



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Thursday, September 26, 2019

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Tele: 317-464-4400 | Fax: 317-464-4410

www.che.in.gov

AGENDA

Meeting of the Board for Proprietary Education

September 26, 2019
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

Join Zoom Meeting
<https://zoom.us/j/367372730>
+1 646 876 9923, or +1 408 638 0968, or
+1 669 900 6833
Meeting ID: 367 372 730

- 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 6, 2019 Board Meeting..... 1

- II. **Discussion Item**
 - A. Student Transcript Audit..... 5

 - B. Academic Degree Programs
 - 1. ACL Medical Training Academy: One Associate’s Degree
Program at One Location.....11
 - A.S. in Nursing.....13

 - 2. Leffler Academy: Institutional Authorization and One Diploma
Program at One Location.....31
 - Diploma in Practical Nursing33

- III. **Decision Item**
 - A. Policy on Financial Responsibility Composite Score47

- IV. **INFORMATION ITEM**
 - OLD BUSINESS
 - NEW BUSINESS
 - ADJOURNMENT

The next meeting of the Board is tentatively scheduled for **Wednesday, December 11, 2019, in Indianapolis, Indiana.**

**STATE OF INDIANA
Board for Proprietary Education**

Minutes of Meeting

Thursday, June 6, 2019

I. CALL TO ORDER

The Board for Proprietary Education met in regular session starting at 1:00 P.M. (Eastern) at 101 West Ohio Street, Suite 300, Kent Weldon Board Room, with Chairman Sauer presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Stefany Deckard, Rod Haywood, Jr., Joe Pearson, Jean Putnam, and Ken Sauer.

Members by Phone: Anne Shane

Members Absent: Ken Konesco

Guests Present: Mark Adkins, Jerry Ausburn, Thomas Brouwer, Betsy Datema, Michael Dubanewicz, Stephie Guptill, Cathy McKay, Ashlie Munchel, and Glenna Shelby.

It was determined that there was a quorum for the June 6, 2019 Board meeting.

CONSIDERATION OF THE MINUTES OF THE MARCH 7, 2019 BOARD MEETING

R-19-03.1 **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the March 7, 2019 regular meeting
(Motion – Putnam, second – Pearson, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

None

III. TIME – SENSITIVE ACTION ITEMS

A. Academic Degree Program

1. Education Specialist in Curriculum and Instruction to be offered by American College of Education via distance education.

Representing American College of Education were: Jerry Ausburn, Ed. D., Assistant Provost; Thomas Brouwer, Director of Regulatory Affairs and Compliance; Stephie Guptill, Regulatory Compliance Specialist; and Cathy McKay, Ed. D., Department Chair, Professional Educational Studies.

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

R-19-03.02 **Resolved:** That the Board for Proprietary Education approves by

consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Haywood, second - Pearson, unanimously approved)

2. Education Specialist in Instructional Technology to be offered by American College of Education via distance education.

Representing American College of Education were: Jerry Ausburn, Ed. D., Assistant Provost; Thomas Brouwer, Director of Regulatory Affairs and Compliance; Stephanie Guphill, Regulatory Compliance Specialist; and Cathy McKay, Ed. D., Department Chair, Professional Educational Studies.

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

R-19-03.03 **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Haywood, second - Pearson, unanimously approved)

3. Master of Science in Integrative and Functional Medicine to be offered by Radiological Technologies University VT.

Representing Radiological Technologies University VT were Michael Dubanewicz, Dean of the School of Nutritional Health and Program Director, and Betsy Datema, Director of Administrative Services.

Ross Miller presented the staff report recommending that Radiological Technologies University VT be granted approval to offer the Master of Science.

R-19-03.04 **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Haywood, second - Deckard, unanimously approved)

4. Associate of Applied Science in Diagnostic Medical Sonography to be offered by St. Vincent College of Health Professions.

Representing St. Vincent College of Health Professions were Mark Adkins, Dean of Accreditation and Compliance/Radiography Program Director, and Ashlie Munchel, Sonography Program Manager.

Ross Miller presented the staff report recommending that St. Vincent College of Health Professions be granted approval to offer the Associate of Applied Science.

R-19-03.05 **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Pearson, second - Haywood, unanimously approved)

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

There was none.

V. ADJOURNMENT

The meeting was adjourned at 3:00 P.M.

Dr. Ken Sauer, Chairman

Date

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BOARD FOR PROPRIETARY EDUCATION

Thursday, September 26, 2019

DISCUSSION ITEM A:

Student Transcript Audit

Staff Recommendation

None

Background

Following multiple institutional closures, it has become evident that in some instances student transcripts were not maintained in a way that benefitted former students. The Commission for Higher Education receives feedback from former students of closed institutions who are unable to locate their transcript or have essential information missing from the document, for example, no date of graduation. Transcripts are essential for individuals seeking employment or hoping to transfer previously earned credits to another institution. It is important to ensure that all of the BPE authorized institutions are following adequate practices in creating and maintaining student transcripts.

The Commission has solicited proposals (see attached Scope of Work) from active and former registrars for assistance in determining the adequacy of each institution's archive of transcripts. Consistent with Board policy (see attached), those institutions with deficiencies will be asked to correct these by a given deadline or risk adverse action by the Board, including loss of state authorization.

Supporting Document

- 1) *Policy on Institutional Creation and Maintenance of Student Records including Academic Transcripts*, September 13, 2016
- 2) *Scope of Work*, August 27, 2019

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BOARD FOR PROPRIETARY EDUCATION

Tuesday, September 13, 2016

DECISION ITEM: **Policy on Institutional Creation and Maintenance of Student Records including Academic Transcripts**

Staff Recommendation

That the Board for Proprietary Education adopt the *Policy on Institutional Creation and Maintenance of Student Records including Academic Transcripts*.

Background

Recent closures of proprietary institutions underscore the need for ensuring that student records, including academic transcripts, are readily accessible to students and that institutions maintain student records consistent with national standards, such as those set by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

By statute, proprietary institutions that close deposit their student records with the Indiana Archives and Records Administration, which ensures that records are accessible to students and in a secure environment. The staff concludes that it would be appropriate to adopt the following policy, which shall be a criterion for initial and renewed institutional authorization.

Policy on Institutional Creation and Maintenance of Student Records including Academic Transcripts

Institutions authorized by the Indiana Board for Proprietary Education (IBPE) shall create and maintain adequate student records, including academic transcripts, in accordance with national standards, as a condition of initial and renewed authorization.

Supporting Documents

None.

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Audit of Transcripts of Institutions Authorized by the Board for Proprietary Education (BPE)

Scope of Work

Objectives of the Audit

- To help BPE define what “adequate student [transcript] records”¹ means for its purposes, which should include references to relevant standards published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
- To determine the adequacy of each institution’s archive of transcripts, including the ability of BPE to retrieve the transcripts in electronic form so they can be readily made availability of students if the institution closes.

Overview of Student Transcript Evaluation

- Sample a minimum of 20 student transcripts from each record series (which has a unique format) from each institution (20 institutions).
- Review would likely span no more than 20 years.
- Assess differences between multiple student transcript record series from the same institution.
- Identify the institution(s) that are deficient in producing and maintaining student transcripts.

Need for Improvement

- Provide specific information on what deficiencies need to be corrected for each institution that does not meet BPE standards for “adequate student [transcript] records”
- Provide general suggested strategies for how institutions could cost-effectively digitize legacy paper student transcripts.

Written Summaries

- Provide a summary, not to exceed two pages, of each institution’s student transcript holdings, noting the adequacy of the holdings as well as any serious deficiencies and what would need to be done to correct these deficiencies.

Timeline

- Desired start date: Monday, September 23, 2019
- Desired end date: Monday, November 18, 2019

¹*Policy on Institutional Creation and Maintenance of Student Records including Academic Transcripts*, Board for Proprietary Education, September 13, 2016

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BOARD FOR PROPRIETARY EDUCATION

Thursday, September 26, 2019

DISCUSSION ITEM B-1:

**ACL Medical Training Academy:
One Associate’s Degree Program at One Location**

Staff Recommendation

None

Background

Institution Profile

ACL Medical Training Academy is currently authorized by the Office for Career and Trade Schools (OCTS). The OCTS is a division of the Department of Workforce Development (DWD), which authorizes non-degree, non-credit bearing for-profit educational institutions. The institution received full OCTS accreditation (authorization) in September of 2018. The Board granted ACL Medical Training Academy institutional authorization at the December 5, 2018 meeting. The institution is authorized to offer certificates in CNA, QMA, CCMA, Phlebotomy, and Medical Billing and Coding.

Ms. Leveda Standifer, CEO of ACL Medical Training, submitted an Application for Institutional Accreditation to the Accrediting Bureau of Health Education Schools (ABHES). The application was accepted on July 27, 2018. Thereafter, a preliminary site visit was conducted on April 2, 2019. The institution was deemed “not in substantial compliance with accreditation standards.” A second preliminary site visit is scheduled to occur on September 27, 2019. The institution is required to submit a final Self Evaluation Report (SER) to ABHES by November 1st. If the institution is deemed to be within compliance standards, a full team site visit will occur between February and May of 2020. ABHES accreditation could be granted at its July 2020 meeting. ACL Medical Training Academy does not currently submit data to the National Center for Education Statistics (NCES).

ACL Medical Training Academy has obtained signed Memorandums of Understanding for clinical placement of students with AMG Integrated Healthcare Management, Inc., Community Hospital of Anderson and Madison, Options Behavior Health Hospital, Rehabilitation Hospital of Indianapolis, and Riverview Hospital, d/b/a Countryside Health and Living.

Ms. Standifer holds an Associate of Science in Nursing from Olympia College and a Master of Science in Nurse Administration from the University of Mary.

Degree Program Profile

*Associate of Science (A.S.) in
Nursing at
Anderson*

This program consists of 86 semester credit hours, with 62 percent of the courses in the specialty. The faculty consists of eight individuals, of whom four are full-time and the remaining four are part-time. Of the eight individuals, each has a master's degree.

Supporting Document

Degree Application

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 ACL Medical Training

Program name and
Suggested CIP Code: 51.3801 Associate of Science in Nursing

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

Name of Person Preparing this Form Leveda A. Standifer

Telephone Number 765-400-4946 **Application Type**

Date the Form was Prepared 11/14 /2018, revised 4/2019, 7/18/2019 Initial or Renewal
(Revise date after any revision) X

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

The Associates Degree in Nursing Program correlates highly with the same rules, regulations, missions, values, philosophy, and core competencies as described in the Nursing Student Handbook. Additional policies are necessary, as this program must also meet both the Standards established by the State Board of Nursing and clinical facilities in the community.

The professional nursing program prepares students for a successful career as a Registered Nurse. ACL Medical Training take a holistic approach to the nursing education process. The invaluable tool of knowledge that the nurse should understand is the importance of addressing the physical, emotional, social, economic, and spiritual needs of the patient in an ever - changing complex society. The principal tools provide the structural framework and foundation for the nursing curriculum. The primary building block for the ASN program utilize the theories of evidence-based practices for health professionals.

Through a combination of rigorous coursework and relevant clinical experiences, nursing students will work towards gaining the competencies throughout the program by: (1) Integrating evidence-based knowledge from nursing into practice of professional nursing. (2) Incorporating critical thinking skills in autonomous decision-making and effective therapeutic communication in application of the nursing process with individuals, families, groups and communities. (3) Practicing professional nursing competently in the roles of advocate, clinician, coordinator/collaborator, leader and consumer of research in a variety of healthcare settings to promote quality improvement and patient safety. (4) Facilitating therapeutic, caring and inter professional collaborative relationships with clients and members of interdisciplinary health teams using written and emerging technology communications strategies. (5) Integrating knowledge of leadership/management/administrative and information technology skills and healthcare policies in providing direct and indirect care to clients. (6) Providing comprehensive, culturally competent client-centered care to promote, restore and maintain the maximum health potential of individuals, families, groups and communities across the lifespan while promoting health care literacy. (7) Assuming accountability and responsibility for personal and professional growth through commitment to participation in servant leader activities, continuous self-evaluation and life long learning. (8) Incorporating professional values, professional standards, and ethical, moral and legal aspects of health care into nursing practices to promote advocacy, collaboration and social justice. (9) Incorporating knowledge and

transformational leadership skills related to system management into personal responsiveness tot he health care needs of the community. (10) Integrating caring principles and concepts into the holistic nursing care of clients and families, groups, and communities across the lifespan.

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: _____

Total Course Hours:

Associate of Science in Nursing

86

Check one: Quarter Hours _____

Semester Hours X

Clock Hours _____

Tuition : \$44,720

Length of Program: 2 academic years

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
PHRM 1106	Pharmacology in Nursing	4
NRSG 1105	Fundamentals in Nursing	2
NRSG 1105	Fundamentals in Nursing Lab	2
NRSG 1110	Medical Surgical Nursing I	4
NRSG 1120	Medical Surgical Nursing I Clinical	2
NRSG 1130	Gerontology Nursing	4
NRSG 1140	Gerontology Nursing Clinical	2
NRSG 2210	Medical Surgical Nursing II	4
NRSG 2220	Medical Surgical Nursing II Clinical	2
NRSG 2250	Mental Health Nursing	3
NRSG 2260	Mental Health Nursing Clinical	2
NRSG 2230	Medical Surgical Nursing III	4
NRSG 2240	Medical Surgical Nursing III Clinical	3
NRSG 2270	Nursing care of Child Bearing and Child Bearing Family	4
NRSG 2280	Nursing Care of Child Bearing and Child Bearing Family Clinical	2
NRSG 2300	Practice Issues in Nursing	3
NRSG 2600	NCLEX Preparation RN Review	4

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ENGL 1102	English Composition	3
PSYCH 1103	Introduction to Psychology	3
SOCI 2104	Introduction to Sociology	3
CHEM 1202	Introduction to Chemistry	4
COMPU 2101	Introduction to Computers	4
BIOL 1101	Anatomy and Physiology I	5
BIOL 1201	General Microbiology	4
BIOL 1102	Anatomy and Physiology II	5
ACL 1111	Strategies for Success in Nursing	2

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
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Number of Credit/Clock Hrs. in Specialty Courses: 53 / Percentage: 62

Number of Credit/Clock Hrs. in General Courses: 9 / Percentage: 10

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 24 / Percentage: 28

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:

ACL utilizes a Student Learning Resource Center with access to computers, digital videos, periodicals, etc. ACL Medical Training Campus: (765) 400-4946

Regular Hours: Mon- Fri: 9am-5pm. Closed Saturday & Sunday.

ACL, in conjunction with Anderson University and Anderson public library, utilize their educational resources as well....

Anderson University Nicholson Ave. Anderson, IN: 1100 E. 5th St. Anderson, IN 46012 (765) 641-4280

Regular Hours: Monday – Thursday: 7:45am – Midnight, Friday 7:45am – 5 pm, Saturday: 11am – 5pm, Sunday: 1:30pm – Midnight. Summer Hours: Monday – Friday: 8am – 5pm, Saturday & Sunday: Closed

Anderson Public Main Library: 11 E. 12th Street, Anderson, IN 46016 (765) 641- 2456

Regular Hours: Monday – Thursday: 9:30am – 8pm, Friday & Saturday: 9:30am – 5:30pm, Sunday: 1pm-5pm

2. Number of volumes of professional material:

5

3. Number of professional periodicals subscribed to:

3

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

Student may also utilize the local library located here in Anderson at 111 E. 12th St. Anderson, IN 46016 (765) 641-2456. or

Anderson University Nicholson Ave. Anderson, IN: 1100 E. 5th St. Anderson, IN 46012 (765) 641-4280 Regular Hours: Monday – Thursday: 7:45am – Midnight, Friday 7:45am – 5 pm, Saturday: 11am – 5pm, Sunday: 1:30pm – Midnight. Summer Hours: Monday – Friday: 8am – 5pm, Saturday & Sunday: Closed

Anderson Public Main Library: 11 E. 12th Street, Anderson, IN 46016 (765) 641- 2456

Regular Hours: Monday – Thursday: 9:30am – 8pm, Friday & Saturday: 9:30am – 5:30pm, Sunday: 1pm-5pm

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:	6	Full-time:	2	Part-time:	4
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Fill out form below: (PLEASE LIST NAMES IN **ALPHABETICAL ORDER.**)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Leveda Standifer	MSN	3	3	0	X	
Fayez Komari	MD	20	0	7	X	
Margaret Jones	MBA	30	0	15		X
Angenita Williams	MA; English	4	0	1		X
Traceyna Miller	MSN Ed.	7	0	4	X	
Jennifer Moon	MA; Human Services	10	0	0		X
Pamela Filby	MS Chemistry Science and Humanities	7	0	7		X
Abigail Falloon	MSN Education	9	0	4	X	

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

Institution: ACL Medical Training
Degree Program: Associates Degree in Nursing
Locations: 5330 Dr. Martin Luther King Blvd. Ste. E Anderson, IN 46013

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

If so, please identify

The specific license(s) needed: Associates Degree in Nursing

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

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Professional Certification

CCRN (Acute/Critical Care

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

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 field in Indiana? Yes

If so, please identify Each specific professional certification: CCRN and PCCN-K

The national organization issuing each certification: CCRN and PCCN-K is issued through the American Association of Critical Care Nurses Certification Corporation.

Please explain the rationale for choosing each professional certification: CCRN and PCCN-K :These certification will help nurse maintain an up to date knowledge base of adult critical care nursing and progressive care knowledge. Research has linked higher level of clinical knowledge, skills and expertise. Obtaining additional certifications can help the nurse feel a sense of accomplishment, personal fulfillment.

Please identify the single course or a sequence of courses that lead to each professional certification? Medical Surgical Nursing I, II, III

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Professional Industry Standards/Best Practices

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

While in core nursing module, student will be required to write a research paper (EBP) relating to nursing course, which is being taught at the time e.g. Medical Surgical, Gerontology, Mental Health, Ped's & OB

If so, please identify

Nursing communication in shift reports/Patient

The specific professional industry standard(s) and/or best practice(s): Safety/ Infection Control/ Nurse leadership

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

The primary vision of ACL Medical Training nursing program is to instill into future nurses "best practices" in nursing leadership and delivery of care. In this context, the use of "Evidence Based Practices" (EBP) encompass research of qualified clinical experts in healthcare field. Increased expertise is reflected in many ways, but especially in more effective & efficient diagnosis and in the more thoughtful identification and compassionate use of individual patient's predicaments, right and preferences in making clinical decision about their care. This concept will not only increase knowledge of the nursing students but increase likelihood of better health outcome of patients. The provisions for improved high quality care is dependent upon the translation of recent, current and relevant research based knowledge into real-life nursing practices.

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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? Yes

If so, please identify the specialized accrediting agency: Indiana State Board of Nursing

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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? No. There is no Baccalaureate programs offered at this time

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

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Job Titles

List specific job titles and broad job categories that would be appropriate for a graduate of this program:
Director of Nursing, Psychiatric Nursing, Neonatal Intensive Care Nurse, Nurse Supervisor

2018-02-23

1. What is the digital format of student transcripts? PDF in Adobe Acrobat DC Pro Cloud Based
2. Is the institution using proprietary software, if so what is the name? Yes by Transcript Maker
3. Submit a sample student transcript.

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Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format?
 - If not what is the percentage of student transcripts in a digital format?
 - What is the beginning year of digitized student transcripts?
 - Are student transcripts stored separately from the overall student records?
2. How are the digital student records stored? Through Adobe Acrobat DC Pro cloud based system
 - Where is the computer server located? Utilize standard laptops at ACL but records may be accessed anywhere with access code
 - What is the name of the system that stores the digital records? Adobe Acrobat Pro DC
3. Where are the paper student records located? Storage unit off site
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? 700
6. What is the estimated number of paper student records held by the institution? 600
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? Lynda Branscum, Senior Registrar
765-400-4946

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? 0

All Institutions

11. Is there anything that the Commission should consider with regard to the institutional student records? Not at this time

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 10
- 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 2020										
Institution/Location: University XYZ at <u>ACL Medical Training</u>										
Program: Program ABC										
				Year 1	Year 2	Year 3	Year 4	Year 5		
				FY20XX	FY20XX	FY20XX	FY20XX	FY20XX		
Enrollment Projections (Headcount)				10	10					
Full-Time				6	12	18	18	18		
Part-Time				12	24	36	48	60		
Total				18	36	54	66	78		
Enrollment Projections (FTE*)										
Full-Time				6	12	18	18	18		
Part-Time				6	12	18	21	24		
Total				12	24	36	39	42		
Degrees Conferred Projections				0	0	6	6	18		
Degree Level: XXX										
CIP Code: - 000000; State - 000000										
FTE Definitions:										
Undergraduate Level: 30 Semester Hrs. = 1 FTE										
Undergraduate Level: 24 Semester Hrs. = 1 FTE										



ACL Medical Transcript

Date Issued: April 8, 2019

ACL Medical Training, LLC
5330 Doctor M.L.K. Jr Blvd Ste #E
Anderson, IN 46013
765-400-4946
aclmedicaltraining@gmail.com
www.aclmedicaltraining.com

Student:	Mary Mary Quite Contrary	Date of Birth:	Jun 21, 1960	Enrolled:	Aug 15, 2020
Street Address:	0002 Oaklawn Drive	Place of Birth:	Chicago, IL	Graduated:	Sep 1, 2022
City/State/Zip:	Indianapolis, IN 46254	Gender:	Female	Credits Attempted:	86.00
Phone:	3176549125	SSN:	555-55-5552	Credits Earned:	86.00
Email:	leveda2002@yahoo.com	Student ID:	5552	Weighted GPA:	3.12/4.00

2020/2021

Fall 2020

<i>Course</i>	<i>Subject</i>	<i>Grade</i>	<i>Cr</i>	<i>Atmpt</i>	<i>Earned</i>
BIOL 1101	Anatomy&Physiology I/Lab	B		5.00	5.00
COMPU 2101	Introduction to Computers	A		4.00	4.00
BIOL 1201	General Microbiology/Lab	C		4.00	4.00
NRSNG 1100	Fundamentals in Nursing	B		4.00	4.00
NRSNG 1105	Fundamentals in Nursing Lab	B		2.00	2.00
	GPA	3.00		19.00	19.00
	Cumulative GPA	3.00		19.00	19.00

Spring 2021

<i>Course</i>	<i>Subject</i>	<i>Grade</i>	<i>Cr</i>	<i>Atmpt</i>	<i>Earned</i>
BIOL 1102	Anatomy&Physiology II/Lab	A		5.00	5.00
ENGL 1101	English Composition	A		3.00	3.00
PHRM 1106	Pharmacology for Nursing	C		4.00	4.00
NRSNG 1110	Medical Surgical I/Lab	B		4.00	4.00
NRSNG 1120	Medical Surgical I Clinical	A		2.00	2.00
	GPA	3.33		18.00	18.00
	Cumulative GPA	3.16		37.00	37.00

Summer 2021

<i>Course</i>	<i>Subject</i>	<i>Grade</i>	<i>Cr</i>	<i>Atmpt</i>	<i>Earned</i>
NRSNG 1130	Gerontological Nursing	A		4.00	4.00
NRSNG 1140	Gerontological Nursing Clinical	A		2.00	2.00
PSYCH 1103	Introduction to Psychology Online	B		3.00	3.00
CHEM 1202	Introduction to Chemistry/Lab	C		4.00	4.00
	GPA	3.15		13.00	13.00
	Cumulative GPA	3.16		50.00	50.00

2021/2022

Fall 2021

Course	Subject	Grade	Cr Atmpt	Earned
NRSG 2210	Medical Surgical II/Lab	B	4.00	4.00
NRSG 2220	Medical Surgical II Clinical	A	2.00	2.00
NRSG 2250	Mental Health Nursing	A	3.00	3.00
NRSG 2260	Mental Health Nursing Clinical	A	2.00	2.00
SOCI 2104	Introduction to Sociology	C	3.00	3.00
	GPA	3.29	14.00	14.00
	Cumulative GPA	3.19	64.00	64.00

Spring 2022

Course	Subject	Grade	Cr Atmpt	Earned
NRSG 2230	Medical Surgical III/Lab	C	4.00	4.00
NRSG 2240	Medical Surgical III Clinical	C	3.00	3.00
ACL 1111	Strategies for Success	A	2.00	2.00
	GPA	2.44	9.00	9.00
	Cumulative GPA	3.10	73.00	73.00

Summer 2022

Course	Subject	Grade	Cr Atmpt	Earned
NRSG 2270	Nursing Care of Childbearing & Childbearing Families	B	4.00	4.00
NRSG 2280	Nursing Care of Childbearing & Childbearing Families Clinical	B	2.00	2.00
NRSG 2300	Practice Issues in Nursing	A	3.00	3.00
NRSG 2600	NCLEX RN Preparation Review	B	4.00	4.00
	GPA	3.23	13.00	13.00
	Cumulative GPA	3.12	86.00	86.00

Activities / Honors

Degree Conferred: Undergraduate Degree/ Associates Science of Nursing

Credit Summary	Cr Req'd	Compl	Needed
Coursework	0.00	0.00	0.00
Clinicals	0.00	0.00	0.00
Course	0.00	0.00	0.00
Courswork	0.00	0.00	0.00
Coursework3.0	0.00	0.00	0.00
Anatomy&Physiology I/Lab	5.00	5.00	0.00
Anatomy&Physiology II/Lab	5.00	5.00	0.00
Strategies for Success	2.00	2.00	0.00
English Composition	3.00	3.00	0.00
Microbiology/Lab	4.00	0.00	4.00
Fundamentals in Nursing	4.00	4.00	0.00
Fundamentals in Nursing Lab	2.00	2.00	0.00
Pharmacology for Nursing	4.00	4.00	0.00
Medical Surgical I/Lab	4.00	4.00	0.00
Medical Surgical I Clinical	2.00	2.00	0.00
Gerontological Nursing	4.00	4.00	0.00
Gerontological Nursing Clinical	2.00	2.00	0.00
Introduction to Psychology Online	3.00	3.00	0.00
Chemistry/Lab	4.00	0.00	4.00
Medical Surgical II/Lab	4.00	4.00	0.00
Medical Surgical II Clinical	2.00	2.00	0.00
Mental Health Nursing	3.00	3.00	0.00
Mental Health Nursing Clinical	2.00	2.00	0.00
Sociology Online	3.00	0.00	3.00
Advanced Medical Surgical/Lab	4.00	0.00	4.00
Advanced Medical Surgical Clinical	3.00	0.00	3.00
Introduction to Computers Online	4.00	0.00	4.00
Nursing Care of Childbearing & Childbearing Families	4.00	4.00	0.00
Nursing Care of Childbearing & Childbearing Families Clinical	2.00	2.00	0.00
NCLEX Preparation Review	4.00	0.00	4.00
Nursing Transition	3.00	0.00	3.00
Introduction to Chemistry/Lab	0.00	4.00	0.00
Medical Surgical III/Lab	0.00	4.00	0.00
Medical Surgical III Clinical	0.00	3.00	0.00
NCLEX RN Preparation Review	0.00	4.00	0.00
Practice Issues in Nursing	0.00	3.00	0.00
CNA Coursework	0.00	0.00	0.00
CNA Clinicals	0.00	0.00	0.00
Course Work	0.00	0.00	0.00
Course Clinicals	0.00	0.00	0.00
QMA Coursework	0.00	0.00	0.00
QMA Clinicals	0.00	0.00	0.00
Introduction to Computers	0.00	4.00	0.00
General Microbiology/Lab	0.00	4.00	0.00
Introduction to Sociology	0.00	3.00	0.00
TOTAL	86.00	86.00	29.00

CERTIFIED BY: Lynda Neal

SIGNATURE: _____

DATE: _____

The grading system listed below is used for all courses. Letter grades are used for transcripts.
Standard Grading Scale : Numeric, Letter Grade, Quality Points... 93-100= A (4.0); 90-92.99= A- (3.7); 87-89.99= B+ (3.3);

83-86.99= B (3.0); 80-82.99= B- (2.7); 77-79.99= C+ (2.3); 73-76.99= C (2.0); 70-72.99= C- (1.7); 67-69.99= D+ (1.3);

60-66.99=D (1.0); 0-59.99= F (0.0)

Other Transcript Coding: W= (Withdrawal), P= (Pass), FL= (Fail)

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BOARD FOR PROPRIETARY EDUCATION

Thursday, September 26, 2019

DISCUSSION ITEM B-2:

Leffler Academy: Institutional Authorization and One Diploma Program at One Location

Staff Recommendation

None

Background

Institution Profile

The Leffler Academy is a proposed nursing institution to be operated by Amanda Leffler in Gas City, Indiana.

A plan for seeking institutional accreditation through the Commission for Nursing Education Accreditation (CNEA) was submitted with the application. The outline called for submission of an application for pre-accreditation candidacy once the first cohort was 2/3rds completed, and thereafter an accreditation on-site visit following the graduation of the first cohort.

The proposed institution has received a letter from the Chief Nursing Officer of Adams Memorial Hospital stating that clinical placement of Leffler Academy students would be considered. Likewise, the Dean of Nursing at Miller's Merry Manor and the Chief Nursing Officer at TLC Management (nursing home chain) have expressed written interest in clinical placement of Leffler Academy students at their facilities.

Ms. Leffler earned a Doctorate of Nursing Practice (DNP) from the University of Indianapolis. She is currently an instructor at IUPUI Columbus for the RN to BSN program.

Degree Program Profile

*Diploma in
Nursing at
Gas City*

This program consists of 48 semester credit hours, with 69 percent of the courses in the specialty. The faculty consists of 10 individuals, of whom six are full-time and the remaining four are part-time. Of the 10 individuals, one has a doctoral degree, four have a master's degree, and the remaining four have a baccalaureate degree. Each instructor is a Registered Nurse (RN).

Supporting Document

Program Application

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	<u>Leffler Academy, 6050 E 500 S, Gas City, IN 46933</u>	
Program name and Suggested CIP Code:	<u>Practical Nursing Program, 51.3901 CIP Code</u>	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<u>Diploma</u>	
Name of Person Preparing this Form	<u>Amanda R. Leffler, DNP, RN</u>	
Telephone Number	<u>765-860-6101</u>	<u>Application Type</u>
Date the Form was Prepared (Revise date after any revision)	<u>7/15/2019</u>	<u>Initial</u> or <u>Renewal</u>

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

Learning Objectives

1. Utilize effective communication and collaboration skills essential for a Practical Nurse through oral, written, and technology media with clients, nursing colleagues, and interprofessional team members.
2. Prepare students to understand the role of practical nurse and introduce students to the profession of nursing.
3. Promote holistic health, including well-being, through wellness and health related activities for self and clients.
4. Guard client safety through critical thinking, demonstrating competency in practical nursing skills and medication administration.
5. Provide effective, culturally sensitive, and compassionate nursing care through the use of the nursing process that is supported by current, evidence-based practice.
6. Exhibit professionalism through upholding the values, ethics, moral integrity, and standards of practical nursing.

Program Outcomes

1. Demonstrate effective communication with nursing colleagues, clients, and all members of the interprofessional team.
2. Implement the nursing process by safely performing practical nursing skill sets, and the promotion of wellness through therapeutic techniques.
3. Demonstrate knowledge of the nursing workforce pipeline and healthy habits for self-care and resilience techniques.
4. Commitment to life-long learning to stay abreast of the ever-changing profession of nursing.
5. Clinical reasoning on maintaining a healthy state of client.
6. Introduction to professional organizations in nursing to promote professional development.

The program and curriculum is set-up to meet all of the above objectives and outcomes. The program is structured in three units, which allows the student to gain the foundational knowledge, then progress into the progressive unit which allows the student to gain a better understanding and apply the knowledge to clinical and simulation, then the student progresses to the transition to the role unit, which allows the student to begin to grow into the role of a practical nurse ready for practice. The program outcomes will be mapped to each unit once approval is achieved. The students will be encouraged to transition up the pipeline of the nursing profession, and remain committed to life-long learning.

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: Practical Nursing

Total Course Hours: 48 cr Check one: Quarter Hours
 Semester Hours
 Clock Hours

Tuition : 12,980 Annual Length of Program: 12-months

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
Semester One		
NUR 100	Contemporary Practical/Vocational Nursing I	3 cr
NUR101	Fundamental Nursing Skills & Concepts	4 cr
Semester Two		
NUR 200	Medical-Surgical Adult Health & Illness I	5 cr
NUR 201	Growth & Development	3 cr
NUR 202	Clinical Calculations Made Easy	3 cr
NUR 203	Introductory Maternity & Pediatric Nursing	3 cr
Semester Three		
NUR 300	Medical-Surgical Adult Health & Illness II	5 cr
NUR 301	Contemporary Practical/Vocational Nursing II	3 cr
NUR 302	Gerontological Nursing	4 cr

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
APY 102	Anatomy and Physiology	5 cr
NUTR 100	Nutrition	3 cr
PHAR 200	Pharmacology	4 cr
MED 100	Medical Terminology	3 cr

GENERAL EDUCATION / LIBERAL ARTS COURSES:

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

Number of Credit/Clock Hrs. in Specialty Courses: 33 cr / 48 cr Percentage: 69%

Number of Credit/Clock Hrs. in General Courses: 15 cr / 48 cr Percentage: 31%

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:

There will be a small library located on campus.

The Gas City Library is within 5 miles of the campus, students will have access to this public library during hours of operation

Students will have access to computers and WIFI on campus to complete literature reviews, or have access to current research, articles, and data to support their work for the program. Leffler academy will also look into online databases for purchase to ensure the students have access to current materials.

Online database will be EBSCO for healthcare, <https://www.ebsco.com> & Smithsonian Libraries, <https://libary.si.edu/research/free-database-and-collections>

2. Number of volumes of professional material:

50 volumes of professional books, encyclopedias, Thesaurus

3. Number of professional periodicals subscribed to:

4 Journal periodicals will be subscribed to in first year
will gradually increase overtime

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

The students will also have access to the public library located 5 miles from campus, at 135 E. Main St. Gas City, IN Hours 10am-8pm Mon-Thurs, 10am-5pm Fri-Sat, Gas City Public Library

Upland Public Library located at 29 E Washington St, Upland IN 46989. Hours Tue-Wed 10am- 8 pm, Fri 1pm-5pm Sat 10am- 4 pm.

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:		Full-time:	6	Part-time:	Clinical Instructors 4 PRN Pool (Adjunct)
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Fill out form below: (PLEASE LIST NAMES IN **ALPHABETICAL ORDER.**)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Amanda Leffler	DNP, RN	16 years	0	9 years	✓	
Amy Lennon	MSN, RN	5 years	0	3 years, preceptor Capstone	✓	
*Shawn Blackburn	BSN, RN	18 years	0	5 years Certified for QMAs & CNAs		✓
*Curtisha Bell	MSN, RN	9 years	0	0		✓
Elizabeth Rice	MSW, BSN, RN	39 years	0	13 years	✓	
*Trenna Browning	BSN, RN	22 years	0	0		✓
Vickie Gould	BSN, RN	29 years	0	0	✓	
Renee Lehrian	MSN, RN	26 years	0	23 years	✓	
Joy Reed	MSN, RN	42 years	0	36 years	✓	
*Tabatha Franklin	BSN, RN	4 years	0	0		✓
*Hire upon approval of program						

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

Institution: LEFFLER ACADEMY

Degree Program: Licensed Practical Nurse, Practical Nursing Program

Locations: 6050 E 500 S, GAS CITY, INDIANA 46952

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?

If so, please identify Yes, students must complete curriculum recommendations provided by Indiana State Board of Nursing (ISBN) to be eligible to sit for the NCLEX-PN test and meet criteria set by the ISBN. Students aware at time of application of criteria to test and to obtain licensure from IPLA.

The specific license(s) needed: Licensed Practical Nurse

The State agency issuing the license(s): INDIANA STATE BOARD OF NURSING, Indiana Professional Licensure Agency

+++++

Professional Certification

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

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?

If so, please identify National Professional Certifications are not needed to find gainful employment

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

+++++

Professional Industry Standards/Best Practices

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

If so, please identify Yes, students must complete curriculum recommendations provided by Indiana State Board of Nursing (ISBN), QSEN competencies.

The specific professional industry standard(s) and/or best practice(s): Compilation of the Indiana Code and Indiana Administrative Code followed for curriculum standards and best practice.

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

emanate: ISBN, Indiana State Board of Nursing

Phone calls with local long-term care organizations, home healthcare, high school administration was consulted on industry standards and discussions regarding best practice regarding state regulations for each organization and requirements of the Practical Nursing Staff Members. Aligned with the QSEN Competencies. An advisory Board will be created with these individuals within 50-70 miles to help guide Leffler Academy to stay abreast of the industry standards for Practical nursing gainful employment. Excited to host these events, learn from these events, and continue to produce high quality Practical Nurses. Consulted Long term care facilities to examine what is required of their LPN staff members for hire before developing program or programs to benchmark the industry standards in other PN programs across the state on level-up website. Leffler Academy is comparative to other PN programs across Indiana. Also reviewed a PN program at Ambria College in IL.

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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?

If so, please identify the specialized accrediting agency:

Yes, Leffler Academy needs approval from the ISBN for Initial Accreditation

Once criteria is met for National Accreditation (NLN CNEA), Leffler Academy will start the process for candidacy, then submission for national accreditation will proceed.

Please find the detailed accreditation document attached to email for national accreditation process

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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?

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

+++++

Job Titles

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

LPN = Licensed Practical Nurse

1. What is the digital format of student transcripts? Populi
2. Is the institution using proprietary software, if so what is the name? Populi will be LMS & SIS
3. Submit a sample student transcript. See attachments of top of sample for a student transcript produced from Populi Software

+++++

Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? NA
 - If not what is the percentage of student transcripts in a digital format? NA
 - What is the beginning year of digitized student transcripts? 2019
 - Are student transcripts stored separately from the overall student records? Stored in digital format in SIS system, password protected
2. How are the digital student records stored? Through the Populi Software, password protected to protect student data, to comply with FERPA
 - Where is the computer server located? In a secured room on campus, out of reach of public
 - What is the name of the system that stores the digital records? Populi software
3. Where are the paper student records located? Any paper item will be scanned and stored in Populi Software. If unable to scan, paperwork will be store in locked cabinet.
4. What is the beginning year of the institutional student record series? 2019
5. What is the estimated number of digital student records held by the institution? 0 at this time
6. What is the estimated number of paper student records held by the institution? 0 at this time
7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? Not at this time
 - 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, she will be hired once approval is granted. She will receive professional development and FERPA training
 - If so, what is the name, title, and contact information for that individual?
Julie Crow, Administrative Assistant, 765-674-3995 (current contact number)

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? Will contract with Populi. Had conference call with administrator of Populi and looking forward to working with them.
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? At this time 0

All Institutions

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

All student files will be under lock and key, located in the Director of Nursing Office.
ALL employees will receive FERPA training, and will be required to renew FERPA training on an annual basis

Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 20XX									
Institution/Location: University XYZ at _____									
Program: Program ABC									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY20XX	FY20XX	FY20XX	FY20XX	FY20XX	
Enrollment Projections (Headcount)									
	Full-Time			6	12	18	18	18	
	Part-Time			12	24	36	48	60	
	Total			18	36	54	66	78	
Enrollment Projections (FTE*)									
	Full-Time			6	12	18	18	18	
	Part-Time			6	12	18	21	24	
	Total			12	24	36	39	42	
Degrees Conferred Projections				0	0	6	6	18	
Degree Level: XXX									
CIP Code: - 000000; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									



Leffler Academy **SAMPLE**

Official Transcript

6050 E 500 S
Gas City, IN 46933
Phone Number: 756-674-3995

Recipient: Person/School Receiving
Address of school/person receiving

Student :
Amanda Leffler
Student ID: 00000000
Enrolled : Aug 2019
Birthdate: Step 8, 1979

Undergraduate
Transfer Credits
Leffler Academy

Course	Name	Attempted	Earned Credits	Grade Point
NUR 100	Contemporary Practical/vocational Nursing			
NUR 101	Fundamental Nursing Skills & Concepts			
APY 102	Anatomy & Physiology			
NUTR 100	Nutrition			
MED 100	Medical Terminology			

Term GPA: Cumulative GPA:

Course	Name	Attempted	Earned Credits	Grade Point
NUR 200	Medical-Surgical Adult Health & Illness I			
NUR 201	Growth & Development			
NUR 202	Clinical Calculations Made Easy			
NUR 203	Introductory Maternity & Pediatric Nursing			
PHAR 200	Pharmacology			

Term GPA: Cumulative GPA:

Course	Name	Attempted	Earned Credits	Grade Point
NUR 300	Medical-Surgical Adult Health & Illness II			
NUR 302	Gerontological Nursing			
NUR 301	Contemporary Practical/Vocational Nursing II			

Term GPA: Cumulative GPA:

Cumulative	Attempted Credits	Earned Credits	Points	GPA

Resident
Transfer
Overall

AUD= Audit
Attendance Failure Below 98% = Failure for non-attendance
F=Fail
I= Incomplete
IP = In Progress
P = Pass
R – Retake
W = Withdraw

This transcript is official only when signed by the Registrar and embossed with the school's raised seal. Federal Law Prohibits the release of this document to any person or institution without the written consent of the student.

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BOARD FOR PROPRIETARY EDUCATION

Thursday, September 26, 2019

DECISION ITEM A:

Policy on Financial Responsibility Composite Score

Staff Recommendation

That the Board for Proprietary Education adopt the *Policy on Financial Responsibility Composite Score*.

Background

The Board requires a common universally accepted mechanism to assess the financial health of institutions operating under its authority.

The Financial Responsibility Composite Score (FRCS) is the most widely used assessment of institutional fiscal health. The U.S. Department of Education (U.S. DOE) calculates a Composite Score for each private for-profit and non-profit institution that participates in the Title IV financial aid program to prove financial responsibility. The Composite Score is calculated from the primary reserve ratio, an equity ratio, and a net income ratio. The Composite Score demonstrates the financial health of an institution along a scale from 3.0 to negative 1.0. A score of 1.5 or greater indicates that the institution is financially responsible. Institutions with a score less than 1.5 but equal to or higher than 1.0 are considered financially responsible, but the U.S. DOE requires additional monitoring such as posting a letter of credit. Institutions with a Composite Score of less than 1.0 are considered not financially responsible.

Institutions not participating in federal Title IV financial aid programs would not have a U.S. DOE calculated Composite Score. However, a comparable score using the U.S. DOE methodology may be calculated by an independent accountant from the institution's most recent financial statements.

Supporting Documents

Policy on Financial Responsibility Composite Score, September 26, 2019.

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Policy on Financial Responsibility Composite Score

September 26, 2019

1. The Board accepts the Financial Responsibility Composite Score as a measure of financial health and may take the Composite Score into consideration in deciding to grant initial or renewal of authorization.
2. A score of 1.5 or greater is generally considered an adequate indicator of minimum financial stability for purposes of BPE authorization.
3. A Composite Score below 1.5 but at or above 1.0 may be considered an adequate indicator of minimum financial stability, if the institution has produced additional information demonstrating sufficient financial stability to justify the institution's authorization by BPE.
4. Unless there are exceptional extenuating circumstances, a score below 1.0 is generally not considered an adequate indicator of minimum financial stability for purposes of BPE authorization. If there are exceptional extenuating circumstances, the institution may be authorized with conditions.
5. If an institution participates in federal Title IV financial aid programs, the Board requires that the institution provide a federal Financial Responsibility Composite Score annually. The Board shall be provided with the U.S. DOE letter within 14 days each time an institution is notified of a new calculated Composite Score.
6. If an institution does not participate in federal Title IV financial aid programs, and therefore would not have a Federal Financial Responsibility Composite Score calculated by U.S. DOE, the institution must annually provide to the Board a score comparable to the Federal Financial Responsibility Composite Score that has been calculated by an independent auditor using the U.S. DOE methodology.