute projects the national shortage of teachers to “more than quadruple” through 2025.¹ Schools operating within the State of Indiana are also feeling the stress of finding qualified teachers. According to an annual Indiana State University survey reported by the Terre Haute Tribune-Star, 96.5% of participating Indiana school districts reported teacher shortages, with 94% of Indiana districts reported applying for emergency permits to fill teaching vacancies. Of those districts applying for emergency permits, over 30% reported requested six or more permits, and two districts requested over 200 emergency permits with two others requesting 95 permits. A total of 58% of districts reported hiring teachers outside their licensed areas.² There are many factors influencing this shortage that educator preparation programs cannot control, such as teacher pay, however one factor that can mitigate the shortage is to offer programs that

reduce financial and equal access barriers to gaining quality training. It is noted in a 2021 report by the National Council on Teacher Quality, that many districts draw primarily on a localized supply of teachers.³ American College of Education believes that a Bachelor of Arts in Education Studies will provide districts and their employees with a way to remove barriers to becoming an educator and to build their talent pool. Paraprofessionals are one common source of new teaching talent. Many districts provide opportunities for paraprofessionals who want to transition to teaching roles by offering tuition support for training provided by district partners. To better understand how this impacts ACE's constituents, a survey of 42 school district partners was conducted in 2022, asking "Does your district have support staff, such as paraprofessionals, who would benefit from a bachelor's degree completion program?". Out of 41 respondents, 78.57% (n=33) answered "Yes", and 21.43% (n=9) answered "No". Additionally, 30.95% (n=13) of respondents indicated a bachelor's degree in Education Studies best suited the educational needs of their support staff.

The popularity of charter schools is also likely to create a need for new educators. According to the National Center for Education Statistics, between fall 2009 and fall 2018, overall public charter school enrollment increased from 1.6 million students to 3.3 million students. During this period, the percentage of public-school students who attended charter schools increased from 3 to 7 percent. Between school years 2009–10 and 2018–19, the number of public charter schools in the United States increased from approximately 5,000 to 7,400 while the number of traditional public schools decreased from 93,900 to 91,300. As a result of these concurrent trends, the percentage of charter schools increased from 5 to 8 percent.⁴ According to EducationData.Org, 5.72 million (10.1%) of all K-12 students were enrolled in private schools as of September 1st, 2021. In addition to growing private school enrollment, 6.54% of students were enrolled in charter schools, 5.31% enrolled in magnet schools, and 0.58% are enrolled in some type of virtual education. EducationData.Org does not differentiate pre-k, and k-6 enrollment. The likely consequence of this growth is an unmet demand for teachers in these settings.

References:

- ¹ Garcia, E., Weiss, E., Huie, (March 2019), The teacher shortage is real, large and growing, and worse than we thought, Economic Policy Institute, at <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report>
- ² Loughlin, Sue, (October 2021), 96% of Districts Report Teacher Shortages, at https://www.tribstar.com/news/indiana_news/96-of-districts-report-teacher-shortages/article_a8400183-c662-5e91-89ea-9cd84611ebc5.html
- ³ National Council on Teacher Quality (December, 2021), State Reporting of Teacher Supply and Demand Data, at <https://www.nctq.org/publications/State-of-the-States-2021:-State-Reporting-of-Teacher-Supply-and-Demand-Data>
- ⁴ National Center for Education Statistics. (2021). Public Charter School Enrollment. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved [date], from <https://nces.ed.gov/programs/coe/indicator/cgb>.

e. Placement of Graduates

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

Students enrolled in the Bachelor of Education Studies will have the option to work in any setting that calls for individuals who are required to educate or support those who educate others.

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

Those who complete the Bachelor of Arts in Professional Studies will be eligible to enroll in the college's master's degree programs.

f. Job Titles

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

Graduates will be prepared for employment in non-licensure, educationally focused roles such as: Paraeducator, Children, Family, and Community Outreach Coordinator, Youth Development Leader, Charter School Teacher, Education Entrepreneur, Academic Advisor, Tutor.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

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

The learning outcomes are as follows:

1. Examine trends and historical foundations in the education field. (AOV)
2. Apply theories of child development to education settings. (AOII)
3. Select appropriate literature to support learning for specific age groups and individual needs. (AOI)
4. Explore strategies to manage learning environments to ensure a safe and supportive educational setting. (AOVI)
5. Examine trends and best practices to support a variety of diverse learners and individual needs. (AOIII, AOVII)
6. Research strategies and methods used in modern educational settings to guide curriculum, instruction and use of technology. (AOI, AOIV)

b. Assessment

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

Learning outcomes and assessments for each course align with the program outcomes noted above. Therefore, mastery of the program outcomes is measured through course assignments. Assessment of student learning is measured through a variety of authentic assessments in each course. The assessments include written assignments, performance-based assessments, reflections, objective assessments, and project-based assessments.

The college has an established policy to monitor student progress during their academic program. Undergraduate students must earn and maintain a minimum 2.0 cumulative GPA to successfully complete their program and must complete their degree within 1.5 times the length of the program. Courses with an earned grade below a "C" do not count toward graduation and must be retaken.

An Academic Warning status is assigned when a student's cumulative grade point average falls below 2.0 for undergraduate programs. The warning is in place for two terms to provide the student with the opportunity to raise the cumulative grade point average to at least 2.0. An undergraduate student placed on Academic Warning must earn grades of "C" or better while on Warning. If the cumulative grade point average of 2.0 is not achieved by the end of the second

course while on Academic Warning, the student will be placed on Academic Probation in the next term.

Academic Probation is assigned when a student on Academic Warning status is not successful in raising his or her cumulative GPA to a 2.0 within two terms. If the cumulative grade point average of 2.0 is achieved while on Probation, the student is returned to 'good standing' status at the end of the term. A student who fails to make satisfactory academic progress and earn a 2.0 cumulative GPA while on Academic Warning or Probation will be dismissed from the College.

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

a. Federal Financial Responsibility Composite Score

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

2.1

b. State Licensure

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

The Bachelor of Arts in Education Studies is not designed to prepare individuals for licensure. Graduates of this program do not need to be licensed in Indiana or any other state to practice in the primary professions indicated above.

- If so, please identify:

Not Applicable

- The specific license(s) needed:

Not Applicable

- The State agency issuing the license(s):

Not Applicable

c. Professional Certification

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

No professional certifications exist for graduates of similar programs. The Bachelor of Arts in Education Studies degree is not designed to prepare individuals for licensure or professional 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?

No professional certifications exist for graduates of this program. However, prospects for employment increase with an earned college degree. For example, in March of 2021, the unemployment rate for college graduates was 3.7% compared to 6.7% for high school graduates ([U.S. Bureau of Labor Statistics](#), 2021). In 2020, unemployment for those with a bachelor's degree was 5.5% compared to 9.0% for those with only a high school diploma (U.S. Bureau of Labor Statistics, [Current Population Survey](#)).

If so, please identify each specific professional certification:

Not Applicable

- The national organization issuing each certification:

Not Applicable

- Please explain the rationale 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

d. Professional Industry Standards/Best Practices

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

Yes

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

The goal of the Bachelor of Arts in Education Studies program is to provide graduates with the necessary skills to broaden their employment options in non-licensure, educationally focused roles, as such, the program is designed with the following employability standards in mind:

Indiana Employability Skills Standards, Indiana College Core.

Alignment to the standards are attached as **Exhibit C**

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

Indiana Department of Education, in conjunction with the Department of Workforce Development

e. Institutional Accreditation

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

American College of Education is accredited by The Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604; 1-800-621-7440). The College's accreditation includes approval to offer degree programs through distance education via the Internet. The next reaffirmation will be in 2024-2025.

- Reason for seeking accreditation.

Not Applicable. American College of Education is currently accredited.

Specialized Program Accreditation

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

No specialized accreditation exists for education studies programs.

- If so, please identify the specialized accrediting agency:

Not Applicable

f. 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

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

a. 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.

b. How are the digital student records stored?

Student transcripts are stored in Anthology, 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 Digital Credential Service, by completing an online request at; <http://www.transcriptsplus.net/order> (<https://www.parchment.com/u/registration/36370549/institution>)

- 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?

Anthology

c. 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.

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

2005

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

34,000

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

Not Applicable

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

No

- If so, what is the most significant format?

Not Applicable

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

Not Applicable

h. 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

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

Yes. The College has contracted with Parchment Digital Credential Services to have student records digitized, maintained, and serviced.

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

Average of 30-50 requests per day – 250+ per week

This Section Applies to All Institutions

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

No

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

Portable Document Format (PDF)

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

No

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

Attached as **Exhibit D**

9. Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Indiana Headcount and FTE Enrollments and Degrees Conferred									
8/1/2023									
Institution/Location: American College of Education									
Program: Bachelor of Arts in Education Studies									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			1	3	4	4	5	
	Part-Time			0	0	0	0	0	
	Total			1	3	4	4	5	
Enrollment Projections (FTE*)									
	Full-Time			1	3	4	4	5	
	Part-Time			0	0	0	0	0	
	Total			1	3	4	4	5	
Degrees Conferred Projections				0	1	2	3	3	
Degree Level: Bachelor									
CIP Code: 13.0101; 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									
8/1/2023									
Institution/Location: American College of Education									
Program: Bachelor of Arts in Education Studies									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			6	13	15	17	19	
	Part-Time			0	0	0	0	0	
	Total			6	13	15	17	19	
Enrollment Projections (FTE*)									
	Full-Time			6	13	15	17	19	
	Part-Time			0	0	0	0	0	
	Total			6	13	15	17	19	
Degrees Conferred Projections				0	5	5	5	6	
Degree Level: Bachelor									
CIP Code: 13.0101; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Bachelor of Arts in Education Studies Outcomes are at the end of the document.

BA in Education Studies Core Courses aligned to Indiana College Core Competencies

	EDUC4003	EDUC4013	EDUC4023	EDUC4033	EDUC4013	EDUC4173	EDUC4183	EDUC4203	EDUC4213	EDUC4193
	Managing the Learning Environment	Teaching as a Profession	Child and Adolescent Development	Philosophy and History of Education	Child and Adolescent Literature	Diversity in Today's Schools	Technology for Educators	Exploring Research-based Educational Practice	Social and Emotional Learning	Capstone for Education Studies
Written Communications	X	X	X	X	X	X	X	X	X	X
Speaking and Listening	X	X				X				
Quantitative Reasoning	X						X	X		
Scientific Ways of Knowing			X		X	X	X	X		
Humanistic and Artistic Ways of Knowing		X	X	X						
Social and Behavioral Ways of Knowing	X	X	X						X	

Bachelor of Arts in Education Studies Program Outcomes

1. Examine trends and historical foundations in the education field. (AOV)
2. Apply theories of child development to education settings. (AOII)
3. Select appropriate literature to support learning for specific age groups and individual needs. (AOI)
4. Explore strategies to manage learning environments to ensure a safe and supportive educational setting. (AOVI)
5. Examine trends and best practices to support a variety of diverse learners and individual needs. (AOIII, AOVII)
6. Research strategies and methods used in modern educational settings to guide curriculum, instruction and use of technology. (AOI, AOIV)

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

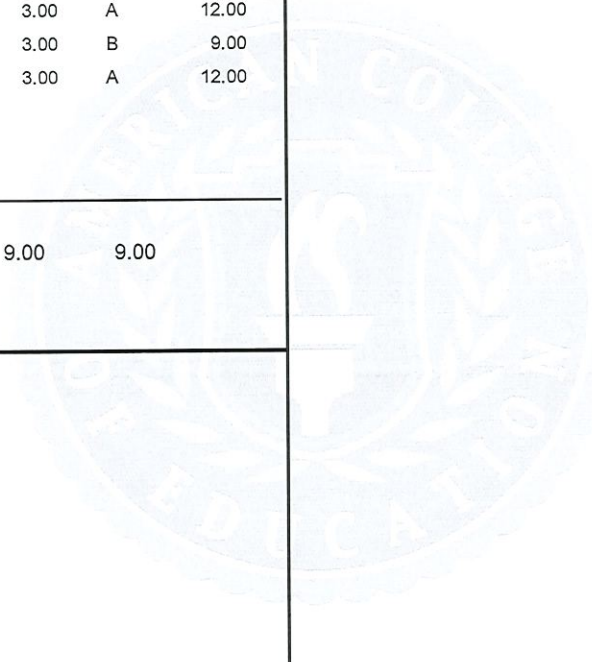


Date: 4/11/2022

American College of Education

Page 1 of 1

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

Student:		Student ID:				DOB:		Original Start Date: 4/6/2020		Student GPA:	
Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Bachelor of Arts in Education Studies											
Enrollment #: HI22044810		Status: Active									
Start Date: 4/6/2020											
Term: None											
EDUC4003	Managing the Learning Environment	3.00	3.00	A	12.00						
EDUC4013	Teaching as a Profession	3.00	3.00	B	9.00						
EDUC4033	Philosophy and History of Education	3.00	3.00	A	12.00						
Term GPA:		Cum GPA:									
Bachelor of Arts in Education Studies		GPA: 3.67	9.00	9.00							
*** End of Transcript ***											

** Indicates Retaken Course
R* Indicates Retaken Override

 David Gaston
Registrar

Indicates Pass/Fail Course
♦ Indicates Associated Course

AMERICAN COLLEGE OF EDUCATION

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

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 for graduate, and 2.0 cumulative grade point average for undergraduate to 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.