



INDIANA COMMISSION *for* HIGHER EDUCATION

Indiana Board for Proprietary Education AGENDA

Wednesday, December 11, 2019

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

AGENDA

Meeting of the Board for Proprietary Education

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**
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B. Academic Degree Programs

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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.**

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Thursday, September 26, 2019

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

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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

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



INDIANA COMMISSION *for*
HIGHER EDUCATION

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

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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.

Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION
(New or Renewal program)

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

Name of Institution ACL Medical Training

Program name and
Suggested CIP Code: 51.3801

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

Name of Person Preparing this Form Leveda A. Standifer

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

Date the Form was Prepared 11/14 /2018, revised 4/2019, 7/18/2019 Initial or Renewal
(Revise date after any revision) 10/10/2019 X

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

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

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

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

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

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

Name of Program: _____

Total Course Hours: _____

Associate Degree in Nursing

86

Check one: Quarter Hours _____

Semester Hours X

Clock Hours _____

Tuition : \$44,720

Length of Program: 2 academic years

SPECIALTY COURSES:

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

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GENERAL EDUCATION / LIBERAL ARTS COURSES:

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

GENERAL EDUCATION / LIBERAL ARTS COURSES:

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

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

If applicable:

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

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

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

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

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

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

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

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

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

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

2. Number of volumes of professional material:

5

3. Number of professional periodicals subscribed to:

3

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

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

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

641-4280 Regular Hours: Monday – Thursday: 7:45am – Midnight, Friday 7:45am – 5 pm,

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

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

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

Sunday: 1pm-5pm

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

Total # of Faculty in the Program:	6	Full-time:	2	Part-time:	4
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

[illegible]

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

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

State Licensure

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

If so, please identify

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

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

+++++

Professional Certification

N/A

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

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related 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 rationale 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 nursing course, which ever being taught at the time e.g. Medical Surgical, Gerontology, Mental Health, Ped's & OB

If so, please identify

Nursing communication in shift reports/Patient

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

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

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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.

+++++

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

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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.

+++++

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

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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

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Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System 10
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.
- Submit one table for each campus in which the program will be offered.

Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 20XX 2020									
Institution/Location: University XYZ at ACL Medical Training									
Program: Program ABC									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY20XX	FY20XX	FY20XX	FY20XX	FY20XX	
Enrollment Projections (Headcount)				10	10				
	Full-Time			6	12	18	18	18	
	Part-Time			12	24	36	48	60	
	Total			18	36	54	66	78	
Enrollment Projections (FTE*)									
	Full-Time			6	12	18	18	18	
	Part-Time			6	12	18	21	24	
	Total			12	24	36	39	42	
Degrees Conferred Projections				0	0	6	6	18	
Degree Level: XXX									
CIP Code: - 000000; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

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ACL Medical Transcript

Date Issued: April 8, 2019

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

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

Fall 2020

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

Spring 2021

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

Summer 2021

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

2021/2022

Fall 2021

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

Spring 2022

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

Summer 2022

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

Activities / Honors

Degree Conferred: Undergraduate Degree/ Associates Science of Nursing

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

CERTIFIED BY: Lynda Neal **SIGNATURE:** _____ **DATE:** _____

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

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

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

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BOARD FOR PROPRIETARY EDUCATION

Wednesday, December 11, 2019

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 2/3rds completed, and thereafter an accreditation on-site visit following the graduation of the first cohort.

The proposed institution has received a letter from the Chief Nursing Officer of Adams Memorial Hospital stating that clinical placement of Leffler Academy students would be considered. Likewise, the 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



INDIANA COMMISSION *for* HIGHER EDUCATION

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,

A handwritten signature in cursive script, appearing to read "R. Miller".

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 titles 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)

	Credit Hours	Didactic Hours	Clinical Hours	Simulation Hours
Fundamental Unit: Semester One	18	257	32	50
Progressive Unit: Semester Two	18	235	240	24
Transition to Role: Summer Semester	12	125	160	30
	Total Credit Hours	Total Didactic Hours	Total Clinical Hours	Total Simulation Hours
Total (1,153)	48	617	432	104

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:

	Credit Hours	Didactic Hours	Clinical Hours	Lab/Simulation Hours
Fundamental Unit:	18	257	32	50
Progressive Unit:	18	235	240	24
Transition to Role:	12	125	160	30
	Total Credit Hours	Total Didactic Hours	Total Clinical Hours	Total Lab/Simulation Hours
Total (1,153)	48	617	432	104

**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]:

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

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:*
 - *Ten or fewer students from your institution are physically and simultaneously present at a single field site; and*
 - *The institution has already obtained all the necessary professional and licensure approvals (if any) to conduct the learning opportunity in Indiana.*

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 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 **Application Type**

Date the Form was Prepared 7/15/2019 Initial or Renewal
(Revise date after any revision)

Resubmitted : 2019-11-03

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

Learning Objectives

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

Program Outcomes

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

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

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

Name of Program: Practical Nursing

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

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

SPECIALTY COURSES:

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

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
APY 101	Anatomy and Physiology I	3 cr
NUTR 100	Nutrition	3 cr
PHAR 200	Pharmacology	4 cr
MED 100	Medical Terminology	2 cr
APY 102	Anatomy and Physiology II	3 cr

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
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Number of Credit/Clock Hrs. in Specialty Courses:	<u>33 cr</u>	/	<u>48 cr</u>	Percentage:	<u>69%</u>
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Number of Credit/Clock Hrs. in General Courses:	<u>15 cr</u>	/	<u>48 cr</u>	Percentage:	<u>31%</u>
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If applicable:

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

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

There will be a small library located on campus.

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

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

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

2. Number of volumes of professional material:

50 volumes of professional books, encyclopedias, Thesaurus

3. Number of professional periodicals subscribed to:

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

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

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

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

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

Total # of Faculty in the Program:		Full-time:	6	Part-time:	Clinical Instructors 4 PRN Pool (Adjunct)
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)					

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

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

Institution: LEFFLER ACADEMY

Degree Program: Licensed Practical Nurse, Practical Nursing Program

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

State Licensure

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

If so, please identify

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

The specific license(s) needed: Licensed Practical Nurse

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

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Professional Certification

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

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

If so, please identify

National Professional Certifications are not needed to find gainful employment

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

+++++

Professional Industry Standards/Best Practices

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

If so, please identify

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

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

Compilation of the Indiana Code and Indiana Administrative Code followed for curriculum standards and best practice.

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

emanate: ISBN, Indiana State Board of Nursing

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

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Program Accreditation

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

If so, please identify the specialized accrediting agency:

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

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

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

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Transferability of Associate of Science Degrees

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

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

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

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Job Titles

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

LPN = Licensed Practical Nurse

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

+++++

Student Records

Institutions that have Previously Operated

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

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? Will contract with Populi. Had conference call with administrator of Populi and looking forward to working with them.
10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? At this time 0

All Institutions

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

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

Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

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

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



Leffler Academy **SAMPLE**

Official Transcript

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

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

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

Undergraduate
Transfer Credits
Leffler Academy

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

Term GPA: Cumulative GPA:

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

Term GPA: Cumulative GPA:

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

Term GPA: Cumulative GPA:

Cumulative	Attempted Credits	Earned Credits	Points	GPA
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Resident
Transfer
Overall

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

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

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BOARD FOR PROPRIETARY EDUCATION

Wednesday, December 11, 2019

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

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

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*

[Attachment H – Electronic Version Only] Contains a copy of the proposed catalog and [Attachment I] contains a copy of the proposed Enrollment Agreement for Jersey College.

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

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 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
(Revise date after any revision)

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

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

Total Course Hours: 75 Credits Check one: Quarter Hours _____
 _____ Semester Hours X
 _____ Clock Hours _____

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

SPECIALTY COURSES:

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

GENERAL EDUCATION / LIBERAL ARTS COURSES:

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

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

[illegible]

**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

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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 rationale for choosing each professional certification: Not Applicable

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

+++++

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 1

Learning Outcome	Client Needs Category	ANA Standards of Professional Practice		QSEN	NLN Competencies
Apply the Roy’s Adaptation Model as a systematic problem-solving approach to provide effective care to culturally diverse individuals, families, and groups.	<ul style="list-style-type: none"> • Safe and Effective Care Environment • Health Promotion and Maintenance • Psychosocial Integrity • Physiological Integrity 	<ul style="list-style-type: none"> • Assessment • Diagnosis • Implementation 	<ul style="list-style-type: none"> • Outcomes Identification • Planning • Quality of Practice 	<ul style="list-style-type: none"> • Patient-Centered Care 	<ul style="list-style-type: none"> • Human Flourishing
Modify care in consideration of the client’s values, customs, culture, religion and/or beliefs.	<ul style="list-style-type: none"> • Safe and Effective Care Environment • Health Promotion and Maintenance • Psychosocial Integrity 	<ul style="list-style-type: none"> • Assessment • Culturally Congruent Practice • Diagnosis • Ethics • Evaluation 	<ul style="list-style-type: none"> • Implementation • Outcomes Identification • Planning • Professional Practice Evaluation • Quality of Practice 	<ul style="list-style-type: none"> • Patient-Centered Care 	<ul style="list-style-type: none"> • Human Flourishing
Communicate effectively using interpersonal skills and information technology.	<ul style="list-style-type: none"> • Safe and Effective Care Environment • Psychosocial Integrity 	<ul style="list-style-type: none"> • Assessment • Collaboration • Communication • Implementation • Leadership 	<ul style="list-style-type: none"> • Outcomes Identification • Professional Practice Evaluation • Quality of Practice • Resource Utilization 	<ul style="list-style-type: none"> • Patient-Centered Care • Teamwork and Collaboration • Informatics 	<ul style="list-style-type: none"> • Human Flourishing
Utilize evidence-based nursing interventions to achieve optimal adaptation.	<ul style="list-style-type: none"> • Health Promotion and Maintenance • Physiological Integrity 	<ul style="list-style-type: none"> • Education • Evidence-Based Practice and Research • Implementation 	<ul style="list-style-type: none"> • Planning • Quality of Practice • Resource Utilization 	<ul style="list-style-type: none"> • Evidence-Based Practice • Quality Improvement • Informatics 	<ul style="list-style-type: none"> • Nursing Judgment

Safely perform and prioritize appropriate nursing care.	<ul style="list-style-type: none"> • Safe and Effective Care Environment • Health Promotion and Maintenance 	<ul style="list-style-type: none"> • Implementation • Planning 	<ul style="list-style-type: none"> • Quality of Practice 	<ul style="list-style-type: none"> • Patient-Centered Care • Safety 	<ul style="list-style-type: none"> • Nursing Judgment
Employ critical thinking to safely and effectively provide nursing care.	<ul style="list-style-type: none"> • Safe and Effective Care Environment • Health Promotion and Maintenance 	<ul style="list-style-type: none"> • Education • Evaluation • Implementation 	<ul style="list-style-type: none"> • Planning • Quality of Practice • Resource Utilization 	<ul style="list-style-type: none"> • Evidence-Based Practice • Quality Improvement • Informatics 	<ul style="list-style-type: none"> • Nursing Judgment
Utilize professional values and standards as a basis for ethical nursing practice.	<ul style="list-style-type: none"> • Safe and Effective Care Environment 	<ul style="list-style-type: none"> • Assessment • Collaboration • Ethics 	<ul style="list-style-type: none"> • Evaluation • Planning 	<ul style="list-style-type: none"> • Patient-Centered Care • Teamwork and Collaboration 	<ul style="list-style-type: none"> • Professional Identity
Demonstrate understanding of boundaries and the legal scope of professional practice as a registered nurse.	<ul style="list-style-type: none"> • Safe and Effective Care Environment 	<ul style="list-style-type: none"> • Assessment • Collaboration • Ethics 	<ul style="list-style-type: none"> • Evaluation • Planning 	<ul style="list-style-type: none"> • Patient-Centered Care • Teamwork and Collaboration 	<ul style="list-style-type: none"> • Safety • Professional Identity
Collaborate with the interdisciplinary health care team in planning comprehensive care.	<ul style="list-style-type: none"> • Safe and Effective Care Environment 	<ul style="list-style-type: none"> • Collaboration • Communication • Ethics • Evaluation 	<ul style="list-style-type: none"> • Implementation • Leadership • Planning • Quality of Practice 	<ul style="list-style-type: none"> • Teamwork and Collaboration • Safety 	<ul style="list-style-type: none"> • Professional Identity
Safely utilize technology in the provision of care.	<ul style="list-style-type: none"> • Safe and Effective Care Environment • Health Promotion and Maintenance • Physiological Integrity 	<ul style="list-style-type: none"> • Environmental Health • Evaluation • Implementation 	<ul style="list-style-type: none"> • Planning • Resource Utilization 	<ul style="list-style-type: none"> • Safety • Informatics 	<ul style="list-style-type: none"> • Nursing Judgment

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

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).

+++++

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.
<https://www.fameinc.com/solutions/student-information-systems/advantage/>
 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 fire-proof 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.

Name	Title	Contact Information
Park Smith III	Director of Institutional Effectiveness	psmith@jerseycollege.edu
Amanda Cruz	Manager of Compliance	acruz@jerseycollege.edu

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

Document Type	Repository	Retention Period
Borrow Loan Records <ul style="list-style-type: none"> • Institutional Loans • Repayment Schedules • Statements of Rights and Responsibilities • Records of Actions Taken • Related Correspondence 	Financial Aid Office or Student Debt Management Office	3 years after loan repayment or assignment to the U.S. Department of Education (34 C.F.R. § 668.24)
Federal Title IV, Program Records, Institutional Records <ul style="list-style-type: none"> • Accreditation Reviews and Reports • Any other record pertaining to factors of financial responsibility and standards of administrative capability • Audits and Program Reviews • Education Program Eligibility • Institutional Program Participation Agreement • Recertification 	Financial Aid Office	(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

Financial Aid Records (Cont.)

Document Type	Repository	Retention Period
Federal Family Education Loan and Direct Program Records <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Affidavit of Lawful Presence • Applications • Award Letters • Eligibility Records • Payment Records • Repayment Agreements 	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

Document Type	Repository	Retention Period
Admission Records <ul style="list-style-type: none"> • Application • Background Check Results • Curriculum Vitae • Enrollment Agreement • High School Diploma • Interview Evaluation • National Testing Records (Entrance tests) • Recommendations 	Admissions and Registrar; Student Information System	Accepted students - 5 years after graduation or last date of attendance Denied students - 1 year after denial
Attendance Records	Student Information System Attendance Sheets	Three years from the end of the award year in which the student last attended
Class Rosters	Student Information System	Class Roster is web-based
Certification Records <ul style="list-style-type: none"> • Documentation of Completion of Pre-requisites for Certification • Notice Of Completion Of Hours Required For Certification 	Student Information System	1 year after graduation
Completion Records <ul style="list-style-type: none"> • Completion Certificates • Diplomas • Transcripts 	Admissions and Registrar; Student Information System	Permanent
Enrollment Reports	Admissions and Registrar; Student Information System	Until no longer needed for reference

Student Records (Cont.)

Document Type	Repository	Retention Period
Examinations, Tests, Term Papers, and Homework	Originating Department	1 term (semester, quarter, etc.) after completion for uncontested grade results; and until resolved for contested grade results
Family and Educational Rights and Privacy Act (FERPA) Disclosure Requests and Consents	Admissions and Registrar; Student Information System	Permanent, with the exception of student's written consent for disclosure or for privacy requests, then until terminated by the student or permanent
Medical Records	Admissions and Registrar; Student Information System	1 year after graduation or last date of attendance
Placement Records <ul style="list-style-type: none"> • Consents to release of information • Credentials records • Employment records • Personal data sheets • Reference letters • Resumes • Survey results 	Career Services	3 years
Placement Survey Records <ul style="list-style-type: none"> • Placement reports • Placement questionnaires 	Career Services	3 years report, 1 year questionnaire
Student Academic Records <ul style="list-style-type: none"> • Academic Progress Reports • Change of Status • Grade Changes • Leave of Absence Forms • Practicum Completion Reports • Withdrawal Forms 	Admissions and Registrar; Student Information System	3 years after date of last attendance
Student Account Records	Finance and Accounting Office	Permanent for all accounts with outstanding balances; All other accounts 3 years after student separation from Jersey College
Student Grievances and Conduct Records	Admissions and Registrar; Student Information System	Permanent

Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, September 4, 2019									
Institution/Location: Jersey College / 7836 W. Jefferson Blvd., Fort Wayne, IN, 46804									
Program: Professional Nursing Program									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2020	FY2021	FY2022	FY2023	FY2024	
Enrollment Projections (Headcount)									
	Full-Time			40	156	239	263	263	
	Part-Time			0	0	0	0	0	
	Total			40	156	236	263	263	
Enrollment Projections (FTE*)									
	Full-Time			23	143	228	234	234	
	Part-Time			0	0	0	0	0	
	Total			23	143	228	234	234	
Degrees Conferred Projections				0	0	24	72	72	
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									

JERSEY COLLEGE

Student: [REDACTED]
 Date of Issue: [REDACTED]
 Record Of: [REDACTED]
 DOB: [REDACTED]
 SSN: [REDACTED]
 School: School of Nursing
 Program: Professional Nursing

Winter 2018 (January - April)

SOC201 Sociology- Largo

Grade Credits

A 3.00

Term GPA: 3.61 Term Credits 13.50

Cum GPA: 3.56 Cum Credits 67.00

Spring 2018 (May - August)

NUR225 Nursing VI: Leadership & Delegation

A 2.00

NUR226 Nursing Seminar

A 6.00

Term GPA: 4.00 Term Credits 8.00

Cum GPA: 3.61 Cum Credits 75.00

3.61

Honors:

Cum Laude

Fall 2016 (September - December)

Course	Grade	Credits
HSC205 Human Body in Health & Disease I	A	3.00
HUN201 Nutrition	A	3.00
NUR220 Nursing I: Foundations	B+	7.50

Term GPA: 3.54 Term Credits 13.50

Cum GPA: 3.54 Cum Credits 13.50

Winter 2017 (January - April)

Course	Grade	Credits
HSC203 Principles of Pharmacology	B+	3.00
HSC206 Human Body in Health & Disease II	A-	3.00
NUR221 Nursing II: Intro to Med-Surg Nursing	B+	7.50

Term GPA: 3.39 Term Credits 13.50

Cum GPA: 3.47 Cum Credits 27.00

Spring 2017 (May - August)

Course	Grade	Credits
BIO201 Microbiology: Impact of Microorganism on Environment	A	3.00
HSC207 Human Body in Health & Disease III	A	2.00
NUR222 Nursing III: Psychiatric Nursing	B	5.50

Term GPA: 3.48 Term Credits 10.50

Cum GPA: 3.47 Cum Credits 37.50

Fall 2017 (September - December)

Course	Grade	Credits
ENG201 Composition I	T	3.00
NUR223 Nursing IV: Care of Woman and Children	A-	10.00
PSY201 Life Span Development- Largo	A	3.00

Term GPA: 3.77 Term Credits 16.00

Cum GPA: 3.55 Cum Credits 53.50

Winter 2018 (January - April)

Course	Grade	Credits
MAT202 College Algebra	A	3.00
NUR224 Nursing V: Advanced Concepts of Med-Surg Nursing	B+	7.50

Degree Received: Associates of Science

Date Conferred: 8/24/2018

Major: Nursing

Credit Type: Semester Credit

Notes: Course codes and names that include "T" refer to the didactic portion of a course.

Course codes and names that include "P" refer to the practicum portion of a course.

Course names with a "A" at the end are not included in the Cumulative GPA calculation.

NO OFFICIAL ENTRIES BEYOND THIS POINT

OFFICIAL TRANSCRIPT

This officially sealed and signed transcript is produced with the highest level of security available. If copied, the word "VOID" will appear across the face of this document. A true Jersey College transcript has the name of the college printed in burgundy ink across the face of the document. A black and white document should not be accepted. Pursuant to the Family Educational Rights **BPE Agenda Page 72**, the contents of this transcript may not be released to a third party without the written consent of the student.


 Registrar 11/25/19

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

IF COPIED, THE WORD "VOID" WILL APPEAR ON THIS TRANSCRIPT PAPER

A BLACK AND WHITE COPY OF THIS TRANSCRIPT PAPER IS NOT VALID

TRANSCRIPT INTERPRETATION JERSEY COLLEGE



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 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.

A clock hour is defined as a 60-minute period consisting of 50 minutes of instruction, recitation, laboratory or other academic related work.

A quarter credit hour consists of (i) ten clock hours of classroom instruction and 20 clock hours of outside assignments, (ii) thirty clock hours of clinical learning lab sessions or (iii) thirty clock hours of clinical sessions.

Course Codes

The course code assigned to a course is based on the subject area, academic level, and time of enrollment. Course codes for enrollments occurring prior to July 1, 2013 are:

GE	General Education
HS	Health Science
NU	Nursing
NUS	Nursing Support

Course codes for institutional enrollments occurring after July 1, 2013 are:

BIO	Biology
ENG	English
MAT	Mathematics
NUR	Nursing
NUS	Health Science and Nursing Support
PSY	Psychology
SOC	Sociology

Grading Scale

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

Grade	Numeric Range	Quality Points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.6
F	Below 60	0

Other codes that may appear on this transcript are:

I: 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 pass ("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: Withdrawal. 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

Honors	Numeric CGPA	Quality Points
Summa Cum Laude	98% - 100%	3.85 – 4.00
Magna Cum Laude	95% - 97%	3.7 – 3.84
Cum Laude	90% - 94%	3.5 – 3.69

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BOARD FOR PROPRIETARY EDUCATION

Wednesday, December 11, 2019

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.

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: Bachelor of Science in Applied Management and Leadership, CIP Code 52.0213

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ed.S.,
Ph.D.): 05 Bachelor's Degree

Name of Person Preparing this Form Crystal Neumann

Telephone Number 844-542-4130 Application Type

Date the Form was Prepared 10/29/2019 Initial X or Renewal
(Revise date after any revision)

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

Program Structure & Overview

The 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:

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

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:

Accreditation Council for Business Schools and Programs (ACBSP) (2019). *Accreditation Standards*. Retrieved from <https://www.acbsp.org/page/accreditation-standards>

Indiana Commission for Higher Education (ICHE) (2012). *Reaching higher, achieving more*. Retrieved from https://www.in.gov/che/files/2012_RHAM_8_23_12.pdf

International Accreditation Council for Business Education (IACBE) (2019). *Accreditation*. Retrieved from <https://iacbe.org/accreditation/>

United States Census Bureau (2010) *Education Attainment for States, Percent with High School Diploma and with Bachelor's Degree: 2010*. Retrieved from <https://www.census.gov/newsroom/releases/xls/cb12-33table1states.xls>

United States Census Bureau (2019, February 19). *Educational attainment in the United States: 2018* Retrieved from <https://www.census.gov/data/tables/2018/demo/education-attainment/cps-detailed-tables.html>

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

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:

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

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours

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.***
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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.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.

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- 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.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full time	Part-time
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

	Business M.A. Organizational Management					
Carver, Raymond	Ed.D. Leadership M.B.A.	14	3	9		X
Caudill, Jason	D.M. (Doctorate of Management) M.B.A. Operations Management	10	8	14	X	
Courts, Bari	Ph.D. E-Business M.B.A. Management	13	1	14		X
Henderson, Yucel	D.M. Global Leadership M.A. Business Management	12	4	5		X
Maloney, Laura	Ed.D. Leadership M.S. Human Resource Management	8	2	0	X	
Neumann, Crystal	D.B.A. M.B.A. Management	13	5	9	X	
Rainwater, Christine	Ph.D. Organizational Management M.B.A. M.A. International Affairs	35	1	12		X

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

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 rationale for choosing each professional certification: **Not Applicable**

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

+++++

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**

+++++ **BPE Agenda Page 90**

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**

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Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? **YES**
 - If not what is the percentage of student transcripts in a digital format? **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									
Date, 2020-2024									
Institution/Location: American College of Education									
Program: B.S. in Applied Management and Leadership									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2020	FY2021	FY2022	FY2023	FY2024	
Enrollment Projections (Headcount)									
	Full-Time			10	30	50	80	120	
	Part-Time								
	Total			10	30	50	80	120	
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

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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

Transmitted On: Thu, 12 September 2013

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Date: 9/12/2019

New

American College of Education

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

Page 1 of 1

Student: Bursartesting t Bursartesting		Student ID: 1101023617		DOB: 7/10/1990		Original Start Date: 4/23/19		Student GPA: 4.00			
Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Applied Management and Leadership Enrollment #: BU11119215 Start Date: 4/23/2019 Status: Administrative Withdrawal LDA: 6/1/2019 Withdrawal Date: 6/1/2019											
Term: 19APR23 April 23, 2019		4/23/2019		5/27/2019							
EL572	Resource Management: Securing and Allocating Resources for Learning	2.67	2.67	A	10.68						
		2.67	2.67	10.68							
Term GPA: 4.00		Cum GPA: 4.00									
Applied Management and LeadershipProgram: Applied Management and Leadership Enrollment #: BU12095421		GPA: 4.00		2.67		2.67					
Start Date: 6/3/2013		Withdrawal Date: 6/26/2019		Status: Withdrawn							
Term: 19JUNE03 June 03, 2019		6/3/2019		7/7/2019							
ED5013	Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing	3.00	3.00	A	12.00						
		3.00	3.00	12.00							
Term GPA: 4.00		Cum GPA: 4.00									
Applied Management and Leadership		GPA: 4.00		3.00		3.00					
<div></div>											
*** End of Transcript ***											
Authorized Signature				Date							

** Indicates Retaken Course

Not official unless signed by registrar.

Indicates Pass/Fail Course

R* Indicates Retaken Override

◆ Indicates Associated Course

From American College of Education to Registrar Registrar@ace.edu on 09/12/2013 10:50 AM TRAN000004920039

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 ÷ 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

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

* Grade is not included in grade point average computation

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

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade 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.

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION
(New or Renewal program)

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

Name of Institution American College of Education

Program name and
Suggested CIP Code: Master of Business Administration in Social Impact, CIP Code 52.0201

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ed.S.,
Ph.D.): **07 Master's Degree**

Name of Person Preparing this Form Crystal Neumann

Telephone Number 844-542-4130 Application Type

Date the Form was Prepared 10/29/2019 Initial X or Renewal
(Revise date after any revision)

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

Program Structure & Overview

The Master of 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.

<i>Type of Credits</i>	<i># of Credits</i>
Core Program Credits	25
<i>Focus of Study (Choose one)</i>	
Diversity and Inclusion	9
Data Analytics	9
General Track (picking any three courses from other FOS)	9
Total	34

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 (part-time 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

Accreditation Council for Business Schools and Programs (ACBSP) (2019). *Accreditation Standards*. Retrieved from <https://www.acbsp.org/page/accreditation-standards>

Fowler, E.A.R, Coffey, B.S., & Dixon-Fowler, H.R. (2019). Transforming good intentions into social impact: A case on the creation and evolution of a social enterprise. *Journal of Business Ethics*, 159(3), 665-678.

Graduate Management Admission Council. (2017). GMAC Application Trends Survey Report. Retrieved from www.gmac.com

Gray Associates, Inc. (2019). Retrieved from www.grayassociates.com

International Accreditation Council for Business Education (IACBE) (2019). *Accreditation*. Retrieved from <https://iacbe.org/accreditation/>

Landrum, N.E, & Edwards, S. (2015). *Business Management Handbook: A Primer on Sustainable Business*. Flat World Knowledge: Irvington, NY.

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:

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

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

Course Number	Course Title	Course Hours
DIV5003	Diversity & Inclusion in the Workplace	3
DIV5013	Inclusive Leadership	3
DIV5023	Recognizing and Reducing Bias	3

***FOCUS OF STUDY COURSES (DATA ANALYTICS):**

Course Number	Course Title	Course Hours
DATA5003	Data Analytics	3
DATA5013	Market Research	3
DATA5023	Strategic Management and Analytics	3

*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.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.

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- 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.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full time	Part-time
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

	Business M.A. Organizational Management					
Carver, Raymond	Ed.D. Leadership M.B.A.	14	3	9		X
Caudill, Jason	D.M. (Doctorate of Management) M.B.A. Operations Management	10	8	14	X	
Courts, Bari	Ph.D. E-Business M.B.A. Management	13	1	14		X
Henderson, Yucel	D.M. Global Leadership M.A. Business Management	12	4	5		X
Maloney, Laura	Ed.D. Leadership M.S. Human Resource Management	8	2	0	X	
Neumann, Crystal	D.B.A. M.B.A. Management	13	5	9	X	
Rainwater, Christine	Ph.D. Organizational Management M.B.A. M.A. International Affairs	35	1	12		X

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

Institution: **American College of Education**
Degree Program: **M.B.A. in Social Impact**
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 related baccalaureate degree at your institution? **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.

Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 2020-2024									
Institution/Location: American College of Education									
Program: M.B.A. in Social Impact									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY20XX	FY20XX	FY20XX	FY20X X	FY20XX	
Enrollment Projections (Headcount)									
	Full-Time			10	25	42	50	60	
	Part-Time								
	Total			10	25	42	50	60	
Enrollment Projections (FTE*)									
	Full-Time			10	25	42	50	60	
	Part-Time								
	Total			10	25	42	50	60	
Degrees Conferred Projections						8	15	30	
Degree Level: 07									
CIP Code: - 52.0201									
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

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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.

From American College of Education to Registrar Registrar@ace.edu on 09/12/2013 10:50 AM TRAN000004920039

Date: 9/12/2019

New

American College of Education

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

Page 1 of 1

Student: Bursartesting t Bursartesting		Student ID: 1101023617		DOB: 7/10/1990		Original Start Date: 4/23/19		Student GPA: 4.00	
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Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: MBA in Social Impact Enrollment #: BU11119215 Status: Administrative Withdrawal Start Date: 4/23/2019 LDA: 6/1/2019 Withdrawal Date: 6/1/2019											
Term: 19APR23 April 23, 2019		4/23/2019		5/27/2019							
EL572	Resource Management: Securing and Allocating Resources for Learning	2.67	2.67	A	10.68						
		2.67	2.67	10.68							
Term GPA: 4.00		Cum GPA: 4.00									
MBA in Social Impact Program: Social Impact Enrollment #: BU12095421 Status: Withdrawn Start Date: 6/3/2013 Withdrawal Date: 6/26/2019											
Term: 19JUNE03 June 03, 2019		6/3/2019		7/7/2019							
ED5013	Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing	3.00	3.00	A	12.00						
		3.00	3.00	12.00							
Term GPA: 4.00		Cum GPA: 4.00									
MBA in Social Impact GPA: 4.00 3.00 3.00											
*** End of Transcript ***											
Authorized Signature						Date					

** Indicates Retaken Course Not official unless signed by registrar. # Indicates Pass/Fail Course
R* Indicates Retaken Override ♦ Indicates Associated Course

From American College of Education to Registrar Registrar@ace.edu on 09/12/2013 10:50 AM TRAN000004920039

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

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

* Grade is not included in grade point average computation

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

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade 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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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: Master of Science in Data Analytics, CIP Code 30.7101 (2020 CIP code)

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ed.S.,
Ph.D.): **07 Master's Degree**

Name of Person Preparing this Form Crystal Neumann

Telephone Number 844-542-4130 Application Type

Date the Form was Prepared 10/29/2019 Initial X or Renewal
(Revise date after any revision)

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

Program Structure & Overview

The Master of Science (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

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

Accreditation Council for Business Schools and Programs (ACBSP) (2019). *Accreditation Standards*. Retrieved from <https://www.acbsp.org/page/accreditation-standards>

Foot, K. D. (2018). *A brief history of analytics*. Retrieved from: [//www.data.dataversity.net](http://www.data.dataversity.net)

Giannantonio, C., & Hurley-Hanson, A. (2011). Frederick Winslow Taylor: Reflections on the relevance of the principle of scientific management 100 years later. *Journal of Business and Management*, 17(1), 7-10.

Graduate Management Admission Council. (2017). GMAC Application Trends Survey Report. Retrieved from www.gmac.com

International Accreditation Council for Business Education (IACBE) (2019). *Accreditation*. Retrieved from <https://iacbe.org/accreditation/>

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

Total Course Hours: 31 Check one: Quarter Hours _____
 _____ Semester Hours X
 _____ Clock Hours _____

Tuition : \$7,285 Length of Program: 15-18 months

SPECIALITY COURSES

Course Number	Course Title	Course Hours
LEAD5653	Leadership Theories, Frameworks, & Philosophies	3
RES5003	Business Research Methods	3
DATA5003	Data Analytics	3
DATA5033	Predictive Analytics	3
DATA5013	Market Research	3
DATA5023	Strategic Management and Analytics	3
DATA5043	Data Visualization & Presentation	3
DATA5053	Digital Intelligence Analytics	3
DATA5063	Ethics in Data Analytics	3
DATA5073	Risk Analysis & Management	3
DATA5091	MS, Data Analytics - Capstone	1

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours

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.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.

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- 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.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full time	Part-time
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

	Business M.A. Organizational Management					
Carver, Raymond	Ed.D. Leadership M.B.A.	14	3	9		X
Caudill, Jason	D.M. (Doctorate of Management) M.B.A. Operations Management	10	8	14	X	
Courts, Bari	Ph.D. E-Business M.B.A. Management	13	1	14		X
Henderson, Yucel	D.M. Global Leadership M.A. Business Management	12	4	5		X
Maloney, Laura	Ed.D. Leadership M.S. Human Resource Management	8	2	0	X	
Neumann, Crystal	D.B.A. M.B.A. Management	13	5	9	X	
Rainwater, Christine	Ph.D. Organizational Management M.B.A. M.A. International Affairs	35	1	12		X

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

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**

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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):

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**

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Job Titles

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

Data Analyst, Business Analyst, Market Researcher, Data Architect, Data Scientist, Financial Analyst, Operations Research Analyst, Business Operations Analyst

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**

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Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? **YES**
 - If not what is the percentage of student transcripts in a digital format? **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									
Date, 2020-2024									
Institution/Location: American College of Education									
Program: M.S. in Data Analytics									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2020	FY2021	FY2022	FY2023	FY2024	
Enrollment Projections (Headcount)									
	Full-Time			10	25	42	50	60	
	Part-Time								
	Total			10	25	42	50	60	
Enrollment Projections (FTE*)									
	Full-Time			10	25	42	50	60	
	Part-Time								
	Total			10	25	42	50	60	
Degrees Conferred Projections					8	15	30	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

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

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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.

From American College of Education to Registrar Registrar@ace.edu on 09/12/2013 10:50 AM TRAN000004920039

Date: 9/12/2019

New

American College of Education

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

Student: Bursartesting t Bursartesting					Student ID: 1101023617		DOB: 7/10/1990		Original Start Date: 4/23/19		Student GPA: 4.00	
Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	
<div>Program: Data Analytics</div> <div>Enrollment #: BU11119215</div> <div>Status: Administrative Withdrawal</div> <div>Start Date: 4/23/2019</div> <div>LDA: 6/1/2019 Withdrawal Date: 6/1/2019</div>												
Term: 19APR23		April 23, 2019		4/23/2019		5/27/2019						
EL572	Resource Management: Securing and Allocating Resources for Learning	2.67	2.67	A	10.68							
		2.67	2.67	10.68								
Term GPA: 4.00		Cum GPA: 4.00										
Data Analytics						GPA: 4.00		2.67		2.67		
<div>Program: Data Analytics</div> <div>Enrollment #: BU12095421</div> <div>Status: Withdrawn</div> <div>Start Date: 6/3/2013</div> <div>Withdrawal Date: 6/26/2019</div>												
Term: 19JUNE03		June 03, 2019		6/3/2019		7/7/2019						
ED5013	Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing	3.00	3.00	A	12.00							
		3.00	3.00	12.00								
Term GPA: 4.00		Cum GPA: 4.00										
Educational Leadership		GPA: 4.00		3.00		3.00						
*** End of Transcript ***												
Authorized Signature				Date								

** Indicates Retaken Course

Not official unless signed by registrar.

Indicates Pass/Fail Course

R* Indicates Retaken Override

◆ Indicates Associated Course

From American College of Education to Registrar Registrar@ace.edu on 09/12/2013 10:50 AM TRAN000004920039

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 ÷ 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

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

* Grade is not included in grade point average computation

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

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade 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.

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION
(New or Renewal program)

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

Name of Institution American College of Education

Program name and Education Specialist in Public Health Education
Suggested CIP Code: 51.2207

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

08 (Post-Master's Certificate) Ed.S. Education Specialist

Name of Person Preparing this Form: Thomas Brouwer, Director of Regulatory Affairs and Compliance

Telephone Number 317-829-9427

Application Type

Date the Form was Prepared 10/30/2019

Initial or Renewal

(Revise date after any revision)

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

The 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 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.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:

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Health Educators and Community Health Workers. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

National Commission for Health Education Credentialing, Inc. (2006). Revised Areas of Responsibility. Retrieved from http://ftp.nchec.org/forms/Revised_Areas_of_Responsibility.pdf

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:	<u>Education Specialist in Public Health Education</u>		
Total Course Hours	<u>34</u>	Check one:	Quarter Hours _____ Semester Hours <u>X</u> Clock Hours _____

Tuition: \$10,404 Length of Program: 18-24 months

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
LEAD6001	Introduction to Advanced Studies	1
HLTH6413	Fundamentals in Health Education	3
HLTH6433	Foundational Leadership in Health Education	3
HLTH6403	Theories and Principles of Behavior Change in Health Education	3
HLTH6443	Systems, Policy, and Leadership in Health Informatics	3
HLTH6473	Finance and Fiscal Management in Public Health	3
HLTH6483	Principles of Public Health and Epidemiology	3
HLTH6493	Community Health Analysis	3
HLTH6463	Capstone in Health Education	3
RES6041	Scholarly Writing and Research Strategies	1
RES6013	Research Methods	3
RES6003	Applied Statistics	3
RES6522	Crafting a Concept Paper	2

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
Not Applicable	Not Applicable	

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.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.

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- 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 <u>ALPHABETICAL</u> ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Barton, Byron	Ph.D. Biology	10	2	18	X	
Chamberlain, Katia	Ed.D. Educational Leadership and Special Education	11	4	11		X
Finkenberg, Mel	Ed.D. Health and Physical Education	42	3	40		X
Fowler, Luster	Ph.D. Educational Leadership, Administration, Foundations	11	5	11		X
Melton-Riddle, Deanna	D.H.A in Healthcare Administration	18	2	18	X	
Point-Johnson, Merle	D.H.A in Healthcare Administration	15	1	14	X	

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

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 rationale for choosing each professional certification: **Not Applicable**

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

Not Applicable

+++++
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**

+++++

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**

- 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									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2020	FY2021	FY2022	FY2023	FY2024	
Enrollment Projections (Headcount)									
	Full-Time			4	14	20	30	40	
	Part-Time								
	Total			4	14	20	30	40	
Enrollment Projections (FTE*)									
	Full-Time			4	14	20	30	40	
	Part-Time								
	Total			4	14	20	30	40	
Degrees Conferred Projections				0	0	6	10	22	
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

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

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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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Transcript ID: TRAN000004920039

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From American College of Education to Registrar Registrar@ace.edu on 09/12/2013 10:50 AM TRAN000004920039

Date: 9/12/2019

New

American College of Education

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

Student: Bursartesting t Bursartesting					Student ID: 1101023617		DOB: 7/10/1990		Original Start Date: 4/23/19		Student GPA: 4.00	
Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	
<div>Program: Public Health Education</div> <div>Enrollment #: BU11119215</div> <div>Status: Administrative Withdrawal</div> <div>Start Date: 4/23/2019</div> <div>LDA: 6/1/2019 Withdrawal Date: 6/1/2019</div>												
Term: 19APR23		April 23, 2019		4/23/2019		5/27/2019						
EL572	Resource Management: Securing and Allocating Resources for Learning	2.67	2.67	A	10.68							
		2.67	2.67	10.68								
Term GPA: 4.00		Cum GPA: 4.00										
Public Health Education		GPA: 4.00		2.67	2.67							
Program: Public Health Education				Status: Withdrawn								
Enrollment #: BU12095421				Withdrawal Date: 6/26/2019								
Start Date: 6/3/2013												
Term: 19JUNE03		June 03, 2019		6/3/2019		7/7/2019						
ED5013	Assessment Strategies for Improving Learner Outcomes	3.00	3.00	A	12.00							
testing comment section 12345 testing		3.00	3.00	12.00								
Term GPA: 4.00		Cum GPA: 4.00										
Public Health Education		GPA: 4.00		3.00	3.00							
*** End of Transcript ***												
Authorized Signature				Date								

** Indicates Retaken Course

Not official unless signed by registrar.

Indicates Pass/Fail Course

R* Indicates Retaken Override

♦ Indicates Associated Course

Lyndia A. Wagner, Registrar

From American College of Education to Registrar Registrar@ace.edu on 09/12/2013 10:50 AM TRAN000004920039

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

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

* Grade is not included in grade point average computation

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

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade 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!

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 Ed.D. in Public Health Education
Suggested CIP Code: 51.2207

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

17 Doctoral Degree-Ed.D.

Name of Person Preparing this Form: Thomas Brouwer, Director of Regulatory Affairs and Compliance

Telephone Number 317-829-9427

Application Type

Date the Form was Prepared 10/30/2019

Initial or Renewal

(Revise date after any revision)

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

The 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 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:

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Health Educators and Community Health Workers. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

Carnegie Project on the Education Doctorate. (n.d.).

National Commission for Health Education Credentialing, Inc. (2006). Revised Areas of Responsibility. Retrieved from http://ftp.nchec.org/forms/Revised_Areas_of_Responsibility.pdf

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:	<u>Ed.D. in Public Health Education</u>		
Total Course Hours	<u>64</u>	Check one:	Quarter Hours _____
			Semester Hours <u>X</u>
			Clock Hours _____

Tuition: \$19,584

Length of Program: 36-42 months

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
N/A	Focus of Study Courses (See attached FOS course listings) (6 FOS choices with 6 courses at 3 credits for each)	18
HLTH6413	Fundamentals in Health Education	3
HLTH6433	Foundational Leadership in Health Education	3
HLTH6403	Theories and Principles of Behavior Change in Health Education	3
HLTH6443	Systems, Policy, and Leadership in Health Informatics	3
HLTH6473	Finance and Fiscal Management in Public Health	3
HLTH6483	Principles of Public Health and Epidemiology	3
HLTH6493	Community Health Analysis	3
LEAD6001	Introduction to Advanced Studies	1
LEAD6011	Leadership as a Reflective Practice	1
LEAD6021	Doctoral Leadership Seminar I	1
LEAD6031	Doctoral Leadership Seminar II	1
RES6041	Scholarly Writing and Research Strategies	1
RES6013	Research Methods	3
RES6003	Applied Statistics	3
RES6023	Quantitative Research Designs	3
RES6033	Qualitative Research Designs	3
RES6512	Research Concept Paper	2
RES6521	Research Methodology	1
RES6531	Literature Review	1
RES6541	Finalizing the Dissertation Proposal	1
RES6551	Analyzing the Dissertation Research	1
RES6302	Defending the Dissertation	2
RES6500	Dissertation Workspace	0

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
Not Applicable	Not Applicable	

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: 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.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.

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- 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 <u>ALPHABETICAL</u> ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Barton, Byron	Ph.D. Biology	10	2	18	X	
Chamberlain, Katia	Ed.D. Educational Leadership and Special Education	11	4	11		X
Finkenberg, Mel	Ed.D. Health and Physical Education	42	3	40		X
Fowler, Luster	Ph.D. Educational Leadership, Administration, Foundations	11	5	11		X
Melton-Riddle, Deanna	D.H.A in Healthcare Administration	18	2	18	X	
Point-Johnson, Merle	D.H.A in Healthcare Administration	15	1	14	X	

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 rationale for choosing each professional certification: **Not Applicable**

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

Not Applicable

+++++
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

BPE Agenda Page 172

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									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2020	FY2021	FY2022	FY2023	FY2024	
Enrollment Projections (Headcount)									
	Full-Time			12	28	76	100	107	
	Part-Time								
	Total			12	28	76	100	107	
Enrollment Projections (FTE*)									
	Full-Time			12	28	76	100	107	
	Part-Time								
	Total			12	28	76	100	107	
Degrees Conferred Projections				0	0	0	10	22	
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									

Ed.D. in Public Health Education Course Descriptions

Leadership Courses (4 Credit Hours)			
Course Number	Course Name	CR	Description
LEAD6001	Introduction to Advanced Studies	1	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.
LEAD6011	Leadership as a Reflective Practice	1	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.
LEAD6021	Doctoral Leadership Seminar I	1	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.
LEAD6031	Doctoral Leadership Seminar II	1	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.
Health Education Core (21 Credit Hours)			
Course Number	Course Name	CR	Description
HLTH6413	Fundamentals in Health Education	3	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.
HLTH6433	Foundational Leadership in Health Education	3	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.

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HLTH6403	Theories and Principles of Behavior Change in Health Education	3	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.
HLTH6443	Systems, Policy, and Leadership in Health Informatics	3	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.
HLTH6473	Finance and Fiscal Management in Public Health	3	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.
HLTH6483	Principles of Public Health and Epidemiology	3	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.
HLTH6493	Community Health Analysis	3	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.
Research Courses (21 Credit Hours)			
Course Number	Course Name	CR	Description
RES6041	Scholarly Writing and Research Strategies	1	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.
RES6013	Research	3	Students will examine foundations of research design, data

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	Methods		collection, analysis, and presentation. Students will assess ethics of education research and reporting.
RES6003	Applied Statistics	3	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.
RES6023	Quantitative Research Designs	3	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.
RES6033	Qualitative Research Designs	3	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.
RES6512	Research Concept Paper (Pre-req: RES6023, RES6033)	2	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.
RES6521	Research Methodology (pre-req: RES6512)	1	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.
RES6531	Literature Review (pre-req: RES6521)	1	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.
RES6541	Finalizing the Dissertation Proposal (pre-req: RES6531)	1	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.

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			Final approval of the Dissertation Proposal by both the course faculty member and dissertation chair is required for successful completion. Pre-requisite: RES6531
RES6551	Analyzing the Dissertation Research (pre-req: RES6541)	1	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
RES6302	Defending the Dissertation (Pre-req: RES6551)	2	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.
RES6500	Dissertation Workspace (access granted after candidacy is approved)	0	This is a workspace for Ed.D. candidates to work on dissertation chapters collaboratively with their dissertation chair and committee members.
Course Number	Focus of Study Courses - Students select one area of study	CR	Description
Adult and Continuing Education (18 Credit Hours)			
ED6013	Adult Learning	3	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.
ED6023	Instructional Strategies for the Adult Learner	3	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.
ED6033	Evaluating Instructional Programs	3	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.
ED6043	Assessing Adult Learners	3	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.

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ED6063	Designing and Leading Professional Learning	3	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.
ED6073	Capstone in Adult 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 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.
Curriculum and Instruction (18 Credit Hours)			
CI6103	Curriculum and Instructional Design for Diversity	3	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.
CI6113	Standards-Driven Learning	3	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.
CI6123	Assessment Strategies	3	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.
CI6133	Strengthening Literacy	3	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

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			scientific research base underlying different models of reading instruction. Special attention is given to curriculum mapping, alignment, and the development of an implementation plan to strengthen literacy.
CI6143	Designing and Leading Professional Learning	3	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	Capstone in Curriculum and Instruction	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 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)			
ORG6203	Partnerships and Community	3	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	Emerging Technology in Organizations	3	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	Communications and Advocacy for Leaders	3	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	Policy and Governance	3	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	Grant Writing for Leaders	3	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.

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ORG6253	Capstone in Educational and Community Organizations	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 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.
Leadership (18 Credit Hours)			
LEAD6113	Ethical Leadership and Social Justice	3	The course focus is on theory, research, and practices related to ethical administration. Students will assess ethical decision making and implications for policy.
LEAD6123	Management of Financial Resources	3	Students will examine principles and concepts of finance at local, state, federal, and international levels; strategies for maximizing and obtaining financial resources and economic issues of the third sector.
LEAD6133	Models of Leadership and Coaching	3	Students will evaluate and compare different leadership and coaching models, analyze the relationship between leadership effectiveness and leadership coaching and determine appropriateness of each type of leadership and coaching for diverse settings.
LEAD6143	Strategic Operations Planning and Innovation	3	Students will design, develop, and implement models of strategic planning that exhibit innovation.
LEAD6323	Organizational Behavior and Culture	3	This course examines how structure, values, and behavior impact an organization and its culture. Students analyze how leadership theories can be integrated and applied into advanced leadership roles.
LEAD6003	Capstone in Leadership	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 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.
Online Education (18 Credit Hours)			
TECH6303	Digital Learning and Teaching	3	Students will compare theories of teaching and learning with applications to digital instruction. Content includes emerging technology and use of Open Educational Resources.

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TECH6313	Creating Digital Collaboration and Communities	3	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.
TECH6323	Designing Courses and Programs	3	Students will implement and assess the concepts of Universal Design for accessible online courses and compare models of instructional design.
TECH6333	Digital Assessment and Instruction	3	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.
TECH6343	Emerging Technologies in Education	3	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.
TECH6353	Capstone in Online 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 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.
Early Childhood (18 Credit Hours)			
EC6013	Research and Trends in Early Childhood Education	3	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.
EC6023	Theories and Foundations of Child Development	3	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
EC6033	Collaborative Partnerships in Early Childhood Practices	3	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
EC6043	Early Childhood Assessment and Intervention	3	Focused on early childhood developmental issues, this course includes formal and informal approaches to assessing young children while diagnosing potential concerns which lead to

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			informed instructional and intervention choices. Choices in curricula are aligned to needs to enhance student achievement
EC6053	Advocacy and Leadership in Early Childhood	3	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
EC6063	Capstone in Early Childhood 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 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
Higher Education (18 Credit Hours)			
HE6103	Law, Compliance, and Governance in Higher Education	3	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
HE6113	Resource Management in Higher Education	3	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
HE6123	Student Affairs	3	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
HE6133	Issues in Higher Ed	3	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
HE6143	Higher	3	This course focuses on the roles and responsibilities required of

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	Education Administration		administration in higher education. Students investigate critical functions, societal shifts, technological trends, and how emerging roles are reshaping the foundations of higher education. Students also examine functions of and decision making within operations, financial options, human resources, marketing, and enrollment
HE6153	Capstone in Higher 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 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
Instructional Leadership (18 Credit Hours)			
LEAD6283	Instructional Leadership	3	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
LEAD6293	Designing and Leading Professional Learning	3	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
LEAD6303	Achievement and Accountability	3	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
LEAD6313	The Art of Decision Making	3	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

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			to maintain awareness of organizational needs, demographics, and performance levels. The role of collaboration in decision making is also a major focus
LEAD6103	Evidence-based Learning and Teaching	3	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
LEAD6403	Capstone in Instructional Leadership	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 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
International Education (18 Credit Hours)			
EDUC6103	International Development and Policy	3	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
EDUC6113	The Role of International Organizations and Global Foundations	3	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
EDUC6123	Education and International Migration	3	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
EDUC6133	International Programs, Curricula and Pedagogies	3	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

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			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)

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			discuss equitable assessment of diverse learners, and 3) evaluate existing instruments for second language learners. Students examine and review relevant state or national standards for content matter learning and language proficiency and examine how those are assessed in mandated, large-scale assessment and in professional assessments (traditional and alternative). Students in non-traditional settings will examine how to align assessment methods with current professional standards for the field. Students will learn how to target certain learning outcomes by using critically evaluated materials.
BE6063	Methods and Materials for Second Language Instruction	3	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.
BE6073	Professional Advocacy and Leadership for Second Language Learners	3	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.
BE6083	Understanding Linguistics and Second Language Learners	3	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.
BE6093	Capstone in	3	The Capstone Experience is designed for candidates to

Ed.D. in Public Health Education Course Descriptions

	Second Language Instruction		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.
STEM Leadership (18 Credit Hours)			
SCI6203	Foundations of Integrated Science Education	3	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
SCI6213	Engaging Diversity in the Science Classroom	3	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
SCI6223	Modern Learning and Integrated Science Education	3	This course will examine the integration of digital resources into the integrated science learning environment. Participates will explore digital resources and develop strategies for effectively integrating technology with didactic strategies to address the needs of diverse learners and enhance learning
SCI6233	Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, & College Level	3	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
SCI6243	Building Scientific Understanding in Students	3	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
SCI6253	Capstone in STEM	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

Ed.D. in Public Health Education Course Descriptions

	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
General Track (18 Credit Hours)			
Students can choose 6 courses from above			
Total Credits		64	

Official Academic Transcript from American College of Education

Statement of Authenticity

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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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Date: 9/12/2019

New

American College of Education

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

Student: Bursartesting t Bursartesting		Student ID: 1101023617		DOB: 7/10/1990		Original Start Date: 4/23/19		Student GPA: 4.00	
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Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Public Health Education Enrollment #: BU11119215 Status: Administrative Withdrawal Start Date: 4/23/2019 LDA: 6/1/2019 Withdrawal Date: 6/1/2019											
Term: 19APR23 April 23, 2019		4/23/2019		5/27/2019							
EL572	Resource Management: Securing and Allocating Resources for Learning	2.67	2.67	A	10.68						
		2.67	2.67	10.68							
Term GPA: 4.00		Cum GPA: 4.00									
Public Health Education Program: Public Health Education Status: Withdrawn Enrollment #: BU12095421 Start Date: 6/3/2013 Withdrawal Date: 6/26/2019											
Term: 19JUNE03 June 03, 2019		6/3/2019		7/7/2019							
ED5013	Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing	3.00	3.00	A	12.00						
		3.00	3.00	12.00							
Term GPA: 4.00		Cum GPA: 4.00									
Public Health Education GPA: 4.00 3.00 3.00											
<div></div>											
*** End of Transcript ***											
Authorized Signature						Date					
<div></div>											

** Indicates Retaken Course

Not official unless signed by registrar.

Indicates Pass/Fail Course

R* Indicates Retaken Override

◆ Indicates Associated Course

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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 ÷ 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

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

* Grade is not included in grade point average computation

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

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade 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.

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BOARD FOR PROPRIETARY EDUCATION

Wednesday, December 11, 2019

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

Date the Form was Prepared 10/5/2019 Initial
(Revise date after any revision)

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

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:

• Foundation	75 credits
• International Focus	
• Recommended Electives by Major	
• Major Core by Major	30 credits
• Specializations to augment each Major	15 credits
Total	120 credits

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.

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.

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 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.

Name of Program:	<u>Criminal Justice</u>			
Total Course Hours:	<u>120 credit hours</u>	Check one:	Quarter Hours	<u> </u>
	<u> </u>		Semester Hours	<u>✓</u>
			Clock Hours	<u> </u>
Tuition * :	<u>\$12,000</u>	Length of Program:	120 credits; 4 years	

BPE Agenda Page 200

SPECIALTY COURSES: BACJ

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
CRIMINAL JUSTICE CORE		
CJU205	Criminal Law	3
CJU210	Criminal Evidence and Constitutional Procedure	3
CJU230	Criminal Investigation and Forensics	3
CJU233	Crisis Intervention	3
CJU242	Domestic Violence	3
CJU270	Terrorism	3
CJU405	Constitutional Law	3
CJU408	Criminal Justice Research and Statistics	3
CJU440	Ethics in Criminal Justice	3
CJU499	Capstone	3
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		
CJU441	Crime Scene Photography	3
CJU442	Fingerprints and Impression Evidence	3
CJU443	Crime Scene Management	3
CJU444	Ballistics and Firearm Identification	3
CJU446	Digital Evidence OR CJU450 Special Topics	3
HOMELAND SECURITY SPECIALIZATION		
CJU447	Homeland Security	3
CJU448	Emergency Management	3
CJU449	Criminal Justice Management	3
CJU450	Special Topics	3
CJU451	Incident Command and Management	3
LAW ENFORCEMENT SPECIALIZATION		
CJU215	Police Operations	3
CJU235	Security	3
CJU300	Police Administration	3
CJU315	Patrol and Community Policing	3
CJU449	Criminal Justice Management OR CJU 450 Special Topics	3

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
FOUNDATION		
COM104	Principles of Human Communication	3
ECO255	Survey of Economics	3
ENG101	Written English	3
ENG102	Written English 2	3

HED120	Core Concepts of Personal Health	3
HIS153	U.S. History	3
HIS154	U.S. History 2	3
MAT125	College Mathematics	3
PSY100	Introduction to Psychology	3
SCI215	Earth Science	3
SCI216	Physical Science	3
SOC110	Introduction to Sociology	3
UNV100	Student Success	3
UNV105	Computer Applications	3
INTERNATIONAL FOCUS		
ENG203	Multicultural Literature	3
FNA202	World Music	3
FNA203	World Art	3
HIS125	World Civilizations	3
HIS210	World Geography	3
HIS305	American Foreign Policy	3
RECOMMENDED ELECTIVES (Pick 15 credits)		
CJU101	Survey of Criminal Justice	3
ENG201	Legal Research and Writing	3
HIS205	History of Organized Crime	3
MAT140	Statistics	3
PSC100	American Government & Society	3
SOC130	Criminology	3

Number of Credit/Clock Hrs. in Specialty Courses:	<u>45</u>	/	<u>120</u>	Percentage:	<u>37.5</u>
Number of Credit/Clock Hrs. in General Courses:	<u>75</u>	/	<u>120</u>	Percentage:	<u>62.5</u>
If applicable:					
Number of Credit/Clock Hrs. in Liberal Arts:	<u>75</u>	/	<u> </u>	Percentage:	<u>62.5</u>

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 <u>ALPHABETICAL</u> ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Ackerman, George	PhD, JD	20+	6	3		X
Callahan, Kelli	PhD	20+	8	25		X
Cameron, Robert	PhD	33	9	13		X
Coho, Margaret	MSCJ	30	6	0	X	
Jones, Curtis	MSCJ	20	1	6		X
Leon, Hilary	JD	15	2	0	X	
Lounsbury, Camm	PhD	30	8	2		X
Martinez, Eduardo	JD	28	1	10		X
Noonan, James	PhD	20	3	0		X
Walker, Darin	PhD	25	3	3		X

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

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 rationale 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> 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@salem.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.

Projected Headcount and FTE Enrollments and Degrees Conferred									
10/5/2019									
Institution/Location: Salem University at Carmel, IN									
Program: BA Criminal Justice									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2020	FY2021	FY2022	FY2023	FY2024	
Enrollment Projections (Headcount)									
	Full-Time			18	24	36	48	60	
	Part-Time			4	4	4	4	4	
	Total			22	28	40	52	64	
Enrollment Projections (FTE*)									
	Full-Time			18	24	36	48	60	
	Part-Time			2	2	2	2	2	
	Total			20	26	38	50	62	
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									

Date: 10/8/2019

Salem University

223 West Main Street

Salem, WV 26426

www.salem.edu

Page 1 of 1

Student: [REDACTED]

Student ID: 00329571

DOB: 11/10/2

Original Start Date: 9/5/2017

Student GPA: 3.67

3.67

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
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Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
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Program: BA Criminal Justice - Crime Scene Investigations

Enrollment #: FR17028293

Status: Graduate

Start Date: 9/5/2017

Grad Date: 4/28/2019

Term: TRANS

Transfer Credits

Transferred from CYPRESS COLLEGE - ASSESSMENT CENTER CYPRESS CA 90630
ELECT01 Liberal Studies Block Credit 66.00 66.00 TR 0.00Associate in Arts: Awarded 5/13/2017
83rd Att: 75cr Earn. 66cr Acc: 66cr App.
4 FT & 4 PT Semesters

Term: P2017FALLSEP Full Fall Semester 2017 September 9/5/2017

12/24/2017

CJU446	Digital Evidence	3.00	3.00	D	3.00
MAT125	College Mathematics	3.00	3.00	C	6.00
CJU210	Criminal Evidence and Procedure	3.00	3.00	B	9.00
CJU408	Criminal Justice Research and Statistics	3.00	3.00	A	12.00
CJU101	Survey of Criminal Justice	3.00	3.00	A	12.00
Term GPA: 2.80	Cum GPA: 2.80	15.00	15.00		42.00

Term: P2018WTRJAN Full Winter Semester 2018 January 1/8/2018

4/29/2018

CJU443	Crime Scene Management	3.00	3.00	A	12.00
CJU230	Criminal Investigation and Forensics	3.00	3.00	A	12.00
CJU405	Constitutional Law	3.00	3.00	A	12.00
CJU205	Criminal Law	3.00	3.00	A	12.00
CJU450	Special Topics- CJU270	3.00	3.00	A	12.00
Term GPA: 4.00	Cum GPA: 3.40	15.00	15.00		60.00

Term: P2018FALLSEP Full Fall Semester 2018 September 9/4/2018

12/23/2018

CJU441	Introduction to Crime Scene Photography	3.00	3.00	A	12.00
CJU233	Crisis Intervention	3.00	3.00	A	12.00
CJU444	Ballistics and Firearm Identification	3.00	3.00	A	12.00
CJU242	Domestic Violence	3.00	3.00	A	12.00

Term: P2019WTRJAN	Full Winter Semester 2019 January 1/7/2019	4/28/2019		
CJU440	Ethical & Philosophical Issues in Criminal Justice	3.00	A	12.00
CJU499	Senior Capstone Project	3.00	A	12.00
ENG102	Written English 2	3.00	A	12.00
CJU442	Latent Prints and Fingerprint ID	3.00	A	12.00
Term GPA: 4.00	Cum GPA: 3.67	12.00	12.00	48.00

BA Criminal Justice - Crime Scene Investigations
Honors: Cum Laude

Credentials awarded for BA Criminal Justice - Crime Scene Investigations enrollment

Credential	Date Awarded	Date Cleared
AA Criminal Justice	2/4/2018	2/4/2018
BA Criminal Justice, Crime Scene Investigations	4/28/2019	4/28/2019

*** End of Transcript ***

Authorized Signature

Date

* Indicates Retaken Course
R* Indicates Retaken Override

Not official unless signed by registrar.

Indicates Pass/Fail Course
* Indicates Retaken Course

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 Univesity

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 Application Type

Date the Form was Prepared 10/5/2019 Initial
(Revise date after any revision)

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

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:

• Foundation	75 credits
• International Focus	
• Recommended Electives by Major	
• Major Core by Major	30 credits
• Specializations to augment each Major	15 credits
Total	120 credits

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.

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.

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 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.

Name of Program:	<u>Bachelor of Science in Business Administration</u>			
Total Course Hours:	<u>120 credits</u>	Check one:	Quarter Hours	<u> </u>
	<u> </u>		Semester Hours	<u>✓</u>
			Clock Hours	<u> </u>
Tuition* :	\$12,000	Length of Program:	120 credits; 4 years	

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SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	BSBA CORE	
ACC111	Principles of Accounting	3
ACC112	Principles of Accounting 2	3
BUS323	Commercial Law	3
FIN344	Corporate Finance	3
FIN345	Corporate Finance 2	3
MGT210	Principles of Management	3
MGT361	Management Information Systems	3
MGT363	Organizational Theory	3
MGT499	Senior Capstone Project	3
MKT231	Principles of Marketing	3
	SPECIALIZATIONS: PICK 5 COURSES.	
	ACCOUNTING	
ACC304	Financial Accounting	3
ACC305	Financial Accounting 2	3
ACC316	Cost Accounting	3
ACC411	Auditing	3
ACC412	Corporate Taxation	3
	ENGINEERING MANAGEMENT	
BUS420	Foundations of Engineering Management	3
BUS421	Logistics Management	3
BUS422	Supply Chain Management	3
BUS423	Project Management and Budgeting	3
BUS424	Quality and Risk Management	3

	FINANCE	
FIN343	International Finance and Banking	3
FIN430	Investment Analysis	3
FIN435	Capital Markets	3
FIN440	Portfolio Management	3
FIN445	Real Estate Finance and Investment	3
	HEALTH CARE MANAGEMENT	
MGT212	Introduction to Health Care Management	3
MGT222	Human Resources Management	3
MGT225	Legal Aspects of Health Care Management	3
MGT310	Economics and Health Care Finance	3
MGT426	International Issues in Health Care Management	3
	HUMAN RESOURCES MANAGEMENT	
MGT222	Human Resources Management	3
MGT410	Compensation and Benefits Management	3
MGT411	Employment Law	3
MGT412	International Human Resources Management	3
MGT450	Special Topics	3
	INTERNATIONAL BUSINESS	
BUS440	International Law & Public Policy	3
FIN343	International Finance & Banking	3
MGT222	Human Resources Management	3
MGT424	International Business Management	3
MKT431	International Marketing	3
	MANAGEMENT	
BUS410	Business Planning/Small Business Administration	3
MGT222	Human Resources Management	3
MGT362	Operations Management	3
MGT424	International Business Management	3

MKT431	International Marketing	3
RETAIL MANAGEMENT		
BUS400	Principles of Retailing	3
BUS401	Retail Operations and Purchasing	3
BUS405	Foodservice Management	3
MGT222	Human Resources Management	3
MKT400	Retail Sales Promotion	3
SPORTS & RECREATION MANAGEMENT		
PED418	Organization & Admin. of Physical Education & Sports	3
SMG210	Principles of Sports Management	3
SMG230	Governance & Ethics in Sports	3
SMG340	Facilities & Event Management	3
SMG380	Legal Aspects of Sports	3

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
FOUNDATION		
COM104	Principles of Human Communication	3
ECO255	Survey of Economics	3
ENG101	Written English	3
ENG102	Written English 2	3
HED120	Core Concepts of Personal Health	3
HIS153	U.S. History	3
HIS154	U.S. History 2	3
MAT125	College Mathematics	3
PSY100	Introduction to Psychology	3
SCI215	Earth Science	3
SCI216	Physical Science	3
SOC110	Introduction to Sociology	3

UNV100	Student Success	3
UNV105	Computer Applications	3
INTERNATIONAL FOCUS		
ENG203	Multicultural Literature	3
FNA202	World Music	3
FNA203	World Art	3
HIS125	World Civilizations	3
HIS210	World Geography	3
HIS305	American Foreign Policy	3
RECOMMENDED ELECTIVES		
BUS201	Personal Financial Planning	3
BUS202	Introduction to Business Operations	3
BUS203	Real Estate and Insurance	3
ENG200	Research and Writing for Effective Communication	3
MAT140	Statistics	3
PSC100	American Government and Society	3

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.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Benson Robert	MBA, CPA	25+	6	23	X	
Garrett, Marthenia	EdD	40	3	37	X	
Getty, Marc	DBA	33	12	8	X	
Glaide, Timothy	DM, MBA	35	12	21	X	
Kamel, Ahmed	PhD	17	8	15	X	
Knox, Kenneth	PhD	25	4	15		X
Laverty, Michael	EdD	25	4	14		X
Miller, Mitchell	DBA, CFP	20+	6	20	X	
Schaefer, Thomas	DBA	15	3	15		X
Scherrer, Stephen	PhD, JD	40	3	35	X	
Spruill, Edric	DM	25	6	17		X

N.B. The School of Business has 25 faculty in total.

**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 rationale 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)?
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 this distinction 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.

+++++

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.

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Transferability of Associate of Science Degrees

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

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

YES

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

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:

Per the Bureau of Labor Statistics, CIP 52.0201 is associated with SOC codes such as the following, for example without limitation:

SOC

11-1011.00	Chief Executives
11-1021.00	General and Operations Managers
11-2022.00	Sales Managers
11-3011.00	Administrative Services Managers
11-3051.00	Industrial Production Managers
11-9021.00	Construction Managers
11-9151.00	Social and Community Service Managers
13-1051.00	Cost Estimators
13-1111.00	Management Analysts

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@salem.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									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2020	FY2021	FY2022	FY2023	FY2024	
Enrollment Projections (Headcount)									
	Full-Time			30	48	72	90	110	
	Part-Time			10	10	10	10	10	
	Total			40	58	82	100	120	
Enrollment Projections (FTE*)									
	Full-Time			30	48	72	90	110	
	Part-Time			5	5	5	5	5	
	Total			35	53	77	95	115	
Degrees Conferred Projections				0	0	10	25	40	
Degree Level: 05 Baccalaureate									
CIP Code: 52.0201									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Date: 10/7/2019

Salem University

223 West Main Street

Salem, WV 26426

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Student: [REDACTED]

Student ID: 00330910

DOB: 1/03

Original Start Date: 5/31/2017

Student GPA: 2.40

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
-------------	--------------------	-------------------	----------------	-------	----------------

Program: BS Business Administration - Sports & Recreation Management
 Enrollment #: BR17058779
 Status: Graduate
 Start Date: 5/31/2017
 Grad Date: 4/28/2019

Term: TRANS Transfer Credits
 Transferred from HOUSTON CMY COLLEGE - 3100 MAIN STREET - HOUSTON TX 77266
 LIBERAL STUDIES BLOCK CREDIT
 60.00 60.00 TR 0.00

Term: P2017SUMJUN Full Summer Semester 2017 June 5/30/2017 10/1/2017
 Associate in Arts - Earned 8/14/2016
 72cr Att. 68cr Earn. 60cr App. 60cr Acc.

ECO255 Survey of Economics 3.00 3.00 C 6.00

ENG102 Written English 2 3.00 3.00 B 9.00

BUS201 Personal Financial Planning 3.00 3.00 A 12.00

BUS202 Introduction to Business Operations 3.00 0.00 F 0.00**

Term GPA: 2.25 Cum GPA: 2.25 12.00 9.00 27.00

Term: P2017FALL OCT Full Fall Semester 2017 October 10/2/2017 2/4/2018

MKT231 Principles of Marketing 3.00 3.00 B 9.00

SMG210 Principles of Sports Management 3.00 3.00 C 6.00

MGT210 Principles of Management 3.00 0.00 F 0.00**

BUS323 Commercial Law 3.00 3.00 C 6.00

Term GPA: 1.75 Cum GPA: 2.00 12.00 9.00 21.00

Term: P2018WTRFEB Full Winter Semester 2018 February 2/5/2018 5/27/2018

BUS202 Introduction to Business Operations 3.00 3.00 B 9.00

ACC111 Principles of Accounting I 3.00 3.00 D 3.00

ACC112 Principles of Accounting II 3.00 3.00 C 6.00

MGT210 Principles of Management 3.00 3.00 A 12.00

Term GPA: 2.50 Cum GPA: 2.60 12.00 12.00 30.00

** Indicates Retaken Course
 R* Indicates Retaken Override

Not official unless signed by registrar.

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
-------------	--------------------	-------------------	----------------	-------	----------------

Term: P2018SUMJUN Full Summer Semester 2018 June 5/29/2018 9/30/2018

MA1140 Statistics 3.00 3.00 C 6.00

FIN344 Corporate Finance 3.00 3.00 C 6.00

FIN345 Corporate Finance 2 3.00 0.00 F 0.00**

MGT361 Management Information Systems 3.00 3.00 B 9.00

Term GPA: 1.75 Cum GPA: 2.36 12.00 9.00 21.00

Term: P2018FALL OCT Full Fall Semester 2018 October 10/1/2018 2/3/2019

SMG230 Governance and Ethics in Sports 3.00 3.00 C 6.00

SMG340 Facility and Event Management of Sports 3.00 3.00 C 6.00

SMG380 Legal Aspects of Sports 3.00 3.00 C 6.00

MGT363 Organization Theory 3.00 3.00 A 12.00

Term GPA: 2.50 Cum GPA: 2.39 12.00 12.00 30.00

Term: P2019WTRFEB Full Winter Semester 2019 February 2/4/2019 5/26/2019

PED418 Organization & Administration of PE and Sport 3.00 3.00 C 6.00

MGT499 Senior Capstone Project on Organization & Sport Strategy & Decision Making 3.00 3.00 C 6.00

FIN345 Corporate Finance 2 3.00 3.00 B 9.00

Term GPA: 2.33 Cum GPA: 2.50 9.00 9.00 21.00

BS Business Administration - Sports & Recreation Management
 Recreation Management
 129.00 120.00

Credentials awarded for BS Business Administration - Sports & Recreation Management
 enrollment
 Credential

AS Business Administration
 Date Awarded 3/4/2018 Date Cleared 3/4/2018

BS Business Administration, Sports Management 4/28/2019 4/28/2019

Indicates Pass/Fail Course
 * Indicates Associated Course
 Joseph E. Felt, III, Registrar

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: 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 Application Type

Date the Form was Prepared 10/5/2019 Initial
(Revise date after any revision)

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

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:

• Foundation	75 credits
• International Focus	
• Recommended Electives by Major	
• Major Core by Major	30 credits
• Specializations to augment each Major	15 credits
Total	120 credits

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.

Name of Program:	<u>Bachelor of Science in Information Technology</u>			
Total Course Hours:	<u>120 credits</u>	Check one:	Quarter Hours	<u> </u>
	<u> </u>		Semester Hours	<u>✓</u>
			Clock Hours	<u> </u>
Tuition *:	\$12,000	Length of Program:	120 credits; 4 years	

* Per year: 30 credits, includes fees & books

SPECIALTY COURSES: BSIT

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
CORE		
IT110	IT Essentials	
IT130	Fundamentals of Computer Graphics	
IT150	Computer Programming	
IT151	Computer Programming 2	
IT202	Internet Publishing	
IT310	Database Architecture	
IT323	Methods of Software Development	
IT409	Basic Networking	
IT445	Project Management	
IT499	Senior Capstone Project	
CYBERSECURITY SPECIALIZATION		
IT405	Computer Forensics	
IT410	Enterprise Networking	
IT420	Information Systems Security	
IT425	Advanced Cybersecurity	
IT450	Special Topics	
ENTERPRISE NETWORK MANAGEMENT SPECIALIZATION		
IT340	Networking Discovery	
IT410	Enterprise Networking	
IT420	Information Systems Security	
IT442	Server Administration	
IT443	Client Administration	

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
FOUNDATION		
COM104	Principles of Human Communication	3
ECO255	Survey of Economics	3
ENG101	Written English	3
ENG102	Written English 2	3
HED120	Core Concepts of Personal Health	3
HIS153	U.S. History	3
HIS154	U.S. History 2	3
MAT125	College Mathematics	3
PSY100	Introduction to Psychology	3
SCI215	Earth Science	3
SCI216	Physical Science	3
SOC110	Introduction to Sociology	3
UNV100	Student Success	3
UNV105	Computer Applications	3
INTERNATIONAL FOCUS		
ENG203	Multicultural Literature	3
FNA202	World Music	3
FNA203	World Art	3
HIS125	World Civilizations	3
HIS210	World Geography	3
HIS305	American Foreign Policy	3
RECOMMENDED ELECTIVES		
BUS110	Survey of Business	3
CS200	Computer Game and Application Development	3

ENG200	Research and Writing for Effective Communication	3
IT200	Wide-Area Networking	3
MAT140	Statistics	3
MGT361	Management Information Systems	3

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:	3	Full-time:	2	Part-time:	1
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Dupont, Philip	MS	19	2	17	X	
Mensch, Scott	PhD	17	3	14		X
Syed, Javaid	PhD	20	4	10	X	

**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 rationale 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> 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> 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@salemua.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.

Projected Headcount and FTE Enrollments and Degrees Conferred									
10/5/2019									
Institution/Location: Salem University at Carmel, IN									
Program: BS Information Technology									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				2020	FY2021	FY2022	FY2023	FY2024	
Enrollment Projections (Headcount)									
	Full-Time			18	24	36	48	60	
	Part-Time			4	4	4	4	4	
	Total			22	28	40	52	64	
Enrollment Projections (FTE*)									
	Full-Time			18	24	36	48	60	
	Part-Time			2	2	2	2	2	
	Total			20	26	38	50	62	
Degrees Conferred Projections				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									

Date: 10/7/2019

Salem University

223 West Main Street

Salem, WV 26426

www.salem.edu

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Student: [REDACTED]

Student ID: 00332009

DOB: 11/30

Original Start Date: 9/5/2017

Student GPA: 2.88

BPE Agenda Page 249

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: BS Information Technology - Enterprise Network Management					
Enrollment #: BR17079197					
Status: Graduate					
Start Date: 9/5/2017					
Grad Date: 4/28/2019					
Term: TRANS					
Transfer Credits					
Transferred from COLORADO STATE UNIV PUEBLO - ADMIN BLDG 202 PUEBLO CO 81001					
ELECT01	Liberal Studies Block Credit	66.00	66.00	TR	0.00
No Degree:					
119cr Att. 82cr Earn. 82cr Acc. 66cr App.					
Term: P2017FALL SEP					
Fall Fall Semester 2017 September 9/5/2017					
12/24/2017					
MGT361	Management Information Systems	3.00	3.00	B	9.00
BUS201	Personal Financial Planning	3.00	3.00	B	9.00
IT409	Basic Networking	3.00	3.00	B	9.00
IT110	Introduction to Information Technology	3.00	3.00	B	9.00
Term GPA: 3.00		12.00	12.00		36.00
Cum GPA: 3.00					
Term: P2018WTRJAN					
Full Winter Semester 2018 January 1/8/2018					
4/29/2018					
IT310	Database Architectures	3.00	0.00	F	0.00**
MAT140	Statistics	3.00	3.00	B	9.00
IT156	Computer Programming	3.00	3.00	B	9.00
IT151	Computer Programming 2	3.00	3.00	B	9.00
Term GPA: 2.25		12.00	9.00		27.00
Cum GPA: 2.63					
Term: P2018SUMMAY					
Full Summer Semester 2018 May 4/30/2018					
9/2/2018					
IT310	Database Architectures	3.00	3.00	C	6.00
IT202	Internet Publishing	3.00	3.00	B	9.00
IT410	Business Computer Networks	3.00	3.00	B	9.00
IT323	Methods of Software Development	3.00	3.00	B	9.00
Term GPA: 2.75		12.00	12.00		33.00
Cum GPA: 2.91					

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Term: P2018FALL SEP					
Fall Fall Semester 2018 September 9/4/2018					
12/23/2018					
IT445	IT Project Management	3.00	3.00	C	6.00
IT340	Network Discovery	3.00	3.00	C	6.00
IT442	Senior Administration	3.00	3.00	B	9.00
IT499	Senior Capstone Project	3.00	0.00	F	0.00**
Term GPA: 1.75		12.00	9.00		21.00
Cum GPA: 2.60					
Term: P2019WTRJAN					
Full Winter Semester 2019 January 1/7/2019					
4/28/2019					
IT443	Client Administration	3.00	3.00	B	9.00
IT420	Computer Security	3.00	3.00	B	9.00
IT425	Advanced Cybersecurity	3.00	3.00	C	6.00
IT499	Senior Capstone Project	3.00	3.00	A	12.00
Term GPA: 3.00		12.00	12.00		36.00
Cum GPA: 2.83					

BS Information Technology - Enterprise Network Management

GPA: 2.83

126.00 120.00

Credentialed Awarded for BS Information Technology - Enterprise Network Management enrollment

Credentialed

Date Awarded

Date Cleared

AS Information Technology

4/1/2018

4/1/2018

BS Information Technology, Enterprise Network Mgmt/28/2019

4/28/2019

*** End of Transcript ***

Authorized Signature

Date

** Indicates Retaken Course

R* Indicates Retaken Override

Not official unless signed by registrar.

Indicates Pass/Fail Course

* Indicates Associated Course

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BOARD FOR PROPRIETARY EDUCATION

Wednesday, December 11, 2019

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.