



INDIANA COMMISSION *for*  
HIGHER EDUCATION

# Indiana Board for Proprietary Education

## AGENDA

Wednesday, June 18, 2025

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

[www.in.gov/bpe](http://www.in.gov/bpe)

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# AGENDA

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

June 18, 2025  
10:00 am – 12:30 pm

Indiana Commission for Higher Education  
Kent Weldon Board Room  
101 West Ohio Street, Suite 400  
Indianapolis, IN 46204

### Microsoft Teams

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### I. Call to Order – 10:00 A.M. (*Eastern*)

#### Roll Call of Members and Determination of Quorum

#### Executive Director's Report

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### II. Program Review and Decision Item

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**VI. OLD BUSINESS  
NEW BUSINESS  
ADJOURNMENT**

\*\*\*\*\*

The next meeting of the Board is tentatively scheduled for **September 8, 2025, in Indianapolis, Indiana.**

**STATE OF INDIANA**  
**Board for Proprietary Education**

**Minutes of Meeting**

**Wednesday, April 9, 2025**

**I. CALL TO ORDER**

The Board for Proprietary Education met in a regular session starting at 10:30 A.M. (Eastern) at 101 West Ohio Street, Suite 300, in the Kent Weldon Board Room, with Chairman Butler presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Scott Bogan (in person); Matt Butler, Ph.D. (in person); Ken Konesco (in person); and Anne Shane (virtual).

*Members Absent:* None.

*Commission for Higher Education:* Ross Miller (in person).

*State Board of Nursing:* Toni Herron (in person).

*Guests:* Betsy Datema (in person); Sedricka Epperson (in person); Carissa Jury, Ed.D. (in person); Bruce Kepley (in person); Donielle Krempel (in person); Jasmin Miller (in person); Kimberly Richard (virtual); Breanna Richey (virtual); Tracy Russell-Wattley (virtual); Michelle Smith (virtual); and Abby Widman (in person).

A quorum was determined for the April 9, 2025, Board meeting.

**CONSIDERATION OF THE MINUTES OF THE December 13, 2024, BOARD MEETING**

**R-25.04.01      Resolved:** The Board for Proprietary Education hereby approves the Minutes of the December 13, 2024, regular meeting.  
(Motion – Konesco, second – Bogan, Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Shane-Aye) The motion passed.

**II. EXECUTIVE DIRECTOR'S REPORT**

Matt Butler began by stating that the finalized rule was submitted to the Legislative Services Agency in December. The first public comment period began January 22, 2025. The public hearing was held on February 24, 2025. There were no attendees, no public comments, and no public comments were submitted during the public comment period. Therefore, the process could skip the second part of the public comment period, which is in response to the initial public comments. The rule was submitted to the Office of the Attorney General the previous week. The Attorney General has 45 days to review the rule for legal purposes. After review, if approved, the rule is moved to the Governor's Office for signature.

The rule process was a result of legislative action taken in 2023, which requires agency fees to be codified in administrative rules.

The second item is that the Board barely meets the number of members for a quorum. A request has been made to fill the Board membership vacancies for one Industrial Training Representative and two Public at Large Representatives.

### **III. PRESENTATION OF THE ALLIED HEALTH PROGRAM PASS RATES AND DECISION ITEMS**

#### **A. Allied Health Program Certification and Licensure Pass Rates, and Academic Degree Programs**

1. Associate of Science in Nursing to be offered by Carris College.

Representing Carris College: Carissa Jury, Ed.D., Program Director; Bruce Kepley, President and CEO; and Michelle Smith, Campus Director.

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

Ross Miller presented the Carris College Allied Health Program Certification and Licensure Pass Rates.

Matt Butler introduced the new program proposal for the Associate of Science in Nursing. Ross Miller presented the staff report recommending that Carris College be approved to offer the Associate of Science program with stipulations.

**R-25.04.02      Resolved:** The Board for Proprietary Education approves the following recommendation by roll call, per the background information provided in this agenda item.  
(Motion –Shane, second – Konesco, Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Shane-Aye) The motion passed.

2. Diploma in Practical Nursing to be offered by Essential Healthcare Academy.

Representing Essential Healthcare Academy: Sedricka Epperson, Program Director; Donielle Krempel, Program Director; Kimberly Richard, Instructor; Tracy Russell-Wattley, Instructor for CNA and MA; and Abby Widman, Instructor.

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

Ross Miller presented the Essential Healthcare Academy Allied Health Program Certification and Licensure Pass Rates.

Matt Butler introduced the new program proposal for the Diploma in Practical Nursing. Ross Miller presented the staff report recommending that the Essential Healthcare Academy be approved to offer the diploma program with stipulations, and appear before the Board at a future BPE Business Meeting.

**R-25.04.03      Resolved:** The Board for Proprietary Education approves the following recommendation by roll call, per the background information provided in this agenda item.  
(Motion –Shane, second – Bogan, Roll Call: Bogan-Aye; Butler-Aye;

Konesco-Nay; Shane-Aye) The motion passed.

**IV. PROGRAM REVIEW, PRESENTATION OF THE ALLIED HEALTH PROGRAM PASS RATES, AND DECISION ITEM**

**A. Program Review**

1. Comprehensive review of academic programs offered by the John Patrick University of Health and Applied Sciences.

Representing John Patrick University of Health and Applied Sciences: Betsy Datema, Director of Administrative Services; Jasmin Miller, Nuclear Medicine Program Director; and Breanna Richey, Accreditation Compliance Officer.

Matt Butler introduced the program review. Ross Miller presented the staff report outlining the details of the review. Betsy Datema, Jasmin Miller, and Breanna Richey provided additional materials on behalf of the institution.

**B. Allied Health Program Certification and Licensure Pass Rates, and Academic Degree Program**

1. Bachelor of Science in Nuclear Medicine to be offered by John Patrick University of Health and Applied Sciences.

Ross Miller presented the John Patrick University of Health and Applied Sciences Allied Health Certification and Licensure Pass Rates.

Representing John Patrick University of Health and Applied Sciences: Betsy Datema, Director of Administrative Services; Jasmin Miller, Nuclear Medicine Program Director; and Breanna Richey, Accreditation Compliance Officer.

**R-25.04.04      Resolved:** The Board for Proprietary Education approves the following recommendation by roll call, per the background information provided in this agenda item.

(Motion –Shane, second –Konesco, Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Shane-Aye) The motion passed.

**V. INFORMATION ITEM  
OLD BUSINESS  
NEW BUSINESS**

None was presented.

**VI. ADJOURNMENT**

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

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Dr. Matt Butler, Chairman

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Date

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**STATE OF INDIANA**  
**Board for Proprietary Education**

**Minutes of Meeting**

**Wednesday, May 7, 2025**

**I. CALL TO ORDER**

The Board for Proprietary Education met in a regular session starting at 11:00 A.M. (Eastern) at 101 West Ohio Street, Suite 300, in the Kent Weldon Board Room, with Chairman Butler presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Matt Butler, Ph.D. (in person); Josh Garrison (in person); Ken Konesco (virtual); Michael Nossett (in person); and Anne Shane (in person).

*Members Absent:* None.

*Commission for Higher Education:* Ross Miller (in person).

*Guests:* None.

A quorum was determined for the May 7, 2025, Board meeting.

**II. EXECUTIVE DIRECTOR'S REPORT**

Matt Butler stated that the minutes of the April 9, 2025, Board meeting would be considered at the next regularly scheduled business meeting.

**III. DECISION ITEMS**

**A. Approval of Electronic Meetings Policy**

1. Electronic Meetings Policy

Matt Butler presented the Electronic Meetings Policy.

**R-25.05.01      Resolved:** The Board for Proprietary Education approves the following recommendation by roll call, per the background information provided in this agenda item.  
(Motion – Shane, second – Konesco, Roll Call: Butler-Aye; Garrison-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

**B. Approval of Fee Schedule Rule**

2. Title 571 Board for Proprietary Education Final Rule LSA Document #25-2.

Matt Butler presented the Fee Schedule Rule.

- R-25.05.02**      **Resolved:** The Board for Proprietary Education approves the following recommendation by roll call, per the background information provided in this agenda item.  
(Motion – Shane, second – Konesco, Roll Call: Butler-Aye; Garrison-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

**C. Approval to Begin Proposed Contingent Fee Schedule Interim Rulemaking**

1. Interim Rule Title 571 Board for Proprietary Education.

Matt Butler presented the proposed Interim Rule 571 Board for Proprietary Education.

- R-25.05.03**      **Resolved:** The Board for Proprietary Education approves the following recommendation by roll call, per the background information provided in this agenda item.  
(Motion – Shane, second – Konesco, Roll Call: Butler-Aye; Garrison-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

**V. INFORMATION ITEM**  
**OLD BUSINESS**  
**NEW BUSINESS**

None was presented.

**VI. ADJOURNMENT**

The meeting was adjourned at 11:45 A.M.

\_\_\_\_\_  
Dr. Matt Butler, Chairman

\_\_\_\_\_  
Date

## BOARD FOR PROPRIETARY EDUCATION

Wednesday, June 18, 2025

### PROGRAM REVIEW ITEM A-1:

Jeremi College:

Program Review Background

#### Institutional Profile

See Attachment.

#### Staff Recommendation

Information Only.

#### Background

Program Background

The Jeremi College appeared before the Indiana Board for Proprietary Education at the March 2024 business meeting. At that meeting, the Board authorized Jeremi College to offer the Certificate in Clinical Medical Assisting Technologist, Certificate in Computer Support Specialist, and the Certificate in Pharmacy Technician. In June 2024, the Board approved Jeremi College to offer the Associate of Applied Science (A.A.S.) in Cybersecurity.

For review, the Commission requested that the Jeremi College submit the following information for each program being offered:

1. A list of current and proposed programs offered by the Jeremi College.
2. The long-term goals of the Jeremi College.
3. The number of students enrolled in each program over the past three years.
4. The number of students who graduated from each program over the past three years.
5. The length of service and profile of each faculty member.

#### Supporting Document

Jeremi College Program Review Response

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## **Institutional Profile for Jeremi College**

**Background** Jeremi College commenced operating in Munster, Indiana, in November 2019, following authorization from the Indiana Office for Career and Technical Schools (OCTS). A second campus in Olympia Fields, Illinois, began operating in March 2022, authorized by the Illinois Board of Higher Education. In August 2023, the institutional name was changed from Jeremi Vocational Institute to Jeremi College. The administrative staff includes Patricia Bell, Director of Outreach and Recruitment; Dr. Tiffany Brack, Chief Administrative Officer; Dr. Sandra Dafiaghor, President/Chief Executive Officer; and Kingsley Mukoro, Director of Operations. The institution also has a Board of Directors.

**Institutional Control** Private, for-profit institution. Jeremi Group Inc. is owned by Sandra Dafiaghor.

**Institutional Accreditation** The institution is accredited by the Council on Occupational Education (COE). Accreditation for the Munster, Indiana campus was initially granted in June 2023. The Olympia Fields, Illinois campus received accreditation as an extension of the main campus during the same action in June 2023. Reaffirmation of accreditation, including a site visit, is scheduled for 2029.

**Participation in NC-SARA** Jeremi College does not participate in the State Authorization Reciprocity Agreement (SARA).

**Participation in Student Financial Aid** Students attending the Jeremi College are not eligible for Title IV Federal Financial Aid. The institution does not participate in State Financial Aid (SFA) programs. However, students may be eligible for the Next Level Jobs Workforce Ready Grant.

**Enrollment** Jeremi College does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall headcount of 131 students in 2023, 121 students in 2022. The institution reported a headcount of 45 students as of May 2024. The May 2025 headcount was not available at the time of this writing.

**Programs** The institution offers programs at the certificate level. The Munster campus currently offers programs in Clinical Medical Assistant, Clinical Medical Assisting Technologist, Computer Support Specialist, CompTIA A+, Pharmacy Technician, and Phlebotomy Technician. The Olympia Fields, Illinois, campus offers Clinical Medical Assistant and CompTIA A+.

**Financial Responsibility Composite Score (FRCS)** For the Fiscal Year (FY) ending December 31, 2021, the institution had an unpublished FRCS of 3.0. For the fiscal year ending December 31, 2022, the institution had an unpublished composite score of 2.6. The financial audit for the fiscal year ending December 31, 2023, is being finalized.

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**JEREMI**  
COLLEGE

MAKE YOUR LIGHT SHINE BRIGHTER

An Updated Version will be  
Distributed

# Jeremi College Program Review

Prepared for Indiana Commission for Higher Education 2025





### MISSION STATEMENT

To equip students with the knowledge, skills, and confidence to excel in their workplace



### VISION

To be globally renowned for the transformational impact our alumni have in their communities

1544 W 45th Street  
Munster IN 46321  
Phone (219) 237-2929

3601 Ridge Road, Suite 1F  
Lansing, IL 60438  
(219) 237-2929

[www.jeremi.edu](http://www.jeremi.edu)

This institution is regulated by:  
The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education  
101 West Ohio Street, Suite 300 Indianapolis, IN 46204-4206  
web: <https://www.in.gov/bpe/> Phone: 317.232.1033

The institution is authorized by the Division of Private Business and Vocational Schools of the Illinois Board of Higher Education.

1 North Old State Capitol Plaza, Suite 333  
Springfield, Illinois 62701-1377  
Phone: (217) 782-2551 \* Fax: (217) 782-8548 \* TTY: (888) 261-2881

Jeremi College located at 1544 W 45th St., Suite LL1, Munster IN 46321 and 3601 Ridge Rd, Suite 1F, Lansing, IL, 60438 is accredited by the Commission of the Council on Occupational Education. Persons wishing to make comments should either write to the Executive Director of the Commission, Council on Occupational Education, 7840 Roswell Road, Bldg. 300, Suite 325, Atlanta, GA 30350, or submit comments on the Council's website ([www.council.org](http://www.council.org)).



## Introduction

Jeremi Group Inc. is the parent company of Jeremi College. Jeremi Group was organized in the State of Indiana as a C-Corporation in May of 2004. It is a minority, woman owned business, 100% owned by Dr. Sandra Dafiaghor. Jeremi College was registered as a DBA in Indiana in 2019.

Jeremi College is a Career and Technical skills training institution that utilizes a multidisciplinary approach with flexible schedule and options, combining technical and hands-on learning to students interested in Healthcare and IT career pathways. It was approved by Indiana Department of Workforce Development, Office for Career and Technical Schools in 2019 to provide Medical Assistant training. The Indiana agency gave approval for 3 more courses in the following year to include CompTIA A+, Medical Administrative Assistant and Phlebotomy Technician training. In April of 2022, it was approved by the Illinois Board of Higher Education to provide training in both Clinical Medical Assistant and CompTIA A+ programs. In 2023, it was accredited by the Commission of the Council on Occupational Education. More recently, in March 2024, Jeremi College was granted Institutional authorization to operate in Indiana as a 2-year College by the Indiana Commission of Higher Education. The College has been approved to provide training to Veterans and their families by the Department of Veterans Affairs.

The Munster Indiana campus is the main location and it is located at 1544 W. 45th Street, Lower Level Room 1, Munster, Indiana 46321. There is an Illinois extension campus located at 3601 Ridge Road, Lansing, IL. There is ample off-street, paved parking at both locations. The schools are equipped with computer labs and equipment. The facilities include large classrooms equipped with desks, whiteboard, and projector. The buildings comply with all Federal, State, and local regulations. The Administration assures that the institutions will continue to be maintained and operated in compliance with all appropriate ordinances or laws.

**Who we serve** - Jeremi College develops curriculum, selects instructors, and creates flexible learning schedules for students that want meaningful careers and fulfilling lives without having to spend years going into major debt for a quality education. JC serves people who are looking for an opportunity to learn new skills and take their lives to the next level. Whether they are looking for an alternative to traditional colleges or desire a brand new career path, JC courses are short, fast-paced and meets the needs of students who would otherwise not have access to career pathways in Healthcare and Information Technology(IT).

Through numerous externship affiliation agreements, employer partnerships and community engagement, JC connects students to career pathways and job opportunities in Allied health and Information technology so that they can be on the path to earning livable wages and sustaining themselves and their families.

## **Administration and Office Staff**

### ***Administrative Staff:***

Dr. Sandra Dafiaghor-Director / Owner  
Dr. Tiffany Brack-Chief Administrative Officer  
Patricia Bell-Director of Outreach & Recruitment  
Kingsley Mukoro-Director of Operations  
Yvette Bell-Registrar / Certification exams coordinator  
Alexander Kedo-Accountant  
Ahmed Mohamed-IT Support Manager / Student Services  
Ejiro Mukoro-IT Support/Records  
David Dafiaghor, Social Media Specialist

## **Faculty/Instructors**

### ***Instructors:***

Pakesha Benton- Instructor  
Trina Ellis-Childs-Instructor  
Maricela Garcia-Student Services  
Jennifer Green-Instructor  
Lena Kennedy-Instructor Assistant  
Lynnellyn Miller-Instructor  
Yolanda Staff-Instructor  
Claudia Stinson-Lead Instructor  
Sandra Dafiaghor – Instructor  
Bola Macarthy – DON Instructor

**Programs Offered** - Jeremi Collge currently offers the following courses; Clinical Medical Assistant, CompTIA A+, Computer Support Specialist, Pharmacy Tech and Phlebotomy. We were also approved for Clinical Medical Assisting Technologist and Associate of Cybersecurity but are yet to have enrollments for these two.

### **Long Term Goals:**

1. To apply for and be approved as a Title IV institution in order to provide additional source of funds for Jeremi College Students
2. To be approved to offer an Associate of Science in Nursing
3. Seek and apply to more grants to support students' tuition and create additional programs.

Enrollment and Certification Pass Rates for Currently Offered Programs (**Reporting Period: July 1, 2022 to May 31, 2025**).

Program	Number of Students	Pass Rate
CCMA/Ext	264	95%
CMAA (Inactive)	7	100%
CompTIA A+	33	94%
Computer Support Specialist	3	100%
Pharmacy Technician	11	Not yet available
Phlebotomy	44	98%
Clinical Medical Assisting Technologist	0	N/A
Associate of Applied Science Cybersecurity	0	N/A

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## BOARD FOR PROPRIETARY EDUCATION

Wednesday, June 18, 2025

### DECISION ITEM B-1:

#### Jeremi College: One Associate Degree Program at One Location

#### Institutional Profile

See Attachment

#### Staff Recommendation

That the Board for Proprietary Education approve the Associate of Science in Nursing, in accordance with the background discussion of this agenda item and the New Program Proposal.

#### Background

#### Degree Program Profile

*Associate of Science in  
Nursing  
Offered at Munster*

This program consists of 185 quarter credit hours, with 77 percent of the courses in the specialty. The program faculty consists of eight individuals, five full-time and the remaining three part-time. Of the eight individuals, two have a doctoral degree, and six have a master's degree.

#### Clinical Site Agreements

- Edgewater Health, MOU signed January 2023
- Healthline, MOU signed October 2023
- The Methodist Hospitals, Inc., MOU signed January 2024

#### Stipulation

Submission of updated Clinical Site Agreements.

Revise the curriculum and quarter credit hours to the standards of specialized nursing program accreditors.

#### Supporting Document

New Program Proposal

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New Program Proposal Form  
For BPE Authorized Institutions

1

**ASSOCIATE OF SCIENCE IN NURSING (ASN)**

**To Be Offered by Jeremi College at Munster Indiana**

Degree Award Level<sup>2</sup>: Associate's Degree

Mode of Delivery (In-person or Online<sup>3</sup>): In-person/Hybrid instruction, onsite labs, external clinical experiences

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Clinical experiences at hospitals and long term care facilities

Suggested CIP Code<sup>5</sup> for Program: 51.3801

Name of Person Preparing this Form: Dr. Tiffany Brack, Vanessa Howard, MSN and Sandra Dafiaghor, PhD

Telephone Number and Email Address(219) 240-4070; [tbrack@jeremi.edu](mailto:tbrack@jeremi.edu), [sdafiaghor@jeremi.edu](mailto:sdafiaghor@jeremi.edu)

Date the Form was Prepared (Use date last revised): 1/10/2024

Revised 2025.06.11



INDIANA COMMISSION *for*  
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[che.IN.gov](http://che.IN.gov)



<sup>1</sup> The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

<sup>2</sup> The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

<sup>3</sup> For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

<sup>4</sup> Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

<sup>5</sup> CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.



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

The proposed Jeremi College's Associate of Science in Nursing (ASN) program will prepare students to deliver nursing care in hospitals, long-term care facilities, outpatient clinics and many other healthcare facilities. The program is a two-year, cohort styled quarter system with each cohort consisting of a small group of students, instructor to student ratio of 1:8. The ASN program encompasses instruction in the following areas as identified by the IBON: physical and biological sciences, social and behavioral sciences, and the science of nursing and applicable clinical experience embedded with ANA Standards of Care. Similarly, the program is designed to offer classes that are required in order for the student to be able to sit for, and pass the NCLEX-RN exam to become a Registered Nurse.

### **End-of-program student learning outcomes (SLO)**

The student learning outcomes at the end of the program incorporate components from the National League of Nursing (NLN) Educational Competencies for ASN Nurses, Quality and Safety Education for Nurses (QSEN), NCLEX-RN Test Blueprint, and the Nursing Process / Clinical Judgment Model.

1. Integrate physiological concepts, psychosocial concepts, and clinical judgment to effectively apply the nursing process and deliver quality patient-centered care.
2. Demonstrate safety practices to prevent and minimize harm to patients.
3. Implement caring behaviors that promote clients' physiologic, mental, emotional, and social well-being across their lifespan in diverse settings.
4. Utilize health promotion and disease prevention principles to enhance the overall well-being of diverse individuals, families, and communities.
5. Practice professional nursing behaviors in accordance with professional, legal, and ethical standards.
6. Effectively collaborate and communicate with patients, families, and healthcare team members to optimize patient outcomes and continuity of care.
7. Demonstrate responsibility for ongoing personal and professional development.
8. Demonstrate the utilization of the nursing process in delivering safe, culturally competent, and socially diverse care.
9. Exhibit critical thinking and make safe decisions regarding the care needed for patients with acute, chronic, or critical needs within the nursing process in alignment with evidence-based practice.
10. Effectively collaborate and communicate with patients, family, and team members to optimize patient outcomes and continuity of care.
11. Demonstrate nursing practice growth by providing optimal patient care management, including pharmacological and parenteral therapies.

Total Course Hours: 2240 clock hours /185 quarter credit hours

Check one: Quarter Hours X

Semester Hours \_\_\_\_\_

Clock Hours 2240

**24 months**

**\$ 5,001.75**

**SPECIALTY COURSES:**

4

NUR 204			
NUR 205	Mental Health Nursing	210	15
NUR 206	Professional Nursing Practice	120	12
NUR 207	Nursing Seminar	120	12

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

Course Number	Course Title	Course Clock Hours/ Quarter Credits
ANP 101	Anatomy and Physiology I	70/6
ANP102	Anatomy and Physiology II	70/6
BIOS 101	Microbiology	70/6
ENG 101	English Composition	50/5
COM 101	Interpersonal Communication	N/A
MAT 101	College Math	50/5
PSY 101	Introduction to Psychology	50/5
PSY 102	Human Development	50/5
SOC101	Introduction to Sociology	50/5
SCI 101	Nutrition and Health	50/5

Number of Credit/Clock Hrs. in Specialty Courses: 142 / 185 Percentage: 76%

Number of Credit/Clock Hrs. in General Courses: 43 / 185 Percentage: 24%

If applicable: N/A

Number of Credit/Clock Hrs. in Liberal Arts: \_\_\_\_\_ / \_\_\_\_\_ Percentage: N/A

**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 school has a library located in the Lower Level of the building by the Lab. The hours the students can access the library are Monday-Thursday 12:00 pm – 8:00 pm. The does not employ a librarian but the library is monitored by full time staff members. Students who wish to access the library during a time when the library is closed, they can access online materials and resources at any time. Due to the limited capacity of the school's library, the school plans to subscribe to Library and Information Resource (LIRN) upon program approval from Indiana.

Students can also go to the Munster Branch Library to access General Education (Gen Ed) courses text and resources.

**b. Number of volumes of professional material:** The number of volumes of professional material the school offers students is small at the current moment but the school is in the process of obtaining more resources for the ASN program. We have created an account with Elsevier for textbooks required for majority of the ASN courses. Additionally, Jeremi College current has an account with Pearson Learning where faculty can order books and online resources for students. The Pearson Portal offers the ability to access instructional materials online and allows students to complete their homework assignments and quizzes.

**c. Number of professional periodicals subscribed to:** The school subscribes to a few professional periodicals at the current moment but will be subscribing more after the program is approved and before students become enrolled.

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

Munster Branch of Lake County Public Library  
8701 Calumet Ave.  
Munster IN 46321  
(219) 836-8450  
Open:  
Monday-Thursday 10:00 am – 8:30 pm  
Friday-Saturday 9:00 am – 5:00 pm  
Sunday closed

As stated above, upon program approval, Jeremi College will subscribe to Library and Information Resource (LIRN), a non-profit company that provides library services to schools such as ours.

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

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

<b>Total # of Faculty in the Program:</b>		<b>Full-time:</b>	5	<b>Part-time:</b>	3
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL ORDER</u>.)</b>					

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
Collins, Denise	MS Psychology, BS English	8 yrs	0	10 yrs		X
Dafiaghor, Sandra	PhD Educational Leadership	15yrs	5yrs	12yrs	X	
Ellis-Childs, Trina	Doctorate in Higher Education Leadership	5 yrs	3 yr	11 yrs		X
Green, Jennifer	Masters in Health Administration	17 yrs	4 yrs	17 yrs	X	
McCarthy, Bola (DON)	MA Education Administration/Curriculum and Instruction; BS in Nursing	30 yrs	6mos	27 yrs	x	
Pruim, Julie	MS in Nursing	13 yrs	0	8 yrs		X
Benton, Pakisha	MS Health Administration; BS in Biology	8 yrs	1yr	6 yrs		X
Wynn, LaNita	MS in Nursing	5 yrs	0	5 yrs	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? **The school offers other Allied Health programs and the addition of an ASN program will ensure the school's capacity to offer career pathway programs ending in an Associate degree. Students can bridge from the Clinical Medical Assistant (CMA) program to the Associate of Science in Nursing (ASN) program.** This aligns with the school's mission to equip students with the knowledge, skills, and confidence to excel in their workplaces. Our mission necessitates that we identify in-demand, high growth jobs. Nurses are crucial in healthcare, yet a significant nursing shortage exists across the Nation. The US Bureau of Labor has projected that about 193,100 openings for registered nurses are projected each year, on average, over the decade (2022-2032). In Indiana, according to the last quarterly labor market data released in Hoosiers by the Numbers report for Region 1, (DWD Economic Growth Region 1 Statistical Data Report for October 2023, Released December 2023) Registered Nurse is the number 1 on the list of frequently listed jobs. It has been number 1 in several previous reports. Meanwhile, in the same report, which list the top 20 occupations desired by applicants on their resumes in the past 12 months, RN is not on the list. This signifies a major mismatch between what employers need and available talent.

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)? **Jeremi College's mission is to equip students with the knowledge, skills, and confidence to excel in their workplaces.** The proposed program is consistent with the institutions mission and it fits into the institution's strategic plan by offering an in demand program that will provide the necessary knowledge and skills in order for them to become nurses.

Background: Jeremi College is a Career and Technical skills training school that utilizes a multidisciplinary approach with flexible schedule and options, combining technical and hands-on learning for students interested in Healthcare and IT career pathways. Its main Campus in Munster, Indiana was approved by Indiana Department of Workforce Development, Office for Career and Technical Schools in 2019 to provide Medical Assistant training. The Indiana agency gave approval for 3 more programs in the following year to include CompTIA A+, Medical Administrative Assistant and Phlebotomy Technician. We more recently gained national accreditation from Council of Occupational Education. While we have excelled in the current programs, there is need to grow by adding training programs in high growth sector of healthcare, specifically Associate of Science in Nursing (ASN) program, as articulated in the Institution's strategic plan document. The strategic plan for the school was to provide a nursing program to meet the high demands of the community. The high demand for Nurses was identified in research conducted as part of the strategic planning sessions. The lack of Nursing talent to meet the high employer demand was also highlighted. The outcome of the strategic planning sessions

concluded that the college needed to add a nursing program into mix of its offerings. Hence, Jeremi College's Strategic plan document has as one of its' objectives "Programming/Training Expansion: To create additional in demand internationally and nationally recognized certification and licensure program/skills training in a way that meet the needs of a broader spectrum of students both locally and globally so that the institution is sustained, and even more students access high growth jobs". The accompanying task for this objective was identify and research high demand programs to add to Jeremi College's offerings. In carrying out this task, a consultant and College staff worked together and determined that the ASN program should be added.

b. State Rationale: General

- How does this program addresses state priorities as reflected in the Commission's most recent strategic plan [\*Reaching Higher In a State of Change\*](#)? **The program addresses the state priorities as reflected in the Commission's strategic plan by enrolling students into the ASN program so that they can proceed on a career pathway that leads to receiving their BSN and then their Masters in Nursing. This will be a stepping stone for individuals that wish to further their education. The strategic plan discusses guiding principles of student-centered, mission-driven, and workforce-aligned criteria which the school's ASN program will meet.**

As stated in the strategic plan for Reaching Higher in a State of Change, the school will reach the goals by the following:

**Completion:** Jeremi College's ASN program will follow the strategic plan where it states when learners pursue and complete credentials that provide individual opportunity. It naturally strengthens Indiana's economy. The school's ASN program will do this by offering required classes that coincide with Indiana State Board of Nursing so that the students can take their NCLEX exam and find employment that will enhance the economy in Indiana. They will have the option to further their education to receive their BSN as well by using their ASN degree as a stepping stone to furthering their career. The completion of their twenty-four month ASN program is relevant because they will have obtained their college degree and find employment that will assist with Indiana's employment numbers. Their completion of the ASN program is measurable by reporting the number of graduates during the required reporting periods.

**Equity:** Jeremi College believes in equity and consistently demonstrates utilizing an equity lens as a core value in the design and service delivery of each of our programs. Administrative staff, faculty, board members, employer partners and funding partners closely reflect the communities and students we serve. Clearly stated in our values is our anti-discrimination statement; Jeremi Group Inc. is an equal opportunity employer and does not discriminate on the basis of race, color, religion, gender, or national origin. We value the diversity of all people. The school does not discriminate against any individual on any basis, be it race, sexual orientation, disabilities, age or physical attributes. Similar to the State of Indiana's Equity stance in "Reaching Higher In a State of Change", Jeremi and its staff and board members strongly believe that anti-racism, diversity, racial equity and inclusion are essential to our mission-driven pursuit of equipping students with the knowledge, skills, and confidence to excel in their workplaces by providing all students who

come through our doors the best education to ensure that they thrive in a global economy regardless of their race, sexual orientation, disabilities, national origin, age or physical attributes.

**Talent:** Jeremi College takes talent seriously by equipping students to be successful in their fields. The school will be educating future ASN students who will complete their program and go into the workforce with the necessary skills to provide a service for the community. By educating students and giving them the tools to be employed, there will be less individuals seeking unemployment. The employment rates have a chance to go down based upon providing credentialed individuals entering the workforce. The school collaborates with employers to get students placed.

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?

As stated above, Jeremi utilizes equity lens in planning its enrollment, program delivery, and employment. Jeremi has extensive experience in assisting students from diverse, marginalized backgrounds accessing our quality career specific training programs so that they can gain employment in high growth industries. We utilize our vast network of partners to ensure long-terms success for our students regardless of their socio-economic background. Students are provided an inclusive and welcoming experience right from the first interaction with Jeremi College staff. This positive, inclusive student experience is due to a variety of intentional activities that come together for their collective impact. We are proud to employ people from diverse backgrounds, representing a variety of talents and skills that reflect the students and communities we serve. The proposed program will embody all of our intentional activities surrounding equity and inclusion; in alignment with the equity section of the State of Indiana strategic plan, there will be no discrimination against potential students based upon race/ethnicity, socioeconomic status, gender or geography.

In alignment with the State's Equity statement; "Life's circumstances or obstacles should not dictate opportunity to succeed." Jeremi College strongly believes that all students can succeed given an enabling environment. Life happens, so we provide opportunities for them to come back and continue if they have to take some time off. We provide extensive certification exam preparation and give ample opportunities to take practice tests. Also, we encourage and give students an opportunity to come back and retake the test at no cost if they do not succeed the first time. Faculty gives students opportunity to catch up in case of an emergency that necessitates students taking time off. The school partners with services that assist potential students who may have barriers. Since the school is learner-focused and the school realizes that students learn in different ways, the school will be providing varying means of teaching to reach each learning style. The school will assess each students needs and provide services based upon those needs.

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.



The program is serving a state market need by offering training in the nursing program. The school will graduate nursing students that will enter the field with the knowledge and experience needed to fill the void that the current labor market needs. At the National level, according to the Occupational Outlook Handbook, registered nurses are projected to grow 6 percent from 2022 to 2032, which is faster than the average for all occupations. About 54,400 openings for nurses are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

At the State level, the Indiana Hospital Association IHA, estimates the state will need around 5,000 more nurses by 2031. According to IHA, Indiana currently has nearly 4,300 job openings for nurses each year, thus, on average, Indiana would need to graduate 1,300 additional nurses per year until 2030 to meet the state's current health care needs due to the nursing shortage caused by a variety of factors including COVID-19, limited support for nursing education, Staffing shortages, low number of experienced faculty for nursing programs and unwillingness of healthcare employers to provide clinical placements for students due to limited number of preceptors to supervise students during their clinical rotations.

Similarly, at the regional level, the last quarter Statistical Data Report for October 2023, Released December 2023, Hoosiers by The Numbers LMR, published quarterly by Indiana Department of Workforce Development showed the same nursing shortage in Economic Growth Region (EGR) 1 where a majority of our students come from. Nursing is number 1 on the list of the top 20 job listings by number of openings in Region 1. It has been on the top of this list for the many of the past reports. On the other hand, nursing is not listed on the corresponding list of top 20 occupations desired by applicants on their resumes in the same time period. This is clearly a mismatch between what employers want and the available talent pipeline.

Jeremi College and its staff will work tirelessly to engage employers and partners so that graduates from Jeremi College will be able to fill a lot of the vacancies at both the State and region 1 level. This is strongly in alignment with our mission of equipping students with the knowledge, skills, and confidence to excel in their workplaces and our strategic objective of identifying high growth, high demand and high paying jobs as the basis for designing our program offerings.

e. Placement of Graduates

Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment - The principal occupations and industries that the majority of the graduates from our ASN program are expected to find employment is in the medical field. Specifically, the field of nursing. They can find employment in a doctor's office, clinic, hospital or a nursing care facility. Students who enroll into Jeremi College's ASN program are able to find employment at various levels whether it be at the local, state, or federal based upon the match between the employer looking to employ a Nurse and the ASN graduates

- f. 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 - **The program is not a feeder for graduate programs. It is a stand-alone Associate's degree program.**

g. Job Titles

List specific job titles and broad job categories that would be appropriate for a graduate of this program. **The specific job title for graduates who complete ASN course work and pass NCLEX\_RN would be Registered Nurse (RN) and the broad job category would be nursing.**

## **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.

### **End-of-program student learning outcomes (SLO)**

The student learning outcomes at the end of the program incorporate components from the National League of Nursing (NLN) Educational Competencies for ASN Nurses, Quality and Safety Education for Nurses (QSEN), NCLEX-RN Test Blueprint, and the Nursing Process / Clinical Judgment Model.

1. Integrate physiological concepts, psychosocial concepts, and clinical judgment to effectively apply the nursing process and deliver quality patient-centered care.
2. Demonstrate safety practices to prevent and minimize harm to patients.
3. Implement caring behaviors that promote clients' physiologic, mental, emotional, and social well-being across their lifespan in diverse settings.
4. Utilize health promotion and disease prevention principles to enhance the overall well-being of diverse individuals, families, and communities.
5. Practice professional nursing behaviors in accordance with professional, legal, and ethical standards.
6. Effectively collaborate and communicate with patients, families, and healthcare team members to optimize patient outcomes and continuity of care.
7. Demonstrate responsibility for ongoing personal and professional development.
8. Demonstrate the utilization of the nursing process in delivering safe, culturally competent, and socially diverse care.
9. Exhibit critical thinking and make safe decisions regarding the care needed for patients with acute, chronic, or critical needs within the nursing process in alignment with evidence-based practice.
10. Effectively collaborate and communicate with patients, family, and team members to optimize patient outcomes and continuity of care.
11. Demonstrate nursing practice growth by providing optimal patient care management, including pharmacological and parenteral therapies.

b. Assessment

Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes - The institution intends to assess students in the ASN program with respect to mastery of program competencies or learning outcomes by skills assessment, quizzes, homework assignments, labs, clinical site evaluation, end of course exams and the NCLEX prep classes that are mandatory by the school. The assessments will show mastery of the program outcomes. Jeremi College will utilize HESI to assess students' suitability for entrance into the program after completing and passing the program's prerequisites in the first quarter.

**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 school's most recent Composite score is attached.**

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, graduates of this program need to be licensed by the state to practice their profession in Indiana.**
- If so, please identify: **Students who complete the ASN program must be licensed by the Indiana State Board of Nursing by applying through the Indiana Professional Licensing Agency.**
- The specific license(s) needed: **NCLEX-RN**
- The State agency issuing the license(s): **The Indiana Professional Licensing Agency is the state agency that graduates of the ASN program who have passed their NCLEX-RN exam would apply to get their State License.**

a. Professional Certification

What are the professional certifications that exist for graduates of similar program(s)? **The professional certifications that exist for graduates of same/similar programs is the RN.**

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? A national certification is not required if the student already received their licensure from the State of Indiana. However, a **graduate of the ASN program must obtain the RN licensure in order to find employment in Indiana. The students take the NCLEX-RN exam.** They will be able to obtain their BLS in CPR after taking the certification class as well. Students will be strongly encouraged to complete a CPR course since it is a basic skill that they will have to know when becoming a nurse.

- If so, please identify **Students in the ASN program who take and pass the NCLEX-RN exam can become registered by applying to the State of Indiana Professional Licensing Agency to get their RN licensure.**
- Each specific professional certification: **The students in the ASN program take the NCLEX-RN exam and receive their RN licensure after passing Exam and applying to Indiana Professional Licensing Agency.**
- The national organization issuing each certification: **The national organization issuing the certification will be the National Council of State Boards of Nursing (NCSBN)**
- Please explain the rational for choosing each professional certification: **The rational for choosing the professional certification for the ASN program is based upon the requirements for the nursing program. Students in the nursing program are required to take the NCLEX-RN test in order to become a registered nurse.**
- Please identify the single course or a sequence of courses that lead to each professional certification?

b. Professional Industry Standards/Best Practices

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? Yes, the program curriculum incorporates professional industry standards and best practices as stated by the Indiana State Board of Nursing. The curriculum is based upon those requirements and teach the students best practices in each course offering. Some courses interwoven in the curriculum include Interpersonal Communication, Fundamentals of Nursing and Professional Nursing Practice.

If so, please identify: The professional industry standards and best practices are imbedded into the curriculum. Each class identifies industry standards and best practices so that when a student finishes their program, they will be able to be competitive in their field. Built throughout the curriculum and specifically addressed in several courses the specific professional industry standards and/or best practices for the ASN program include content from two courses; Fundamentals of Nursing and Professional Nursing Practice. For instance, the course description for the Professional Nursing Practice prepares nursing students for transitioning to the nursing profession. The transitioning student will gain a broader understanding of the foundations of professional nursing practice and its history, the varying nursing roles and

actions, changing healthcare environments, the dynamics of society, ethics, legal aspects, and how all affect the future of the professional nurse. One student learning outcomes for example is demonstrating the nursing process in delivering safe, culturally competent, and socially diverse care.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: **Jeremi College's ASN program and curriculum is based on the Indiana State Board of Nursing Regulation: 848 IAC Curriculum; registered nurse programs**

c. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation. **The school will be seeking accreditation through COE and the State of Indiana Board of Nursing. The timeline for the accreditation is to have the program up and running by August 1, 2024. The school will be seeking accreditation through the listed accrediting bodies.**
- Reason for seeking accreditation. **The reason the school is seeking accreditation is because there is a need in the community for more RNs so if the school were to provide training and education for that program, we would be filling the need for nurses. The nursing field is in high demand and the school is seeking to fill that need. Additionally, accreditation to provide the ASN training and RN licensure is a requirement of both the State of Indiana and the Nursing profession.**

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? **Students who graduate in the ASN program will be accredited through the State of Indiana and also nationally through COE. They must graduate from an accredited school and pass the NCLEX\_RN in order to be able to become licensed as an RN.**
- If so, please identify the specialized accrediting agency: **Students who graduate from the ASN program through the Indiana State Board of Nursing will apply to Indiana Professional Licensing Agency to obtain their RN licenses.**

d. Transferability of Associate of Science Degrees

- e. 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: **The credits that students will receive from Jeremi College can be applied towards a Bachelor's degree at another college that offers a baccalaureate degree, but it will be at the discretion of the receiving college to award the credits.**

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? **The school does not offer a baccalaureate degree for the credits to transfer. The school is only offering programs up to an associate's degree.**

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

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

- a. Are all student transcripts in a digital format? **The school can generate a student's transcript using the SMART system which creates a digital transcript that can be emailed or printed.**
  - If not what is the percentage of student transcripts in a digital format? – **N/A**
  - What is the beginning year of digitized student transcripts? **The beginning year of digitized student transcripts is 2022 when the school starting using the SMART system. The school has entered the information for the previous students who attended the school that dates back to 2020.**
  - Are student transcripts stored separately from the overall student records? **Student transcripts are printed and kept within the students file.**
- b. How are the digital student records stored? **The digital student records for the ASN program will be stored in the SMART system and also on the G-Drive for the school.**

Where is the computer server located? **We use Google Suite and we store our data in a secured Google drive.**

What is the name of the system that stores the digital records? **The digital records are stored in the SMART system and the G-Drive for the school.**

- c. Where are the paper student records located? **The paper student records for the students are kept in a fire proof locked filing cabinet located at the school.**
- d. What is the beginning year of the institutional student record series? **The beginning year of the institutional student record series is from students who attended class since 2020. The institution holds student records from when it first held its first class in 2020.**
- e. What is the estimated number of digital student records held by the institution? **The estimated number of digital student records held by the institution is approximately 600.**
- f. What is the estimated number of paper student records held by the institution? **The estimated number of student records held by the intuition is approximately 600.**

- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? **No, the school does not use microfiche to hold digital copies of student's records.**
  - If so, what is the most significant format? **NA**
  - If so, what is the estimated number of student records maintained in that format? **NA**
- h. Does the institution maintain a staff position that has overall responsibility and authority over student records? **The school has a Register on campus that has overall responsibility and authority over student records.**
  - If so, what is the name, title, and contact information for that individual? **The Registers information is as follows:**  
**Yvette Bell-Registrar**  
[ybell@jeremiinstitute.com](mailto:ybell@jeremiinstitute.com); (219) 237-2929
- i. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? **No, the school has not partnered with a third party to have student records digitized, maintained, or 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? **The school may receive up to two education verifications per week.**

***This Section Applies to All Institutions***

- k. Is there anything that the Commission should consider with regard to the institutional student records? **There is nothing that the Commission should consider with regards to the instructional student records.**
- l. What is the digital format of student transcripts? **The school uses the SMART system that houses the grades and attendance for students to generate a transcript. There is transcript request form that students complete to obtain a copy of their transcript.**
- m. Is the institution using proprietary software, if so what is the name? **The school uses the SMART system for grades, attendance, and transcripts.**
- n. Attach a sample transcript specifically for the program being proposed as the last page of this program application. **Please find a sample transcript attached that is specifically for the ASN program.**

**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 –**See attached**

- Report a table for each campus or off-campus location at which the program will be offered  
–**See attached**
- 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. –**The ASN program is only being offered at the Indiana campus.**
- Round the FTE enrollments to the nearest whole number –**See attached**
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections. –**The program will not take more than five years to implement.**



Projected Headcount and FTE Enrollments and Degrees Conferred									
June 6, 2025									
Institution/Location: Jeremi College _____									
Program: Associate of Science in Nursing									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2025	FY2026	FY2027	FY2028	FY2029	
Enrollment Projections (Headcount)									
	Full-Time			8	16	32	32	64	
	Part-Time			0	0	8	16	24	
	Total			8	16	40	48	88	
Enrollment Projections (FTE*)									
	Full-Time			8	16	32	32	64	
	Part-Time			0	0	8	16	24	
	Total			8	16	40	48	88	
Degrees Conferred Projections				0	0	6	14	36	

Degree Level:									
Associate's									
CIP Code: - 51.3801; State - 25-23-1									
<b>FTE Definitions:</b>									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Date: 1/11/2024

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Time: 8:02:34 PM

**SMART Systems, Inc.**  
**Jeremi College**  
**1544 45th St., Suite 2**  
**Munster, IN 46321**  
**(219)237-2929**

**Academic Transcript for Permit No.: 996-69967****Cumulative**

Doe, Jane  
 000 No Street  
 Nowhere , IN, 00000

SSN: 0000  
 Active? N  
 Scheduled Hours:

**Labs**

Lab No.	Description	Date	Grade	No. Labs	CumTot Lab No.	Req Lab No.	CumBal Req No.
ANP 101	Anatomy & Physiology I	9/8/2023	95.00	0.00	0.00	0.00	0.00
ANP 102	Anatomy and Physiology II	9/8/2023	85.00	0.00	0.00	0.00	0.00
BIOS 101	Microbiology	9/8/2023	85.00	0.00	0.00	0.00	0.00
COM 101	Interpersonal Communication	9/8/2023	87.00	0.00	0.00	0.00	0.00
ENG 101	English Composition	9/8/2023	90.00	0.00	0.00	0.00	0.00
MAT 101	College Math	9/8/2023	85.00	0.00	0.00	0.00	0.00
NUR 100	Introduction to Professional Nursing	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 101	Fundamentals of Nursing	1/11/2024	95.00	0.00	0.00	0.00	0.00
NUR 102	Gerontology Nursing	1/11/2024	95.00	0.00	0.00	0.00	0.00
NUR 103	Pharmacology	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 201	Medical-Surgical Nursing I	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 202	Medical-Surgical Nursing II	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 203	Maternal-Newborn Nursing	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 204	Pediatric Nursing	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 205	Mental Health Nursing	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 206	Professional Nursing Practice	1/11/2024	95.00	0.00	0.00	0.00	0.00
NUR 207	Nursing Seminar	1/11/2024	95.00	0.00	0.00	0.00	0.00
PSY 101	Introduction to Psychology	9/8/2023	90.00	0.00	0.00	0.00	0.00
PSY 102	Human Development	9/8/2023	90.00	0.00	0.00	0.00	0.00
SCI 101	Nutrition and Health	9/8/2023	90.00	0.00	0.00	0.00	0.00
SOC 101	Introduction to Sociology	9/8/2023	95.00	0.00	0.00	0.00	0.00

Date: 1/11/2024

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Time: 8:02:34 PM

SMART Systems, Inc.  
 Jeremi College  
 1544 45th St., Suite 2  
 Munster, IN 46321  
 (219)237-2929

Academic Transcript for Permit No.: 996-69967  
 Cumulative

Doe, Jane  
 000 No Street  
 Nowhere , IN, 00000

SSN: 0000  
 Active? N  
 Scheduled Hours:

## Cumulative

Current Cumulative Data for: Doe, Jane				996-69967	0000
GPA:	89.20	Crs:	Associate of Science in Nursing	Date Started: 1/11/2024	Leave of Absence: 0
Test Score Value:	0.00	Crs Hrs:	0.00	Drop Date: n/a	Contract Grad Date: 9/4/2025
Lab Score Value:	0.00	Total Hrs:		ReEnroll Date: n/a	Max Time Frame: 7/2/2026
Major Test	0.00	Transfer Hrs:	0.00	Drop2 Date: n/a	Actual Grad Date: 9/4/2025
Score Value:		% Complete:	0.00	ReEnroll Date: n/a	Loan Ent Date: n/a
SAP?		Hrs Remaining:		Drop3 Date: n/a	Loan Exit Date: n/a
		GrandTot Hrs:		ReEnroll Date: n/a	Determined:
End Date	1/10/2024	Attended		Scheduled	0 SCH -vs- ACT %: No Sched

Notes:

Yvette Bell

Student Signature

Date

Registrar

Date

## BOARD FOR PROPRIETARY EDUCATION

Wednesday, June 18, 2025

### DECISION ITEM A-1:

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

### Institutional Profile

See Attachment

### Staff Recommendation

That the Board for Proprietary Education approve the Doctor of Education (Ed.D.) in Literacy and Education Specialist (Ed.S.) in Literacy, in accordance with the background discussion of this agenda item and the New Program Proposals

### Background

#### **Degree Program Profiles**

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

This program comprises 64 semester credit hours, with 61 percent of the courses focused on the specialty. The program offers 10 areas of focus: Early Childhood Education, Public Health Education, Higher Education, Instructional Leadership, Instructional Technology, Leadership, Second Language Instruction, Special Education, STEM Education, and a General Track. The program's faculty consists of ten individuals, one full-time and the remaining nine part-time. All ten faculty members have doctorate degrees.

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

This program comprises 34 semester credit hours, with 62 percent of the courses focused on the specialty. The program is designed for 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 ten individuals, one full-time and the remaining nine part-time. All ten faculty members have doctorate degrees.

### Supporting Documents

New Program Proposals

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## **Institutional Profile for American College of Education**

**Background** The American College of Education, originally Barat College in Lake Forest, Illinois, adopted its current name in October 2005. The American College of Education was located in Chicago, Illinois, before relocating its administrative offices to Indianapolis, Indiana, in 2011. The institution maintains offices in Dallas, Texas. The current institutional offices are located on the 12<sup>th</sup> floor of the building in which the Commission offices are housed.

**Institutional Control** It is a private, for-profit institution.

**Institutional Accreditation** The American College of Education is accredited by the Higher Learning Commission (HLC). The HLC originally granted accreditation in January 2005. Accreditation was more recently reaffirmed in 2024-2025, following comprehensive evaluations that occurred in October 2024 with reaffirmation in January 2025. The next reaffirmation of accreditation, including a comprehensive institutional evaluation, is scheduled during 20234-20235.

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

**Participation in NC-SARA** The American College of Education has been an Institutional Partner of the State Authorization Reciprocity Agreement (SARA) 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 for Title IV Federal Student Aid. However, undergraduate federal student loans may qualify for forbearance while students are enrolled in graduate programs at the institution. The institution currently does not participate in state financial aid.

**Campuses** The American College of Education delivers all of its programs through distance education.

**Enrollment** The National Center for Education Statistics (NCES) reports a total enrollment of 11,961 students at the American College of Education in the fall of 2023.

**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. The institution offers over 42 programs in the teacher education field. Additionally, the American College of Education offers over 10 programs in health-related fields and more than 5 in business-related fields.

**Financial Responsibility Composite Score (FRCS)** For Fiscal Year (FY) ending December 31, 2023, the Institution's unpublished FRCS of 2.3. As of December 31, 2022, the institution had an unpublished FRCS of 2.6.

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form  
For BPE Authorized Institutions

**Ed.D. in Literacy**  
**To Be Offered by American College of**  
**Education - Online**

Degree Award Level<sup>2</sup>: Doctor's Degree-Professional Practice

Mode of Delivery (In-person or Online<sup>3</sup>): Online

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: N/A

Suggested CIP Code<sup>5</sup> for Program: 13.1315

Name of Person Preparing this Form: Stephie Guptill

Telephone Number and Email Address: 317.709.0924. Email: stephie.guptill@ace.edu

Date the Form was Prepared: 05/02/2025



<sup>1</sup> The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

<sup>2</sup> The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

<sup>3</sup> For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

<sup>4</sup> Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

<sup>5</sup> CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

**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 Literacy is designed for experienced educators who are passionate about advancing literacy outcomes in learning environments. Students completing the Ed.D. will gain experience as a scholar practitioner with the knowledge and leadership skills to design effective literacy instruction, implement systemic literacy initiatives, and conduct applied research. Students engage in scholarly research throughout the coursework to support their final dissertation at the end of the program.

**Program Mission:**

The mission of the Ed.D. in Literacy is to prepare transformative literacy leaders and scholar-practitioners who use policy and research-driven strategies to advance literacy education. This program empowers educators to lead system-wide literacy reform, develop innovative instructional models, and conduct applied research that drives measurable improvement in literacy outcomes.

**Program Overview:**

The 64 credit Ed.D in Literacy program is designed to train candidates to become literacy leaders at the building, district, and EPP levels. The program features 21 credits directly related to literacy content, focusing on the Science of Reading concepts and how to lead educators to implement, deliver, and assess these concepts.

**Specialty Courses**

Core Credits	21 credits
Focus of Study Credits	18 credits
<b>General Courses</b> ( <i>Research/Leadership Courses</i> )	25 credits
<b>General Ed/Liberal Arts Courses</b>	
Not Applicable	0 credits
<b>Total Program Credits</b>	<b>64 credits</b>

**Admissions Requirements:**

**Minimum Level of Education Required:** Master's

**Minimum GPA for Full Admission:** 3.0

**Minimum GPA for Provisional Admission:** Provisional admission is *not* permitted.

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

**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

Tuition: \$19,584

Clock Hours:

Specialty Fees: \$5,226

Length of Program: 36 Months

<b>SPECIALTY COURSES:</b> (Core and Focus of Study)		
<i>Please Note: The "Core" courses are taken by all students enrolled in the proposed program.</i>		
<b>Core Courses</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Course Hours</b>
LIT6013	Trends and Issues in Literacy Best Practices	3
LIT6023	Literacy and Technology	3
LIT6033	Literacy Integration	3
LIT6043	Intervention and Assessment in Literacy	3
LIT6053	Literacy Leadership	3
LIT6073	Evidenced-Based Approaches to Fluency and Vocabulary Development	3
LIT6083	Advanced Comprehension Strategies for Literacy Leaders	3
Total Core Credits		21
<b>Focus of Study Credits*</b>		
<i>*Please Note: Students select <b>one</b>, 18 credit Focus of Study.</i>		
<b>Early Childhood Education Focus of Study</b>		
EC6013	Research and Trends in Early Childhood Education	3
EC6023	Theories and Foundations of Child Development	3
EC6033	Collaborative Partnerships in Early Childhood Practices	3
EC6043	Early Childhood Assessment and Intervention	3
EC6053	Advocacy and Leadership in Early Childhood	3
EC6073	Language and Literacy in Early Childhood	3
Total Early Childhood Education FOS Credits		18
Or		
<b>Public Health Education Focus of Study</b>		
HLTH6043	Theories and Principles of Behavior Change in Health Education	3
HLTH6413	Fundamentals in Health Education	3
HLTH6433	Foundational Leadership in Health Education	3
HLTH6443	Systems, Policy, and Leadership in Health Informatics	3
HLTH6073	Finance and Fiscal Management in Public Health	3
HLTH6493	Community Health Analysis	3
Total Public Health Education Focus of Study		18
Or		
<b>Higher Education Focus of Study</b>		
HE6103	Leadership and Governance in Higher Education	3
HE6113	Managing Human, Financial, and Data Resources in Higher Education	3
HE6123	Contemporary Issues in Student Affairs	3
HE6133	Critical Issues in Higher Education	3
HE6143	Leadership and Management in Higher Education	3
LEAD6523	Planning, Evaluation, and Accountability	3

	Total Higher Education Focus of Study Credits	18
Or		
<b>Instructional Leadership Focus of Study</b>		
LEAD6103	Elevating Instructional Practices	3
LEAD6283	The Power of Instructional Leadership: Leading through Cycles of Change	3
LEAD6293	Empowering Teams through Creative Professional Learning	3
LEAD6303	Cultures of Achievement and Accountability	3
LEAD6313	Strategic Decision Making	3
LEAD6543	Policy and Governance	3
	Total Instructional Leadership Focus of Study Credits	18
Or		
<b>Instructional Technology Focus of Study</b>		
TECH6303	Digital Teaching & Learning	3
TECH6313	Creating Digital Collaboration and Communities	3
TECH6323	Designing Courses and Programs	3
TECH6333	Online Assessments and Evaluations	3
TECH6383	Exploration of Resources in Instructional Technology	3
TECH6383	Exploration of Resources in Instructional Technology	3
	Total Instructional Technology Focus of Study Credits	18
Or		
<b>Leadership Focus of Study</b>		
LEAD6113	Ethical Leadership and Social Justice	3
LEAD6133	Models of Leadership and Coaching	3
LEAD6143	Strategic Operations Planning and Innovation	3
LEAD6163	Management of Human Capital	3
LEAD6173	Global Perspective	3
LEAD6323	Organizational Behavior and Culture	3
	Total Leadership Focus of Study Credits	18
Or		
<b>Second Language Instruction Focus of Study</b>		
BE6043	Advanced Foundations of Second Language Learners	3
BE6053	Assessment Methods for Second Language Learners	3
BE6063	Methods and Materials for Second Language Instruction	3
BE6073	Professional Advocacy and Leadership for Second Language Learners	3
BE6083	Understanding Linguistics and Second Language Learners	3
BE6123	Cross-cultural Studies for Teaching Second Language Learners	3
Or		
<b>Special Education Focus of Study</b>		
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
	Total Special Education Focus of Study Credits	18

STEM Education Focus of Study		
SCI6203	Foundations of Integrated Science Education	3
SCI6213	Engaging Diversity in the Science Classroom	3
SCI6223	Modern Learning and Integrated Science Education	3
SCI6233	Inventing and Reinventing Mathematics & Science Curriculum: Elementary, Secondary, & College Level	3
SCI6243	Building Scientific Understanding in Students	3
SCI6253	Capstone in STEM Leadership	
	Total STEM Education Focus of Study	18
Or		
General Track Focus of Study: Students choose 6 courses from any of the focuses of study above		18
Focus of Study Total		18
Core Course Total		21
<b>SPECIALTY COURSE CREDITS TOTAL</b>		<b>39</b>
<b>GENERAL COURSES:</b>		
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
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
RES6302	Defending the Dissertation	2
RES6500	Dissertation Workspace	0
	<b>GENERAL COURSE CREDITS TOTAL</b>	<b>25</b>
<b>GENERAL EDUCATION / LIBERAL ARTS COURSES:</b>		
Course Number	Course Title	Course Hours
	Not Applicable	0

Number of Credit/Clock Hrs. in Specialty Courses: 39\_ / 64\_ Percentage: 61%\_\_\_\_\_

Number of Credit/Clock Hrs. in General Courses: 25\_ / 64\_ Percentage: 39%\_\_\_\_\_

If applicable:

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

1. **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 Associate 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 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.

- 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.**

<b>Total # of Faculty in the Program:</b>	11	<b>Full-time:</b>	1	<b>Part-time:</b>	10
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

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
Anthony, Janet	Ph.D. in Education: Curriculum and Instruction	20	3	24		X
Bernadowski, Cari	Ph.D. Instruction and Learning Reading Education Concentration	23	1	30		X
Bickford, Rochella	Ed.D. Education: Specialization in Reading, Literacy, and Assessment	19	4	19	X	
Davis, Cheron	Ph.D. Reading Education	18	1	25		X
Hall, Derek	Ph.D. Curriculum and Instruction: Reading, Language, & Cognition TESOL	20	1	20		X
LaDuke, Melissa	Ph.D. Curriculum and Instruction	7	1	7		X
Minick, Vanessa	Ph.D. Curriculum and Instruction	26	3	27		X
Mitchell, Chrystine	Ph.D. Reading Instruction	19	<1	25		X
Mitchell, Melissa	Ph.D. Education: Reading	28	3	29		X
Prestwich, Dian	Ph.D. Early Childhood Education	27	1	27		X

## 5. Rationale for the Program

Developing an online Ed.D. in Literacy program in Indiana addresses a critical need for advanced literacy leadership in a state where educational disparities and literacy achievement gaps persist across diverse communities. With a substantial population of educators already holding master's degrees—many in education, curriculum, and instruction—Indiana is well-positioned to support a flexible, accessible doctoral pathway that empowers current professionals to advance their practice without leaving the workforce. An online format broadens access, particularly for rural and underserved areas, and aligns with growing demand for instructional leaders skilled in evidence-based literacy practices, digital pedagogy, and equitable literacy development. This program would not only elevate literacy outcomes statewide but also cultivate a pipeline of scholar-practitioners capable of transforming literacy education through policy, research, and community engagement.

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

American College of Education (ACE) currently has a strong M.Ed. in Literacy and teacher licensure programs that have been offered at ACE for close to 20 years. We have seasoned instructors, staff, and student support systems already in place that will allow the college to provide a rich learning environment.

- 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 ACE's mission by providing high-quality, affordable programs that prepare graduates to serve and lead. 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 proposed Ed.D. in Literacy program aligns seamlessly with the equity section of *Reaching Higher in a State of Change*. This program trains those who wish to design, teach, and lead in 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.

Yes. An Ed.D. in Literacy Education addresses critical labor market needs at the national, state, and regional levels by preparing highly skilled professionals to lead literacy initiatives in schools, districts, and educational organizations.

Across the United States, persistent literacy gaps—especially among underserved and multilingual populations—have created an urgent demand for educational leaders who can design, implement, and evaluate evidence-based literacy programs. This degree provides graduates with the expertise to support teacher development, improve student reading outcomes, and influence literacy policy, directly aligning with national and state education goals.

Indiana strongly demands literacy leaders who can address persistent reading achievement gaps, particularly in underserved rural and urban communities.

An Ed.D. in Literacy Education prepares educators to act as instructional coaches, curriculum specialists, and teacher educators, supporting statewide efforts like the Indiana Literacy Cadre to improve early literacy outcomes.

Graduates also contribute to teacher preparation programs in Indiana's colleges and universities, helping to build a stronger, more effective educational workforce across the state.

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

**Industry:** Education, Training and Development

**Occupations:** Graduates from ACE's Ed.D. in Literacy program will be well-qualified for a range of leadership and specialized roles within education and related sectors. These include positions such as literacy coaches, curriculum directors, reading specialists, and district-level literacy coordinators, where they oversee the implementation of literacy programs and support teacher development. Additionally, they may serve as education consultants, helping schools and organizations improve literacy instruction and assessment practices. In higher education, graduates can become faculty members, program directors, or academic advisors in teacher preparation programs. Their expertise in research, equity, and evidence-based literacy strategies also positions them for roles in educational policy, nonprofit leadership, or government agencies focused on improving reading and writing outcomes across populations.

- 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. This is a terminal degree.



**e. Job Titles**

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.
  - District Literacy Coordinator
  - Reading Specialist
  - Curriculum and Instruction Director
  - Literacy Coach

**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.

Program Outcomes:

- PO1: Analyze contemporary trends, foundational theories, and policy guidelines in literacy to construct practical, research-informed responses to pressing issues affecting literacy learners.
- PO2: Evaluate and implement technology-integrated literacy strategies that support the diverse needs of 21<sup>st</sup>-century learners, using data-driven analysis to lead curricular innovation and inform policy at the organizational level.
- PO3: Design and lead interdisciplinary literacy initiatives that integrate cognitive, sociocultural, linguistic, and critical thinking approaches to support content-area literacy, informed by a critical evaluation of current pedagogical methods and best practices.
- PO4: Apply evidence-based assessment tools and intervention strategies to support differentiated literacy instruction and respond to learners' needs using data-driven decision-making practices.
- PO5: Design and lead evidence-based literacy programs that integrate the five pillars of reading and promote school-wide literacy improvement through data-informed decision-making, strategic stakeholder collaboration, and continuous professional development.
- PO6: Design and lead professional development initiatives that distinguish between effective and ineffective fluency and vocabulary practices based on Science of Reading research.
- PO7: Evaluate and revise school or district-level comprehension strategies to align with evidence-based practices that support deep, content-rich literacy learning based on Science of Reading research.
- PO8: Apply, analyze, and promote best practices in leadership.
- PO9: Demonstrate competence in the application of multiple research methods.

## **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.

## **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.

ACE's audited score for 2024 is **2.88**

### **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: N/A
- The specific license(s) needed: N/A
- The State agency issuing the license(s): N/A

### **c. Professional Certification**

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

N/A. No professional certifications exist for graduates of non-licensure, doctoral-level programs.

Graduates of this program would not qualify for Indiana's Early Literacy Endorsement unless they meet the criteria of the state.

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

N/A

- If so, please identify –
  - Each specific professional certification: N/A
  - The national organization issuing each certification: N/A
- Please explain the rationale for choosing each professional certification: N/A
- Please identify the single course or a sequence of courses that lead to each professional certification?

N/A

**d. Professional Industry Standards/Best Practices**

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

Yes.

- If so, please identify:

Science of Reading standards and principles as detailed in the Indiana Literacy Framework

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

Review Area 1: Quality of Literacy Instruction

Review Area 2: Quality of Field-Based Experiences

Review Area 3: Quality of Performance Management and Continuous Improvement

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

National Council on Teacher Quality (NCTQ)

**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 2035-2036.

- Reason for seeking accreditation.

N/A. ACE is currently accredited through 2035.

**f. 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. This terminal degree does not lead to licensure.

- If so, please identify the specialized accrediting agency:

N/A

**g. 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

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

N/A

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

- a. Are all student transcripts in a digital format?**

Yes

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

- 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.

**c. 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:

<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

**d. 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.

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

2005

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

82,000

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

N/A

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

N/A

- If so, what is the most significant format?

N/A

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

N/A

- i. **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?

Shelley Gardner  
Vice President, Integrated Operations  
[shelly.gardner@ace.edu](mailto:shelly.gardner@ace.edu)

- j. **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.

- k. **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 60-80 requests per day – 400+ per week.

***This Section Applies to All Institutions***

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

No

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

Portable Document Format (PDF)

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

No

- o. 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									
Date, 2025									
Institution/Location: American College of Education: Online									
Program: Program Ed.D. in Literacy									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2026	FY2027	FY2028	FY2029	FY2030	
Enrollment Projections (Headcount)									
	Full-Time			3	6	9	12	15	
	Part-Time			0	0	0	0	0	
	Total			3	6	9	12	15	
Enrollment Projections (FTE*)									
	Full-Time			3	6	9	12	15	
	Part-Time			0	0	0	0	0	
	Total			3	6	9	12	15	
Degrees Conferred Projections					0	0	0	1	3
Degree Level: Doctoral									
CIP Code: -13.1315; State - 000000									
<b>FTE Definitions:</b>									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									



Projected National Headcount and FTE Enrollments and Degrees										
Conferred										
Date, 2025										
Institution/Location: American College of Education: Online										
Program: Program Ed.D. in Literacy										
				Year 1	Year 2	Year 3	Year 4	Year 5		
				FY2026	FY2027	FY2028	FY2029	FY2030		
Enrollment Projections (Headcount)										
	Full-Time			12	24	36	48	60		
	Part-Time			0	0	0	0	0		
	Total			12	24	36	48	60		
Enrollment Projections (FTE*)										
	Full-Time			12	24	36	48	60		
	Part-Time			0	0	0	0	0		
	Total			12	24	36	48	60		
Degrees Conferred Projections				0	0	0	5	10		
Degree Level: Doctoral										
CIP Code: -13.1315; State - 000000										
<b>FTE Definitions:</b>										
Undergraduate Level: 30 Semester Hrs. = 1 FTE										
Undergraduate Level: 24 Semester Hrs. = 1 FTE										

American College of Education

101 West Ohio Street Suite 1200  
Indianapolis, IN 46204  
[www.ace.edu](http://www.ace.edu)

Student:		Student ID:		DOB:		Original Start Date: 5/19/2025		Student GPA: 4.00	
Program:		Ed.D. in Literacy - Early Childhood Education Focus of Study							
Enrollment #:		Status: Active							
Start Date:		5/19/2025							
Term: 25MAY19		May 19, 2025		5/19/2025 - 6/22/2025					
Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade				
LEAD6001	Introduction to Advanced Studies	1.00	1.00	4.00	A				
		1.00	1.00	4.00					
Term GPA: 4.00		Cum GPA: 4.00							
Term: 25JUL0710		July 07, 2025 10 Week		7/07/2025 - 9/14/2025					
Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade				
LIT6013	Trends and Issues in Literacy Best Practices	3.00	3.00	12.00	A				
		3.00	3.00	12.00					
Term GPA: 4.00		Cum GPA: 4.00							
Ed.D. in Literacy - Early Childhood Education Focus of Study		GPA: 4.00	4.00	4.00					
*** End of Transcript ***									

\*\* Indicates Retaken Course  
R\* Indicates Retaken Override

# Indicates Pass/Fail Course  
+ Indicates Associated Course

New Program Proposal Form  
For BPE Authorized Institutions

**Ed.S. in Literacy**  
**To Be Offered by American College of**  
**Education - Online**

Degree Award Level<sup>2</sup>: Doctor's Degree-Professional Practice

Mode of Delivery (In-person or Online<sup>3</sup>): Online

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: N/A

Suggested CIP Code<sup>5</sup> for Program: 13.1315

Name of Person Preparing this Form: Stephie Guptill

Telephone Number and Email Address: 317.709.0924. Email: stephie.guptill@ace.edu

Date the Form was Prepared: 05/02/2025



<sup>1</sup> The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

<sup>2</sup> The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail).

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

<sup>3</sup> For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

<sup>4</sup> Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

<sup>5</sup> CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

**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 in Literacy is an advanced, post-master's program designed for educators seeking to elevate their experience in literacy instruction, curriculum design, and leadership without the completion of a dissertation. The objective of this degree is to prepare professionals to lead literacy-focused initiatives, implement assessment-driven instruction, and support student-focused literacy development across various student populations.

**Program Mission:**

The mission of the Ed.S. in Literacy program is to equip experienced educators with the advanced skills and knowledge needed to lead high-impact literacy instruction and support schoolwide literacy development. In addition to project-based coursework, students will pursue original research in literacy culminating with a capstone project.

**Program Overview:**

The 34 credit Ed.S. in Literacy program is designed to train candidates to become literacy leaders at the building, district, and EPP levels. The program features 21 credits directly related to literacy content, focusing on the Science of Reading concepts and how to lead educators to implement, deliver, and assess these concepts.

**Specialty Courses**

Core Credits	21 credits
<b>General Courses</b> ( <i>Research/Leadership Courses</i> )	13 credits
<b>General Ed/Liberal Arts Courses</b>	
Not Applicable	0 credits
<b>Total Program Credits</b>	<b>34 credits</b>

**Admissions Requirements:**

**Minimum Level of Education Required:** Master's

**Minimum GPA for Full Admission:** 2.5

**Minimum GPA for Provisional Admission:** 2.0

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

**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

Tuition: \$10,404

Clock Hours:

Specialty Fees: \$2,256

Length of Program: 18 Months

<b>SPECIALTY COURSES:</b> <i>(Core and Focus of Study)</i>		
<i>Please Note: The "Core" courses are taken by all students enrolled in the proposed program.</i>		
Core Courses		
Course Number	Course Title	Course Hours
LIT6013	Trends and Issues in Literacy Best Practices	3
LIT6023	Literacy and Technology	3
LIT6033	Literacy Integration	3
LIT6043	Intervention and Assessment in Literacy	3
LIT6053	Literacy Leadership	3
LIT6073	Evidence-Based Approaches to Fluency and Vocabulary Development	3
LIT6083	Advanced Comprehension Strategies for Literacy Leaders	3
<b>SPECIALTY COURSE CREDITS TOTAL</b>		<b>21</b>
<b>GENERAL COURSES:</b>		
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
RES6041	Scholarly Writing and Research Strategies	1
CAP6003	Capstone in Education Specialist	3
<b>GENERAL COURSE CREDITS TOTAL</b>		<b>13</b>
<b>GENERAL EDUCATION / LIBERAL ARTS COURSES:</b>		
Course Number	Course Title	Course Hours
	Not Applicable	0

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\_ / 64\_ Percentage: 0%\_\_\_\_\_

1. **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 Associate 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 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.

- 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.**

<b>Total # of Faculty in the Program:</b>	11	<b>Full-time:</b>	1	<b>Part-time:</b>	10
<b>Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)</b>					

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
Anthony, Janet	Ph.D. in Education: Curriculum and Instruction	20	3	24		X
Bernadowski, Cari	Ph.D. Instruction and Learning Reading Education Concentration	23	1	30		X
Bickford, Rochella	Ed.D. Education: Specialization in Reading, Literacy, and Assessment	19	4	19	X	
Davis, Cheron	Ph.D. Reading Education	18	1	25		X
Hall, Derek	Ph.D. Curriculum and Instruction: Reading, Language, & Cognition TESOL	20	1	20		X
LaDuke, Melissa	Ph.D. Curriculum and Instruction	7	1	7		X
Minick, Vanessa	Ph.D. Curriculum and Instruction	26	3	27		X
Mitchell, Chrystine	Ph.D. Reading Instruction	19	<1	25		X
Mitchell, Melissa	Ph.D. Education: Reading	28	3	29		X
Prestwich, Dian	Ph.D. Early Childhood Education	27	1	27		X

## 5. Rationale for the Program

Developing an online Ed.D. in Literacy program in Indiana addresses a critical need for advanced literacy leadership in a state where educational disparities and literacy achievement gaps persist across diverse communities. With a substantial population of educators already holding master's degrees—many in education, curriculum, and instruction—Indiana is well-positioned to support a flexible, accessible doctoral pathway that empowers current professionals to advance their practice without leaving the workforce. An online format broadens access, particularly for rural and underserved areas, and aligns with growing demand for instructional leaders skilled in evidence-based literacy practices, digital pedagogy, and equitable literacy development. This program would not only elevate literacy outcomes statewide but also cultivate a pipeline of scholar-practitioners capable of transforming literacy education through policy, research, and community engagement.

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

American College of Education (ACE) currently has a strong M.Ed. in Literacy and teacher licensure programs that have been offered at ACE for close to 20 years. We have seasoned instructors, staff, and student support systems already in place that will allow the college to provide a rich learning environment.

- 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 ACE's mission by providing high-quality, affordable programs that prepare graduates to serve and lead. 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 proposed Ed.S. in Literacy program aligns seamlessly with the equity section of *Reaching Higher in a State of Change*. This program trains those who wish to design, teach and lead in 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.

Yes. The State of Indiana has emphasized improving student literacy performance. This aligns with the nation-wide focus on literacy education. This creates a need for qualified leaders to implement and oversee literacy education within the P-12 and higher education sectors.

e. Placement of Graduates

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

**Industry:** Education, Training and Development

**Occupations:** Graduates from ACE's Ed.S. in Literacy program will be well-qualified for a range of leadership and specialized roles within education and related sectors. These include positions such as literacy coaches, curriculum directors, reading specialists, and district-level literacy coordinators, where they oversee the implementation of literacy programs and support teacher development. Additionally, they may serve as education consultants, helping schools and organizations improve literacy instruction and assessment practices. In higher education, graduates can become faculty members, program directors, or academic advisors in teacher preparation programs. Their expertise in research, equity, and evidence-based literacy strategies also positions them for roles in educational policy, nonprofit leadership, or government agencies focused on improving reading and writing outcomes across populations.

- 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. This 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.
  - District Literacy Coordinator
  - Reading Specialist
  - Curriculum and Instruction Director
  - Literacy Coach



## **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.

#### **Program Outcomes:**

- PO1: Analyze contemporary trends, foundational theories, and policy guidelines in literacy to construct practical, research-informed responses to pressing issues affecting literacy learners.
- PO2: Evaluate and implement technology-integrated literacy strategies that support the diverse needs of 21<sup>st</sup>-century learners, using data-driven analysis to lead curricular innovation and inform policy at the organizational level.
- PO3: Design and lead interdisciplinary literacy initiatives that integrate cognitive, sociocultural, linguistic, and critical thinking approaches to support content-area literacy, informed by a critical evaluation of current pedagogical methods and best practices.
- PO4: Apply evidence-based assessment tools and intervention strategies to support differentiated literacy instruction and respond to learners' needs using data-driven decision-making practices.
- PO5: Design and lead evidence-based literacy programs that integrate the five pillars of reading and promote school-wide literacy improvement through data-informed decision-making, strategic stakeholder collaboration, and continuous professional development.
- PO6: Design and lead professional development initiatives that distinguish between effective and ineffective fluency and vocabulary practices based on Science of Reading research.
- PO7: Evaluate and revise school or district-level comprehension strategies to align with evidence-based practices that support deep, content-rich literacy learning based on Science of Reading research.
- PO8: Apply, analyze, and promote best practices in leadership.
- PO9: Demonstrate competence in the application of multiple research methods.

### **a. 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.

## **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.

2.88

### **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: N/A
- The specific license(s) needed: N/A
- The State agency issuing the license(s): N/A

### **a. Professional Certification**

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

N/A. No professional certifications exist for graduates of non-licensure, doctoral-level programs. Graduates of this program would not qualify for Indiana's Early Literacy Endorsement unless they meet the criteria of the state.

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

N/A

- If so, please identify –
  - Each specific professional certification: N/A

- The national organization issuing each certification: N/A
- Please explain the rational for choosing each professional certification: N/A
- Please identify the single course or a sequence of courses that lead to each professional certification. N/A

**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:

Science of Reading standards and principles as detailed in the Indiana Literacy Framework

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

Review Area 1: Quality of Literacy Instruction

Review Area 2: Quality of Field-Based Experiences

Review Area 3: Quality of Performance Management and Continuous Improvement

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

National Council on Teacher Quality (NCTQ)

**c. 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 2035-2036.

- Reason for seeking accreditation.

N/A. ACE is currently accredited through 2035.

**d. 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. This terminal degree does not lead to licensure.

- If so, please identify the specialized accrediting agency:

N/A

e. 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

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

N/A

**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?

- 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:

<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?

82,000

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

N/A

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

N/A

- If so, what is the most significant format?

N/A

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

N/A

- 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?

Shelley Gardner  
Vice President, Integrated Operations  
[shelly.gardner@ace.edu](mailto:shelly.gardner@ace.edu)

- 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.

- 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 60-80 requests per day – 400+ per week.

***This Section Applies to All Institutions***

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

No

- What is the digital format of student transcripts?

Portable Document Format (PDF)

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

No

- 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									
Date, 2025									
Institution/Location: American College of Education: Online									
Program: Program Ed.S. in Literacy									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2026	FY2027	FY2028	FY2029	FY2030	
Enrollment Projections (Headcount)									
	Full-Time			1	1	2	2	3	
	Part-Time			0	0	0	0	0	
	Total			1	1	2	2	3	
Enrollment Projections (FTE*)									
	Full-Time			1	1	2	2	3	
	Part-Time			0	0	0	0	0	
	Total			1	2	2	2	3	
Degrees Conferred Projections				0	0	0	1	1	
Degree Level: Doctoral									
CIP Code: -13.1315; 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										
Date, 2025										
Institution/Location: American College of Education: Online										
Program: Program Ed.S. in Literacy										
				Year 1	Year 2	Year 3	Year 4	Year 5		
				FY2026	FY2027	FY2028	FY2029	FY2030		
Enrollment Projections (Headcount)										
	Full-Time			3	7	10	15	25		
	Part-Time			0	0	0	0	0		
	Total			3	7	10	15	25		
Enrollment Projections (FTE*)										
	Full-Time			3	7	10	15	25		
	Part-Time			0	0	0	0	0		
	Total			3	7	10	15	25		
Degrees Conferred Projections				0	0	0	2	5		
Degree Level: Doctoral										
CIP Code: -13.1315; State - 000000										
<b>FTE Definitions:</b>										
Undergraduate Level: 30 Semester Hrs. = 1 FTE										
Undergraduate Level: 24 Semester Hrs. = 1 FTE										



American College of Education

101 West Ohio Street Suite 1200  
Indianapolis, IN 46204

[www.ace.edu](http://www.ace.edu)

Student:		Student ID:		DOB:		Original Start Date: 5/19/2025		Student GPA: 4.00	
Program:		Ed.S. in Literacy							
Enrollment #:		----- Status: Active							
Start Date:		5/19/2025							
Term: 25MAY19		May 19, 2025		5/19/2025 - 6/22/2025					
Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade				
LEAD6001	Introduction to Advanced Studies	1.00	1.00	4.00	A				
		1.00	1.00	4.00					
Term GPA: 4.00		Cum GPA: 4.00							
Term: 25JUL0710		July 07, 2025 10 Week		7/07/2025 - 9/14/2025					
Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade				
LIT6013	Trends and Issues in Literacy Best Practices	3.00	3.00	12.00	A				
		3.00	3.00	12.00					
Term GPA: 4.00		Cum GPA: 4.00							
Ed.S. in Literacy		GPA: 4.00	4.00	4.00					
*** End of Transcript ***									

\*\* Indicates Retaken Course  
R\* Indicates Retaken Override

# Indicates Pass/Fail Course  
+ Indicates Associated Course

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## BOARD FOR PROPRIETARY EDUCATION

Wednesday, June 18, 2025

### DECISION ITEM A-2:

#### **Fortis College:**

#### **One Associate Degree Program at One Location and Through Distance Education**

#### **Institutional Profile**

See Attachment

#### **Staff Recommendation**

That the Board for Proprietary Education approve the Associate of Science (A.S.) in Health Information Management, in accordance with the background discussion of this agenda item and the New Program Proposal.

#### **Background**

#### **Degree Program Profile**

*Associate of Science (A.S.) in  
Health Information Management  
Offered at Indianapolis and Through Distance Education*

This program consists of 90 quarter credit hours, with 76 percent of the courses in the specialty. The program faculty currently identified consists of six individuals, of whom one is full-time, and the remaining five are part-time. Of the six individuals, each has a master's degree.

#### **Stipulation**

Submission of Instructor Qualification Record (IQR) and transcript of the highest degree earned for each new faculty member prior to the first cohort.

#### **Supporting Document**

New Program Proposal

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## **Institutional Profile for Fortis College**

**Background** Fortis College has been in operation in Indianapolis since 2009. The Indiana Commission on Proprietary Education (ICOPE) granted initial institutional authorization in June of that year, and approval to offer four associate-level degree programs in December 2009.

Fortis College is owned by Education Affiliates (EA). In addition to Fortis College, the conglomerate operates All-State Career School, the Denver College of Nursing, DriveCo CDL Learning Center, Fortis Institute, the Georgia Driving Academy, and the St. Paul's School of Nursing.

All-State Career School operates five campuses in three states.  
The Denver College of Nursing operates two campuses in two states.  
DriveCo CDL Learning Center operates one campus in one state.  
Fortis College operates nineteen campuses in eleven states.  
Fortis Institute operates eleven campuses in seven states.  
The Georgia Driving Academy operates two campuses in one state.  
The St. Paul's School of Nursing operates two campuses in one state.

**Institutional Control** It is a private, for-profit institution.

**Institutional Accreditation** The institution is accredited by the Accrediting Commission of Career Colleges and Schools (ACCSC). In September 2020, ACCSC accreditation was extended for five years.

The institution has programmatic accreditation from the Accrediting Bureau of Health Education Schools (ABHES) for the Diploma in Medical Assisting. The program is currently accredited through February 2027.

**Participation in NC-SARA** Fortis College is not a State Authorization Reciprocity Agreement (SARA) Institutional Partner.

**Participation in Student Financial Aid** Students attending the institution are eligible to receive Title IV Federal Financial Aid. The institution also participates in State Financial Aid (SFA).

**Campuses** In addition to the Indianapolis campus, the ACCSC accredits Fortis College locations in Ohio (four), Florida (two), Texas, and Utah. In all, there are nine campuses in five states.

**Enrollment** The National Center for Education Statistics (NCES) lists a total enrollment of 265 students in the fall of 2023 at Fortis College in Indianapolis. The total enrollment for all Fortis College campuses in the fall of 2023 was 11,309.

**Programs** The institution offers diplomas and an associate degree program. The programs currently offered are a Diploma in Dental Assisting, a Diploma in Heating, Ventilation, and Air Conditioning (HVAC), a Diploma in Medical Assisting, and an Associate of Science (A.S.) in Nursing. The A.S. in Nursing is in teach-out mode.

The degree programs approved in 2009 were the Associate of Applied Science (A.A.S.) in Medical Assisting, A.A.S. in Dental Assisting, A.A.S. in Medical Office Administration, and A.S. in Nursing.

**Financial Responsibility Composite Score (FRCS)** In the Fiscal Year (FY) ending June 30, 2023, the institution had a published FRCS of -0.5. For FY ending June 30, 2022, the published composite score was 0.1. In the Fiscal Year (FY) ending June 30, 2021, the institution had a published FRCS of 0.7. In FY ending June 30, 2020, the institution had a published composite score of 0.2.

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form  
For BPE Authorized Institutions

**Health Information Management  
To Be Offered by Fortis College -  
Indianapolis**

Degree Award Level<sup>2</sup>: Associate of Science

Mode of Delivery (In-person or Online<sup>3</sup>): Blended (General Education online)

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Yes

Suggested CIP Code<sup>5</sup> for Program: 51.0707

Name of Person Preparing this Form: Robert Petrucci

Telephone Number and Email Address: 803-577-7153 rpetrucci@edaff.com

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



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



<sup>1</sup>The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

<sup>2</sup>The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

<sup>3</sup>For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

<sup>4</sup>Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

<sup>5</sup>CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xl that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.



**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 Science in Health Information Management Program (HIM) prepares students for a career in the expanding arena of healthcare technology and to sit for the Registered Health Information Technicians (RHITs) certifying exam. RHITs are HIM professionals who work to ensure the quality of health records and health care data by verifying their completeness, accuracy, and proper entry into computer systems. They use computer applications to assemble and analyze patient data to improve patient care and control healthcare costs. In addition, RHITs may specialize in specific HIM functions such as revenue cycle management, data management, research, or software development. In general, these individuals may perform tasks related to the use, analysis, validation, presentation, abstracting, coding, storage, security, retrieval, quality measurement and control of healthcare data. Their task responsibility may also include supervision of personnel.

**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:	90	Check one:	Quarter Hours	<u>XX</u>
	<hr/>		Semester Hours	<hr/>
			Clock Hours	<hr/>
Tuition :	\$24,996	Length of Program:	<u>72 weeks</u>	
Special Fees:	<u>\$3,928</u>			

## SPECIALITY COURSES

Number	Title	Credits
HIM110	Fundamentals of Health Information Management	4
HIM115	Fundamental of Healthcare Law and Ethics	4
HIM120	Disease Conditions	4
HIM125	Pathopharmacology for Health Professions	4
HIM130	Health Informatics and Electronic Health Records Management	4
HIM135	Medical Coding and Classification Systems	4
HIM210	Reimbursement Methodologies in Healthcare	4
HIM215	Introduction to Practical Statistics	4
HIM220	Revenue Cycle Management	4
HIM225	Advanced Medical Coding with Practical Applications	4
HIM230	Healthcare Data Analysis, Quality, and Reporting	4
HIM235	Leadership and Project Management in Health Information Management	4
HIM240	RHIT Review	4
HIM250	Externship	8

**GENERAL EDUCATION/LIBERAL ARTS COURSES**

Number	Title	Hours
AHP100	Medical Terminology	4
ENG101	English Composition	4
MAT101	College Mathematics	4
COM205	Effective Communication	4
PSY101	General Psychology	4
SOC101	Sociology	4
AHP214	Anatomy and Physiology	6

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Number of Credit/Clock Hrs. in Specialty Courses: 1020 / 1360

\_ Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 340 / 1360

\_ Percentage 25%

If applicable: N/A

Number of Credit/Clock Hrs. in Liberal Arts:

\_ Percentage N/A

**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 LRC is located on the 4<sup>th</sup> floor in our building. It is open 8:30- 6pm, Monday through Friday. Currently, we have a Part-time Learning Resource Center Manager, Steve Klemme.
- Fortis College maintains a membership with the Library and Information Resources Network (LIRN). LIRN provides consortium level access to 111 electronic resources 24/7 including full text peer-reviewed journals, interactive anatomy software, and video collections. Resources may be accessed via LibGuides at <https://libguides.yourlrc.info/online/lrc>, or from within Canvas. Assistance with use of these resources is available through AskALibrarian at the above noted LibGuide.
  - ☐ Select databases available through the LIRN include:
  - ☐ Gale OneFile: Nursing and Allied Health
  - ☐ Gale OneFile: Health and Medicine
  - ☐ ProQuest Nursing & Allied Health Database
  - ☐ ProQuest Psychology Database
  - ☐ Credo Reference
  - ☐ Infobase Films on Demand (Nursing, Allied Health, and Mathematics)
  - ☐ Gale Interactive: Human Anatomy (*web-based software*)
  - ☐ Gale Interactive Science: Chemistry (*web-based software*)
  - ☐ Full Text Journals@Ovid
  - ☐ ProQuest Ebook Central: Academic complete
  - ☐ Home - Online Library - LibGuides at Fortis College
  - ☐ Fortis College Online Learning Resource Center Main Webpage

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

- All students have access to approximately 1500 journals and periodicals within our online portal of which over 750 are specific to healthcare and healthcare operations.

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

- All students have access to approximately 1500 journals and periodicals within our online portal of which over 750 are specific to healthcare and healthcare operations.

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

- The closest public library is the Indianapolis Public Library – Michigan Road Branch located 3.7 miles away.

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

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

Please see attachments 2 & 3

<b>Total # of Faculty in the Program:</b>	6	<b>Full-time:</b>	1	<b>Part-time:</b>	5
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[illegible]

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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?
  - Fortis College has a long history of providing well-qualified candidates to support the needs of the healthcare workforce in the Indianapolis area. There are over one hundred positions listed on LinkedIn and Indeed in the Indianapolis Area requiring Health Information Management certification and/or experience. The campus currently offers healthcare programs in Medical Assisting and Dental Assisting. The Health Information Management program would complement those programs and provide students with a pathway to an associate's degree.
- 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)?
  - Fortis College is dedicated to providing students with new opportunities by delivering engaging and enabling career-focused educational programs. Our instructors work diligently to instill in each student the need for life-long learning and continued professional education. The Health Information Management Program will provide the necessary training and education for students to gain entry-level positions in health records and information management departments of healthcare organizations.

### 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](#)?
  - This program provides students the opportunity to complete a 72-week program, culminating in an Associate Degree in Health Information Management meeting all the education requirements to sit for certification by the American Health Information Management Association as a Registered Health Information Technologist. Additional certifications are available in the career field should the student pursue and complete higher-level degrees.

### 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?
  - Fortis College provides education services to an ethnically diverse student population. 66% of the student population is African-American, 20% is Caucasian, 4%

is Hispanic and 3% is Asian. Females represent 84% of the student population. 100% of the students are residents of the state of Indiana. 74% of the students are over 25-years of age. The Health Information Management Program will be eligible for federal financial aid to provide additional assistance to underserved communities.

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.
  - This program will be providing for the needs of the national and regional markets. Based on US Bureau of Labor Statistics (O\*Net), employment of Health Information Technologists is projected to grow 16% nationally from 2023 to 2033, well-above average growth when compared to all other occupations. Within the State of Indiana, there is an average of 200 job openings projected annually for the next decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force due to retirement.

e. Placement of Graduates

- Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.
  - Program graduates can expect to seek employment in medical and surgical settings including hospitals, clinics, research facilities, physician offices, and outpatient care centers.
- 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.
  - This program is not a primary feeder for graduate level programs.

f. Job Titles

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.
  - Certified graduates of this program are generally prepared to seek positions titled: Health Information Management Technician, Records Technician, Health Records Management Technician, Medical Records Analyst, Medical Records Clerk, and Patient Registrar.

**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.



- Examine health informatics concepts and processes for the management of information in a diverse healthcare environment.
- Identify a variety of health information resources and technologies to accomplish the objectives of diverse healthcare environments.
- Use appropriate coding and classification systems to ensure compliance with regulatory requirements and reimbursement processes.
- Apply laws, regulations, ethical principles, and health information standards related to systems, accreditation, licensure, and certification standards to support data and documentation compliance.
- Validate healthcare data and data sources to ensure accuracy, timeliness, completeness, and security.
- Analyze health information for quality, utilization, and risk management, and other patient care related studies.
- Apply communication and collaboration skills with diverse healthcare teams, patients, and stakeholders to ensure clear understanding and dissemination of health information.

a. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.
  - Students will be assessed through both formative and summative assessments throughout the program including, but not limited to, participation, observation, assignments, quizzes, labs, practical competencies, or other appropriate methods. Failure to meet the minimum grade of 78% in any specialty course will require the student to repeat the course. Examinations will test material presented in the classroom, lab, and/or textbooks. The examinations are created to test the student's critical thinking abilities and conceptual knowledge of the material, not rote memorization.

## **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 institution's Federal Financial Responsibility Composite Score is -0.5

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?
  - State Licensure is not required to gain employment as a Health Information Technician in Indiana.
- If so, please identify: N/A
- The specific license(s) needed: N/A

- The State agency issuing the license(s): N/A

a. Professional Certification

- What are the professional certifications that exist for graduates of similar program(s)?
  - Professional Certification may be sought from the American Health Information Management Association (AHIMA) as a Registered Health Information Technician.
- 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?
  - Though not required to obtain employment, students will be eligible to complete the Registered Health Information Technician certification exam offered by AHIMA. This certification is accepted nationally but may not replace the need for licensure as may be required by some states.
- If so, please identify
- Each specific professional certification:
  - Registered Health Information Technologist
- The national organization issuing each certification:
  - American Health Information Management Association
- Please explain the rationale for choosing each professional certification:
  - This certification is accepted nationally, confirming the student's entry-level competencies.
- Please identify the single course or a sequence of courses that lead to each professional certification.
  - The student must complete all courses within the program (Specialty and General Education) as listed herein under Program Structure and receive an associate degree to be eligible to sit for certification.

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 program curriculum is designed based on competencies described in the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). CAHIIM is the programmatic accreditor that accredits Health Information Management education programs. Per the standard CAHIIM process, Fortis will submit an application for programmatic accreditation once the program

starts its first students

- The specific professional industry standard(s) and/or best practice(s):
  - Programmatic accreditation by CAHIIM provides the following benefits:
    - Provides a structured framework for ensuring sound educational practices, which involve faculty and staff in a comprehensive evaluation plan for the academic program;
    - Stimulates self-improvement by providing nationally acceptable standards against which the program can self-evaluate to meet the needs of students, the profession, and the public;
    - Provides a frame of reference for the program to identify resources that may be needed to maintain or enhance the curriculum;
    - Provides consultative feedback on possible areas of concern and where excellence is achieved.
- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
  - The Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM).

c. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.
  - The institution will submit an Application for Approval of an Academic Associates Degree Program to the Accrediting Commission of Career Schools and Colleges (ACCSC). This application will be submitted once approval from the Indiana Board for Proprietary Education has been received.
- Reason for seeking accreditation.
  - The campus receives its institutional accreditation from ACCSC and therefore must submit for approval any new programs under consideration

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?
  - Yes
- If so, please identify the specialized accrediting agency:
  - The Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM).

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?
  - No, the institution does not offer any baccalaureate programs.
- If so, please list the baccalaureate degree(s):

**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?
    - 100%
  - What is the beginning year of digitized student transcripts?
    - 2009
  - Are student transcripts stored separately from the overall student records?
    - Yes
- b. How are the digital student records stored?
  - Grade and attendance records are stored in Anthology CampusVue.
  - Where is the computer server located?
    - The servers are provided under a contract with Expedient. The servers are located in the Baltimore, MD area.
  - What is the name of the system that stores the digital records?
    - Anthology CampusVue
- c. Where are the paper student records located?
  - All print records are retained at the campus located at 9001 Wesleyan Rd., Suite 101, Indianapolis, IN 46268.
- d. What is the beginning year of the institutional student record series? 2009
- e. What is the estimated number of digital student records held by the institution? 3,280
- f. What is the estimated number of paper student records held by the institution? 3,280
- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?

- No other formats are used to retain student records.
- If so, what is the most significant format?
  - N/A
- If so, what is the estimated number of student records maintained in that format?
  - N/A
- 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?
  - Catherine Thomas, cthomas2@fortiscollege.edu
- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?
  - No
- 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?
  - 6-10 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?
  - Formats are retained with the student information system, CampusVue. They are printed in Adobe (PDF) format when required.
- m. Is the institution using proprietary software, if so what is the name?
  - Anthology CampusVue
- n. Attach a sample transcript specifically for the program being proposed as the last page of this program application.
  - This is included as Attachment #2.

**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									
September, 2025									
Institution/Location: Fortis College - Indianapolis____									
Program: Health Information Management									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2025	FY2026	FY2027	FY2028	FY2029	
Enrollment Projections (Headcount)									
	Full-Time			15	36	36	36	36	
	Part-Time								
	Total			15	51	72	72	72	
Enrollment Projections (FTE*)									
	Full-Time			15	36	36	36	36	
	Part-Time								
	Total			15	51	72	72	72	
Degrees Conferred Projections									
					12	30	30	30	
Degree Level:									
Associate of Science									
CIP Code: - 51.0707									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Unofficial Transcript

9001 wesleyan Rd, Suite 101  
Indianapolis, IN 46268

Original Start Date : 8/1/2022

Student GPA: 3.73

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	
Program: Health Information Management						H/M220	Revenue Cycle Mngmt	4.00	4.00	A	16.00	
Enrollment #:		Status: Graduate						16.00	16.00		61.20	
Start Date: 8/1/2022		Grad Date: 6/23/2024				Term GPA: 3.77		Cum GPA: 3.80				
SAP Met												
Term: TR*	Transfer Credits					Term: 20230417 - P		2023 April Academic Term		4/17/2023	7/9/2023	
AHP105	Medical Terminology	4.00	4.00	TR	0.00	H/M225		Adv. Medical Coding	4.00	4.00	A-	14.80
Med110	Anatomy and Physiology I	4.00	4.00	TR	0.00	SOC101		Sociology	4.00	4.00	B	12.00
MED115	Anatomy and Physiology II	4.00	4.00	TR	0.00	H/M230		Healthcare Data Analysis	4.00	4.00	A-	14.80
ENG101	English Composition	4.00	4.00	TR	0.00	H/M235		Leadership and Project Mngmt	4.00	4.00	A-	14.80
		16.00	16.00		0.00				16.00	16.00		56.40
Term GPA: 0.00		Cum GPA: 0.00				Term GPA: 3.53		Cum GPA: 3.71				
Term: 20220801 - P		2022 August Academic Term		8/1/2022	10/23/2022	SAP Met						
H/M110	Fundamentals of Health Information Management	4.00	4.00	A	16.00	Term: 20230710 - P		2023 July Academic Term		7/10/2023	10/1/2023	
H/M115	Fundamentals of Healthcare Law and Ethics	4.00	4.00	A-	14.80	H/M240		RH/T Review	4.00	4.00	A-	14.80
H/M120	Disease Conditions	4.00	4.00	A	16.00	H/M250		Extenship	4.00	4.00	B	12.00
MAT101	College Mathematics	16.00	16.00		62.80				8.00	8.00		26.80
Term GPA: 3.80		Cum GPA: 3.80				Term GPA: 3.53		Cum GPA: 3.66				
Term: 20221024 - P		2022 October Academic Term		10/24/2022	1/22/2023	Health Information Management GPA: 3.66						
H/M125	Pathopharmacology for Healthcare Professionals	4.00	4.00	A	16.00	96 96						
Credentials Awarded for Health Information Management Enrollment												
COM205	Effective Communications	4.00	4.00	A-	14.80	Credential		Date Awarded	Date Cleared			
H/M130	Health Informatics and EHR Mangement	4.00	4.00	A	16.00	Associate of Applied Science		6/23/24	6/23/24			
H/M135	Medical Coding and Classification Systems	4.00	4.00	A	16.00							
Term GPA: 3.85		Cum GPA: 3.82				16.00	16.00				62.80	
Term: 20230123 - P		2023 January Academic Term		1/23/2023	4/16/2023							
H/M210	Reimbursement Methodologies	4.00	4.00	B+	13.20							
PSY101	General Psychology	4.00	4.00	A	16.00							
H/M215	Intro to Practical Statistics	4.00	4.00	A	16.00							

\*\* Indicates Retaken Course

R\* Indicates Retaken Override

Unofficial Transcript

# Indicates Pass/Fail Course

♦ Indicates Associated Course



## **BOARD FOR PROPRIETARY EDUCATION**

Wednesday, June 18, 2025

### **ACTION ITEM A-1:**

### **Approve Fee Schedule Proposed Interim Rule**

#### **Staff Recommendation**

That the Board for Proprietary Education (BPE) approve the proposed interim rule incorporating BPE's current fee schedule into Indiana Administrative Code Title 571 (LSA Document #25-277).

#### **Background**

On May 7, 2025, the Board for Proprietary Education held a special meeting and approved the current fee schedule for interim rulemaking. Governor Braun granted approval to publish and proceed with the interim rule Title 571, in a letter dated May 8, 2025.

The Board for Proprietary Education (BPE) began soliciting public comment on the interim rule published in the Indiana Register on May 14, 2025. The public comment period concluded on June 13, 2025, with no comments received. A public hearing is not required for interim rulemaking.

Under IC 21-18.5-6-3 and IC 21-18.5-6-12(f), BPE is required to assess an authorization fee and a renewal fee, each with a specified statutory minimum dollar amount. The Board approved the current fee schedule at its regularly scheduled meeting in March 2022, effective May 1, 2022.

To maintain current administrative operations, the proposed interim rule will incorporate BPE's current fee schedule into the Indiana Administrative Code (IAC), in compliance with IC 4-22-2-19.6.

The final rule, statutorily required fee structure, has not been adopted through formal rulemaking and, consequently, is absent from the Indiana Administrative Code. Continued compliance with the aforementioned statutes and the continuance of current administrative operations necessitate the Board exercise interim rulemaking until formal rulemaking authority under IC 21-18.5-6-27 can incorporate a fee structure into the Indiana Administrative Code pursuant to IC 4-22-2-19.6.

On January 22, 2025, BPE formally solicited public comment on incorporating the current fee schedule through formal rulemaking. The public comment period closed February 21, 2025. A public hearing was held on February 24, 2025. No

comments were submitted during the comment period, and no public comments were presented during the public hearing.

On July 7, 2025, the Board for Proprietary Education will hold a public hearing on adding formal rules incorporating BPE's current board-adopted fee schedule into the Indiana Administrative Code.

The current fee schedule reflected in the rule is: the mandatory application for authorization fee is two thousand five hundred dollars (\$2,500), regardless of physical presence in Indiana, plus three hundred dollars (\$300) per program for initial authorization from an institution with a physical presence or twenty-five dollars (\$25) per program for initial authorization from an institution with no physical presence. Currently, the mandatory annual renewal fee is one thousand dollars (\$1,000), regardless of physical presence in Indiana, plus twenty-five dollars (\$25) per program for institutional authorization renewal, regardless of physical presence in Indiana.

BPE charges fees to cover the cost of processing applications and evaluating institutions at initial application and renewal. This process includes: (1) a review of annual financial statement data; (2) the development of a scorecard summarizing an institution's components of its financial composite score; (3) the latest financial information data, trends, and annual revenues; and (4) the preparation of recommendations for further detailed analysis for institutions that merit further investigation. Institutions appearing on the watch list described in IC 20-19-7 have further detailed analysis, and institutional financial executives are interviewed.

All postsecondary credit-bearing proprietary educational institutions, as defined at IC 21-18.5-2-12, are impacted by this proposed interim rule. This currently totals 104 institutions. However, the number changes annually.

This proposed interim rule will not require any additional expenditures, nor will it collect any additional revenue, as the proposed interim rule incorporates the current fee structure into the Indiana Administrative Code. This money is deposited into the postsecondary credit-bearing proprietary educational institution authorization fund pursuant to IC 21.18.5-6-26 (c).

### **Supporting Documents**

- Proposed Interim Rule
- Proposed Interim Rule Regulatory Analysis
- Notice of Public Comment Period for Interim Rule

## PROPOSED INTERIM RULE

SECTION 1. 571 IAC 1 IS ADDED TO READ AS FOLLOWS:

### ARTICLE 1. BOARD FOR PROPRIETARY EDUCATION

#### Rule 1. Board for Proprietary Education

##### 571 IAC 1-1-1 Applicability

Authority: IC 21-18.5-6-27

Affected: IC 21-18.5-6-3; IC 21-18.5-6-12

Sec. 1. The definitions in this rule apply throughout this article.

*(Board for Proprietary Education; 571 IAC 1-1-1)*

##### 571 IAC 1-1-2 "Board for proprietary education" defined

Authority: IC 21-18.5-6-27

Affected: IC 21-18.5-5-1; IC 21-18.5-6-3; IC 21-18.5-6-12

Sec. 2. "Board for proprietary education" has the meaning set forth in IC 21-18.5-5-1.

*(Board for Proprietary Education; 571 IAC 1-1-2)*

##### 571 IAC 1-1-3 "Institution" defined

Authority: IC 21-18.5-6-27

Affected: IC 21-18.5-2-12; IC 21-18.5-6-3; IC 21-18.5-6-12

Sec. 3. "Institution" has the meaning set forth in IC 21-18.5-2-12.

*(Board for Proprietary Education; 571 IAC 1-1-3)*

##### 571 IAC 1-1-4 "Institution with a physical presence" defined

Authority: [IC 21-18.5-6-27](#)

Affected: [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 4. "Institution with a physical presence" means an institution that currently occupies a physical location for student instruction or an administrative office to facilitate student instruction.**

*(Board for Proprietary Education; [571 IAC 1-1-4](#))*

### **571 IAC 1-1-5 "Institution with no physical presence" defined**

Authority: [IC 21-18.5-6-27](#)

Affected: [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 5. "Institution with no physical presence" means an institution that does not currently occupy a physical location for student instruction or an administrative office to facilitate student instruction.**

*(Board for Proprietary Education; [571 IAC 1-1-5](#))*

### **571 IAC 1-1-6 "Program" defined**

Authority: [IC 21-18.5-6-27](#)

Affected: [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 6. "Program" means each diploma, certificate, or degree program offered by an institution.**

*(Board for Proprietary Education; [571 IAC 1-1-6](#))*

### **571 IAC 1-1-7 Application cycle**

Authority: [IC 21-18.5-6-27](#)

Affected: [IC 21-18.5-6-3](#); [IC 21-18.5-6-4](#); [IC 21-18.5-6-12](#)

**Sec. 7. Institutions seeking initial authorization to operate in Indiana shall submit an application containing the requirements of [IC 21-18.5-6-4](#) to the board for proprietary education with the fee outlined in section 9 of this rule.**

*(Board for Proprietary Education; [571 IAC 1-1-7](#))*

### **571 IAC 1-1-8 Renewal cycle**

Authority: [IC 21-18.5-6-27](#)

Affected: [IC 21-18.5-6-3](#); [IC 21-18.5-6-4](#); [IC 21-18.5-6-12](#)

**Sec. 8. Institutions shall renew authorization annually by submitting an application containing the requirements of IC 21-18.5-6-4 and the renewal fee outlined in section 9 of this rule.**

*(Board for Proprietary Education; 571 IAC 1-1-8)*

## **571 IAC 1-1-9 Fee schedule**

**Authority: IC 21-18.5-6-27**

**Affected: IC 21-18.5-6-3; IC 21-18.5-6-12**

**Sec. 9. (a) The fees set by the board for proprietary education are as follows:**

- (1) Two thousand five hundred dollars (\$2,500) per application for initial institutional authorization from an institution with a physical presence plus three hundred dollars (\$300) per degree program for initial degree program authorization.**
- (2) Two thousand five hundred dollars (\$2,500) per application for initial institutional authorization from an institution with no physical presence plus twenty-five dollars (\$25) per program for initial program authorization.**
- (3) One thousand dollars (\$1,000) per application for institutional authorization renewal from an institution with a physical presence plus twenty-five dollars (\$25) per program for program renewal and three hundred dollars (\$300) per degree program for initial degree program authorization.**
- (4) One thousand dollars (\$1,000) per application for institutional authorization renewal from an institution with no physical presence plus twenty-five dollars (\$25) per program for program renewal.**

**(b) Fees must be paid not later than thirty (30) days after the application has been submitted.**

**(c) Nonpayment will result in the denial of the institutional authorization or renewal and program authorization or renewal.**

**(d) Failure to pay in accordance with the fee payment schedule, which results in the substantial nonpayment of the fee, may result in the revocation of the institutional authorization or renewal and program authorization or renewal.**

**(e) Fees are nonrefundable and may not be refunded or applied to a subsequent application or renewal if the:**

- (1) institutional authorization or renewal, or program authorization or renewal, is denied or revoked;**
- or**
- (2) application is withdrawn after the payment is deposited.**

*(Board for Proprietary Education; 571 IAC 1-1-9)*

SECTION 2. This document expires 425 days after the publisher accepts the Interim Final Rule for filing.

*Posted: 05/14/2025 by Legislative Services Agency*



**TITLE 571 BOARD FOR PROPRIETARY EDUCATION****Regulatory Analysis****LSA Document #25-277****I. Description of Rule**

**a. History and Background of the Rule** – Prior to doing business in Indiana, a postsecondary credit-bearing proprietary educational institution (institution) is required to obtain authorization from the Indiana Board for Proprietary Education (Board). Pursuant to [IC 21-18-6-3](#), an application for authorization must include a fee of at least one hundred (\$100) dollars for processing the application and evaluating the institution. Currently, the mandatory application for authorization fee is two thousand and five hundred dollars (\$2,500), regardless of physical presence in Indiana, plus three hundred dollars (\$300) per program for initial authorization from an institution with a physical presence or plus twenty-five dollars (\$25) per program for initial authorization from an institution with no physical presence. Further, an institution can annually renew their authorization by continuing to meet the requirements of [IC 21-18.5-6](#) and submitting a fee of at least twenty-five dollars (\$25) pursuant to [IC 21-19.5-6-12\(f\)](#). Currently, the mandatory annual renewal fee is one thousand dollars (\$1,000), regardless of physical presence in Indiana plus twenty-five dollars (\$25) per program for renewal institutional authorization, regardless of physical presence in Indiana.

The statutory requirement to submit an authorization fee predates the creation of the Board in 2012. The Commission on Proprietary Education (COPE) oversaw the authorization of institutions prior to 2012. The fees were established with the creation of the Indiana Commission on Proprietary Education in 1971. The fees were raised by the Commissioners of the COPE in 2011. House Enrolled Act 1270 (2012) simultaneously abolished COPE and established the Board. Through recodification, the Board inherited COPE's mandatory application and annual review fees and their corresponding fee minimum dollar amounts. In March 2022, the Board memorialized the current fee schedule through board action with an effective date of May 2022. However, the statutorily required fee structure has not been adopted through formal rulemaking and, consequently, is absent from Indiana Administrative Code. Continued compliance of the aforementioned statutes and the continuance of current administrative operations necessitate the Board exercise its formal rulemaking authority under [IC 21-18.5-6-27](#) to incorporate a fee structure into Indiana Administrative Code pursuant to IC 4-22-2-19.6.

**b. Scope of the Rule** – This rule will apply to all postsecondary credit-bearing proprietary educational institution operating in Indiana, regardless of physical presence.

**c. Statement of Need** – The statutory purpose of the Board, as outlined in [IC 21-18.5-6-1](#), is to protect students, educational institutions, the general public, and honest and ethical operators of institutions from dishonest and unethical practices. The Board charges fees to cover the cost of processing applications and evaluating the institutions at initial application and renewal. Volatility in the proprietary education sector has required greater scrutiny of these institutions, necessitating the Board to increase fees in 2022.

In response to many high-profile closures of institutions that impacted thousands of Hoosier students, the Board has instituted a more rigorous evaluation process which focuses on the financial health of the institutions who operate in Indiana. This process includes: a review of annual financial statement data; the development of a scorecard summarizing the institution's components of their financial composite score, the latest financial information data, trends, and annual revenues; and, the preparation of recommendations for further detailed analysis for institutions which merit further investigation. Institutions appearing on the "Watch List" have further detailed analysis and institutional financial executives are interviewed.

**d. Statutory Authority for the Proposed Rule** – The authority for Board to charge application and renewal fess is outlined in [IC 21-18.5-6-3](#) (Application for Authorization Fee) and [IC 21-18.5-6-12](#)(f) (Authorization Renewal Fee). The Board's general rulemaking authority may be found at IC 21-18.5-6-27.

**e. Fees, Fines, and Civil Penalties** – This rule will incorporate the Board's current fee structure into the Indiana Administrative Code. Adding this policy to the Indiana Administrative Code complies with [IC 4-22-2-19.6](#), and an explanation of how these fees are assessed is included in the Cost Analysis section.

**II. Fiscal Impact Analysis**

- a. Anticipated Effective Date of the Rule** – Early/mid 2025
- b. Estimated Fiscal Impact on State and Local Government** – This rulemaking will not have a fiscal impact on state and local government because the rule is incorporating the current fee structure into the Indiana Administrative Code.
- c. Sources of Expenditures or Revenues Affected by the Rule** – This rulemaking will not require any additional expenditures, nor will it collect any additional revenue, as the rule is incorporating the current fee structure into the Indiana Administrative Code. The annual average of the total fees collected between FY 2019 and FY 2023 is \$503,729. This money is deposited into the postsecondary credit bearing proprietary educational institution authorization fund pursuant to [IC 21.18.5-6-26](#) (c).

**III. Impacted Parties**

All postsecondary credit-bearing proprietary educational institutions, as defined at [IC 21-18.5-2-12](#), are impacted by this rule. This currently totals 104 institutions. However, the number changes annually.

**IV. Changes in Proposed Rule**

This rulemaking will not make any substantive changes to current practice or current fees. This rulemaking's sole purpose is to ensure the agency's compliance with [IC 4-22-2-19.6](#) by incorporating the Board's current fee structure into the Indiana Administrative Code. This specific rulemaking incorporates the fee structure as it relates to application, authorization and renewal fees.

<a href="#">570 IAC 2-1-1</a>	Adds applicability section stating the definitions in the rule apply throughout the article.
<a href="#">570 IAC 2-1-2</a>	Defines the board for proprietary education. The definition references Indiana Code for simplicity and consistency between the rule and law.



<a href="#">570 IAC 2-1-3</a>	Defines institution. The definition references Indiana Code for simplicity and consistency between the rule and law.
<a href="#">570 IAC 2-1-4</a>	Defines institution with a physical presence. This definition is needed for clarity when looking at the fee schedule to differentiate the types of institutions.
<a href="#">570 IAC 2-1-5</a>	Defines institution with no physical presence. This definition is needed for clarity and to differentiate from the term above.
<a href="#">570 IAC 2-1-6</a>	Defines program. This definition further clarifies terms used in the fee schedule so impacted parties will understand what each fee is referencing.
<a href="#">570 IAC 2-1-7</a>	Establishes the application cycle and requires the payment of the applicable fee in the fee schedule.
<a href="#">570 IAC 2-1-8</a>	Establishes the renewal cycle and requires the payment of the applicable fee in the fee schedule.
<a href="#">570 IAC 2-1-9</a>	Establishes the fee schedule. This schedule is put into rule to comply with HEA 1623 (2023), and for clarity for impacted parties.

## V. Benefit Analysis

- a. Estimate of Primary and Direct Benefits of the Rule** – The proposed rule ensures the consistent assessment of fees for applications and renewals by institutions for programs with a physical presence in the state and for those programs with no physical presence in the state. Further, this rulemaking is ensuring the Board's compliance with IC 4-22-2-19.6.
- b. Estimate of Secondary or Indirect Benefits of the Rule** – The secondary, or indirect benefit of this rule, is that compliance with [IC 4-22-2-19.6](#) will allow the Board to continue collecting fees in the same methods that has been used for decades. This rule ensures the Board has the resources to ensure institutions operating in Indiana are monitored for fiscal stability with more warning of possible sudden unannounced closure.
- c. Estimate of Any Cost Savings to Regulated Industries** – This rulemaking is not changing any of the current fee amounts, so there are no cost savings.

## VI. Cost Analysis

- a. Estimate of Compliance Costs for Regulated Entities** – There are no compliance costs imposed by this rule. This rulemaking adds a rule to the Indiana Administrative Code so that the Board's fee structure complies with statutory provisions at IC 4-22-2-19.6.
- b. Estimate of Administrative Expenses Imposed by the Rules** – There will be no administrative expenses imposed by this rule as the rule incorporates the current practice and fee structure.
- c. The fees, fines, and civil penalties analysis required by [IC 4-22-2-19.6](#)** – The rule is not creating any new, nor increasing any existing, civil penalties. Instead, this rulemaking is adding new rules to ensure the

Board's fees comply with new statutory requirements found at IC 4-22-2-19.6.

This application and renewal fees satisfy [IC 4-22-2-19.6\(2\)](#) as the fee is a base price plus an additional amount based on the number of programs offered by the institution. The specific dollar amount can be reasonably calculated by institutions by multiplying the amount by the number of programs offered plus the base fee. The authorization fee is a set amount satisfying the requirement of [IC 4-22-2-19.6\(a\)](#).

**d. If the implementation costs of the proposed rule are expected to exceed the threshold set in [IC 4-22-2-22.7\(c\)\(6\)](#)** – The implementation costs of the proposed rule are not expected to exceed the threshold set in [IC 4-22-2-22.7\(c\)\(6\)](#).

## VII. Sources of Information

To develop this rule, the Board relied on the current fee structure which can be found at <https://www.in.gov/bpe/forms-and-applications/new-institution-authorization/>. Historical data on the amount of application, authorization and renewal fees collected from institutions was provided by Board staff.

## VIII. Regulatory Analysis

Given that this rulemaking will not impose any new costs but has the benefit of ensuring the Board complies with [IC 4-22-2-19.6](#), it is the Board's judgment that this rulemaking will have a positive impact on the state and regulated entities.

## IX. Contact Information of Staff to Answer Substantive Questions

Ross Miller, Director of State Authorization and Reciprocity  
101 W Ohio, Suite 300  
Indianapolis, IN 46204  
[Rmiller@che.in.gov](mailto:Rmiller@che.in.gov)  
317-232-1033

*Notice of Public Comment Period for Interim Rule:* [20250514-IR-571250277INA](#)

*Notice of Determination Received:* May 8, 2025

*Posted:* 05/14/2025 by Legislative Services Agency

**TITLE 571 BOARD FOR PROPRIETARY EDUCATION****Notice of Public Comment Period for Interim Rule**

LSA Document #25-277

**BPE FEE SCHEDULE****PURPOSE OF NOTICE**

The Board for Proprietary Education (BPE) is soliciting public comment on rules to be temporarily added to incorporate BPE's current fee schedule. BPE seeks comment on the affected citations listed and any other provisions of Title 571 that may be affected by this rulemaking.

**ADDITIONAL DOCUMENTS**Governor's Approval: [20250514-IR-571250277GAA](#)Regulatory Analysis: [20250514-IR-571250277RAA](#)**CITATIONS AFFECTED:** [571 IAC 1](#)**AUTHORITY:** [IC 21-18.5-6-27](#)**OVERVIEW****Basic Purpose and Background**

The proposed interim rule will incorporate BPE's current fee schedule into the Indiana Administrative Code (IAC), in compliance with [IC 4-22-2-19.6](#), to maintain current administrative operations. The statutory purpose of BPE, as outlined in [IC 21-18.5-6-1](#), is to protect students, educational institutions, the general public, and honest and ethical operators of institutions from dishonest and unethical practices. Before doing business in Indiana, a postsecondary credit bearing proprietary educational institution (institution), as defined at [IC 21-18.5-2-12](#), is required to obtain authorization from BPE. Under [IC 21-18.5-6-3](#) and [IC 21-18.5-6-12\(f\)](#), BPE is required to assess an authorization fee and renewal fee, each with a specified statutory minimum dollar amount.

In March 2022, BPE adopted the current fee schedule through board action with an effective date of May 2022. Currently, the mandatory application for authorization fee is two thousand five hundred dollars (\$2,500), regardless of physical presence in Indiana, plus three hundred dollars (\$300) per program for initial authorization from an institution with a physical presence, or twenty-five dollars (\$25) per program for initial authorization from an institution with no physical presence. Currently, the mandatory annual renewal fee is one thousand dollars (\$1,000), regardless of physical presence in Indiana, plus twenty-five dollars (\$25) per program for institutional authorization renewal, regardless of physical presence in Indiana.

BPE charges fees to cover the cost of processing applications and evaluating institutions at initial application and renewal. This process includes: (1) a review of annual financial statement data; (2) the development of a scorecard summarizing an institution's components of its financial composite score; (3) the latest financial information data, trends, and annual revenues; and (4) the preparation of recommendations for further detailed analysis for

institutions that merit further investigation. Institutions appearing on the watch list described in [IC 20-19-7](#) have further detailed analysis, and institutional financial executives are interviewed.

The proposed interim rule will apply to all institutions operating in Indiana, regardless of physical presence. This interim rulemaking will not have a fiscal impact on state and local government because the interim rule is incorporating the current fee structure into the IAC.

### **Statement Justifying Requirement or Cost**

The statutory purpose of BPE, as outlined in [IC 21-18.5-6-1](#), is to protect students, educational institutions, the general public, and honest and ethical operators of institutions from dishonest and unethical practices. BPE charges fees to cover the cost of processing applications and evaluating the institutions at initial application and renewal. This interim rule ensures BPE has the resources to ensure institutions operating in Indiana are monitored for fiscal stability with more warning of possible sudden unannounced closure.

This interim rulemaking is not changing any of the current fee amounts. There will be no administrative expenses imposed by this rule as the rule incorporates the current practice and fee structure. The interim rule is not creating any new, nor increasing any existing, civil penalties.

This interim rulemaking will not require any additional expenditures, nor will it collect any additional revenue, as the rule is incorporating the current fee structure into the Indiana Administrative Code. The annual average of the total fees collected between FY 2019 and FY 2023 is \$503,729. This money is deposited into the postsecondary credit bearing proprietary educational institution authorization fund under [IC 21.18.5-6-26\(c\)](#).

This interim rule ensures BPE's current fee schedule complies with new statutory requirements found at [IC 4-22-2-19.6](#). The application and renewal fees satisfy [IC 4-22-2-19.6\(2\)](#) as the fee is a based price plus an additional amount based on the number of programs offered by the institution. The specific dollar amount can be reasonably calculated by institutions by multiplying the amount by the number of programs offered plus the base fee. The authorization fee is a set amount satisfying the requirement of [IC 4-22-2-19.6\(a\)](#).

### **REQUEST FOR PUBLIC COMMENT**

BPE is soliciting public comment on the proposed rule. Comments may be submitted in one of the following ways:

- (1) By mail or common carrier to the following address:

LSA Document #25-277 BPE Fee Schedule  
Ross Miller, Director of State Authorization and Reciprocity  
Board for Proprietary Education  
101 West Ohio Street, Suite 300  
Indianapolis, IN 46204  
(317) 232-1033

- (2) By email to [rmiller@che.in.gov](mailto:rmiller@che.in.gov). PLEASE NOTE: Email comments will not be considered part of the official written comment period unless they are sent to the address indicated in this notice.

### **COMMENT PERIOD DEADLINE**

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All comments must be postmarked or time stamped not later than June 13, 2025.

The rule, Regulatory Analysis, appendices referenced in the Regulatory Analysis and Statement Justifying Requirement or Cost, and materials incorporated by reference (if applicable) are on file at the Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, Indiana and are available for public inspection. Copies of the rule, Regulatory Analysis, and appendices referenced in the Regulatory Analysis Statement Justifying Requirement or Cost are available at the Board for Proprietary Education office.

## **PROPOSED INTERIM RULE**

SECTION 1. [571 IAC 1](#) IS ADDED TO READ AS FOLLOWS:

## **ARTICLE 1. BOARD FOR PROPRIETARY EDUCATION**

### **Rule 1. Board for Proprietary Education**

#### **[571 IAC 1-1-1](#) Applicability**

**Authority:** [IC 21-18.5-6-27](#)

**Affected:** [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 1. The definitions in this rule apply throughout this article.**

*(Board for Proprietary Education; [571 IAC 1-1-1](#))*

#### **[571 IAC 1-1-2](#) "Board for proprietary education" defined**

**Authority:** [IC 21-18.5-6-27](#)

**Affected:** [IC 21-18.5-5-1](#); [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 2. "Board for proprietary education" has the meaning set forth in [IC 21-18.5-5-1](#).**

*(Board for Proprietary Education; [571 IAC 1-1-2](#))*

#### **[571 IAC 1-1-3](#) "Institution" defined**

**Authority:** [IC 21-18.5-6-27](#)

**Affected:** [IC 21-18.5-2-12](#); [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 3. "Institution" has the meaning set forth in [IC 21-18.5-2-12](#).**

*(Board for Proprietary Education; [571 IAC 1-1-3](#))*

#### **[571 IAC 1-1-4](#) "Institution with a physical presence" defined**

**Authority:** [IC 21-18.5-6-27](#)

**Affected:** [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 4. "Institution with a physical presence" means an institution that currently occupies a physical location for student instruction or an administrative office to facilitate student instruction.**

*(Board for Proprietary Education; [571 IAC 1-1-4](#))*

### **[571 IAC 1-1-5](#) "Institution with no physical presence" defined**

**Authority:** [IC 21-18.5-6-27](#)

**Affected:** [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 5. "Institution with no physical presence" means an institution that does not currently occupy a physical location for student instruction or an administrative office to facilitate student instruction.**

*(Board for Proprietary Education; [571 IAC 1-1-5](#))*

### **[571 IAC 1-1-6](#) "Program" defined**

**Authority:** [IC 21-18.5-6-27](#)

**Affected:** [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 6. "Program" means each diploma, certificate, or degree program offered by an institution.**

*(Board for Proprietary Education; [571 IAC 1-1-6](#))*

### **[571 IAC 1-1-7](#) Application cycle**

**Authority:** [IC 21-18.5-6-27](#)

**Affected:** [IC 21-18.5-6-3](#); [IC 21-18.5-6-4](#); [IC 21-18.5-6-12](#)

**Sec. 7. Institutions seeking initial authorization to operate in Indiana shall submit an application containing the requirements of [IC 21-18.5-6-4](#) to the board for proprietary education with the fee outlined in section 9 of this rule.**

*(Board for Proprietary Education; [571 IAC 1-1-7](#))*

### **[571 IAC 1-1-8](#) Renewal cycle**

**Authority:** [IC 21-18.5-6-27](#)

**Affected:** [IC 21-18.5-6-3](#); [IC 21-18.5-6-4](#); [IC 21-18.5-6-12](#)  
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**Sec. 8. Institutions shall renew authorization annually by submitting an application containing the requirements of [IC 21-18.5-6-4](#) and the renewal fee outlined in section 9 of this rule.**

*(Board for Proprietary Education; [571 IAC 1-1-8](#))*

## **[571 IAC 1-1-9](#) Fee schedule**

**Authority:** [IC 21-18.5-6-27](#)

**Affected:** [IC 21-18.5-6-3](#); [IC 21-18.5-6-12](#)

**Sec. 9. (a) The fees set by the board for proprietary education are as follows:**

- (1) Two thousand five hundred dollars (\$2,500) per application for initial institutional authorization from an institution with a physical presence plus three hundred dollars (\$300) per degree program for initial degree program authorization.**
- (2) Two thousand five hundred dollars (\$2,500) per application for initial institutional authorization from an institution with no physical presence plus twenty-five dollars (\$25) per program for initial program authorization.**
- (3) One thousand dollars (\$1,000) per application for institutional authorization renewal from an institution with a physical presence plus twenty-five dollars (\$25) per program for program renewal and three hundred dollars (\$300) per degree program for initial degree program authorization.**
- (4) One thousand dollars (\$1,000) per application for institutional authorization renewal from an institution with no physical presence plus twenty-five dollars (\$25) per program for program renewal.**

**(b) Fees must be paid not later than thirty (30) days after the application has been submitted.**

**(c) Nonpayment will result in the denial of the institutional authorization or renewal and program authorization or renewal.**

**(d) Failure to pay in accordance with the fee payment schedule, which results in the substantial nonpayment of the fee, may result in the revocation of the institutional authorization or renewal and program authorization or renewal.**

**(e) Fees are nonrefundable and may not be refunded or applied to a subsequent application or renewal if the:**

- (1) institutional authorization or renewal, or program authorization or renewal, is denied or revoked; or**
- (2) application is withdrawn after the payment is deposited.**

*(Board for Proprietary Education; [571 IAC 1-1-9](#))*

SECTION 2. This document expires 425 days after the publisher accepts the Interim Final Rule for filing.

*Posted: 05/14/2025 by Legislative Services Agency*