Name of Institution: American College of Education

Program name and Suggested CIP Code: Ed.D. in Instructional Technology, CIP Code 13.0501

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

Name of Person Preparing this Form: Thomas Brouwer

Telephone Number: 317-829-9427

Date the Form was Prepared: 04/15/18

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

Instructional technology is the branch of education concerned with the scientific study of instructional design and development. The main purpose of instructional designers is to create engaging, effective learning experiences [1]. Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources [2].

The terms "educational technology" and "instructional technology" are often used interchangeably. Schools may choose one of these terms or the other to name their degree programs, but the curricula are usually similar. Similar coursework and learning objectives are featured in master’s degree programs for instructional design, learning design, instructional systems and learning technologies. Whatever they are called, the degrees focus on the design and development of environments, materials and tools that enhance teaching effectiveness and learning achievement [3].

The Ed.D. in Instructional Technology degree program provides an in-depth approach to research-based methods of instructional technology for a wide range of educational fields. The degree emphasizes the use of theoretical foundations and current real-world practices to support the development of relevant technology to meet the needs of diverse populations of learners. Students completing the Ed.D. will gain experience as a scholar practitioner with the necessary skills to utilize innovative instructional technology methods relevant to a variety of professional settings.

The Ed.D. in Instructional Technology degree program is not designed to lead to professional licensure. The program design is guided by the standards of the International Society for Technology in Education (ISTE) which provides "a framework for students, educators, administrators, coaches and computer science

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educators to rethink education and create innovative learning environments”. The ISTE standards are provided for free use to educators, professionals, and students to provide guidelines for the required skills and knowledge to succeed in the digital age.

The program design also reflects the program principles and design concepts found in the Carnegie Project on the Education Doctorate (CPED) definition, which states: “The professional doctorate of education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession.” In addition, the program is aligned to the Standards for Professional Learning as offered by Learning Forward, whose Standards for Professional Learning outline the characteristics of professional learning that leads to “effective teaching practices, supportive leadership, and improved student results.”

The Ed.D. in Instructional Technology degree program includes a second area of specialization which provides students with 18 graduate credit hours in an additional field. The additional field is labeled a Focus of Study (FOS). Students can select from multiple areas which include: Adult and Continuing Education, Curriculum and Instruction, Early Childhood Education, Educational and Community Organizations, Health and Wellness, Higher Education, Instructional Leadership, International Education, Leadership, and STEM Leadership.

The focus of study allows students to select a degree path which will support their professional goals and combine the instructional technology content with a specialized area. Students will engage in scholarly research throughout the coursework to support their final dissertation.

American College of Education currently offers an M.Ed. in Educational Technology degree program. The Ed.D. in Instructional Technology program would extend the college offerings to allow students who are seeking an advanced degree in this field the same high-quality experience.

Indiana University at Bloomington offers both a 60-credit hour Ed.D. in Instructional Systems Technology degree program, offered online only, and a 90-credit hour Ph.D. in Instructional Systems Technology program on campus. The 60-credit hour program requires the minimum completion of 9-12 credit hours for a minor requirement, and the 90-credit hour Ph.D., in Instructional Systems Technology program requires the minimum completion of 12 credit hours in the minor requirement. Indiana University at Bloomington provides an estimated total program tuition cost for a full time Indiana resident of $22,390.20 for the 60-credit hour Ed.D. in Instructional Systems Technology degree program, and an estimated total program tuition cost of $33,585.30 for the Ph.D. in Instructional Systems Technology degree program.

In comparison, the proposed American College of Education, Ed.D. in Instructional Technology degree program is 64 credit hours in length and provides ten Focus of Study options that only require 18 credit hours each, effectively expanding the areas of specialization available to students interested in this degree field. Additionally, the Ed.D. in Instructional Technology program proposed by American College of Education is also offered entirely online with an estimated total program tuition cost of $19,584.

This degree will provide students with the skills to work in multiple areas in higher education, P-12 settings, and numerous fields which support educational practices.

**Program Outcomes:**

1. Apply professional skills and abilities in integrating technology in educational environments to facilitate experiences addressing the diverse needs of all learners.
2. Using theories, standards and frameworks, explain the selection of experiences and assessment options which will engage learners through the implementation of research-based instructional strategies appropriate for digital delivery.

3. Designing, developing and implementing technology-rich programs, at a mastery level, that model best practices in teaching, learning, and assessment.

4. Display leadership capabilities which include effective utilization of resources to conduct and apply current research, promote continuous improvement at the organizational or program level, and to establish a culture of learning for all learners.

5. Demonstrate safe and healthy, legal, and ethical uses of digital information while effectively demonstrating approaches to civic and global accountability.

6. Investigate problems critical to the field which apply analytical inquiry, a range of resources, and diver perspectives to assess elements of complexity to determine potential solutions.

7. Enhance leadership capacity and shared governance through the articulation of ways to establish, enhance, and expand virtual, collaborative communities, developing partnerships in diverse settings through effective communication.

References:


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

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**SPECIALTY COURSES:**

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<td>TECH6313</td>
<td>Creating Digital Collaboration and Communities</td>
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<td>Exploration of Resources in Instructional Technology</td>
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<td>RES6521</td>
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Focus of Study (See attached FOS course listings)  
(10 FOS choices with 6 courses at 3 credits for each)  
18

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

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**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

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Number of Credit/Clock Hrs. in Specialty Courses: 64 / 64 Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0 / 64 Percentage: 0%

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0 / 64 Percentage: 0%
III. **LIBRARY**: Please provide information pertaining to the library located in your institution.

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

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

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

The library currently is also staffed by two library assistant interns. One holds a Bachelor of Arts in English, while the other holds an Associate of Applied Science, Library Technical Assistant.

2. **Number of volumes of professional material:**

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

   **E-Journals**
   
   **Academic Search Complete**
   
   Academic Search Complete offers an enormous collection of the most valuable full-text journals, providing users access to critical information from many sources unique to this database. In addition, this database is the leading source of peer-reviewed, full-text for STM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences and more.
   
   - Producer: EBSCO
   - Vendor: EBSCO
   - Coverage: Over 13,780 indexed and abstracted journals
   - Full text for more than 9,000 full-text journals, 7,850 peer-reviewed journals, as well as more than 900 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: 2000 peer-reviewed journals; 900+ books; 3625 SWOT analyses; 57 faculty seminar videos; 900+ case studies

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.

• Vendor: EBSCO
• Coverage: 238 journals
• Full-text: none

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

• Produced by: EBSCO
• Coverage: 5,400+ journals plus continuing education modules, evidence-based care sheets, and quick lessons.
• Full-text: 1,300+ journals

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

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

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

• Produced by: H. W. Wilson Co., 1920-
• Vendor: EBSCO
• Coverage: 770+ journals, yearbooks, monographs
• Full-text: Yes – 350+ journals back to 1996
**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: 2,330+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes - 1,800+ journals and 550+ books and monographs plus numerous conference papers and proceedings
- Includes: EBSCO’s Professional Development Collection

**Education Week**

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: one journal
- Full-text: yes

**Educational Administration Abstracts**

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

**Educational Administration Quarterly**

- Produced by: Sage
- Vendor: EBSCO
- Coverage: one journal
- Full-text: yes

**Google Scholar**
Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.

- Produced by: Google
- Vendor: [www.googlescholar.com](http://www.googlescholar.com)
- Coverage: all Web pages on the Internet
- Full-text: Yes – full-text articles that are copyright-free; free full-text patents and federal legal opinions

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**JSTOR Current Education Collection**
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: nine selected Education related journals
- Full-text: yes

**Library, Information Science & Technology Abstracts (LISTA) with Full Text**
LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses and pamphlets.
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 735+ Journals; 30+ eBooks, monographs, conference papers, and pamphlets
- Full-text: 330+ journals

**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: 5,600 biomedical journals
- Full-text: 2,300+ 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.
- Producer: Wolters Kluwer
- Vendor: OVID
- Coverage: 51 journals
- Full-text: 51 journals.

**ProQuest Education Journals**
ProQuest Education Journals covers scholarly literature on primary, secondary, and higher education, special education, home schooling, adult education, and hundreds of related topics.
- Producer: ProQuest
- Vendor: ProQuest
- Coverage: 1020+ journals published since 1991
- Full-text: Yes – 640 journals

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 800+ journals, over 6,000 dissertations and theses, over 1,100 Business Monitor reports
- Full-text: Yes

**Sage Journals**

- Produced by: Sage
- Vendor: EBSCO
- Coverage: one journal: *Educational Administration Quarterly*
- Full-text: yes

**University of Chicago Press Journals**

- Produced by: University of Chicago Press
- Vendor: EBSCO
- Full-text: yes 4 journals

**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 ERICDescriptors: http://www.eric.ed.gov/ERICWebPortal/resources/html/thesaurus/about_thesaurus.html.

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: http://www.eric.ed.gov, 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 18th yearbook released in 2010.
Tests in Print (TIP)
This is a comprehensive bibliography of all known commercially available tests that are currently in print in the English language. TIP provides vital information to users including test purpose, test publisher, in print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

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

E-Books

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 13,780 indexed and abstracted journals
• Full text for more than 9,000 full-text journals, 7,850 peer-reviewed journals, as well as more than 900 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 reports.

• Produced by: EBSCO
• Vendor: EBSCO
• Coverage: 2300+ journals
• Full-text: 1800+ journals; 900+ eBooks, 900+ case studies; reports and monographs

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

• Produced by: ProQuest
• Vendor: ProQuest
• Coverage: 1 eBook
• Full-text: 1 eBook
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: 2,330+ journals plus 550+ books, monographs, conference papers, and proceedings
• Full-text: Yes - 1,400+ journals and 550+ books and monographs plus numerous conference papers and proceedings
• Includes: EBSCO’s Professional Development Collection

eBooks (EBSCOhost)
eBooks is a collection of full-text open access eBooks, along with a collection of purchased education related eBooks.

• Producer: EBSCO
• Vendor: EBSCO
• Coverage: 3,542 eBooks (90 Education-related e-books)
• 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: 400+ journals plus 550+ books, monographs, conference papers, and pamphlets.
• Full-text: Yes - 160+ journals and 550+ books and monographs plus numerous conference proceedings and pamphlets.

ProQuest Dissertations & Theses Full Text – Volume A

• Producer: ProQuest and UMI
• Vendor: ProQuest
• Coverage: 1,000,000 citations
• Full-text: yes—for most dissertations added since 1997

2018-02-23
**ProQuest Health Management Database**
Health Management is a specialized database which includes the full text from pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.

- **Produced by:** ProQuest
- **Vendor:** ProQuest
- **Coverage:** over 6,000 dissertations and theses, over 1,100 Business Monitor reports
- **Full-text:** Yes

**SAGE Research Methods**
SAGE Research Methods is a web-based research methods tool that covers quantitative, qualitative and mixed methods. Researchers can explore methods and concepts to help design research projects, understand a 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 600 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series

- **Producer:** SAGE
- **Vendor:** SAGE
- **Coverage:** 600+ Reference eBooks
- **Full-text:** yes

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

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

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<th>4</th>
<th>Part-time:</th>
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

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<th>List Faculty Names (Alphabetical Order)</th>
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<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
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<td>Yalof, Barbara</td>
<td>Ed.D. in Educational Technology</td>
<td>6</td>
<td>5</td>
<td>6</td>
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</tbody>
</table>
Indiana Commission for Higher Education
Indiana Board for Proprietary Education

Supplementary Information on Licensure, Certification, and Accreditation

Institution: American College of Education
Degree Program: Ed.D. in Instructional Technology
Locations: Indianapolis, Indiana

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

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

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)?
No

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

If so, please identify
Each specific professional certification:
Not Applicable

The national organization issuing each certification:
Not Applicable

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

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

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

If so, please identify the specific professional industry standard(s) and/or best practice(s):
As stated in section one, the program design is guided by the standards of the International Society for Technology in Education (ISTE) which provides “a framework for students, educators, administrators, coaches and computer science educators to rethink education and create innovative learning environments”. The ISTE standards as shown below are provided for free to educators, professionals, and students to provide guidelines for the required skills and knowledge to succeed in the digital age.

ISTE Standards for Students (2016, 2007)
ISTE Standards for Teachers
ISTE Standards for Administrators
ISTE Standards for Coaches
ISTE Standards for Computer Science Educators

Also, as stated in section one, the program design also reflects the program principles and design concepts found in the Carnegie Project on the Education Doctorate (CPED) definition, which states: “The professional doctorate of education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession.” In addition, the program is aligned to the Standards for Professional Learning as offered by Learning Forward, whose Standards for Professional Learning outline the characteristics of professional learning that leads to “effective teaching practices, supportive leadership, and improved student results.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
International Society for Technology in Education (ISTE)
Carnegie Project on the Education Doctorate
Learning Forward – The Professional Learning Association

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

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

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

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

2018-02-23
If so, please list the baccalaureate degree(s):
Not Applicable

Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:
Director Instructional Technology
Director Educational Technology
Curriculum Developer
eLearning Specialist
Technology Coaches
Curriculum specialists
Education and training consultants/coordinators
Instructional coordinators
Instructional technologists
Directors of course production/curriculum

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

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

3. Submit a sample student transcript.
   Please see Attachment 1

Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? Yes
   • If not, what is the percentage of student transcripts in a digital format? Not Applicable
   • What is the beginning year of digitized student transcripts? 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.

2. How are the digital student records stored?
• 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?
Campus Nexus

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

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

5. What is the estimated number of digital student records held by the institution? 30,000

6. What is the estimated number of paper student records held by the institution? 0

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

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

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

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

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

   Courtney A. Shelton
   Senior Director of Admissions and Registration
   Courtney.shelton@ace.edu

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

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

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

Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

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

12-Apr-18

Institution/Location: American College of Education/Indianapolis, Indiana
Program: Ed.D. in Instructional Technology

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>FY2018</td>
<td>FY2019</td>
<td>FY2020</td>
<td>FY2021</td>
<td>FY2024</td>
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#### Enrollment Projections (Headcount)

<table>
<thead>
<tr>
<th></th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2024</th>
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</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>7</td>
<td>56</td>
<td>112</td>
<td>168</td>
<td>224</td>
</tr>
<tr>
<td>Part-Time</td>
<td>3</td>
<td>24</td>
<td>48</td>
<td>72</td>
<td>96</td>
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<tr>
<td>Total</td>
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<td>80</td>
<td>160</td>
<td>240</td>
<td>320</td>
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#### Enrollment Projections (FTE*)

<table>
<thead>
<tr>
<th></th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>7</td>
<td>56</td>
<td>112</td>
<td>168</td>
<td>224</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2</td>
<td>12</td>
<td>24</td>
<td>36</td>
<td>48</td>
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<tr>
<td>Total</td>
<td>9</td>
<td>68</td>
<td>136</td>
<td>204</td>
<td>272</td>
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#### Degrees Conferred Projections

<table>
<thead>
<tr>
<th></th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees Conferred</td>
<td>0</td>
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<td>0</td>
<td>7</td>
<td>56</td>
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</table>

Degree Level: 17
CIP Code: - 13.0501; State -

**FTE Definitions:**

- Undergraduate Level: 30 Semester Hrs. = 1 FTE
- Undergraduate Level: 24 Semester Hrs. = 1 FTE
### Ed.D. in Instructional Technology Focus of Study option list

(18 Credit Hours) – Students Select One Focus of Study Area

#### Adult and Continuing Education (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED6013</td>
<td>Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED6023</td>
<td>Instructional Strategies for the Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED6033</td>
<td>Evaluating Instructional Programs</td>
<td>3</td>
</tr>
<tr>
<td>ED6043</td>
<td>Assessing Adult Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED6063</td>
<td>Designing and Leading Professional Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED6073</td>
<td>Capstone in Adult Education</td>
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</table>

#### Curriculum and Instruction (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI6103</td>
<td>Curriculum and Instructional Design for Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CI6113</td>
<td>Standards-Driven Learning</td>
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</tr>
<tr>
<td>CI6123</td>
<td>Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>CI6133</td>
<td>Strengthening Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CI6143</td>
<td>Designing and Leading Professional Learning</td>
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</tr>
<tr>
<td>CI6153</td>
<td>Capstone in Curriculum and Instruction</td>
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</table>

#### Early Childhood Education (18 Credit Hours)

<table>
<thead>
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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>EC6013</td>
<td>Research and Trends in Early Childhood Education</td>
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</tr>
<tr>
<td>EC6023</td>
<td>Theories and Foundations of Child Development</td>
<td>3</td>
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<tr>
<td>EC6033</td>
<td>Collaborative Partnerships in Early Childhood Practices</td>
<td>3</td>
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<tr>
<td>EC6043</td>
<td>Early Childhood Assessment and Intervention</td>
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<tr>
<td>EC6053</td>
<td>Advocacy and Leadership in Early Childhood</td>
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<tr>
<td>EC6063</td>
<td>Capstone in Early Childhood Education</td>
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</table>

#### Educational and Community Organizations (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ORG6203</td>
<td>Partnerships and Community</td>
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</tr>
<tr>
<td>ORG6213</td>
<td>Emerging Technology in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ORG6223</td>
<td>Communications and Advocacy for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>ORG6263</td>
<td>Policy and Governance</td>
<td>3</td>
</tr>
<tr>
<td>ORG6243</td>
<td>Grant Writing for Leaders</td>
<td>3</td>
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<tr>
<td>ORG6253</td>
<td>Capstone in Educational and Community Organizations</td>
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</table>

#### Health and Wellness (18 Credit Hours)

<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>HLTH6403</td>
<td>Theories and Principles of Behavior Change in Health Education</td>
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<tr>
<td>HLTH6413</td>
<td>Fundamentals in Health Education</td>
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<td>HLTH6433</td>
<td>Foundational Leadership in Health Education</td>
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<tr>
<td>HLTH6443</td>
<td>Systems, Policy, and Leadership in Health Informatics</td>
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<td>HLTH6453</td>
<td>Finance and Fiscal Management in Health Education</td>
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<td>HLTH6463</td>
<td>Capstone in Health Education</td>
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#### Higher Education (18 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HE6103</td>
<td>Law, Compliance, and Governance in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HE6113</td>
<td>Resource Management in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HE6123</td>
<td>Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>HE6133</td>
<td>Issues in Higher Ed</td>
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<tr>
<td>HE6143</td>
<td>Higher Education Administration</td>
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<td>HE6153</td>
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<tr>
<td>Instructional Leadership (18 Credit Hours)</td>
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<tr>
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<tr>
<td>LEAD6283 Instructional Leadership</td>
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<tr>
<td>LEAD6293 Designing and Leading Professional Learning</td>
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<td>3</td>
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<tr>
<td>LEAD6303 Achievement and Accountability</td>
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<tr>
<td>LEAD6313 The Art of Decision Making</td>
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<tr>
<td>LEAD6103 Evidence-based Learning and Teaching</td>
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<tr>
<td>LEAD6403 Capstone in Instructional Leadership</td>
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<tr>
<td><strong>International Education (18 Credit Hours)</strong></td>
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<tr>
<td>EDUC6103 International Development and Policy</td>
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<tr>
<td>EDUC6113 The Role of International Organizations and Global Foundations</td>
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</tr>
<tr>
<td>EDUC6123 Education and International Migration</td>
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<tr>
<td>EDUC6133 International Programs, Curricula and Pedagogies</td>
<td></td>
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<tr>
<td>EDUC6143 Evaluating International Education Issues</td>
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<tr>
<td>EDUC6153 Capstone in International Education</td>
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<td>3</td>
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<tr>
<td><strong>Leadership (18 Credit Hours)</strong></td>
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<tr>
<td>LEAD6113 Ethical Leadership and Social Justice</td>
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<td>LEAD6123 Management of Financial Resources</td>
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<tr>
<td>LEAD6133 Models of Leadership and Coaching</td>
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<tr>
<td>LEAD6143 Strategic Operations Planning and Innovation</td>
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<td>LEAD6323 Organizational Behavior and Culture</td>
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<td>LEAD6003 Capstone in Leadership</td>
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<td><strong>STEM Leadership (18 Credit Hours)</strong></td>
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<tr>
<td>SCI6203 Foundations of Integrated Science Education</td>
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<td>SCI6213 Engaging Diversity in the Science Classroom</td>
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<td>SCI6223 Modern Learning and Integrated Science Education</td>
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<tr>
<td>SCI6233 Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, &amp; College Level</td>
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<tr>
<td>SCI6243 Building Scientific Understanding in Students</td>
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<td>SCI6253 Capstone in STEM Leadership</td>
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<td><strong>General Track (18 Credit Hours)</strong></td>
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<td>Any 6 Courses selected from above</td>
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