AGENDA

Meeting of the Board for Proprietary Education

December 11, 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/433037610

Meeting ID: 433 037 610
+1 646 876 9923 or +1 408 638 0968 or +1 669 900 6833
Meeting ID: 433 037 610

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 September 26, 2019 Board Meeting .......... 1

II. Decision Items

A. Initial Program Applications

1. ACL Medical Training Academy: One Associate’s Degree
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B. Academic Degree Programs

1. American College of Education: One Baccalaureate Degree Program, Two Master’s Degree Programs, One Education Specialist Degree Program and One Education Doctorate Degree Program Offered Through Distance Education
   - B.S. in Applied Management and Leadership ........................................77
   - M.B.A in Social Impact .............................................................................99
   - M.S. in Data Analytics .............................................................................121
   - Ed.S. in Public Health Education .............................................................143
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2. Salem University: Three Baccalaureate Degree Programs at One Location
   - B.A. in Criminal Justice ........................................................................197
   - B.S. in Business Administration .............................................................215
   - B.S. in Information Technology .............................................................233

III. INFORMATION ITEM

A. Calendar of Tentative Meeting Dates of the Board.................................251

DECISION ITEM
OLD BUSINESS
NEW BUSINESS
ADJOURNMENT

******************************************************************************

The next meeting of the Board is tentatively scheduled for March 3, 2020, in Indianapolis, Indiana.
I. CALL TO ORDER

The Board for Proprietary Education met in regular session starting at 10:00 A.M. (Eastern) at 101 West Ohio Street, Suite 300, Kent Weldon Board Room, with Chairman Sauer presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Rod Haywood, Jr., Andrew Melon, Jean Putnam, and Ken Sauer

Members by Phone: Ken Konesco

Members Absent: Joe Pearson, Anne Shane

Guests Present: Fayez Komari, Margot Jones, Amanda Leffler, Miles Leffler, and Leveda Standifer

It was determined that there was a quorum for the September 26, 2019 Board meeting.

CONSIDERATION OF THE MINUTES OF THE JUNE 6, 2019 BOARD MEETING

R-19-04.1 Resolved: That the Board for Proprietary Education hereby approves the Minutes of the June 6, 2019 regular meeting (Motion – Haywood, second – Melin, unanimously approved)

II. EXECUTIVE DIRECTOR’S REPORT

Ken Sauer began by welcoming Board members. He called attention to two reports recently published. Credential Engine released a report titled Counting U.S. Post-Secondary and Secondary Credentials. Credential Engine thinks very broadly of credentials, including certificates, degrees, as well as licenses, militantly training badges, apprenticeships, and industry and professional certifications. Their best calculation is that there are over 738,000 different credentials in the U.S. alone.

Secondly, Ken Sauer introduced a white paper on inter-operable learning records issued by the data transparency working group of the American Workforce Policy Advisory group. This is a national advisory working group co-chaired by Governor Holcomb. The white paper included some interesting discussions of different initiatives including Credential Engine. It should also be noted that of the 38 page report, several pages were devoted to Indiana. Comprehensive learner records signify competencies, and the body of knowledge that a transcript cannot capture.
III. DISCUSSION ITEM

A. Student Transcript Audit
   1. Ken Sauer introduced the topic by stating that transcripts from all BPE-authorized institutions have been collected by the Commission. Following an institutional closure the Commission has received feedback from former students that in some cases the information contained on their transcript was inadequate. Secondly, following a closure it is sometimes difficult to obtain student transcripts from the closed entity, and oftentimes a time delay occurs. The Commission is taking steps so that we have transcripts that are readily available and are correct.

   Ross Miller presented the staff report by stating that when an institution closes the student transcripts are surrendered to Indiana Archives and Records Administration (IARA). Additionally, Parchment, a third-party transcript provider, is also given the transcript series for dissemination. The Commission receives on average 10 requests per business day for transcripts, which are then in turn provided with information as to the whereabouts of that individual’s transcript. A small number of transcripts from closed institutions like ITT Technical Institute cannot be located by IARA or Parchment. Smaller closed institutions submit student transcripts with missing elements such as the date of graduation, program title, or program level.

   To prevent an institution from providing inadequate transcripts or not providing the entire transcript series upon closure, the Commission will have the submitted transcripts audited by an independent registrar. The registrar will sample 20 of the transcripts from each of the 20 institutions that submitted transcripts. For institutions with more than one type of transcript series, the registrar would sample from those as well. The registrar will write a two to three-page report of each institutional transcript holdings, noting any deficiencies in keeping with standards set by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The Commission will use the written summaries to have institutions make corrections to the transcript series as needed.

B. Academic Degree Programs
   1. ACL Medical Training Academy: One Associate’s Degree Program at One Location

      Representing ACL Medical Training Academy were: Fayez Komari, Instructor; Margot Jones, Instructor; and Leveda Standifer, CEO and Director.

      Ross Miller presented the staff report of the discussion item, noting program areas that needed revision for the staff to recommend authorization by the BPE board. Areas of concern included faculty qualifications, clinical site locations, clinical site patient ratios and safety.

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

      Representing Leffler Academy were: Amanda Leffler, Owner and Director of Nursing, and Miles Leffler.

      Ross Miller presented the staff report of the discussion item, noting program areas
that needed revision for the staff to recommend authorization by the BPE board. Areas of concern included program terminology, program layout, curriculum, program hours, courses, clinical sites, and clinical simulation.

IV. DECISION ITEM

A. Policy on Financial Responsibility Composite Score
   1. Ken Sauer began by stating that the Policy on Financial Responsibility Composite Score is a starting point for discussion on financial stability and does not encompass all of the ideas under consideration.

   Ross Miller presented the staff report recommending that the Board approve the Policy on Financial Responsibility Composite Score.

   **R-19-04.02 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 – Melin, second - Putnam, unanimously approved)

V. INFORMATION ITEM

OLD BUSINESS

NEW BUSINESS

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 12:30 P.M.

_________________________________________  ________________________________
Dr. Ken Sauer, Chairman                      Date
BOARD FOR PROPRIETARY EDUCATION
Wednesday, December 11, 2019

DECISION ITEM A-1: ACL Medical Training Academy: One Associate’s Degree Program at One Location

Staff Recommendation
That the Board for Proprietary Education approve the Associate of Science (A.S.) in Nursing in accordance with the background discussion of this agenda item and the Application for Degree Approval.

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 occurred on September 27, 2019. The institution was deemed to be in substantial compliance with accreditation standards. The institution submitted a final Self Evaluation Report (SER) to ABHES on November 8th. 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., Bridges of Hope Substance Abuse Treatment Center of Anderson, Community Hospital of Anderson, Options Behavior Health Hospital, Rehabilitation Hospital of Indianapolis, and Riverview Hospital, d/b/a Countryside

BPE Agenda Page 5
Health and Living, Rehabilitation Hospital of Indianapolis, and Sugarcreek Rehab and Convalescent.

Ms. Standifer holds an Associate of Science in Nursing from Chamberlain 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
September 26, 2019

LeVeda Standifer
ACL Medical Training, LLC
5330 Dr. Martin Luther King Blvd, Ste. E
Anderson, IN 46013

Ms. Standifer:

The Indiana Board for Proprietary Education discussed at its regularly scheduled meeting on September 26, 2019 the formal request of ACL Medical Training to be granted authorization to offer the Associate of Science in Nursing. The following items were areas of concern that the Board discussed:

1. The current list of faculty includes one individual (Fayez Komarie) who is not a licensed healthcare professional or a licensed teacher in the State of Indiana.

2. Resumes for faculty members Abigail Fallon and Pamela Filby need to be submitted.

3. Documentation submitted for faculty Jennifer Moon indicated that she held a Master of Divinity but did not indicate nursing education.

4. The clinical site listed for OB, Home 4 Birth is an unlicensed home birth site with non-registered nurses operating the program from a residence.

5. Professionals familiar with Options Behavior site have concerns with patient ratios and safety concerns with the neighborhood.

6. An acute medical surgery site is not identified.

If an application and materials are submitted for future Board for Proprietary business meeting action, a letter addressing each discussion point must be included.

Sincerely,

Ross Miller
Director of State Authorization and Reciprocity
ACL Medical Training, LLC S-Corp
5330 Dr. Martin Luther King Blvd. Ste. E
Anderson, IN 46013

Date: 10/13/2019

To: Indiana State Board of Nursing and Board of Proprietary Education

Re: Addressing Areas of Concern that BPE discussed at September 26, 2019 meeting regarding formal request for ACL Medical Training to offer nursing program.

1. The current list of faculty consist of one individual (Dr. Fayez Komari) who is not a licensed healthcare professional or licensed teacher in the State of Indiana?

   Response from Dr. Komari: I Do Have Teaching Certificate from American Medical Technologist Called Allied Health Instructor Certification AHI-C

   Also I Am Attaching My Medical School Transcripts And My BS Transcripts, All these Credentials Allow Me To Teach Allied Health Classes In Martin And Vincennes University.

   * There was attachment of all credentials forwarded to Ross Miller and Toni Herron on October 7, 2019.

2. Resume for Abigail Fallon and Pamela Filby need to be submitted.

   Response: *There was an attachment resent to Ross Miller and Toni Herron on October 11 and October 13, 2019.

3. Documentation submitted for Jennifer Moon indicated that she held a Master of Divinity but did not indicate Nursing Education.

   Response: A new Sociology instructor was interviewed in June as well and I provided a copy of her credentials via email to Ross Miller and Toni Herron on October 7, 2019. A copy of Lisa White (Sociology instructor candidate) resume and transcripts was sent indicating her degree conferred in Sociology as BS and the other transcript showing her courses taken towards a Master's degree in Sociology. At the end of taking courses for her Master's degree, Mrs. White was accepted into the Ph.D. program for Sociology and immediately began taking her classes towards that degree (Ph. D). She will be done taking all her courses at the end of December this year (2019) and would have completed and earned her degree.

   *As such, ACL is currently interviewing other qualified candidates to meet standards.
4. The clinical site listed for OB, Home 4 Birth is an unlicensed home birth with non-registered nurses operating the program from a residence.

**Response:** ACL Medical Training has an affiliation agreement with Community Anderson Hospital to fulfill this rotation. Community Anderson Hospital is allowing for primary training at site with evening classes being an option to host training.

As such, Riverview Hospital is willing to revisit an opportunity for student training once all has been authorized.

5. Professionals familiar with Options Behavior site have concerns with patient ratios and safety concerns with the neighborhood.

**Response:** Other alternatives have been sought. Locally, Bridges of Hope, a dual diagnosis substance abuse treatment center has been contacted in effort to allow nursing students to train during mental health rotation. My faculty member Margaret Jones (Psychology) is also currently employed at this site and is helping facilitate the signing of affiliation agreement.

As such, ACL is currently reaching out to other sites such as Valle Vista, Neuropsychiatric Hospital, Assurance and Meridian Health Services.

6. An acute medical surgery site is not identified.

**Response:** ACL has affiliation agreements with Community Anderson Hospital Anderson, Rehabilitation Hospital Indianapolis, and AMG Specialty Select Hospital for fulfill Medical Surgical Training.
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 to 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:  

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

Tuition:  $44,720  Length of Program:  2 academic years

2018-02-23
### GENERAL EDUCATION / LIBERAL ARTS COURSES:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1102</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 1103</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2104</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1202</td>
<td>Introduction to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>COMPU 2101</td>
<td>Introduction to Computers</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1101</td>
<td>Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 1201</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1102</td>
<td>Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>ACL 1111</td>
<td>Strategies for Success in Nursing</td>
<td>2</td>
</tr>
</tbody>
</table>
### GENERAL EDUCATION / LIBERAL ARTS COURSES:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
</table>

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%

2018-02-23
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....

   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:**

3. **Number of professional periodicals subscribed to:**

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

   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 |

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

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

2018-02-23
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

+++

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

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

If so, please identify Each specific professional certification: N/A
The national organization issuing each certification: N/A

Please explain the rational for choosing each professional certification: N/A

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

+++ **Professional Industry Standards/Best Practices**

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

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

If so, please identify
The specific professional industry standard(s) and/or best practice(s): Nursing communication in shift reports/Patient 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

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

**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):

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

**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

2018-02-23
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.

- 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 ACL Medical Training
Program: Program ABC

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| **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

2018-02-23
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
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GPA 3.29 14.00 14.00
Cumulative GPA 3.19 64.00 64.00

#### Activities / Honors

Degree Conferred: Undergraduate Degree/ Associates Science of Nursing
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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)
DECISION ITEM A-2: Leffler Academy
Institutional Authorization and One Diploma Program at One Location

Staff Recommendation
That the Board for Proprietary Education grant Leffler Academy institutional authorization and approve the Diploma in Nursing in accordance with the background discussion of this agenda item and the Application for Diploma Approval.

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 2/3rd 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 Director 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 Documents
Institutional Application and Degree Application
September 26, 2019

Amanda Leffler  
Director  
Leffler Academy  
6050 E 500 S.  
Gas City, IN 46933

Ms. Leffler:

The Indiana Board for Proprietary Education discussed at its regularly scheduled meeting on September 26, 2019 the formal request of Leffler Academy to be granted institutional authorization and offer the Diploma in Practical Nursing. The following items were areas of concern that the Board discussed:

1. The State of Indiana licenses practical nurses but not vocational nurses. The program needs to be consistently titled with the correct terminology.

2. 848 IAC 1-2-17 (a) states that the length of a full-time Practical Nursing program shall be a minimum of one (1) calendar year or its equivalent. The program submitted is laid out in units with no definition of the length of time that it encompasses. The State of Indiana recognizes quarters or semesters so those units of measure are acceptable.

3. The statute requires that the curriculum for a Practical Nursing program include social sciences and computer technology. The curriculum submitted does not reflect that requirement.

4. The curriculum does not identify the hours that apply to each sub-section. The number of hours for anatomy and physiology, nutrition, mental health, growth and development need to be identified separately.

5. Anatomy and physiology are usually presented in 2 stages (I and II).

6. The clinical hours for each clinical course need to be identified.

7. The foundation for the presentation of mental health in the first unit needs to be identified.

8. The majority of PN graduates find employment in long-term or rehabilitation facilities. The number of didactic hours listed for Pediatrics/OB is 25% greater than that for Gerontological nursing.

9. Medical terminology is too heavily weighted in comparison with the entire curriculum. Medical terminology should be reduced while communications and psychology classes should be added.
10. The curriculum needs to include nursing process, the foundation for all nursing practice in the curriculum.

11. The clinical simulation is 2:1 versus actual practice.

If an application and materials are submitted for future Board for Proprietary business meeting action, a letter addressing each discussion point must be included.

Sincerely,

Ross Miller
Director of State Authorization and Reciprocity
The following are responses and corrections for the areas of concern noted by the Board of Directors:

1. The State of Indiana licenses practical nurses but not vocational nurses. The program needs to be consistently titled with correct terminology.

Leffler Academy has corrected the terminology for “vocational” to “practical”. Corrections made to pg. 13-14 of student handbook. Correction made to pg. 5 of BPE Application. Corrections made to ISBN Letter of Intent.

2. 848 IAC 1-2-17 (a) states that the length of a full-time practical nursing program shall be a minimum of one (1) calendar year or its equivalent.

Leffler Academy will run August to August with graduation one week after final completion day. For example, if August 3rd is the start date, the end date would be August 3rd with graduation one week after August 3rd. This gives the example of the school calendar length with the start/end date, school calendar to be posted a year in advance for the following calendar year.

Leffler Academy is set to start on August 24th, 2020, end August 27th, 2021, with graduation scheduled September 4th, 2021. LIVE NCLEX review August 30th-September 3rd with ATI, approval of “Green Light” must be achieved before authorized to test for NCLEX (Safeguard to ensure students are ready to test (NCLEX)).

Semester One: Fundamental Unit (August-December)

Semester Two: Progressive Unit (June-May)

Summer Semester: Transition to Role Unit (June-August)

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<td>125</td>
<td>160</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total (1,153)</strong></td>
<td><strong>48</strong></td>
<td><strong>617</strong></td>
<td><strong>432</strong></td>
<td><strong>104</strong></td>
</tr>
</tbody>
</table>

3. The statue requires that the curriculum for a practical nursing program include social sciences and computer technology.

Course Description revamped to include the above remarks for NUR 100:
Computer Technology was added to NUR 100 Contemporary Practical Nursing Course. Students will learn how to work computer software; PowerPoint Presentations, Word Documents, EXCEL Documents. The students will gain a basic understanding and knowledge on these programs and utilized throughout the entire curriculum. Electronic Charting will be taught throughout the curriculum during clinical and simulation experiences.

- **NUR 100 Contemporary Practical Nursing I (3cr) (15 Didactic Hours)**
  This course is to provide a basic introduction to the nursing profession with an emphasis on life-long learning, leadership skills, and career planning. While the importance of medical knowledge, nursing skills, and the value of service to others is woven throughout the text, the focus remains on helping students develop the management, collaborative, and problem-solving skills necessary for success. Content includes communicating effectively, working as a member of a team, confronting challenges and complexities in the workplace, and moving forward into leadership roles. Computer Technology will be incorporated into the course. Students will learn how to work computer software; PowerPoint Presentations, Word Documents, EXCEL Documents. The students will gain a basic understanding and knowledge on these programs and utilized throughout the entire curriculum.

Social Science Course is NUR 201 Human Growth & Development.

Revised Course Description:

- **NUR 201 Human Growth & Development (3cr) (30 Didactic Hours)**
  This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, psychological, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.

4. The curriculum does not identify the hours that apply to each sub-section. The number of hours for Anatomy and physiology, nutrition, mental health, growth & development need to be identified separately.

All courses are now laid out with full course descriptions, cr hours, didactic hours, lab/simulation hours (if required), and clinical hours (if required). Everything is clearly labeled and identified for the stakeholders.

5. Anatomy and physiology are usually presented in 2 stages (I & II).

Correction made to BPE Application & Student Handbook.

- **APY 101 Anatomy & Pathophysiology (3cr) (30 Didactic Hours (2cr), 10 Lab Hours (1cr))**
First of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

- **APY 102 Anatomy & Pathophysiology (3cr) (32 Didactic Hours)**
  
  Second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Discussion includes the application of nutrition, fluid, electrolyte and acid base balance, and genetics.

6. The clinical hours for each course needs to be identified.

The clinical hours are now identified in the course descriptions. Clinical Experiences will vary from acute care, skilled nursing facilities, school nurses & Headstart through k-12 school system, nursing homes, long-term care facilities.

7. The foundation for the presentation of mental health in the first unit needs to be identified.

Mental Health hours are now identified in the course description, and a description of the mental health content is identified in the course description.

- **NUR 101 Fundamental Nursing Skills & Concepts (4cr) (100 Didactic Hours, 20 Didactic Hours Mental Health, 40 Simulation/Lab Hours, 32 clinical hours)**
  
  This course offers the student to learn theoretical nursing concepts, step-by-step skills and procedures, and clinical applications, all while applying philosophical concepts focusing on the human experience such as caring as the essence of nursing, supportive health care provider networks, and accountability for actions and clinical decisions. The nursing process will be introduced.

  Principles of mental health nursing will be discussed with treatment options available. Students will learn the purpose and skill of interpersonal communication techniques through various didactic and experiential methods. Coverage will include documentation and verbal and non-verbal communications, along with time management, self-management and successful work practices. Electronic Charting will be taught throughout the curriculum during clinical and simulation experiences.

8. The majority of PN graduates find employment in long term or rehabilitation facilities. The number of didactic hours listed for Pediatrics/OB is 25% greater than that for Gerontological nursing.
Revision to both courses, OB/PEDS decreased to 3cr with less clinical time and Gerontological increased to 4cr with increased clinical time:

- **NUR 203 Introductory Maternity & Pediatric Nursing (3cr) (30 Didactic Hours, 30 clinical hours (15 OB & 15 Peds)).**
  This course focuses on a combination of Maternity and Pediatric nursing with opportunity to apply concepts of nursing care to the childbearing family and growth & development of ages birth through late adolescence. The framework is constructed around utilizing the nursing process. The knowledge of the processes involved in antenatal, intrapartum, postpartal, and neonatal periods in uncomplicated and high-risk patients. The nursing process foundation will be implemented through care plans for patient care, through patient care assignments, individualized clinical experiences, and pre/post conferences.

- **NUR 302 Gerontological Nursing (4cr) (50 Didactic Hours, 60 Clinical Hours, 10 Simulation Hours)**
  This course focuses on the content that students need to know for effective practice, engaging, evidence-based coverage of the aging process, factors contributing to healthy aging, and unique aspects of disease presentation and management in older adults. To help students meet the challenges of this increasingly diverse population, and an acclaimed holistic approach through insightful coverage of the psychosocial, legal, ethical, and spiritual elements of patient care. The nursing process foundation will be implemented through care plans for patient care, through patient care assignments, individualized clinical experiences, and pre/post conferences.

9. Medical Terminology is too heavy weighted in comparison with the entire curriculum. Medical terminology should be reduced while communications and psychology classes should be added.

Med Term decreased to a 2cr hour course and Human Growth & Development course description revised to encompass social/psychology requirements:

- **MED 100 Medical Terminology (2cr) (25 Didactic Hours)**
  This course helps readers develop a fundamental knowledge of the medical terminology necessary for a career in any health care setting.

- **NUR 201 Human Growth & Development (3cr) (30 Didactic Hours)**
  This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, psychological, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
10. The curriculum needs to include nursing process, the foundation for all nursing practice in the curriculum.

The foundation for the nursing process was identified throughout the curriculum:

Introduced here:

- **NUR 101 Fundamental Nursing Skills & Concepts (4cr) (100 Didactic Hours, 20 Didactic Hours Mental Health, 40 Simulation/Lab Hours, 32 clinical hours)**
  
  This course offers the student to learn theoretical nursing concepts, step-by-step skills and procedures, and clinical applications, all while applying philosophical concepts focusing on the human experience such as caring as the essence of nursing, supportive health care provider networks, and accountability for actions and clinical decisions. The nursing process will be introduced.

  Principles of mental health nursing will be discussed with treatment options available. Students will learn the purpose and skill of interpersonal communication techniques through various didactic and experiential methods. Coverage will include documentation and verbal and non-verbal communications, along with time management, self-management and successful work practices Electronic Charting will be taught throughout the curriculum during clinical and simulation experiences.

Implemented and refined:

- **NUR 200 Medical-Surgical Adult Health & Illness I (5cr) (100 Didactic Hours, 210 Clinical Hours, 24 Simulation Hours)**
  
  This course focuses on basic concepts common to the promotion of health in a patient. Concepts of Fluid & Electrolyte balances, skin care and disorders, immobility issues, pain (acute & chronic), immune system, and care for a surgical or hospitalized patient. The nursing process foundation will be implemented through care plans for patient care, through patient care assignments, individualized clinical experiences, and pre/post conferences.

- **NUR 203 Introductory Maternity & Pediatric Nursing (3cr) (30 Didactic Hours, 30 clinical hours (15 OB & 15 Peds))**
  
  This course focuses on a combination of Maternity and Pediatric nursing with opportunity to apply concepts of nursing care to the childbearing family and growth & development of ages birth through late adolescence. The framework is constructed around utilizing the nursing process. The knowledge of the processes involved in antenatal, intrapartum, postpartal, and neonatal periods in uncomplicated and high-risk patients. The nursing process foundation will be implemented through care plans for patient care, through patient care assignments, individualized clinical experiences, and pre/post conferences.
• **NUR 300 Medical-Surgical Adult Health & Illness II (5cr) (60 Didactic Hours, 100 Clinical Hours, 20 Simulation Hours).**

This course focuses on the principles of Medical-Surgical Adult Health & Illness I and continues to develop the knowledge in the student. Once completed, the student should possess the medical-surgical adult health & illness competencies expected of a novice practical nurse. Knowledge focused on student caring for the acute-care medical surgical patient. Systems include diseased conditions of cardiac system, blood disorders, nervous system, endocrine, reproductive systems, and patients needing emergency care and appropriate care of the practical nurse. The nursing process foundation will be implemented through care plans for patient care, through patient care assignments, individualized clinical experiences, and pre/post conferences.

• **NUR 302 Gerontological Nursing (4cr) (50 Didactic Hours, 60 Clinical Hours, 10 Simulation Hours)**

This course focuses on the content that students need to know for effective practice, engaging, evidence-based coverage of the aging process, factors contributing to healthy aging, and unique aspects of disease presentation and management in older adults. To help students meet the challenges of this increasingly diverse population, and an acclaimed holistic approach through insightful coverage of the psychosocial, legal, ethical, and spiritual elements of patient care. The nursing process foundation will be implemented through care plans for patient care, through patient care assignments, individualized clinical experiences, and pre/post conferences.

11. The clinical simulation is 2:1 versus actual practice.

Overview of entire curriculum:

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours</th>
<th>Didactic Hours</th>
<th>Clinical Hours</th>
<th>Lab/Simulation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental Unit:</strong></td>
<td>18</td>
<td>257</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td><strong>Progressive Unit:</strong></td>
<td>18</td>
<td>235</td>
<td>240</td>
<td>24</td>
</tr>
<tr>
<td><strong>Transition to Role:</strong></td>
<td>12</td>
<td>125</td>
<td>160</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total (1,153)</strong></td>
<td>48</td>
<td>617</td>
<td>432</td>
<td>104</td>
</tr>
</tbody>
</table>
Indiana Commission for Higher Education/Indiana Board for Proprietary Education

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

Application for Initial Institutional Authorization

1. Name of Institution: LEFFLER ACADEMY

2. Address of campus: 6050 E 500 S, GAS CITY, INDIANA 46952

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

4. Provide information on the current status of any approvals needed by licensing boards.
   Board of Postsecondary Proprietary Educational Institution

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

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

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Program Name</th>
<th>Level</th>
<th>Length</th>
<th>Cr. or Cl. Hrs.</th>
<th>Indicate Annual or Cr. Hr. Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.3901</td>
<td>Practical Nursing Program</td>
<td>12-months</td>
<td>(1,271 Overall)</td>
<td>721 Didactic</td>
<td>$11,980.00 Annual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>436 Clinical</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>114 Simulation</td>
<td></td>
</tr>
</tbody>
</table>

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

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

9. Provide documentation of liability insurance to cover students.

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

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

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

13. List the name of institutional director, phone number, and e-mail address:
Amanda R. Leffler, DNP, RN
aleffler02@gmail.com
765-860-6101

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

Person submitting this form: Amanda R. Leffler, DNP, RN

Position title of person submitting this form: Owner/Director of Nursing

Phone number contact of person submitting this form: 1-765-860-6101

Email contact of person submitting this form: aleffler@gmail.com

* Defining a Physical Presence

The Indiana Commission for Higher Education/Indiana Board for Proprietary Education considers any of the following activities to constitute a physical presence in the State of Indiana:

- On-going occupation of a physical location for instructional purposes;
- Maintenance of an administrative office to facilitate instruction;
- Short courses with more than 20 classroom hours, or equivalent thereof;
- A portion of a full-term course, more than two meetings and more than six clock hours, that takes place in a setting where the instructor or students physically meet; or
- Experiential learning opportunities, such as a clinical, practicum, residency, or internship, that have more than ten students from your institution physically and simultaneously present at a single field site.

The Indiana Commission for Higher Education/Indiana Board for Proprietary Education does not consider the following activities to constitute a physical presence in the State of Indiana:

- Advertising;
- Recruiting;
- Contractual arrangements in states (e.g., procurement contracts or online academic offerings provided through consortia agreements);
- Courses on military installations offered by an accredited institution and limited to active and reserve military personnel, dependents of military personnel, and civilian employees of the military installation;
- Faculty residing in the state;
- Field trips;
- Proctored exams held in the state;
- Operation of a server or other electronic service device;
- Short courses with 20 or fewer classroom hours, or equivalent thereof;
- A portion of a full-term course, up to two meetings and up to six clock hours, that takes place in a setting where the instructor or students physically meet; or
- Experiential learning opportunities, such as a clinical, practicum, residency, or internship, provided that:
  o Ten or fewer students from your institution are physically and simultaneously present at a single field site; and
  o The institution has already obtained all the necessary professional and licensure approvals (if any) to conduct the learning opportunity in Indiana.
**Name of Institution:** Leffler Academy, 6050 E 500 S, Gas City, IN 46933

**Program name and Suggested CIP Code:** Practical Nursing Program, 51.3901 CIP Code

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

**Name of Person Preparing this Form:** Amanda R. Leffler, DNP, RN

**Telephone Number:** 765-860-6101

**Date the Form was Prepared:** 7/15/2019

**Application Type:** Initial or Renewal

---

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

**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 fundamental 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**

<table>
<thead>
<tr>
<th>Total Course Hours:</th>
<th>48 cr</th>
<th>Check one:</th>
<th>Quarter Hours</th>
<th>Semester Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
</table>

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

### SPECIALTY COURSES:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
<td>NUR 100</td>
<td>Contemporary Practical Nursing I</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NUR 101</td>
<td>Fundamental Nursing Skills &amp; Concepts</td>
<td>4 cr</td>
</tr>
<tr>
<td>Semester Two</td>
<td>NUR 200</td>
<td>Medical-Surgical Adult Health &amp; Illness I</td>
<td>5 cr</td>
</tr>
<tr>
<td></td>
<td>NUR 201</td>
<td>Human Growth &amp; Development</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NUR 202</td>
<td>Clinical Calculations Made Easy</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NUR 203</td>
<td>Introductory Maternity &amp; Pediatric Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>NUR 300</td>
<td>Medical-Surgical Adult Health &amp; Illness II</td>
<td>5 cr</td>
</tr>
<tr>
<td></td>
<td>NUR 301</td>
<td>Contemporary Practical Nursing II</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NUR 302</td>
<td>Gerontological Nursing</td>
<td>4 cr</td>
</tr>
</tbody>
</table>
**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APY 101</td>
<td>NUTR 100</td>
<td>Anatomy and Physiology I</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHAR 200</td>
<td></td>
<td>Nutrition</td>
<td>3 cr</td>
</tr>
<tr>
<td>MED 100</td>
<td></td>
<td>Pharmacology</td>
<td>4 cr</td>
</tr>
<tr>
<td>APY 102</td>
<td></td>
<td>Medical Terminology</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anatomy and Physiology II</td>
<td>3 cr</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Course Hours</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>--------------</td>
<td></td>
</tr>
</tbody>
</table>

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.


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:  

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

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

*Hire upon approval of program

Clinical Instructors & PRN Pool (Adjunct)
**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, 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)?

National Professional Certifications are not needed to find gainful employment

Each specific professional certification:

The national organization issuing each certification:

---

**Professional Industry Standards/Best Practices**

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

Yes, students must complete curriculum recommendations provided by Indiana State Board of Nursing (ISBN), QSEN competencies. Compilation of the Indiana Code and Indiana Administrative Code followed for curriculum standards and best practice.

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

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. Alligned with the QSEN Competencies. An advisory Board will be created with these individuals within 50-70 miles to help guide Leffler Acadmey to stay abreast of the industry standards for Practicachieve 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 curriculums to benchmark the industry standards in other PN programs across the state on level-up website. Leffler Academy comparative to other PN programs across Indiana. Also reviewed a PN program at Ambria College in IL.
**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

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>FY20XX</th>
<th>Year 2</th>
<th>FY20XX</th>
<th>Year 3</th>
<th>FY20XX</th>
<th>Year 4</th>
<th>FY20XX</th>
<th>Year 5</th>
<th>FY20XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>12</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
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<td>36</td>
<td>54</td>
<td>66</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
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</table>

**Enrollment Projections (FTE*)**

<table>
<thead>
<tr>
<th>Year</th>
<th>FY20XX</th>
<th>Year 2</th>
<th>FY20XX</th>
<th>Year 3</th>
<th>FY20XX</th>
<th>Year 4</th>
<th>FY20XX</th>
<th>Year 5</th>
<th>FY20XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
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<td>36</td>
<td>39</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Degrees Conferred Projections**

| Year  | 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

Undergraduate
Transfer Credits
Leffler Academy

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Attempted</th>
<th>Earned Credits</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 100 Contemporary Practical/vocational Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 101 Fundamental Nursing Skills &amp; Concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APY 102 Anatomy &amp; Physiology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUTR 100 Nutrition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED 100 Medical Terminology</td>
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<td></td>
<td></td>
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</table>

Term GPA: Cumulative GPA:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Attempted</th>
<th>Earned Credits</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 200 Medical-Surgical Adult Health &amp; Illness I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 201 Growth &amp; Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 202 Clinical Calculations Made Easy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 203 Introductory Maternity &amp; Pediatric Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR 200 Pharmacology</td>
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<td></td>
<td></td>
</tr>
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</table>

Term GPA: Cumulative GPA:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Attempted</th>
<th>Earned Credits</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 300 Medical-Surgical Adult Health &amp; Illness II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 302 Gerontological Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 301 Contemporary Practical/Vocational Nursing II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Term GPA: Cumulative GPA:

<table>
<thead>
<tr>
<th>Cumulative</th>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Points</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUD= Audit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Failure Below 98% = Failure for non-attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F=Fail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I= Incomplete</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IP = In Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P = Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R – Retake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W = Withdraw</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

This transcript is official only when signed by the Registrar and embossed with he school’s raised seal. Federal Law Prohibits the release of this document to any person or institution without the written consent of the student.
DECISION ITEM A-3: 

**Jersey College:**

Institutional Authorization and One Associate Degree Program at One Location

**Staff Recommendation**

That the Board for Proprietary Education grant Jersey College institutional authorization and approve the Associate of Science (A.S.) in Registered Nursing in accordance with the background discussion of this agenda item and the Application for Degree Approval.

**Background**

**Institution Profile**

Jersey College received initial approval in 2004 from the New Jersey Department of Labor and Workforce and approval to confer degrees from the New Jersey Office of the Secretary of Higher Education in 2012 under a previous institutional name which was changed to Jersey College on July 1, 2013. The institution received approval from the New Jersey Board of Nursing for the Practical Nursing program in 2004 and Professional Registered Nursing program approval in 2013. The institution has its main campus in Teterboro, New Jersey. The Institution also operates a second campus in New Jersey and four campuses in the State of Florida.

The institution operates as a private, for-profit with national accreditation from the Council on Occupational Education (COE), and programmatic accreditation from the Accreditation Commission for Education in Nursing (ACEN).

The National Center for Education Statistics (NCES) lists a total enrollment of 3,179 students in the fall of 2018 at Jersey College at Teterboro, New Jersey.

**Degree Program Profile**

*Associate of Science (A.S.) in Registered Nursing at Fort Wayne*

This program consists of 75 semester credit hours, with 61 percent of the courses in the specialty. The program is
structured to allow licensed practical nurse and non-licensed students to earn an Associate’s degree in nursing. Licensed students receive eight credits for prior learning and take one course that is different from unlicensed students. The faculty consist of six individuals, of whom four are full-time, and the remaining two are part-time. Of the six individuals, two have a doctoral degree, and the remaining four individuals have a Master’s degree.

Supporting Documents  Institutional Application and Degree Application
Out-of-State Institutions and
In-State Proprietary Institutions Offering Instruction in Indiana
with a Physical Presence* in the State:

Application for Initial Institutional Authorization

1. Name of Institution: Jersey College

2. Address of campus: 7836 W. Jefferson Blvd., Fort Wayne, IN, 46804

3. The institution is accredited by or seeking accreditation from: The Council on Occupational Education
(Must be an accrediting agency that is recognized by the U.S. Department of Education or Secretary of Education)
Submit documentation from the accrediting body indicating the institution’s current status.
See [Attachment A]

4. Provide information on the current status of any approvals needed by licensing boards.
Jersey College will be seeking approval from the Indiana State Board of Nursing (“IBON”) for the Professional Nursing program. The application to the IBON may only be submitted after the college has received approval for institutional authorization from the Indiana Commission for Higher Education/Indiana Board for Proprietary Education.

5. The institution has its principal campus in the State of: New Jersey

6. Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.
Jersey Colleges Federal Financial Responsibility Composite Score is 3.0. This score has been determined by the college’s independent auditor using the methodology prescribed by the U.S. Department of Education and is annual submitted to and published by the Department.

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

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Program Name</th>
<th>Level</th>
<th>Length</th>
<th>Cr. or Cl. Hrs.</th>
<th>Indicate Annual or Cr. Hr. Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>513801</td>
<td>Professional Nursing Program</td>
<td>AS</td>
<td>2 Years</td>
<td>75 Semester Credits</td>
<td>Credit Hr Tuition</td>
</tr>
</tbody>
</table>

8. The institution is submitting payment in the amount of $1,000.00 (check made out to the State of Indiana). [Attachment B] Contains a copy of the check in the amount of $1,000.00. The actual check has been submitted under separate cover to Indiana Commission for Higher Education/Indiana Board for Proprietary Education
9. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department. See [Attachment C]

10. Provide documentation of liability insurance to cover students. [Attachments D] Contain a copy of the college’s commercial liability insurance and [Attachment E] documents the professional liability.

11. If your institution is incorporated in the State of Indiana, please include a current copy of your Articles of Incorporation as filed with the Indiana Secretary of State. If your main campus is located out-of-state but you have a physical presence in Indiana, then you must provide a copy of the Certificate of Authority. [Attachment F] contains a copy of the college’s Certificate of Authority and Assumed Name Filing.

   For further information visit the Indiana Secretary of State webpage at: http://www.in.gov/sos/business/2426.htm

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

   Greg Karzhevsky, 25 Valenza Ln, Blauvelt, NY 10913

13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter. [Attachment G] Contains a copy of the college’s latest published FRCS.

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


15. Campus director information:

   Name of Campus Director: Colette Gargiulo
   Title of Campus Director: Campus Director
   Phone Number of Campus Director: (260) 319-8368
   Email of Campus Director: cgargiulo@jerseycollege.edu

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

   Person submitting this form: Steven B. Litvack, Esq.
   Position title of person submitting this form: President
   Phone number contact of person submitting this form: 201-645-1777
   Email contact of person submitting this form: slitvack@jerseycollege.edu

2019-10-03
Name of Institution  Jersey College

Program name and
Suggested CIP Code:    Professional Nursing - 51.3801

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

Name of Person Preparing this Form  Steven B. Litvack, Esq.

Telephone Number  201-645-1777

Application Type

Date the Form was Prepared Sept 01, 2019  ☒ Initial  or  ☐ Renewal

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

Overview of Program:  The Professional Nursing program prepares students for an entry-level position in the registered nursing profession. The program is based upon current nursing practice. Students learn to perform tasks and undertake responsibilities core to the provision of providing nursing care, including health counseling, support and restorative care. The program includes both theory and clinical components to enable program graduates to develop the knowledge, skills and competencies necessary to practice confidently and safely in a rapidly changing health care system. Coursework in the program has been arranged to provide students with a gradual, step-by-step, simple to complex, learning environment that builds on previous relevant education and work experience.  Students graduating from the Professional Nursing program receive an Associate of Science degree in nursing and are eligible to apply for the NCLEX-RN examination to become licensed as a Registered Nurse.

Program Structure:  The Professional Nursing program is divided into Levels. Level I coursework involves general education and health science coursework. Level II and beyond focus on core nursing topics and skills, such as medical-surgical, pediatrics, obstetrics, geriatrics, mental health, leadership, and delegation nursing areas. In addition, students undertake general education courses in Level II and III to strengthen critical reasoning, promote analytical and writing skills, and provide a basic understanding of modern society. Each Level focuses and builds on concepts, skills, and outcomes learned in the prior Level. Each course in a Level includes specific knowledge and skills that are required to be mastered for course completion. The Professional Nursing program concludes with a seminar course that prepares the student for their first year as a new RN and for the NCLEX-RN examination. At the conclusion of the Professional Nursing program, students are expected to be able to: (i) be prepared to take the NCLEX-RN licensing examination and (ii) value the importance of lifelong learning for nursing practice.

End-of-Program Student Learning Outcomes:  Students in the Professional Nursing program are expected to acquire the following competencies:

1. Apply the Roy’s Adaptation Model as a systematic problem solving approach to provide effective care to culturally diverse individuals, families, and groups.
2. Modify care in consideration of the client’s values, customs, culture, religion and/or beliefs.
3. Communicate effectively using interpersonal skills and information technology.
4. Utilize evidence-based nursing interventions to achieve optimal adaptation.
5. Safely perform and prioritize appropriate nursing care.
6. Employ critical thinking to safely and effectively provide nursing care.
7. Utilize professional values and standards as a basis for ethical nursing practice.
8. Demonstrate understanding of boundaries and the legal scope of professional practice as a registered nurse.
9. Collaborate with the interdisciplinary health care team in planning comprehensive care.
10. Safely utilize technology in the provision of care.
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: Professional Nursing

<table>
<thead>
<tr>
<th>Total Course Hours:</th>
<th>75 Credits</th>
<th>Check one: Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Semester Hours X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clock Hours</td>
</tr>
</tbody>
</table>

Tuition: $38,217.50 Length of Program: 24 Months

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUS211</td>
<td>Healthcare Foundations*</td>
<td>7.5</td>
</tr>
<tr>
<td>NUS214</td>
<td>Transitions and Health Assessment*</td>
<td>7.5</td>
</tr>
<tr>
<td>NUR221</td>
<td>Nursing II: Introduction to Medical-Surgical Nursing</td>
<td>7.5</td>
</tr>
<tr>
<td>NUR222</td>
<td>Nursing III: Psychiatric Nursing</td>
<td>5.5</td>
</tr>
<tr>
<td>NUR223</td>
<td>Nursing IV: Care of Women and Children</td>
<td>10.0</td>
</tr>
<tr>
<td>NUR224</td>
<td>Nursing V: Advanced Concepts of Medical-Surgical Nursing</td>
<td>7.5</td>
</tr>
<tr>
<td>NUR225</td>
<td>Nursing VI: Leadership and Delegation</td>
<td>2.0</td>
</tr>
<tr>
<td>NUR226</td>
<td>Nursing Seminar</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC205</td>
<td>Human Body in Health and Disease I*</td>
<td>3.0</td>
</tr>
<tr>
<td>HSC204</td>
<td>Principles of Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>HSC206</td>
<td>Human Body in Health and Disease II*</td>
<td>3.0</td>
</tr>
<tr>
<td>HSC207</td>
<td>Human Body in Health and Disease III*</td>
<td>2.0</td>
</tr>
<tr>
<td>BIO201</td>
<td>Microbiology: Impact of Microorganisms on the Environment</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG201</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>HUN201</td>
<td>Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT202</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY201</td>
<td>Life Span Development</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC201</td>
<td>Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

* Students with an active and unencumbered Practical Nursing license may request advanced placement and receive 8.0 credits (6.0 theory and 2.0 lab) for prior learning. In such case, these students will not be required to take HSC205 (Human Body in Health and Disease I), HSC206 (Human Body in Health and Disease II), and HSC207 (Human Body in Health and Disease III). These students will be required to undertake NUS214 (Transitions and Health Assessment) instead of NUS211 (Healthcare Foundations). Students who are required to undertake NUS211 (Healthcare Foundations) are not required to take NUS214 (Transitions and Health Assessment).

Number of Credit/Clock Hrs. in Specialty Courses: 46 credits / 1,065 clock Percentage: 61.3%

Number of Credit/Clock Hrs. in General Courses: 29 credits / 465 clock Percentage: 38.7%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: na / 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:**
   To support the education goals of students, faculty, and staff, Jersey College maintains a virtual library and an onsite computer lab. The virtual library is accessible 24/7 and the computer lab is accessible 7:00 a.m. – 6 p.m., Mondays – Fridays. The virtual library is overseen by the Institutional Librarian with assistance from campus librarians. These individuals are available via phone from 9:00 a.m. – 5:00 p.m., Mondays – Fridays. On-site, the college will employ at least two library liaisons who are available to assist students with basic needs and can coordinate meetings (audio and/or video-call) with the Institutional Librarian or campus librarians. The hours for the library liaisons (these individuals are full-time staff members) are normally 7:00 a.m. – 6 p.m., Mondays – Fridays. Jersey College has one full-time Institutional Librarian (at Teterboro campus) and three full-time campus librarians (at Ewing, Jacksonville and Tampa campuses). The librarians hold a master's degree in library science (MLS).

2. **Number of volumes of professional material:**
   The virtual library offers access to over 113,000 e-books related to healthcare, general studies and other information. In addition, the virtual library provides student access to the Nursing Reference Center—a database of more than 7,000 resources that includes evidence-based care sheets, quick lessons, and full text journals. All resources are available through EOS, the institution’s library inventory management system.

3. **Number of professional periodicals subscribed to:**
   The virtual library offers access to CINAHL with full text—a database of medical and allied health journals with more than 2.3 million records.

4. **Other library facilities in close geographical proximity for student access:** Not applicable
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: | 15 | Full-time: | 8 | Part-time: | 7 |

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

<table>
<thead>
<tr>
<th>List Faculty Names (Alphabetical Order)</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
<th>Check one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caven, Rebecca</td>
<td>MSN, RN</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>X</td>
</tr>
<tr>
<td>Cooke, Racquel</td>
<td>MSN, RN</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>Gargiulo, Colette</td>
<td>MSN, RN</td>
<td>15+</td>
<td>15</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Popovich, Melissa</td>
<td>RN, DNP, AHN-BC, CNE</td>
<td>16</td>
<td>2</td>
<td>14</td>
<td>X</td>
</tr>
<tr>
<td>Henry, Jean</td>
<td>PhD</td>
<td>26</td>
<td>0</td>
<td>26</td>
<td>X</td>
</tr>
<tr>
<td>Davis, Lauren</td>
<td>MFA</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>X</td>
</tr>
</tbody>
</table>
Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

Institution: Jersey College
Degree Program: Professional Nursing
Locations: 7836 W. Jefferson Blvd., Fort Wayne, IN, 46804

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:

Jersey Colleges Federal Financial Responsibility Composite Score is 3.0. This score has been determined by the college’s independent auditor using the methodology prescribed by the U.S. Department of Education and is annual submitted to and published by the Department.

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?

Graduates of the Professional Nursing program will need to be licensed by the Indiana State Board of Nursing in order to become a registered nurse. At the conclusion of the Professional Nursing program, students are expected to be able to: (i) be prepared to take the NCLEX-RN licensing examination and (ii) value the importance of lifelong learning for nursing practice.

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

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)? Not Applicable

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?
Not Applicable

If so, please identify
Each specific professional certification: Not Applicable
The national organization issuing each certification: Not Applicable

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

Please identify the single course or a sequence of courses that lead to each professional certification? Not Applicable

Professional Industry Standards/Best Practices
Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
The Professional Nursing program prepares students for an entry-level position in the registered nursing profession. The program is based upon current nursing practice and incorporates ten end-of-program student
learning outcomes ("SLO") (see above) that correlate to professional nursing standards. In addition, the Professional Nursing program incorporate (i) the college’s value statement of PRIDE (Professionalism, Respect, Integrity, Diversity and Excellence) and (ii) nursing philosophy associated with Sister Callista Roy’s Adaptation Model of Nursing (“RAM”) into the curriculum.

- With Professionalism, Jersey College teaches students to act as a professional nurse; to treat their patients with the same dignity and respect they would give their own family. The second principle, Respect, is demonstrated by listening to and learning from others. The third principle, Integrity, is based on a quote from Florence Nightingale that equates success with responsibility for your actions. Understanding cultural diversity, the fourth principle, is essential for patient centered care (a QSEN standard) and cultural competence (an ANA standard). Finally, Jersey College encourages Excellence in practice and in dedication to academics. Jersey College believes that if a nursing student approaches every situation with PRIDE, they will be academically and professionally successful. The PRIDE value is reflected again in the student learning outcomes. For example, the SLO “accept responsibility and accountability for adhering to the standards of nursing practice as mandated by the nurse practice act” connects the “responsibility” aspect of PRIDE to the ANA standards of professional nursing practice.

- The SLOs also incorporate the primary building blocks for the program – RAM and the Evidence-Based Practice Impact Model described by Brown (2009). The RAM and Evidenced-Based theories enables students to identify priorities and interventions in nursing care. Students must demonstrate the application of these theory to daily nursing care. This demonstration occurs in each nursing course, in conjunction with the development of cares of plans for clients. Students use RAM and Evidence-Based Practice to guide interventions and prioritize care that supports the patient in adapting to changes in their environment.

If so, please identify
The specific professional industry standard(s) and/or best practice(s):
The following table provides the professional industry standards and their relationship to the college’s SLOs.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Client Needs Category</th>
<th>ANA Standards of Professional Practice</th>
<th>QSEN</th>
<th>NLN Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the Roy’s Adaptation Model as a systematic problem-solving approach to provide effective care to culturally diverse individuals, families, and groups.</td>
<td>Safe and Effective Care Environment Health Promotion and Maintenance Psychosocial Integrity Physiological Integrity</td>
<td>Assessment Diagnosis Implementation</td>
<td>Outcomes Identification Planning Quality of Practice</td>
<td>Patient-Centered Care</td>
</tr>
<tr>
<td>Modify care in consideration of the client’s values, customs, culture, religion and/or beliefs.</td>
<td>Safe and Effective Care Environment Health Promotion and Maintenance Psychosocial Integrity</td>
<td>Assessment Culturally Congruent Practice Diagnosis Ethics Evaluation</td>
<td>Implementation Outcomes Identification Planning Professional Practice Evaluation Quality of Practice</td>
<td>Patient-Centered Care</td>
</tr>
<tr>
<td>Communicate effectively using interpersonal skills and information technology.</td>
<td>Safe and Effective Care Environment Psychosocial Integrity</td>
<td>Assessment Collaboration Communication Implementation Leadership</td>
<td>Outcomes Identification Professional Practice Evaluation Quality of Practice Resource Utilization</td>
<td>Patient-Centered Care Teamwork and Collaboration Informatics</td>
</tr>
<tr>
<td>Utilize evidence-based nursing interventions to achieve optimal adaptation</td>
<td>Health Promotion and Maintenance Physiological Integrity</td>
<td>Education Evidence-Based Practice and Research Implementation</td>
<td>Planning Quality of Practice Resource Utilization</td>
<td>Evidence-Based Practice Quality Improvement Informatics</td>
</tr>
<tr>
<td>The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The organizations from which the industry standards/best practices emanate from are: (i) the National Council of State Boards of Nursing (Client Needs Category), (ii) American Nurses Association: (ANA Standards of Professional Practice), (iii) QSEN Institute (QSEN – Quality and Safety Education for Nurses funded by the Robert Wood Johnson Foundation) and (iv) National League for Nurses (NLN Competencies).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

The Professional Nursing program does not require specialized accreditation in order for a graduate to become licensed by the State. The college does plan on pursuing programmatic accreditation with Accreditation Commission for Education in Nursing (ACEN) - https://www.acenursing.org/. This U.S. Department of Education recognized accreditor currently accredits the college’s Professional Nursing program at all of its other campuses.

If so, please identify the specialized accrediting agency: Not Applicable

Transferability of Associate of Science Degrees

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

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

Jersey College does not offer a baccalaureate degree. The college’s sister institution, Sabal College, does offer the Bachelor’s of Science (“BSN”) degree in Nursing and accepts 100% of the credits of Jersey College towards completion of the BSN. In addition, the college has entered into articulation agreements with American Sentinel University, Grand Canyon University, and Walden University. These agreements allow graduates of our Professional Nursing programs to continue their education and pursue a BSN by receiving credit for the super-majority of coursework undertaken at the college.

If so, please list the baccalaureate degree(s): Not Applicable
**Job Titles**

List specific job titles and broad job categories that would be appropriate for a graduate of this program:
The Professional Nursing program prepares students to obtain positions as Registered Nurses, Licensed Practical Nurses and related positions (e.g. Nurse Consultants, Laboratory, Medical and Nurse Technicians, etc.).

---

1. What is the digital format of student transcripts?
   Transcript information for Jersey College is electronically maintained through the Advantage Student Information System provided by FAME. The system provides for students’ records to be exported into CSV files and other database compatible formats.

2. Is the institution using proprietary software, if so what is the name?
   The Advantage Student Information System is provided by FAME.

3. Submit a sample student transcript.
   See Attachment A

---

**Student Records**

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? Yes
   - If not what is the percentage of student transcripts in a digital format? Not applicable
   - What is the beginning year of digitized student transcripts? 2007
   - Are student transcripts stored separately from the overall student records? No

2. How are the digital student records stored? Student records are maintained in the college management information system called “Advantage Student Information System” and also on the Jersey College cloud. The Jersey College cloud contains a scanned version (PDF Format) of each student consisting of the documents listed in Attachment B.
   - Where is the computer server located? Jersey College contracts with Iron Mountain for the use of space in Edison, NJ Data Center. Additionally, the digitized student files are backed up to Amazon AWS daily.
   - What is the name of the system that stores the digital records? Jersey College stores the digital records on our “College Cloud”. This is a secure and redundant system that ensures (i) record accessibility, (ii) safe storage, and (iii) failover redundancy.

3. Where are the paper student records located? Paper records are maintained at each local campus in fireproof locked cabinets. Paper records are digitalized at the time of admissions and after graduation/withdrawal from a program.

4. What is the beginning year of the institutional student record series? 2004
5. What is the estimated number of digital student records held by the institution? 5,000

6. What is the estimated number of paper student records held by the institution? 1,000

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
   - If so, what is the most significant format? Not Applicable
   - If so, what is the estimated number of student records maintained in that format? Not Applicable

8. Does the institution maintain a staff position that has overall responsibility and authority over student records? Yes
   - If so, what is the name, title, and contact information for that individual?
     The Director of Institutional Effectiveness and Manager of Compliance have overall responsibility and authority over the maintenance and auditing of student records.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park Smith III</td>
<td>Director of Institutional Effectiveness</td>
<td><a href="mailto:psmith@jerseycollege.edu">psmith@jerseycollege.edu</a></td>
</tr>
<tr>
<td>Amanda Cruz</td>
<td>Manager of Compliance</td>
<td><a href="mailto:acruz@jerseycollege.edu">acruz@jerseycollege.edu</a></td>
</tr>
</tbody>
</table>

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? 50 requests per week, including transcripts, verifications and other items.

All Institutions

11. Is there anything that the Commission should consider with regard to the institutional student records? The following chart provides a listing of the types of student information collected by Jersey College and the retention policy for such information.

**Financial Aid Records**

<table>
<thead>
<tr>
<th>Document Type</th>
<th>Repository</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrow Loan Records</td>
<td>Financial Aid Office or Student Debt Management Office</td>
<td>3 years after loan repayment or assignment to the U.S. Department of Education (34 C.F.R. § 668.24)</td>
</tr>
<tr>
<td>Federal Title IV, Program Records, Institutional Records</td>
<td>Financial Aid Office</td>
<td>(a) Agreements: 6 years after expiration (b) 3 years after the end of the award year in which the report was submitted Records pertaining to audit and program reviews must be retained until resolution of the matter is reached. 34 C.F.R. § 668.24</td>
</tr>
</tbody>
</table>
### Financial Aid Records (Cont.)

<table>
<thead>
<tr>
<th>Document Type</th>
<th>Repository</th>
<th>Retention Period</th>
</tr>
</thead>
</table>
| **Federal Family Education Loan and Direct Program Records**
  - Applications
  - Disbursement Records
  - Promissory Notes
  - Student Status Confirmation Reports              | Financial Aid Office        | 3 years after the end of the award year in which the student borrower last attended the Univ. (34 C.F.R. § 668.24) |
| **Financial Aid Annual Reports**                    | Financial Aid Office        | 3 years after the end of the award year (34 C.F.R. § 674.8(c))                    |
| **Pell Grant Reports**                              | Financial Aid Office        | 3 years after the end of the award year for which the award was submitted         |
| **Perkins Loan Program Records**                    | Financial Aid Office        | 3 years after the end of the award year for which aid was awarded (34 C.F.R. 668.24) |
| **Student Financial Aid Records**                  | Financial Aid Office        | 10 years after the end of the award year in which the student last attended the institution (34 C.F.R. 668.24) |
| **Tuition Appeals**                                 | Admissions and Registrar    | 10 years from date of appeal                                                     |

### Student Records

<table>
<thead>
<tr>
<th>Document Type</th>
<th>Repository</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission Records</strong></td>
<td>Admissions and Registrar; Student Information System</td>
<td>Accepted students - 5 years after graduation or last date of attendance Denied students - 1 year after denial</td>
</tr>
<tr>
<td>- Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Background Check Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Curriculum Vitae</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Enrollment Agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- High School Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interview Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- National Testing Records (Entrance tests)</td>
<td>Student Information System</td>
<td></td>
</tr>
<tr>
<td>- Recommendations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance Records</strong></td>
<td>Attendance Sheets</td>
<td>Three years from the end of the award year in which the student last attended</td>
</tr>
<tr>
<td><strong>Class Rosters</strong></td>
<td>Student Information System</td>
<td>Class Roster is web-based</td>
</tr>
<tr>
<td><strong>Certification Records</strong></td>
<td>Student Information System</td>
<td>1 year after graduation</td>
</tr>
<tr>
<td>- Documentation of Completion of Pre-requisites for Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Notice Of Completion Of Hours Required For Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completion Records</strong></td>
<td>Admissions and Registrar; Student Information System</td>
<td>Permanent</td>
</tr>
<tr>
<td>- Completion Certificates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Diplomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Transcripts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enrollment Reports</strong></td>
<td>Admissions and Registrar; Student Information System</td>
<td>Until no longer needed for reference</td>
</tr>
<tr>
<td>Document Type</td>
<td>Repository</td>
<td>Retention Period</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Examinations, Tests, Term Papers, and Homework</td>
<td>Originating Department</td>
<td>1 term (semester, quarter, etc.) after completion for uncontested grade results; and until resolved for contested grade results</td>
</tr>
<tr>
<td>Family and Educational Rights and Privacy Act (FERPA) Disclosure Requests and Consents</td>
<td>Admissions and Registrar; Student Information System</td>
<td>Permanent, with the exception of student’s written consent for disclosure or for privacy requests, then until terminated by the student or permanent</td>
</tr>
<tr>
<td>Medical Records</td>
<td>Admissions and Registrar; Student Information System</td>
<td>1 year after graduation or last date of attendance</td>
</tr>
<tr>
<td>Placement Records</td>
<td>Career Services</td>
<td>3 years</td>
</tr>
<tr>
<td>• Consents to release of information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Credentials records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Employment records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personal data sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reference letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Resumes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Survey results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Survey Records</td>
<td>Career Services</td>
<td>3 years report, 1 year questionnaire</td>
</tr>
<tr>
<td>• Placement reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Placement questionnaires</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Academic Records</td>
<td>Admissions and Registrar; Student Information System</td>
<td>3 years after date of last attendance</td>
</tr>
<tr>
<td>• Academic Progress Reports</td>
<td></td>
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<tr>
<td>• Change of Status</td>
<td></td>
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<tr>
<td>• Grade Changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leave of Absence Forms</td>
<td></td>
<td></td>
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<tr>
<td>• Practicum Completion Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Withdrawal Forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Account Records</td>
<td>Finance and Accounting Office</td>
<td>Permanent for all accounts with outstanding balances; All other accounts 3 years after student separation from Jersey College</td>
</tr>
<tr>
<td>Student Grievances and Conduct Records</td>
<td>Admissions and Registrar; Student Information System</td>
<td>Permanent</td>
</tr>
</tbody>
</table>
# Projected Headcount and FTE Enrollments and Degrees Conferred

**Institution/Location:** Jersey College / 7836 W. Jefferson Blvd., Fort Wayne, IN, 46804  
**Program:** Professional Nursing Program

<table>
<thead>
<tr>
<th>Year</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment Projections (Headcount)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>40</td>
<td>156</td>
<td>239</td>
<td>263</td>
<td>263</td>
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<tr>
<td>Part-Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>156</td>
<td>236</td>
<td>263</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>Enrollment Projections (FTE</em>)</em>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>23</td>
<td>143</td>
<td>228</td>
<td>234</td>
<td>234</td>
</tr>
<tr>
<td>Part-Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>143</td>
<td>228</td>
<td>234</td>
<td>234</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degrees Conferred Projections</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>24</td>
<td>72</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

**Degree Level:**  
Associates in Science  
**CIP Code:** - 513801; State - IN

**FTE Definitions:**  
Undergraduate Level: 30 Semester Hrs. = 1 FTE  
Undergraduate Level: 24 Semester Hrs. = 1 FTE
### Winter 2018 (January - April)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC201</td>
<td>A</td>
<td>3.00</td>
</tr>
<tr>
<td>Term GPA</td>
<td>3.61</td>
<td>Term Credits: 13.50</td>
</tr>
<tr>
<td>Cum GPA</td>
<td>3.56</td>
<td>Cum Credits: 57.00</td>
</tr>
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</table>

### Spring 2018 (May - August)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR225 (Leadership &amp; Delegation)</td>
<td>A</td>
<td>2.00</td>
</tr>
<tr>
<td>NUR226 (Nursing Seminar)</td>
<td>A</td>
<td>6.00</td>
</tr>
<tr>
<td>Term GPA</td>
<td>4.00</td>
<td>Term Credits: 8.00</td>
</tr>
<tr>
<td>Cum GPA</td>
<td>3.61</td>
<td>Cum Credits: 27.50</td>
</tr>
</tbody>
</table>

**Honors:** Cum Laude

---

**Degree Received:** Associates of Science

**Date Conferred:** 6/24/2018

**Major:** Nursing

**Credit Type:** Semester Credit

---

**Notes:** Course codes and names that include "I" refer to the distance portion of a course. Course codes and names that include "F" refer to the hybrid portion of a course. Course names with a "**" at the end are not included in the Cumulative GPA calculation.

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**OFFICIAL TRANSCRIPT**

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**THE NAME OF THE COLLEGE IS PRINTED ACROSS THE FACE OF THIS 8 1/2" X 11" DOCUMENT**

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**COPYING OF THIS TRANSCRIPT IS NOT VALID**

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**Please note:** The official Jersey College transcript is produced with the highest level of security available. If copied, the word "VOID" will appear twice across the face of the document. A black and white document is not to be accepted. Pursuant to the Family Educational Rights and Privacy Act (FERPA) of 1974, the contents of this transcript may not be released to a third party without the written consent of the student.
Accreditation and Licenses
Jersey College is accredited by The Council on Occupational Education, a nationally recognized accrediting agency by the United States Department of Education.

Jersey College is licensed by New Jersey Higher Education and the Florida Commission for Independent Education to offer degree and diploma programs. Jersey College’s nursing programs are accredited by the New Jersey Board of Nursing and the Florida Board of Nursing.

Campuses
Jersey College’s main campus is located in Teterboro, New Jersey. Branch campuses are located in Ewing, New Jersey and Ft. Lauderdale, Jacksonville and Tampa, Florida.

Test of Authenticity
Official transcripts are printed on burgundy tinted paper and when photocopied, an encrypted hidden message “VOID” is revealed. All official transcripts are also stamped with our institution's Embossed Seal. At the end of the transcript the message NO OFFICIAL ENTRIES BEYOND THIS POINT appears. If you have any questions about the authenticity of this transcript, please contact the registrar's office at Jersey College.

Course Numbering System
100 – 199 Diploma Courses
200 – 499 Undergraduate Courses
500 – 699 Graduate Courses

Course Hours and Course Credits
Course hours or course credit information appears to the right of the course information on the transcript. The unit of measurement for diploma courses is clock hours and for undergraduate courses, quarter credit hours.

Grading Scale
Jersey College operates on a numeric grading system with the following grades and quality points assigned to the numeric grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.6</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Other codes that may appear on this transcript are:
E: Incomplete. A grade of Incomplete (“I”) indicates that additional course work is required to fulfill the requirements of a given course. An “I” grade is a temporary status. Students may only be given an “I” grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. A grade of “I” has no impact on a student's cumulative GPA.
P: Pass. A grade of “P” indicates that a student has met the course objectives for the course and demonstrated appropriate competencies. A grade of “P” has no impact on a student’s cumulative GPA.
T: Transfer Credit. A grade of “T” will be given for transferred courses, and has no impact on a student’s cumulative GPA.
U: Unsatisfactory/Failure. A grade of “U” indicates that a student has not met the course objectives for the course and has failed to demonstrate appropriate competencies. A grade of “U” has no impact on a student’s cumulative GPA.
WD: Withdrawl. A grade of “WD” is assigned to courses where a student has withdrawn. This grade has no impact on a student’s cumulative GPA.

Jersey College practices “academic amnesty” for purposes of determining cumulative grade point average (CGPA). That is, the grade from a failed course is replaced by the grade from a repeated course when computing CGPA.

The symbol “*” next to a course code indicates that the course is not included in a student’s CGPA.

Academic Honors

<table>
<thead>
<tr>
<th>Honors</th>
<th>Numeric CGPA</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>98% - 100%</td>
<td>3.85 – 4.00</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>95% - 97%</td>
<td>3.7 – 3.84</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>90% - 94%</td>
<td>3.5 – 3.69</td>
</tr>
</tbody>
</table>

Pursuant to The Family Educational Rights and Privacy Act of 1974 (FERPA), the information contained herein may not be released to any other party without written consent of the student.
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BUSINESS ITEM B-1:  

American College of Education:  
One Baccalaureate Degree Program, Two Master’s Degree Programs, One Education Specialist Degree Program, and One Doctorate Program Offered Exclusively through Distance Education

Staff Recommendation

That the Board for Proprietary Education approve the Bachelor of Science (B.S.) in Applied Management and Leadership, Master of Business Administration (M.B.A.), Master of Science (M.S.) in Data Analytics, Education Specialist (Ed.S.) in Public Education, and Doctor of Education Doctorate (Ed.D.) in Public Health Education in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

Background

Institution Profile

American College of Education is regionally accredited by the Higher Learning Commission (HLC). The institution has offices in Indianapolis, Indiana and Dallas, Texas. The National Center for Education Statistics (NCES) lists a total enrollment of 5,503 students in the fall of 2018 at American College of Education.

Degree Program Profiles

Bachelor of Science (B.S.) in  
Applied Management and Leadership  
Offered Through Distance Education

This program consists of 120 semester credit hours, of which 36 credit hours must be earned at American College of Education. Entering students must have earned 60 credits from a regionally accredited institution prior to admission. A further 24 semester credit hours may be earned at American College of Education or another regionally accredited institution. The program faculty consists of 14 individuals, of whom seven are full-time, and the remaining seven are part-time. Of the 14 individuals, each has a doctoral degree.
Master of Business Administration (M.B.A.) in
Social Impact
Offered Through Distance Education

This program consists of 34 semester credit hours, with 100 percent of the courses in the specialty. This program includes two focus of study options for students to choose from. The program faculty consists of 14 individuals, of whom seven are full-time, and the remaining seven are part-time. Of the 14 individuals, each has a doctoral degree.

Master of Science (M.S.) in
Data Analytics
Offered Through Distance Education

This program consists of 31 semester credit hours, with 100 percent of the courses in the specialty. The program faculty consists of 14 individuals, of whom seven are full-time, and the remaining seven are part-time. Of the 14 individuals, each has a doctoral degree.

Education Specialist (Ed.S.) in
Public Health Education
Offered Through Distance Education

This program consists of 34 semester credit hours, with 100 percent of the courses in the specialty. The program is offered to individuals with a master’s or post-master’s degree who are seeking advanced credentials without completing a dissertation. The program faculty consists of six individuals, of whom three are full-time, and the remaining seven are part-time. Of the six individuals, each has a doctoral degree.

Doctor of Education (Ed.D.) in
Public Health Education
Offered Through Distance Education

This program consists of 64 semester credit hours, with 100 percent of the courses in the specialty. The program offers 10 focus of study areas: Adult and Continuing Education, Early Childhood, Educational and Community Organizations, Higher Education, Instructional Leadership, International Education, Leadership, Online Education, Second Language Instruction, and STEM Leadership. The faculty consists of six individuals, of whom three are full-time and the remaining three are part-time. Of the six individuals, each has a doctoral degree.
I. PROGRAM OBJECTIVES: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

Program Structure & Overview
The Bachelor of Science (B.S.) in Applied Management and Leadership program is a degree completion program designed for individuals with an associate degree or some college credits but no degree. The primary goal of the program is to help those individuals advance their careers by earning a degree that can be applied to almost any field or discipline. The program objectives, description, and courses are purposefully broad to allow for an interdisciplinary approach.

The B.S. in Applied Management and Leadership program is comprised of 36 credits taken at American College of Education (ACE) (see course list in Section II), 60 credits required for admission, and 24 elective credits taken outside of ACE or at ACE. Additionally, students are required to complete 30 general education credits as outlined by the Indiana Statewide Transfer General Education Core (ISTGEC) requirements. The chart below outlines the credits required and how they are earned in this program:

<table>
<thead>
<tr>
<th>Type of Credits</th>
<th># of Credits</th>
<th>Institution</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>60</td>
<td>Earned outside of ACE</td>
<td>Of these 84 credits, 30 are required to be general education credits (aligned with ISTGEC)</td>
</tr>
<tr>
<td>Elective Credits</td>
<td>24</td>
<td>Earned outside of ACE or at ACE</td>
<td></td>
</tr>
<tr>
<td>Core Program Credits</td>
<td>36</td>
<td>Earned at ACE (all required)</td>
<td>Courses listed below</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td></td>
<td>120 credits are documented by ACE prior to degree conferral.</td>
</tr>
</tbody>
</table>

It is important to note that this program follows the same format as two other ACE programs: the B.S. in Healthcare Administration program and RN to MSN program. Thus, the procedures to assess general education credits and competencies already exist. Additionally, the college presently has created 17 general education and elective courses to support students who need additional credits in either of these areas (for a total of 51 available credits). ACE also has articulation agreements in place with numerous community colleges, including Ivy Tech Community College, and is a member of credit transfer networks, such as the American Council on Education...
Credit for Prior Learning Network. The processes, additional courses, articulation agreements, and memberships ACE has in place presently will serve as a strong foundation for this program and its future students.

Last, this program has been structured with student matriculation beyond the bachelor’s degree in mind. Specifically, the last course students take prior to the capstone is ORG5003, Organizational Behavior and Change (see course list Section II). This course is a master’s level course and is part of the ACE’s proposed Master of Business Administration in Social Impact program. Additionally, students will have the choice to elect to take another course at the master’s level. Students, as seen in the course list in Section II, will have the option to take LEAD5653, Leadership Theories, Frameworks and Philosophies instead of the bachelor’s level course, HRM4003: Fundamentals of Human Resource Management. This means that students who want to matriculate to a master’s program could earn six credits that would apply during this program.

**Program Goals**
The B.S. in Applied Management and Leadership program has definitive goals informed by the College’s academic outcomes and by two potential specialized programmatic accrediting agencies: Accreditation Council for Business Schools and Programs (ACBSP) and International Accreditation Council for Business Education (IACBE). These standards were used to create the program’s description, mission, and outcomes. The program design is guided by the standards of the Accreditation Council for Business Schools and Programs (ACBSP) (2019), which evaluates “aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support” for the purposes of ensuring rigor and continuous quality improvement. ACBSP standards are based on the Education Criteria for Performance Excellence, Baldrige National Quality Program. The program was also designed with the standards of the International Accreditation Council for Business Education (IACBE) in mind, which is mission-driven and outcomes-based. The IACBE (2019) determines effectiveness based on the educational processes related to teaching and learning in the institution, and by an assessment of the outcomes of the teaching-learning process.

**Program Description**
The Bachelor of Science in Applied Management and Leadership program is built to provide students with the knowledge and skills to become and advance as managers and leaders with their respective fields. Graduates of the program will be able to decipher financial statements and make decisions about future business performance. They will develop, prepare, and manage marketing strategies taking consumer data into discussion. Those who earn the degree will also determine ways to organize and lead many aspects of a variety of projects.

**Program Mission**
The mission of the Bachelor of Science in Applied Management and Leadership program is to prepare students to analyze business information, problem solve, and make decisions involving future business performance. The program also prepares students to effectively collaborate, communicate, manage, and lead.

**Program Outcomes (PO)**
1. Identify skill sets and business knowledge that will enhance the ability to meet the challenges of an increasingly demanding and rapidly changing field.
2. Prepare for business employment with opportunities for advancement in the business field.
3. Explore theories to develop individual management and leadership styles.
4. Communicate effectively, advocate for a team, and detail ways to lead a communicative environment for empowerment.
5. Indicate ways to collaborate with various stakeholders to set and reach goals as a foundation for decision making team development and coaching.
6. Describe various motivational models to improve performance, identifying the organizational dynamics and challenges facing group decision making.
7. Describe strategies to inspire and restore trust and build coalitions in culturally diverse workplaces.
8. Summarize common problem-solving tools or metrics to address ethical situations, maintain the direction of a business, identify gaps, and outline strategic changes.
**Market Demand/Information**

According to the U.S. Census Bureau (2019), over 21.1 million Americans 25 years old and older have some college and no degree and another 15.1 million have an associate degree. Furthermore, the U.S. Census Bureau, in their most recently published community survey, estimates only 22.7% of Indiana residents aged 25 years or older have a bachelor’s degree. Thus, there is a need to help those adults who have less than a bachelor’s degree obtain this degree to aid in career opportunities and advancement.

This need has been vocalized by the state of Indiana on numerous occasions and in many strategic initiatives. This program was also formed with Indiana Commission for Higher Education’s (ICHE) 2012 “Reaching Higher, Achieving More” success agenda in mind. Specifically, this initiative lists doubling degree production, from 60,000 to 120,000, by 2025 as a primary goal (ICHE, 2012). Another goal listed is to increase the education attainment of Hoosiers to 60% of the population by 2025 (ICHE, 2012). The addition of a low-cost, high-quality, and entirely online program in Indiana, such as this one, will aid Indiana in accomplishing these goals. And, more importantly, help Hoosiers increase their employability, career advancement opportunities, and earning potential. In other words, this program aligns with the demand and desire to have more educated Hoosiers by the year 2025 (and in the years after).

As seen in the statements above, there is a need for degree completion programs within the state of Indiana. Because of this, several Indiana colleges and universities offer bachelor's completion programs in leadership or business. American College of Education's B.S. in Applied Management and Leadership program will differentiate itself from these current programs in three ways: accelerated course format and completion, matriculation pathways, and cost. First, the courses in the program will be delivered in a five-week format. This means students can complete this program within 18 months. Second, as described in Section I, this program is designed so that students can earn credits that would apply to a master’s degree while completing their bachelor’s degree. This intentional design allows students to advance easier and pay less tuition to continue their education if they desire. Last, this program’s tuition is $215 per credit which is less than other program’s tuition costs. Specifically, Indiana State University charges $327 per credit, Indiana Wesleyan University $449 per credit, and Indiana University-East charges $224.22 for Indiana residents (the cost is approximately $100 more a credit for students who reside outside of Indiana).

**References:**


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: **B.S. in Applied Management and Leadership**

Total Course Hours: **36 credits**

Tuition: **$7,740**

Length of Program: **18 months**

*Please see chart in Section I for program credit explanation/breakdown (the course list includes those required to be taken at ACE)*

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD4003</td>
<td>Collaborative Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MRKT4003</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>LEAD4013</td>
<td>Strategic Servant Leadership</td>
<td>3</td>
</tr>
<tr>
<td>FIN4003</td>
<td>Finance and Sustainability in Business</td>
<td>3</td>
</tr>
<tr>
<td>LEAD4023</td>
<td>International Business Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LEAD4033</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>LEAD4043</td>
<td>Social Entrepreneurship in Business</td>
<td>3</td>
</tr>
<tr>
<td>LEAD4053</td>
<td>Ethical and Legal Management Issues in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LEAD4063</td>
<td>Strategic Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>LEAD5653</td>
<td>Leadership Theories, Frameworks, and Philosophies <em>(Optional Master’s Level course, students can elect to take this course OR take HRM4003)</em></td>
<td>3</td>
</tr>
<tr>
<td>HRM4003</td>
<td>Fundamentals of Human Resource Management <em>(Bachelor’s course which can be replaced with LEAD5653 should students want to take an additional Master’s Level Course)</em></td>
<td>3</td>
</tr>
<tr>
<td>ORG5003</td>
<td>Organizational Behavior and Change <em>(Designated Final Course prior to Capstone; Master’s Level Course)</em></td>
<td>3</td>
</tr>
<tr>
<td>LEAD4093</td>
<td>Capstone in Management and Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
</table>

Number of Credit/Clock Hrs. in Specialty Courses: **36 * 36** Percentage: **100%**

Number of Credit/Clock Hrs. in General Courses: **0 / 36** Percentage: **0%**

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: **0 / 36** Percentage: **0%**

*Note: Please see the chart in Section I for credits taken outside of ACE that are required for completion.*
III. LIBRARY: Please provide information pertaining to the library located in your institution.

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

The ACE library is online with no single location. Students have access to the library 24 hours a day, 7 days a week. The library is staffed by one professional librarian holding both a Ph.D. in Information Science and a Master of Library and Information Science.

2. Number of volumes of professional material:

EBSCO Discovery Service
The EBSCO Discovery Service provides users with an easy, yet powerful means of accessing all of an institution's information resources through a single search. This is achieved by harvesting metadata from both internal (library) and external (database vendors) sources and creating a pre-indexed service of unprecedented size and speed.

E-journals and E-Books

Academic Search Complete
Academic Search Complete 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. Coverage includes over 6,400 indexed journals and 363 eBooks. In addition, over 74,000 videos from the Associated Press are included.
- Producer: EBSCO
- Vendor: EBSCO
- Full text: Over 5,700 peer-reviewed journals

Business Source Complete
Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes over 3,500 peer-reviewed electronic journals and 915 eBooks, as well as industry profiles, 3,625 SWOT analyses, and 900 case studies.
- Produced by: EBSCO
- Vendor: EBSCO
- Full text: Over 1,200 peer-reviewed journals

CINAHL Complete
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,300 journals. It also includes continuing education modules, evidence-based care sheets, quick lessons providing overviews of disease and conditions, and 13 eBooks. Full-text dates begin in 1937.
- Produced by: CINAHL Information Systems
- Vendor: EBSCO
- Full-text: Over 1,300 journals
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, history, marriage, and greetings.
- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Full-text: Yes

eBook Central
The eBook Central platform provides access to eBooks that the library has purchased from ProQuest. ACE has three eBooks on this platform for nursing and health administration.
- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Three eBooks

eBooks (EBSCOhost)
eBooks is a collection of 3,536 full-text eBooks, which includes a collection of 92 purchased Education related eBooks, two Healthcare related eBooks, and the remainder are open-access.
- Producer: EBSCO
- Vendor: EBSCO
- Full-text: Yes

Education Abstracts
Education Abstracts indexes and abstracts articles from education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.
- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Coverage: 770+ journals

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. Coverage for over 2,330 journals, 530+ eBooks, conference papers, and proceedings.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: Yes, 1,800+ journals

Education Week
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-Text: Yes, for this title
Educational Administration Quarterly
- Produced by: SAGE
- Vendor: EBSCO
- Full-text: yes, for this title

Google Scholar
Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.
- Produced by: Google
- Vendor: www.google scholar.com
- Full-text: Yes, articles which are copyright-free; free full-text patents and federal legal opinions

JSTOR Current Education Collection
JSTOR includes five selected Education related journals.
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for the five selected titles

Library, Information Science & Technology Abstracts (LISTA) with Full-Text
LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses, and pamphlets. This database indexes over 730 journals and provides full text for over 320 journals. It also provides access to over 29 eBooks, numerous conference papers and pamphlets.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: 320+ journals

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre-clinical sciences. This coverage of this index dates back to 1916, over 5,200 journals are indexed, and the full text is provided for over 2,200 journals.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Full-text: 2,200+ journals

OVID Nursing Full Text Plus journals
OVID Nursing Full Text Plus journals cover 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. A total of 51 full-text journals are included in this collection.
- Producer: Wolters Kluwer
- Vendor: OVID
- Full-text: 51 journals

ProQuest Health Management Database
journals from 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
- Full-text: Yes
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 method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences, and other research areas. It includes over 600 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series.
- Producer: SAGE
- Vendor: SAGE
- Full-text: Yes

Science Direct
Two individual journal titles from Science Direct, *Nurse Leader* and *Journal of Nurse Practitioners*, are included in our subscription.
- Produced by: Elsevier
- Vendor: Elsevier
- Full-text: yes

University of Chicago Press Journals
Four individual journal titles are included in our subscription: *American Journal of Education*, *Elementary School Journal*, *Schools: Studies in Education*, and *The Library Quarterly*.
- Produced by: University of Chicago Press
- Vendor: EBSCO
- 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. Coverage includes 1,160+ journals and 500,000+ other publications.1.3+ million citations
- Produced by: U. S. Dept. of Education, 1966-
- Vendors: http://www.eric.ed.gov, EBSCO, and ProQuest
- 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 18th yearbook released in 2010.

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).

- **Producer:** Buros Institute of Mental Measurements at the University of Nebraska – Lincoln
- **Vendor:** EBSCO
- **Coverage:** 7,000+ reviews
- **Full-text:** Yes – reviews only

**Other**

**ATLAS videos**
ATLAS is a library of over 1300 authentic video cases showing National Board-Certified Teachers at work in the classroom.

**Child Development & Adolescent Studies**
Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to the growth and development of children through the age of 21. This database covers 238 journals.

- **Vendor:** EBSCO
- **Full-text:** No

**Education Abstracts**
Education Abstracts indexes and abstracts articles from over 770 education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.

- **Produced by:** H. W. Wilson Co
- **Vendor:** EBSCO
- **Full text:** No

**Educational Administration Abstracts**

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

**Joanna Briggs Institute (JBI) Evidence-Based Practice**
JBI access provides the best tools for evidence-based practice. JBI includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols, and technical reports.

- **Producer:** Joanna Briggs Institute
- **Vendor:** Ovid
- **Full-text:** Yes
ProQuest Dissertations & Theses Global
Each year over 130,000 new dissertations and theses are added to the database. Coverage in the database begins in 1637, and full-text coverage begins in 1997.
- Producer: ProQuest and UMI
- Vendor: ProQuest
- Full-text: Yes

ProQuest Health Management Database
Health Management is a specialized database that includes the full text from over 800 journals from 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
- Full-text: Yes

3. Number of professional periodicals subscribed to:

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

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

While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.
IV. **FACULTY**: Attach completed Instructor’s Qualification Record for each instructor.  
**Include all required documentation pertaining to the qualifications of each instructor.**

<table>
<thead>
<tr>
<th>Total # of Faculty in the Program:</th>
<th>14</th>
<th>Full-time:</th>
<th>7</th>
<th>Part-time:</th>
<th>7</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>List Faculty Names (Alphabetical Order)</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
<th>Check one:</th>
</tr>
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</table>
| Aguilar, Erick                         | D.M. Organizational Leadership  
M.A. Business Administration       | 17                                      | 3                                | 11                      | X          |
| Aguilera, Marc                         | Ed.D. Educational Leadership/Higher Education  
M.B.A.                             | 10                                      | N/A (recent hire for business)    | 10                      | X          |
| Anderson, Mark                         | Ed.D. Adult Education  
M.S. Business Organizational Management | 18                                      | 5                                | 10                      | X          |
| Ball, Jamie                            | Ed.D. Organizational Leadership  
M.S. Business Organizational Leadership | 14                                      | < 1                              | 5                       | X          |
| Bouchey, Bettyjo                       | Ed.D. Higher Education Administration  
M.B.A. Management                   | 12                                      | 3                                | 6                       | X          |
| Bretti, Anthony                        | Ed.D. Educational Leadership  
M.S. Human Resource Management       | 15                                      | 3                                | 14                      | X          |
| Bridgeforth, Brian                     | Ph.D. Leadership and Organizational Change  
M.B.A. E-                          | 17                                      | 1                                | 17                      | X          |
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<td>8</td>
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<td>1</td>
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<td>X</td>
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Institution: American College of Education
Degree Program: B.S. in Applied Management and Leadership
Locations: Indianapolis, IN

Federal Financial Responsibility Composite Score
Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education: 2.26

State Licensure
Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure? No

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

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)? Not Applicable

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? Not Applicable

If so, please identify
Each specific professional certification: Not Applicable
The national organization issuing each certification: Not Applicable

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

Please identify the single course or a sequence of courses that lead to each professional certification? Not Applicable

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

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

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

1. Leadership – The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit’s leadership process to enable the business unit to address its societal responsibilities and community involvement.
2. Strategic Planning - The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.
3. Student and Stakeholder Focus – The business unit must have a systematic process to determine the
requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

4. **Student Learning Assessment** – The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.

5. **Faculty Focus** – The business unit must have a systematic process to ensure current and qualified faculty members by fostering teaching excellence, aligning faculty credentials and skillsets with current and future program objectives, evaluating faculty members based on defined criteria and objectives, and ensuring faculty development including scholarly and professional activity.

6. **Curriculum** – The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.

7. **Business Unit Performance** – The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.

---

**Principles for International Accreditation Council for Business Education (IACBE)**

1. Commitment to integrity, responsibility, and ethical behavior
2. Quality assessment and advancement
3. Strategic planning
4. Business curricula and learning opportunities
5. Business faculty characteristics, activities, and processes
6. Student policies, procedures, and processes
7. Resources supporting business programs
8. External relationships
9. Innovation in business education

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

**Accreditation Council for Business Schools and Programs (ACBSP)**
**International Accreditation Council for Business Education (IACBE)**

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**Program Accreditation**

Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment? **No**

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

---

**Transferability of Associate of Science Degrees**

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

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? **Not Applicable**

If so, please list the baccalaureate degree(s): **Not Applicable**
Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:

As this program is specifically broad, the titles below can be interpreted to apply in multiple disciplines and fields.

Manager
Leader
Director
Supervisor
Team Lead

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

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

3. Submit a sample student transcript. **See Attachment**

------------------

**Student Records**

1. Are all student transcripts in a digital format? **YES**
   - If not what is the percentage of student transcripts in a digital format? N/A
   - What is the beginning year of digitized student transcripts? **2005**
   - Are student transcripts stored separately from the overall student records? **Students' transcripts are stored separately from overall student records within the student information file.**

2. How are the digital student records stored? **Within the student information system (SIS), CampusNexus**
   - 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 digital records? **CampusNexus**

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

4. What is the beginning year of the institutional student record series? **2005**

5. What is the estimated number of digital student records held by the institution? **32,000**

6. What is the estimated number of paper student records held by the institution? N/A
7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
   • If so, what is the most significant format? Not Applicable
   • If so, what is the estimated number of student records maintained in that format? Not Applicable

8. Does the institution maintain a staff position that has overall responsibility and authority over student records? Yes
   • If so, what is the name, title, and contact information for that individual?
     Lindsay May, Registrar, Lindsay.May@ace.edu

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced.

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? 150

   All Institutions

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

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission’s Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.
### Projected Headcount and FTE Enrollments and Degrees Conferred

**Institution/Location:** American College of Education  
**Program:** B.S, in Applied Management and Leadership

<table>
<thead>
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<th>Year</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
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<tr>
<td><strong>Enrollment Projections (Headcount)</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>10</td>
<td>30</td>
<td>50</td>
<td>80</td>
<td>120</td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>30</td>
<td>50</td>
<td>80</td>
<td>120</td>
</tr>
</tbody>
</table>

| **Enrollment Projections (FTE*)** |        |        |        |        |        |
| Full-Time | 10     | 30     | 50     | 80     | 120    |
| Part-Time |        |        |        |        |        |
| **Total** | 10     | 30     | 50     | 80     | 120    |

| Degrees Conferred Projections | 8       | 16     | 30     | 50     |

**Degree Level:** 05  
**Bachelor’s Degree**  
**CIP Code:** 52.013

**FTE Definitions:**  
Undergraduate Level: 30 Semester Hrs. = 1 FTE  
Undergraduate Level: 24 Semester Hrs. = 1 FTE
Official Academic Transcript from
American College of Education

Statement of Authenticity
This official academic transcript has been delivered to you through eSCRIP-SAFE, the Global Electronic Transcript Delivery Network, provided by SCRIP-SAFE International, 136 Commerce Blvd, Loveland, OH 45140, 1-877-204-6176. SCRIP-SAFE has been appointed and serves as the designated delivery agent for this sending school, and verifies this sender is recognized by the accreditation source identified below.

This official academic transcript was requested, created, and released to the recipient following all applicable state and federal laws. It is a violation of federal privacy law to provide a copy of this official academic transcript to anyone other than the named recipient.

This PDF document includes: the cover page, the official academic transcript from the sending school, and the academic transcript legend guide.

The authenticity of the PDF document may be validated at escrip-safe.com by selecting the Document Validation link. A printed copy cannot be validated.

Questions regarding the content of the official academic transcript should be directed to the sending school. For additional information regarding this service, visit escrip-safe.com.

Sending School Information
American College of Education
Registrar’s Office
101 West Ohio Street
Suite 1200
Indianapolis, IN 46204
Telephone: 800-280-0307
School Web Page: www.ace.edu
Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)

Student Information
Student Name: Bursartesting t Bursartesting
Numeric Identifier: 1101023617
Birth Date: 7/10/1990
Student Email: Not Provided By the Sending School

Receiver Information
Registrar Registrar
registrar@ace.edu

Document Information
Transmitted On: Thu, 12 September 2013
Transcript ID: TRAN000004920039

Save this PDF document immediately.
It will expire from the eSCRIP-SAFE server 24 hours after it is first opened.
Validate authenticity of the saved document at escrip-safe.com.

This document is intended for the above named receiver.
If you are not the identified receiver please notify the sending school immediately.

Transcripts marked 'Issued to Student' are intended for student use only.
Recipients should only accept academic transcripts directly from the sending school.
**Applied Management and Leadership Program:**
- **Enrollment #:** BU11119215
- **Status:** Administrative Withdrawal
- **Start Date:** 4/23/2019
- **LDA:** 6/1/2019 Withdrawal Date: 6/1/2019

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<td>EL572</td>
<td>Resource Management: Securing and Allocating Resources for Learning</td>
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</table>

**Term GPA:** 4.00  
**Cum GPA:** 4.00

---

**Applied Management and Leadership Program:**
- **Enrollment #:** BU12095421
- **Status:** Withdrawn
- **Start Date:** 6/3/2013
- **Withdrawal Date:** 6/26/2019

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<th>6/3/2019</th>
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**Term GPA:** 4.00  
**Cum GPA:** 4.00

---

**Authorized Signature**

---

**Not official unless signed by registrar.**
AMERICAN COLLEGE OF EDUCATION
Office of Registration and Records
101 West Ohio Street, Suite 1200
Indianapolis, Indiana 46204

ACADEMIC CALENDAR / CREDITS
American College of Education operates on 5 week terms, 8 terms per year for Master level degree/certificate programs and 10 week terms, 4 terms per year for Doctorate and Advanced Studies level programs/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 of the North Central Association of College and Schools, 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
500–599 Graduate Level Courses
5000–5999 Graduate Level Courses
6000–6999 Doctorate or Advanced Studies Courses

GRADING SYSTEM

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<td>Good</td>
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<tr>
<td>C</td>
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<td>I**</td>
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</tbody>
</table>

* 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 of “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 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).

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

AUTHENTICATION OF THE RECORD
American College of Education’s official transcripts are printed on security paper and do not require a raised seal. The face of this document has a blue background and the institution’s logo watermarked in blue. The registrar’s official signature appears pre-printed in white. If the transcript was issued to the student, the watermark stating “Issued to Student” will appear on the transcript.

TO TEST FOR AUTHENTICITY: This transcript was delivered through the eSCRIP-SAFE® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at escrip-safe.com by selecting the Document Validation link. A printed copy cannot be validated.

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!
Program Structure & Overview
The Master of Business Administration (M.B.A.) in Social Impact is a program designed for individuals with a bachelor’s degree who would like to further their education and career. This degree allows students to develop expertise in business beyond the bachelor's level and to prepare for management and leadership positions, with a specific emphasis on social impact. Earning the degree would help them advance their careers that can be applied to almost any field or discipline, focusing on making a positive impact on society such as within social justice or sustainable approaches. The program objectives, description, and courses are purposefully broad to allow for an interdisciplinary approach.

The M.B.A. in Social Impact program is comprised of 34 credits taken at American College of Education (ACE) (see course list in Section II), 25 required core credits and 9 Focus of Study (FOS) credits which can be taken in Diversity and Inclusion, Data Analytics, or a General Track which would allow students to choose any 9 credits from either of the Focus of Studies.

Program Goals
The program design is guided by the standards of the Accreditation Council for Business Schools and Programs (ACBSP) (2019), which evaluates “aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support” for the purposes of ensuring rigor and continuous quality improvement. ACBSP standards are based on the Education Criteria for Performance Excellence, Baldrige National Quality Program. The program was also designed with the standards of the International
Accreditation Council for Business Education (IACBE) in mind, which is mission-driven and outcomes-based. The IACBE (2019) determines effectiveness based on the educational processes related to teaching and learning in the institution, and by an assessment of the outcomes of the teaching-learning process.

Currently, the College offers a degree in the Educational Business field: M.Ed. in Educational Business Administration. The M.B.A. in Social Impact degree extends the College offerings in this field.

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

**Program Description**
The Master of Business Administration (M.B.A.) in Social Impact is designed to provide a graduate business education that is responsive, not only to the advanced educational needs of the international business community but also uses business as a force of good. Graduates will be part of and lead a movement to do good for the community through social impact. The program emphasizes the fundamentals of decision-making and provides the opportunity to serve in an increasingly complex and ever-changing global business environment.

**Program Mission**
The Master of Business Administration (M.B.A) in Social Impact prepares graduate students to contribute to their professional communities of business leaders in an ever-changing global commerce environment that focuses on commitment, competence, and ethics to address real-world problems. The program provides students with an opportunity to integrate all executive knowledge and competencies as related to business administration with an emphasis on social impact.

**Program Outcomes (PO)**
1. Apply and promote a vision for community and global change through social initiatives.
2. Demonstrate evidence-based decision-making strategies to create solutions for business challenges and develop opportunities.
3. Employ socially responsible management and impactful leadership principles to lead stakeholders in a social enterprise.
4. Breakdown business theories and demonstrate systems thinking to assess business conditions.
5. Apply collaborative practices in diverse business communities and environments (such as virtual and global) to build meaningful partnerships.
6. Distinguish metrics and measures to evaluate operations, business performance, and social impact initiatives.
7. Practice and advocate for awareness of national and global regulations, ethical standards, and social influence in business.
8. Promote and employ the responsible use of technology to enhance performance, collaboration, and efficiency.

**Market Demand/Information**
The demand for M.B.A. degrees is great nationwide and in Indiana. A report from the higher education marketing research firm, Gray Associates Inc., related to student interest within the industry, shows a high volume of inquiries and solid employment prospects. The data indicates there is strong national demand in the education marketplace for this program, and that graduates will have good employment prospects. In Indiana, job prospects are likewise strong. In Indiana, there were over 35,000 job postings in business administration and management in a 12-month period.

According to the Graduate Management Admission Council (GMAC, 2017) M.B.A. programs attracted a majority of graduate business school applications with 69% percent of applications were for full-time M.B.A. programs. Graduate business education programs were the most in-demand. Where demand is great, not all programs are growing. Specifically, there have been many reports about M.B.A. programs closing or experiencing declining enrollment. The good news is that this is not true for all M.B.A. programs. The Graduate Admission Council reported, in their 2017 report that certain M.B.A. programs with certain features are growing in today’s market. Specifically, GMAC (2017) reported that programs that do not require students to leave their jobs and still attend full-time (such as cohort programs) and programs using a cohort model are in-demand by applicants. Additionally, students want programs they can complete in an accelerated and affordable manner (GMAC, 2017). Based on this
data, ACE’s completely online program will emphasize a cohort design and offer accelerated options.

In addition to ensuring the program is structured in ways that students want, the program also centers around social impact, or business for good. Fowler, Coffey, and Dixon-Fowler (2019) noted an increase of social enterprises and businesses being formed to specifically address a social issue and determining its social impact. The term “social impact” refers to sustainable business and its impact on society and social justice (Landrum & Edwards, 2015). Many companies are no longer just simply reviewing profitability as an indicator of organizational performance. Social impact is being reviewed as part of the business operation to ensure corporate social responsibility.

ACE’s mission has been to prepare graduates to serve, lead, and achieve, and our vision is to do this by offering high quality education with affordable tuition. Most often times, others may perceive affordable as cheap, or low quality, but this is definitely not the case with ACE. We strive to develop great leaders without having to add to the student loan debt crisis. Thus, ACE became a Benefit Corporation (B Corp) in 2016 to further live out our mission and vision. B Corps are businesses that meet the highest standards of verified social and environmental performance, public transparency, and legal accountability to balance profit and purpose. With the B Corp status in mind, this is the kind of approach we want to take and be mindful of when developing our business programs.

In addition to being aligned with American College of Education’s mission for providing high-quality education, the proposed program also aligns with the College’s mission of affordability through offering a more affordable option than potential competitors. Indiana University in Bloomington with the Kelley School of Business offers an M.B.A. in Entrepreneurship and Corporate Innovation. This degree allows students to follow traditional corporate career paths, serving as innovators within the corporate environment, though the degree only offers two courses concentrating in the areas of sustainability or social entrepreneurship. This degree is a 30-credit hour M.B.A in Entrepreneurship and Corporate Innovation program. The estimated tuition for a full-time Indiana resident is $30,084. The university also offers a similar degree in nonprofit management.

Other Indiana institutions offer an M.B.A., though none of them offer concentrations in Social Impact, Nonprofit Management, or similar areas. Purdue University Northwest in Fort Wayne offers an M.B.A. The total tuition and fees for the program (45 credit hours) is $15,000 for Indiana residents. The University of Indianapolis also offers a 45 credit hour M.B.A. for a total tuition of $36,420 for Indiana residents.

In comparison, the proposed American College of Education, M.B.A in Social Impact degree program is 34-semester credits in length at $235 per semester credit and is offered entirely online with an estimated total program tuition cost of $7,990. Thus, the College plans to offer the most affordable and flexible option for students to earn an M.B.A. in Social Impact, whereas there are currently no other institutions which offer an entirely online M.B.A. program in Social Impact.

References


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

Name of Program: **M.B.A. in Social Impact**

Total Course Hours: 34  
Check one: Quarter Hours _____  
Semester Hours X  
Clock Hours _____

Tuition: $7,990  
Length of Program: **15-18 months**

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD5653</td>
<td>Leadership Theories, Frameworks, &amp; Philosophies</td>
<td>3</td>
</tr>
<tr>
<td>ACCT5003</td>
<td>Managerial Impact Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN5003</td>
<td>Finance for Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>MRKT5003</td>
<td>Social Impact Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ORG5003</td>
<td>Organizational Behavior and Change</td>
<td>3</td>
</tr>
<tr>
<td>LEAD5663</td>
<td>Strategic Operations Planning &amp; Innovation</td>
<td>3</td>
</tr>
<tr>
<td>ECON5003</td>
<td>Social Impact Economics</td>
<td>3</td>
</tr>
<tr>
<td>HRM5003</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>LEAD5091</td>
<td>MBA - Capstone</td>
<td>1</td>
</tr>
</tbody>
</table>

*FOCUS OF STUDY COURSES (DIVERSITY AND INCLUSION):*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIV5003</td>
<td>Diversity &amp; Inclusion in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>DIV5013</td>
<td>Inclusive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>DIV5023</td>
<td>Recognizing and Reducing Bias</td>
<td>3</td>
</tr>
</tbody>
</table>

*FOCUS OF STUDY COURSES (DATA ANALYTICS):*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA5003</td>
<td>Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA5013</td>
<td>Market Research</td>
<td>3</td>
</tr>
<tr>
<td>DATA5023</td>
<td>Strategic Management and Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students must choose a Focus of Study consisting of 9 total credits. If they do not choose from one of the two designations, they can apply a "General Track" picking any of the 3 courses.

Number of Credit/Clock Hrs in Specialty Courses 34 / 34  Percentage: 100%

Number of Credit/Clock Hrs in General Courses 0 / 34  Percentage: 0%

If applicable: Number of Credit/Clock Hrs in Liberal Arts 0 / 34  Percentage: 0%
III. LIBRARY: Please provide information pertaining to the library located in your institution.

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

The ACE library is online with no single location. Students have access to the library 24 hours a day, 7 days a week.

The library is staffed by one professional librarian holding both a Ph.D. in Information Science and a Master of Library and Information Science.

2. Number of volumes of professional material:

**EBSCO Discovery Service**

The EBSCO Discovery Service provides users with an easy, yet powerful means of accessing all of an institution’s information resources through a single search. This is achieved by harvesting metadata from both internal (library) and external (database vendors) sources and creating a pre-indexed service of unprecedented size and speed.

**E-journals and E-Books**

**Academic Search Complete**

Academic Search Complete 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. Coverage includes over 6,400 indexed journals and 363 eBooks. In addition, over 74,000 videos from the Associated Press are included.

- Producer: EBSCO
- Vendor: EBSCO
- Full text: Over 5,700 peer-reviewed journals

**Business Source Complete**

Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes over 3,500 peer-reviewed electronic journals and 915 eBooks, as well as industry profiles, 3,625 SWOT analyses, and 900 case studies.

- Produced by: EBSCO
- Vendor: EBSCO
- Full text: Over 1,200 peer-reviewed journals

**CINAHL Complete**

CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,300 journals. It also includes continuing education modules, evidence-based care sheets, quick lessons providing overviews of disease and conditions, and 13 eBooks. Full-text dates begin in 1937.

- Produced by: CINAHL Information Systems
- Vendor: EBSCO
- Full-text: Over 1,300 journals
**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, history, marriage, and greetings.

- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Full-text: Yes

**eBook Central**
The eBook Central platform provides access to eBooks that the library has purchased from ProQuest. ACE has three eBooks on this platform for nursing and health administration.

- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Three eBooks

**eBooks (EBSCOhost)**
eBooks is a collection of 3,536 full-text eBooks, which includes a collection of 92 purchased Education related eBooks, two Healthcare related eBooks, and the remainder are open-access.

- Producer: EBSCO
- Vendor: EBSCO
- Full-text: Yes

**Education Abstracts**
Education Abstracts indexes and abstracts articles from education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.

- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Coverage: 770+ journals

**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. Coverage for over 2,330 journals, 530+ eBooks, conference papers, and proceedings.

- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: Yes, 1,800+ journals

**Education Week**

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-Text: Yes, for this title
Educational Administration Quarterly
- Produced by: SAGE
- Vendor: EBSCO
- Full-text: yes, for this title

Google Scholar
Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.
- Produced by: Google
- Vendor: www.google scholar.com
- Full-text: Yes, articles which are copyright-free; free full-text patents and federal legal opinions

JSTOR Current Education Collection
JSTOR includes five selected Education related journals.
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for the five selected titles

Library, Information Science & Technology Abstracts (LISTA) with Full-Text
LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses, and pamphlets. This database indexes over 730 journals and provides full text for over 320 journals. It also provides access to over 29 eBooks, numerous conference papers and pamphlets.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: 320+ journals

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre-clinical sciences. This coverage of this index dates back to 1916, over 5,200 journals are indexed, and the full text is provided for over 2,200 journals.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Full-text: 2,200+ journals

OVID Nursing Full Text Plus journals
OVID Nursing Full Text Plus journals cover 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. A total of 51 full-text journals are included in this collection.
- Producer: Wolters Kluwer
- Vendor: OVID
- Full-text: 51 journals.

ProQuest Health Management Database
journals from 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
- Full-text: Yes
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 method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences, and other research areas. It includes over 600 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series.

- Producer: SAGE
- Vendor: SAGE
- Full-text: Yes

Science Direct
Two individual journal titles from Science Direct, Nurse Leader and Journal of Nurse Practitioners, are included in our subscription.

- Produced by: Elsevier
- Vendor: Elsevier
- Full-text: yes

University of Chicago Press Journals

- Produced by: University of Chicago Press
- Vendor: EBSCO
- 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. Coverage includes 1,160+ journals and 500,000+ other publications. 1.3+ million citations

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: http://www.eric.ed.gov, EBSCO, and ProQuest
- 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 18th yearbook released in 2010.

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).

- **Producer:** Buros Institute of Mental Measurements at the University of Nebraska – Lincoln
- **Vendor:** EBSCO
- **Coverage:** 7,000+ reviews
- **Full-text:** Yes – reviews only

**Other**

**ATLAS videos**
ATLAS is a library of over 1300 authentic video cases showing National Board-Certified Teachers at work in the classroom.

**Child Development & Adolescent Studies**
Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to the growth and development of children through the age of 21. This database covers 238 journals.

- **Vendor:** EBSCO
- **Full-text:** No

**Education Abstracts**
Education Abstracts indexes and abstracts articles from over 770 education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.

- **Produced by:** H. W. Wilson Co
- **Vendor:** EBSCO
- **Full text:** No

**Educational Administration Abstracts**

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

**Joanna Briggs Institute (JBI) Evidence-Based Practice**
JBI access provides the best tools for evidence-based practice. JBI includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols, and technical reports.

- **Producer:** Joanna Briggs Institute
- **Vendor:** Ovid
- **Full-text:** Yes
ProQuest Dissertations & Theses Global
Each year over 130,000 new dissertations and theses are added to the database. Coverage in the database begins in 1637, and full-text coverage begins in 1997.
- Producer: ProQuest and UMI
- Vendor: ProQuest
- Full-text: Yes

ProQuest Health Management Database
Health Management is a specialized database that includes the full text from over 800 journals from 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
- Full-text: Yes

3. Number of professional periodicals subscribed to:

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

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

While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.
IV. **FACULTY**: Attach completed Instructor’s Qualification Record for each instructor.  
**Include all required documentation pertaining to the qualifications of each instructor.**

| Total # of Faculty in the Program: | 14 | Full-time: | 7 | Part-time: | 7 |

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

<table>
<thead>
<tr>
<th>List Faculty Names (Alphabetical Order)</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
<th>Check one:</th>
</tr>
</thead>
</table>
| Aguilar, Erick                           | D.M. Organizational Leadership  
M.A. Business Administration        | 17                          | 3                                 | 11                     | X         |
| Aguilera, Marc                          | Ed.D. Educational Leadership/Higher Education  
M.B.A.                                | 10                          | N/A (recent hire for business)       | 10                     | X         |
| Anderson, Mark                          | Ed.D. Adult Education  
M.S. Business Organizational Management | 18                          | 5                                 | 10                     | X         |
| Ball, Jamie                             | Ed.D. Organizational Leadership  
M.S. Business Organizational Leadership | 14                          | < 1                                 | 5                      | X         |
| Bouchey, Bettyjo                        | Ed.D. Higher Education Administration  
M.B.A. Management                     | 12                          | 3                                 | 6                      | X         |
| Bretti, Anthony                         | Ed.D. Educational Leadership  
M.S. Human Resource Management         | 15                          | 3                                 | 14                     | X         |
| Bridgeforth, Brian                      | Ph.D. Leadership and Organizational Change  
M.B.A. E-                             | 17                          | 1                                 | 17                     | X         |
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Year</th>
<th>Semester</th>
<th>Total</th>
<th>Status</th>
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<tbody>
<tr>
<td>Carver, Raymond</td>
<td>Ed.D. Leadership M.B.A.</td>
<td>14</td>
<td>3</td>
<td>9</td>
<td>X</td>
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<tr>
<td>Caudill, Jason</td>
<td>D.M. (Doctorate of Management) M.B.A. Operations Management</td>
<td>10</td>
<td>8</td>
<td>14</td>
<td>X</td>
</tr>
<tr>
<td>Courts, Bari</td>
<td>Ph.D. E-Business M.B.A. Management</td>
<td>13</td>
<td>1</td>
<td>14</td>
<td>X</td>
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<tr>
<td>Henderson, Yucel</td>
<td>D.M. Global Leadership M.A. Business Management</td>
<td>12</td>
<td>4</td>
<td>5</td>
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<td>Maloney, Laura</td>
<td>Ed.D. Leadership M.S. Human Resource Management</td>
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<td>2</td>
<td>0</td>
<td>X</td>
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<tr>
<td>Neumann, Crystal</td>
<td>D.B.A M.B.A. Management</td>
<td>13</td>
<td>5</td>
<td>9</td>
<td>X</td>
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<tr>
<td>Rainwater, Christine</td>
<td>Ph.D. Organizational Management M.B.A. M.A. International Affairs</td>
<td>35</td>
<td>1</td>
<td>12</td>
<td>X</td>
</tr>
</tbody>
</table>
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: 2.26

State Licensure
Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure? No

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

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)? Not Applicable

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? Not Applicable

If so, please identify
Each specific professional certification: Not Applicable
The national organization issuing each certification: Not Applicable

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

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

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

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

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

Principles for International Accreditation Council for Business Education (IACBE)

1. Commitment to integrity, responsibility, and ethical behavior
2. Quality assessment and advancement
3. Strategic planning
4. Business curricula and learning opportunities
5. Business faculty characteristics, activities, and processes
6. Student policies, procedures, and processes
7. Resources supporting business programs
8. External relationships
9. Innovation in business education

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

Accreditation Council for Business Schools and Programs (ACBSP)
International Accreditation Council for Business Education (IACBE)

Program Accreditation
Does this program need specialized accreditation in order for a graduate to become licensed by the
State or to earn a national professional certification, so graduates of this program can work in their
profession or have substantially better prospects for employment? No

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

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

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a
related baccalaureate degree at your institution? Not Applicable

If so, please list the baccalaureate degree(s): Not Applicable
Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:
As this program is specifically broad, the titles below can be interpreted to apply in multiple disciplines and fields.

Entrepreneur
Not-for-profit Fundraiser
Outreach Director
Manager
Leader
Director
Supervisor
Team Lead

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

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

3. Submit a sample student transcript. See Attachment

Student Records
Institutions that have Previously Operated

1. Are all student transcripts in a digital format? YES
   - If not what is the percentage of student transcripts in a digital format? N/A
   - What is the beginning year of digitized student transcripts? 2005
   - Are student transcripts stored separately from the overall student records? Students' transcripts are stored separately from overall student records within the student information file.

2. How are the digital student records stored? Within the student information system (SIS), CampusNexus
   - Where is the computer server located? The main server is located at ACE’s main office in Indianapolis, Indiana. The backup server is located offsite in Carmel, Indiana.
   - What is the name of the system that stores the digital records? CampusNexus

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

4. What is the beginning year of the institutional student record series? 2005

5. What is the estimated number of digital student records held by the institution? 32,000
6. What is the estimated number of paper student records held by the institution? N/A

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
   - If so, what is the most significant format? Not Applicable
   - If so, what is the estimated number of student records maintained in that format? Not Applicable

8. Does the institution maintain a staff position that has overall responsibility and authority over student records? Yes
   - If so, what is the name, title, and contact information for that individual? Lindsay May, Registrar, Lindsay.May@ace.edu

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced.

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? 150

    All Institutions

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

**Projected Headcount and FTE Enrollments and Degrees Conferred**

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission’s Student Information System.
- Report a table for each campus or off-campus location at which the program will be offered.
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number.
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.
- Submit one table for each campus in which the program will be offered.
| Institution/Location: **American College of Education** |
| Program: **M.B.A. in Social Impact** |

<table>
<thead>
<tr>
<th>Year</th>
<th>FY20XX</th>
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<td><strong>Year 1</strong></td>
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<td><strong>Year 5</strong></td>
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<th>Enrollment Projections (Headcount)</th>
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<tr>
<td>Part-Time:</td>
</tr>
<tr>
<td>Total: 10, 25, 42, 50, 60</td>
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<th>Enrollment Projections (FTE*)</th>
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<td>Part-Time:</td>
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<tr>
<td>Total: 10, 25, 42, 50, 60</td>
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<table>
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<tr>
<th>Degrees Conferred Projections</th>
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<tbody>
<tr>
<td>8, 15, 30</td>
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</table>

**Degree Level:** 07
**CIP Code:** 52.0201

**FTE Definitions:**
- Undergraduate Level: 30 Semester Hrs. = 1 FTE
- Undergraduate Level: 24 Semester Hrs. = 1 FTE
**Student:** Bursartesting  
**Student ID:** 1101023617  
**DOB:** 7/10/1990  
**Original Start Date:** 4/23/19  
**Student GPA:** 4.00

### Program: MBA in Social Impact
- **Enrollment #:** BU11119215  
- **Start Date:** 4/23/2019  
- **Status:** Administrative Withdrawal  
- **LDA:** 6/1/2019 Withdrawal  
- **Date:** 6/1/2019

<table>
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<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>Grade</th>
<th>Quality Points</th>
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</thead>
</table>

**Term GPA:** 4.00  
**Cum GPA:** 4.00

### Program: Social Impact
- **Enrollment #:** BU12095421  
- **Start Date:** 6/3/2013  
- **Status:** Withdrawn  
- **Withdrawal Date:** 6/26/2019

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**Term GPA:** 4.00  
**Cum GPA:** 4.00

### MBA in Social Impact
- **GPA:** 4.00

**MBA in Social Impact**
- **GPA:** 4.00  
- **Credits:** 3.00  
- **Earned:** 3.00

---

**End of Transcript***

**Authorized Signature**

**Date**

---

**Date:** 9/12/2019  
**American College of Education**  
**101 West Ohio Street Suite 1200**  
**Indianapolis, IN 46204**  
**www.ace.edu**
AMERICAN COLLEGE OF EDUCATION
Office of Registration and Records
101 West Ohio Street, Suite 1200
Indianapolis, Indiana 46204

ACADEMIC CALENDAR / CREDITS
American College of Education operates on 5 week terms, 8 terms per year for Master level degree/certificate programs and 10 week terms, 4 terms per year for Doctorate and Advanced Studies level programs/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 of the North Central Association of College and Schools, 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
500–599 Graduate Level Courses
5000–5999 Graduate Level Courses
6000–6999 Doctorate or Advanced Studies Courses

GRADING SYSTEM
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<th>Grade</th>
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<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
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<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
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<tr>
<td>D</td>
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<td>F</td>
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<tr>
<td>RV*</td>
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</tbody>
</table>

* 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 noted on the transcript with a grade of “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 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).

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

AUTHENTICATION OF THE RECORD
American College of Education’s official transcripts are printed on security paper and do not require a raised seal. The face of this document has a blue background and the institution’s logo watermarked in blue. The registrar’s official signature appears pre-printed in white. If the transcript was issued to the student, the watermark stating “Issued to Student” will appear on the transcript.

TO TEST FOR AUTHENTICITY: This transcript was delivered through the eSCRIP-SAFE® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at escrip-safe.com by selecting the Document Validation link. A printed copy cannot be validated.

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!
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I. PROGRAM OBJECTIVES: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

Program Structure & Overview

The Master of Science (M.S.) in Data Analytics degree provides an in-depth approach to business education that focuses on the development of innovative, committed, competent, and ethical business leaders to be prepared to thrive and make skillful decisions in today’s global environment in a business technology-age. Students will have an opportunity to use the latest technology to analyze data and apply their insights to stand out as a business leader and make efficient decisions. The M.S. in Data Analytics program is comprised of 31 credits taken at American College of Education (ACE) (see course list in Section II).

Program Goals

The program design is guided by the standards of the Accreditation Council for Business Schools and Programs (ACBSP) (2019), which evaluates “aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support” for the purposes of ensuring rigor and continuous quality improvement. ACBSP standards are based on the Education Criteria for Performance Excellence, Baldrige National Quality Program. The program was also designed with the standards of the International Accreditation Council for Business Education (IACBE) in mind, which is mission-driven and outcomes-based. The IACBE (2019) determines effectiveness based on the educational processes related to teaching and learning in the institution, and by an assessment of the outcomes of the teaching-learning process.

Currently, the College does not offer any degree in the Data Analytics fields. This Master of Science (M.S.) in Data Analytics degree would be the first such degree in this growing field.
Program Description
The Master of Science in Data Analytics is designed to focus on business technology-age needs. Graduates of the program will learn to use the latest technology to analyze data and apply their insights to stand out as business leaders and make effective, ethical, and efficient decisions. They will interpret and leverage large data sets to drive innovation, develop business opportunities, and solve practical problems.

Program Mission
The mission of the Master of Science in Data Analytics program is to provide graduate business education that focuses on the development of innovative, committed, competent, and ethical business leaders to be the best prepared to thrive and make skillful decisions in today’s global environment. In addition to using hands-on data analysis, students will have an opportunity to integrate systematic problem-solving and data-driven decision-making competencies.

Program Outcomes
1. Apply complex statistical techniques to solve practical problems in data analytics.
2. Compute and interpret components of data science methods to improve analysis outcomes and forecasting for application.
3. Demonstrate evidence-based decision-making strategies to create solutions for business challenges and develop actionable opportunities.
4. Employ leadership skills to lead teams and various stakeholders with knowledge-based solutions by using multiple data sources.
5. Examine business theories and statistical techniques to demonstrate systems thinking in business condition assessment.
6. Apply research methods and data protection in an ethical manner, employing national and global regulations.
7. Produce meaningful reports and data visualization to articulate findings with diverse business communities, environments, and audiences.

Market Demand/Information
According to the Graduate Management Admission Council (GMAC, 2017), there is an increasing demand for data analytics programs. Specifically, the GMAC noted an increase in application growth in programs with an emphasis on data analytics. The council noted this shift to be approximately a 74% increase from prior years. Because of this, the GMAC highlighted graduate degrees in data analytics as promising programs in the upcoming years. American College of Education selected this program with this data in mind.

Where data analytics is emerging in today’s environment, it is not a new field. Since the early nineteenth century, the term data analysis found its origins in the principles of scientific management developed by Frederick Winslow Taylor. Over one hundred years after, we can witness that Taylor provided significant arguments to conclude that, “the principles inherent in Scientific Management have continued relevance for the world of work in the 21st century. Those who do not learn from history are doomed to repeat it” (Giannantonio & Hurley-Hanson, 2011).

Historically, the definition of analytics is the study of analysis. More specifically, a more modern way to describe data analytics would be “an important tool for gaining business insights and providing tailored responses to customers. Data analytics, sometimes abbreviated to analytics, has become increasingly important for organizations of all sizes. The practice of data analytics has gradually evolved and broadened over time, providing many benefits” (Foote, 2018).

Offering a degree in data analytics would allow students to reduce the chances of repeating mistakes in history and instead, learning from them through proper analysis. In addition to being aligned with American College of Education’s mission for providing high-quality education, the proposed program also aligns with the College’s mission of affordability through offering a more affordable option than potential competitors. Indiana University at Bloomington offers an M.S. in Data Science. This degree allows students to
develop expertise in the mechanics of data science tactics and methodologies, placing a strong emphasis on technological theory, engineering, and statistics. This degree is a 30-credit hour M.S. in Data Science program. The estimated tuition for a full-time Indiana resident is $31,440.

Purdue University in West Lafayette offers an M.S. in Business Analytics and Information Management degree program which includes a minimum of 36 credits. The approximate cost for the Purdue offered M.S. in Business Analytics and Information Management degree program is $24,300.

In comparison, the proposed American College of Education, M.S. in Data Analytics Management degree program is 31-semester credits in length at $235 per semester credit and is offered entirely online with an estimated total program tuition cost of $7,285. Thus, the College plans to offer the most affordable option in the state for students who wish to earn an M.S. in Data Analytics.

References


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

Name of Program:  **M.S. in Data Analytics**

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<th>Quarter Hours</th>
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<td></td>
<td></td>
<td>Clock Hours</td>
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Tuition: $7,285  
Length of Program: **15-18 months**

### SPECIALITY COURSES

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<td>RES5003</td>
<td>Business Research Methods</td>
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<td>DATA5003</td>
<td>Data Analytics</td>
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<td>DATA5033</td>
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<td>Market Research</td>
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<td>DATA5023</td>
<td>Strategic Management and Analytics</td>
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<td>DATA5043</td>
<td>Data Visualization &amp; Presentation</td>
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<td>Digital Intelligence Analytics</td>
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<td>Ethics in Data Analytics</td>
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<td>DATA5073</td>
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### GENERAL EDUCATION / LIBERAL ARTS COURSES:

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<th>Course Hours</th>
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Number of Credit/Clock Hrs in Specialty Courses  31 / 31  Percentage: 100%

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

If applicable: Number of Credit/Clock Hrs in Liberal Arts  0 / 31  Percentage: 0%
III. LIBRARY: Please provide information pertaining to the library located in your institution.

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

The ACE library is online with no single location. Students have access to the library 24 hours a day, 7 days a week.

The library is staffed by one professional librarian holding both a Ph.D. in Information Science and a Master of Library and Information Science.

2. Number of volumes of professional material:

**EBSCO Discovery Service**
The EBSCO Discovery Service provides users with an easy, yet powerful means of accessing all of an institution's information resources through a single search. This is achieved by harvesting metadata from both internal (library) and external (database vendors) sources and creating a pre-indexed service of unprecedented size and speed.

**E-journals and E-Books**

**Academic Search Complete**
Academic Search Complete 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. Coverage includes over 6,400 indexed journals and 363 eBooks. In addition, over 74,000 videos from the Associated Press are included.
- Producer: EBSCO
- Vendor: EBSCO
- Full text: Over 5,700 peer-reviewed journals

**Business Source Complete**
Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes over 3,500 peer-reviewed electronic journals and 915 eBooks, as well as industry profiles, 3,625 SWOT analyses, and 900 case studies.
- Produced by: EBSCO
- Vendor: EBSCO
- Full text: Over 1,200 peer-reviewed journals

**CINAHL Complete**
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,300 journals. It also includes continuing education modules, evidence-based care sheets, quick lessons providing overviews of disease and conditions, and 13 eBooks. Full-text dates begin in 1937.
- Produced by: CINAHL Information Systems
- Vendor: EBSCO
- Full-text: Over 1,300 journals
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, history, marriage, and greetings.
- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Full-text: Yes

eBook Central
The eBook Central platform provides access to eBooks that the library has purchased from ProQuest. ACE has three eBooks on this platform for nursing and health administration.
- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Three eBooks

eBooks (EBSCOhost)
eBooks is a collection of 3,536 full-text eBooks, which includes a collection of 92 purchased Education related eBooks, two Healthcare related eBooks, and the remainder are open-access.
- Producer: EBSCO
- Vendor: EBSCO
- Full-text: Yes

Education Abstracts
Education Abstracts indexes and abstracts articles from education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.
- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Coverage: 770+ journals

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. Coverage for over 2,330 journals, 530+ eBooks, conference papers, and proceedings.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: Yes, 1,800+ journals

Education Week
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-Text: Yes, for this title
Educational Administration Quarterly
- Produced by: SAGE
- Vendor: EBSCO
- Full-text: yes, for this title

Google Scholar
Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.
- Produced by: Google
- Vendor: www.google scholar.com
- Full-text: Yes, articles which are copyright-free; free full-text patents and federal legal opinions

JSTOR Current Education Collection
JSTOR includes five selected Education related journals.
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for the five selected titles

Library, Information Science & Technology Abstracts (LISTA) with Full-Text
LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses, and pamphlets. This database indexes over 730 journals and provides full text for over 320 journals. It also provides access to over 29 eBooks, numerous conference papers and pamphlets.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: 320+ journals

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre-clinical sciences. This coverage of this index dates back to 1916, over 5,200 journals are indexed, and the full text is provided for over 2,200 journals.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Full-text: 2,200+ journals

OVID Nursing Full Text Plus journals
OVID Nursing Full Text Plus journals cover 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. A total of 51 full-text journals are included in this collection.
- Producer: Wolters Kluwer
- Vendor: OVID
- Full-text: 51 journals.

ProQuest Health Management Database
journals from 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
- Full-text: Yes
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 method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences, and other research areas. It includes over 600 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series.

- Producer: SAGE
- Vendor: SAGE
- Full-text: Yes

Science Direct
Two individual journal titles from Science Direct, Nurse Leader and Journal of Nurse Practitioners, are included in our subscription.

- Produced by: Elsevier
- Vendor: Elsevier
- Full-text: yes

University of Chicago Press Journals

- Produced by: University of Chicago Press
- Vendor: EBSCO
- 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. Coverage includes 1,160+ journals and 500,000+ other publications. 1.3+ million citations

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: http://www.eric.ed.gov, EBSCO, and ProQuest
- 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 18th yearbook released in 2010.

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).

- Producer: Buros Institute of Mental Measurements at the University of Nebraska – Lincoln
- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes – reviews only

Other

ATLAS videos
ATLAS is a library of over 1300 authentic video cases showing National Board-Certified Teachers at work in the classroom.

Child Development & Adolescent Studies
Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to the growth and development of children through the age of 21. This database covers 238 journals.

- Vendor: EBSCO
- Full-text: No

Education Abstracts
Education Abstracts indexes and abstracts articles from over 770 education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.

- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Full text: No

Educational Administration Abstracts

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

Joanna Briggs Institute (JBI) Evidence-Based Practice
JBI access provides the best tools for evidence-based practice. JBI includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols, and technical reports.

- Producer: Joanna Briggs Institute
- Vendor: Ovid
- Full-text: Yes
ProQuest Dissertations & Theses Global
Each year over 130,000 new dissertations and theses are added to the database. Coverage in the database begins in 1637, and full-text coverage begins in 1997.
- Producer: ProQuest and UMI
- Vendor: ProQuest
- Full-text: Yes

ProQuest Health Management Database
Health Management is a specialized database that includes the full text from over 800 journals from 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
- Full-text: Yes

3. Number of professional periodicals subscribed to:

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

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

While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.
**IV. FACULTY:** Attach completed Instructor’s Qualification Record for each instructor.

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

| Total # of Faculty in the Program: | 14 | Full-time: | 7 | Part-time: | 7 |

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

<table>
<thead>
<tr>
<th>List Faculty Names</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
<th>Check one:</th>
</tr>
</thead>
</table>
| Aguilar, Erick     | D.M. Organizational Leadership  
|                    | M.A. Business Administration | 17 | 3 | 11 | X |
| Aguilera, Marc     | Ed.D. Educational Leadership/Higher Education  
|                    | M.B.A. | 10 | N/A (recent hire for business) | 10 | X |
| Anderson, Mark     | Ed.D. Adult Education  
|                    | M.S. Business Organizational Management | 18 | 5 | 10 | X |
| Ball, Jamie        | Ed.D. Organizational Leadership  
|                    | M.S. Business Organizational Leadership | 14 | < 1 | 5 | X |
| Bouchey, Bettyjo   | Ed.D. Higher Education Administration  
|                    | M.B.A. Management | 12 | 3 | 6 | X |
| Bretti, Anthony    | Ed.D. Educational Leadership  
|                    | M.S. Human Resource Management | 15 | 3 | 14 | X |
| Bridgeforth, Brian | Ph.D. Leadership and Organizational Change  
<p>|                    | M.B.A. E- | 17 | 1 | 17 | X |</p>
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<tr>
<td>Caudill, Jason</td>
<td>D.M. (Doctorate of Management) M.B.A. Operations Management</td>
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<td>8</td>
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<tr>
<td>Courts, Bari</td>
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<td>Rainwater, Christine</td>
<td>Ph.D. Organizational Management M.B.A. M.A. International Affairs</td>
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<td>1</td>
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</table>
Institution: American College of Education
Degree Program: M.S. in Data Analytics
Locations: Indianapolis, IN

Federal Financial Responsibility Composite Score
Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education: 2.26

State Licensure
Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure? No

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

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)? Not Applicable

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? Not Applicable

If so, please identify
Each specific professional certification: Not Applicable
The national organization issuing each certification: Not Applicable

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

Please identify the single course or a sequence of courses that lead to each professional certification? Not Applicable

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

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

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

1. Leadership – The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit’s leadership process to enable the business unit to address its societal responsibilities and community involvement.

2. Strategic Planning - The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.
3. **Student and Stakeholder Focus** – The business unit must have a systematic process to determine the requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

4. **Student Learning Assessment** – The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.

5. **Faculty Focus** – The business unit must have a systematic process to ensure current and qualified faculty members by fostering teaching excellence, aligning faculty credentials and skillsets with current and future program objectives, evaluating faculty members based on defined criteria and objectives, and ensuring faculty development including scholarly and professional activity.

6. **Curriculum** – The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.

7. **Business Unit Performance** – The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.

---

**Principles for International Accreditation Council for Business Education (IACBE)**

1. Commitment to integrity, responsibility, and ethical behavior
2. Quality assessment and advancement
3. Strategic planning
4. Business curricula and learning opportunities
5. Business faculty characteristics, activities, and processes
6. Student policies, procedures, and processes
7. Resources supporting business programs
8. External relationships
9. Innovation in business education

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

Accreditation Council for Business Schools and Programs (ACBSP)
International Accreditation Council for Business Education (IACBE)

---

**Program Accreditation**

Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment? **No**

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

---

**Transferability of Associate of Science Degrees**

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

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a baccalaureate degree at your institution? **Not Applicable**
If so, please list the baccalaureate degree(s): **Not Applicable**

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

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

2. Is the institution using proprietary software, if so what is the name? **N/A**

3. Submit a sample student transcript. **See Attachment**

Student Records

**Institutions that have Previously Operated**

1. Are all student transcripts in a digital format? **YES**
   - If not what is the percentage of student transcripts in a digital format? **N/A**
   - What is the beginning year of digitized student transcripts? **2005**
   - Are student transcripts stored separately from the overall student records? **Students' transcripts are stored separately from overall student records within the student information file.**

2. How are the digital student records stored? **Within the student information system (SIS), CampusNexus**
   - Where is the computer server located? **The main server is located at ACE’s main office in Indianapolis, Indiana. The backup server is located offsite in Carmel, Indiana.**
   - What is the name of the system that stores the digital records? **CampusNexus**

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

4. What is the beginning year of the institutional student record series? **2005**

5. What is the estimated number of digital student records held by the institution? **32,000**

6. What is the estimated number of paper student records held by the institution? **N/A**

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? **No**
   - If so, what is the most significant format? **Not Applicable**
   - If so, what is the estimated number of student records maintained in that format? **Not Applicable**
8. Does the institution maintain a staff position that has overall responsibility and authority over student records? **Yes**
   - If so, what is the name, title, and contact information for that individual?  
     **Lindsay May, Registrar, Lindsay.May@ace.edu**

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? **The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced.**

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? **150**  

    **All Institutions**

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

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission’s Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.
### Projected Headcount and FTE Enrollments and Degrees Conferred

**Institution/Location:** American College of Education  
**Program:** M.S. in Data Analytics

<table>
<thead>
<tr>
<th>Year</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
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<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
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<tr>
<td>Year 4</td>
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</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Enrollment Projections (Headcount)

- **Full-Time:**
  - Year 1: 10
  - Year 2: 25
  - Year 3: 42
  - Year 4: 50
  - Year 5: 60

- **Part-Time:**
  - Year 1: 25
  - Year 2: 42
  - Year 3: 50
  - Year 4: 60

- **Total:**
  - Year 1: 10
  - Year 2: 25
  - Year 3: 42
  - Year 4: 50
  - Year 5: 60

#### Enrollment Projections (FTE*)

- **Full-Time:**
  - Year 1: 10
  - Year 2: 25
  - Year 3: 42
  - Year 4: 50
  - Year 5: 60

- **Part-Time:**
  - Year 1: 25
  - Year 2: 42
  - Year 3: 50
  - Year 4: 60

- **Total:**
  - Year 1: 10
  - Year 2: 25
  - Year 3: 42
  - Year 4: 50
  - Year 5: 60

#### Degrees Conferred Projections

- Year 1: 8
- Year 2: 15
- Year 3: 30
- Year 4: 40

**Degree Level:** 07 Masters's Degree  
**CIP Code:** - 30.7101 (2020 CIP Code)

**FTE Definitions:**
- Undergraduate Level: 30 Semester Hrs. = 1 FTE
- Undergraduate Level: 24 Semester Hrs. = 1 FTE
Official Academic Transcript from
American College of Education

Statement of Authenticity
This official academic transcript has been delivered to you through eSCRIP-SAFE, the Global Electronic Transcript Delivery Network, provided by SCRIP-SAFE International, 136 Commerce Blvd, Loveland, OH 45140, 1-877-204-6176. SCRIP-SAFE has been appointed and serves as the designated delivery agent for this sending school, and verifies this sender is recognized by the accreditation source identified below.

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Questions regarding the content of the official academic transcript should be directed to the sending school. For additional information regarding this service, visit escrip-safe.com.

Sending School Information
American College of Education
Registrar’s Office
101 West Ohio Street
Suite 1200
Indianapolis, IN  46204
Telephone:  800-280-0307
School Web Page:      www.ace.edu
Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)

Student Information
Student Name:  Bursartesting t Bursartesting
Numeric Identifier:  1101023617
Birth Date:  7/10/1990
Student Email:  Not Provided By the Sending School

Receiver Information
Registrar Registrar
registrar@ace.edu

Document Information
Transmitted On:  Thu, 12 September 2013
Transcript ID:  TRAN000004920039

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Transcripts marked 'Issued to Student' are intended for student use only. Recipients should only accept academic transcripts directly from the sending school.
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<thead>
<tr>
<th>Course Code</th>
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<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>Grade</th>
<th>Quality Points</th>
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<tbody>
<tr>
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<td>EL572</td>
<td>2.67</td>
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<td>10.68</td>
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**Term GPA:** 4.00 **Cum GPA:** 4.00

---

<table>
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<tr>
<th>Course Code</th>
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<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>Grade</th>
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**Test:** testing comment section 12345 testing

**Term GPA:** 4.00 **Cum GPA:** 4.00

---

**Educational Leadership**

**GPA:** 4.00 **3.00 3.00**

---

**End of Transcript**

Authorized Signature

Date

**Lyndia A. Wagner, Registrar**

*Not official unless signed by registrar.*

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**BPE Agenda Page 140**

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This PDF document may be validated. A printed copy cannot be validated. See attached cover page for additional information.
AMERICAN COLLEGE OF EDUCATION  
Office of Registration and Records  
101 West Ohio Street, Suite 1200  
Indianapolis, Indiana 46204

ACADEMIC CALENDAR / CREDITS  
American College of Education operates on 5 week terms, 8 terms per year for Master level degree/certificate programs and 10 week terms, 4 terms per year for Doctorate and Advanced Studies level programs/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 of the North Central Association of College and Schools, 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  
500–599 Graduate Level Courses  
5000–5999 Graduate Level Courses  
6000–6999 Doctorate or Advanced Studies Courses

GRADING SYSTEM  

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<td>NP</td>
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<td>I**</td>
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<tr>
<td>RV</td>
<td>Review</td>
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</tbody>
</table>

* 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 of “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 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).

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

AUTHENTICATION OF THE RECORD  
American College of Education’s official transcripts are printed on security paper and do not require a raised seal. The face of this document has a blue background and the institution’s logo watermarked in blue. The registrar’s official signature appears pre-printed in white. If the transcript was issued to the student, the watermark stating “Issued to Student” will appear on the transcript.

TO TEST FOR AUTHENTICITY: This transcript was delivered through the eSCRIP-SAFE® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at escrip-safe.com by selecting the Document Validation link. A printed copy cannot be validated.

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!
This page intentionally left blank.
The Education Specialist in Public Health Education is designed to prepare healthcare professionals and educators with the competencies necessary to address the public health issues of local, national, and international communities from a health education perspective without the completion of a dissertation. The dynamic connection between research, theory, and practice prepares graduates to be leaders and experts in public health education through research intensive coursework.

The program is grounded in foundational tenants set out by the Higher Learning Commission (HLC) to ensure graduates demonstrate skills necessary to be effective leaders within their discipline. In addition, the program is aligned to the National Commission for Health Education Credentialing (NCHEC) advanced level competencies in the Seven Areas of Responsibility. According to the commission, “the Seven Areas of Responsibility for health education specialists determined by the latest job analysis studies, go beyond credentials and into the heart of the profession…including competencies such as planning and evaluation, administration, communication, promotion, and more, the Areas of Responsibility present the required skills and expertise needed for a position in the field of health education and promotion.”

The mission of this program is to provide a research intensive, evidence based public health education curriculum to give students the necessary analytical, problem solving, theoretical, and leadership tools to bring about positive health change in diverse and evolving communities.

Program Outcomes:

1. Create, evaluate, and implement innovative programs to address public health across diverse communities.
2. Contribute to innovative solutions for complex public health concerns with actions based on theory, standards, and frameworks.
3. Interpret evidence-based research to develop and advocate for policies and programs promoting positive social change in the health of individuals and communities.
4. Collaborate with stakeholders within diverse communities to advocate, educate, and improve the health of individuals and communities.
5. Demonstrate best practices in leadership and serve as an expert resource in public health education.
6. Demonstrate evidence-based decision-making, integrating principles of cultural competence, leadership, equity, ethics, and social justice to address public health concerns and education in local, national, and global communities.
7. Contribute to public health education knowledge bases through the dissemination of applied research.
8. Utilize professional and ethical standards when engaging in research and evaluation of public health programs.

The College is proposing the Ed.S. in Public Health Education degree in addition to the Ed.D. in Public Health Education. In addition to enrolling new populations of students, the Ed.S. in Public Health Education was designed with the new Ed.D. in Health Education students in mind. Specifically, American College of Education students who decide not to complete a dissertation or those who are not successful in the dissertation research component in the Ed.D. in Public Health Education will have the option to transfer to the Ed.S. in Public Health Education program so they do not leave the College in an “all but dissertation (ABD)” status. This pathway allows for degree completion without losing credits.

The degree would qualify the completers for career advancement in the health education field. Graduates could seek employment at colleges and universities, research centers, and a variety of government agencies at the local, state, and national levels. According to the Bureau of Labor Statistics (2019), health educators and community health workers have a projected growth rate of 11% from 2018 to 2028, which is “much faster than the average for all occupations.”

Presently, there are few options for individuals who wish to earn an Ed.S. in Public Health Education. Nationally, only 19 institutions conferred degrees in this field from 2015-2017. Only two online programs conferred degrees in this field between 2015-2017 and 17 institutions conferred degrees in this field during the same time period through a face-to-face traditional modality. No Indiana institution conferred degrees in Public Health Education during that timeframe. This program will provide Indiana residents a local, flexible, and affordable option to earn an advanced degree in Public Health Education. The addition of a low-cost online program would allow working adults the opportunity to earn their advanced degree while maintaining employment.

References:


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.

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>Education Specialist in Public Health Education</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tuition: $10,404  Length of Program: 18-24 months

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD6001</td>
<td>Introduction to Advanced Studies</td>
<td>1</td>
</tr>
<tr>
<td>HLTH6413</td>
<td>Fundamentals in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HLTH6433</td>
<td>Foundational Leadership in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HLTH6403</td>
<td>Theories and Principles of Behavior Change in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HLTH6443</td>
<td>Systems, Policy, and Leadership in Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HLTH6473</td>
<td>Finance and Fiscal Management in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH6483</td>
<td>Principles of Public Health and Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HLTH6493</td>
<td>Community Health Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HLTH6463</td>
<td>Capstone in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>RES6041</td>
<td>Scholarly Writing and Research Strategies</td>
<td>1</td>
</tr>
<tr>
<td>RES6013</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RES6003</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>RES6522</td>
<td>Crafting a Concept Paper</td>
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</table>

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of Credit/Clock Hrs. in Specialty Courses: 34 / 34  Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0 / 34  Percentage: 0%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 0 / 34  Percentage: 0%
III. LIBRARY: Please provide information pertaining to the library located in your institution.

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

The ACE library is online with no single location. Students have access to the library 24 hours a day, 7 days a week.

The library is staffed by one professional librarian holding both a Ph.D. in Information Science and a Master of Library and Information Science.

2. Number of volumes of professional material:

**EBSCO Discovery Service**
The EBSCO Discovery Service provides users with an easy, yet powerful means of accessing all of an institution's information resources through a single search. This is achieved by harvesting metadata from both internal (library) and external (data base vendors) sources and creating a pre-indexed service of unprecedented size and speed.

**E-journals and E Books**

**Academic Search Complete**
Academic Search Complete 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. Coverage includes over 6,400 indexed journals and 363 eBooks. In addition, over 74,000 videos from the Associated Press are included.

- Producer: EBSCO
- Vendor: EBSCO
- Full text: Over 5,700 peer-reviewed journals

**Business Source Complete**
Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes over 3,500 peer-reviewed electronic journals and 915 eBooks, as well as industry profiles, 3,625 SWOT analyses, and 900 case studies.

- Produced by: EBSCO
- Vendor: EBSCO
- Full text: Over 1,200 peer-reviewed journals

**CINAHL Complete**
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,300 journals. It also includes continuing education modules, evidence-based care sheets, quick lessons providing overviews of disease and conditions, and 13 eBooks. Full text dates begin in 1937.

- Produced by: CINAHL Information Systems
- Vendor: EBSCO
- Full-text: Over 1,300 journals
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, history, marriage, and greetings.
- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Full-text: Yes

eBook Central
The eBook Central platform provides access to eBooks that the library has purchased from ProQuest. ACE has three eBooks on this platform for nursing and health administration.
- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Three eBooks

eBooks (EBSCOhost)
eBooks is a collection of 3,536 full-text eBooks, which includes a collection of 92 purchased Education related eBooks, two Healthcare related eBooks, and the remainder are open-access.
- Producer: EBSCO
- Vendor: EBSCO
- Full-text: Yes

Education Abstracts
Education Abstracts indexes and abstracts articles from education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.
- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Coverage: 770+ journals

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. Coverage for over 2,330 journals, 530+ eBooks, conference papers, and proceedings.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: Yes, 1,800+ journals

Education Week
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-Text: Yes, for this title
Educational Administration Quarterly
- Produced by: SAGE
- Vendor: EBSCO
- Full-text: yes, for this title

Google Scholar
Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.
- Produced by: Google
- Vendor: www.google scholar.com
- Full-text: Yes, articles which are copyright-free; free full-text patents and federal legal opinions

JSTOR Current Education Collection
JSTOR includes five selected Education related journals.
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for the five selected titles

Library, Information Science & Technology Abstracts (LISTA) with Full Text
LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses and pamphlets. This database indexes over 730 journals and provides full text for over 320 journals. It also provides access to over 29 eBooks, numerous conference papers and pamphlets.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: 320+ journals

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre-clinical sciences. This coverage of this index dates back to 1916, over 5,200 journals are indexed, and full text is provided for over 2,200 journals.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Full-text: 2,200+ journals

OVID Nursing Full Text Plus journals
OVID Nursing Full Text Plus journals covers numerous nursing specialties. Journal coverage dates back to 1995. Journals from Lippincott Williams & Wilkins are included, as is the OVID database with over 374,000 bibliographic records. A total of 51 full text journals are included in this collection.
- Producer: Wolters Kluwer
- Vendor: OVID
- Full-text: 51 journals.

ProQuest Health Management Database
journals from 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
- Full-text: Yes
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 method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences and other research areas. It includes over 600 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series.
- Producer: SAGE
-Vendor: SAGE
-Full-text: Yes

Science Direct
Two individual journal titles from Science Direct, Nurse Leader and Journal of Nurse Practitioners, are included in our subscription.
- Produced by: Elsevier
-Vendor: Elsevier
-Full-text: yes

University of Chicago Press Journals
- Produced by: University of Chicago Press
-Vendor: EBSCO
-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. Coverage includes 1,160+ journals and 500,000+ other publications. 1.3+ million citations
- Produced by: U. S. Dept. of Education, 1966-
-Vendors: http://www.eric.ed.gov, EBSCO and ProQuest
-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 18th yearbook released in 2010.

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).

- Producer: Buros Institute of Mental Measurements at the University of Nebraska – Lincoln
- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes – reviews only

Other

**ATLAS videos**
ATLAS is a library of over 1300 authentic video cases showing National Board-Certified Teachers at work in the classroom.

**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. This database covers 238 journals.

- Vendor: EBSCO
- Full-text: No

**Education Abstracts**
Education Abstracts indexes and abstracts articles from over 770 education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.

- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Full text: No

**Educational Administration Abstracts**

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

**Joanna Briggs Institute (JBI) Evidence-Based Practice**
JBI access provides the best tools for evidence-based practice. JBI includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols, and technical reports.

- Producer: Joanna Briggs Institute
- Vendor: Ovid
- Full-text: Yes
ProQuest Dissertations & Theses Global
Each year over 130,000 new dissertations and theses are added to the database. Coverage in the database begins in 1637, and full-text coverage begins in 1997.

- Producer: ProQuest and UMI
- Vendor: ProQuest
- Full-text: Yes

ProQuest Health Management Database
Health Management is a specialized database which includes the full text from over 800 journals from 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
- Full-text: Yes

3. Number of professional periodicals subscribed to:

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

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

While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.
IV. FACULTY: Attach completed Instructor’s Qualification Record for each instructor. **Include all required documentation pertaining to the qualifications of each instructor.**

| Total # of Faculty in the Program: | 6 | Full-time: | 3 | Part-time: | 3 |

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

<table>
<thead>
<tr>
<th>List Faculty Names (Alphabetical Order)</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
<th>Check one:</th>
<th>Full-time</th>
<th>Part-time</th>
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<tbody>
<tr>
<td>Barton, Byron</td>
<td>Ph.D. Biology</td>
<td>10</td>
<td>2</td>
<td>18</td>
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<tr>
<td>Chamberlain, Katia</td>
<td>Ed.D. Educational Leadership and Special Education</td>
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<td>Fowler, Luster</td>
<td>Ph.D. Educational Leadership, Administration, Foundations</td>
<td>11</td>
<td>5</td>
<td>11</td>
<td>X</td>
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<tr>
<td>Melton-Riddle, Deanna</td>
<td>D.H.A in Healthcare Administration</td>
<td>18</td>
<td>2</td>
<td>18</td>
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<td></td>
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<td>Point-Johnson, Merle</td>
<td>D.H.A in Healthcare Administration</td>
<td>15</td>
<td>1</td>
<td>14</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Institution: American College of Education
Degree Program: Ed.S. in Public Health Education
Locations: Indianapolis, IN

Federal Financial Responsibility Composite Score
Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education:
Not Applicable. American College of Education does not participate in Title IV programs.

State Licensure
Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure? No

If so, please identify
The specific license(s) needed: Not Applicable
The State agency issuing the license(s): Not Applicable

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)? Not Applicable

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? Not Applicable

If so, please identify
Each specific professional certification: Not Applicable
The national organization issuing each certification: Not Applicable

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

Please identify the single course or a sequence of courses that lead to each professional certification? Not Applicable

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

If so, please identify
The specific professional industry standard(s) and/or best practice(s):
As stated in section one above, the Ed.S. in Public Health Education is grounded in the foundational tenants set forth by the Higher Learning Commission (HLC) to ensure graduates demonstrate the skills necessary to be effective leaders.

Also, as stated in section one, the program is aligned to the National Commission for Health Education Credentialing (NCHEC) advanced level competencies in the Seven Areas of Responsibility. According to the commission, “The Seven Areas of Responsibility are a comprehensive set of competencies and sub-competencies defining the role of an entry-level health educator.”
The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
National Commission for Health Education Credentialing (NCHEC)
The Higher Learning Commission (HLC)

Program Accreditation
Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment? No

If so, please identify the specialized accrediting agency: Not Applicable

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

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? Not Applicable

If so, please list the baccalaureate degree(s): Not Applicable

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

Titles:
Public Health Educator   Health Promotion Specialist
Health Coach   Critical Care Educator
Health and Safety Instructor   Health Promotion Coach
Outreach Educator   Community Health Educator

Categories: Public health educators/health promotion specialists- at schools, large and small businesses, and public sector/government organizations

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

2. Is the institution using proprietary software, if so what is the name? Not Applicable

3. Submit a sample student transcript. See Attachment

Student Records
1. Are all student transcripts in a digital format? YES
   • If not, what is the percentage of student transcripts in a digital format? Not Applicable

What is the beginning year of digitized student transcripts? 2005
• Are student transcripts stored separately from the overall student records? **Students transcripts are stored separately from overall student records within the student information file.**

2. How are the digital student records stored? **Within the student information system (SIS), CampusNexus**

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

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

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

4. What is the beginning year of the institutional student record series? **2005**

5. What is the estimated number of digital student records held by the institution? **32,000**

6. What is the estimated number of paper student records held by the institution? **Not Applicable**

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

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

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

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

   • If so, what is the name, title, and contact information for that individual? **Lindsay May, Registrar, Lindsay.May@ace.edu**

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? **The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced**

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? **150**

   **All Institutions**

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

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission’s Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.
### Projected Headcount and FTE Enrollments and Degrees Conferred

**Oct. 31, 2019**

Institution/Location: American College of Education at Indianapolis, IN

Program: Ed.S. in Public Health Education

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<th></th>
<th>Year 1</th>
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<th>Year 4</th>
<th>Year 5</th>
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<td>FY2022</td>
<td>FY2023</td>
<td>FY2024</td>
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**Enrollment Projections (Headcount)**

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<table>
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| Total    |           | 4      | 14     | 20     | 30     | 40     |

**Enrollment Projections (FTE*)**

<table>
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</table>

| Total    |           | 4      | 14     | 20     | 30     | 40     |

**Degrees Conferred Projections**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<td>6</td>
<td>10</td>
<td>22</td>
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</table>

**Degree Level:** Ed.S.

**CIP Code:** - 51.2207; State -

**FTE Definitions:**

Undergraduate Level: 30 Semester Hrs. = 1 FTE

Graduate Level: 24 Semester Hrs. = 1 FTE
Official Academic Transcript from
American College of Education

Statement of Authenticity
This official academic transcript has been delivered to you through eSCRIP-SAFE, the Global Electronic Transcript Delivery Network, provided by SCRIP-SAFE International, 136 Commerce Blvd, Loveland, OH 45140, 1-877-204-6176. SCRIP-SAFE has been appointed and serves as the designated delivery agent for this sending school, and verifies this sender is recognized by the accreditation source identified below.

This official academic transcript was requested, created, and released to the recipient following all applicable state and federal laws. It is a violation of federal privacy law to provide a copy of this official academic transcript to anyone other than the named recipient.

This PDF document includes: the cover page, the official academic transcript from the sending school, and the academic transcript legend guide.

The authenticity of the PDF document may be validated at escrip-safe.com by selecting the Document Validation link. A printed copy cannot be validated.

Questions regarding the content of the official academic transcript should be directed to the sending school. For additional information regarding this service, visit escrip-safe.com.

Sending School Information
American College of Education
Registrar’s Office
101 West Ohio Street
Suite 1200
Indianapolis, IN  46204
Telephone:  800-280-0307
School Web Page:      www.ace.edu
Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)

Student Information
Student Name:  Bursartesting  Bursartesting
Numeric Identifier:  1101023617
Birth Date:  7/10/1990
Student Email:  Not Provided By the Sending School

Receiver Information
Registrar Registrar
registrar@ace.edu

Document Information
Transmitted On:  Thu, 12 September 2013
Transcript ID:  TRAN000004920039

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Transcripts marked 'Issued to Student' are intended for student use only.
Recipients should only accept academic transcripts directly from the sending school.
# Student Transcript

**Student:** Bursartesting  
**Student ID:** 1101023617  
**DOB:** 7/10/1990  
**Original Start Date:** 4/23/19  
**Student GPA:** 4.00

## Course Details

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>Grade</th>
<th>Quality Points</th>
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<tr>
<td>EL572</td>
<td>Resource Management: Securing and Allocating Resources for Learning</td>
<td>2.67</td>
<td>2.67</td>
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**Term: 19APR23 April 23, 2019**  
**Status:** Administrative Withdrawal  
**LDA:** 6/1/2019 Withdrawal  
**Date:** 6/1/2019  
**Term GPA:** 4.00  
**Cum GPA:** 4.00

---

**Program:** Public Health Education  
**Enrollment #:** BU12095421  
**Start Date:** 6/3/2013  
**Withdrawal Date:** 6/26/2019

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<th>Grade</th>
<th>Quality Points</th>
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<tr>
<td>ED5013</td>
<td>Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing</td>
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**Term: 19JUNE03 June 03, 2019**  
**Status:** Withdrawn  
**Date:** 6/3/2019  
**Term GPA:** 4.00  
**Cum GPA:** 4.00

**Program:** Public Health Education  
**GPA:** 4.00

---

**Public Health Education**  
**GPA:** 4.00

---

*** End of Transcript ***

---

**Authorized Signature**  
**Date**

---

**Notes:**  
- **BPE Agenda Page 159**
- **# Indicates Pass/Fail Course**
- **R* Indicates Retaken Override**
- **♦ Indicates Associated Course**
- **Not official unless signed by registrar.**

---

**Lyndia A. Wagner, Registrar**
ACADEMIC CALENDAR / CREDITS

American College of Education operates on 5 week terms, 8 terms per year for Master level degree/certificate programs and 10 week terms, 4 terms per year for Doctorate and Advanced Studies level programs/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 of the North Central Association of College and Schools, 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

500–599    Graduate Level Courses
5000–5999   Graduate Level Courses
6000–6999   Doctorate or Advanced Studies Courses

AMERICAN COLLEGE OF EDUCATION
Office of Registration and Records
101 West Ohio Street, Suite 1200
Indianapolis, Indiana 46204

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 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).

DEGREE REQUIREMENTS

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

AUTHENTICATION OF THE RECORD

American College of Education’s official transcripts are printed on security paper and do not require a raised seal. The face of this document has a blue background and the institution’s logo watermarked in blue. The registrar’s official signature appears pre-printed in white. If the transcript was issued to the student, the watermark stating “Issued to Student” will appear on the transcript.

TO TEST FOR AUTHENTICITY:

This transcript was delivered through the eSCRIP-SAFE® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at escrip-safe.com by selecting the Document Validation link. A printed copy cannot be validated.

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!
Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION
(New or Renewal program)

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

Name of Institution: American College of Education

Program name and Suggested CIP Code: Ed.D. in Public Health Education 51.2207

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

Name of Person Preparing this Form: Thomas Brouwer, Director of Regulatory Affairs and Compliance

Telephone Number: 317-829-9427

Date the Form was Prepared: 10/30/2019

Application Type: Initial or Renewal

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

The Ed.D. in Public Health Education is designed to prepare healthcare professionals and educators with the competencies necessary to address the public health issues of local, national, and international communities from a health education perspective. The dynamic connection between research, theory, and practice prepares graduates to be leaders and experts in public health education through research intensive coursework and dissertation.

The program is grounded in foundational tenants set out by the Higher Learning Commission (HLC) to ensure graduates demonstrate skills necessary to be effective leaders within their discipline. The program design reflects the program principles and design concepts found in the Carnegie Project on the Education Doctorate (CPED) definition, which states: “The professional doctorate of education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession.” In addition, the program is aligned to the National Commission for Health Education Credentialing (NCHEC) advanced level competencies in the Seven Areas of Responsibility. According to the commission, “the Seven Areas of Responsibility for health education specialists determined by the latest job analysis studies, go beyond credentials and into the heart of the profession…including competencies such as planning and evaluation, administration, communication, promotion, and more, the Areas of Responsibility present the required skills and expertise needed for a position in the field of health education and promotion.”

The mission of this program is to provide a research intensive, evidence based public health education curriculum to give students the necessary analytical, problem solving, theoretical, and leadership tools to bring about positive health change at local, state, and national levels. The program outcomes reflect the foundational tenants and competencies as well as promote achievement of the program mission.

Program Outcomes:

1. Create, evaluate, and implement innovative programs to address public health across diverse
communities.
2. Contribute to innovative solutions for complex public health concerns with actions based on theory, standards, and frameworks.
3. Interpret evidence-based research to develop and advocate for policies and programs promoting positive social change in the health of individuals and communities.
4. Collaborate with stakeholders within diverse communities to advocate, educate, and improve the health of individuals and communities.
5. Demonstrate best practices in leadership and serve as an expert resource in public health education.
6. Demonstrate evidence-based decision-making, integrating principles of cultural competence, leadership, equity, ethics, and social justice to address public health concerns and education in local, national, and global communities.
7. Contribute to public health education knowledge bases through the dissemination of applied research.
8. Utilize professional and ethical standards when engaging in research and evaluation of public health programs.
9. Demonstrate competence in the application of multiple research methods.

This program would be a natural extension of our M.Ed. in Health and Wellness Education. Graduates of the M.Ed. program would have the foundational knowledge to pursue a doctorate in Public Health Education. The doctorate would qualify the completers for career advancement in the health education field. Graduates could seek employment at colleges and university, research centers, and a variety of government agencies at the local, state, and national levels. According to the Bureau of Labor Statistics (2019), health educators and community health workers have a projected growth rate of 11% from 2018 to 2028, which is “much faster than the average for all occupations.”

Presently, there are few options for individuals who wish to earn an Ed.D. in Public Health Education. Nationally, only 19 institutions conferred degrees in this field from 2015-2017. Only two online programs conferred degrees in this field during the same time period through a face-to-face traditional modality. No Indiana institution conferred degrees in Public Health Education during that timeframe. This program will provide Indiana residents a local, flexible, and affordable option to earn an advanced degree in Public Health Education. The addition of a low-cost online program would allow working adults the opportunity to earn their advanced degree while maintaining employment.

References:


Carnegie Project on the Education Doctorate. (n.d.).


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.

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<thead>
<tr>
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<tr>
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SPECIALTY COURSES:

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<td>HLTH6433</td>
<td>Foundational Leadership in Health Education</td>
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<tr>
<td>HLTH6403</td>
<td>Theories and Principles of Behavior Change in Health Education</td>
<td>3</td>
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<tr>
<td>HLTH6443</td>
<td>Systems, Policy, and Leadership in Health Informatics</td>
<td>3</td>
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<tr>
<td>HLTH6473</td>
<td>Finance and Fiscal Management in Public Health</td>
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<tr>
<td>HLTH6483</td>
<td>Principles of Public Health and Epidemiology</td>
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<tr>
<td>HLTH6493</td>
<td>Community Health Analysis</td>
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<td>LEAD6001</td>
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<td>Leadership as a Reflective Practice</td>
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<td>LEAD6031</td>
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<td>RES6013</td>
<td>Research Methods</td>
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<td>RES6003</td>
<td>Applied Statistics</td>
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<td>RES6023</td>
<td>Quantitative Research Designs</td>
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<td>RES6512</td>
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<td>RES6521</td>
<td>Research Methodology</td>
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<td>RES6531</td>
<td>Literature Review</td>
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<td>RES6541</td>
<td>Finalizing the Dissertation Proposal</td>
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<td>RES6551</td>
<td>Analyzing the Dissertation Research</td>
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<td>RES6302</td>
<td>Defending the Dissertation</td>
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<td>RES6500</td>
<td>Dissertation Workspace</td>
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GENERAL EDUCATION / LIBERAL ARTS COURSES:

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Number of Credit/Clock Hrs. in Specialty Courses: 64 / 64 Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0 / 64 Percentage: 0%

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0 / 64 Percentage: 0%
III. LIBRARY: Please provide information pertaining to the library located in your institution.

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

The ACE library is online with no single location. Students have access to the library 24 hours a day, 7 days a week.

The library is staffed by one professional librarian holding both a Ph.D. in Information Science and a Master of Library and Information Science.

2. Number of volumes of professional material:

**EBSCO Discovery Service**
The EBSCO Discovery Service provides users with an easy, yet powerful means of accessing all of an institution's information resources through a single search. This is achieved by harvesting metadata from both internal (library) and external (data base vendors) sources and creating a pre-indexed service of unprecedented size and speed.

**E-journals and E Books**

**Academic Search Complete**
Academic Search Complete 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. Coverage includes over 6,400 indexed journals and 363 eBooks. In addition, over 74,000 videos from the Associated Press are included.
- Producer: EBSCO
- Vendor: EBSCO
- Full text: Over 5,700 peer-reviewed journals

**Business Source Complete**
Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes over 3,500 peer-reviewed electronic journals and 915 eBooks, as well as industry profiles, 3,625 SWOT analyses, and 900 case studies.
- Produced by: EBSCO
- Vendor: EBSCO
- Full text: Over 1,200 peer-reviewed journals

**CINAHL Complete**
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,300 journals. It also includes continuing education modules, evidence-based care sheets, quick lessons providing overviews of disease and conditions, and 13 eBooks. Full text dates begin in 1937.
- Produced by: CINAHL Information Systems
- Vendor: EBSCO
- Full-text: Over 1,300 journals
**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, history, marriage, and greetings.
- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Full-text: Yes

**eBook Central**
The eBook Central platform provides access to eBooks that the library has purchased from ProQuest. ACE has three eBooks on this platform for nursing and health administration.
- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Yes

**eBooks (EBSCOhost)**
eBooks is a collection of 3,536 full-text eBooks, which includes a collection of 92 purchased Education related eBooks, two Healthcare related eBooks, and the remainder are open-access.
- Producer: EBSCO
- Vendor: EBSCO
- Full-text: Yes

**Education Abstracts**
Education Abstracts indexes and abstracts articles from education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.
- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Coverage: 770+ journals

**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. Coverage for over 2,330 journals, 530+ eBooks, conference papers, and proceedings.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: Yes, 1,800+ journals

**Education Week**
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-Text: Yes, for this title
Educational Administration Quarterly
- Produced by: SAGE
- Vendor: EBSCO
- Full-text: yes, for this title

Google Scholar
Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.
- Produced by: Google
- Vendor: www.googlescholar.com
- Full-text: Yes, articles which are copyright-free; free full-text patents and federal legal opinions

JSTOR Current Education Collection
JSTOR includes five selected Education related journals.
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for the five selected titles

Library, Information Science & Technology Abstracts (LISTA) with Full Text
LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses and pamphlets. This database indexes over 730 journals and provides full text for over 320 journals. It also provides access to over 29 eBooks, numerous conference papers and pamphlets.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: 320+ journals

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre-clinical sciences. This coverage of this index dates back to 1916, over 5,200 journals are indexed, and full text is provided for over 2,200 journals.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Full-text: 2,200+ journals

OVID Nursing Full Text Plus journals
OVID Nursing Full Text Plus journals covers numerous nursing specialties. Journal coverage dates back to 1995. Journals from Lippincott Williams & Wilkins are included, as is the OVID database with over 374,000 bibliographic records. A total of 51 full text journals are included in this collection.
- Producer: Wolters Kluwer
- Vendor: OVID
- Full-text: 51 journals

ProQuest Health Management Database
journals from 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
- Full-text: Yes
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 method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences and other research areas. It includes over 600 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series.

- Producer: SAGE
- Vendor: SAGE
- Full-text: Yes

Science Direct
Two individual journal titles from Science Direct, *Nurse Leader* and *Journal of Nurse Practitioners*, are included in our subscription.

- Produced by: Elsevier
- Vendor: Elsevier
- Full-text: yes

University of Chicago Press Journals
Four individual journal titles are included in our subscription: *American Journal of Education*, *Elementary School Journal*, *Schools: Studies in Education*, and *The Library Quarterly*.

- Produced by: University of Chicago Press
- Vendor: EBSCO
- 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. Coverage includes 1,160+ journals and 500,000+ other publications. 1.3+ million citations

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: http://www.eric.ed.gov, EBSCO and ProQuest
- 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 18th yearbook released in 2010.

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).

- **Producer:** Buros Institute of Mental Measurements at the University of Nebraska – Lincoln
- **Vendor:** EBSCO
- **Coverage:** 7,000+ reviews
- **Full-text:** Yes – reviews only

**Other**

**ATLAS videos**

ATLAS is a library of over 1300 authentic video cases showing National Board-Certified Teachers at work in the classroom.

**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. This database covers 238 journals.

- **Vendor:** EBSCO
- **Full-text:** No

**Education Abstracts**

Education Abstracts indexes and abstracts articles from over 770 education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.

- **Produced by:** H. W. Wilson Co
- **Vendor:** EBSCO
- **Full text:** No

**Educational Administration Abstracts**

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

**Joanna Briggs Institute (JBI) Evidence-Based Practice**

JBI access provides the best tools for evidence-based practice. JBI includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols, and technical reports.

- **Producer:** Joanna Briggs Institute
- **Vendor:** Ovid
- **Full-text:** Yes
ProQuest Dissertations & Theses Global
Each year over 130,000 new dissertations and theses are added to the database. Coverage in the database begins in 1637, and full-text coverage begins in 1997.

- Producer: ProQuest and UMI
- Vendor: ProQuest
- Full-text: Yes

ProQuest Health Management Database
Health Management is a specialized database which includes the full text from over 800 journals from 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
- Full-text: Yes

3. Number of professional periodicals subscribed to:

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

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

While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.
IV. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.  
** Include all required documentation pertaining to the qualifications of each instructor.

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

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<tr>
<th>List Faculty Names</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
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<th>Full-time</th>
<th>Part-time</th>
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<td>18</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Point-Johnson, Merle</td>
<td>D.H.A in Healthcare Administration</td>
<td>15</td>
<td>1</td>
<td>14</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supplementary Information
on
Composite Score, Licensure, Certification, and Accreditation

Institution: American College of Education
Degree Program: Ed.D. in Public Health Education
Locations: Indianapolis, IN

Federal Financial Responsibility Composite Score
Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education: Not Applicable. American College of Education does not participate in Title IV programs.

State Licensure
Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure? No

If so, please identify
The specific license(s) needed: Not Applicable
The State agency issuing the license(s): Not Applicable

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)? Not Applicable

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? Not Applicable

If so, please identify
Each specific professional certification: Not Applicable
The national organization issuing each certification: Not Applicable

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

Please identify the single course or a sequence of courses that lead to each professional certification? Not Applicable

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

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

As stated in section one above, the Ed.D. in Public Health Education is grounded in the foundational tenants set forth by the Higher Learning Commission (HLC) to ensure graduates demonstrate the skills necessary to be effective leaders.

Also, as stated in section one, the program design reflects the program principles and design concepts found in the Carnegie Project on the Education Doctorate (CPED) definition, which states: “The professional doctorate of education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession.” In addition, the program is aligned to the National Commission for Health Education Credentialing (NCHEC) advanced level competencies in the Seven Areas of
Responsibility. According to the commission, “The Seven Areas of Responsibility are a comprehensive set of competencies and sub-competencies defining the role of an entry-level health educator.”

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
National Commission for Health Education Credentialing (NCHEC)
The Higher Learning Commission (HLC)
Carnegie Project on the Education Doctorate

Program Accreditation
Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment? No

If so, please identify the specialized accrediting agency: Not Applicable

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

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? Not Applicable

If so, please list the baccalaureate degree(s): Not Applicable

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

Titles:
Public Health Educator   Health Promotion Specialist
Health Coach   Critical Care Educator
Health and Safety Instructor   Health Promotion Coach
Outreach Educator   Community Health Educator

Categories: Public health educators/health promotion specialists- at schools, large and small businesses, and public sector/government organizations

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

2. Is the institution using proprietary software, if so what is the name? Not Applicable

3. Submit a sample student transcript. See Attachment

Institutions that have Previously Operated

Student Records
1. Are all student transcripts in a digital format? YES
• If not, what is the percentage of student transcripts in a digital format? **Not Applicable**

• What is the beginning year of digitized student transcripts? **2005**

• Are student transcripts stored separately from the overall student records? **Students transcripts are stored separately from overall student records within the student information file.**

2. How are the digital student records stored? **Within the student information system (SIS), CampusNexus**

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

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

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

4. What is the beginning year of the institutional student record series? **2005**

5. What is the estimated number of digital student records held by the institution? **32,000**

6. What is the estimated number of paper student records held by the institution? **Not Applicable**

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

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

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

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

   • If so, what is the name, title, and contact information for that individual? **Lindsay May, Registrar, Lindsay.May@ace.edu**

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? **The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced**

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? **150**

   **All Institutions**

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

Projected Headcount and FTE Enrollments and Degrees Conferred

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

Oct. 31, 2019

Institution/Location: American College of Education at Indianapolis, IN

Program: Ed.D. in Public Health Education

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2020</td>
<td>FY2021</td>
<td>FY2022</td>
<td>FY2023</td>
<td>FY2024</td>
</tr>
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</table>

**Enrollment Projections (Headcount)**

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>12</td>
<td>28</td>
<td>76</td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>28</td>
<td>76</td>
</tr>
</tbody>
</table>

**Enrollment Projections (FTE*)**

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>28</td>
<td>76</td>
</tr>
</tbody>
</table>

**Degrees Conferred Projections**

<p>| | | | | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Degrees Conferred Projections</td>
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<td>0</td>
<td>0</td>
<td>10</td>
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</tbody>
</table>

**Degree Level:** 17

**Ed.D.**

**CIP Code:** - 51.2207; State -

**FTE Definitions:**

Undergraduate Level: 30 Semester Hrs. = 1 FTE

Graduate Level: 24 Semester Hrs. = 1 FTE
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>CR</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD6001</td>
<td>Introduction to Advanced Studies</td>
<td>1</td>
<td>Students will undertake an examination of the rigors of advanced graduate study and reflect on personal strengths and challenges at the start of their program. Topics include: identity as scholar-practitioner, models of inquiry, self-assessment, and professional goals.</td>
</tr>
<tr>
<td>LEAD6011</td>
<td>Leadership as a Reflective Practice</td>
<td>1</td>
<td>This leadership course will focus on defining what leadership really means and how to employ the college’s innovative spirit. Students will reflect on theory and real-life application of the leadership journey, discover personal strengths, and discover ways to lead effectively. This course will also establish residency for states that require a face-to-face presence.</td>
</tr>
<tr>
<td>LEAD6021</td>
<td>Doctoral Leadership Seminar I</td>
<td>1</td>
<td>This first-year leadership seminar addresses an overview of the overall leadership experience and dissertation journey, focusing on growth, responsibilities, and expectations throughout the program. Students will also address the research process as they move forward, identifying individual concerns regarding methodology and the alignment of research components. Students consider how to think about the research elements in relation to successfully completing their concept paper and dissertation.</td>
</tr>
<tr>
<td>LEAD6031</td>
<td>Doctoral Leadership Seminar II</td>
<td>1</td>
<td>This third-year leadership seminar focuses on the final stages of the leadership journey and dissertation process for Ed.D. students. This seminar empowers students to represent themselves as experts and leaders. Students will identify ways to present the findings of a research project to a dissertation committee and how to complete the steps required to publish and present the material in future conferences.</td>
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<table>
<thead>
<tr>
<th>Course Number</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HLTH6413</td>
<td>Fundamentals in Health Education</td>
<td>3</td>
<td>Students will research and explore interactions between health factors as they influence lifestyle choices including social, political, economic, and personal. With the focus on practical application, students will research and examine potential interventions and strategies for overcoming barriers and the ethical implications for professionals practicing in health education. They will research theoretical concepts, practices, and principles of health education.</td>
</tr>
<tr>
<td>HLTH6433</td>
<td>Foundational Leadership in Health Education</td>
<td>3</td>
<td>As students study leadership in health education, they will utilize foundational approaches to guiding and educating individuals within the school and community settings. They will research and use data for decision making in their school and community. Relational skills are also evaluated as an example of how specific settings impact options and how a professional stance is established through ethical application of the laws governing healthcare practices.</td>
</tr>
</tbody>
</table>
## Ed.D. in Public Health Education Course Descriptions

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>CR</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH6403</td>
<td>Theories and Principles of Behavior Change in Health Education</td>
<td>3</td>
<td>This course examines culture, social norms, beliefs and values, ideology, and practices related to health choices. The students will research various diversity issues and how the issues will influence other areas of life. Through surveys and research, students will examine how choices are made regarding health and health-related behaviors including: perception and attitudes, awareness, prejudice, discrimination or aggression, social cognition, and relationships. This will provide a forum for determining action.</td>
</tr>
<tr>
<td>HLTH6443</td>
<td>Systems, Policy, and Leadership in Health Informatics</td>
<td>3</td>
<td>As technology is an integral part of the public health care system, students will research ways to deliver, analyze, and interpret data, including informatics/bioinformatics, clinical research, consumer and public health statistics. They will then learn how to teach and train the staff to use the different technology, helping to develop protocols to be established within the organization. These protocols will relate to compliance issues as well as inform stakeholders of their importance. Through research and discussion, the students will be guided to provide the appropriate selection of technology with the targeted population in mind.</td>
</tr>
<tr>
<td>HLTH6473</td>
<td>Finance and Fiscal Management in Public Health</td>
<td>3</td>
<td>This course examines the role of finance and budgeting in public and private organizations and their impact on public health education programs. Students will explore topics such as sources of revenue, fundraising, and fiscal allocation techniques. The implications of public and private financial policies on public health education programs will be examined.</td>
</tr>
<tr>
<td>HLTH6483</td>
<td>Principles of Public Health and Epidemiology</td>
<td>3</td>
<td>This course will employ a research-intensive approach to exploring public health and epidemiology topics such as health disparities, disease outbreaks, social determinants of health, and community health program evaluation. Methods in public health surveillance, study design, data collection and interpretation will be emphasized. Students will apply a data-driven approach to assess public health needs within local, state, national, and international communities.</td>
</tr>
<tr>
<td>HLTH6493</td>
<td>Community Health Analysis</td>
<td>3</td>
<td>This course examines community health assessment and planning using evidence-based analysis to inform strategy and decision making. Local, state, and national policy as well as the impact of health organizations on community health will be explored. Students will learn how to identify health assets and needs in a community using a variety of community health models.</td>
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</table>

### Research Courses (21 Credit Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>CR</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES6041</td>
<td>Scholarly Writing and Research Strategies</td>
<td>1</td>
<td>This course examines the importance of scholarly writing in your leadership practice, the foundation of how to write in a scholarly mode, and research strategies to support your doctoral writing.</td>
</tr>
<tr>
<td>RES6013</td>
<td>Research</td>
<td>3</td>
<td>Students will examine foundations of research design, data analysis, and critical thinking. Students will learn how to develop research proposals, conduct literature reviews, and design research studies.</td>
</tr>
</tbody>
</table>

—in Public Health Education
# Ed.D. in Public Health Education Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES6003</td>
<td>Applied Statistics</td>
<td>3</td>
<td>Students will examine basic principles in applied statistics. Topics include data types, organizing data, graphing techniques, probability concepts, measures of central tendency, measures of dispersion, normal and skewed distributions, and understanding the area that covers normal distributions. Understanding, applying, and interpreting the principles to simple hypothesis testing methods through a seven-step process is also covered. The course is designed to provide an introduction to statistical applications that can be applied in real-world settings along with providing an excellent foundation for entering into the more advanced statistical applications and analyses using SPSS.</td>
</tr>
<tr>
<td>RES6023</td>
<td>Quantitative Research Designs</td>
<td>3</td>
<td>This course provides students with an introduction to different types of quantitative research methods and statistical techniques for collecting and analyzing quantitative data. Topics include the nature of research, sampling, hypothesis testing, variance (F-test), two samples t-test (independent and dependent), multiple samples test (ANOVA and repeated measures), assessment reliability and validity, threats to validity, and components of a concept paper (prospectus), proposal, and dissertation. The course concludes with a comprehensive overview, including answers students need to know and be able to explain in a proposal or dissertation defense.</td>
</tr>
<tr>
<td>RES6033</td>
<td>Qualitative Research Designs</td>
<td>3</td>
<td>Students will compare qualitative research designs and application to real-world issues. Topics include data collection and analysis, as well as ethical issues in qualitative research.</td>
</tr>
<tr>
<td>RES6512</td>
<td>Research Concept Paper (Pre-req: RES6023, RES6033)</td>
<td>2</td>
<td>Students develop the following components under supervision of the course faculty member: benchmark concept paper, doctoral pre-candidacy application, and doctoral pre-candidacy approval. Pre-requisites: RES6023, RES6033.</td>
</tr>
<tr>
<td>RES6521</td>
<td>Research Methodology (pre-req: RES6512)</td>
<td>1</td>
<td>This course is designed for students to complete Chapter 3 of the dissertation proposal. Final approval of Chapter 3 by the course faculty member and the dissertation chair is required for successful completion. Pre-requisite: RES6512.</td>
</tr>
<tr>
<td>RES6531</td>
<td>Literature Review (pre-req: RES6521)</td>
<td>1</td>
<td>This course is designed for students to complete Chapter 2 of the dissertation proposal. Final approval of Chapter 2 by the course faculty member and the dissertation chair is required for successful completion. Pre-requisite: RES6521.</td>
</tr>
<tr>
<td>RES6541</td>
<td>Finalizing the Dissertation Proposal (pre-req: RES6531)</td>
<td>1</td>
<td>This course is designed for students to complete the Dissertation Proposal. In addition to completing Chapters 1-3, this course is designed to support students in obtaining DRR and IRB approval.</td>
</tr>
</tbody>
</table>
Ed.D. in Public Health Education Course Descriptions

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Focus of Study Courses - Students select one area of study</th>
<th>CR</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES6551</td>
<td>Analyzing the Dissertation Research (pre-req: RES6541)</td>
<td>1</td>
<td>This course is designed for students to complete Chapters 4 and 5 of the dissertation. Final approval of Chapters 4 and 5 by the course faculty member and the dissertation chair is required for successful completion. Pre-requisite: RES6541</td>
</tr>
<tr>
<td>RES6302</td>
<td>Defending the Dissertation (Pre-req: RES6551)</td>
<td>2</td>
<td>Students prepare, defend, and deliver the final presentation of their dissertation. Final dissertation approval from the dean and final completion of their doctoral portfolio are also expected. Prerequisite: Completion of RES6551.</td>
</tr>
<tr>
<td>RES6500</td>
<td>Dissertation Workspace (access granted after candidacy is approved)</td>
<td>0</td>
<td>This is a workspace for Ed.D. candidates to work on dissertation chapters collaboratively with their dissertation chair and committee members.</td>
</tr>
</tbody>
</table>

**Course Number**

**Course Number**

**Focus of Study Courses - Students select one area of study**

**Course Description**

### Adult and Continuing Education (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Focus of Study Courses - Students select one area of study</th>
<th>CR</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED6013</td>
<td>Adult Learning</td>
<td>3</td>
<td>This course examines the theory and research of andragogy, with an emphasis on the historical influences, practical applications, and critical analysis. Topics include fields of practice, schools of thought, clarification of concepts, and emerging issues and challenges.</td>
</tr>
<tr>
<td>ED6023</td>
<td>Instructional Strategies for the Adult Learner</td>
<td>3</td>
<td>This course examines a variety of learning and teaching strategies to enhance adult learning. Students analyze methods suited for adult learning in different settings, apply knowledge of adult learning theories, and explore ways in which adults learn critical thinking.</td>
</tr>
<tr>
<td>ED6033</td>
<td>Evaluating Instructional Programs</td>
<td>3</td>
<td>This course focuses on theories and processes of evaluating the effectiveness of academic programs in post-secondary educational settings using student learning outcomes as the primary measurement. Applying evaluation research techniques, students explore accreditation procedures and standards, the quality of instructional approaches and learner engagement strategies, and management of instructional environments.</td>
</tr>
<tr>
<td>ED6043</td>
<td>Assessing Adult Learners</td>
<td>3</td>
<td>This course provides an introduction to the historical developments, theoretical perspectives, fundamental approaches, and real-world practices of evaluating adult learners. Students learn to apply a variety of methods to assess learning outcomes effectively and to analyze assessment data to improve teaching and learning.</td>
</tr>
</tbody>
</table>
### Ed.D. in Public Health Education Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED6063</td>
<td>Designing and Leading Professional Learning</td>
<td>3</td>
<td>This course promotes the concept of leaders serving as role models of professional development for their staffs to achieve higher levels of performance within the organization. To do so, leaders must utilize effective strategies, programs, and services based on data-driven decisions and the needs of stakeholders in the organizational community. Emphasis is placed on the impact of relevant, high-quality, job-embedded, differentiated, technology-integrated professional learning opportunities aligned to organizational goals. The course also prepares leaders to serve as advocates for sufficient preparation, time, and support for colleagues to work collaboratively in job-embedded professional learning.</td>
</tr>
<tr>
<td>ED6073</td>
<td>Capstone in Adult Education</td>
<td>3</td>
<td>The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the doctoral focus of study in adult education. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.</td>
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</table>

### Curriculum and Instruction (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI6103</td>
<td>Curriculum and Instructional Design for Diversity</td>
<td>3</td>
<td>This course assists students in developing rigorous, appropriate curriculum and instruction. Multiculturalism, culturally relevant pedagogy, differentiated instruction, and thematic, interdisciplinary unit planning are emphasized. Using a curricular framework, students plan, evaluate, reflect on, and adapt curricula experiences that build successful learning environments for all learners including English language learners.</td>
</tr>
<tr>
<td>CI6113</td>
<td>Standards-Driven Learning</td>
<td>3</td>
<td>This course focuses on the major theories, strategies, and applications utilized in P-12 standards-driven learning environments. Participants review and apply current literature and educational research studies concerning standards-based curriculum, implementation strategies and tools.</td>
</tr>
<tr>
<td>CI6123</td>
<td>Assessment Strategies</td>
<td>3</td>
<td>Embracing the value of assessment and evaluation is the first step in improving learner outcomes through data-driven decision-making. This course develops relevant competencies and promotes a healthy balance of utilizing formative and summative assessments, evaluation practices, and data to inform and guide integrated curriculum development and instructional delivery. Assessments can provide facilitators with the knowledge and skills required to meet the needs of diverse learners in a variety of school and organizational settings.</td>
</tr>
<tr>
<td>CI6133</td>
<td>Strengthening Literacy</td>
<td>3</td>
<td>This course prepares students to implement a school-wide leadership initiative to improve a comprehensive range of literacy skills. Specific principles and theories of reading instruction are evaluated in relation to currently employed practice, so teachers can immediately strengthen instruction. Students examine the</td>
</tr>
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</table>
### Ed.D. in Public Health Education Course Descriptions

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI6143</td>
<td>Designing and Leading Professional Learning</td>
<td>3</td>
</tr>
<tr>
<td>CI6153</td>
<td>Capstone in Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

**CI6143**  
This course promotes the concept of leaders serving as role models of professional development for their staffs to achieve higher levels of performance within the organization. To do so, leaders must utilize effective strategies, programs, and services based on data-driven decisions and the needs of stakeholders in the organizational community. Emphasis is placed on the impact of relevant, high-quality, job-embedded, differentiated, technology-integrated professional learning opportunities aligned to organizational goals. The course also prepares leaders to serve as advocates for sufficient preparation, time, and support for colleagues to work collaboratively in job-embedded professional learning.

**CI6153**  
The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the doctoral focus of study in curriculum and instruction. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.

### Educational and Community Organizations (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORG6203</td>
<td>Partnerships and Community</td>
<td>3</td>
</tr>
<tr>
<td>ORG6213</td>
<td>Emerging Technology in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ORG6223</td>
<td>Communications and Advocacy for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>ORG6263</td>
<td>Policy and Governance</td>
<td>3</td>
</tr>
<tr>
<td>ORG6243</td>
<td>Grant Writing for Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

**ORG6203**  
Students will analyze theories of collaboration, especially as applied to educational and community organizations. Students will propose partnership models for an educational or community organization.

**ORG6213**  
Students will design, implement, and assess examples of programs that apply emerging technology. The course will focus on issues associated with the interface of technology and people.

**ORG6223**  
This course provides a comprehensive view of advocacy strategies including polling, research, lobbying, and communicating with the media and stakeholders. Students will evaluate communication and best practices for nonprofit and education advocates working in the public policy process.

**ORG6263**  
Students will analyze specific current and future public policies and conduct policy impact analyses. Students will evaluate best practices for working with local school councils, volunteer boards, advisory councils, and external stakeholders.

**ORG6243**  
Students will analyze funding sources and the process of applying for funds from an organization or agency. Students will develop and critique requests for proposals.
## Ed.D. in Public Health Education Course Descriptions

### Leadership (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORG6253</td>
<td>Capstone in Educational and Community Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the doctoral focus of study in educational and community organizations. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus on study on the professional field.

### Online Education (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH6303</td>
<td>Digital Learning and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Students will compare theories of teaching and learning with applications to digital instruction. Content includes emerging technology and use of Open Educational Resources.
### Ed.D. in Public Health Education Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH6313</td>
<td>Creating Digital Collaboration and Communities</td>
<td>3</td>
<td>Students will critique research on social presence and best practices for connecting through technology with students or colleagues, as well as best practices for social media use within education organizations.</td>
</tr>
<tr>
<td>TECH6323</td>
<td>Designing Courses and Programs</td>
<td>3</td>
<td>Students will implement and assess the concepts of Universal Design for accessible online courses and compare models of instructional design.</td>
</tr>
<tr>
<td>TECH6333</td>
<td>Digital Assessment and Instruction</td>
<td>3</td>
<td>Students will demonstrate effective assessment and instruction using digital tools; analyze and compare Learning Management Systems; and advocate for professional organizations which provide continuing development.</td>
</tr>
<tr>
<td>TECH6343</td>
<td>Emerging Technologies in Education</td>
<td>3</td>
<td>Students will design, implement, and assess examples of programs that apply emerging technology. The course will focus on issues associated with the interface of technology and people.</td>
</tr>
<tr>
<td>TECH6353</td>
<td>Capstone in Online Education</td>
<td>3</td>
<td>The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the doctoral focus of study in online education. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.</td>
</tr>
</tbody>
</table>

### Early Childhood (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC6013</td>
<td>Research and Trends in Early Childhood Education</td>
<td>3</td>
<td>By exploring current trends in early childhood education, students examine public policy, research, professional development relevant to classroom practices, and program management. Students will apply guiding research practices currently utilized in the field. The connection between theory and emerging information will help to maintain relevance for the profession.</td>
</tr>
<tr>
<td>EC6023</td>
<td>Theories and Foundations of Child Development</td>
<td>3</td>
<td>This course examines classic and modern theories of child development and applications to real world settings. Students relate the theoretical foundations which guide key elements of early childhood educational practices to curriculum design, play, attachment and guidance.</td>
</tr>
<tr>
<td>EC6033</td>
<td>Collaborative Partnerships in Early Childhood Practices</td>
<td>3</td>
<td>Through the formation of collaborative partnerships, roles across multiple early childhood settings are investigated. Theories and practices which guide relationships with families, community organization and advocacy organizations will highlight the leadership skills necessary to establish and maintain connections relevant to supporting the field of early childhood education.</td>
</tr>
<tr>
<td>EC6043</td>
<td>Early Childhood Assessment and Intervention</td>
<td>3</td>
<td>Focused on early childhood developmental issues, this course includes formal and informal approaches to assessing young children while diagnosing potential concerns which lead to</td>
</tr>
</tbody>
</table>
# Ed.D. in Public Health Education Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC6053</td>
<td>Advocacy and Leadership in Early Childhood</td>
<td>3</td>
<td>This course focuses on the role of advocacy and leadership for early childhood practitioners. Students gain knowledge on different levels of advocacy and how this supports students and families in the field. This course prepares students to take on leadership roles related to advocacy and professional development opportunities relevant to current issues in early childhood education.</td>
</tr>
<tr>
<td>EC6063</td>
<td>Capstone in Early Childhood Education</td>
<td>3</td>
<td>The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the doctoral focus of study in early childhood education. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.</td>
</tr>
</tbody>
</table>

### Higher Education (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE6103</td>
<td>Law, Compliance, and Governance in Higher Education</td>
<td>3</td>
<td>Focused on examining statutory and regulatory compliance issues impacting institutions, this course is designed to heighten analytical skills to ensure an understanding of the intricacies influencing higher education in today’s climate of globalization. The interrelationship between law and policy is explored through the use of case studies, partnerships, and community relationship serving to establish a context for practice with the governance of an organization.</td>
</tr>
<tr>
<td>HE6113</td>
<td>Resource Management in Higher Education</td>
<td>3</td>
<td>This course considers how to strategically manage human, financial, and data resources. Strategic thinking, planning, and development establish effective ways to 1) strengthen working relationships, 2) engage in financial practices which contain costs and advance the mission of an institution and 3) utilize data for continuous improvement. By comparing and evaluating institutional advancement strategies, activities are assessed to determine how they complement strategic priorities and goals, build and enhance program relevance, and add practical value</td>
</tr>
<tr>
<td>HE6123</td>
<td>Student Affairs</td>
<td>3</td>
<td>Dependent upon function and service, student affairs influences the relationship between adult learning and instructional outcomes. Leadership practices, as seen through theoretical lens, explore personnel issues, student support, success, and retention, and assessment options which guide decision-making. Consideration is given to ways student perspectives shape the college experience and how these can be leveraged for change.</td>
</tr>
<tr>
<td>HE6133</td>
<td>Issues in Higher Ed</td>
<td>3</td>
<td>This course investigates critical issues and concerns, emerging roles and functions, and influencing factors helping to redefine the nature of higher education. Societal shifts are probed to determine relevancy. Trends in technology and instructional delivery become the frame for forecasting the possible future of higher education.</td>
</tr>
<tr>
<td>HE6143</td>
<td>Higher</td>
<td>3</td>
<td>This course focuses on the roles and responsibilities required of</td>
</tr>
</tbody>
</table>
### Ed.D. in Public Health Education Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE6153</td>
<td>Capstone in Higher Education</td>
<td>3</td>
<td>The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the doctoral focus of study in higher education. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.</td>
</tr>
</tbody>
</table>

### Instructional Leadership (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD6283</td>
<td>Instructional Leadership</td>
<td>3</td>
<td>This course focuses on the improvement of curriculum, instruction, and student achievement throughout diverse school and organizational settings. To make these improvements, leaders must first develop the skill set and knowledge base necessary to build leadership capacity among staff members. Instructional leaders can then collaboratively set learner-centered goals to promote higher levels of student progress, achievement, and post-secondary and college and career readiness.</td>
</tr>
<tr>
<td>LEAD6293</td>
<td>Designing and Leading Professional Learning</td>
<td>3</td>
<td>This course promotes the concept of leaders serving as role models of professional development for their staffs to achieve higher levels of performance within the organization. To do so, leaders must utilize effective strategies, programs, and services based on data-driven decisions and the needs of stakeholders in the organizational community. Emphasis is placed on the impact of relevant, high-quality, job-embedded, differentiated, technology-integrated professional learning opportunities aligned to organizational goals. The course also prepares leaders to serve as advocates for sufficient preparation, time, and support for colleagues to work collaboratively in job-embedded professional learning.</td>
</tr>
<tr>
<td>LEAD6303</td>
<td>Achievement and Accountability</td>
<td>3</td>
<td>This course emphasizes the importance of understanding state, federal, and other accountability standards in relation to the needs of learners within schools, school districts, and organizational communities. The focus of the course remains on identifying learners’ academic strengths and areas in need of improvement to eliminate achievement gaps, improve achievement levels, ensure progress, increase graduation rates, and promote post-secondary and college/career readiness.</td>
</tr>
<tr>
<td>LEAD6313</td>
<td>The Art of Decision Making</td>
<td>3</td>
<td>Success is attributed to effective decision making, a skill required for professional and personal reasons. An essential ability required by leaders, decision making is a process which identifies critical elements of a choice to determine a course of action. The focus for this course considers ways decisions are made and how these techniques can be evaluated to improve outcomes. Specifically, the course addresses the development of skills to efficiently and consistently make informed decisions using data.</td>
</tr>
</tbody>
</table>
### Ed.D. in Public Health Education Course Descriptions

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<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LEAD6103</td>
<td>Evidence-based Learning and Teaching</td>
<td>3</td>
<td>Students will design, implement, and assess evidence-based teaching strategies appropriate for the online course room. Students will demonstrate best practices for effective online teaching through course activities.</td>
</tr>
<tr>
<td>LEAD6403</td>
<td>Capstone in Instructional Leadership</td>
<td>3</td>
<td>The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the doctoral focus of study in instructional leadership. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.</td>
</tr>
</tbody>
</table>

### International Education (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC6103</td>
<td>International Development and Policy</td>
<td>3</td>
<td>This course provides an overview of education from a global perspective, including international development theories, as well as key international development policies and frameworks impacting education, including Education for All, the Millennium Development Goals, Sustainable Development Goals, Post-2015 Agenda as well as key protocols developed by the United Nations (UN) and other international organizations. Leaders also explore the complexities of international aid, refugee education, and post-conflict environments. Professionals have the opportunity to apply what they learn in the course by developing policy briefs and conducting qualitative and quantitative analyses.</td>
</tr>
<tr>
<td>EDUC6113</td>
<td>The Role of International Organizations and Global Foundations</td>
<td>3</td>
<td>This course explores the role of international organizations, international aid agencies, non-governmental organizations, and global foundations in the provision of education internationally with a focus on developing countries. After looking at guiding frameworks and financing issues in the EDUC6103 course, students move on to look at programs, initiatives, and implementation of education programs in a wide variety of contexts (formal, informal, and non-formal). Pre-requisite: EDUC6103 or equivalent course.</td>
</tr>
<tr>
<td>EDUC6123</td>
<td>Education and International Migration</td>
<td>3</td>
<td>This course explores international migration - at the international, transnational, and local levels - and its impact on education systems. Challenges for teaching, learning, and administration are explored. Leaders have the opportunity to examine different cases and conduct comparative research to explore the impact of migration on education, as well as strategies to deliver high-quality education in diverse learning environments.</td>
</tr>
<tr>
<td>EDUC6133</td>
<td>International Programs, Curricula and Pedagogies</td>
<td>3</td>
<td>Leaders examine some of the major international programs and initiatives in education, such as study abroad, the International Baccalaureate in K-12 education, and the Bologna Accord in the area of higher education. With an emphasis on applied learning, students explore pedagogies, theories, curricula, and strategies.</td>
</tr>
</tbody>
</table>
that are applied to meet the needs of intercultural and multicultural learning environments. Significant attention is given to the application of technology, including mobile technology; students have the opportunity explore the use of educational technology in both developing and developed country contexts.

**EDUC6143 Evaluating International Education Issues**  
3  
This course examines the research related to different educational models and their different learning environments. The course allows students to learn about how the different educational systems impact student learning in schools around the world. Students synthesize how international schools are rapidly developing in terms of curriculum, standards, and influence. Students explore the influence of forces such as culture, management, and government on educational decision-making. Understanding how the different education models compare to the United States education system is explored and applied in this course.

**EDUC6153 Capstone in International Education**  
3  
The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the doctoral focus of study in international education. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.

### Second Language Instruction (18 Credit Hours)

**BE6043 Advanced Foundations of Second Language Learners**  
3  
This course provides an understanding of the historical, political, social, cultural, and instructional concepts and issues that affect linguistically and culturally diverse learners in a variety of settings. Students will research and review local, state, and federal policies regarding entitlement and appropriate services for second language learners. Students will gain in-depth knowledge of language development and acquisition and design research based support and instruction for second language learners. U.S. and international program models are analyzed and current theories of Second Language Acquisition (SLA), bilingualism, and socio-cultural theories are explored for their pedagogical implications. Students will develop assessment instruments, select materials, and learn how to monitor learning outcomes to support and enhance the development of second language learners.

**BE6053 Assessment Methods for Second Language Learners**  
3  
Students in this course examine assessment approaches for second language learners within the larger framework of historical, social, cultural, and political contexts. Students will evaluate assessment tools and research historical theories in order to analyze the best practices in assessment of second language learners. Utilizing a variety of theoretical models related to second language acquisition and academic achievement, students 1) analyze the ways that second language students are diverse, 2)
### Ed.D. in Public Health Education Course Descriptions

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>BE6063</td>
<td>Methods and Materials for Second Language Instruction</td>
<td>3</td>
<td>This course focuses on the methodology for teaching language and content to second language learners. Participants research and critically examine historical and current ESL and bilingual education program models, theories of ESL and bilingual instruction and literacy, first and second language acquisition, and transfer of skills and content knowledge between first and second language. Relevant federal, state, and local learning and assessment standards are researched, reviewed and applied to their instructional settings. Participants research and use various methods, approaches, and techniques, as well as discuss the selection, use, and evaluation of books, multimedia, and other materials in the first and subsequent languages to support second language learners across multiple professional settings.</td>
</tr>
<tr>
<td>BE6073</td>
<td>Professional Advocacy and Leadership for Second Language Learners</td>
<td>3</td>
<td>This course addresses growth opportunities for leaders as they increase their awareness of the need for advocates in the area of second language instruction in a variety of settings. Students will research policy and laws at the local, state, and national levels and reflect upon how they impact the second language learners in their current professional setting. Emphasis is placed on building the knowledge and skills required to share information on policies and trends with colleagues; to work collaboratively with others to advocate for second language learners and instructor rights, needs, and resources, and to represent and advocate for second language learners both within and beyond their current instructional settings.</td>
</tr>
<tr>
<td>BE6083</td>
<td>Understanding Linguistics and Second Language Learners</td>
<td>3</td>
<td>This course covers the following essential dimensions of linguistics and the acquisition of language: language and the brain, first and second language acquisition, major components of linguistics (phonetics, phonology, morphology, syntax, semantics, and sociolinguistics), cognition and learning, and communicative competence. The course examines second language learners and their proficiency in oral, reading, and writing skills in English as well as the importance of the home languages as a foundation for learning a second language. Students get an overview of socio-cultural, psychological, and political variables that play a part in second language acquisition, which will translate to greater understanding of second language learners as they navigate the community and professional settings.</td>
</tr>
<tr>
<td>BE6093</td>
<td>Capstone in</td>
<td>3</td>
<td>The Capstone Experience is designed for candidates to</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>SCI6203</td>
<td>Foundations of Integrated Science Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SCI6213</td>
<td>Engaging Diversity in the Science Classroom</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SCI6223</td>
<td>Modern Learning and Integrated Science Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SCI6233</td>
<td>Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, &amp; College Level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SCI6243</td>
<td>Building Scientific Understanding in Students</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SCI6253</td>
<td>Capstone in STEM</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**STEM Leadership (18 Credit Hours)**

This course provides a holistic overview of historical and current issues and trends impacting science education in today’s global society. Emphasis is placed on the examination of diverse viewpoints and approaches to integrated science education to examine research-based integrative models and strategies for the improvement of student learning. Participants will examine current STEM education initiatives related to policy, method, and engagement. Critical and creative thinking, problem solving, and writing skills are emphasized. While using an integrated approach, this course spotlights content-rich components dedicated to biology, chemistry, and physics.

The course will examine didactic strategies of pedagogy, andragogy, multiple intelligence theory, social learning theory and exchange theory to foster the innovative engagement of diverse learners. Emphasis will be placed on strategies related to the differentiation of instruction.

This course will examine the integration of digital resources into the integrated science learning environment. Participants will explore digital resources and develop strategies for effectively integrating technology with didactic strategies to address the needs of diverse learners and enhance learning.

This course examines best practice in developing curriculum to foster student learning in the field of mathematics and science. Emphasis is placed on curriculum theory, curriculum design, development of instructional manipulatives, and the implementation and evaluation of curriculum for didactic improvement.

Building scientific understanding in students is essential to the STEM field. This course is designed to help students develop a deeper understanding of skills, including the role of critical questions and essential concepts. Students break down common misconceptions in STEM as well as build on existing skills of observation, analysis of communication, assessments informing instruction, and understanding the role society plays in fostering scientific literacy and knowledge.

The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the doctoral focus of study in second language instruction. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.
Leadership

focus of study STEM Leadership. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus on study on the professional field

<table>
<thead>
<tr>
<th>General Track (18 Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can choose 6 courses from above</td>
</tr>
<tr>
<td>Total Credits</td>
</tr>
</tbody>
</table>
Official Academic Transcript from
American College of Education

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Sending School Information
American College of Education
Registrar’s Office
101 West Ohio Street
Suite 1200
Indianapolis, IN 46204
Telephone: 800-280-0307
School Web Page: www.ace.edu
Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)

Student Information
Student Name: Bursartesting t Bursartesting
Numeric Identifier: 1101023617
Birth Date: 7/10/1990
Student Email: Not Provided By the Sending School

Receiver Information
Registrar Registrar
registrar@ace.edu

Document Information
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL572</td>
<td>Resource Management: Securing and Allocating Resources for Learning</td>
<td>2.67</td>
<td>2.67</td>
<td>A</td>
<td>10.68</td>
</tr>
</tbody>
</table>

Term GPA: 4.00  
Cum GPA: 4.00

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5013</td>
<td>Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing</td>
<td>3.00</td>
<td>3.00</td>
<td>A</td>
<td>12.00</td>
</tr>
</tbody>
</table>

Term GPA: 4.00  
Cum GPA: 4.00

** Public Health Education **

GPA: 4.00

*** End of Transcript ***

Authorized Signature  
Date

** Indicates Retaken Course  
R* Indicates Retaken Override  
♦ Indicates Associated Course  
# Indicates Pass/Fail Course  
Not official unless signed by registrar.

Lyndia A. Wagner, Registrar
ACADEMIC CALENDAR / CREDITS
American College of Education operates on 5 week terms, 8 terms per year for Master level degree/certificate programs and 10 week terms, 4 terms per year for Doctorate and Advanced Studies level programs/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 of the North Central Association of College and Schools, 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).

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COURSE NUMBERING SYSTEM
500–599 Graduate Level Courses
5000–5999 Graduate Level Courses
6000–6999 Doctorate or Advanced Studies Courses

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>N/A</td>
</tr>
<tr>
<td>P*</td>
<td>Pass</td>
<td>N/A</td>
</tr>
<tr>
<td>NP*</td>
<td>Non-Pass</td>
<td>N/A</td>
</tr>
<tr>
<td>TR*</td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>I**</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>CR*</td>
<td>Credit/Complete</td>
<td>N/A</td>
</tr>
<tr>
<td>PR*</td>
<td>Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>RV*</td>
<td>Review</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* 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 of “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 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).

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

AUTHENTICATION OF THE RECORD
American College of Education’s official transcripts are printed on security paper and do not require a raised seal. The face of this document has a blue background and the institution’s logo watermarked in blue. The registrar’s official signature appears pre-printed in white. If the transcript was issued to the student, the watermark stating “Issued to Student” will appear on the transcript.

TO TEST FOR AUTHENTICITY: This transcript was delivered through the eSCRIP-SAFE® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at escrip-safe.com by selecting the Document Validation link. A printed copy cannot be validated.

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!
DECISION ITEM B-2: Salem University: Three Baccalaureate Programs at One Location

Staff Recommendation

That the Board for Proprietary Education approve the Bachelor of Arts (B.A.) in Criminal Justice, Bachelor of Science (B.S.) in Business Administration, and B.S. in Information Technology in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

Background

Institution Profile

Salem University is regionally accredited by the Higher Learning Commission (HLC). As of this writing, HLC accredits Salem University at one campus in Salem, West Virginia. The Indianapolis, Indiana location would be considered a “course location” by HLC, once approved. The National Center for Education Statistics (NCES) does not presently list enrollment data for Salem University at Indianapolis. NCES lists a total enrollment of 990 students in the fall of 2018 at Salem University at Salem, West Virginia.

Degree Program Profiles

Bachelor of Arts (B.A.) in Criminal Justice at Indianapolis

This program consists of 120 semester credit hours, with 38 percent of the courses in the specialty. This program includes five specialization options for students to choose from. The Indianapolis program faculty consists of 10 individuals, of whom two are full-time and eight are part-time. Of the 10 individuals, five have doctoral degrees, two have a Juris Prudence, one has a doctoral degree and a Juris Prudence, and the remaining two individuals have a Master’s degree.
Bachelor of Science (B.S.) in Business Administration at Indianapolis

This program consists of 120 semester credit hours, with 38 percent of the courses in the specialty. This program includes nine specialization options for students to choose from. The Indianapolis program faculty consists of 11 individuals, of whom seven are full-time and four are part-time. Of the 11 individuals, nine have doctoral degrees, one has a doctoral degree and a Juris Prudence, and the remaining individual has a Master’s degree.

Bachelor of Science (B.S.) in Information Technology at Indianapolis

This program consists of 120 semester credit hours, with 38 percent of the courses in the specialty. This program includes two specialization options for students to choose from. The Indianapolis program faculty consists of three individuals, of whom two are full-time and one is part-time. Of the three individuals, two have doctoral degrees, and the remaining individual has a Master’s degree.

Supporting Documents
Degree Applications
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  
Salem University  

Program name and  
Suggested CIP Code:  
Criminal Justice 43.0104  

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

Name of Person Preparing this Form  
C. Eric Kirkland, PhD  

Telephone Number  
304.629.7161  

Application Type  
Initial  

Date the Form was Prepared  
10/5/2019  
(Revise date after any revision)  

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

CRIMINAL JUSTICE

The Bachelor of Arts in Criminal Justice (BACJ) prepares students to enter or advance in careers such as protective services, law enforcement, corrections, crime prevention and support services, court administration and general security. The program supports Salem University’s mission by incorporating a world view into the program, exploring diverse perspectives on politics, cultures, justice systems, and crime challenges. In addition, the program is designed to provide students with skills that are useful in the detection, investigation and prosecution of crimes through courses in, policing, criminal investigations, crime scene management and criminal procedure.

The program further supports the university’s mission through courses in criminal justice management, emergency management, correctional administration and ethics where students learn the skills of critical thinking and ethical decision making. The program encourages students to explore the philosophy and history of the criminal justice system to develop an understanding of its strengths, weaknesses, and continual evolution. The Core courses cover fundamental concepts that are essential to a broad understanding of the field including criminal and constitutional law, crisis intervention, domestic violence, terrorism, evidence and procedure, and investigation and forensics. Specializations include administration of justice, corrections, law enforcement, crime scene investigation, and homeland security.
PROGRAM LEARNING OBJECTIVES

Graduates will demonstrate the following:

1) Knowledge and skills in constitutional and criminal law to include the history and development of our criminal justice system, processes and the foundations of citizens’ rights.

2) Knowledge and skills in criminal investigations to include initial response, the tools and procedures of modern investigations, and the trial process.

3) Knowledge and understanding of current challenges and areas of focus in criminal justice to include crisis intervention, domestic violence and terrorism.

4) Knowledge and skills in using and interpreting criminal justice research and statistics along with an understanding of the ethical principles involved in the criminal justice field.

5) Knowledge, skills, and abilities for employment in the field of criminal justice or for admission to graduate programs.

UNIVERSITY MISSION STATEMENT

The Mission of Salem University is to prepare global citizens with broad knowledge, marketable professional skills, and the ability to make decisions with integrity and an international perspective.

GOALS OF THE UNIVERSITY

The goals of the University are to:

- Provide effective educational experiences;
- Design and maintain a unique environment conducive to developing an international citizen;
- Select, support, and develop human resources consistent with excellence in leadership, scholarship, and work and life skills; and
- Improve student learning, facilitate improvements in teaching, and corroborate institutional effectiveness.

GOALS OF UNDERGRADUATE EDUCATION

Salem is committed to providing a high-quality education to all students without regard to race or color, sex, sexual orientation, veteran status, religion, age, disability, national origin, creed, ancestry, or political affiliation. Students should acquire a basic foundation in the liberal arts. The perspectives of the humanities, social sciences, natural sciences, and the arts should be integrated with coursework in the major to facilitate an understanding of the world at large.

This foundation for lifelong learning should provide the knowledge and skills necessary to deal with social, cultural, and technological change. Students should develop critical thinking and problem-solving skills sufficient for life in contemporary society. These skills include the ability to read critically, listen critically, ask appropriate questions, gather relevant information, and apply critical analysis to reach logical conclusions. Central to these skills are mathematical literacy and proficiency in oral and written communications. Students should attain proficiency in their major fields. This proficiency should enable them to be competitive in the job market or in admission to graduate or professional schools. Students should acquire knowledge, understanding, and an appreciation of diversity in languages, cultures, ideas, and peoples, along with a desire to work so that all individuals are treated in a manner consistent with
social justice. Students should maintain a lifelong commitment to ethical behavior, responsible
citizenship, and public service.

**UNDERGRADUATE CURRICULAR FRAMEWORK**

Salem offers bachelor’s and associate’s degree programs in Biology, Business Administration, Computer
Science, Criminal Justice, Education, Information Technology, and Nursing. Bachelor’s degrees require
completion of 120 semester credits.

The minimum cumulative GPA to graduate is 2.0. However, specific programs may require a higher GPA,
which will be shown in the program handbook or below. In some cases, higher GPA requirements
reflect licensure rules.

The courses that comprise the various bachelor’s programs at Salem are categorized as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>75</td>
</tr>
<tr>
<td>International Focus</td>
<td></td>
</tr>
<tr>
<td>Recommended Electives by Major</td>
<td></td>
</tr>
<tr>
<td>Major Core by Major</td>
<td>30</td>
</tr>
<tr>
<td>Specializations to augment each Major</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

**FOUNDATION COURSES**

Undergraduate degree programs at Salem generally require successful completion of a set of liberal arts
foundation courses that includes English, mathematics, natural sciences, social and behavioral sciences,
and the humanities. The fundamental roles of these general education courses are to:

- Support the Mission of the University.
- Emphasize the liberal arts, which are directed to general intellectual growth and development.
- Integrate the various disciplines.
- Offer philosophical, ethical, social, historical, literary, or aesthetic components.
- Provide the tools and concepts for analyzing culture and society in an international context.

In addition students are expected to gain the following competencies:

- Writing, listening, and speaking skills
- Critical thinking ability
- Quantitative and technological proficiencies
- Decision-making and problem-solving skills
- International and multicultural awareness
- Leadership and citizenship skills

**INTERNATIONAL FOCUS COURSES**

Consistent with and in support of the Mission, most undergraduate students will complete several
general education courses that focus on global information and perspectives. The institutional goal is 15
semester credits; however, some programs do not fit this pattern, usually because of licensure
requirements (e.g., ADN Program). The international focus courses help instill in students international
and multicultural awareness and understanding and promote global citizenship.
RECOMMENDED ELECTIVES

Most programs of study offer Recommended Electives that are meant to expand students’ knowledge, skills, and abilities in support of their major. Students may choose to substitute courses from other programs or electives with approval. The various degree programs’ faculties may specify a math and a writing course relevant to the discipline or continue to use the standard courses in technical writing and statistics that are offered for all students.

MAJOR CORE COURSES

All baccalaureate students must complete at least one major comprising at least 30 credits in a single discipline, which defines the major. The courses are developed by the respective faculties to ensure an educational foundation of breadth (coverage) that is comparable to other regionally accredited programs in this discipline as well as being responsive to and maintaining the unique characteristics of Salem.

SPECIALIZATION COURSES

Specialization courses provide students with a deeper understanding of a specific component or occupation within the major discipline. Specializations require completion of 9 or more credits of advanced courses.

Students typically complete 1 specialization toward their degree. They may choose to do 2 or more with permission, understanding that doing so will increase the cost and time to completion. Graduates may add a specialization to their existing degree by taking the required courses.

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.

<table>
<thead>
<tr>
<th>Name of Program: _____</th>
<th>Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Hours:</td>
<td>120 credit hours</td>
</tr>
<tr>
<td>Check one:</td>
<td>Quarter Hours</td>
</tr>
<tr>
<td></td>
<td>Semester Hours</td>
</tr>
<tr>
<td></td>
<td>Clock Hours</td>
</tr>
<tr>
<td>Tuition *:</td>
<td>$12,000</td>
</tr>
<tr>
<td>Length of Program:</td>
<td>120 credits; 4 years</td>
</tr>
</tbody>
</table>

* Per year: 30 credits, includes fees & books
# SPECIALTY COURSES: BACJ

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRIMINAL JUSTICE CORE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJU205</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJU210</td>
<td>Criminal Evidence and Constitutional Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CJU230</td>
<td>Criminal Investigation and Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CJU233</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CJU242</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>CJU270</td>
<td>Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>CJU405</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>CJU408</td>
<td>Criminal Justice Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CJU440</td>
<td>Ethics in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJU499</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

| **ADMINISTRATION OF JUSTICE SPECIALIZATION** | | |
| CJU215 | Police Operations                                        | 3            |
| CJU220 | Corrections System and Operations                         | 3            |
| CJU221 | Juvenile Justice                                         | 3            |
| CJU325 | White Collar Crime                                       | 3            |
| HED320 | Substance Use and Abuse OR CJU450 Special Topics          | 3            |

| **CORRECTIONS SPECIALIZATION** | | |
| CJU220 | Corrections System and Operations                         | 3            |
| CJU221 | Juvenile Justice                                         | 3            |
| CJU320 | Corrections Administration                                | 3            |
| CJU360 | Legal Issues in Corrections                               | 3            |
| CJU449 | Criminal Justice Management OR CJU450 Special Topics      | 3            |
### CRIME SCENE INVESTIGATION SPECIALIZATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJU441</td>
<td>Crime Scene Photography</td>
<td>3</td>
</tr>
<tr>
<td>CJU442</td>
<td>Fingerprints and Impression Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJU443</td>
<td>Crime Scene Management</td>
<td>3</td>
</tr>
<tr>
<td>CJU444</td>
<td>Ballistics and Firearm Identification</td>
<td>3</td>
</tr>
<tr>
<td>CJU446</td>
<td>Digital Evidence OR CJU450 Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

### HOMELAND SECURITY SPECIALIZATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJU447</td>
<td>Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>CJU448</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>CJU449</td>
<td>Criminal Justice Management</td>
<td>3</td>
</tr>
<tr>
<td>CJU450</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>CJU451</td>
<td>Incident Command and Management</td>
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</tbody>
</table>

### LAW ENFORCEMENT SPECIALIZATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJU215</td>
<td>Police Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJU235</td>
<td>Security</td>
<td>3</td>
</tr>
<tr>
<td>CJU300</td>
<td>Police Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJU315</td>
<td>Patrol and Community Policing</td>
<td>3</td>
</tr>
<tr>
<td>CJU449</td>
<td>Criminal Justice Management OR CJU 450 Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

### GENERAL EDUCATION / LIBERAL ARTS COURSES:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM104</td>
<td>Principles of Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO255</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENG101</td>
<td>Written English</td>
<td>3</td>
</tr>
<tr>
<td>ENG102</td>
<td>Written English 2</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HED120</td>
<td>Core Concepts of Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>HIS153</td>
<td>U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>HIS154</td>
<td>U.S. History 2</td>
<td>3</td>
</tr>
<tr>
<td>MAT125</td>
<td>College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCI215</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>SCI216</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>UNV100</td>
<td>Student Success</td>
<td>3</td>
</tr>
<tr>
<td>UNV105</td>
<td>Computer Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**INTERNATIONAL FOCUS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG203</td>
<td>Multicultural Literature</td>
<td>3</td>
</tr>
<tr>
<td>FNA202</td>
<td>World Music</td>
<td>3</td>
</tr>
<tr>
<td>FNA203</td>
<td>World Art</td>
<td>3</td>
</tr>
<tr>
<td>HIS125</td>
<td>World Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>HIS210</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS305</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**RECOMMENDED ELECTIVES (Pick 15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJU101</td>
<td>Survey of Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENG201</td>
<td>Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>HIS205</td>
<td>History of Organized Crime</td>
<td>3</td>
</tr>
<tr>
<td>MAT140</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSC100</td>
<td>American Government &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC130</td>
<td>Criminology</td>
<td>3</td>
</tr>
</tbody>
</table>
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:**
   Benedum Library is located on the first floor of the Learning Resource Center on campus in Salem, WV. It is open Sunday through Friday; 8AM to 5PM; it is closed for holidays. It is open to all students both on campus and online.

   The library WV, is staffed by the Dean of Library Services (FT), the Assistant Librarian (FT), and a varying number of part-time employees.

   The university provides extensive online holdings to support student learning via the Internet.

2. **Number of volumes of professional material:**
   Its collection includes about 67,000 books, 1,000 audiovisual aids, 5 newspapers, 2,765 electronic journals, and 300,000 microfiche. In addition to its own collection, students have access to interlibrary loan.

   The library subscribes to online databases via the WVInfoDepot of the WV Library Commission.

   The Library subscribes to LIRN®, which provides 88 databases to support various academic programs.

   Audiovisual media and equipment are available. The library operates a computer lab and has a photocopier for public use. The library has automated its collection and provides access through the campus-wide network as well as providing access to learning resources 24/7 via the Internet for students taking blended or distance courses. It is a partial repository for Federal publications.

3. **Number of professional periodicals subscribed to:**
   2,765 electronic journals
4. **Other library facilities in close geographical proximity for student access:**

The library system in the Indianapolis metropolitan area is open to the public.
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: | 11 | Full-time: | 3 | Part-time: | 8 |

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

<table>
<thead>
<tr>
<th>List Faculty Names (Alphabetical Order)</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
<th>Check one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ackerman, George</td>
<td>PhD, JD</td>
<td>20+</td>
<td>6</td>
<td>3</td>
<td>X</td>
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<tr>
<td>Callahan, Kelli</td>
<td>PhD</td>
<td>20+</td>
<td>8</td>
<td>25</td>
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</tr>
<tr>
<td>Cameron, Robert</td>
<td>PhD</td>
<td>33</td>
<td>9</td>
<td>13</td>
<td>X</td>
</tr>
<tr>
<td>Coho, Margaret</td>
<td>MSCJ</td>
<td>30</td>
<td>6</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Jones, Curtis</td>
<td>MSCJ</td>
<td>20</td>
<td>1</td>
<td>6</td>
<td>X</td>
</tr>
<tr>
<td>Leon, Hilary</td>
<td>JD</td>
<td>15</td>
<td>2</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Lounsbury, Camm</td>
<td>PhD</td>
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<td>8</td>
<td>2</td>
<td>X</td>
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<td>Martinez, Eduardo</td>
<td>JD</td>
<td>28</td>
<td>1</td>
<td>10</td>
<td>X</td>
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<tr>
<td>Noonan, James</td>
<td>PhD</td>
<td>20</td>
<td>3</td>
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<tr>
<td>Walker, Darin</td>
<td>PhD</td>
<td>25</td>
<td>3</td>
<td>3</td>
<td>X</td>
</tr>
</tbody>
</table>
Institution: Salem University  
Degree Program: BSBA  
Locations: 615 Carmel Drive, Carmel, IN

**Federal Financial Responsibility Composite Score**  
Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education:  
1.73

**State Licensure**  
Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?  
NO

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

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

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

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

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

As a bachelor’s and master’s granting institution of higher education, Salem does not focus on preparing students to pass non-licensure certifications. Only the School of Nursing and the School of Education offer degree programs that lead to initial professional licensure. The Associate of Science in Nursing prepares students to take the NCLEX-RN; the Bachelor of Science in Education prepares students take the required PRAXIS tests for initial teacher licensure. Neither of these degree programs is proposed for delivery in Indiana at this time.

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

If so, please identify  
The specific professional industry standard(s) and/or best practice(s):  
The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate.

Program Accreditation  
Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment?  
NO

If so, please identify the specialized accrediting agency:  
N/A

Salem University (Salem) has been accredited by The Higher Learning Commission (HLC) since March 1963 (when HLC was known as the North Central Association). HLC can be contacted at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, [http://www.hlcommission.org](http://www.hlcommission.org) or by telephone 800.621.7440. HLC is one of six regional accreditation bodies recognized by the U.S. Department of Education. Salem’s headquarters and campus are located at 223 West Main Street in Salem, West Virginia, which is within HLC’s region of authority.

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

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

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

- BS Biology  
- BS Business Administration  
- BS Computer Science  
- BA Criminal Justice  
- BS Information Technology
Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:

1. What is the digital format of student transcripts?
   Campus Nexus, formerly Campus Vue, database

2. Is the institution using proprietary software, if so what is the name?
   National Students Clearinghouse for online requests;
   Campus Management “Campus Nexus” student information system for in-person requests

3. Submit a sample student transcript.

Student Records
Institutions that have Previously Operated

4. What is the digital format of student transcripts?
   Secure PDF

5. Is the institution using proprietary software, if so what is the name?
   National Students Clearinghouse for online requests;
   Campus Management “Campus Nexus” for in-person hardcopy requests

6. Submit a sample student transcript.
   A sample transcript is attached.

Student Records
Institutions that have Previously Operated

1. Are all student transcripts in a digital format?
   NO.
   
   • If not what is the percentage of student transcripts in a digital format?
     100% digital from 1991 to the present
     100% hardcards and microfiche previously.
   
   • What is the beginning year of digitized student transcripts?
     1991
   
   • Are student transcripts stored separately from the overall student records?
     YES
2. How are the digital student records stored?
   Stored in a licensed, commercial-off-the-shelf, proprietary database system developed and marketed by Campus Management.
   - Where is the computer server located?
     Carmel, IN
   - What is the name of the system that stores the digital records?
     Campus Nexus, formerly Campus Vue

3. Where are the paper student records located?
   Salem, WV

4. What is the beginning year of the institutional student record series?
   1889

5. What is the estimated number of digital student records held by the institution?
   60,000

6. What is the estimated number of paper student records held by the institution?
   175,000

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
   YES
   - If so, what is the most significant format?
     Microfiche
   - If so, what is the estimated number of student records maintained in that format?
     45,000

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?
     Joseph Ferlic III
     Registrar
     jferlic@salemu.edu
     304.326.1304

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?
   YES, online transcript requested are fulfilled by the National Student Clearinghouse.
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?
   2-3/week

   All Institutions

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

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission’s Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.
Institution/Location: Salem University at Carmel, IN  
Program: BA Criminal Justice

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2020</td>
<td>18</td>
<td>24</td>
<td>36</td>
<td>48</td>
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<td>FY2023</td>
<td>18</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>FY2024</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

Enrollment Projections (FTE*)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2020</td>
<td>18</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
</tr>
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<tr>
<td>FY2022</td>
<td>20</td>
<td>26</td>
<td>38</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td>FY2023</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>18</td>
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<tr>
<td>FY2024</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>18</td>
</tr>
</tbody>
</table>

Degrees Conferred Projections: 0 0 6 6 18

Degree Level: 05 Baccalaureate  
CIP Code: 43.0104

**FTE Definitions:**

- Undergraduate Level: 30 Semester Hrs. = 1 FTE  
- Undergraduate Level: 24 Semester Hrs. = 1 FTE
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: Salem University

Program name and Suggested CIP Code: Business Administration 52.0201

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

Name of Person Preparing this Form: C. Eric Kirkland, PhD

Telephone Number: 304.629.7161

Date the Form was Prepared: 10/5/2019

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

BUSINESS ADMINISTRATION

The School of Business and the programs of study it offers support the Mission of the University to provide a high-quality, high-value education to graduate students who are seeking initial career entry or to advance in their careers. The programs of study provide a broad education in the fundamentals of business administration with specializations to provide in-depth learning opportunities in support of specific occupational goals of students.

MISSION OF THE SCHOOL OF BUSINESS

The School of Business utilizes strong leadership, strategic planning, stakeholder input, data driven decision making, quality faculty and staff, and student-centered processes to provide excellent programs to both undergraduate and graduate business majors.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The core curriculum of the Bachelor of Science in Business Administration (BSBA) provides a foundation across the key functional areas of business administration such as management, accounting, finance, marketing, law, and organizational behavior. Specializations are offered that allow students to gain additional knowledge, skills, and abilities that are focused on occupations, such as accounting, finance, engineering management, general management, health care management, international business, retail management, and sports and recreation management. The capstone course enables students to
demonstrate their ability to make decisions with integrity, informed by economic, legal, ethical, and global perspectives.

**Program Learning Objectives**

Graduates will demonstrate the following:

1) Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.

2) Knowledge, skills, and abilities to compete in the global market economy.

3) Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.

4) Ability to communicate information in written, oral, and graphic formats.

**University Mission Statement**

The Mission of Salem University is to prepare global citizens with broad knowledge, marketable professional skills, and the ability to make decisions with integrity and an international perspective.

**Goals of the University**

The goals of the University are to:

- Provide effective educational experiences;
- Design and maintain a unique environment conducive to developing an international citizen;
- Select, support, and develop human resources consistent with excellence in leadership, scholarship, and work and life skills; and
- Improve student learning, facilitate improvements in teaching, and corroborate institutional effectiveness.

**Goals of Undergraduate Education**

Salem is committed to providing a high-quality education to all students without regard to race or color, sex, sexual orientation, veteran status, religion, age, disability, national origin, creed, ancestry, or political affiliation. Students should acquire a basic foundation in the liberal arts. The perspectives of the humanities, social sciences, natural sciences, and the arts should be integrated with coursework in the major to facilitate an understanding of the world at large.

This foundation for lifelong learning should provide the knowledge and skills necessary to deal with social, cultural, and technological change. Students should develop critical thinking and problem-solving skills sufficient for life in contemporary society. These skills include the ability to read critically, listen critically, ask appropriate questions, gather relevant information, and apply critical analysis to reach logical conclusions. Central to these skills are mathematical literacy and proficiency in oral and written communications. Students should attain proficiency in their major fields. This proficiency should enable them to be competitive in the job market or in admission to graduate or professional schools. Students should acquire knowledge, understanding, and an appreciation of diversity in languages, cultures, ideas, and peoples, along with a desire to work so that all individuals are treated in a manner consistent with social justice. Students should maintain a lifelong commitment to ethical behavior, responsible citizenship, and public service.
UNDERGRADUATE CURRICULAR FRAMEWORK

Salem offers bachelor’s and associate’s degree programs in Biology, Business Administration, Computer Science, Criminal Justice, Education, Information Technology, and Nursing. Bachelor’s degrees require completion of 120 semester credits.

The minimum cumulative GPA to graduate is 2.0. However, specific programs may require a higher GPA, which will be shown in the program handbook or below. In some cases, higher GPA requirements reflect licensure rules.

The courses that comprise the various bachelor’s programs at Salem are categorized as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>75</td>
</tr>
<tr>
<td>International Focus</td>
<td></td>
</tr>
<tr>
<td>Recommended Electives by Major</td>
<td></td>
</tr>
<tr>
<td>Major Core by Major</td>
<td>30</td>
</tr>
<tr>
<td>Specializations to augment each Major</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

FOUNDATION COURSES

Undergraduate degree programs at Salem generally require successful completion of a set of liberal arts foundation courses that includes English, mathematics, natural sciences, social and behavioral sciences, and the humanities. The fundamental roles of these general education courses are to:

- Support the Mission of the University.
- Emphasize the liberal arts, which are directed to general intellectual growth and development.
- Integrate the various disciplines.
- Offer philosophical, ethical, social, historical, literary, or aesthetic components.
- Provide the tools and concepts for analyzing culture and society in an international context.

In addition students are expected to gain the following competencies:

- Writing, listening, and speaking skills
- Critical thinking ability
- Quantitative and technological proficiencies
- Decision-making and problem-solving skills
- International and multicultural awareness
- Leadership and citizenship skills

INTERNATIONAL FOCUS COURSES

Consistent with and in support of the Mission, most undergraduate students will complete several general education courses that focus on global information and perspectives. The institutional goal is 15 semester credits; however, some programs do not fit this pattern, usually because of licensure requirements (e.g., ADN Program). The international focus courses help instill in students international and multicultural awareness and understanding and promote global citizenship.
**Recommended Electives**

Most programs of study offer Recommended Electives that are meant to expand students’ knowledge, skills, and abilities in support of their major. Students may choose to substitute courses from other programs or electives with approval. The various degree programs’ faculties may specify a math and a writing course relevant to the discipline or continue to use the standard courses in technical writing and statistics that are offered for all students.

**Major Core Courses**

All baccalaureate students must complete at least one major comprising at least 30 credits in a single discipline, which defines the major. The courses are developed by the respective faculties to ensure an educational foundation of breadth (coverage) that is comparable to other regionally accredited programs in this discipline as well as being responsive to and maintaining the unique characteristics of Salem.

**Specialization Courses**

Specialization courses provide students with a deeper understanding of a specific component or occupation within the major discipline. Specializations require completion of 9 or more credits of advanced courses.

Students typically complete 1 specialization (15 semester credits) toward their degree. They may choose to do 2 or more with permission, understanding that doing so will increase the cost and time to completion. Graduates may add a specialization to their existing degree by taking the required courses.

---

**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.

<table>
<thead>
<tr>
<th>Name of Program: Bachelor of Science in Business Administration</th>
<th>Total Course Hours: 120 credits</th>
</tr>
</thead>
</table>

Check one: Quarter Hours

Semester Hours ✓

Clock Hours

Tuition*: $12,000 Length of Program: 120 credits; 4 years

* Per year: 30 credits, includes fees & books.
## SPECIALTY COURSES:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC111</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC112</td>
<td>Principles of Accounting 2</td>
<td>3</td>
</tr>
<tr>
<td>BUS323</td>
<td>Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>FIN344</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN345</td>
<td>Corporate Finance 2</td>
<td>3</td>
</tr>
<tr>
<td>MGT210</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT361</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGT363</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>MGT499</td>
<td>Senior Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>MKT231</td>
<td>Principles of Marketing</td>
<td>3</td>
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</table>

### BSBA CORE

<table>
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<tr>
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<tbody>
<tr>
<td>ACC111</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC112</td>
<td>Principles of Accounting 2</td>
<td>3</td>
</tr>
<tr>
<td>BUS323</td>
<td>Commercial Law</td>
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<tr>
<td>FIN344</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN345</td>
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<td>MGT210</td>
<td>Principles of Management</td>
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<td>Management Information Systems</td>
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<td>MGT363</td>
<td>Organizational Theory</td>
<td>3</td>
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<tr>
<td>MGT499</td>
<td>Senior Capstone Project</td>
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</tr>
<tr>
<td>MKT231</td>
<td>Principles of Marketing</td>
<td>3</td>
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</table>

### SPECIALIZATIONS: PICK 5 COURSES.

#### ACCOUNTING

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ACC304</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC305</td>
<td>Financial Accounting 2</td>
<td>3</td>
</tr>
<tr>
<td>ACC316</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC411</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACC412</td>
<td>Corporate Taxation</td>
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#### ENGINEERING MANAGEMENT

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<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>BUS420</td>
<td>Foundations of Engineering Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS421</td>
<td>Logistics Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS422</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS423</td>
<td>Project Management and Budgeting</td>
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<tr>
<td>BUS424</td>
<td>Quality and Risk Management</td>
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<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
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<tr>
<td>----------</td>
<td>------------------------------------------------------------</td>
<td>---------</td>
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<tr>
<td>FIN343</td>
<td>International Finance and Banking</td>
<td>3</td>
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<tr>
<td>FIN430</td>
<td>Investment Analysis</td>
<td>3</td>
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<tr>
<td>FIN435</td>
<td>Capital Markets</td>
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<td>FIN440</td>
<td>Portfolio Management</td>
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</tr>
<tr>
<td>FIN445</td>
<td>Real Estate Finance and Investment</td>
<td>3</td>
</tr>
<tr>
<td>MGT212</td>
<td>Introduction to Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT222</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT225</td>
<td>Legal Aspects of Health Care Management</td>
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</tr>
<tr>
<td>MGT310</td>
<td>Economics and Health Care Finance</td>
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</tr>
<tr>
<td>MGT426</td>
<td>International Issues in Health Care Management</td>
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<td>Human Resources Management</td>
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<tr>
<td>MGT410</td>
<td>Compensation and Benefits Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT411</td>
<td>Employment Law</td>
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<tr>
<td>MGT412</td>
<td>International Human Resources Management</td>
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<tr>
<td>MGT450</td>
<td>Special Topics</td>
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<tr>
<td>BUS440</td>
<td>International Law &amp; Public Policy</td>
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<tr>
<td>FIN343</td>
<td>International Finance &amp; Banking</td>
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<td>MGT222</td>
<td>Human Resources Management</td>
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<td>MGT424</td>
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<tr>
<td>MKT431</td>
<td>International Marketing</td>
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<tr>
<td>BUS410</td>
<td>Business Planning/Small Business Administration</td>
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<tr>
<td>MGT222</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT362</td>
<td>Operations Management</td>
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<tr>
<td>MGT424</td>
<td>International Business Management</td>
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### RETAIL MANAGEMENT

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<tbody>
<tr>
<td>BUS400</td>
<td>Principles of Retailing</td>
<td>3</td>
</tr>
<tr>
<td>BUS401</td>
<td>Retail Operations and Purchasing</td>
<td>3</td>
</tr>
<tr>
<td>BUS405</td>
<td>Foodservice Management</td>
<td>3</td>
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<tr>
<td>MGT222</td>
<td>Human Resources Management</td>
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</tr>
<tr>
<td>MKT400</td>
<td>Retail Sales Promotion</td>
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### SPORTS & RECREATION MANAGEMENT

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<th>Course Code</th>
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<tbody>
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<td>PED418</td>
<td>Organization &amp; Admin. of Physical Education &amp; Sports</td>
<td>3</td>
</tr>
<tr>
<td>SMG210</td>
<td>Principles of Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>SMG230</td>
<td>Governance &amp; Ethics in Sports</td>
<td>3</td>
</tr>
<tr>
<td>SMG340</td>
<td>Facilities &amp; Event Management</td>
<td>3</td>
</tr>
<tr>
<td>SMG380</td>
<td>Legal Aspects of Sports</td>
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</table>

### GENERAL EDUCATION / LIBERAL ARTS COURSES:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM104</td>
<td>Principles of Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO255</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENG101</td>
<td>Written English</td>
<td>3</td>
</tr>
<tr>
<td>ENG102</td>
<td>Written English 2</td>
<td>3</td>
</tr>
<tr>
<td>HED120</td>
<td>Core Concepts of Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>HIS153</td>
<td>U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>HIS154</td>
<td>U.S. History 2</td>
<td>3</td>
</tr>
<tr>
<td>MAT125</td>
<td>College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCI215</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>SCI216</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>
### INTERNATIONAL FOCUS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG203</td>
<td>Multicultural Literature</td>
<td>3</td>
</tr>
<tr>
<td>FNA202</td>
<td>World Music</td>
<td>3</td>
</tr>
<tr>
<td>FNA203</td>
<td>World Art</td>
<td>3</td>
</tr>
<tr>
<td>HIS125</td>
<td>World Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>HIS210</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS305</td>
<td>American Foreign Policy</td>
<td>3</td>
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</table>

### RECOMMENDED ELECTIVES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS201</td>
<td>Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS202</td>
<td>Introduction to Business Operations</td>
<td>3</td>
</tr>
<tr>
<td>BUS203</td>
<td>Real Estate and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>ENG200</td>
<td>Research and Writing for Effective Communication</td>
<td>3</td>
</tr>
<tr>
<td>MAT140</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSC100</td>
<td>American Government and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Number of Credit/Clock Hrs. in Specialty Courses: 45 / 120 Percentage: 37.5

Number of Credit/Clock Hrs. in General Courses: 75 / 120 Percentage: 62.5

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 75 / 120 Percentage: 62.5

### 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:

Benedum Library is located on the first floor of the Learning Resource Center on campus in Salem, WV. It is open Sunday through Friday; 8AM to 5PM; it is closed for holidays. It is open to all students both on campus and online.

The library WV, is staffed by the Dean of Library Services (FT), the Assistant Librarian (FT), and a varying number of part-time employees.

The university provides extensive online holdings to support student learning via the Internet.

2. **Number of volumes of professional material:**

Its collection includes about 67,000 books, 1,000 audiovisual aids, 5 newspapers, 2,765 electronic journals, and 300,000 microfiche. In addition to its own collection, students have access to interlibrary loan.

The library subscribes to online databases via the WVInfoDepot of the WV Library Commission.

The Library subscribes to LIRN®, which provides 88 databases to support various academic programs.

Audiovisual media and equipment are available. The library operates a computer lab and has a photocopier for public use. The library has automated its collection and provides access through the campus-wide network as well as providing access to learning resources 24/7 via the Internet for students taking blended or distance courses. It is a partial repository for Federal publications.

3. **Number of professional periodicals subscribed to:**

2,765 electronic journals

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

The library system in the Indianapolis metropolitan area is open to the public.
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: | 11 | Full-time: | 7 | Part-time: | 4 |

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

<table>
<thead>
<tr>
<th>List Faculty Names (Alphabetical Order)</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
<th>Check one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benson Robert</td>
<td>MBA, CPA</td>
<td>25+</td>
<td>6</td>
<td>23</td>
<td>X</td>
</tr>
<tr>
<td>Garrett, Marthenia</td>
<td>EdD</td>
<td>40</td>
<td>3</td>
<td>37</td>
<td>X</td>
</tr>
<tr>
<td>Getty, Marc</td>
<td>DBA</td>
<td>33</td>
<td>12</td>
<td>8</td>
<td>X</td>
</tr>
<tr>
<td>Glaid, Timothy</td>
<td>DM, MBA</td>
<td>35</td>
<td>12</td>
<td>21</td>
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<tr>
<td>Kamel, Ahmed</td>
<td>PhD</td>
<td>17</td>
<td>8</td>
<td>15</td>
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<tr>
<td>Knox, Kenneth</td>
<td>PhD</td>
<td>25</td>
<td>4</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>Laverty, Michael</td>
<td>EdD</td>
<td>25</td>
<td>4</td>
<td>14</td>
<td>X</td>
</tr>
<tr>
<td>Miller, Mitchell</td>
<td>DBA, CFP</td>
<td>20+</td>
<td>6</td>
<td>20</td>
<td>X</td>
</tr>
<tr>
<td>Schaefer, Thomas</td>
<td>DBA</td>
<td>15</td>
<td>3</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>Scherrer, Stephen</td>
<td>PhD, JD</td>
<td>40</td>
<td>3</td>
<td>35</td>
<td>X</td>
</tr>
<tr>
<td>Spruill, Edric</td>
<td>DM</td>
<td>25</td>
<td>6</td>
<td>17</td>
<td>X</td>
</tr>
</tbody>
</table>

N.B. The School of Business has 25 faculty in total.
Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

Institution: Salem University
Degree Program: BS Business Administration
Locations: 615 W Carmel Dr, Carmel, IN

Federal Financial Responsibility Composite Score
Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education:
1.73

State Licensure
Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?
NO

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

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

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

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

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

As a bachelor’s and master’s granting institution of higher education, Salem does not focus on preparing students to pass non-licensure certifications. Only the School of Nursing and the School of Education offer degree programs that lead to initial professional licensure. The Associate of Science in Nursing prepares students to take the NCLEX-RN; the Bachelor of Science in Education prepares students take the required PRAXIS tests for initial teacher licensure. Neither of these degree programs is proposed for delivery in Indiana at this time.

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Professional Industry Standards/Best Practices
Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
YES.
If so, please identify,
The specific professional industry standard(s) and/or best practice(s):
The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

The Baldrige Award, administered by the National Institute of Standards and Technology, has been adopted as a national standard for continuous quality improvement across multiple industries, including Education. The Accreditation Council for Business Schools and Programs (ACBSP) has incorporated these standards into their accreditation criteria. In 2014, the university set its sights on gaining accreditation by ACBSP.

In November 2017, the School of Business was awarded full initial accreditation status by ACBSP. This was achieved after a period of candidacy and after a thorough site visit by peer evaluators. ACBSP can be contacted via http://www.acbsp.org or by telephone 913.339.9356.

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Program Accreditation

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

NO

If so, please identify the specialized accrediting agency:

Salem University (Salem) has been accredited by The Higher Learning Commission (HLC) since March 1963 (when HLC was known as the North Central Association). HLC can be contacted at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, http://www.hlcommission.org or by telephone 800.621.7440. HLC is one of six regional accreditation bodies recognized by the U.S. Department of Education. Salem’s headquarters and campus are located at 223 West Main Street in Salem, West Virginia, which is within HLC’s region of authority.

In November 2017, the School of Business was awarded full initial accreditation status by the Accreditation Council for Business Schools and Programs (ACBSP). This was achieved after a period of candidacy and after a thorough site visit by peer evaluators. ACBSP can be contacted via http://www.acbsp.org or by telephone 913.339.9356.

-----------------------------------------------

Transferability of Associate of Science Degrees

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

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

Salem University—

- BS Biology
- BS Business Administration
- BS Computer Science
- BA Criminal Justice
- BS Information Technology

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

Per the Bureau of Labor Statistics, CIP 52.0201 is associated with SOC codes such as the following, for example without limitation:

<table>
<thead>
<tr>
<th>SOC</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-1011.00</td>
<td>Chief Executives</td>
</tr>
<tr>
<td>11-1021.00</td>
<td>General and Operations Managers</td>
</tr>
<tr>
<td>11-2022.00</td>
<td>Sales Managers</td>
</tr>
<tr>
<td>11-3011.00</td>
<td>Administrative Services Managers</td>
</tr>
<tr>
<td>11-3051.00</td>
<td>Industrial Production Managers</td>
</tr>
<tr>
<td>11-9021.00</td>
<td>Construction Managers</td>
</tr>
<tr>
<td>11-9151.00</td>
<td>Social and Community Service Managers</td>
</tr>
<tr>
<td>13-1051.00</td>
<td>Cost Estimators</td>
</tr>
<tr>
<td>13-1111.00</td>
<td>Management Analysts</td>
</tr>
</tbody>
</table>

1. What is the digital format of student transcripts?
   Secure PDF & Paper

2. Is the institution using proprietary software, if so what is the name?
   National Students Clearinghouse for online requests;
   Campus Management “Campus Nexus” for in-person hardcopy requests

3. Submit a sample student transcript.
   A sample transcript is attached.

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Student Records

Institutions that have Previously Operated
1. Are all student transcripts in a digital format? 
   NO.
   • If not what is the percentage of student transcripts in a digital format?
     100% digital from 1991 to the present
     100% hardcards and microfiche previously.
   • What is the beginning year of digitized student transcripts?
     1991
   • Are student transcripts stored separately from the overall student records?
     YES

2. How are the digital student records stored?
   Stored in a licensed, commercial-off-the-shelf, proprietary database system developed and marketed by Campus Management.
   • Where is the computer server located?
     Carmel, IN
   • What is the name of the system that stores the digital records?
     Campus Nexus, formerly Campus Vue

3. Where are the paper student records located?
   Salem, WV

4. What is the beginning year of the institutional student record series?
   1889

5. What is the estimated number of digital student records held by the institution?
   60,000

6. What is the estimated number of paper student records held by the institution?
   175,000

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
   YES
   • If so, what is the most significant format?
     Microfiche
   • If so, what is the estimated number of student records maintained in that format?
     45,000
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?
     Joseph Ferlic III
     Registrar
     jferlic@salemu.edu
     304.326.1304

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?
   YES, online transcript requested are fulfilled by the National Student Clearinghouse.

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receives in a day and week?
    2-3/week

   All Institutions

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

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission’s Student Information System

- Report a table (See below.

- 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

**10/5/2019**

**Institution/Location:** Salem University at Carmel, IN  
**Program:** BS Business Administration

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2020</td>
<td>FY2021</td>
<td>FY2022</td>
<td>FY2023</td>
<td>FY2024</td>
</tr>
</tbody>
</table>

#### Enrollment Projections (Headcount)

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2020</td>
<td>30</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>FY2021</td>
<td>48</td>
<td>10</td>
<td>58</td>
</tr>
<tr>
<td>FY2022</td>
<td>72</td>
<td>10</td>
<td>82</td>
</tr>
<tr>
<td>FY2023</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>FY2024</td>
<td>110</td>
<td>10</td>
<td>120</td>
</tr>
</tbody>
</table>

#### Enrollment Projections (FTE*)

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2020</td>
<td>30</td>
<td>5</td>
<td>35</td>
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<tr>
<td>FY2021</td>
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<tr>
<td>FY2022</td>
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<td>FY2023</td>
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</tr>
<tr>
<td>FY2024</td>
<td>110</td>
<td>5</td>
<td>115</td>
</tr>
</tbody>
</table>

#### Degrees Conferred Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>FY2020</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>25</td>
<td>40</td>
</tr>
</tbody>
</table>

**Degree Level:** 05 Baccalaureate  
**CIP Code:** 52.0201

### FTE Definitions:

- Undergraduate Level: 30 Semester Hrs. = 1 FTE
- Undergraduate Level: 24 Semester Hrs. = 1 FTE
Name of Institution: Salem University

Program name and Suggested CIP Code: Information Technology 11.0103

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

Name of Person Preparing this Form: C. Eric Kirkland, PhD

Telephone Number: 304.629.7161

Date the Form was Prepared: 10/5/2019

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

INFORMATION TECHNOLOGY

The Bachelor of Science in Information Technology (BSIT) provides a foundation for students to successfully apply information technology (IT) theory and principles to address real-world opportunities and challenges. Under the guidance of the faculty, the BSIT core enables students to develop knowledge, skills, and abilities in systems analysis, programming, database systems, computer networking, information security, Web technologies, and project management. Specializations are offered in enterprise networking and cybersecurity. The BSIT establishes a basis for students’ continued career growth and life-long learning as an IT professional. Career opportunities in IT span the full range of computer-related occupations, from technical support specialists to computer operations management. Successful completion of the BSIT prepares the student for graduate studies.

To support the university’s mission, the Information Technology Program endeavors to prepare Information Technology professionals to be effective in a diverse and dynamic Information Technology field. The Information Technology program at Salem University prepares our graduates by providing theoretical, experiential and applied knowledge to provide solutions for a rapidly growing information technology industry. Salem University and the Information Technology Program seek to employ instructors with a wide variety of experiences and education in order to provide expert instruction on the many concepts and principals involved in Computer Science and Information Technology studies. Program faculty strives to provide students with a rewarding classroom experience rich in instruction, skills-building and real-world application. Among other features of the program, this mission oriented
approach ensures that Salem University provides a challenging and robust information Technology program that continues to meet the needs of the student and the industry with a global perspective. Finally, IT offers STEM Designated Degree Programs by the US Department of Homeland Security, signaling their importance to the Nation and the World.

**Learning Objectives**

Graduates will demonstrate the following:

1) Ability to apply information technology theory and principles in addressing global business opportunities and challenges.
2) Knowledge, skills and abilities in the area of information technology with an applied, real-world focus.
3) Knowledge, skills and abilities in business management as applied to IT development and operations.
4) Ability to communicate information in written, oral, and graphic formats.
5) Knowledge, skills, and abilities to enter into advanced studies in IT or business.

**University Mission Statement**

The Mission of Salem University is to prepare global citizens with broad knowledge, marketable professional skills, and the ability to make decisions with integrity and an international perspective.

**Goals of the University**

The goals of the University are to:

- Provide effective educational experiences;
- Design and maintain a unique environment conducive to developing an international citizen;
- Select, support, and develop human resources consistent with excellence in leadership, scholarship, and work and life skills; and
- Improve student learning, facilitate improvements in teaching, and corroborate institutional effectiveness.

**Goals of Undergraduate Education**

Salem is committed to providing a high-quality education to all students without regard to race or color, sex, sexual orientation, veteran status, religion, age, disability, national origin, creed, ancestry, or political affiliation. Students should acquire a basic foundation in the liberal arts. The perspectives of the humanities, social sciences, natural sciences, and the arts should be integrated with coursework in the major to facilitate an understanding of the world at large.

This foundation for lifelong learning should provide the knowledge and skills necessary to deal with social, cultural, and technological change. Students should develop critical thinking and problem-solving skills sufficient for life in contemporary society. These skills include the ability to read critically, listen critically, ask appropriate questions, gather relevant information, and apply critical analysis to reach logical conclusions. Central to these skills are mathematical literacy and proficiency in oral and written communications. Students should attain proficiency in their major fields. This proficiency should enable
them to be competitive in the job market or in admission to graduate or professional schools. Students should acquire knowledge, understanding, and an appreciation of diversity in languages, cultures, ideas, and peoples, along with a desire to work so that all individuals are treated in a manner consistent with social justice. Students should maintain a lifelong commitment to ethical behavior, responsible citizenship, and public service.

**UNDERGRADUATE CURRICULAR FRAMEWORK**

Salem offers bachelor’s and associate’s degree programs in Biology, Business Administration, Computer Science, Criminal Justice, Education, Information Technology, and Nursing. Bachelor’s degrees require completion of 120 semester credits.

The minimum cumulative GPA to graduate is 2.0. However, specific programs may require a higher GPA, which will be shown in the program handbook or below. In some cases, higher GPA requirements reflect licensure rules.

The courses that comprise the various bachelor’s programs at Salem are categorized as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>75</td>
</tr>
<tr>
<td>International Focus</td>
<td></td>
</tr>
<tr>
<td>Recommended Electives by Major</td>
<td></td>
</tr>
<tr>
<td>Major Core by Major</td>
<td>30</td>
</tr>
<tr>
<td>Specializations to augment each Major</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

**FOUNDATION COURSES**

Undergraduate degree programs at Salem generally require successful completion of a set of liberal arts foundation courses that includes English, mathematics, natural sciences, social and behavioral sciences, and the humanities. The fundamental roles of these general education courses are to:

- Support the Mission of the University.
- Emphasize the liberal arts, which are directed to general intellectual growth and development.
- Integrate the various disciplines.
- Offer philosophical, ethical, social, historical, literary, or aesthetic components.
- Provide the tools and concepts for analyzing culture and society in an international context.

In addition, students are expected to gain the following competencies:

- Writing, listening, and speaking skills
- Critical thinking ability
- Quantitative and technological proficiencies
- Decision-making and problem-solving skills
- International and multicultural awareness
- Leadership and citizenship skills

**INTERNATIONAL FOCUS COURSES**

Consistent with and in support of the Mission, most undergraduate students will complete several general education courses that focus on global information and perspectives. The institutional goal is 15
semester credits; however, some programs do not fit this pattern, usually because of licensure requirements (e.g., ADN Program). The international focus courses help instill in students international and multicultural awareness and understanding and promote global citizenship.

**RECOMMENDED ELECTIVES**

Most programs of study offer Recommended Electives that are meant to expand students’ knowledge, skills, and abilities in support of their major. Students may choose to substitute courses from other programs or electives with approval. The various degree programs’ faculties may specify a math and a writing course relevant to the discipline or continue to use the standard courses in technical writing and statistics that are offered for all students.

**MAJOR CORE COURSES**

All baccalaureate students must complete at least one major comprising at least 30 credits in a single discipline, which defines the major. The courses are developed by the respective faculties to ensure an educational foundation of breadth (coverage) that is comparable to other regionally accredited programs in this discipline as well as being responsive to and maintaining the unique characteristics of Salem.

**SPECIALIZATION COURSES**

Specialization courses provide students with a deeper understanding of a specific component or occupation within the major discipline. Specializations require completion of 9 or more credits of advanced courses.

Students typically complete 1 specialization toward their degree. They may choose to do 2 or more with permission, understanding that doing so will increase the cost and time to completion. Graduates may add a specialization to their existing degree by taking the required courses.

**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.

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>Bachelor of Science in Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Hours:</td>
<td>120 credits</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition *:</td>
<td>$12,000</td>
</tr>
</tbody>
</table>

* Per year: 30 credits, includes fees & books
## SPECIALTY COURSES: BSIT

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT110</td>
<td>IT Essentials</td>
<td></td>
</tr>
<tr>
<td>IT130</td>
<td>Fundamentals of Computer Graphics</td>
<td></td>
</tr>
<tr>
<td>IT150</td>
<td>Computer Programming</td>
<td></td>
</tr>
<tr>
<td>IT151</td>
<td>Computer Programming 2</td>
<td></td>
</tr>
<tr>
<td>IT202</td>
<td>Internet Publishing</td>
<td></td>
</tr>
<tr>
<td>IT310</td>
<td>Database Architecture</td>
<td></td>
</tr>
<tr>
<td>IT323</td>
<td>Methods of Software Development</td>
<td></td>
</tr>
<tr>
<td>IT409</td>
<td>Basic Networking</td>
<td></td>
</tr>
<tr>
<td>IT445</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>IT499</td>
<td>Senior Capstone Project</td>
<td></td>
</tr>
<tr>
<td><strong>CYBERSECURITY SPECIALIZATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT405</td>
<td>Computer Forensics</td>
<td></td>
</tr>
<tr>
<td>IT410</td>
<td>Enterprise Networking</td>
<td></td>
</tr>
<tr>
<td>IT420</td>
<td>Information Systems Security</td>
<td></td>
</tr>
<tr>
<td>IT425</td>
<td>Advanced Cybersecurity</td>
<td></td>
</tr>
<tr>
<td>IT450</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td><strong>ENTERPRISE NETWORK MANAGEMENT SPECIALIZATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT340</td>
<td>Networking Discovery</td>
<td></td>
</tr>
<tr>
<td>IT410</td>
<td>Enterprise Networking</td>
<td></td>
</tr>
<tr>
<td>IT420</td>
<td>Information Systems Security</td>
<td></td>
</tr>
<tr>
<td>IT442</td>
<td>Server Administration</td>
<td></td>
</tr>
<tr>
<td>IT443</td>
<td>Client Administration</td>
<td></td>
</tr>
</tbody>
</table>
### GENERAL EDUCATION / LIBERAL ARTS COURSES:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM104</td>
<td>Principles of Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO255</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENG101</td>
<td>Written English</td>
<td>3</td>
</tr>
<tr>
<td>ENG102</td>
<td>Written English 2</td>
<td>3</td>
</tr>
<tr>
<td>HED120</td>
<td>Core Concepts of Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>HIS153</td>
<td>U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>HIS154</td>
<td>U.S. History 2</td>
<td>3</td>
</tr>
<tr>
<td>MAT125</td>
<td>College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PSY100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCI215</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>SCI216</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>UNV100</td>
<td>Student Success</td>
<td>3</td>
</tr>
<tr>
<td>UNV105</td>
<td>Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>INTERNATIONAL FOCUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG203</td>
<td>Multicultural Literature</td>
<td>3</td>
</tr>
<tr>
<td>FNA202</td>
<td>World Music</td>
<td>3</td>
</tr>
<tr>
<td>FNA203</td>
<td>World Art</td>
<td>3</td>
</tr>
<tr>
<td>HIS125</td>
<td>World Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>HIS210</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS305</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td><strong>RECOMMENDED ELECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS110</td>
<td>Survey of Business</td>
<td>3</td>
</tr>
<tr>
<td>CS200</td>
<td>Computer Game and Application Development</td>
<td>3</td>
</tr>
</tbody>
</table>
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:
Benedum Library is located on the first floor of the Learning Resource Center on campus in Salem, WV. It is open Sunday through Friday; 8AM to 5PM; it is closed for holidays. It is open to all students both on campus and online.

The library WV, is staffed by the Dean of Library Services (FT), the Assistant Librarian (FT), and a varying number of part-time employees.

The university provides extensive online holdings to support student learning via the Internet.

2. Number of volumes of professional material:

Its collection includes about 67,000 books, 1,000 audiovisual aids, 5 newspapers, 2,765 electronic journals, and 300,000 microfiche. In addition to its own collection, students have access to interlibrary loan.

The library subscribes to online databases via the WVInfoDepot of the WV Library Commission.

The Library subscribes to LIRN®, which provides 88 databases to support various academic programs.

Audiovisual media and equipment are available. The library operates a computer lab and has a photocopier for public use. The library has automated its collection and provides access through
the campus-wide network as well as providing access to learning resources 24/7 via the Internet for students taking blended or distance courses. It is a partial repository for Federal publications.

3. **Number of professional periodicals subscribed to:**

2,765 electronic journals

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

The library system in the Indianapolis metropolitan area is open to the public.
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: | 3 | Full-time: | 2 | Part-time: | 1 |

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

<table>
<thead>
<tr>
<th>List Faculty Names (Alphabetical Order)</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
<th>Check one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dupont, Philip</td>
<td>MS</td>
<td>19</td>
<td>2</td>
<td>17</td>
<td>X</td>
</tr>
<tr>
<td>Mensch, Scott</td>
<td>PhD</td>
<td>17</td>
<td>3</td>
<td>14</td>
<td>X</td>
</tr>
<tr>
<td>Syed, Javaid</td>
<td>PhD</td>
<td>20</td>
<td>4</td>
<td>10</td>
<td>X</td>
</tr>
</tbody>
</table>
Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

Institution: Salem University
Degree Program: BSIT
Locations: 615 W Carmel Drive, Carmel, IN

Federal Financial Responsibility Composite Score
Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education: 1.73

State Licensure
Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?
NO

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

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

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

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

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

As a bachelor’s and master’s granting institution of higher education, Salem does not focus on preparing students to pass non-licensure certifications. Only the School of Nursing and the School of Education offer degree programs that lead to initial professional licensure. The Associate of Science in Nursing prepares students to take the NCLEX-RN; the Bachelor of Science in Education prepares students take the required PRAXIS tests for initial teacher licensure. Neither of these degree programs is proposed for delivery in Indiana at this time.
These points notwithstanding, Salem encourages IT students to work toward earning certificates that are helpful in gaining employment post-graduation, such as for example:

- CompTIA A+
- Cisco CCNA
- PMI CAPM
- Six Sigma

Students interested in these qualifications may arrange with faculty to undertake directed readings and research for college credit using the IT450 Special Topics option.

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

In November 2017, the School of Business was awarded full initial accreditation status by the Accreditation Council for Business Schools and Programs (ACBSP). This was achieved after a period of candidacy and after a thorough site visit by peer evaluators. ACBSP can be contacted via [http://www.acbsp.org](http://www.acbsp.org) or by telephone 913.339.9356.

If so, please identify
The specific professional industry standard(s) and/or best practice(s):
The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate
N/A

Program Accreditation
Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment?
NO

If so, please identify the specialized accrediting agency:
N/A

Salem University (Salem) has been accredited by The Higher Learning Commission (HLC) since March 1963 (when HLC was known as the North Central Association). HLC can be contacted at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, [http://www.hlcommission.org](http://www.hlcommission.org) or by telephone 800.621.7440. HLC is one of six regional accreditation bodies recognized by the U.S. Department of Education. Salem’s headquarters and campus are located at 223 West Main Street in Salem, West Virginia, which is within HLC’s region of authority.
Transferability of Associate of Science Degrees

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

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

YES

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

Salem University —

- BS Biology
- BS Business Administration
- BS Computer Science
- BA Criminal Justice
- BS Information Technology

Job Titles

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

SOC

11-3021.00 Computer and Information Systems Managers
15-1111.00 Computer and Information Research Scientists
15-1121.00 Computer Systems Analysts
15-1122.00 Information Security Analysts
15-1132.00 Software Developers, Applications
15-1133.00 Software Developers, Systems Software
15-1143.00 Computer Network Architects
15-1143.01 Telecommunications Engineering Specialists

1. What is the digital format of student transcripts?
   Secure PDF & Paper

2. Is the institution using proprietary software, if so what is the name?
   National Students Clearinghouse for online requests;
   Campus Management “Campus Nexus” for in-person hardcopy requests

3. Submit a sample student transcript.
   A sample transcript is attached.
Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format?
   NO.
   - If not what is the percentage of student transcripts in a digital format?
     100% digital from 1991 to the present
     100% hardcards and microfiche previously.
   - What is the beginning year of digitized student transcripts?
     1991
   - Are student transcripts stored separately from the overall student records?
     YES

2. How are the digital student records stored?
   Stored in a licensed, commercial-off-the-shelf, proprietary database system developed and marketed by Campus Management.
   - Where is the computer server located?
     Carmel, IN
   - What is the name of the system that stores the digital records?
     Campus Nexus, formerly Campus Vue

3. Where are the paper student records located?
   Salem, WV

4. What is the beginning year of the institutional student record series?
   1889

5. What is the estimated number of digital student records held by the institution?
   60,000

6. What is the estimated number of paper student records held by the institution?
   175,000

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
   YES
   - If so, what is the most significant format?
     Microfiche
• If so, what is the estimated number of student records maintained in that format?  
45,000

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?
   Joseph Ferlic III  
   Registrar  
   jferlic@salemu.edu  
   304.326.1304

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?
   YES, online transcript requested are fulfilled by the National Student Clearinghouse.

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receives in a day and week?
    2-3/week

   All Institutions

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

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission’s Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.
Institution/Location: Salem University at Carmel, IN  
Program: BS Information Technology

<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Headcount</td>
<td>18</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>Part-Time Headcount</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>22</td>
<td>28</td>
<td>40</td>
<td>52</td>
<td>64</td>
</tr>
</tbody>
</table>

Enrollment Projections (FTE*)

<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time FTE</td>
<td>18</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>Part-Time FTE</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total FTE</td>
<td>20</td>
<td>26</td>
<td>38</td>
<td>50</td>
<td>62</td>
</tr>
</tbody>
</table>

Degrees Conferred Projections

| Year   | 0    | 0     | 6     | 20    | 30    |

Degree Level: 05  Baccalaureate  
CIP Code: 11.0103

FTE Definitions:
Undergraduate Level: 30 Semester Hrs. = 1 FTE  
Undergraduate Level: 24 Semester Hrs. = 1 FTE
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INFORMATION ITEM A: Calendar of Tentative Meeting Dates of the Board

Staff Recommendation For information only.

Background The following is a tentative schedule of dates for the 2020 Board for Proprietary Education Business Meetings:

- Tuesday, March 3, 2020 10:00 am - 12:30 pm
- Tuesday, June 9, 2020 10:00 am - 12:30 pm
- Tuesday, September 1, 2020 10:00 am - 12:30 pm
- Tuesday, December 8, 2020 10:00 am - 12:30 pm

Supporting Documents None.