



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Thursday, September 28, 2023

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

www.in.gov/bpe

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AGENDA

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

September 28, 2023
12:30 – 3:00 P.M.

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

Microsoft Teams meeting
Join on your computer, mobile app or room device

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Or call in (audio only)

[+1 317-552-1674](#)

Phone Conference ID: 244 106 298#

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 June 19, 2023, Board Meeting 1

II. Decision Items

A. Academic Degree Programs

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III. INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS
ADJOURNMENT

The next meeting of the Board is tentatively scheduled for **December 6, 2023, in Indianapolis, Indiana.**

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Monday, June 19, 2023

I. CALL TO ORDER

The Board for Proprietary Education met in a 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: Scott Bogan (in-person); Rod Haywood, Jr. (virtual); Ken Konesco (in-person); Jean Putnam (in-person); Ken Sauer, Ph.D. (in-person); and Anne Shane (in-person).

Members Absent: None

Representing Indiana State Board of Nursing: Toni Herron, Nursing Education Compliance Officer (virtual).

Guests: Addie Angelov, Ph.D. (in-person); Rebecca Bartle (virtual); Molly Battin (virtual); Kevin Berkopes, Ph.D. (in-person); Brooke Boudreaux (virtual); AK Buss (virtual); Kenneth Davis (in-person); Michael Dubanewicz (in-person); Matthew Hunt (in-person); Brent Jenkins (virtual); Amer Khan, M.D. (in-person); Donald LaFleur (virtual); Brent Murphy (in-person); Christine Nemcik, Ph.D. (in-person); David Phebus (in-person); Andrew Salmon (in-person); Zuliqar Satti, Ph.D. (in-person); Randi Steward (in-person); and Nickolas Williams (in-person).

It was determined that there was a quorum for the June 19, 2023, Board meeting.

CONSIDERATION OF THE MINUTES OF THE March 23, 2023, BOARD MEETING

R-23.03.01 Resolved: The Board for Proprietary Education hereby approves the Minutes of the March 23, 2023, regular meeting.

(Motion – Konesco, second – Shane, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Ken Sauer, began by announcing that Jason Winters, Principal and Management Consultant, Plante Moran, was joining the BPE business meeting to answer any Board member questions regarding the MathTrack Institute. Ken Sauer and Ross Miller had presented information previously at a conference of The National Association of State Administrators and Supervisors of Private Schools (NASASPS) regarding assessing the financial stability of institutions. Following the presentation, several state counterpart agencies had contacted the Indiana Commission for Higher Education for more information.

At the July Commission for Higher Education meeting, there will be a presentation on the Commission's involvement with the National Governors Association grant. The presentation will include a demonstration of Learning and Employment Records (LER).

III. TIME-SENSITIVE ACTION ITEM

A. Initial Institutional Authorization

1. Initial institutional authorization of MathTrack Institute at Indianapolis.

Representing MathTrack Institute: Addie Angelov, Faculty; Kevin Berkopes, CEO and Faculty; Christine Nemcik, Senior Product Manager and Faculty; Andrew Salmon, President and Financial Operations; and Nickolas Williams, CRO and Faculty.

Ross Miller presented the staff report recommending that MathTrack Institute be granted initial institutional authorization at one location.

R-23-03.02 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Shane, second – Bogan, unanimously approved)

B. Academic Degree Programs

1. Diploma in Practical Nursing to be offered by Keystone Nursing Academy.

Representing Keystone Nursing Academy: Patricia Bailey, Attorney; Stephen Bardoczi, Board Member and Vice President; Rebecca Bartle, Program Director; Matthew Hunt, Adjunct Faculty; and Randi Steward, Instructor.

Representing Indiana State Board of Nursing: Toni Herron, Nursing Education Compliance Officer.

Ross Miller presented the staff report recommending that Keystone Nursing Academy be granted approval to offer one Diploma in Practical Nursing.

R-23-03.03 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Putnam, second – Shane, unanimously approved)

2. Associate of Science in Medical Technology to be offered by Lincoln College of Technology.

Representing Lincoln College of Technology: Brent Jenkins, Campus President; and Brooke Boudreaux, Medical Assistant Faculty.

Ross Miller presented the staff report recommending that Lincoln College of Technology be granted approval to offer one associate of science degree program.

R-23-03.04 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Shane, second – Haywood, unanimously approved)

3. Associate of Science in Diagnostic Medical Sonography, Associate of Science in Natural Medicine, Associate of Science in Radiation Therapy, and Bachelor of Science in Diagnostic Medical Sonography to be offered by John Patrick University of Health and Applied Sciences.

Representing John Patrick University of Health and Applied Sciences: Molly Battin, A.S. Sonography Program Director; Michael Dubanewicz, President; Donald LaFleur, B.S. Sonography Director; David Phebus, Radiation Therapy Program Director; and Brent Murphy, CEO.

Ross Miller presented the staff report recommending that John Patrick University of Health and Applied Sciences be granted approval to offer three associate of science degree programs and one baccalaureate degree program.

R-23-03.05 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Konesco, second – Shane, unanimously approved)

4. Bachelor of Science in Healthcare Administration and Leadership, Bachelor of Science in Information Systems and Cybersecurity Management, and Bachelor of Science in Logistics, Warehousing, and Supply Chain Management to be offered by Stellar Career College.

Representing Stellar Career College: AK Buss, Registrar; Kenneth Davis, Director of Externship and Placement; Amer Khan, Director of Academic Affairs and Distance Education; and Zulfiqar Satti, President.

Ross Miller presented the staff report recommending that Stellar Career College be granted approval to offer three baccalaureate degree programs.

R-23-03.06 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Konesco, second – Putnam, unanimously approved)

5. Associate of Applied Science in Information Systems and Cybersecurity Management, Associate of Applied Science in Logistics, Warehousing, and Supply Chain Management, Bachelor of Science in Healthcare Administration and Leadership, Bachelor of Science in Information Systems and Cybersecurity Management, and Bachelor of Science in Logistics, Warehousing, and Supply Chain Management to be offered by Stellar Career College.

Representing South College: Lynn Patton, D.N.P., Interim Dean of Academic and Student Services/Associate Dean of Nursing Indianapolis; Ted Richardson, Ph.D., Chief Academic Officer; and Turner South, Campus President.

Ross Miller presented the staff report recommending that South College be granted approval to offer one associate of science degree program with one stipulation: to hire

one additional instructor with surgical technology credentials to teach specialty courses. The instructor qualification record and transcript of the highest degree earned are to be submitted to the Commission prior to the start of the third quarter of the program.

R-23-03.07 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Putnam, second – Konesco, unanimously approved)

IV. INFORMATION ITEM

1. Ken Sauer introduced the topic of BPE Authorized Pre-Licensure Nursing Programs. Ross Miller presented a detailed summary of BPE Authorized Pre-Licensure Nursing Programs, 2012-2023.

VI. DECISION ITEM INFORMATION ITEM OLD BUSINESS NEW BUSINESS

There was none.

VII. ADJOURNMENT

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

Dr. Ken Sauer, Chairman

Date

BOARD FOR PROPRIETARY EDUCATION

Thursday, September 28, 2023

BUSINESS ITEM A-1:

**American College of Education:
One Education Specialist Degree Program and One Doctorate
Degree Program are Offered Exclusively through Distance
Education**

Institutional Profile

Please refer to the attached document for further details.

Staff Recommendation

That the Board for Proprietary Education approves the Doctor of Education (Ed.D.) in Special Education, and Education Specialist (Ed.S.) in Special Education, in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

Background

Degree Program Profiles

*Doctor of Education (Ed.D.) in
Special Education
Offered Through Distance Education*

This program comprises 64 semester credit hours, with 33 percent of the courses focused on the specialty. The program offers 10 focus of study areas: Curriculum and Instruction, Higher Education, Health and Wellness, Instructional Leadership, Instructional Technology, Leadership, Literacy, Second Language Instruction, STEM Education, and a General Track. The program's faculty consists of five individuals, of whom all are full-time. Each of the five individuals has a doctoral degree.

*Education Specialist (Ed.S.) in
Special Education
Offered Through Distance Education*

This program comprises 34 semester credit hours, with 62 percent of the courses focused on 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's faculty consists of five individuals, of whom all are full-time. Each of the five individuals has a doctoral degree.

Supporting Documents

Degree Applications

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Institutional Profile for American College of Education

Background The American College of Education began as Barat College in Lake Forest, Illinois. In October 2005, the institution adopted its current name. The American College of Education was located in Chicago, Illinois before moving administrative offices to Indianapolis, Indiana, in 2011. The institution also has offices in Dallas, Texas. The current institutional offices are located on the 12th floor of the building in which the Commission offices are housed.

Institutional Control Private, for-profit institution.

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

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

Participation in NC-SARA The American College of Education has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since December 2015. The institution is one of six BPE authorized institutions to participate in SARA.

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

Campuses The American College of Education offers all of its programs via distance education.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 10,003 students in the fall of 2022 at the American College of Education.

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

Financial Responsibility Composite Score (FRCS) In the Fiscal Year (FY) ending December 31, 2022, the institution had an unpublished FRCS of 2.6.

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Indiana Commission for Higher Education Indiana Board for Proprietary Education

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

DEGREE APPLICATION

New

Ed.D. in Special Education

To Be Offered by American College of Education / Online

Degree Award Level¹: Doctoral

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

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

Suggested CIP Code: 13.1001

Name of Person Preparing this Form: Thomas Brouwer

Telephone Number and Email Address: 317.829.9427 tom.brouwer@ace.edu

Date the Form was Prepared (Use date last revised): 6/22/23

Application Type (Initial or Renewal): Initial



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

Program Description:

The Ed.D. in Special Education provides an advanced degree specifically targeting research, theory, and best practices in the special education field. A student completes coursework focused on developmentally appropriate practice, advocacy, diversity and research, and scholarship. Students complete a final dissertation at the end of their program. This degree is not designed for licensure and is best suited for individuals who seek to work as a leader or scholar-practitioner in this field. The focus of study allows a student to select a concentration that will support their professional goals. Students will engage in scholarly research throughout the coursework to support their final dissertation.

Program Mission:

The mission of the Ed.D. in Special Education is to provide an advanced degree that promotes research, theory, and best practices. Students gain skills to become expert practitioners ready to work with individuals with special needs and their families. Students who complete the program will be prepared to serve as educators, educational consultants, school leaders, professional development providers, and advocates for individuals with disabilities. The Ed.D. in Special Education will culminate in a student designed dissertation that will be supervised by ACE professors who are experts in the field. Graduates will be able to apply the research-based practices honed during the program to improve academic, social and transition outcomes for their students with disabilities.

Program Overview:

The Ed.D. in Special Education degree is designed for individuals with a master's degree who wish to advance their knowledge and skills in special education. The objective of the program is to develop skills and competencies that will make a graduate a more effective leader and educator in the field of special education. The target population for this program are individuals who are already working in the special education field and wish to move into administration or higher education. The degree does not lead to licensure and is best suited for individuals who seek to work as an administrator or scholar practitioner in this field.

Specialty Courses

Ed.D. in SPED Specific Credits 21 credits

General Courses

Leadership credits 3 credits

Research/Dissertation credits 22 credits

Focus of Study Credits 18 credits

General Ed/Liberal Arts Courses

Not Applicable 0 credits

Total Program Credits 64 credits

Admissions Requirements:

- Master's or Doctoral-level Degree required for admission
- 3.0 GPA
- Provisional admission is not permitted
- Submit a current curriculum vitae (preferred) or resume.
- Submit a goal statement, in response to department-specific prompts.
- Complete an Interview.

The proposed course descriptions are attached as **Exhibit A**

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

Total Course Hours: 64 Check one: Quarter Hours _____
 Semester Hours X
 Clock Hours _____
 Tuition: \$23,914 Length of Program: 36 months
 Special Fees: N/A

SPECIALTY COURSES:		
Course Number	Course Title	Course Hours
SPED6003	Strategies and Methods for Reading Intervention	3
SPED6013	Assistive Technology for Exceptional Learners	3
SPED6023	Differentiated Instruction for Exceptional Learners	3
SPED6033	Trends and Issues in Special Education	3
SPED6043	Assessment and Evaluation for Exceptional Learners	3
SPED6063	Building Family and Professional Partnerships	3
SPED6073	Introduction to Autism Spectrum	3
Total Specialty Course Credits		21
GENERAL COURSES:		
Course Number	Course Title	Course Hours
LEAD6001	Introduction to Advanced Studies	1
LEAD6011	Leadership as a Reflective Practice	1
LEAD6021	Leadership Seminar	1
RES6003	Applied Statistics	3
RES6013	Research Methods	3
RES6023	Quantitative Research Designs	3
RES6033	Qualitative Research Designs	3
RES6041	Scholarly Writing and Research Strategies	1
RES6302	Defending the Dissertation	2
RES6500	Dissertation Workspace	0
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
RES6561	Interpreting the Dissertation Research	1
Multiple	Focus of Study Courses (See attached FOS course listings) (10 FOS choices or a General Track choice. FOS courses contain 6 courses at 3 credits for each course)	18
Total General Course Credits		43
GENERAL EDUCATION / LIBERAL ARTS COURSES:		
Course Number	Course Title	Course Hours
	Not Applicable	0

Number of Credit/Clock Hrs. in Specialty Courses: 21 / 64 Percentage: 32.8%

Number of Credit/Clock Hrs. in General Courses: 43 / 64 Percentage: 67.2%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 0 / 64 Percentage: 0%

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

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

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

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

b. Number of volumes of professional material:

ACE subscribes to specialized fee-based databases and other resources that provide students and faculty access to full-text books and journal articles. Examples include:

ABI/Inform Collection

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

ABI/INFORM Collection features:

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

Produced by: ProQuest

Vendor: ProQuest

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

Full text: Over 5,800 full text resources, including 2,000+ peer-reviewed journals

Academic Search Complete

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

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

Business Source Complete

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

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

CINAHL Complete

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

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

eBook Central (ProQuest)

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 38 eBooks
- Full-text: Yes

eBook Collection (EBSCOhost)

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 9,000+ eBooks (90+ Education-related e-books)
- Full-text: Yes

Education Leadership Review

Education Leadership Review is a peer reviewed journal published annually in the Fall by the International Council of Professors of Educational Leadership.

- Produced by: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

Education Source

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 4,690+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes, 2,670+ journals and 594 eBooks and monographs plus numerous conference papers and proceedings

Education Week

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

International Journal of Educational Leadership Preparation

The International Journal of Educational Leadership Preparation is a nationally refereed journal published annually in the Spring by the International Council of Professors of Educational Leadership.

- Produced by: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

JSTOR Current Education Collection

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

LearnTechLib

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

- Produced by: LearnTechLib
- Vendor: LearnTechLib
- Coverage: Over 2,470 journals, and over 750 conferences (proceedings and presentations)
- Full-Text: Yes

Library, Information Science & Technology Abstracts with Full Text

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

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

MEDLINE Complete

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

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

OVID Nursing Full Text Plus journals

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

- Produced by: Wolters Kluwer
- Vendor: OVID
- Coverage: 70 journals

- Full-text: Yes, 70 journals

ProQuest Education Database

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

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

ProQuest Healthcare Administration Database

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

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

Regional Business News

Covers business sources, including newspapers and business trade magazines.

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

Sage Premier Journals

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

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

Science Direct

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

University of Chicago Press Journals

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

VitalSource Bookshelf

VitalSource Bookshelf contains required textbooks for ACE Nursing courses.

Wiley Online Library

ACE Library subscribes to two journals from Wiley: TESOL Quarterly and TESOL Journal. Access begins with the 2021 volumes, and complimentary access to the archive of the two journals dates back to 2017.

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

ERIC Documents and Educational Tests

ERIC

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

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

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

Mental Measurements Yearbook including Tests in Print

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

Tests in Print (TIP)

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

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

Other

ATI Testing – Nurse's Touch and Sigma Theta Tau

ATI resources are available to Nursing students in specific courses.

- Produced by: ATI Testing
- Vendor: ATI Testing

Child Development & Adolescent Studies

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

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 276 journals

CultureGrams Online Database

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

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

Educational Administration Abstracts

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

Joanna Briggs Institute Evidence Based Practice Database

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

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

ProQuest Dissertations & Theses Global

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

SAGE Research Methods

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

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

Shadow Health

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

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

c. Number of professional periodicals subscribed to:

ACE subscribes to specialized fee-based databases and other resources that provide students and faculty access to full-text books and journal articles. From the links in our learning management system (LMS), students and faculty can access 17,000 scholarly journals, 500,000 education documents, 300,000 full-text documents, approximately 9,000+ ebooks, reports or monographs, and the Educational Resources Information Center (ERIC) documents. Students and faculty also benefit from a direct subscription to several full-text education journals.

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

While most of the information resources required of students are contained in the online professional journals and ebooks subscribed to by the Library, all ACE students can work with the library staff for inter-library loans. Also, ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.

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

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

Total # of Faculty in the Program:	5	Full-time:	5	Part-time:	0
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Burrage, David	Ph.D. in Exceptional Student Education	15	7	10	X	
Landa, Katrina	Ed.D. in Special Ed. and Ed. Leadership	7	9	5	X	
Moffitt, Angela	Ed.D. in Educational Leadership / Curriculum and instruction	12	7	12	X	
Tsambis, Anna	Ed.D. Child and Youth Studies	15	6	8	X	
Valdez, Carl	Ph.D. Special Education & Rehab.	27	12	19	X	

5. Rationale for the Program

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

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

This program builds on ACE's strength in delivering education-focused curriculum at an affordable cost. ACE has a well-established online delivery system that will be utilized to expand opportunities for adult learners regardless of geographic location or other location-based limitations.

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

The program supports the mission by adding a pathway for special education professionals to complete their doctorate which is a high needs area in K-12 education. The very nature of this and other educator preparation programs is to serve others through education.

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

b. State Rationale: General

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

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

c. State Rationale: Equity-Related

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

The Ed.D. in Special Education and its mission aligns seamlessly with the equity section of Reaching Higher in a State of Change. This program trains those who wish to teach in special education programs to build inclusive environments that support underrepresented and at-risk populations.

d. Evidence of Labor Market Need

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

While data from the Bureau of Labor Statistics indicates a modest expected growth rate of 4% through 2030¹, the conditions for exceeding this rate are favorable. Students requiring some sort of special education services make up a major part of the public education population. The number of students with disabilities has grown from 6.4 million, (13% of all students) in 2010-11, to almost 7.2 million (14.5%) in 2020-21.² Unfortunately, meeting this demand with qualified instructors has been a challenge. Forty-eight states reported a shortage of qualified special education teachers in 2022, with some states issuing emergency permits through a variety of programs.³ The practice of issuing emergency permits was called into question in October of 2022, when the United States Department of Education began notifying states that they cannot waive special education certification or licensure requirements on an emergency, temporary, or provisional basis.⁴ This means that candidates will be required to gain licensure through traditional means or through alternative pathways such as state approved transition to teaching programs.

According to the Bureau of Labor Statistics (BLS), special education teachers earned an average, annual salary of \$61,030, as of May 2019. The top 10%—likely those with extensive experience and/or a graduate degree—earned an average of \$98,530 that year.

References:

¹Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Special Education Teachers, at <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm> (visited November 27, 2022).

²Education Week, Special Education: Definition, Statistics, and Trends, Maya Riser-Kositsky, Updated July 22, 2022, at <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends>.

³Boston University, Almost Every State Needs More Special Education Teachers. How Can They Get Them, August 4, 2022., at <https://www.bu.edu/articles/2022/special-education-teacher-shortage/>

⁴United States Department of Education Office of Special Education and Rehabilitation Services, Memorandum to State Directors of Special Education, October 4, 2022.

e. Placement of Graduates

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

Possible careers are in education related fields in K-12 that focus on special education, higher education, advocacy, and public policy.

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

Not applicable. The Ed.D. is a terminal degree

f. Job Titles

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

Specific job titles are: Special education teacher, Post-secondary education teacher, Special education administrator, or Director of special education.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.
 1. Design and modify general and specialized curricula to increase access and meet the diverse learning needs and developmental growth of students with exceptionalities.
 2. Analyze, synthesize, and apply seminal and current research, pedagogical principles, and assistive technology to support the use of best practices in the special education classroom.
 3. Examine, design, and implement appropriate assessments to minimize bias, support individual student needs, and utilize results for instructional and placement decisions.
 4. Construct models to support positive collaborative relationships with diverse stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

5. Develop strategies to support professional development, leadership, and advocacy efforts in special education.
6. Examine current trends, laws, and policy in special education and the role that they play in safeguarding the rights of students with exceptionalities.
7. Demonstrate understanding of cultural, social, and economic diversity and individual learner differences to inform the creation of an inclusive learning environment where all students feel respected and valued and have the resources and support necessary to reach their fullest potential.

c. Assessment

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

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

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

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

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

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

a. Federal Financial Responsibility Composite Score

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

2.59

b. State Licensure

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

No.

- If so, please identify:

Not applicable

- The specific license(s) needed:

Not applicable

- The State agency issuing the license(s):

Not applicable

c. Professional Certification

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

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

d. Professional Industry Standards/Best Practices

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
Yes.
- The specific professional industry standard(s) and/or best practice(s):

It will incorporate Council for Exceptional Children Professional Preparation Standards – The program will incorporate professional standards aligned to best practices in teaching in special education. The content will support the advanced standards to guide professional practice in the classroom or other settings.

e. Institutional Accreditation

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

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

- Reason for seeking accreditation.

N/A (Not Applicable). American College of Education is currently accredited.

Specialized Program Accreditation

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

No

- If so, please identify the specialized accrediting agency:

Not applicable

f. Transferability of Associate of Science Degrees

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:
- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?

N/A (Not Applicable)

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

N/A (Not Applicable)

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

a. Are all student transcripts in a digital format?

Yes

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

N/A (Not Applicable)

- What is the beginning year of digitized student transcripts?

2005

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

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

b. How are the digital student records stored?

Student transcripts are stored in Anthology, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Parchment Digital Credential Service, by completing an online request at: <http://www.transcriptsplus.net/order>
(<https://www.parchment.com/u/registration/36370549/institution>)

- Where is the computer server located?

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

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

Anthology

c. Where are the paper student records located?

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

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

2005

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

34,000

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

N/A (Not Applicable)

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

No

- If so, what is the most significant format?

N/A (Not Applicable)

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

N/A (Not Applicable)

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

Yes

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

David Gaston

Registrar

David.Gaston@ace.edu

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

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

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

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

This Section Applies to All Institutions

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

No

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

Portable Document Format (PDF)

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

No

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

Attached as **Exhibit C**

9. Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Indiana Headcount and FTE Enrollments and Degrees Conferred									
6/1/2024									
Institution/Location: American College of Education									
Program: Ed.D. in Special Education									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2024	FY2025	FY2026	FY2027	FY2028	
Enrollment Projections (Headcount)									
	Full-Time			3	10	20	34	43	
	Part-Time			0	0	0	0	0	
	Total			3	10	20	34	43	
Enrollment Projections (FTE*)									
	Full-Time			3	10	12	34	43	
	Part-Time			0	0	0	0	0	
	Total			3	10	12	34	43	
Degrees Conferred Projections				0	0	2	3	8	
Degree Level: Doctoral									
CIP Code: - 13.1001; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Projected National Headcount and FTE Enrollments and Degrees Conferred										
6/1/2024										
Institution/Location: American College of Education										
Program: Ed.D. in Special Education										
				Year 1	Year 2	Year 3	Year 4	Year 5		
				FY2024	FY2025	FY2026	FY2027	FY2028		
Enrollment Projections (Headcount)										
	Full-Time			10	50	78	92	102		
	Part-Time			0	0	0	0	0		
	Total			10	50	78	92	102		
Enrollment Projections (FTE*)										
	Full-Time			5	8	12	23	30		
	Part-Time			0	0	0	0	0		
	Total			5	8	12	23	30		
Degrees Conferred Projections				0	0	6	30	52		
Degree Level: Doctoral										
CIP Code: - 13.1001; State - 000000										
FTE Definitions:										
Undergraduate Level: 30 Semester Hrs. = 1 FTE										
Undergraduate Level: 24 Semester Hrs. = 1 FTE										

Date: 6/22/2023

American College of Education

Page 1 of 1

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

Student:		Student ID:				DOB:	Original Start Date: 4/6/2020		Student GPA:		
Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Ed.D. in Special Education Enrollment #: HI23068941 Status: Active Start Date: Term: None LEAD6001Introduction to Advanced Studies1.001.00A4.00 LEAD6011Leadership as a Reflective Practice1.001.00A4.00 Term GPACum GPA:											
Ed.D. in Special Education GPA: 4.002.002.00											
*** End of Transcript ***											

** Indicates Retaken Course
R* Indicates Retaken Override

Indicates Pass/Fail Course
◆ Indicates Associated 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

Ed.S. in Special Education

To Be Offered by American College of Education / Online

Degree Award Level¹: Doctoral

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

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

Suggested CIP Code: 13.1001

Name of Person Preparing this Form: Thomas Brouwer

Telephone Number and Email Address: 317.829.9427 tom.brouwer@ace.edu

Date the Form was Prepared (Use date last revised): 6/22/2023

Application Type (Initial or Renewal): Initial



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

Program Description: The Education Specialist degree is a practitioner's degree at the post-master's level for those who seek advanced credentials but not a full doctoral degree with a dissertation requirement. The objective of the degree is to develop skills and competencies that will make a student a more effective leader in the field of Special Education. The Ed.S. in Special Education degree is designed for individuals with a master's degree who will wish to advance their special education knowledge and skills. This degree is not designed for licensure.

Program Mission: The mission of the Ed.S. in Special Education is to provide a practitioner's degree to support leaders in special education. Students gain skills that support students support individuals with special needs and best practices in field. Graduates will be able to apply the research-based practices honed during the program to improve academic, social and transition outcomes for their students with disabilities.

Program Overview: The Ed.S. in Special Education degree is designed for individuals with a master's degree who wish to advance their knowledge and skills in special education but are unable to complete a dissertation . The objective of the program is to develop skills and competencies that will make a graduate a more effective leader and educator in the field of special education. The target population for this program are individuals who are already working in the special education field and wish to move into administration or higher education. The degree does not lead to licensure and is best suited for individuals who seek to work as an administrator or scholar practitioner in this field.

Specialty Courses

Ed.S. in SPED Specific Credits	21 credits
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General Courses

Leadership Courses	3 credits
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Research Courses	7 credits
------------------	-----------

Capstone	3 credits
----------	-----------

General Ed/Liberal Arts Courses

Not Applicable	0 credits
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Total Program Credits	34 credits
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Admissions Requirements

- Master's or Doctoral-level Degree required for admission
- 2.5 GPA
- Provisional admission 2.0 GPA
- Submit a current curriculum vitae (preferred) or resume.
- Submit a goal statement, in response to department-specific prompts.
- Complete an Interview.

The proposed course descriptions are attached as **Exhibit A**

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

Total Course Hours: 34 Check one: Quarter Hours
 Semester Hours X
 Clock Hours
 Tuition: \$12,184 Length of Program: 21 months
 Special Fees: N/A

SPECIALTY COURSES:		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
SPED6003	Strategies and Methods for Reading Intervention	3
SPED6013	Assistive Technology for Exceptional Learners	3
SPED6023	Differentiated Instruction for Exceptional Learners	3
SPED6033	Trends and Issues in Special Education	3
SPED6043	Assessment and Evaluation for Exceptional Learners	3
SPED6063	Building Family and Professional Partnerships	3
SPED6073	Introduction to Autism Spectrum	3
Total Specialty Course Credits		21
GENERAL COURSES:		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
CAP6003	Capstone in Education Specialist	3
LEAD6001	Introduction to Advanced Studies	1
LEAD6011	Leadership as a Reflective Practice	1
LEAD6021	Leadership Seminar	1
RES6003	Applied Statistics	3
RES6013	Research Methods	3
RES6041	Scholarly Writing and Research Strategies	1
Total General Course Credits		13
GENERAL EDUCATION / LIBERAL ARTS COURSES:		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Not Applicable	

Number of Credit/Clock Hrs. in Specialty Courses: 21 / 34 Percentage: 62%
 Number of Credit/Clock Hrs. in General Courses: 13 / 34 Percentage: 38%
 If applicable:
 Number of Credit/Clock Hrs. in Liberal Arts: 0 / 34 Percentage: 0%

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

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

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

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

b. Number of volumes of professional material:

ACE subscribes to specialized fee-based databases and other resources that provide students and faculty access to full-text books and journal articles. Examples include:

ABI/Inform Collection

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

ABI/INFORM Collection features:

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

Produced by: ProQuest

Vendor: ProQuest

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

Full text: Over 5,800 full text resources, including 2,000+ peer-reviewed journals

Academic Search Complete

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

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

Business Source Complete

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

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

CINAHL Complete

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

- Produced by: EBSCO
- Vendor: EBSCO

- Coverage: 5,900+ journals plus continuing education modules, evidence-based care sheets, and quick lessons.
- Full-text: Yes, 4,300+ journals and 49 eBooks/Monographs

eBook Central (ProQuest)

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 38 eBooks
- Full-text: Yes

eBook Collection (EBSCOhost)

eBook Collection is a collection of full-

text open access eBooks, along with a collection of purchased education related eBooks.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 9,000+ eBooks (90+ Education-related e-books)
- Full-text: Yes

Education Leadership Review

Education Leadership Review is a peer reviewed journal published annually in the Fall by the International Council of Professors of Educational Leadership.

- Produced by: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

Education Source

Education Source is an authoritative online resource for Education research. According to

EBSCO, this massive file offers the world's largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 4,690+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes, 2,670+ journals and 594 eBooks and monographs plus numerous conference papers and proceedings

Education Week

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

International Journal of Educational Leadership Preparation

The International Journal of Educational Leadership Preparation is a nationally refereed journal published annually in the Spring by the International Council of Professors of Educational Leadership.

- Produced by: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

JSTOR Current Education Collection

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

LearnTechLib

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

- Produced by: LearnTechLib
- Vendor: LearnTechLib
- Coverage: Over 2,470 journals, and over 750 conferences (proceedings and presentations)
- Full-Text: Yes

Library, Information Science & Technology Abstracts with Full Text

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

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

MEDLINE Complete

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

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

OVID Nursing Full Text Plus journals

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

- Produced by: Wolters Kluwer
- Vendor: OVID
- Coverage: 70 journals
- Full-text: Yes, 70 journals

ProQuest Education Database

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

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

ProQuest Healthcare Administration Database

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

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

Regional Business News

Covers business sources, including newspapers and business trade magazines.

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

Sage Premier Journals

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

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

Science Direct

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

University of Chicago Press Journals

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

VitalSource Bookshelf

VitalSource Bookshelf contains required textbooks for ACE Nursing courses

Wiley Online Library

ACE Library subscribes to two journals from Wiley: TESOL Quarterly and TESOL Journal. Access begins with the 2021 volumes, and complimentary access to the archive of the two journals dates back to 2017.

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

ERIC Documents and Educational Tests

ERIC

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

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

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

Mental Measurements Yearbook including Tests in Print

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

Tests in Print (TIP)

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

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

Other

ATI Testing – Nurse's Touch and Sigma Theta Tau

ATI resources are available to Nursing students in specific courses.

- Produced by: ATI Testing
- Vendor: ATI Testing

Child Development & Adolescent Studies

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

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 276 journals
- Full-text: No

CultureGrams Online Database

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

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

Educational Administration Abstracts

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

Joanna Briggs Institute Evidence Based Practice Database

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

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

ProQuest Dissertations & Theses Global

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

SAGE Research Methods

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

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

Shadow Health

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

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

c. Number of professional periodicals subscribed to:

ACE subscribes to specialized fee-based databases and other resources that provide students and faculty access to full-text books and journal articles. From the links in our learning management system (LMS), students and faculty can access 17,000 scholarly journals, 500,000 education documents, 300,000 full-text documents, approximately 9,000+ ebooks, reports or monographs, and the Educational Resources Information Center (ERIC) documents. Students and faculty also benefit from a direct subscription to several full-text education journals.

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

While most of the information resources required of students are contained in the online professional journals and ebooks subscribed to by the Library, all ACE students can work with the library staff for inter-library loans. Also, ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.

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

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

Total # of Faculty in the Program:	5	Full-time:	5	Part-time:	0
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Burrage, David	Ph.D. in Exceptional Student Education	15	7	10	X	
Landa, Katrina	Ed.D. in Special Ed. and Ed. Leadership	7	9	5	X	
Moffitt, Angela	Ed.D. in Educational Leadership / Curriculum and instruction	12	7	12	X	
Tsambis, Anna	Ed.D. Child and Youth Studies	15	6	8	X	
Valdez, Carl	Ph.D. Special Education & Rehab.	27	12	19	X	

5. Rationale for the Program

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

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

This program builds on ACE's strength in delivering education-focused curriculum at an affordable cost. ACE has a well-established online delivery system that will be utilized to expand opportunities for adult learners regardless of geographic location or other location-based limitations.

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

The program supports the mission by adding a pathway for special education professionals to complete their doctorate which is a high needs area in K-12 education. The very nature of this and other educator preparation programs is to serve others through education.

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

b. State Rationale: General

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

Since its inception, American College of Education (ACE) has continued to embrace a learner focused approach that

supports a diverse population who wish to develop their talent with employment goals in mind. The online platform and low-cost tuition allow for equal access to quality education.

c. State Rationale: Equity-Related

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

The Ed.S. in Special Education and its mission aligns seamlessly with the equity section of Reaching Higher in a State of Change. This program trains those who wish to teach in special education programs to build inclusive environments that support underrepresented and at-risk populations.

d. Evidence of Labor Market Need

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

While data from the Bureau of Labor Statistics indicates a modest expected growth rate of 4% through 2030¹, the conditions for exceeding this rate are favorable. Students requiring some sort of special education services make up a major part of the public education population. The number of students with disabilities has grown from 6.4 million, (13% of all students) in 2010-11, to almost 7.2 million (14.5%) in 2020-21.² Unfortunately, meeting this demand with qualified instructors has been a challenge. Forty-eight states reported a shortage of qualified special education teachers in 2022, with some states issuing emergency permits through a variety of programs.³ The practice of issuing emergency permits was called into question in October of 2022, when the United States Department of Education began notifying states that they cannot waive special education certification or licensure requirements on an emergency, temporary, or provisional basis.⁴ This means that candidates will be required to gain licensure through traditional means or through alternative pathways such as state approved transition to teaching programs. According to the Bureau of Labor Statistics (BLS), special education teachers earned an average, annual salary of \$61,030, as of May 2019. The top 10%—likely those with extensive experience and/or a graduate degree—earned an average of \$98,530 that year.

References:

¹Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Special Education Teachers, at <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm> (visited November 27, 2022).

²Education Week, Special Education: Definition, Statistics, and Trends, Maya Riser-Kositsky, Updated July 22, 2022, at <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends>.

³Boston University, Almost Every State Needs More Special Education Teachers. How Can They Get Them, August 4, 2022., at <https://www.bu.edu/articles/2022/special-education-teacher-shortage/>

⁴United States Department of Education Office of Special Education and Rehabilitation Services, Memorandum to State Directors of Special Education, October 4, 2022.

e. Placement of Graduates

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

Possible careers are in education related fields in K-12 that focus on special education, higher education, advocacy, and public policy.

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

Not applicable. The Ed.S. is a terminal degree.

f. Job Titles

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

Special education teacher, Post-secondary education teacher, Special education administrator, or Director of special education.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.
 1. Design and modify general and specialized curricula to increase access and meet the diverse learning needs and developmental growth of students with exceptionalities.
 2. Analyze, synthesize, and apply seminal and current research, pedagogical principles, and assistive technology to support the use of best practices in the special education classroom.
 3. Examine, design, and implement appropriate assessments to minimize bias, support individual student needs, and utilize results for instructional and placement decisions.
 4. Construct models to support positive collaborative relationships with diverse stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.
 5. Develop strategies to support professional development, leadership, and advocacy efforts in special education.
 6. Examine current trends, laws, and policy in special education and the role that they play in safeguarding the rights of students with exceptionalities.

7. Demonstrate understanding of cultural, social, and economic diversity and individual learner differences to inform the creation of an inclusive learning environment where all students feel respected and valued and have the resources and support necessary to reach their fullest potential.

b. Assessment

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

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

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

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

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

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

a. Federal Financial Responsibility Composite Score

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

2.59

b. State Licensure

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

No.

- If so, please identify:

Not applicable

- The specific license(s) needed:

Not applicable

- The State agency issuing the license(s):

Not applicable

c. Professional Certification

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

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

d. Professional Industry Standards/Best Practices

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

Yes.

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

Indiana CORE Assessments for Educator Licensure; Council for Exceptional Children Standards; Indiana Content Standards for Educators, Indiana REPA standards for P-12

e. Institutional Accreditation

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

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

- Reason for seeking accreditation.

N/A (Not Applicable). American College of Education is currently accredited.

Specialized Program Accreditation

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

No

- If so, please identify the specialized accrediting agency:

Not applicable

f. Transferability of Associate of Science Degrees

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

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

N/A (Not Applicable)

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

N/A (Not Applicable)

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

a. Are all student transcripts in a digital format?

Yes

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

N/A (Not Applicable)

- What is the beginning year of digitized student transcripts?

2005

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

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

b. How are the digital student records stored?

Student transcripts are stored in Anthology, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Parchment Digital Credential Service, by completing an online request at: <http://www.transcriptsplus.net/order> (<https://www.parchment.com/u/registration/36370549/institution>)

- Where is the computer server located?

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

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

Anthology

c. Where are the paper student records located?

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

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

2005

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

34,000

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

N/A (Not Applicable)

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

No

- If so, what is the most significant format?

N/A (Not Applicable)

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

N/A (Not Applicable)

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

Yes

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

David Gaston

Registrar

David.Gaston@ace.edu

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

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

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

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

This Section Applies to All Institutions

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

No

l. What is the digital format of student transcripts?

Portable Document Format (PDF)

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

No

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

Attached as **Exhibit C**

9. Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Indiana Headcount and FTE Enrollments and Degrees Conferred									
6/1/2024									
Institution/Location: American College of Education									
Program: Ed.S. in Special Education									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2024	FY2025	FY2026	FY2027	FY2028	
Enrollment Projections (Headcount)									
	Full-Time			1	2	2	4	6	
	Part-Time			0	0	0	0	0	
	Total			1	2	2	4	6	
Enrollment Projections (FTE*)									
	Full-Time			1	2	2	4	6	
	Part-Time			0	0	0	0	0	
	Total			1	2	2	4	6	
Degrees Conferred Projections				0	0	1	2	2	
Degree Level: Doctoral									
CIP Code: - 13.1001; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Projected National Headcount and FTE Enrollments and Degrees Conferred									
6/1/2024									
Institution/Location: American College of Education									
Program: Ed.S. in Special Education									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2024	FY2025	FY2026	FY2027	FY2028	
Enrollment Projections (Headcount)									
	Full-Time			5	8	10	23	34	
	Part-Time			0	0	0	0	0	
	Total			5	8	10	23	34	
Enrollment Projections (FTE*)									
	Full-Time			5	8	10	23	34	
	Part-Time			0	0	0	0	0	
	Total			5	8	10	23	34	
Degrees Conferred Projections				0	0	3	6	8	
Degree Level: Doctoral									
CIP Code: - 13.1001; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Date: 6/22/2023

American College of Education

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

Student:		Student ID:				DOB:	Original Start Date: 4/6/2020		Student GPA:														
Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points												
Program: Ed.S. in Special Education Enrollment #: HI23068942 Status: Active Start Date: Term: None <table><tr><td>LEAD6021</td><td>Leadership Seminar</td><td>1.00</td><td>1.00</td><td>A</td><td>4.00</td></tr><tr><td>RES6003</td><td>Applied Statistics</td><td>3.00</td><td>3.00</td><td>A</td><td>12.00</td></tr></table> Term GPA: Cum GPA:						LEAD6021	Leadership Seminar	1.00	1.00	A	4.00	RES6003	Applied Statistics	3.00	3.00	A	12.00						
LEAD6021	Leadership Seminar	1.00	1.00	A	4.00																		
RES6003	Applied Statistics	3.00	3.00	A	12.00																		
Ed.S. in Special Education						GPA:	4.00	4.00	4.00														
*** End of Transcript ***																							

** Indicates Retaken Course
R* Indicates Retaken Override

Indicates Pass/Fail Course
◆ Indicates Associated Course

BOARD FOR PROPRIETARY EDUCATION

Thursday, September 28, 2023

DECISION ITEM A-2:

MathTrack Institute:

One Baccalaureate Degree Program at One Location and Distance Education

Institutional Profile

See Attachment

Staff Recommendation

Pending

Background

Degree Program Profile

*Bachelor of Science (B.S.) in
Applied Mathematics at
Indianapolis and Distance Education*

This program consists of 120 semester credit hours, with 50 percent of the courses in the specialty. The proposed baccalaureate degree program is open to students that already have a baccalaureate degree, to those seeking to transfer credit and complete a degree, and to those who have no prior college credit. The B.S. in Applied Mathematics is designed to train students to be licensed in Mathematics Teaching 5-12.

The program structure includes:

- 30 credit hours of required mathematics courses.
- Years 1 and 2 of required apprenticeship.
- Up to 30 credit hours for prior learning.
- 48 credit hours of science core electives, to fulfill the 120 credit hours required for the degree completion.

The program faculty consists of seven individuals, of whom all are full-time. Of the seven individuals, three have a doctoral degree, four have a master's degree.

Supporting Documents

Degree Application

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Institutional Profile for MathTrack Institute

Background The MathTrack Institute is an institution that began in 2021. The administrative staff is Mr. Andrew Salmon, President; Dr. Kevin Berkopes, CEO; Ms. Marian Bibb, COO; Dr. Christine Nemcik, Executive Director; and Nickolas Williams, Chief Revenue Officer (CRO). The institution also has a Board of Directors. Multiple administrative staff and Board members were co-founders of MathTrack Institute, a DBA of XR Technologies, Inc.

The institution currently offers a secondary transition to teaching preparation in mathematics program. The Indiana Department of Education (IDOE) approves the program to license graduates. The institution is proposing a Bachelor of Science in Applied Mathematics. The Department of Labor has recently approved the apprenticeship program.

Institutional Control Private, for-profit institution; overseen by a Board of Directors.

Institutional Accreditation The institution has initial professional (programmatic) accreditation through the Council for the Accreditation of Educator Preparation (CAEP) for the current licensure program. The institution will be seeking institutional accreditation from the Higher Learning Commission (HLC). The institution would submit a “letter of intent to submit eligibility filing” following a post-interview letter allowing MathTrack Institute to proceed in the HLC accreditation process.

Participation in Student Financial Aid Through the Indiana Department of Education, students are eligible to use Title II (teacher professional development), Title IV (teacher professional development only), Emergency Assistance for Non-Public Schools (EANS), and the Student Learning Loss Grant (state grant) to attend MathTrack Institute.

Enrollment The MathTrack Institute does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall headcount of 200 students currently enrolled.

Programs MathTrack Institute offers a secondary math education transition to a teaching preparation program. The institution is approved by the Indiana Department of Education to offer the pre-licensure math education teacher preparation program for grades 5 through 12.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2022, the institution had an audited, unpublished score of 1.8.

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INDIANA COMMISSION FOR HIGHER
EDUCATION

New Program Proposal Form For BPE
Authorized Institutions

B.S. in Applied Mathematics To Be Offered by MathTrack Institute

Degree Award Level²: Bachelor's Degree

Mode of Delivery (In-person or Online³): Online

Career Relevant/Out-of-Classroom Experiences⁴: Job Embedded Apprenticeship

Suggested CIP Code⁵ for Program: 27.0399, 13.1311

Name of Person Preparing this Form: Dr. Kevin Berkopes

Telephone Number and Email Address: 765-894-0093; Kevin@mathtrack.co

Date the Form was Prepared (Use date last revised): 2023.08.30



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



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

PROGRAM OBJECTIVES

MathTrack Institute's BS in Applied Mathematics Program is committed to shaping well-rounded professionals with a profound understanding of mathematics and its applications in industry. By fostering a dynamic learning environment that integrates academic theory with apprenticeship-based practice, the program ensures students are well-prepared and equipped to make meaningful contributions to their professions and communities. With a focus on apprenticeship-based learning, mentorship, and applying industry-relevant skills, the program paves the way for students to thrive in their careers and embark on a journey of continuous growth and success. The bachelor's degree pathway aims to de-risk the initial employment of professionals for the employer, de-risk the student's choice to work in specific industries, and de-risk the deployment of an accredited program by the institution of higher education that recognizes skills and training as credit-bearing activities.

The BS in Applied Mathematics Program from MathTrack Institute (MTI) is designed to teach the objectives and goals below, which will prepare the student *while* working full-time as a certified apprentice in partnership with their employer. The student will be enabled to engage with entry-level, professional employment while under the mentorship and coaching of the program and confer their degree by competency-based, job-embedded asynchronous training modules, professional apprenticeship work credit, and by successfully passing their required professional licensure and certification exams for their industry.

The Applied Mathematics Program is structured to integrate theory with practice so that students are exposed to the recommended curriculum listed by the nationally recognized and vetted organizations of the specific industry where the degree seeker is apprenticed. The mathematics standards follow best practices from the National Council of Teachers of Mathematics (NCTM) Standards, the Mathematical Association of America (MAA) content for applied mathematics, and the Next Generation Science Standards in diverse STEM-based fields. An applied mathematics curriculum aims to create thoughtful, quantitative, and creative problem solvers who understand how to learn, adapt, and provide value rapidly in changing working environments. These competencies will further enable the student's employability to be verified by their employers while they remain an apprentice. This curriculum will be taught through the workforce pedagogy framework, where asynchronous modules mixed with semi-synchronous supports will be enacted in the students' daily professional work. The curriculum is structured to enable the students to be viably employed to respond to their community's needs and sustain that viable work while understanding the complexity of the two-year apprenticeship work environment. The curriculum is listed herein in Section II.

PROGRAM GOALS AND OUTCOMES

The Applied Mathematics Program from MTI is committed to offering the highest quality education in applied mathematics to rapidly respond to the community's needs for high-tech, creative, problem-solving, and workforce-ready professionals. That commitment is carried out through the educational process and through the performance standards students are expected to meet within the framework of their professional apprenticeship. To measure the effectiveness of the education process, the Applied Mathematics Program has established broad Goals and specific Outcomes for both the job-embedded coursework and the application of

these goals within the framework of professional work. These are outlined and represent the foundation of a comprehensive Assessment Plan that details how these Goals and Outcomes are assessed annually.

Goal 1. Students will be viable and competent in their work.

- 1.1 Students will be able to use applied mathematics competencies in their work.
- 1.2 Students will meet all professional requirements (HR) to be full-time employees of the employer partner.
- 1.3 Students will use professional judgment, teamwork and accountability.
- 1.4 Students will earn a livable wage while engaged in their studies.

Rationale: This content is a significant part of MTT's Workforce Development Pedagogy (WDP) paradigm for apprenticeship-based bachelor's programs of study. These competencies are optional for traditional applied mathematics programs because those programs are focused on the goal of eventual employment. The rigor of this degree path is to require viable work while demonstrating these assessment goals. Through the WDP approach, Enactivism frames the cognitive science approach so that students are employed as apprentices and assessed through their actions in work. These competencies are essential to support the professional in understanding workplace and job-embedded learning practices while engaged with professional work and employment.

Goal 2. Students will demonstrate technology platform capabilities.

- 2.1 Students will be introduced to all technology, systems, and requisite frameworks for viability in their work.
- 2.2 Students will integrate their MathTrack Institute technology frameworks with their work frameworks.
- 2.3 Students will integrate mathematics mindsets by applying them to their work-based experiences and adapting to the needs of their employers effectively.

Rationale: This content is a significant part of MTT's Workforce Development Pedagogy (WDP) paradigm for apprenticeship-based bachelor's programs of study. These competencies are not required for traditional applied mathematics programs because those programs are focused on the goal of eventual employment. The rigor of this degree path is to show evidence of life-long learning and adaptability skills while demonstrating these assessment goals. Through the WDP approach, lifelong learning continuously takes advantage of and pursues opportunities in various activities and settings to improve personal and professional skills. These competencies are essential to support the professional in understanding workplace, industry, and job-embedded learning practices while engaged with professional work and employment.

Goal 3. Students will demonstrate the ability to apply mathematics content to think critically.

- 3.1. Students will understand systems-oriented problem-solving and how they apply them to their work environment.
- 3.2. Students will design their work experience and set goals with their employer for work viability
- 3.3. Students will understand the work expectations of their employer as quantitative and qualitative measures.
- 3.4. Students will understand the plan of study expectations of MTT as quantitative and qualitative measures.

Rationale: This content is a significant part of workforce development pedagogy. These competencies are optional for traditional applied mathematics programs because those programs are focused on the goal of eventual employment. The rigor of this degree path is to show evidence of workforce development and adaptability skills while demonstrating these assessment goals. Through the WDP approach, workforce development is the coordination of public and private sector policies and programs that provide individuals with the opportunity for a sustainable livelihood and help organizations achieve exemplary goals consistent with the societal context. These competencies are essential to support the professional in understanding workplace, industry, and job-embedded learning practices while engaged with professional work and employment.

Goal 4: Students will communicate effectively.

- 4.1. Students will communicate effectively and professionally with their employer.
- 4.2. Students can advocate for themselves, their fellow students, and their workplace teammates.
- 4.3. Students will communicate effectively and professionally with MTI

Rationale: Applied mathematics professionals communicate daily with various individuals, from peer colleagues to management and clients. The manner and complexity of communication will likewise vary with each situation. Applied mathematics professionals must communicate effectively to drive client value, assure advanced interdisciplinary teamwork, and improve employer satisfaction with their work outputs.

Goal 5: The program will prepare students to pass all required professional certifications for content, policy, and federal approval of their expert work.

- 5.1. An adequate percentage of program graduates will successfully pass the required certifications for their professional work on the first attempt upon completing stages of their apprenticeship.
- 5.2. Program graduates will demonstrate overall mastery of the required assessments.
- 5.3. Program graduates will demonstrate overall mastery of the applied mathematics content required of their professional work as established by their industry standards.

Rationale: Upon successful completion of stages of their apprenticeship, completing the required certifications for the industry that their professional work is embedded within is required to confer credit. These certifications allow these professionals to work safely and at an expert level anywhere in the US. We position that professional and federally regulated certifications are key measures to workplace competency and the ability to demonstrate the ability to apply mathematics competencies. The federally recognized certifications are critical to viable and expert-level professional practice. As such, we expect our students to be highly prepared to take all certification assessments at stages of competence within their successful completion of the applied mathematics program and their apprenticeship.

Goal 6: The program will maintain a positive learning environment.

- 6.1. Students will express satisfaction with their professional apprenticeship.
- 6.2. Students will express satisfaction with academic modules and coursework.
- 6.3. Graduating students will express overall satisfaction with the program before graduation.
- 6.4. Alumni will express overall satisfaction with the program's quality.
- 6.5. Alumni will express overall satisfaction with the program's applicability in supporting viable work and successful career paths within that industry.

Rationale: To maximize learning and facilitate the competent application of knowledge, the modules, mentorship, and competency development alongside the professional apprenticeship environments in which students learn must be positive. We seek the same satisfaction in programming and client relations for the students they are asked to provide in their viable work. Students must be enabled to ask questions, be self-directed learners, and learn the value of mistake-making to evolve into expert-level applied mathematics professionals. This goal is oriented towards the induction of these professionals into their industry and establishing the ability to continue advancing their career paths within that industry.

Goal 7: The program will demonstrate a positive effect on the community.

- 7.1. Students will graduate from the program.
- 7.2. Program graduates will have fulfilled viable employment at their employer site for two years, meeting a community need.
- 7.3. Employers of program graduates will express overall satisfaction with graduate quality.
- 7.4. Employers of program graduates will seek to retain and develop the capacity of program graduates.
- 7.5. Students will increase their employability and financial strength and increase the economic viability of their community.

Rationale: The program is responding to the overwhelming need for more applied mathematics professionals in the community of the employer and student. MTI is mindful of our role to safeguard the community by de-risking the immediate employment of these professionals and ensuring that they obtain viability in work and learning the programmatic competencies. The program is committed to ensuring the employer community is well served by hiring and retaining our students post-graduation. The program is committed to ensuring the student employee is well served by viable employment and removing barriers to further induction into industry practices and future career paths within that industry.

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

Total Course Hours: 4000 apprenticeship hours; 2000 coursework hours; 120 semester credit hours

Credit for Prior Learning (CPL) will be assessed and conferred based on 2000 hours of apprenticeship equivalent or up to 30 credit hours.

Check one:

Quarter Hours

Semester Hours X

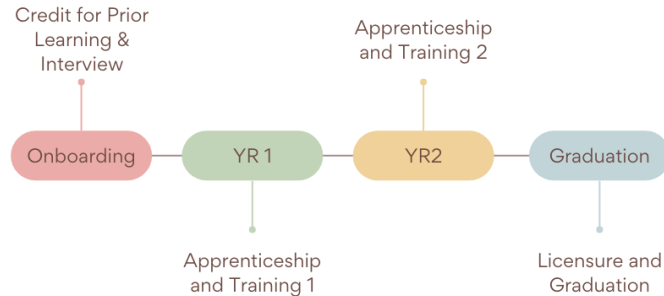
Clock Hours

Tuition: \$10,000 (\$5,000 per year)

Special Fees: No special fees are required.

Length of Program: 24 Months

BS Applied Mathematics Program of Study



APPLIED MATHEMATICS REQUIRED MAJOR COURSES		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
MATH 111	MATHEMATICAL FOUNDATIONS	3
MATH 112	APPLIED QUANTITATIVE REASONING	3
MATH 211	APPLICATIONS OF GEOMETRY AND ALGEBRA I	3
MATH 212	APPLICATIONS OF GEOMETRY AND ALGEBRA II	3
MATH 213	APPLICATIONS OF GEOMETRY AND FUNCTION ANALYSIS	3
MATH 311	ENACTED AND EMBODIED MATHEMATICS	3
MATH 312	APPLIED PROBABILITY AND STATISTICS	3
MATH 313	APPLIED CALCULUS AND FUNCTION ANALYSIS	3
MATH 411	APPLIED MATHEMATICS PROFESSIONAL CERTIFICATION I	3
MATH 412	APPLIED MATHEMATICS PROFESSIONAL CERTIFICATION II	3
TOTAL		30

REQUIRED MAJOR REGISTERED APPRENTICESHIP PROGRAM (RAP) YEAR I (2000 HOURS)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
RAP 211	APPLIED APPRENTICESHIP: TEAMING AND APPRENTICESHIP I	3

RAP 212	APPLIED APPRENTICESHIP: MULTI-DISCIPLINARY APPRENTICESHIP I	3
RAP 213	APPLIED APPRENTICESHIP: MULTI-DISCIPLINARY RESEARCH AND DATA I	3
RAP 214	APPLIED APPRENTICESHIP: TECHNICAL APPLICATIONS I	3
RAP 215	APPLIED APPRENTICESHIP: LANGUAGE AND CULTURE I	3
TOTAL		15

REQUIRED MAJOR REGISTERED APPRENTICESHIP PROGRAM (RAP) YEAR II (2000 HOURS)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
RAP 311	APPLIED MATHEMATICS COMPETENCY AND SCIENTIFIC TEAMING II	3
RAP 312	APPLIED MATHEMATICS COMPETENCY AND MULTIDISCIPLINARY TEAMING II	3
RAP 313	APPLIED MATHEMATICS COMPETENCY AND RESEARCH WITH DATA ANALYSIS II	3
RAP 314	APPLIED MATHEMATICS COMPETENCY IN TECHNICAL APPLICATIONS II	3
RAP 315	APPLIED MATHEMATICS COMPETENCY IN LANGUAGE AND CULTURE II	3
TOTAL		15

SCIENCE CORE REQUIRED COURSES: APPRENTICESHIP YEAR WAIVER CATALOG		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
COM 211	PROFESSIONAL COMMUNICATION AND COMPOSITION	3
COM 311	CROSS CULTURAL COMMUNICATION IN WORKPLACE	3
SCI 211	APPLIED SCIENCE INDUSTRY I	3
SCI 212	APPLIED CRITICAL PROBLEM SOLVING AND TEAMING I	3
SCI 311	APPLIED SCIENCE INDUSTRY II	3
SCI 411	APPLIED SCIENCE INDUSTRY III	3
SCI 312	APPLIED CRITICAL PROBLEM SOLVING AND TEAMING II	3

GEN 211	APPLIED WORKPLACE READINESS I	3
GEN 311	APPLIED WORKPLACE READINESS II	3
GEN 411	APPLIED WORKPLACE READINESS III	3
TOTAL		30

SCIENCE CORE ELECTIVES AVAILABLE BY SELECTION (TO FINISH 120CR REQUIREMENT)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
MATH 314	ENACTED AND EMBODIED MATHEMATICS II	3
MATH 315	APPLIED MATHEMATICS TECHNOLOGIES	3
MATH 413	COMPLEXITY SCIENCE AND APPLIED MATHEMATICS DESIGN I	3
MATH 414	COMPLEXITY SCIENCE AND APPLIED MATHEMATICS DESIGN II	3
HUM 111	TRANSFORMATIVE BEHAVIOR I	3
HUM 211	TRANSFORMATIVE BEHAVIOR II	3
HUM 311	TRANSFORMATIVE CULTURE AND COMMUNITY I	3
HUM 411	TRANSFORMATIVE CULTURE AND COMMUNITY II	3
IL 111	APPLIED INFORMATION LITERACY IN SPECIAL EDUCATION I	3
IL 211	APPLIED INFORMATION LITERACY IN SPECIAL EDUCATION II	3
IL 311	APPLIED INFORMATION LITERACY IN SPECIAL EDUCATION AND COMMUNITY I	3
IL 411	APPLIED INFORMATION LITERACY IN SPECIAL EDUCATION AND COMMUNITY II	3
STS 111	INTRODUCTION TO APPLIED MATHEMATICS AND COMPUTER SCIENCE	3
STS 211	APPLIED MATHEMATICS FOR COMPUTER SCIENCE DESIGN	3
STS 311	APPLIED MATHEMATICS FOR COMPUTER SCIENCE SYSTEMS	3
STS 411	APPLIED MATHEMATICS FOR COMPUTER SCIENCE INNOVATIONS	3
TOTAL	AVAILABLE UP TO	48

DEGREE OVERVIEW	
PLAN OF STUDY	CREDITS
APPLIED MATHEMATICS MAJOR	30
SCIENCE CORE MAJOR	30
APPRENTICESHIP YEAR I	15 (2000 hrs)
APPRENTICESHIP YEAR II	15 (2000 hrs)
CREDIT FOR PRIOR LEARNING AND APPRENTICESHIP WAIVER	UP TO 30
SCIENCE CORE ELECTIVES	UP TO 48
Total: 120 TOTAL CREDITS REQUIRED FOR GRADUATION	

Number of Credit Clock Hrs in Specialty Courses: 60 / _____ Percentage: 50%

Number of Credit Clock Hrs in General Courses: 60 / _____ Percentage: 50%

If Applicable:

Number of Credit Clock Hrs in Liberal Art Courses: _____ / _____ Percentage: 0%

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

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

A physical library is not maintained for MathTrack Institute students. Instead, online knowledge-based resources exist to meet working professional students' apprenticeship, research, and educational needs. Online resources are available 24/7 for all MTI students through their MTI email and login. MathTrack Institute will also secure an online digital library service for all students as required by HLC and BPE accreditation. These resources and access to these resources are curated and staffed by a full-time MTI employee. They will remain accessible during and after completing the bachelor's program.

FACULTY [see full faculty tab in shared folder]

Total Number of Faculty in Program: 7

Full-Time: 7

Part-time: 0

List of Faculty Names	Degree or Diploma Earned	#Years of Working Experience in Specialty	# Years Teaching at School	#Years Teaching at Other	Full Time or Part Time
Dr. Azure Angelov	PhD	25	Founding	25	FT

			Faculty		
Dr. Kevin Berkopes	PhD	20	Founding Faculty	15	FT
Mr. Eric Bransteter	MS	15	Founding Faculty	10	FT
Mr. Charlie Johnson	MS	20	Founding Faculty	20	FT
Dr. Christine Nemcik	PhD	25	Founding Faculty	25	FT
Mr. Tobi Owofade	MS	5	Founding Faculty	5	FT
Mr. Nick Williams	MBA	15	Founding Faculty	15	FT

Rationale for the Program

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

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

MathTrack Institute (MTI) proposes an apprenticeship-based Bachelor's in Applied Mathematics to meet the core pillars of the [RAISE THE BAR](#) initiative released by the Federal Department of Education in the US. The goal is to support the core pillars of affordability, scalability, and applicability of a bachelor's degree so that more highly trained applied mathematics professionals are available and employable in our communities.

MTI's framework for training and development responds to advancements in education, coupled with the needs of the marketplace, local communities, and commercial activity, to meet the need for a highly educated and skilled labor pool in science, technology, engineering, and mathematics (STEM). Through the apprenticeship model, MTI aims to decrease the financial burden on candidates and heighten the connectivity between mathematics and professional training to the apprentice's daily professional work. This has broader implications for equity in STEM talent pipelines, specifically for the full participation of women, persons with disabilities, and other underrepresented groups in STEM beyond the immediate implications of improved STEM education and educator development at all levels. MTI's program of study also significantly increases the number of mathematics majors in communities, increasing public scientific literacy and public engagement with science and technology. Research on this proposed program should also impact the development of diverse, globally competitive STEM workforces and increase partnerships between academia and industry. The Applied Mathematics Program builds upon our institutional strengths by focusing specifically on quantitative and applied mathematical content while serving our community's needs by making positive differences in our students' lives.

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

MathTrack Institute (MTI) was established in Indianapolis, IN, in 2022 based on the overwhelming demand for high-quality applied mathematics professionals within the context of education. MTI developed the Workforce Development Pedagogical (WDP) approach to offer workforce-specific pathways where the viability of work is established through our Registered Apprenticeship Program (RAP) with the Department of Labor (DoL) and adheres to the best practices of nationally recognized licensure organizations like the Council for the Accreditation of Educator Preparation (CAEP) licenses for professional work in the field of applied mathematics industries. The mission of the Institute is a commitment to working with state and local leaders to elevate the applied mathematics professions by investing in and scaling up high-quality and affordable career pathways and supporting efforts to prepare better, develop, and retain talented and diverse professionals in applied mathematics fields.

b. State Rationale: General

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

MathTrack Institute’s (MTI) Applied Mathematics Program of Study seeks to contribute to the goals reflected in the Commission’s most recent strategic plan and that of the RAISE THE BAR initiative from the Federal Department of Education. The Reaching Higher Education Strategic Plan emphasizes, “With new and growing pressures emerging, driving our systems of higher learning to respond and adapt to the needs of learners today to adjust to the expanding and diversifying economy.” The Applied Mathematics Program is proposed to support the growing pressures needed in communities across the US to find, retain, and recruit high-quality applied mathematics professionals, including professional STEM educators. An apprenticeship-based degree in applied mathematics seeks to increase affordable pathways for upskilling and credentialing while increasing the value of the job-embedded training and academic content. The Applied Mathematics Program will help ensure students can viably work in the rapidly changing job market and transform their professional certifications and credentials. Strong academic preparation in life-long learning and adaptability skills are essential for the jobs of today and tomorrow that require higher levels of critical thinking, adaptability, problem-solving, and strong written and verbal communication.

Beyond supporting the Reaching Higher Education Strategic Plan globally, the Applied Mathematics Program supports key metrics in the state’s blueprint, specifically *Pathways and Transitions*, *Affordability and Community Engagement*. These align directly with the RAISE THE BAR initiative’s core pillars and include *leadership development and diversity in the STEM workforce*.

Pathways and Transitions: A key difference between an apprenticeship-based degree and a traditional bachelor’s degree is rigor for applying competencies and conferring credit for viable professional work. General education courses help students develop a higher level of thinking and prepare them to be employable someday. MTI’s proposed bachelor’s degree program of study requires competency and viability of work to confer credit and continuity in the programming. An apprenticeship-based degree pathway specifically focused on serving underserved professional students with some credit and no credentials (SCNC) would choose this option because of its affordability and transparency of pathways within the profession compared to the traditional bachelor’s pathway. The program strives to focus on the mindset of a commitment to lifelong learning, workforce development, and de-risking the early employment of professionals for applied mathematics industries.

Affordability: As stated in the Commission’s most recent strategic plan, “States and institutions are facing expectations to prove the value of a credential in terms of wage outcomes and job placement—all in relation to the issues of affordability and student debt.” MathTrack Institute’s (MTI) apprenticeship-based Bachelor’s in Applied Mathematics program aims to be affordable for all students by keeping the tuition and fees low and requiring the program to be embedded in full-time, salaried work. The proposed program is Indiana’s most affordable Bachelor’s degree program, supporting the mission of the Commission’s most recent strategic plan and the Federal Department of Education RAISE THE BAR initiative.

Community Engagement: The design of this program means an integration between the MathTrack Institute (MTI), the employer, and the community that benefits both the learner and the hiring organization and their values. MTI’s commitment to standing against racism and systemic injustice by removing barriers to inclusivity and diversity in STEM-based fields is its Mission, Values, and commitment to social justice.

Leadership Development: The core pillars mentioned in the Commission’s recent strategic plan also seek to promote employee excellence, accessibility of career ladders, opportunities for professionals to lead beyond their initial roles and be compensated for additional responsibilities, and to expand distributed leadership models in the workplaces in our communities.

Diversity in Workforce: The core pillars mentioned in the Commission’s recent strategic plan also seek to promote and promote diversity throughout the work of employee recruitment, preparation, and retention and ensure that applied mathematics careers are available to people from all backgrounds who are eager to and pursue this type of professional work.

c. Evidence of Labor Market Need

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

According to (2022) the National Assessment of Educational Progress (NAEP), we saw the most significant score declines in mathematics at grades 4 and 8 since initial assessments in 1990. In 2022, the average fourth-grade mathematics score decreased by 5 points and was lower than all previous assessment years going back to 2005; the average score was one point higher compared to 2003. The average eighth-grade mathematics score decreased by 8 points compared to 2019 and was lower than all previous assessment years dating back to 2003. In 2022, fourth- and eighth-grade mathematics scores declined for most states/jurisdictions and participating urban districts compared to 2019. Average scores are reported on NAEP mathematics scales in grades 4 and 8 that range from 0 to 500 (NAEP, 2023). The mathematical NAEP data from Indiana was especially dismal. Indiana was one of 43 states that saw a statistically significant drop in 4th-grade math scores from 2019 to 2023 (NAEP, 2023). Indiana was one of 51 states that saw a statistically significant drop in 8th-grade math scores from 2019-2023 (NAEP, 2023). According to national Title II data from the Secretary’s 10th Report on Teacher Workforce (2016), teacher education programs have experienced consistent and significant decreases in enrollment and completion since 2009. During AY 2012–13, a total of 499,800 individuals were enrolled in teacher preparation programs, a decrease of 20 percent (623,190) from enrolled individuals in AY 2011–12. This continued a trend of decreasing enrollment, following a 9 percent decrease between AY 2010–11(684,801 individuals enrolled) and AY 2011–12 (2016).

The issue became more prominent in the Secretary’s 11th Report on Teacher Workforce Title II report (2021), especially in mathematics. Specifically, “More states are reporting shortages of mathematics teachers. In AY 2013–14, shortages of mathematics teachers were reported in 44 states and jurisdictions; that number grew to 51 states and jurisdictions in AY 2017-18. Mathematics was the fifth most common subject area in which AY 2017–18 program completers, with 7% of program completers prepared to teach mathematics” (2021). Between AY 2013–14 and AY 2017–18, special education was the most reported subject area of teacher shortages, with mathematics and science trading places over the years for the second and third most reported shortage areas. Additionally, 51 states report a shortage of mathematics teachers, making it now the second most devastating chronic teacher shortage area behind special education (2021). The COVID pandemic and the natural retirement timeline of the baby boomers have transformed the STEM teacher shortage concerns from looming into a full-blown national crisis. To meet this need, we

must learn from previous efforts of STEM teacher recruitment and innovate to meet the new and unprecedented demand we currently face.

In response to the last decade of Title II and NAEP data, the US Departments of Education and Labor announced a new collaboration on July 27, 2023. The partnership is a series of new efforts to expand Registered Apprenticeships for educators and invest in teacher preparation programs. These efforts are meant to advance a key focus area of the Department of Education's Raise the Bar: Lead the World initiative to boldly improve learning conditions by eliminating educator shortages and build on a joint letter sent by the Secretaries of Education and Labor, which called on state education and workforce leaders to take action to address educator shortages (2023). This initiative specifically focuses on the implementation of an apprenticeship model as a means of educating and training teachers in shortage areas. The Pathways Alliance has developed new National Guidelines for Apprenticeship Standards (NGS) for Registered Apprenticeships for K-12 teachers to ensure quality standards. Only 34 states have a registered apprenticeship program (RAP) in teaching. MathTrack Institute (MTI) is the first and only Institute of Higher Education (IHE) RAP in Indiana and currently the only RAP in the country offering a secondary math teaching license. Additionally, MTI is the first RAP in the country to navigate the Council for the Accreditation of Educator Preparation (CAEP) process for national accreditation of a dual RAP/Educator Preparation Program (EPP) program. With this work, MTI is well-positioned to answer the call in its home state of Indiana and throughout the US for the demand in teaching as well as other applied mathematics industries.

d. Placement of Graduates

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

All apprenticeship-based applied mathematics bachelor's degree graduates are expected to be employed to be admitted into the workforce-embedded program. The professional work of their apprenticeship means that we can guarantee that 100% of graduates and students are employed.

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

N/A

e. Job Titles

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.
 - Applied mathematics teaching professionals
 - Applied mathematics nursing
 - Applied mathematics healthcare professionals
 - Applied mathematics software and engineering professionals
 - Applied mathematics data analysts and IT professionals

- Applied mathematics cloud and cyber security professionals

Information on Competencies, Learning Outcomes, and Assessment

f. Program Competencies or Learning Outcomes

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

Competent Practice

MathTrack Institute's (MTI) apprenticeship-based bachelor's in applied mathematics program requires adherence to the Department of Labor's rubric for rigorous and effective apprenticeship programs. These competencies include:

- Professionalism Competencies
- Environmental Competencies
- Safety Competencies
- Planning and Goal Setting Competencies
- Workplace Execution competencies
- Professional Practice Competencies

Qualifications

MathTrack Institute's (MTI) apprenticeship-based bachelor's in applied mathematics program requires adherence to the industries required professional certifications. For example, in the STEM education sectors, these include:

- Indiana State Professional Educator Licensure Mathematics 5-12
- Praxis Pro Professional Capacity Assessment
- Praxis Content Assessment
- Praxis Teaching and Learning Assessment
- Registered Apprenticeship Assessment (2 years)

a. Assessment

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

MathTrack Institute's (MTI) apprenticeship-based bachelor's in applied mathematics program is designed to teach the objectives and goals stated above, preparing students to consistently deploy viable work while simultaneously passing their licensure and certification requirements for their industry. Student assessment of goal attainment occurs within the credit for prior learning, assessment of viable work through the apprenticeship rubrics and employer satisfaction, and the training and development to pass all required professional licensure and credential assessments. Student competency in training credits is assessed and evaluated through module-based formative and summative assessments; elective credits are

conferred through these best practice assessments. Rather than requiring reflective or project-based work, we believe that students required to apply their learning within the context of work is the best way to provide this type of professional with a supportive, engaging, and affordable learning experience.

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

a. Federal Financial Responsibility Composite Score

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education. Financials Included, no FRCS score currently.

b. State Licensure

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?
- If so, please identify: The STEM Educator sector requires a professional teaching license.
- The specific license(s) needed: Mathematics Teaching 5-12
- The State agency issuing the license(s): Indiana Department of Education

a. Professional Certification

- What are the professional certifications that exist for graduates of similar program(s)? National Board Certification for Educators for education sector professionals.
- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment or to have substantially better prospects for employment in a related job in Indiana? Yes, regardless of industry and sector the requirements of a viable apprenticeship will be to obtain the national certifications required of that occupation.

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

PROFESSIONAL CONTENT CERTIFICATION FOR APPLIED MATHEMATICS TEACHING PROFESSIONAL (PRAXIS CONTENT)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
MATH 111	MATHEMATICAL FOUNDATIONS	3
MATH 112	APPLIED QUANTITATIVE REASONING	3
MATH 211	APPLICATIONS OF GEOMETRY AND ALGEBRA I	3
MATH 212	APPLICATIONS OF GEOMETRY AND ALGEBRA II	3
MATH 213	APPLICATIONS OF GEOMETRY AND FUNCTION ANALYSIS	3
MATH 311	ENACTED AND EMBODIED MATHEMATICS	3
MATH 312	APPLIED PROBABILITY AND STATISTICS	3
MATH 313	FUNCTIONS AND CALCULUS	3
MATH 411	APPLIED MATHEMATICS PROFESSIONAL CERTIFICATION I	3
MATH 412	APPLIED MATHEMATICS PROFESSIONAL CERTIFICATION II	3
TOTAL		30

PROFESSIONAL PEDAGOGICAL CERTIFICATION FOR APPLIED MATHEMATICS TEACHING PROFESSIONAL (PRAXIS PLT)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
RAP 211	APPLIED APPRENTICESHIP: TEAMING AND APPRENTICESHIP I	3
RAP 212	APPLIED APPRENTICESHIP: MULTI-DISCIPLINARY APPRENTICESHIP I	3
RAP 213	APPLIED APPRENTICESHIP: MULTI-DISCIPLINARY RESEARCH AND DATA I	3
RAP 214	APPLIED APPRENTICESHIP: TECHNICAL APPLICATIONS I	3
RAP 215	APPLIED APPRENTICESHIP: LANGUAGE AND CULTURE I	3
TOTAL		15

PROFESSIONAL PEDAGOGICAL CERTIFICATION FOR APPLIED MATHEMATICS TEACHING PROFESSIONAL (PRAXIS PLT)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
RAP 311	APPLIED MATHEMATICS COMPETENCY AND SCIENTIFIC TEAMING II	3
RAP 312	APPLIED MATHEMATICS COMPETENCY AND MULTIDISCIPLINARY TEAMING II	3
RAP 313	APPLIED MATHEMATICS COMPETENCY AND RESEARCH WITH DATA ANALYSIS II	3
RAP 314	APPLIED MATHEMATICS COMPETENCY IN TECHNICAL APPLICATIONS II	3
RAP 315	APPLIED MATHEMATICS COMPETENCY IN LANGUAGE AND CULTURE II	3
TOTAL		15

b. Professional Industry Standards/Best Practices

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? Yes. We require viable applications of all industry standards by requiring the students to be working full-time to be admitted to the bachelor's degree pathway and programming. Here is the alignment to the standards for industry in professional teaching that are aligned to each of MTT's goals for applied mathematics for teaching as an example.

CAEP	NCTM	INTASC	Indiana P-12 Standard Alignment	NBPTS
Goal 1: MathTrack Culture and Workforce Development				
MathTrack Performance Evaluation: Praxis Pro				
Sub Goals: 1.1. Students will feel welcomed and supported in the licensure training program. 1.2. Students will understand the growth mindset, predictive index, and their role in understanding their learning and their students' learning. 1.3. Students will understand the mathematical mindsets and their role in understanding their learning and their students' learning of mathematics. 1.4 Students will understand workforce pedagogy and the requirements to maintain and thrive in a professional employment environment.				

1.5 Students will have provided all necessary compliance documents for full employment and enrollment into the MTI and licensure training program of study.				
Standard R2: 2.1, 2.2, 2.3 Standard R3: 3.2 Standard R5: 5.3	Standard 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 4e, 4g, 6a, 6b, 6c, 6d 7a, 7b	Standard #1-5 9, 0	Standard 1: 1.1, 1.5, 1.6 Standard 2: 2.11 Standard 3: 3.14, 3.15, 3.8 Standard 5: 5.3, 5.4, 5.5 Standard 6: 6:10	Standard 1 Standard 3 Standard 4 Standard 8 Standard 9 Standard 10
Goal 2: Technology and Platform Integration.				
Sub Goals: 2.1. Students will understand the utility and ease of use of the entire MathTrack technology platform. 2.2. Students will understand the utility and ease of use of the MathTrack curriculum, curriculum resources, and blended learning framework for mathematics. 2.3. Students will understand MathSpace as a technology and adaptive curriculum platform. 2.4 Students will understand Clever, Single-Sign on (SSO), and its utility for teaching and learning mathematics. 2.5 Students access, use, and utility of virtual tutoring for their content preparation and the utility of virtual tutors in their classrooms with their students as part of blended learning. 2.6 Students will learn best practices and industry standards for cyber security and FERPA compliance with sensitive student information and data.				
Standard R1: 1.1, 1.2, 1.3, 1.4 Standard R2: 2.1, 2.2, 2.3 Standard R3: 3.2	Standard 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c	Standard #1-8	Standard 1: 1.3 Standard 2: 2.6 Standard 3: 3.2, 3.3, 3.16	Standard 3 Standard 4 Standard 5 Standard 7
Goal 3: Designing your Mathematics Class and Classroom Management.				
Performance Evaluation: Praxis PLT Assessment				
Sub Goals: 3.1. Students will understand the blended learning framework for mathematics pedagogy. 3.2. Students will understand how to launch and maintain a blended learning mathematics classroom. 3.3. Students will understand and continue to gain competency in best practices for classroom management in a mathematics classroom. 3.4 Students will understand and incorporate best practices for utilizing technology and other resources, including peer-to-peer learning, as blending learning resources available to their students for learning mathematics.				
Standard R1: 1.1, 1.2, 1.3, 1.4	Standard 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 5a, 5b, 5c	Standard #1-#10	Standard 2: 2.4, 2.5, 2.10 Standard 3: 3.8, 3.9 Standard 4: 4.7, 4.8 Standard 5: 5.1, 5.2, 5.4, 5.5, 5.6 Standard 6: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.9	Standard 1 Standard 3 Standard 4 Standard 5 Standard 6 Standard 7

Goal 4: Mathematical Knowledge for Teaching and Content Preparation.				
Performance Evaluation: Praxis Content Assessment				
Sub Goals: 4.1. All students will be prepared and have the highest probability of passing the Mathematics Praxis Content Assessment 5165. 4.2. Students will participate in diagnostic, assessment, and practice examinations before taking the Praxis 5165. 4.3. Students will understand and continue to gain competency in mathematics for teaching content knowledge, a nuanced mathematical content knowledge required explicitly for teachers. 4.4 Students will understand and continue to gain competency in mathematics for teaching curricular knowledge, a nuanced mathematical content knowledge required explicitly for teachers.				
Standard R1: 1.1, 1.2, 1.3, 1.4 Standard R4: 4.1	Standard 1a, 1b, 1c, 1d, 1e 2a, 2b, 2c	Standard #1 Standard #4 Standard #5 Standard #7 Standard #8	Standard 1: 1.2 Standard 2: 2.1, 2.3, 2.7, 2.8, 2.9 Standard 3: 3.5, 3.13, 3.16 Standard 4: 4.1, 4.2, 4.3,	Standard 1 Standard 2 Standard 3 Standard 6
Goal 5: The Role of Growth Mindset and Transformative Teaching Practices in the Mathematics Classroom.				
Sub Goals: 5.1. Students will be able to define growth mindset and transformative education within the framework of mathematics teaching and learning. 5.2. Students will understand the nine mindsets of transformative education within the framework of mathematics teaching and learning. 5.3. Students will understand the empowerment mindset of transformative education within the framework of mathematics teaching and learning. 5.4 Students will understand the strengths-based living of transformative education within the framework of mathematics teaching and learning. 5.5 Students will understand the virtues and values of transformative education within the framework of mathematics teaching and learning. 5.6 Students will understand the confidence gap of transformative education within the framework of mathematics teaching and learning. 5.7 Students will understand the cognitive awareness, emotional intelligence, relational literacy, and healthy boundaries of transformative education within the framework of mathematics teaching and learning.				
Standard R1: 1.1, 1.3, 1.4 Standard R2: 2.1 Standard R3: 3.3	Standard 6: a, b, c, d	Standard #1-# #5, #7, #9-10	Standard 2: 2.10 Standard 4: 4.4, 4.5, 4.6	Standard 1, 3, 5,8-10
Goal 6: Residency and the role of apprenticeship-based training.				
Sub Goals: 6.1. All students will be prepared to work full-time as an apprentice. 6.2. All students will feel supported and have access to multiple layers of mentorship from their employer and the expert educators at MTI.				

6.3. All students will build a residency and apprenticeship portfolio as evidence of their professional work.				
Standard R2: 2.1, 2.2, 2.3 Standard R3: 3.1, 3.2, 3.3 Standard R4: 4.1, 4.2, 4.3	Standard 6c, 6d, 7a, 7b	Standard #7 Standard #9 Standard #10	Standard 6: 6.6, 6.7, 6.8	Standard 4 Standard 5 Standard 8 Standard 9 Standard 10
Goal 7: Data-driven educator through data, assessment, and evaluation.				
Sub Goals: 7.1. All students will be prepared to build a data model of their school employer and the demographic data of their unique student population. 7.2. All students will be able to communicate fluently as data-driven educators about the choices they make with students to build quality and personalized learning environments for their students. 7.3. All students will be able to communicate fluently as data-driven educators about their unique school and classroom data compared to national normative data sets. 7.4 All students will show evidence of increasing competency for being a high-tech, data-driven educator.				
Standard R4: 4.1, 4.2, 4.3 Standard R5: 5.1, 5.2, 5.3, 5.4	Standard 4e, 5a, 5b, 5c, 6a, 6b, 6c, 6d	Standard #6 Standard #7 Standard #9 Standard #10	Standard 1: 1.4 Standard 2: 2.2, 2.3, Standard 3: 3.4, 3.6, 3.7, 3.10, 3.11, 3.12	Standard 7 Standard 8
Goal 8: Teaching and Learning Mathematics with Diverse Learners.				
Sub Goals: 8.1. All students will be prepared to work with diverse populations of students within their mathematics classrooms. 8.2. All students will be able to communicate fluently the legal history of special education in the US. 8.3. All students will be prepared to identify students for SPED services within their mathematics classrooms. 8.4 All students will understand the content, concept, and design of individual education plans (IEP) for their students within their mathematics classrooms. 8.5 All students will be able to be professionally and proficiently engaged in IEP meetings as part of the core content and teacher-of-record team.				
Standard R1: 1.1, 1.2, 1.3, 1.4	Standard 3a, 3b, 3c, 4a-g, 5c, 6a-d:	Standard #1-#	Standard 2: 2.10 Standard 4: 4.4, 4.5, 4.6	Standard 1,3,4,5,7,9,10
Goal 9: Implementing effective mathematics pedagogy.				
Performance Evaluation: Praxis PLT Assessment				

Sub Goals:

- 9.1. All students will be prepared to implement best practices in small group instruction as part of their blended learning mathematics classroom.
- 9.2. All students will be prepared to implement best practices for incorporating various learning styles, age-appropriate child development, and critical thinking competencies in their blended learning mathematics classroom.
- 9.3. All students will be prepared to identify students for SPED services within their mathematics classrooms.
- 9.4 All students will be prepared to implement best practices in micro-lectures as part of their blended learning mathematics classroom.
- 9.5 All students will be prepared to implement best practices in peer-to-peer engagement as part of their blended learning mathematics classroom.
- 9.6 All students will be prepared to implement best practices in virtual tutoring as part of their blended learning mathematics classroom.

Standard R1: 1.1,
1.2, 1.3, 1.4

Standard
2a, 2b, 2c, 3a,
3b, 3c, 4a, 4b,
4c, 4d, 4e, 4f,
4g, 5a, 5b, 5c

Standard
#1-#10

Standard 2: 2.4, 2.5, 2.10
Standard 3: 3.8, 3.9
Standard 4: 4.7, 4.8
Standard 5: 5.1, 5.2, 5.4,
5.5, 5.6
Standard 6: 6.1, 6.2, 6.3,
6.4, 6.5, 6.6, 6.9

Standard 1,
3-7

Goal 10: Mathematics and Community.**Sub Goals:**

- 10.1 All students will be prepared to implement best practices in community and cultural competency as part of their blended learning mathematics classroom.
- 10.2 All students will be prepared to implement best practices linking mathematics and quantitative reasoning to community-based learning as part of their blended learning mathematics classroom.
- 10.3 All students will understand the cultural framing of mathematics as a discipline and its role in achieving or preventing equity within societal frameworks and contexts.

Standard R2: 2.1,
2.2, 2.3
Standard R3: 3.1,
3.2, 3.3
Standard R4: 4.1,
4.2, 4.3

Standard 6:
c, d
Standard 7:
a, b,

Standard #7
Standard #9
Standard #10

Standard 6: 6.6, 6.7, 6.8

Standard 4,
5, 8-10

Goal 11: Professional Licensure and Graduation of Programming.**Sub Goals:**

- 11.1 All students will be prepared and pass the Principals of Learning and Teaching Praxis assessment (5624).
- 11.2 All students will be prepared and pass the mathematics content Praxis assessment (5165).
- 11.3 All students will be prepared to submit for full graduation from the program of study.
- 11.4 All students will be prepared to submit for full licensure from the State of Indiana and all transfer paperwork that may be required to transfer licensure to their home state of professional work.

Standard R4: 4.1, 4.2, 4.3 Standard R5: 5.1, 5.2, 5.3, 5.4	Standard 7: a, b,	Standard #9 Standard #10		Standard 8 Standard 9 Standard 10
Exit Performance Evaluation: Portfolio (Mini National Board Portfolio)				

- If so, please identify: See file Appendix A WPS - 3024CB in the program application folder.
- The specific professional industry standard(s) and/or best practice(s): See file Appendix A WPS - 3024CB in the program application folder.
- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: See file Appendix A WPS - 3024CB in the program application folder.

c. Institutional Accreditation

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

Submit documentation from the accrediting body indicating the institution's current status.

MTI will ensure multiple layers of accountability with accrediting bodies to ensure that the highest quality of services are being provided for professional students, including:

- Council for the Accreditation of Educator Preparation (CAEP): Approved
- Indiana Department of Education (IDOE): Approved
- Department of Labor Registered Apprenticeship Program (RAP): Approved
- Board of Proprietary Education (BPE) and the Commission of Higher Education (CHE) in Indiana: Institutional Approval
- Board of Proprietary Education (BPE) and the Commission of Higher Education (CHE) in Indiana: Pending Program of Study Approval
- The Higher Learning Commission (HLC) for regional accreditation: Initiating Application Post BPE Program of Study
 - Current status in partnership with an accredited institutional partner: Reach University collaboration for accreditation
 - Timeline: Submission of pre-application documentation: October 30, 2023.
 - The timeline and process for applying for Higher Learning Commission status and accreditation can be found [here](#).

- National Board for Professional Teaching Standards (NBPTS): Initial
- National Council for the Teaching of Mathematics (NCTM): Approved

- Reason for seeking accreditation.

MathTrack Institute (MTI) was established in Indianapolis, IN, in 2022 based on the overwhelming demand for high-quality applied mathematics professionals within the context of education, and a sharp rise in the non-degreed paraprofessional workforce working in schools (Bisht, B., LeClair, Z., Loeb, S., & Sun, M. 2021). MTI developed the Workforce Development Pedagogical (WDP) approach to offer workforce-specific pathways where the viability of work is established through our Registered Apprenticeship Program (RAP) with the Department of Labor (DoL) and adheres to the best practices of nationally recognized licensure organizations like the Council for the Accreditation of Educator Preparation (CAEP) licenses for professional work in the field of applied mathematics teaching. The mission of the Institute is a commitment to working with national, state, and local employers to elevate the applied mathematics profession in multiple industries by investing in and scaling up a diverse, highly qualified talent pool of applied mathematics professionals.

Specialized Program Accreditation

- d. 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 applied mathematics industries that MathTrack Institute seeks to support with this program of study must have a nationally recognized set of licenses and certifications that can be embedded into the program of study and conference of credits. Please see previous alignment table for more details on how we align to national standard for the teaching of mathematics specialization and licensure.

- e. If so, please identify the specialized accrediting agency: In Educator Sector CAEP is required to supply a professional licensure that has reciprocity with all other States in the US.

- f. Transferability of Associate of Science Degrees

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:
- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? YES, this would be accounted for in the CPL credits.

- If so, please list the baccalaureate degree(s): Bachelor's in Applied Mathematics with a concentration in the applied industry.

This Section Applies to All Institutions

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

No. As stated, all student academic transcripts will be permanently digitally maintained on the MathTrack Institute Network.

- Are all student transcripts in digital format: Yes
 - If not: N/A
- How are student digital records stored: AWS and Google Cloud Services
- Where are paper student records stored: N/A
- What is the beginning year of institutional record series: 2023
- What is estimated number of digital student records: Less than 300 (100% digital)
- What is estimated number of paper student records: 0

What is the digital format of student transcripts?

- Digital CSV file or PDF
- MathTrack Institute plans to engage with [Parchment, INC](#) for all transcript requirements

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

MathTrack curriculum, training and developmental programming happens within the MathTrack Platform.

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

7. Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Headcount and FTE Enrollments and Degrees									
Conferred									
Date, May 2023									
Institution/Location: Math Track Institute at <u>Indianapolis</u>									
Program: Applied Mathematics Program									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			25	125	500	1,000	2,000	
	Part-Time			0	0	0	0	0	
	Total			25	125	500	1,000	2,000	
Enrollment Projections (FTE*)									
	Full-Time			25	125	500	1,000	2,000	
	Part-Time			0	0	0	0	0	
	Total			25	125	500	1,000	2,000	
Degrees Conferred Projections				0	0	25	125	500	
Degree Level: Bachelor's Applied Mathematics									



MATHTRACK INSTITUTE

SAMPLE TRANSCRIPT

NAME OF STUDENT

STUDENT #1
123 Anywhere St., Any City
+123-456-7890

DEGREE CONFERRED: BS APPLIED MATHEMATICS

DATE BEGAN: SEPTEMBER 18, 2023
DUE CONFERRED: SEPTEMBER 25, 2025

COURSE ID	COURSE TITLE	CR	MARK	DESCRIPTION
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MATH 111	MATHEMATICAL FOUNDATIONS	3	Pass	Required Major
MATH 112	APPLIED QUANTITATIVE REASONING	3	Pass	Required Major
MATH 211	APPLICATIONS OF GEOMETRY AND ALGEBRA I	3	Pass	Required Major
MATH 212	APPLICATIONS OF GEOMETRY AND ALGEBRA II	3	Pass	Required Major
MATH 213	APPLICATIONS OF GEOMETRY AND FUNCTION ANALYSIS	3	Pass	Required Major
MATH 311	ENACTED AND EMBODIED MATHEMATICS	3	Pass	Required Major
MATH 312	APPLIED PROBABILITY AND STATISTICS	3	Pass	Required Major
MATH 313	FUNCTIONS AND CALCULUS	3	Pass	Required Major
MATH 411	APPLIED MATHEMATICS PROFESSIONAL CERTIFICATION I	3	Pass	Required Major
MATH 412	APPLIED MATHEMATICS PROFESSIONAL CERTIFICATION II	3	Pass	Required Major
TOTAL		30		



MATHTRACK INSTITUTE

SAMPLE TRANSCRIPT

NAME OF STUDENT

STUDENT #1
123 Anywhere St., Any City
+123-456-7890

DEGREE CONFERRED: BS APPLIED MATHEMATICS

DATE BEGAN: SEPTEMBER 18, 2023
DUE CONFERRED: SEPTEMBER 25, 2025

COURSE ID	COURSE TITLE	CR	MARK	DESCRIPTION
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APP 211	APPLIED APPRENTICESHIP: TEAMING AND APPRENTICESHIP I	3	Pass	Required Major Apprenticeship
APP 212	APPLIED APPRENTICESHIP: MULTI-DISCIPLINARY APPRENTICESHIP I	3	Pass	Required Major Apprenticeship
APP 213	APPLIED APPRENTICESHIP: MULTI-DISCIPLINARY RESEARCH AND DATA I	3	Pass	Required Major Apprenticeship
APP 214	APPLIED APPRENTICESHIP: TEACHNICAL APPLICATIONS I	3	Pass	Required Major Apprenticeship
APP 215	APPLIED APPRENTICESHIP: LANGUAGE AND CULTURE I	3	Pass	Required Major Apprenticeship
APP 311	APPLIED APPRENTICESHIP: TEAMING AND APPRENTICESHIP II	3	Pass	Required Major Apprenticeship
APP 312	APPLIED APPRENTICESHIP: MULTI-DISCIPLINARY APPRENTICESHIP II	3	Pass	Required Major Apprenticeship
APP 313	APPLIED APPRENTICESHIP: MULTI-DISCIPLINARY RESEARCH AND DATA II	3	Pass	Required Major Apprenticeship
APP 314	APPLIED APPRENTICESHIP: TEACHNICAL APPLICATIONS II	3	Pass	Required Major Apprenticeship
APP 315	APPLIED APPRENTICESHIP: LANGUAGE AND CULTURE II	3	Pass	Required Major Apprenticeship
TOTAL		30		



**MATHTRACK
INSTITUTE**

SAMPLE TRANSCRIPT

NAME OF STUDENT

STUDENT #1
123 Anywhere St., Any City
+123-456-7890

DEGREE CONFERRED: BS APPLIED MATHEMATICS

DATE BEGAN: SEPTEMBER 18, 2023
DUE CONFERRED: SEPTEMBER 25, 2025

COURSE ID	COURSE TITLE	CR	MARK	DESCRIPTION
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COM 211	PROFESSIONAL COMMUNICATION AND COMPOSITION	3	Pass	Credit for Prior Learning
COM 311	CROSS CULTURAL COMMUNICATION IN WORKPLACE	3	Pass	Credit for Prior Learning
SCI 211	APPLIED SCIENCE INDUSTRY I	3	Pass	Credit for Prior Learning
SCI 311	APPLIED SCIENCE INDUSTRY II	3	Pass	Credit for Prior Learning
SCI 411	APPLIED SCIENCE INDUSTRY III	3	Pass	Credit for Prior Learning
GEN 211	APPLIED WORKPLACE READINESS I	3	Pass	Credit for Prior Learning
GEN 311	APPLIED WORKPLACE READINESS II	3	Pass	Credit for Prior Learning
GEN 411	APPLIED WORKPLACE READINESS III	3	Pass	Credit for Prior Learning
SCI 212	APPLIED CRITICAL PROBLEM SOLVING AND TEAMING I	3	Pass	Credit for Prior Learning
SCI 312	APPLIED CRITICAL PROBLEM SOLVING AND TEAMING II	3	Pass	Credit for Prior Learning
TOTAL		30		



MATHTRACK INSTITUTE

SAMPLE TRANSCRIPT

NAME OF STUDENT

STUDENT #1
123 Anywhere St., Any City
+123-456-7890

DEGREE CONFERRED: BS APPLIED MATHEMATICS

DATE BEGAN: SEPTEMBER 18, 2023
DUE CONFERRED: SEPTEMBER 25, 2025

FOCUS	TYPE	MARK	CR	DESCRIPTION
MATH	REQUIRED	PASS	30	MAJOR
APP	REQUIRED	PASS	30	APP MAJOR
CPL	TRANSFER	PASS	30	CPL APP
SCI CORE	ELECTIVE	PASS	30	SCIENCE CORE
TOTAL			120	

Payment Information

DEGREE CONFERRED: YES
Account No : 123-456-7890

Kevin Berkopes

CEO/CHAIRMAN

BOARD FOR PROPRIETARY EDUCATION

Thursday, September 28, 2023

DECISION ITEM A-3:

Mid-America College of Funeral Service: One Associate Degree Program at One Location or Distance Education

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approves the Associate of Applied Science (A.A.S.) in Funeral Service in accordance with the background discussion of this agenda item and the Application for Degree Approval.

Background

Degree Program Profile

*Associate of Applied Science (A.A.S.) in
Funeral Service at
Jeffersonville*

This program consists of 98 quarter credit hours, with 76 percent of the courses in the specialty. The program faculty consists of 23 individuals, of whom 6 are full-time, and the remaining 17 are part-time. Of the 23 individuals, 6 have a doctoral degree, 12 have a master's degree, and 5 have a baccalaureate degree.

Supporting Document

Degree Application

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Institutional Profile for Mid-America College of Funeral Service

Background Mid-America College of Funeral Service is a consolidation of two institutions; the Kentucky School of Mortuary Science and the Indiana College of Mortuary Science. In 1895, the Kentucky School of Mortuary Science began operation in Louisville, Kentucky. The institution was purchased by Pierce Mortuary Colleges, Inc., in 1972.

The Indiana College of Mortuary Science had originally begun in 1905 as Askin Training School for Embalmers in Indianapolis. The institution later was to be renamed Askin College of Embalming, then Indiana College of Embalming, and even later as Indiana College of Mortuary Science. Following relocation to Jeffersonville, Indiana and consolidation with the Kentucky School of Mortuary Science, the institution adopted the current name in 1980.

Institutional Control Private, not-for-profit institution.

Institutional Accreditation The institution is accredited by the American Board of Funeral Service Education (ABFSE). The accreditor originally granted initial accreditation in 2008. More recently accreditation was reaffirmed in 2018. The standard ABFSE accreditation extends for seven years. A comprehensive evaluation occurred 2023. In June 2021, ABFSE placed a 'Program on Administrative Probation' while a search for new program director was conducted. In August 2021 the status was changed to 'Show Cause' with removal of accreditation by February 2022 due to inadequate staffing. In April 2022, with the hiring of a new Program Director the program was returned to good standing. The next reaffirmation of accreditation is to be decided in October 2023.

The Mid-America College of Funeral Service is accredited by the ABFSE to offer associate and baccalaureate degree programs in-person, via distance education, and in hybrid.

Participation in NC-SARA Mid-America College of Funeral Service has been a State Authorization Reciprocity Agreement (SARA) institutional participant since August 2016.

Participation in Student Financial Aid Students attending the institution are eligible to receive Title IV Federal Student Aid. The institution does not currently participate in Indiana state financial aid.

Campuses The ABFSE accredits all Pierce Colleges of Funeral Service. In addition to Mid-America College of Funeral Service, Pierce Mortuary Colleges, Inc. operates Gupton-Jones College of Funeral Service in Decatur, Georgia (suburb of Atlanta), the Dallas Institute of Funeral Service in Dallas, Texas.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 352 students in the fall of 2022. NCES lists a total enrollment of 479 in the fall of 2022 at the Gupton-Jones College of Funeral Service. NCES lists a total enrollment of 776 students in the fall of 2022 at the Dallas Institute of Funeral Service.

Programs The institution offers programs at the certificate, associates, and baccalaureate levels. Programs currently approved are the Certificate in Death Companioning, Certificate in Funeral Director/Services, Certificate in Green Funeral Service, Certificate in Thanatology, Associate of Applied Science (A.A.S.) in Funeral Service, Bachelor of Science (B.S.) in Funeral Service, and B.S. in Funeral Service Management.

Gupton-Jones College of Funeral Service offers the Associate of Science (A.S.) in Funeral Service, and the B.S. in Funeral Service. The Dallas Institute of Funeral Service offers A.A.S. in Funeral Service and B.S. in Funeral Service.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2020, the institution had a published FRCS of 3.0.

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New Program Proposal Form
For BPE Authorized Institutions

Associate of Applied Science in Funeral Service

To Be Offered by Mid-America College of Funeral Service at Mid-

America College of Funeral Service

Degree Award Level²: 03 Associate Degree

Mode of Delivery (In-person or Online³): In-person, Online, and Hybrid

Career Relevant/Out-of-Classroom Experiences⁴: Capstone Exam(s)

Suggested CIP Code⁵ for Program: 12.0303

Name of Person Preparing this Form: Dr. Lisa Musiol

Telephone Number and Email Address: (708) 978-4241 - lmusiol@pierce.edu

Date the Form was Prepared (Use date last revised): 08/22/2023



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



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

Total Course Hours: 98

Check one: Quarter Hours X

Semester Hours

Clock Hours

Tuition : \$33,120

Length of Program: 88 weeks

Special Fees: \$0

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
COR 220	Embalming I	3
COR 230	Restorative Art I	3
COR 201	Funeral Service Essentials	4
COR 242	Microbiology for Funeral Service	2
COR 222	Embalming Lab I	1.5
COR 232	Restorative Art Lab I	1.5
COR 205	Cremation & Disposition Options	4
COR 210	Pathology I	2
COR 209	Funeral Service Communications	3
COR 224	Embalming II	3
COR 234	Restorative Art II	3
COR 207	Funeral Directing	4
COR 212	Pathology II	2
COR 211	Funeral Service Management	2
COR 217	Ethical Applications in Funeral Service	2
COR 226	Embalming Lab II	1.5
COR 236	Restorative Art Lab II	1.5
COR 203	Funeral Service Merchandising	3
COR 215	Funeral Service Psychology	3
LAW 203	Practical Issues in Business Law	2
LAW 223	Law in Funeral Service	3
COR 228	Embalming III	3
COR 238	Restorative Art III	3
COR 213	Funeral Service Sociology	4
CAP 290	Capstone: Arts	2
CAP 292	Capstone: Science	2
CAP 294	Capstone: Pathway (Elective)	2
MGT 101	Small Business Management	4

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>CourseTitle</u>	<u>Course Hours</u>
MAT 100	Mathematics for Business	3
ENG 100	English Grammar and Composition	3
INT 100	Preparing for Professional Success	3
TEC 101	Introduction to Technology	4
SCI 102	Introduction to Social Sciences	2
SCI 100	Introduction to Natural Sciences	4
SCI 222	Introduction to Microbiology	2
SCI 202	Anatomical Foundations	3

Number of Credit/Clock Hrs. in Specialty Courses: 74 / 98 Percentage: 76%

Number of Credit/Clock Hrs. in General Courses: 24 / 98 Percentage: 24%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 0 / 98 Percentage: 0%

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

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

The library is located next to the front entrance of the building and is open to all students at anytime that the building is open for operations. The campus also utilizes a digital library called LIRN that can be accessed by students at any time.

b. Number of volumes of professional material: See Appendix A: Campus Library Book Count

c. Number of professional periodicals subscribed to: 8 subscriptions

d. Other library facilities in close geographical proximity for student access: See Appendix B: Library Info

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

The Associate of Applied Science curriculum at Mid-America College of Funeral Service is designed to meet the prerequisites for licensure and employment in funeral service. It fulfills the requirements of accreditation and approval agencies. The curriculum offers both theoretical and practical fundamentals of funeral service.

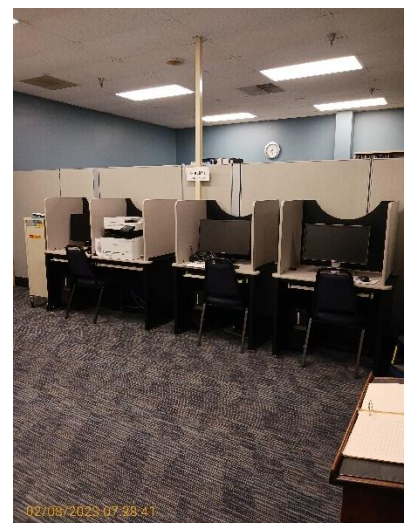
This program is updating its courses and curriculum to today's standards and will replace the current and in-place Associate of Applied Science program; a teach out will be implemented upon the approval and start of this program at Mid-America College of Funeral Service.

Campus Library:

The W.H. Pierce Library exists to provide a relevant quality collection of learning resources that will support the educational needs of students and support the instructional programs of Mid-America College of Funeral Service. The library contains a solid core of reference books and other literature directly pertaining to the funeral service profession, including professional periodicals and journals. Books on literature, business management, restorative art, psychology, ethics, health science, law, history, philosophy, comparative religion and customs, mortuary science, and nature, complement the professional holdings and provide the student of funeral service with a wide variety of choices for study. You may access the library inventory and check out books thru Follett Destiny at <https://mid-america.follettdestiny.com> (NOTE: Books can only be checked out by On-Campus students).



Computers are available in the library for academic searches. Through the College's online library resources and through our subscription to the Library & Information Resources Network (LIRN). Students and faculty have access to several research databases such as: Gale Cengage, Credo, and ProQuest to provide access to content from eBooks, e-journals, e-magazines, and e-news sources covering topics relevant to general education, applied science, and funeral services supporting all components of curriculum objectives. Students & faculty can access the online LIRN resources 24/7 and may access via the LIRN Portal in the Learning Management System(Blackboard).



CIRCULATION TYPES

CAT.#	DEWEY #	CATEGORIES	TITLE	COPIES
			TOTALS	BOOKS
5	000	COMPUTER, ENCYC.	10	61
6	100	PHILOSOPHY, PSYCH,GRIEF	90	93
7	200	RELLIGION	25	29
8	300	SOCIAL SCIENCES, ECON., FUNERAL SERVICEAND BUSINESS	120	127
9	400	LANGUAGE, DICTIONARIES	19	19
10	500	NATURAL SCIENCE, MATH	21	27
11	600	MEDICINE, HEALTH, FORENSICS,DISEASES	87	90
12	700	THE ARTS, SPORTS, BODY RESTORATION	12	20
13	800	LITERATURE	37	40
14	900	HISTORY, GEOGRAPHY	79	81
4	921	BIOGRAPHIES	28	28
2	F	FICTION	9	9
16	SC	STORY COLLECTION	8	9
3	REF	REFERENCE	49	52
21	RARE	COLLECTION OF OLDER FUNERAL MATERIAL	3	18
26	DVD	RECORDED MATERIALS	7	7
31	CD	RECORDED MATERIALS	2	2
40	GRIEF	CHILDREN'S BOOKS/GRIEF	23	25
25	LOST	MATERIALS MARKED AS LOST	3	3
		TOTAL	629	737

Local Libraries:

Clarksville Public Library
1312 Eastern Blvd.
Clarksville, IN 47129
812.285.5640

Hours:

Monday-Thursday	9:00 AM – 8:00 PM
Friday-Saturday	9:00 AM – 5:00 PM
Sunday	Closed

Jeffersonville Township Public Library
211 E. Court Avenue
Jeffersonville, IN 47130
812.285.5630

Hours:

Monday-Thursday	9:00 AM – 8:00 PM
Friday-Saturday	9:00 AM – 5:00 PM
Sunday	Closed

Sellersburg Public Library
430 N. Indiana Avenue
Sellersburg, IN 47172
812.246.4493

Hours:

Monday-Thursday	9:00 AM – 8:00 PM
Friday-Saturday	9:00 AM – 5:00 PM
Sunday	Closed

Floyd County Public Library
180 W. Spring Street
New Albany, IN 47150
812.944.8464

Hours:

Monday-Thursday	9:00 AM – 8:00 PM
Friday-Saturday	9:00 AM – 5:00 PM
Sunday	Closed

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

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

Total # of Faculty in the Program:	23	Full-time:	6	Part-time:	17
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Barton, Scott	Associate of Applied Science-Airway Science Associate of Applied Science-Funeral Service Education Bachelor of Science-Zoology Bachelor of Science-Biology Master of Business Administration Doctor of Philosophy-Organizational Development and Leadership	21	6	14		X
Bauer, Philip	Bachelor of Science-Chemistry Doctor of Philosophy-Inorganic Chemistry	25	1	25	X	
Bode, Jacquelyn	Bachelor of Arts-Psychology & Communication Master of Arts-Communication Management	13	6	0		X
Brownfield, Geri	Bachelor of Science- Funeral Service					

	Bachelor of Science-Advertising and Public Relations	8	4	0		X
Lemme-Clark, Abigail	Bachelor of Science-Criminal Justice Bachelor of Science- Funeral Service	5	1	0	X	
Dart, Taylor	Associate of Mortuary Science Bachelor of Arts-History	13	3	0	X	
Davis, Dave	Bachelor of Science-Business Management Master of Science-Accounting	6	1	6		X
Dawson, Joseph	Associates of Arts Bachelor of Arts-Elementary Education Master of Science-Educational Administration/Leadership	37	5	23		X
Divido, Jared	Bachelor of Arts-Anthropology Master of Science-Anatomy and Advanced Forensic Anthropology Master of Arts-Instructional Design & Technology	8	5	8		X
Dollar, Audrina	Associates of Applied Science-Funeral Service Bachelor of Arts-Anthropology	4	1	0	X	
Dowers, Michaelene	Associate of Arts-Letters Arts Sciences Associate of Science-Mortuary Science Bachelor of Arts Master of Arts-	8	1	0		X

	Emergency Management Master of Arts-Thanatology					
Krafels, Sonia	Bachelor of Arts-Sociology/Criminal Justice Master of Arts-History	11	1	11		X
LaBaun, Meshell	Bachelor of Science-Zoology Bachelor of Arts-Education Master of Business Administration Master of Science-Management Doctor of Philosophy	11	2	0		X
Mashburn, Tara	Bachelor of Science-Kinesiology Master of Business Administration-Sports & Fitness Management Masters of Nutrition and Human Performance Doctor of Chiropractic	6	1	5		X
Penick, Paul Wesley	Bachelor of Arts-Biblical Studies Bachelor of Science- Funeral Service	5	4	0		X
Raymond, Brytani	Bachelor of Arts-English Master of Arts-English	3	1	3		X
Routh, Elissa	Bachelor of Arts-Human Services Master of Arts-English and Creative Writing Master of Arts-History	7	5	7	X	
Routh, Shaun	Associate of Science- Criminal	3	3	3		X

	Justice Bachelor of Arts- Criminal Justice Administration Master of Science- Justice Studies					
Rutan, Mary	Associate of Science-Mortuary Science Bachelor of Science- Management Master of Business Administration	18	4	10		X
Shubitz, Scott	Bachelor of Arts- History Master of Arts- History Doctor of Philosophy- History	7	1	7		X
Smith, Jacob	Associate of Applied Science- Mortuary Science Associates of Arts Bachelor of Arts- Anthropology Mater of Arts- Anthropology w/ Certificate in Disasters, Displacement, and Human Rights	8	5	7		X
Wilcox, Erin	Bachelor of Arts- English Literature Associate of Science- Mortuary Science Master of Arts- Educational Administration Doctor of Philosophy- Educational Research	17	5	13	X	
Williams, Azina	Associates of Science- Mortuary Science Bachelor of Science- Human Service Administration	19	5	0		X

	Master of Science- Marriage, Family, & Couples Therapist					
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5. Rationale for the Program

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

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

As a single purpose institution, the program enforces the institutional goal of strengthening the funeral industry with qualified graduates.

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

The mission statement of Mid-America College comes down to a core of providing quality education, training, and opportunity for licensure to those interested in a career in funeral service. To this end, as a single-purpose institution, all of our energy is invested into the student experience and preparation for the field as it presents in the State of Indiana. With the intense demand for licensed professionals, we provide an education based on the standards and growth of the industry.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan [*Reaching Higher In a State of Change?*](#)
 - Within the strategic plan, the guiding principles are being learner-centered, talent-driven and future-focused
 - Learner-Centered: The college is dedicated to meeting the students where they are at, and offer flexibility with the program. Students can utilize the online platform with digital resources that include online libraries and labs through LIRN and Labster. They can also select the on-campus experience to include hands-on learning opportunities in the community, and expert faculty in the field.
 - Talent-Driven: Students complete the practical portions of their education within the community, with business owners that serve their communities. The advisory board of the program also consists of community members from the industry, and the program is in open communication with national industry entities to ensure that the program is meeting the local and national needs of the industry.
 - Future-Focused: The face of the funeral industry is rapidly changing, with new alternatives to burial being introduced regularly. Education on burial alternatives, and the future of the

industry is at the heart of the curriculum, and the introduction of micro-credential pathways to the standard course of study will allow students to become experts in the most recent offerings, to ensure the community is offered the most qualified professionals in the field.

c. State Rationale: Equity-Related

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

Mid-America College of Funeral Service has established a Diversity, Equity and Inclusion Committee to include members of the institution's faculty, staff and administration as well as the student body represented. This committee reviews policies and curriculum to ensure that both are aligned with the needs of the community served in the State of Indiana

d. Evidence of Labor Market Need

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

Funeral Directing and Embalming is a state, regional, and national need. The College is accredited through ABFSE, the only funeral service accreditor fulfilling requirements by states for licensure.

e. Placement of Graduates

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

The principle industry is funeral service, while the occupations that graduates will be expected to find are funeral directors and embalmers.

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

N/A

f. Job Titles

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

Funeral Director

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.
 - Our Institutional objectives are based on the recommendations of the American Board of Funeral Service Educations to include the following:
 - Enlarge the background and knowledge of students desiring to enter the funeral service profession.
 - Educate students in every phase of funeral service, and to help them to develop proficiency and skills necessary for the profession.
 - Educate students concerning the responsibilities of the funeral service profession to the community at large.
 - Emphasize high standards of ethical conduct.
 - Provide a curriculum at the post-secondary level of instruction.
 - Encourage student and faculty research in the field of funeral service.
 - Qualify students for professional licensure examination.
 - Each course within the program has a list of objectives for those courses mapped back to the program objectives.
 - A student completing a program at Mid-America College of Funeral Service will be able to demonstrate the following:
 - Explain the importance of funeral service professionals in developing relationships with families and communities they serve.
 - Identify standards of ethical conduct in funeral service
 - Interpret how federal, state and local laws apply to funeral service in order to ensure compliance
 - Apply principles of public health and safety in the handling and preparation of human remains
 - Demonstrate technical skills in embalming and restorative arts that are necessary for the preparation and handling of human remains
 - Demonstrate skills required for conducting arrangement conferences, visitations, services and ceremonies
 - Describe the requirements and procedures for burial, cremation, and other accepted forms of final disposition of human remains
 - Describe methods to address the grief-related needs of the bereaved
 - Explain management skills associated with operating a funeral establishment
 - Demonstrate verbal and written communication skills, and research skills needed for funeral service practice

a. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.
 - The student within the program is assessed based on the learning outcomes of the course and the program
 - The learning outcomes are mapped to assignments, exams, discussions, and hands-on laboratories that students are required to participate in
 - Each course is designed with a licensure check-point exam before credit is given for any course. This exam is designed to simulate the National Board Exam for funeral service licensure in the specific area targeted by that course.
 - Students who perform under a 70% on the check point exam will be required to attend tutoring in the areas that they are deficient in, followed by re-examination, until the desired results are obtained
 - Practical proficiencies are assessed with standardized rubrics by licensed faculty members in charge on instruction in those areas based on visual aesthetics, interpersonal approaches, technical proficiencies, and critical thinking

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

a. Federal Financial Responsibility Composite Score

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

The recent composite score is a 3.0, seen in Appendix C.

b. State Licensure

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

Yes, there is a state license to practice funeral service in the State of Indiana, which the program does prepare the student to achieve.

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

- The Indiana State Board of Funeral and Cemetery Service

a. Professional Certification

- What are the professional certifications that exist for graduates of similar program(s)?
Students are eligible to complete the state and national board exams for licensure in Funeral Service. Post licensure, students are eligible for certification as a Certified Funeral Service Professional as a continued addition to qualification
- 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?
The program is designed to prepare students for their licensure exams to be legally allowed to practice in the state of Indiana
- If so, please identify
- Each specific professional certification:

National Exam completion Certification and state licensure
- The national organization issuing each certification:
National Board Exam is administered by the International Conference of Funeral Service Examining Boards
- Please explain the rational for choosing each professional certification:
These are the certifications required to practice in the state of Indiana, by law
- Please identify the single course or a sequence of courses that lead to each professional certification?
The final two capstone courses are designed specifically for test preparation, which are the Arts Capstone course and the Sciences Capstone course. The entire sequence of courses in the program lead to the capstone course.

b. 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 curriculum addresses the legal and ethical aspects of funeral service specifically in the courses: Practical Issues in Business Law and Law in Funeral Service.

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

The legal courses are based on the outlines provided by the American Board of Funeral Service Education, and covers applicable federal laws as well as ethical considerations set forward by the ABFSE.

c. Institutional Accreditation

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

Mid-America College of Funeral Service is accredited by the American Board of Funeral Service Education (ABFSE). This 'new' program by their definition is not a 'new' program but a change from our current program and does not need to be accredited.

- Reason for seeking accreditation.

N/A

Specialized Program Accreditation

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

N/A

- If so, please identify the specialized accrediting agency:

N/A

d. 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):
Baccalaureate of Funeral Service Management

8. Student Records (*Institutions that have Previously Operated*) – N/A

- a. 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? –
 - b. How are the digital student records stored?
 - Where is the computer server located? -
 - What is the name of the system that stores the digital records?
 - c. Where are the paper student records located?
 - d. What is the beginning year of the institutional student record series?
 - e. What is the estimated number of digital student records held by the institution?
 - f. What is the estimated number of paper student records held by the institution?
 - g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
 - If so, what is the most significant format?
 - If so, what is the estimated number of student records maintained in that format?
 - h. Does the institution maintain a staff position that has overall responsibility and authority over student records?
 - If so, what is the name, title, and contact information for that individual?
 - i. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?
 - j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?
- This Section Applies to All Institutions***
- k. Is there anything that the Commission should consider with regard to the institutional student records? N/A

- l. What is the digital format of student transcripts? PDF
- m. Is the institution using proprietary software, if so what is the name? Orbund – Student Information System
- n. Attach a sample transcript specifically for the program being proposed as the last page of the this program application. See sample transcript Appendix D

9. Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Headcount and FTE Enrollments and Degrees Conferred									
October, 2023									
Institution/Location: Mid-America College of Funeral Service									
Program: Associate of Applied Science in Funeral Service									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			25	100	100	100	100	
	Part-Time			5	10	20	30	40	
	Total			30	110	120	130	140	
Enrollment Projections (FTE*)									
	Full-Time			0	25	100	100	100	
	Part-Time			0	5	15	20	25	
	Total			0	30	115	120	125	
Degrees Conferred Projections				0	0	10	30	30	
Degree Level: 03									
CIP Code: - 12.0303; State - 000000									
FTE Definitions:									
Undergraduate Level: 36 Quarter Hrs. = 1 FTE									

**Pierce Mortuary Colleges, Inc.
Notes to Financial Statements
December 31, 2021 and 2020**

Note 7: Department of Education/Concentration of Risk (Continued)

Financial Responsibility

ED regulations require the Colleges to maintain the following financial criteria to continue to participate in Title IV programs.

Composite score > 1.5	
Primary reserve ratio	1.2
Equity ratio	1.2
Net income ratio	0.6
Composite score	<u>3.0</u>

Maintain compliance with loan agreements and covenants	Not applicable
--	----------------

Maintain current status on debt service	Not applicable
---	----------------

If past due on debt service greater than 120 days, no creditor has filed for collection	Not applicable
---	----------------

Refund Information

ED requires participating institutions to report the following information:

1. The average period of time between a student's withdrawal and the posting of the related liability is approximately 1- 45 days. The withdrawal records are reviewed on a monthly basis by the financial aid officer.
2. The Colleges had no obligations payable to ED as a result of any audits or program reviews.
3. All refund liabilities are paid within 45 days of their due date. There were no Title IV refunds due at December 31, 2021 and 2020.

The Colleges were in compliance with financial responsibility requirements at December 31, 2021 and 2020.

Student Loan Default Rates

Student loan cohort default rate may not exceed 30% for three consecutive years or 40% for one year. If a college's cohort default rate exceeds either of these thresholds it risks losing eligibility to participate in Title IV student loan programs.

The Colleges were in compliance with default rate thresholds for the current and two preceding years.

Mid-America College of Funeral Service

3111 Hamburg Pike Jeffersonville, Indiana 47130

(812) 288-8878 (800) 221-6158 Fax: (812) 288-5942 www.Mid-America.edu

MID-AMERICA
COLLEGE
OF FUNERAL SERVICE

The *Wilbert* Group

Student Name: test, Jimmy

Date of Birth: 1/1/1999

Social Security number: N/A

Original Start Date:

Course	Course Title	Attempted Credit Hours	Earned Credit Hours	Grade	GP	Course	Course Title	Attempted Credit Hours	Earned Credit Hours	Grade	GP
Program: Associate of Applied Science						Date Degree/ Diploma Awarded:					
TERM:New Transcript test											
CAP 300	Capstone: Arts	2.0	0.0	IP	0.00	***End of transcript***					
CAP 300	Capstone: Arts	2.0	0.0	IP	0.00						
CAP 301	Capstone: Science	2.0	0.0	IP	0.00	Authorized Signature _____ Date 06/05/2023					
CAP 301	Capstone: Science	2.0	0.0	IP	0.00						
CAP 302	Capstone: Science	2.0	0.0	IP	0.00						
CAP 302	Capstone: Science	2.0	0.0	IP	0.00						
COR 206	Funeral Service Essentials	3.0	0.0	IP	0.00						
COR 208	Business in Funeral Service	3.0	0.0	IP	0.00						
COR 210	Funeral Service Essentials	3.0	0.0	IP	0.00						
COR 216	Law and Ethics for Funeral Service	3.0	0.0	IP	0.00						
COR 218	uneral Director Management and Merchandising I	4.0	0.0	IP	0.00						
COR 220	Funeral Director Management and Merchandising I	4.0	0.0	IP	0.00						
COR 236	Funeral Service Psychology	2.0	0.0	IP	0.00						
COR 242	Restorative Arts III	4.0	0.0	IP	0.00						
COR 244	Restorative Arts Lab II	2.0	0.0	IP	0.00						
COR 246	Cremation	3.0	0.0	IP	0.00						
LAW 102	Practical Issues in Business Law	3.0	0.0	IP	0.00						
Total Credit Hours		46.0	0.0	GPA	0.00						
Associate of Applied Science				CGPA: 0.00							
Embalming Practicum Requirements:		Program Status: Inactive									
Funeral Directing Practicum Requirements:											

Mid-America College of Funeral Service is accredited by the American Board of Funeral Service Education (www.abfse.org). Approval by The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education.

Legend: GP = Grade Point, GPA = Grade Point Average, TR = Transfer Credit, I = Incomplete, AW = Administrative Withdrawal, VW = Voluntary Withdrawal

School Seal