

# AGENDA

## Meeting of the Board for Proprietary Education

June 1, 2016  
9:30 – 1:00

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

### (For Conference Call Participants)

1-877-422-1931 Conference Code: 2867447421

- I. **Call to Order – 9:30 A.M. (Eastern)**
  - Roll Call of Members and Determination of Quorum
  - Executive Director’s Report
  - Consideration of the Minutes of the March 8, 2016 Board Meeting..... 1
  
- II. **Business Items**
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**IV. OLD BUSINESS  
NEW BUSINESS  
ADJOURNMENT**

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The next meeting of the Board is tentatively scheduled for **September 13, 2016, in Indianapolis, Indiana.**

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

**Minutes of Meeting**

**Tuesday, March 8, 2016**

**I. CALL TO ORDER**

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

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

*Members Present:* Eric Ogle, Joe Pearson, Ken Sauer, and Maia Siprashvilli-Lee.

*Members Absent:* Rod Haywood, Jr., and Ken Konesco

*Guests Present:* Connie Adelman, Kristen Akers, Jerry Ausbun, Jeff Biltz, Danielle Brock, Tom Brouwer, Rebecca DeVos, Paula Hartman, Toni Herron, Vanessa Phares, Robin Shapiro, Glenna Shelby, Karen Swenson, and Lee Tincher.

It was determined that there was a quorum for the March 8, 2016 Board meeting.

**CONSIDERATION OF THE MINUTES OF THE December, 2015 BOARD MEETING**

**R-16-01.1**      **Resolved:** That the Board for Proprietary Education hereby approve the Minutes of the December 8, 2015 regular meeting (Motion – Pearson, second – Ogle, unanimously approved)

**EXECUTIVE DIRECTOR'S REPORT**

Dr. Sauer began his report by introducing the new Board member Ms. Siprashvilli-Lee, who then told the Board of her background with the Ministry of Education in her native country of Georgia.

The Board meeting agenda included a very important discussion item on Nursing, which may lead to more discussion items in the future. The business portion of the agenda was the shortest since the Board was formed in July of 2012, with only two institutional program proposals.

**II. DISCUSSION ITEM**

Dr. Sauer began by introducing the topic of nursing pass rate data as the topic of discussion. The discussion of NCLEX pass rate data was placed in the context of the three sectors (public institutions, non-profit institutions, and for-profit institutions). Introduced was Ms. Herron, Education Officer with the Indiana State Board of Nursing (ISBN) who would be presenting as part of the discussion.

The discussion would be an initial discussion of nursing pass rates and the Board will return to this topic. There are two broad reasons to have the Board look at NCLEX pass rates. The first reason is that the Commission looks at return on investment data. Dr. Sauer then invited Commissioner Lubbers to speak to the Board about the Commission's work on return on investment data.

Commissioner Lubbers stated that this was an opportunity to talk about not only the Commission's current report on return on investment data, but also to let the Board know that the Commission would be voting at its' March 10<sup>th</sup> meeting on the content of the newest strategic plan, *Reaching Higher, Delivering Value*. This plan builds on the previous strategic plan, *Reaching Higher and Delivering More*. The strategic plans address not only what are your educational costs and how much debt a student has but return on investment in terms of a job and quality of life, and engagement in the job. The Commission has always looked at how we could take another step in providing the most comprehensive view of the value of higher education. There are things the Commission could do to make sure the education investment is wiser and smarter in how people spend state dollars in a data driven way. Further, how does the Commission use that data to convey a message to Hoosiers in making wise educational choices. Lastly, Commissioner Lubbers expressed her appreciation for Ms. Herron helping the Commission regarding Nursing pass rates. It would be a precursor at looking at other types of licensing pass rates going forward.

Dr. Sauer stated that another reason for taking a look at this analysis was the closure of a for-profit institution with very low NCLEX pass rates. Outlined was the content of the overall NCLEX ASN, BSN, and LPN programs in comparison with each against the three sectors, and the national pass rates in those respective areas.

Dr. Sauer then turned the discussion presentation to Mr. Miller. The campus level data in the proprietary sector was outlined. Among the points made were that Harrison College at Fort Wayne had an RN NCLEX pass rate of 100% while the defunct Indiana Dabney University had an ASN 21% NCLEX pass rate, lowest among all of the for-profit institutions.

The presentation concluded with Ms. Herron, who provided information about ISBN. The agency mission is to provide protection to the public by making sure that ethical individuals are available to be licensed as caregivers. Secondly, to accredit pre-licensure nursing programs. A timeline of the closure of Indiana Dabney University was given and the resulting evaluation of similar institutions with low pass rates.

Mr. Ogle expressed his concern at the difference between the public and for-profit institutional NCLEX pass rates, the increased enrollment at for-profit institutions, and the higher tuition costs. To that point Dr. Sauer emphasized that part of the follow-up could be to have institutions appear before the Board for review of their programs. Mr. Perkins stated that he would like to know further information concerning the criteria the Board could look at if it were to review programs with low pass rates.

Dr. Sauer invited Harrison College Nursing program representatives to address the Board directly. Ms. Hartman, Dean of Nursing at Harrison College stated that the institution as a whole was supportive of the nursing program, but allowed the department to set its own curriculum. Ms. Hartman also commented on the relationship that the institution had with local hospitals. Ms. Hartman answered specific questions from Commissioner Lubbers who had asked about the suspended nursing program at Fort Wayne, and if any plans had been made for Harrison College to offer a BSN program.

### **III. TIME – SENSITIVE ACTION ITEMS**

#### **A. Academic Degree Programs**

1. Master of Science in School Counseling to be offered by American College of Education

Representing American College of Education was: Dr. Ausburn, Assistant Dean, Ms. Swenson, Senior Vice President of Regulatory Affairs and Compliance, and Dr. Tincher, Assistant Dean.

Mr. Miller presented the staff report recommending that American College of Education be granted approval to offer one Master’s degree program via distance education.

**R-16-01.2            RESOLVED:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.  
(Motion – Pearson, second – Sipsravilli-Lee, unanimously approved)

- 2. Associate of Applied Science in Medical Assistant to be offered by Brightwood College at Hammond

Representing Brightwood College was: Ms. Brock, Medical Assistant Program Director, and Ms. DeVos, Academic Dean, Campus President.

Mr. Miller presented the staff report recommending that Brightwood College be granted approval to offer one Associate’s degree program at one location.

**R-16-01.3            Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.  
(Motion – Pearson, second – Sauer, unanimously approved)

**IV.    INFORMATION ITEM**  
**OLD BUSINESS**  
**NEW BUSINESS**

There was none.

**V.    ADJOURNMENT**

The meeting was adjourned at 12:45 P.M.

\_\_\_\_\_  
Dr. Ken Sauer, Chairman

\_\_\_\_\_  
Date

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## **BOARD FOR PROPRIETARY EDUCATION**

Wednesday, June 1, 2016

### **BUSINESS ITEM A-1:**

#### **American College of Education: One Master's Degree Program Offered Exclusively Via Distance Education**

### **Staff Recommendation**

That the Board for Proprietary Education approve the Master of Education (M.Ed.) in Educational Business Administration in accordance with the background discussion in this agenda item and the Application for Degree Approval.

### **Background**

#### **Institution Profile**

American College of Education is regionally accredited by the Higher Learning Commission (HLC). The institution has offices in Indianapolis, Indiana and Dallas, Texas. The National Center for Education Statistics (NCES) lists a total enrollment of 2,589 students in the fall of 2014 at American College of Education.

### **Degree Program Profile**

#### *Master of Education (M.Ed.) in Educational Business Administration*

This program consists of 35 semester credit hours, with 100% of the courses in the specialty. The faculty consists of 11 individuals, of whom 5 are full-time and 6 are part-time. Of the 11 individuals, each has a doctoral degree.

### **Supporting Document**

Degree Application

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**Indiana Commission for Higher Education  
Indiana Board for Proprietary Education**

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

**DEGREE APPLICATION**  
*(New or Renewal program)*

Name of Institution	<b>American College of Education</b>	
Name of Program	<b>M.Ed. in Educational Business Administration</b> (CIP Code 13.0499 Educational Administration and Supervision, Other.)	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)		<b>M.Ed.</b>
Name of Person Preparing this Form	<b>Karen Swenson, Sr. VP Regulatory Affairs</b>	
Telephone Number	<b>317-829-9376</b>	<b><u>Application Type</u></b>
Date the Form was Prepared	<b>April 6, 2016</b>	<b>Initial or Renewal</b>

(Revise date after any revision)

**Program Description**

The M.Ed. in Educational Business Administration emerges in response to the critical demand for increased fiscal and ethical accountability to improve learning amid changing economic conditions on a local, national, and global scale. Designed for those seeking to possess or enhance business and leadership skills utilized in an educational setting, the program blends financial and operational insight with the foundations of effective learning environments for continuous improvement and sustainable growth. Students pursuing senior administrative roles are presented with opportunities to build the expertise that will assist them in navigating educational environments and making data-driven financial and operational decisions – while maximizing resources utilizing sound business strategies and practices. Framed by the standards from the Association of School Business Officials International (ASBO), the program leverages multiple perspectives to prepare strategic leaders for a variety of settings, including public, charter, and private schools, community colleges, and other educational institutions or learning organizations.

**Program Rationale**

The “business” side of education requires capable, educated, and experienced strategic leaders who understand their role in effectively managing all fiscal, material, technological, and human resources, while also being able to maintain alignment with the overall mission and vision in their respective organizations, school systems, and institutions. Educational and organizational institutions across the nation are faced with a greater degree of public scrutiny, fiscal accountability, and ethical responsibility when it comes to effectively and efficiently acquiring, managing, and maximizing all available resources in diverse educational, institutional, and organizational settings.

The Masters in Educational Business Administration program differs from traditional Masters in Education Administration programs as it aligns to national and state-specific association standards for school business officials. For example, in Indiana, the program effectively supports the goals of the Indiana Association of School Business Officials (IASBO), which has been a longstanding organization founded to promote ethical and appropriate management of public school finance, accounting, budgeting, auditing, purchasing, maintenance and operations, human resources, facility planning, risk management, cash management, food nutrition, technology, and transportation. Additionally, the program supports IASBO efforts to provide a certification program for individuals who manage school district financial, material, technological, and human resources by providing ongoing professional skill development that is necessary for school business officials to be able to meet the demanding responsibilities of their jobs.

From a national perspective, the majority of states across the nation also rely on support from state-specific associations for school business officials, as they clearly indicate the need for degreed, certified, and experienced financial leaders. Additionally, other states specifically describe the position as a School Business Administrator, Chief School Business Official, Chief School Financial Officer, or Chief Business Officer. Nationally, with an educational background and training based on standards from the Association of School Business Officials International (ASBO), coursework and professional development may include management of financial resources, statistics, education economics, human resource management, managerial accounting, leadership in communication and collaboration, marketing, operations and facility management, information systems, ethics, and risk management.

Starr (2014) points out that the work of school business managers has extended into the academic functions of schools, they now serve in roles previously only filled by educators, and through efficient fiscal management, can save their organization enough money to actually cover their own salaries within three years. According to National College (2011), school business managers have the ability to save up to 35% of the principal's time, while Price Waterhouse Coopers (2010) points out that business managers can provide a net return on investment up to 80% for the school system. Like Indiana, other states also require ongoing professional development and additional training for these individuals to be able to increase professional knowledge and to abide by strict and specific state requirements regarding fiscal accountability and transparency in public, charter, and private schools, community colleges, or other educational institutions and learning organizations. According to Weeks (2014), 657 charter schools across the nation closed down between 1992-2009, with 27% closed due to "mismanagement" and 41% closed due to financial deficiencies. The Center for Education Reform states 68% of charter schools have been closed due to financial mismanagement and deficiencies.

Serving as a financial leader in educational settings or institutions, the candidate must be prepared to effectively address varying degrees of public scrutiny from board members, stakeholders, and community members, as well as state and federal guidelines regarding the appropriate use of taxpayer dollars, federal funds, grants, and other resources for the purposes of educating students. With that being said, there is a tremendous need for school business administration programs that consistently rely on evidenced-based learning and assessment in order to employ proven strategies to collect, organize, assess, and disseminate appropriate financial and other institutional data necessary to support responsible fiscal and organizational decision making and the appropriate use of resources. It is highly

critical that school business administrators are able to effectively apply sound financial and business theories, standards, and frameworks to critically analyze and evaluate procedures established to measure operational and strategic benchmarks to remain aligned to ethical, evidence-based business practices identified by research.

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

**Program Outcomes**

1. Employ evidence-based strategies to collect, organize, assess, and disseminate appropriate data necessary to support responsible fiscal and organizational decision making in the use of resources.
2. Analyze and evaluate procedures established to measure operational and strategic benchmarks to remain aligned to ethical, evidence-based business practices identified by research to improve overall efficiency.
3. Engage in the pursuit of relevant intellectual understanding related to critical aspects of managing human resources and relationships to resolve conflicts, supporting problem solving, and maximizing the benefits of diverse thoughts.
4. Effectively communicate the mission and vision of the organization.
5. Utilize collaborative team building to strengthen professional relationships and facilitate strategic planning to improve institutional effectiveness.
6. Apply legal, ethical, and policy constraints and principles to financial and business operations to ensure the highest values of social interaction within the climate, culture, and diversity of learning environments.
7. Implement appropriate practices, using skills, concepts, and expertise in building and sustaining technology-enhanced, ethically managed facilities that promote the academic and social success of individuals.
8. Demonstrate sound leadership principles in managing financial resources, including budget planning, auditing, and reporting on institutional operations through the use of technology.
9. Analyze contributing economic factors related to the development, delivery, and evaluation of instruction including professional development, program changes, and continuous improvement.

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

Name of Program:	<b>Master of Education in Educational Business Administration</b>			
Total Course Hours:	<b>35</b>	Check one:	Quarter Hours	
			Semester Hours	✓
			Clock Hours	
Tuition :	<b>\$8,225</b>	Length of Program:	<b>18-24 months</b>	

**Program Structure**

Core courses: 10 courses = 26 semester credits

Focus of Study courses: 3 courses = 9 semester credits

Total semester credits: 35 semester credits

Number	Credits	Course Title	Description
<b>CORE COURSES</b>			
Number	Credits	Course Title	Description
EBUS5401	<b>1</b>	Introduction to Educational Business Administration	Students are prepared to appropriately apply philosophy and school business theories to the educational environment. By tracing the historic role of laws in education and government, students examine how a school culture is established through the organization’s vision, mission, and goals to optimize student learning. Transparency, ethics, inclusiveness, and equity play a vital part in understanding the importance of gaining buy-in and support from employees, boards, and community members.
EBUS5203	<b>3</b>	Management of Financial Resources	Designed to explore fiscal and budget responsibilities, this course applies budgetary principles to interpret a range of funding and valuation models, including property tax levy. By analyzing the shifts in cash flow, students consider multiple theoretical approaches to effectively manage revenue sources, expenditures, budgetary constraints, and forecasts of resources, with respect to state and federal regulations. Emphasis is placed on the budget process including the support of technology resources, facilities, and applications as it relates to reporting the management and oversight of funds and financial services.
EBUS5213	<b>3</b>	Human Resource Management	Designed to assist leaders in gaining knowledge and experience of legal and ethical standards, this course provides opportunities for students to explore aspects of benefits and payroll administration, employment law and labor relations. Exploring the changing role of human resources, principles and strategies for gathering and communicating critical information are examined including ways to conduct job and compensation analyses, proactive planning and implementation for hiring, staff and faculty development, and resolving conflicts along with other workplace issues.

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
LEAD5223	<b>3</b>	Communication and Collaboration through Ethical Leadership	Ways to develop and sustain a thriving school culture are examined through the utilization of effective communication and collaboration strategies within and beyond the community. Governance strategies for ethical and legal policies, organizational development and optimization, and decision making are covered. Students explore ways in which their ethical code protects and ensures equity, fairness, tolerance, and respect in various educational and organizational cultures.
LEAD5233	<b>3</b>	Cultural Leadership	This course focuses on establishing and maintaining the instructional vision and mission of an institution through effective use of student performance data to inform the selection of strategies and practices contributing to academic success. Through the development of district-wide initiatives and priorities, supported by effective communication, students learn to facilitate collaborative efforts, develop productive partnerships, promote academic rigor and empower leadership skills in others to create a culture of achievement.
EBUS5423	<b>3</b>	Data Analytics and Reporting	This course assists students in gaining the knowledge, experience, and resources needed to appropriately analyze and report organizational data to ensure quality, equitable, and informed decisions. To efficiently manage organizational needs, students examine ways to use technology to maintain, and retrieve relevant data, and prepare various documents for the purpose of maximizing resources in a variety of educational settings.
EBUS5433	<b>3</b>	Law, Labor, and Negotiations	This course establishes the legal foundation of public schooling by examining authority from constitutional through local governance. Issues related to school and public works law are examined in case studies focused on liabilities, disabilities, and facilities delivering educational services. This includes laws related to labor relationships and contract negotiations, and building and construction contracts.
EBUS5443	<b>3</b>	Risk Management	This course develops leaders in a wide range of educational and organizational settings, who can effectively forecast and evaluate financial risks challenging their institutions. To avoid or minimize risk in a proactive manner, students learn to utilize analysis, avoidance, minimization, or elimination of undesirable threats to protect present and future organizational interests. Through the identification, assessment, and prioritization of risks, students prepare to minimize, monitor, and control the probability and impact of negative events on an institution in a manner that does not detract from the institutional goals.

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
RES5453	<b>3</b>	Research Methods for Educational Business Administrators	This course enables students to become informed consumers of educational research and to develop skills to understand collecting, analyzing, organizing, interpreting, and communicated data for educational and organizational decision making. An emphasis is placed on data-mining principles students can apply to determine whether particular scientifically based research findings are trustworthy and relevant for use within complex data sets. Emphasis is placed on how action research can become a vital tool for school leaders working to improve educational business operations and activities.
EBUS5091	<b>1</b>	Capstone Experience for Educational Business Administration	The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of, studies related to Educational Business Administration.
<b>FOCUS OF STUDY COURSES</b>			
<b><i>Focus of Study – School Business Official</i></b>			
ECON5203	<b>3</b>	Education Economics	By investigating the underlying structures of economics through the application of econometrics, students apply theories to topics such as human capital, institutional finance, and educational technology. As economics grows more complex and critical, educational choice, public funding, and policy trends impact the education production function. The economics of education is explored from a cost-and-benefit perspective as students learn to navigate operational challenges, make data-driven financial decisions, and maximize capital resources utilizing sound principles of management.
ACCT5303	<b>3</b>	Managerial Accounting	This course focuses on communicating the financial status of an educational organization or institution in alignment with governing policies and procedures. Applying sound accounting practices, students examine financial reporting, contractual services, cash flow analysis, purchases, investments, policies and procedures, and forecasting within the legal constraints established by state and federal agencies.

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
EBUS5413	<b>3</b>	Operations and Facility Management	Based on the interdisciplinary study of business, operations, and facility management, this course effectively prepares students to coordinate people, budgets, infrastructure, logistics, spatial organization, purchasing, and other financial, material, and technological resources specific to educational settings. The concepts of operational efficiency, institutional resiliency, and contingency planning across departments is also explored to ensure academic continuity. The role of human resource management is considered with respect to communication, emergency planning, preparedness and recovery, environmental protection, property management, technology, and vendor management.
<b><i>Focus of Study – Human Resources</i></b>			
EBUS5463	<b>3</b>	Human Resources Management	A comprehensive course designed to provide students with the tools needed for successful management of the critical human resources functions, including employee relations, professional development, and conflict management. Students gain an understanding of the importance of employee performance and satisfaction to organizational culture. By providing fundamentals in managing all levels of the workforce, from professional development to conflict management and resolution, students will be confident administering evaluations, documentation, and disciplinary actions while becoming familiar with appropriate communication when managing difficult situations.
EBUS5473	<b>3</b>	Employment Law	Through an in-depth look at employment law and managing risk, this course will give students the tools needed to navigate a collective bargaining contract, along with required contractual policies and procedures. Students will gain a deeper understanding of workplace compliance laws, while exploring the differences between employees and independent contractors.
EBUS5483	<b>3</b>	Strategic HR Management	This course thoroughly studies how human resources function as a strategic partner to all lines of business. Students will learn a multitude of skills ranging from the basic administration of personnel records, employee handbooks and policies, to the entire recruiting and hiring process. By providing a comprehensive study into compensation and benefits administration, students will leverage understanding of specific laws and regulations, including ACA regulations as these relate to payroll functions.

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
<b><i>Focus of Study – Information Systems</i></b>			
EBUS5493	<b>3</b>	Information Systems	Using research, students acquire and utilize multiple resources designed to effectively and efficiently create, collect, filter, process, and distribute data through well-managed information systems. The course provides a solid foundation for maximizing available technological and organizational resources through the enhancement of operations and information systems support while also providing the knowledge, skills, and experience to administer such functions. This course further helps to prepare educational business leaders to successfully analyze and evaluate trends and best practices in information systems.
DL5713	3	Digital Age Learning Environment	This course will examine various methods of learning in new media environments. In the 21st century, virtual communication and collaboration are crucial to understand how to participate and incorporate effectively. Also, understanding the similarities, differences, advantages, and disadvantages of online classrooms, blended classrooms, and flipped classrooms is needed. Lastly, learning about technology use, learning management systems, social media, and Web 2.0 tools will be examined. A key component of this course includes the opportunity for students to create with technology-based assignments.
ET5063	3	Professional Environments in a Virtual World	Framed by instructional design and adult learning, learners demonstrate a broad understanding of their professional environment by developing products to support continuous professional growth within the organization. Learners identify and evaluate technologies to facilitate and improve collaboration, productivity, communication, and instruction for all organizational stakeholders. They also design a professional development plan based on best practices and emphasizing legal and ethical guidelines specific to blended and online learning environments. Within the context of professional environments, academic integrity and dishonesty, personal and professional learning networks, and digital citizenship are major topics.
<b><i>Focus of Study – Educational Entrepreneurship</i></b>			
EBUS5253	<b>3</b>	Strategic Innovation and Educational Entrepreneurship	In this course, students evaluate models, theories, and evidence-based best practices related to strategic management and innovation in educational entrepreneurship. Students learn the fundamentals of business planning and design, develop, and implement strategic models facilitating innovation and creativity to be used in diverse entrepreneurial endeavors.

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
MRKT5403	<b>3</b>	Marketing Management	As an introduction to foundational concepts of marketing, this course considers various perspectives from influencer to consumer. Marketing opportunities are explored for implementing strategic plans through the use of research and analysis. Students examine examples of brand development, positioning, and management of integrated marketing communications (IMC) campaigns, which can be highly beneficial for private and charter schools. Case studies and scenarios frame the examination of managed markets. The intersection of marketing with public and media relations is also explored.
EBUS5263		Innovative Learning Environments	Driven by organizational theory, this project-based course integrates aspects of sociology with adult learning theory to deliver on online option for staff or faculty development. Students identify a learning solution in response to an organizational problem. Utilizing research-based theories, principles, models, and practices, concepts related to application are tested to determine value and appropriate action.
<b>Optional Internship Courses</b>			
EBUS5556	6	<i>Internship in Educational Business Administration (Optional)</i>	The optional 600-hour internship is created for students in states requiring field-based experiences as a component of licensure. Guided by an approved mentor, interns apply theories and strategies to effectively perform the role, function, and responsibilities of a school business officer.
EBUS5553	3	<i>Internship in Educational Business Administration (Optional)</i>	The optional 300-hour internship is created for students in states requiring field-based experiences as a component of licensure. Guided by an approved mentor, interns apply theories and strategies to effectively perform the role, function, and responsibilities of a school business officer.

### Program Alignment to Outcomes

M.Ed. in EBA Program Outcomes	Program Courses – Year 1									
	EBUS 5401 Intro	EBUS 5203 Finance	EBUS 5213 HR	LEAD 5223 Ethical Leadership	LEAD 5233 Cultural Leadership	EBUS 5423 Analytics	EBUS 5433 Law	EBUS 5443 Risk	RES 5453 Research	EBUS 5091 Capstone
1			X	X		X	X	X	X	X
2		X				X		X		X
3	X		X	X	X	X		X		X
4		X	X		X	X				X
5			X	X	X	X				X
6	X	X	X		X	X	X	X	X	X
7	X						X	X	X	X
8	X	X	X				X	X	X	X
9		X		X	X		X	X	X	X

M.Ed. in EBA Program Outcomes	Program Courses – Year 2					
	RES 5453 Research	EBUS 5091 Capstone	FOS - Business	FOS Human Resources	FOS - IT	FOS – Educational Entrepreneurship
1	X	X	X		X	X
2		X	X	X	X	X
3		X	X	X		X
4		X	X			
5		X	X			
6	X	X	X	X	X	X
7	X	X	X		X	
8	X	X	X		X	X
9	X	X	X	X		X

### Program Schedule

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
<b>Year 1</b>	EBUS5401 Introduction to Educational Business Administration	EBUS5203 Management of Financial Resources	EBUS5213 Human Resource Management	LEAD5223 Communication and Collaboration through Ethical Leadership	LEAD5233 Cultural Leadership	EBUS5423 Data Analytics and Reporting	EBUS5433 Law, Labor, and Negotiations	EBUS5443 Risk Management
<b>Year 2</b>	RES5453 Research Methods for Educational Business Administrators	Focus of Study Course 1	Focus of Study Course 2	Focus of Study Course 3				
				EBUS5091 Capstone Experience for Educational Business Administration				

<b>Number of Credit/Clock Hrs. in Specialty Courses:</b>	35	/		Percentage:	100%
<b>Number of Credit/Clock Hrs. in General Courses:</b>	0	/	0	Percentage:	0%
<b>If applicable:</b>					
<b>Number of Credit/Clock Hrs. in Liberal Arts:</b>	0	/	0	Percentage:	0%

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

Location of library:	Online, no single physical location
Hours of student access:	24 hours/day; 7 days/week. Always "open"
Part-time, full-time librarian/staff:	One full-time Librarian

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

**Number of professional periodicals subscribed to:**

**EBSCO Discovery Service**

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

**Articles and E-Journals**

**Academic Search Complete**

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

- Producer: EBSCO
- Vendor: EBSCO
- Coverage: Over 13,780 indexed and abstracted journals
- Full text for more than 9,000 full-text journals, 7,850 peer-reviewed journals, as well as more than 900 eBooks

**ArticleFirst**

ArticleFirst is an index of 27 million articles created from the tables-of-contents of multi-disciplinary journals.

- Produced by: OCLC
- Vendor: OCLC FirstSearch
- Coverage: 16,000+ journals
- Full-text: none

**Business Source Complete (EBSCO)**

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2000 peer-reviewed journals; 3625 SWOT analyses; 57 faculty seminar videos; 10,270 case studies
- Full-text: 1800+ journals; 1000+ eBooks, reports and monographs

**Child Development & Adolescent Studies (EBSCO)**

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: 238 journals
- Full-text: none

**ECO Electronic Collections Online**

ECO Electronic Collections Online database contains bibliographic records of scholarly electronic journals that are owned and cataloged by OCLC member libraries.

- Produced by: OCLC
- Vendor: OCLC FirstSearch
- Coverage: 4.2+ million records; 5000+ journals
- Full-text: None

**Education Abstracts/Full-Text (Wilson)**

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

- Produced by: H. W. Wilson Co., 1920-
- Vendor: EBSCO
- Coverage: 770+ journals, yearbooks, monographs
- Full-text: Yes – 350+ journals back to 1996

**Education Source**

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2,330+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes - 1,800+ journals and 550+ books and monographs plus numerous conference papers and proceedings
- Includes: EBSCO's Professional Development Collection

#### **Education Week**

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

#### **Educational Administration Abstracts**

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

#### **Educational Administration Quarterly**

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

#### **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.

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: <http://www.eric.ed.gov>, EBSCO, ProQuest, and OCLC
- Coverage: 1,100+ 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.

#### **Google Scholar**

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

- Produced by: Google
- Vendor: [www.google.com](http://www.google.com)
- Coverage: all Web pages on the Internet

- Full-text: Yes – full-text articles that are copyright-free; free full-text patents and federal legal opinions

### **GPO Monthly Catalog**

GPO Monthly Catalog is the only comprehensive index of government publications. Established in 1876, the U. S. Government Printing Office is the world's largest publisher. Government publications are available on Education and every other subject in every academic discipline. Most are free from GPO or the issuing agency, and newer ones may be available on the Web. GPO estimates that today 50% of all U.S. government documents are now born digital.

- Produced by: U. S. Government Printing Office
- Vendor: <http://www.gpo.gov/> (1861 to date)
- Vendor: FirstSearch (1976 to date)
- Coverage: (GPO): government publications since 1861
- Coverage (FirstSearch): government publications since 1976
- Full-text: Yes – some links to full-text publications are provided by issuing agencies.

### **JSTOR Current Education Collection**

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: nine selected Education related journals
- Full-text: yes  
Library, Information Science & Technology Abstracts (LISTA) with Full Text
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 735+ Journals; 30+ eBooks, monographs, conference papers, and pamphlets
- Full-text: yes

### **Medline**

Medline is the premier international bibliographic database covering all fields of medicine including psychology, psychiatry, nursing, dentistry, nutrition, education, and social services.

- Producer: U. S. National Library of Medicine
- Vendors: [www.pubmed.gov](http://www.pubmed.gov), FirstSearch
- Coverage: 19,000+ journals; 19+ million citations
- Full-text: Yes – some articles are available from open source journals

### **OAIster**

OAIster harvests Open Archives Initiative (OAI)-compliant resources in all subjects and disciplines from digital libraries, institutional repositories, and online journals. Its goal is to create a collection of freely available, previously difficult-to-access, academically-oriented digital resources that are easily searchable by anyone. Digital resources include books, articles, born-digital text, audio and image files, datasets, theses, technical and research papers, and image collections.

- Producer: OCLC and University of Michigan University Library

- Vendor: OCLC FirstSearch
- Coverage: 23+ million records
- Full-text: Yes

### **ProQuest Education Journals**

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

- Producer: ProQuest
- Vendor: ProQuest
- Coverage: 1020+ journals published since 1991
- Full-text: Yes – 640 journals

### **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:

[http://www.eric.ed.gov/ERICWebPortal/resources/html/thesaurus/about\\_thesaurus.html](http://www.eric.ed.gov/ERICWebPortal/resources/html/thesaurus/about_thesaurus.html).

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

#### **Mental Measurements Yearbook including Tests in Print**

Mental Measurements Yearbook (MMY) is a comprehensive guide to 2,000+ contemporary testing instruments. The MMY series contains reviews and information essential for a complete evaluation of testing products in psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection decisions about the increasingly complex world of testing. MMY database includes the MMY archive of all yearbooks from the first edition in 1938 through the 18th yearbook released in 2010.

#### **Tests in Print (TIP)**

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

- Producer: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln

- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes – reviews only [no tests are available online]
- Includes other database? Yes – Tests in Print

#### **IV. Books and E-Books**

##### **Academic Search Complete (EBSCO)**

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 13,780 indexed and abstracted journals
- Full text for more than 9,000 full-text journals, 7,850 peer-reviewed journals, as well as more than 900 eBooks

##### **Business Source Complete (EBSCO)**

Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes both electronic journals and eBooks, as well as reports.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage:
- Full-text: 1800+ journals; 1000+ eBooks, reports and monographs

##### **Education Source (EBSCO)**

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

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

##### **Ebooks**

Ebooks contains bibliographic records of online electronic books (e-books) in all subjects that are owned and cataloged by OCLC member libraries.

- Produced by: OCLC
- Vendor: OCLC FirstSearch
- Coverage: 665,000+ cataloged e-books
- Full-text: none

#### **EBooks (EBSCOhost)**

EBooks is a collection of full-text education related e-books.

- Producer: EBSCO
- Vendor: EBSCO
- Coverage: 2009+ e-books in Education (88 e-books)
- Full-text: Yes

Future-Focused Leadership by Marx

- Vendor: EBSCO
- Full-text: Yes

#### **GPO Monthly Catalog**

GPO Monthly Catalog is the only comprehensive index of government publications. Established in 1876, the U. S. Government Printing Office is the world's largest publisher. Government publications are available on Education and every other subject in every academic discipline. Most are free from GPO or the issuing agency, and newer ones may be available on the Web. GPO estimates that today 50% of all U.S. government documents are now born digital.

- Produced by: U. S. Government Printing Office
- Vendor: <http://www.gpo.gov/> (1861 to date)
- Vendor: FirstSearch (1976 to date)
- Coverage: (GPO): government publications since 1861
- Coverage (FirstSearch): government publications since 1976
- Full-text: Yes – some links to full-text publications are provided by issuing agencies.

#### **Library, Information Science & Technology Abstracts with Full Text**

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 400+ journals plus books, monographs, conference papers, and pamphlets.
- Full-text: Yes - 160+ journals and 550+ books and monographs plus numerous conference proceedings and pamphlets.

**OAlster**

OAlster harvests Open Archives Initiative (OAI)-compliant resources in all subjects and disciplines from digital libraries, institutional repositories, and online journals. Its goal is to create a collection of freely available, previously difficult-to-access, academically-oriented digital resources that are easily searchable by anyone. Digital resources include books, articles, born-digital text, audio and image files, datasets, theses, technical and research papers, and image collections.

- Producer: OCLC and University of Michigan University Library
- Vendor: OCLC FirstSearch
- Coverage: 23+ million records
- Full-text: Yes

#### **PapersFirst**

PapersFirst is an index of scholarly papers in all academic disciplines presented at worldwide conferences, symposia, expositions, workshops, and meetings that were received by The British Library Document Supply Centre.

- Coverage: 6.5+ million papers since 1993
- Producer: OCLC
- Vendor: OCLC FirstSearch
- Full-text: none

#### **Proceedings**

Proceedings is a multi-disciplinary index of proceedings of worldwide conferences, symposia, expositions, workshops, and meetings that were received by The British Library Document Supply Centre.

- Coverage: 192,000+ proceedings since 1993
- Full-text: none
- Producer: OCLC
- Vendor: OCLC FirstSearch

#### **ProQuest Dissertations & Theses Full Text – Volume A**

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

Trust Matters: Leadership for Successful Schools by Tschannen-Moran

- Vendor: EBSCO
- Full-text: yes

#### **WorldCat**

WorldCat is the online catalog of books and all types of other materials located in 72,000+ libraries worldwide. American College of Education is a member of OCLC and WorldCat (OCLC symbol is ILACE.) The URL for ACE is <http://americancollegeofeducation.worldcat.org/>.

- Producer: OCLC and 72,000 libraries worldwide

- Vendor: OCLC
- Coverage: 180+ million records dating before 1000 BC to present
- Full-text: none

#### **WorldCat Dissertations**

WorldCat Dissertations is a catalog of dissertations, theses, and published works based on them in all subjects that are owned and cataloged by OCLC member libraries worldwide.

- Producer: OCLC
- Vendor: [www.oclc.org](http://www.oclc.org) and OCLC FirstSearch
- Coverage: 8+ million records; abstracts are not included
- Full-text: none

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

While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain library cards for borrowing privileges at libraries near to them.

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

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

<b>Total # of Faculty in the Program:</b>	<b>11</b>	<b>Full-time:</b>	<b>5</b>	<b>Part-time:</b>	<b>6</b>
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**Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)**

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Jerry Ausburn	Ed.D.	10	1	6	x	
Catherine Beck	Ed.D.	25	1.5	26.5		x
Peggy Blood	Ph.D.	9	6	2		x
Audrey Donaldson	Ed.D.	35	5	9	x	
Nita Ellis	Ed.D.	41	5	5		x
Luster Fowler	Ph.D.	7	2	0		x
Michelle Howard-Schwind	Ph.D.	21	5	1		x
Jason Johnston	Ed.D.	3	new	12		x
Deborah Lee	Ed.D.	21	6	9	x	
Crystal Neumann	D.B.A.	9	1.5	3	x	
Alana Sloan	Ed.D.	17	6	10	x	

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

Institution: [American College of Education](#)  
Degree Program: [M.Ed. in Educational Business Administration](#)  
Locations: [Online](#)

**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, a state-issued license is not needed to be a school business officer.](#)

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

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**Professional Certification**

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

[National certification as a Certified Administrator of School Finance and Operations \(SFO\) is offered through the Association of School Business Officials International \(ASBO\). The program is designed to prepare students for the SFO exam. The Indiana Association of School Business Officials also offers a certification program. The courses are professional development in nature and do not carry any graduate credit. Our program is aligned to these courses and a potential partnership with the Indiana ASBO will be explored. The program is also designed to support the Indiana School Leader – District Level Standards. While this is not an actual certification for administrators, the program does support the standards.](#)

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

If so, please identify. [See above.](#)

Each specific professional certification: [See above.](#)

The national organization issuing each certification: [See above.](#)

Please explain the rationale for choosing each professional certification: [This program is designed for these business officials that need additional training and understanding of how to use business practices in educational settings.](#)

Please identify the single course or a sequence of courses that lead to each professional certification? [The program will prepare students to take the SFO exam.](#)

+++++

**Professional Industry Standards/Best Practices**

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

If so, please identify

The specific professional industry standard(s) and/or best practice(s): [See below.](#)

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

**Association of School Business Officials International**

<http://asbointl.org/>

**Indiana Association of School Business Officials**

<http://www.indiana-asbo.org/prof-development/certification-program/>

**Illinois Association of School Business Officials**

<https://www.iasbo.org/eweb/DynamicPage.aspx?Site=iasbo&WebCode=membership>

**Illinois School Business Official Endorsement**

<http://www.isbe.net/licensure/requirements/oos-pel-admin-end.pdf>

**Ohio Standards for School Treasures and School Business Managers**

<https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Treasurers-Standards.pdf.aspx>

**The Consortium for School Networking (CoSN)**

<http://www.cosn.org/about-cosn>

**Indiana Department of Education School Leader – District Level**

<http://www.doe.in.gov/sites/default/files/licensing/school-leader-district-level.pdf>

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**Program Accreditation**

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

No, specialized accreditation is not needed.

If so, please identify the specialized accrediting agency: N/A

+++++

**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

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**Job Titles**

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

*School Business Officer*

*Chief Financial Officer*

*Treasurer*

*Business Manager*

*Chief Operations Officer*

*Chief Administrative Officer*

*Director of Human Resources*

*Director of Information Technology*

*Vice President of Academic Operations*

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**BOARD FOR PROPRIETARY EDUCATION**

Wednesday, June 1, 2016

**BUSINESS ITEM A-2:**

**American National University:  
One Associate of Applied Science Degree Program at One Location**

**Staff Recommendation**

That the Board for Proprietary Education approve the Associate of Applied Science (A.A.S.) in Surgical Technology and Central Sterile Processing in accordance with the background discussion in this agenda item and the Application for Degree Approval.

The A.A.S. degree program in Surgical Technology and Central Sterile Processing at Indianapolis is recommended for approval with the stipulation that Instructor Qualification Records and documentation be submitted to the Board staff prior to the start date of the program.

**Background**

**Institution Profile**

American National University (formerly known as National College) is nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The institution has three campuses in Indiana; Fort Wayne, Indianapolis, and South Bend. The National Center for Education Statistics (NCES) does not presently list enrollment data for American National University at Indianapolis.

**Degree Program Profile**

*Associate of Applied Science (A.A.S) in  
Surgical Technology and Central Sterile Processing at  
Indianapolis*

This program consists of 98 quarter credit hours, with 84% of the courses in the specialty. The Indianapolis program faculty consists of one individual, who is full-time. That individual has an associate's degree.

**Supporting Document**

Degree Application

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Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
(New or Renewal program)

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

Name of Institution American National University, Indianapolis, IN

Name of Program Surgical Technology and Central Sterile Processing

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

Name of Person Preparing this Form Debra Wertz, Accreditation Coordinator

Telephone Number 540 – 769-8387 Application Type

Date the Form was Prepared 03/18/16 **Initial** or Renewal  
(Revise date after any revision)

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

The Surgical Technology degree program is designed to prepare students for careers in the Surgical Services Department as integral professional operating room (OR) team members who provide surgical care to patients during perioperative case management. Surgical Technology students will combine knowledge of surgical instrumentation, anatomy and physiology, microbiology, pathophysiology, and critical thinking, to assist the OR team in surgical procedures. Classroom lecture and laboratory hands-on training is supplemented with clinical and externship experiences. The graduate Surgical Technology student will develop entry-level surgical technologists competences in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains that will help prepare them to meet the standards required to take the Certified Surgical Technologist exam (CST), written and administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

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

Name of Program: Surgical Technology and Central Sterile Processing

Total Course Hours: 1,816 Check one: Quarter Hours X

98 Credit Hours Semester Hours \_\_\_\_\_

Clock Hours \_\_\_\_\_

Tuition :     \$31,066    

Length of Program:     90 Weeks or 20 months    

Course #	Course Title	Credits	Hours
<b>Program Core (SPECIALTY COURSES) (Required) (82)</b>			
BIO105	Microbiology with Lab	6	80
BIO261	Anatomy & Physiology I with Lab	6	80
BIO262	Anatomy & Physiology II with Lab	6	80
CSP100	Introduction to Perioperative Surgical Services	6	102
CSP101	Central Service Technician/Sterile Processing I	6	122
CSP102	Central Service Technician/Sterile Processing II	4	92
CSP103	Central Service Technician /Sterile Processing Clinical	8	252
SRG110	Surgical Technology I	4	60
SRG130	Surgical Pharmacology	4	60
SRG210	Surgical Procedures I	6	90
SRG220	Surgical Procedures II	6	102
SRG230	Clinical Externship I	4	132
SRG240	Clinical Externship II	12	364
SRG298	Surgical Technology Success Class	4	40
		<b>82 Total</b>	<b>1656 Total</b>
<b>General Education (16 Credits Total)</b>		<b>16 Total</b>	<b>160 Total</b>
	<b>Written and Oral Communications</b>		
ENG102	English Composition	4	40
ENG126	Oral Communication	4	40
	<b>Mathematics, Statistics, and Logic</b>		
MAT214	Algebra	4	40
	<b>Social and Behavioral Sciences</b>		
PSY127	Psychology	4	40

Number of Credit/Clock Hrs. in Specialty Courses:     82     /   1656   Percentage:     84%    

Number of Credit/Clock Hrs. in General Courses:     16     /    160    Percentage:     16%    

If applicable:

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

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

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

The Indianapolis campus library is located on the second floor, and is open for studying, research, group work, or leisure reading. The library includes ready access to six computers with Microsoft Office and internet access, and is staffed from 8:30 a.m. - 5:00 p.m. M, W, Th, F and 10:30 a.m. - 7:00 p.m. on Tuesday.

The campus librarian, Matthew Falcon, holds an MLIS from Wayne State in Detroit, MI and a BA in English from Franciscan University in Steubenville, OH. He has worked in libraries since 2001, and was the ANU South Bend campus librarian for five years prior to accepting his current position. Mr. Falcon reports to the Director of Library Services.

In addition to Mr. Falcon, students at the Indianapolis campus have access to all ANU librarians via chat or the online reference question system and FAQ knowledgebase (AskUs!), as well as 24X7 access to over 20 research and help guides, several of which are focused on the health sciences, and more than 15 pre-recorded tutorials and orientation sessions.

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

The library holds 557 books, videos and computer applications in the health sciences, 55 of which are primarily classified under "Surgery & related medical specialties." Students also have access to 2,772 electronic books in the EBSCO eBook Clinical Collection, including 370 primarily classified under surgery. Both print and electronic books can be located through the ANU Library Catalog. Additionally, library users have access electronic reference sources such as *Delmar Nurse's Drug Handbook* and the *Gale Encyclopedia of Medicine* available through the *Gale Nursing Resource Center* and *Health and Wellness Resource Center*.

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

The ANU Library provides access to the full-text of over 18,000 periodicals, publications, magazines, and journals available to students across disciplines through its subscriptions to 20 full-text databases, including 3,100 full-text health and medical periodicals available through three health and medical sciences databases.

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

The Glendale Public Library is 6.38 miles from the Indianapolis campus, and students have the ability to visit this location for access for additional health-related periodicals, publications, and books. Indiana residents also have access to INSPIRE, Indiana's state digital library, which includes additional databases in the health sciences. Students can also visit the Indiana University—Purdue University Indianapolis (IUPUI) Library, which is 15 miles from campus. Members of the public are entitled to use computers in the Library as long as they have a valid IUPUI Library Guest ID, which is free of charge with their valid ANU ID.



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

Institution: **American National University**  
Degree Program: **Surgical Technology and Central Sterile Processing**  
Locations: **Indianapolis, IN**

**State Licensure**

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

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

**Graduates of this program are not required to hold state licensure.**

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**Professional Certification**

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

**The professional certifications that exist for graduates of similar programs include:**

**Certified Surgical Technologist (CST)**

**Certified Registered Central Service Technician (CRCST)**

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?

**Graduates of this program will complete a central service certificate and certification as a CRCST prior to starting the coursework in surgical technology. With this additional certification, the students will increase their ability to obtain employment. Once the entire program is completed, graduates will have developed the competencies necessary to prepare them to meet the standards required to take the Certified Surgical Technologist exam (CST). This should substantially better the prospects for the graduate to find employment, in a related job in Indiana.**

If so, please identify

Each specific professional certification:

**CRCST (Certified Registered Central Service Technician) and  
CST (Certified Surgical Technologist)**

The national organization issuing each certification:

**International Association of Healthcare Central Service Materiel Management (IAHCSMM)  
National Board of Surgical Technology and Surgical Assisting (NBSTSA)**

Please explain the rationale for choosing each professional certification:

**CRCST certification is nationally accepted as the credential for Central Service Technicians. CST is the nationally accepted certification for Surgical Technologist.**

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

**CRCST**

- CSP 100- Introduction to Perioperative Surgical Services**
- CSP 101- Central Service Technician/ Sterile Processing I**
- CSP 102- Central Service Technician/ Sterile Processing II**
- CSP 103- Central Service Technician/ Sterile Processing Clinical**
- BIO 105- Microbiology with Lab**
- BIO 261- Anatomy & Physiology I with Lab**
- BIO 262- Anatomy & Physiology II with Lab**

**CST**

- SRG110 Surgical Technology I**
- SRG130 Surgical Pharmacology**
- SRG210 Surgical Procedures I**
- SRG 220 Surgical Procedures II**
- SRG298 Surgical Technology Success Class**
- SRG230 Clinical Externship I**
- SRG240 Clinical Externship II**
- PSY126 Psychology**
- ENG102 English Composition**
- ENG126 Oral Communication**
- MAT214 Algebra**

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**Professional Industry Standards/Best Practices**

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

If so, please identify

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

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

**AST (Association of Surgical Technologist) provides the core curriculum standards for an academic program.**

**International Association of Healthcare Central Service Materiel Management (IAHCMM) provides the curriculum that is the industry standard for central service technician.**

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

**ARC/STSA (Accreditation Review Committee/Surgical Technology and Surgical Assisting) of the accrediting agency, CAAHEP.**

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**Transferability of Associate of Science Degrees**

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

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

If so, please list the baccalaureate degree(s): **Medical and Health Services Management (MHSM)**

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**Job Titles**

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

**This degree prepares students for jobs such as:**

- **Surgical Technician**
- **Operating Room Technician**
- **Central Service Technician**
- **Surgical Technology First Assist**
- **Scrub Technician**

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**BOARD FOR PROPRIETARY EDUCATION**

Wednesday, June 1, 2016

**BUSINESS ITEM A-3:**

**Brightwood College:**  
**Five Associate of Science Degree Programs at One Location**

**Staff Recommendation**

That the Board for Proprietary Education approve the Associate of Science (A.S.) in Accounting Specialist, Business Administration, Healthcare Reimbursement, Human Resource Management, and Medical Office Administration in accordance with the background discussion in this agenda item and the Applications for Degree Approval.

**Background**

**Institution Profile**

Brightwood College (formerly known as Kaplan College) is nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The institution has two campuses in Indiana; Hammond and Indianapolis. The National Center for Education Statistics (NCES) lists a total enrollment of 299 students in the fall of 2014 at the Hammond campus. NCES lists student enrollment of 501 in the fall 2014 at the Indianapolis campus.

**Degree Program Profile**

*Associate of Science (A.S.) in  
Accounting Specialist at  
Hammond*

This program consists of 96 quarter credit hours, with 63% of the courses in the specialty. The program faculty consists of 18 individuals, of whom 10 are full-time and 8 are part-time. Of the 18 individuals, 3 have a doctoral degree, 14 have a master's degree, and 1 has a baccalaureate degree.

*Associate of Science (A.S.) in  
Business Administration at  
Hammond*

This program consists of 96 quarter credit hours, with 63% of the courses in the specialty. The program faculty consists of 18 individuals, of whom 11 are full-time and 7 are part-time.

Of the 18 individuals, 2 have a doctoral degree, 15 have a master's degree, and 1 has a baccalaureate degree.

*Associate of Science (A.S.) in  
Healthcare Reimbursement at  
Hammond*

This program consists of 96 quarter credit hours, with 63% of the courses in the specialty. The program faculty consists of 18 individuals, of whom 9 are full-time, and 9 are part-time. Of the 18 individuals, 2 have a doctoral degree, 1 has a juris doctorate, and 15 have a master's degree.

*Associate of Science (A.S.) in  
Human Resource Management at  
Hammond*

This program consists of 96 quarter credit hours, with 63% of the courses in the specialty. The program faculty consists of 18 individuals, of whom 10 are full-time, and 7 are part-time (1 individual is not indicated). Of the 18 individuals, 2 have a doctoral degree, 1 has a juris doctorate, and 15 have a master's degree.

*Associate of Science (A.S.) in  
Medical Office Administration at  
Hammond*

This program consists of 99 quarter credit hours, with 65% of the courses in the specialty. The program faculty consists of 16 individuals, of whom 10 are full-time, and 6 are part-time. Of the 16 individuals, 4 have a doctoral degree, 1 has a juris doctorate, and 11 have a master's degree.

**Supporting Documents**

Degree Applications

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
*(New or Renewal program)*

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

Name of Institution Brightwood College (location: Hammond, IN)

Program name and  
Suggested CIP Code: Accounting Specialist, 52.0301

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

Date the Form was Prepared 4-4-2016 **Application Type**  
(Revise date after any revision) Initial  or Renewal  
Name of Person Preparing this Form John Carreon Revised: 2016/05/23  
Telephone Number 312.638.5807; cell: 312.206.4717

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

The Accounting Specialist associate degree program is designed to meet the needs of those students who intend to seek employment in the accounting field or who are presently employed and desire to complete additional accounting courses. Graduates from this program will seek positions as Accounting Clerks, Accounts Payable/Receivable Specialists, Personal Income Tax Clerks, Collection Clerks, and Professional Bookkeepers. This program amplifies the student's understanding of the role of accounting in business operations with an emphasis on combining accounting theory and practice with the microcomputer. The curriculum is highlighted by advanced computerized accounting classes.

Upon successful graduation from this program, graduates should be able to

- analyze accounting, financial, and statistical data for use in management decision making;
- discuss correct planning and timely implementation of payroll taxes;
- explain financial statements and utilize computerized systems to process financial data;
- demonstrate an understanding of consumer behavior as it relates to accounting procedures;
- document financial understanding in the context of business planning, professional bookkeeping, and accounting practices;
- identify planning and completion procedures of individual federal income taxes; and

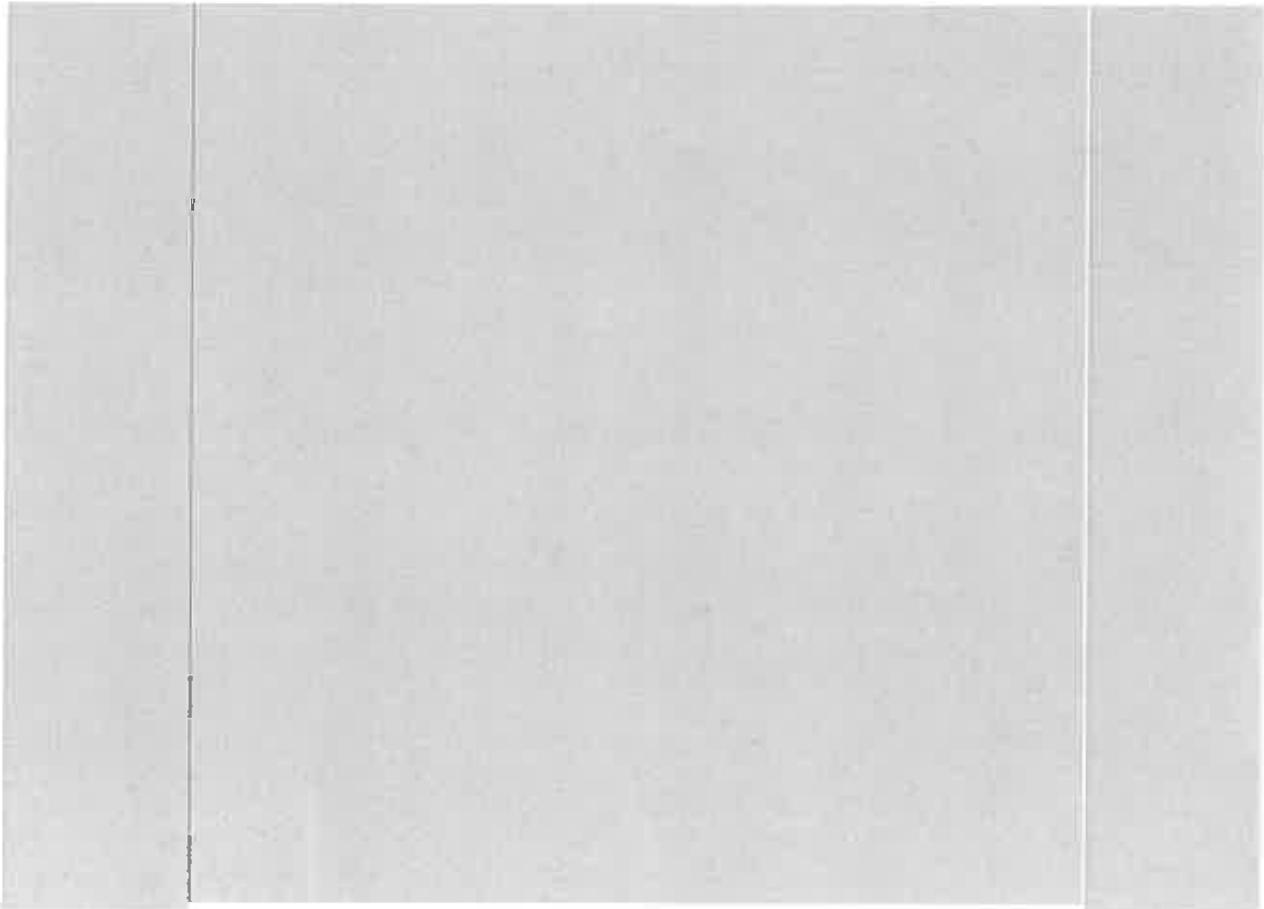
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
IT223	Intermediate Spreadsheets (Prerequisite: CM125)	4
BU105	Introduction to Business	4
BU110	Business Communications	4
BU141	Principles of Accounting I	4
BU142	Principles of Accounting II (Prerequisite : BU141)	4
BU146	Computerized Accounting (Prerequisite: BU141)	4
BU147	Computerized Payroll Accounting (Prerequisite: BU141)	4
BU155	Data Driven Business	4
BU177	Customer Service	4
BU205	Financial Analysis (Prerequisite: BU142)	4
BU230	Individual Federal Tax Accounting (Prerequisite: BU142)	4
BU235	Intermediate Accounting I (Prerequisite: BU142)	4
BU249	Advanced Computerized Accounting (Prerequisites: BU142 and BU146)	4
BU259	Business Accounting Simulation (Prerequisite: Program Director Approval)	4
BU320	Microeconomics	4

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**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
CS120	Learning Framework (Foundation)	4
CS130	Career Exploration/Planning (Foundation)	4
CM105	English Composition I	4
CM110	English Composition II (Prerequisite: CM105)	4
CM125	Introduction to Computing	4
CM130	Introduction to Communications	4
EN251	Contemporary Literature	4
MM105	College Mathematics	4
SS130	Introduction to Sociology	4

10/15/2015



10/15/2015

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

Name of Program: Accounting Specialist

Total Course Hours: 96

Check one: Quarter Hours

Semester Hours

Clock Hours

Tuition : \$388 per credit hour  
(\$37,248.00 total)

Length of Program: 96 weeks

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

10/15/2015



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

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

Brightwood Online Library is accessible 24 hours a day. There is reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

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

Virginia College, LLC offers library services to students at Brightwood College through the Brightwood Online Library. The library offers access to 29 separate databases of content with 51,765 e-books, the Brightwood College onsite library catalog, and articles from over 17,000 professional, scholarly and trade journals. Services include book delivery and interlibrary loan services, reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

Brightwood College subscribes to 92 commercial eResources that are available to students. These are listed fully in an attachment, Brightwood A-Z List.pdf.

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

CMA Today

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

N/A

10/15/2015

**IV. 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>18</b>	<b>Full-time:</b>	<b>10</b>	<b>Part-time:</b>	<b>8</b>
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Book, Julie	MA	3	8	3	X	
Boyd, Kimberly	MA	0	<1	20		X
Bridges, Juli	MBA	6	14	0	X	
Browne, Kevin	MS	23	6	8	X	
Callaway, Tina	MBA	14	12	0	X	
Dixon, Murrie	MA	4	7	0		X
Edwards, Felecia	Ed.S.	16	6	4		X
Evans, Deborah	BSC BA	10	5	0		X
Finkler, Judi	MBA	25	9	0	X	
Gater, Linda	MST	27	8	4	X	
Hascall, Gary	DMGT	32	8	13	X	
Kong, Sky	MS	4	8	7	X	
McKeever, Todd	MS	20	8	0		X
Pittman, Rickey	MA	6	7	8	X	
Poston-Kornegay, A.	MA	7	10	1		X
Shah, Robin	MBA	17	6	9		X
Swigart, MeLinda	Ph.D.	13	6	7		X
Taylor, Michael	MFA	5	12	10	X	

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

Institution: Brightwood College  
Degree Program: Accounting Specialist  
Locations: Hammond, IN

**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?

- Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

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**Professional Certification**

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

- Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

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

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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**Professional Industry Standards/Best Practices**

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

10/15/2015

- Yes

If so, please identify

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

- Brightwood College and its sister institution Virginia College have used local Program Advisory Committees (PACs) from multiple areas of the country, which were used to create and inform program curriculum. Brightwood College will create a dedicated PAC for Brightwood Online, which will be national in scope and will meet semiannually to discuss the professional industry standards and best practices in the accounting specialist field. Its feedback will be incorporated into program revisions for the Accounting Specialist Associate's Degree program.
- Additionally, if there are any changes in certification or licensing in the accounting specialist field, Brightwood College will make any changes, if necessary, to the curriculum.

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

- Local Program Advisory Committees were used in the past, and a dedicated national Program Advisory Committee for Brightwood Online will be created.

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

- Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

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**Transferability of Associate of Science Degrees**

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

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

If so, please list the baccalaureate degree(s): The Associate of Science in Accounting Specialist will articulate into the New England College of Business Bachelor of Science in Business Administration degree and the Virginia College Bachelor of Science in Private Sector Accounting

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**Job Titles**

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

- Payroll
- Accounts Payable
- Accounts Receivable Specialist or Clerk



Brightwood

### Brightwood College Virtual Library

The following list represents an alphabetic list of the commercial eResources subscribed to by Brightwood College and available to students from the virtual library.

Pathway if offered by LIRN is in (brackets)

- |  |   |   |
|--|---|---|
| 1. ABI/Inform Complete (LIRN – ProQuest)                         | 22. EbscoHost Teacher Reference Center- (LIRN-EbscoHost)                                | 41. Hoover's Company Profiles (LIRN-ProQuest)   |
| a. ABI/Inform Dateline   | 23. Educator's Reference Complete (LIRN-Gale Cengage)                                   | 42. IBIS World: Industry Research Reports   |
| b. ABI/INFORM Global   | 24. Environmental Studies and Policy Collection (LIRN-Gale Cengage)                     | 43. Information Sciences and Library issues (LIRN-Gale Cengage)                                       |
| c. ABI/INFORM Trade & Industry                                   | 25. European Views of the Americas 1493-1750 (LIRN-EbscoHost)                           | 44. Informel Academico (LIRN-Gale Cengage) (with an English interface)                                |
| 2. Academic OneFile (LIRN-Gale Cengage)                          | 26. Expanded Academic ASAP (LIRN-Gale Cengage)  | 45. InfoTrac Business Collection (LIRN-Gale Cengage)  |
| 3. ACM Digital Library   | 27. Facts & Comparisons@eAnswers  | 46. InfoTrac Newsstand (LIRN-Gale Cengage)  |
| 4. Agriculture Collection (LIRN-Gale Cengage)                    | 28. Fine Arts and Music Collection (LIRN-Gale Cengage)                                  | 47. Insurance and Liability Collection (LIRN-Gale Cengage)  |
| 5. ASHP's Interactive Handbook on Injectable Drugs               | 29. Gale Ready Reference Shelf (LIRN-Gale Cengage)                                      | 48. LegalTrac (LIRN-Gale Cengage)   |
| 6. Books 24/7 (LIRN)   | 30. Gale Virtual Reference Library (LIRN-Gale Cengage)                                  | 49. Lexicomp Online <u>Coming Soon</u>  |
| 7. Business and Economic Theory Collection (LIRN-Gale Cengage)   | 31. Gardening, Landscape and Horticulture Collection (LIRN-Gale Cengage)                | 50. LexiaNextis Academic Library, Information Science & Technology Abstracts (LISTA) (LIRN-EBSCOhost) |
| 8. Business Insights: Global (LIRN-Gale Cengage)                 | 32. Gender Studies Collection (LIRN-Gale Cengage)                                       | 51. Literature Resource Center (LIRN- Gale Cengage)   |
| 9. Business Source Complete                                      | 33. General OneFile (LIRN-Gale Cengage)   | 52. Military and Intelligence Database (LIRN-Gale Cengage)  |
| 10. Canadian Business & Current Affairs (LIRN-ProQuest)          | 34. General Science Collection (LIRN-Gale Cengage)                                      | 53. Nursing and Allied Health Collection (LIRN-Gale Cengage)  |
| 11. Canadian NewsStand (LIRN-ProQuest)                           | 35. Green FILE (LIRN-EbscoHost)   | 54. Nursing & Allied Health Source (LIRN-ProQuest)  |
| 12. Cinahl Plus with Full Text (some campuses)                   | 36. Health and Medical Complete (LIRN-ProQuest)   | 55. Opposing Viewpoints in Context (LIRN-Gale Cengage)  |
| 13. Communications and Mass Media Collection (LIRN-Gale Cengage) | 37. Health & Wellness Resource Center and Alternative Health Module (LIRN-Gale Cengage) | 56. The Oxford Encyclopedia of Food and Drink in America, 2 <sup>nd</sup> edition                     |
| 14. Computer Database Collection (LIRN-Gale Cengage)             | 38. Health Management (LIRN-ProQuest)   | 57. OxResearch (LIRN-ProQuest)  |
| 15. Computers and Applied Sciences Complete                      | 39. Health Reference Center Academic (LIRN-Gale Cengage)                                | 58. Pharmaceutical News Index (LIRN-ProQuest)   |
| 16. Computer Science Collection (LIRN-ProQuest)                  | 40. Home Improvement Collection (LIRN-Gale Cengage)                                     | 59. Physical Therapy and Sports Medicine Collection (LIRN-Gale Cengage)                               |
| 17. Criminal Justice Collection (LIRN-Gale Cengage)              |   | 60. Popular Collection (LIRN-Gale Cengage)  |
| 18. Criminal Justice Periodicals (LIRN-ProQuest)                 |   | 61. ProQuest Accounting & Tax (LIRN-ProQuest)   |
| 19. Culinary Arts Collection (LIRN-Gale Cengage)                 |   |   |
| 20. Ebrary: Academic Complete                                    |   |   |
| 21. EbscoHost eBook Collection                                   |   |   |

63. ProQuest Advanced Technologies & Aerospace Collection (LIRN-ProQuest)
64. ProQuest Asian Business & Reference (LIRN-ProQuest)
65. ProQuest Banking Information Source (LIRN-ProQuest)
66. ProQuest Biological Science Collection (LIRN-ProQuest)
67. ProQuest Career & Technical Education (LIRN-ProQuest)
68. ProQuest Education Journals (LIRN-ProQuest)
69. ProQuest European Business (LIRN-ProQuest)
70. ProQuest Family Health (LIRN-ProQuest)
71. ProQuest Military (LIRN-ProQuest)
72. ProQuest NewsStand (LIRN-ProQuest)
73. ProQuest Political Science (LIRN-ProQuest)
74. ProQuest Religion (LIRN-ProQuest)
75. ProQuest Research Companion (LIRN-ProQuest)
76. ProQuest Research Library (LIRN-ProQuest)
  - a. ProQuest Research Library: Business (LIRN-ProQuest)
  - b. ProQuest Research Library: Health & Medicine (LIRN-ProQuest)
  - c. ProQuest Research Library: History (LIRN-ProQuest)
  - d. ProQuest Research Library: Literature & Language (LIRN-ProQuest)
  - e. ProQuest Research Library: Sciences & Technology (LIRN-ProQuest)
  - f. ProQuest Research Library: Social Sciences (LIRN-ProQuest)
  - g. ProQuest Research Library: The Arts (LIRN-ProQuest)
77. ProQuest Science Journals (LIRN-ProQuest)
78. ProQuest Sociology Journals (LIRN-ProQuest)
79. Psychology Collection (LIRN-Gale Cengage)
80. Psychology Journals (LIRN-ProQuest)
81. Red Book Online
82. Regional Business News
83. Religion and Philosophy Collection (LIRN-Gale Cengage)
84. Science in Context (LIRN-Gale Cengage)
85. Small Business Collection (LIRN-Gale Cengage)
86. Snapshot Series (LIRN-ProQuest)
87. Student Resources in Context (LIRN-Gale Cengage)
88. Testing and Education Reference Center with Career Module (LIRN-Gale Cengage)
89. Tourism, Hospitality and Leisure Collection (LIRN-Gale Cengage)
90. Vocations & Careers Collection (LIRN-Gale Cengage)
91. War and Terrorism Collection (LIRN-Gale Cengage)
92. Westlaw for Paralegal

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
*(New or Renewal program)*

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

Name of Institution Brightwood College (location: Hammond, IN)

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Program name and  
Suggested CIP Code: Business Administration, 52.0201

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

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Date the Form was Prepared 4-4-2016 **Application Type**  
(Revise date after any revision) Revised: 2016/05/23 Initial  or Renewal

Name of Person Preparing this Form John Carreon

Telephone Number 312.638.5807; cell: 312.206.4717

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

This program is designed to provide students with the basic knowledge and skills suitable for employment in a broad range of private and public sector organizations through course work in accounting, financial analysis, project management, communications, customer service, and workplace ethics. These management skills may also be used as a foundation for further study in a Bachelor of Science in Business Administration program. The core classes in business-management-related fields are complemented by general education offerings that add breadth and depth to the related curriculum.

Upon successful graduation from this program, graduates should be able to

- understand the various components of contemporary business administration;
- communicate effectively and in a manner appropriate for a business setting;
- demonstrate practical proficiency in the use and application of current business hardware and software;
- operate current business technology;
- utilize project management skills;
- demonstrate an understanding of employment relationships;
- understand good customer service skills;
- understand the basic principles of finance and accounting; and
- coordinate a job search.

10/15/2015

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

Name of Program: Business Administration Degree

Total Course Hours: 96 Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$388 per credit hour; \$37,248.00 total Length of Program 96 weeks

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
BU105	Introduction to Business	4
BU110	Business Communication	4
BU141	Principles of Accounting I	4
BU142	Principles of Accounting II (Prerequisite: BU141)	4
BU155	Data Driven Business	4
BU177	Customer Service	4
BU205	Financial Analysis (Prerequisite: BU142)	4
BU276	Human Resource Management	4
BU320	Microeconomics	4
FL101	Financial Literacy	4
MG201	Principles of Management	4
MG250	Business Ethics	4
MG301	Introduction to Marketing (Prerequisite: BU105)	4
MG401	Operations Management (Prerequisite: MG201)	4
MG450	Business Capstone (Prerequisite: Completion of Area of Concentration Course Work)	4

10/15/2015

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
CS120	Learning Framework (Foundation)	4
CS130	Career Exploration/Planning (Foundation)	4
CM105	English Composition I	4
CM110	English Composition II (Prerequisite: CM105)	4
CM125	Introduction to Computing	4
CM130	Introduction to Communications	4
EN251	Contemporary Literature	4
MM105	College Mathematics	4
SS130	Introduction to Sociology	4

10/15/2015



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

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

Brightwood Online Library is accessible 24 hours a day. There is reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

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

Virginia College, LLC offers library services to students at Brightwood College through the Brightwood Online Library. The library offers access to 29 separate databases of content with 51,765 e-books, the Brightwood College onsite library catalog, and articles from over 17,000 professional, scholarly and trade journals. Services include book delivery and interlibrary loan services, reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

Brightwood College subscribes to 92 commercial eResources that are available to students. These are listed fully in an attachment, Brightwood A-Z List.pdf.

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

CMA Today

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

N/A

10/15/2015

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

	<b>18</b>		<b>11</b>		<b>7</b>
<b>Total # of Faculty in the Program:</b>		<b>Full-time:</b>		<b>Part-time:</b>	

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

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Aday, Michael	MBA	26	16	0	X	
Book, Julie	MA	3	8	3	X	
Boyd, Kimberly	MA	0	<1	20		X
Bridges, Juli	MBA	6	14	0	X	
Browne, Kevin	MS	23	6	8	X	
Callaway, Tina	MBA	14	12	0	X	
Dixon, Murrie	MA	4	7	0		X
Evans, Deborah	BS CBA	10	5	0		X
Gater, Linda	MST	27	8	4	X	
Gryczan, Gregory	MBA	26	7	0		X
Hascall, Gary	DMGT	32	8	13	X	
Kong, Sky	MS	4	8	7	X	
McKeever, Todd	MS	20	8	0		X
Pittman, Rickey	MA	6	7	8	X	
Poston-Kornegay, Angela	MA	7	10	1		X
Swigart, MeLinda	Ph.D.	13	6	7		X
Taylor, Michael	MFA	5	12	10	X	
Tyler, Charles	MBA	12	13	0	X	

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

Institution: Brightwood College  
Degree Program: Business Administration  
Locations: Hammond, IN

**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?

- Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):



**Professional Certification**

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

- Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

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

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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



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**Professional Industry Standards/Best Practices**

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

- Yes

If so, please identify

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

- Brightwood College and its sister institution Virginia College have used local Program Advisory Committees (PACs) from multiple areas of the country, which were used to create and inform program curriculum. Brightwood College will create a dedicated PAC for Brightwood Online, which will be national in scope and will meet semiannually to discuss the professional industry standards and best practices in the business administration field. Its feedback will be incorporated into program revisions for the Business Administration Associate's Degree program.
- Additionally, if there are any changes in certification or licensing in the business administration field, Brightwood College will make any changes, if necessary, to the curriculum.

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

- Local Program Advisory Committees were used in the past, and a dedicated national Program Advisory Committee for Brightwood Online will be created.



**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?

- Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

If so, please identify the specialized accrediting agency:



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**Transferability of Associate of Science Degrees**

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

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

If so, please list the baccalaureate degree(s): The Associates of Science in Human Resource Management will articulate into the New England College of Business Bachelor of Science in Business Administration degree and the Virginia College Bachelor of Science in Business Administration.

+++++

**Job Titles**

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

- Business Analyst
- Administrator in Training
- Receiving Clerk
- Executive Assistant II
- Customer Advocate
- Credit and Collections Representative
- Production Control Coordinator
- Front Desk Coordinator
- Customer Support Associate
- Teller Operations Specialist
- Loss Mitigation Specialist
- Logistics Coordinator Assistant
- Shift Manager



### Brightwood College Virtual Library

The following list represents an alphabetic list of the commercial eResources subscribed to by Brightwood College and available to students from the virtual library.

Pathway if offered by LIRN is in (brackets)

- |  |   |  |
|--|---|--|
| 1. ABI/Inform Complete (LIRN – ProQuest)                         | 22. EbscoHost Teacher Reference Center- (LIRN-EbscoHost)                                | 41. Hoover's Company Profiles (LIRN-ProQuest)  |
| a. ABI/Inform Dateline   | 23. Educator's Reference Complete (LIRN-Gale Cengage)                                   | 42. IBIS World; Industry Research Reports  |
| b. ABI/INFORM Global   | 24. Environmental Studies and Policy Collection (LIRN-Gale Cengage)                     | 43. Information Sciences and Library issues (LIRN-Gale Cengage)                                      |
| c. ABI/INFORM Trade & Industry                                   | 25. European Views of the Americas 1493-1750 (LIRN-EbscoHost)                           | 44. Informel Academico (LIRN-Gale Cengage) (with an English interface)                               |
| 2. Academic OneFile (LIRN-Gale Cengage)                          | 26. Expanded Academic ASAP (LIRN-Gale Cengage)  | 45. InfoTrac Business Collection (LIRN-Gale Cengage)   |
| 3. ACM Digital Library   | 27. Facts & Comparisons® eAnswers   | 46. InfoTrac Newsstand (LIRN-Gale Cengage)   |
| 4. Agriculture Collection (LIRN-Gale Cengage)                    | 28. Fine Arts and Music Collection (LIRN-Gale Cengage)                                  | 47. Insurance and Liability Collection (LIRN-Gale Cengage)   |
| 5. ASHP's Interactive Handbook on Injectable Drugs               | 29. Gale Ready Reference Shelf (LIRN-Gale Cengage)                                      | 48. LegalTrac (LIRN-Gale Cengage)  |
| 6. Books 24/7 (LIRN)   | 30. Gale Virtual Reference Library (LIRN-Gale Cengage)                                  | 49. Lexicomp Online Coming Soon  |
| 7. Business and Economic Theory Collection (LIRN-Gale Cengage)   | 31. Gardening, Landscape and Horticulture Collection (LIRN-Gale Cengage)                | 50. LexisNexis Academic Library, Information Science & Technology Abstracts (LISTA) (LIRN-EBSCOhost) |
| 8. Business Insights: Global (LIRN-Gale Cengage)                 | 32. Gender Studies Collection (LIRN-Gale Cengage)                                       | 51. Literature Resource Center (LIRN- Gale Cengage)  |
| 9. Business Source Complete                                      | 33. General OneFile (LIRN-Gale Cengage)   | 52. Military and Intelligence Database (LIRN-Gale Cengage)   |
| 10. Canadian Business & Current Affairs (LIRN-ProQuest)          | 34. General Science Collection (LIRN-Gale Cengage)                                      | 53. Nursing and Allied Health Collection (LIRN-Gale Cengage)   |
| 11. Canadian NewsStand (LIRN-ProQuest)                           | 35. Green FILE (LIRN-EbscoHost)   | 54. Nursing & Allied Health Source (LIRN-ProQuest)   |
| 12. Cinal Plus with Full Text (some campuses)                    | 36. Health and Medical Complete (LIRN-ProQuest)   | 55. Opposing Viewpoints in Context (LIRN-Gale Cengage)   |
| 13. Communications and Mass Media Collection (LIRN-Gale Cengage) | 37. Health & Wellness Resource Center and Alternative Health Module (LIRN-Gale Cengage) | 56. The Oxford Encyclopedia of Food and Drink in America, 2 <sup>nd</sup> edition                    |
| 14. Computer Database Collection (LIRN-Gale Cengage)             | 38. Health Management (LIRN-ProQuest)   | 57. OxiResearch (LIRN-ProQuest)  |
| 15. Computers and Applied Sciences Complete                      | 39. Health Reference Center Academic (LIRN-Gale Cengage)                                | 58. Pharmaceutical News Index (LIRN-ProQuest)  |
| 16. Computer Science Collection (LIRN-ProQuest)                  | 40. Home Improvement Collection (LIRN-Gale Cengage)                                     | 59. Physical Therapy and Sports Medicine Collection (LIRN-Gale Cengage)                              |
| 17. Criminal Justice Collection (LIRN-Gale Cengage)              |   | 60. Popular Collection (LIRN-Gale Cengage)   |
| 18. Criminal Justice Periodicals (LIRN-ProQuest)                 |   | 61. ProQuest Accounting & Tax (LIRN-ProQuest)  |
| 19. Culinary Arts Collection (LIRN-Gale Cengage)                 |   |  |
| 20. Ebrary: Academic Complete                                    |   |  |
| 21. EbscoHost eBook Collection                                   |   |  |

63. ProQuest Advanced Technologies & Aerospace Collection (LIRN-ProQuest)
64. ProQuest Asian Business & Reference (LIRN – ProQuest)
65. ProQuest Banking Information Source (LIRN-ProQuest)
66. ProQuest Biological Science Collection (LIRN-ProQuest)
67. ProQuest Career & Technical Education (LIRN-ProQuest)
68. ProQuest Education Journals (LIRN-ProQuest)
69. ProQuest European Business (LIRN –ProQuest)
70. ProQuest Family Health (LIRN-ProQuest)
71. ProQuest Military (LIRN-ProQuest)
72. ProQuest NewsStand (LIRN-ProQuest)
73. ProQuest Political Science (LIRN-ProQuest)
74. ProQuest Religion (LIRN-ProQuest)
75. ProQuest Research Companion (LIRN-ProQuest)
76. ProQuest Research Library (LIRN-ProQuest)
  - a. ProQuest Research Library: Business (LIRN-ProQuest)
  - b. ProQuest Research Library: Health & Medicine (LIRN-ProQuest)
  - c. ProQuest Research Library: History (LIRN-ProQuest)
  - d. ProQuest Research Library: Literature & Language (LIRN-ProQuest)
  - e. ProQuest Research Library: Sciences & Technology (LIRN-ProQuest)
  - f. ProQuest Research Library: Social Sciences (LIRN-ProQuest)
  - g. ProQuest Research Library: The Arts (LIRN-ProQuest)
77. ProQuest Science Journals (LIRN-ProQuest)
78. ProQuest Sociology Journals (LIRN-ProQuest)
79. Psychology Collection (LIRN-Gale Cengage)
80. Psychology Journals (LIRN-ProQuest)
81. Red Book Online
82. Regional Business News
83. Religion and Philosophy Collection (LIRN-Gale Cengage)
84. Science in Context (LIRN-Gale Cengage)
85. Small Business Collection (LIRN-Gale Cengage)
86. Snapshot Series (LIRN-ProQuest)
87. Student Resources in Context (LIRN-Gale Cengage)
88. Testing and Education Reference Center with Career Module (LIRN-Gale Cengage)
89. Tourism, Hospitality and Leisure Collection ((LIRN-Gale Cengage)
90. Vocations & Careers Collection (LIRN-Gale Cengage)
91. War and Terrorism Collection (LIRN-Gale Cengage)
92. Westlaw for Paralegal

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Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
(New or Renewal program)

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

Name of Institution

Brightwood College (location: Hammond, IN)

Program name and

Suggested CIP Code: Healthcare Reimbursement, 51.0713

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

AS

Date the Form was Prepared

4-4-2016

**Application Type**

Initial X or Renewal

(Revise date after any revision)

Revised: 2016/05/23

Name of Person Preparing this Form

John Carreon

Telephone Number

312.638.5807; cell: 312.206.4717

**I. 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 degree in Healthcare Reimbursement is designed to prepare students for positions in physician practices, medical offices, hospital business offices, insurance companies, healthcare consulting firms, and medical record departments. Students are provided with specialized training and instruction in Current Procedural Terminology (CPT-4), International Classification of Diseases (ICD-9-CM, ICD-10-CM, and ICD-10-PCS), and the Healthcare Common Procedure Coding System (HCPCS) coding conventions. In addition to classroom experience, this program also includes an externship where the student is required to demonstrate on-the-job application of skills. Students also prepare for a national certification examination.

Upon successful graduation from this program, graduates should be able to

- discuss and be familiar with all HIPAA Compliance Policies and the importance of confidentiality when dealing with medical records;
- demonstrate the ability to utilize coding and medical billing software programs to expedite the reimbursement process;
- classify various coding and billing information to avoid claims rejections;
- analyze coding and reimbursement-related financial data used in a healthcare environment; and

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

Name of Program: Healthcare Reimbursement

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Total Course Hours: 96 Check one: Quarter Hours  X  
 Semester Hours   
 Clock Hours

Tuition : \$388 per credit hour; \$37,248.00 total Length of Program: 96 weeks

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
AP125	Anatomy and Physiology: Body Structures with Medical Terminology	4
AP135	Anatomy and Physiology: Organs and Systems with Medical Terminology	4
BU177	Customer Service	4
MB110	Medical Coding: Current Procedural Terminology (Prerequisite: AP125 or AP135)	4
MB125	Medical Coding: ICD-9-CM and ICD-10-CM (Prerequisite: AP125)	4
MB138	Medical Coding: Outpatient Coding (Prerequisites: MB110 and MB125)	4
MB140	Advanced Coding (Prerequisite: MB138)	4
MB180	Medical Billing and Reimbursement	4
MB240	Computerized Billing Procedures (Prerequisite: MB180)	4
MB256	Medical Billing and Coding Certification Review (Prerequisite: Completion of All Previous Coursework and/or Program Director Approval)	2
MB260	Medical Billing and Coding Externship (Prerequisite: Completion of Area of Concentration Course Work, Successful Completion of the Pre-Externship Skills Checklist, and Program Director Approval (certification review course may be taken concurrently with externship experience)	6
MA114	Medical Law and Ethics	4
MA121	Pathophysiology (Prerequisite: AP125)	4

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MA185	Medical Insurance Applications (Prerequisite: MB180)	4
MA210	Computerized Medical Records Systems	4

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
CS120	Learning Framework (Foundation)	4
CS130	Career Exploration/Planning (Foundation)	4
CM105	English Composition I	4
CM110	English Composition II (Prerequisite: CM105)	4
CM125	Introduction to Computing	4
CM130	Introduction to Communications	4
EN251	Contemporary Literature	4
MM105	College Mathematics	4
SS130	Introduction to Sociology	4

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

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

Brightwood Online Library is accessible 24 hours a day. There is reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

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

Virginia College, LLC offers library services to students at Brightwood College through the Brightwood Online Library. The library offers access to 29 separate databases of content with 51,765 e-books, the Brightwood College onsite library catalog, and articles from over 17,000 professional, scholarly and trade journals. Services include book delivery and interlibrary loan services, reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

Brightwood College subscribes to 92 commercial eResources that are available to students. These are listed fully in an attachment, Brightwood A-Z List.pdf.

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

CMA Today

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

N/A

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

	<b>18</b>		<b>9</b>		<b>9</b>
<b>Total # of Faculty in the Program:</b>		<b>Full-time:</b>		<b>Part-time:</b>	

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

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Bender, Kimberly	MS	0	7	5	X	
Book, Julie	MA	3	8	3	X	
Boyd, Kimberly	MA	0	<1	20		X
Bridges, Juli	MBA	6	14	0	X	
Browne, Kevin	MS	23	6	8	X	
Carter, Michelle	MBA	11	6	7		X
Dixon, Murrie	MA	4	7	0		X
Gater, Linda	MST	27	8	4	X	
Hoban, Carol	Ph.D.	15	6	12	X	
Hopkins, Barbara	MBA	16	4	5		X
Lovelace, Barbara	MA	15	8	11		X
McKeever, Todd	MS	20	8	0		X
Mishler, Shelye	MBA	33	4	10		X
Olmsted, Betty	JD	35	4	3	X	
Pittman, Rickey	MA	6	7	8	X	
Register, Wanda	MBA	6	4	13		X
Stockinger, Jeremey	Ph.D.	15	4	0		X
Taylor, Michael	MFA	5	12	10	X	

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

Institution:  
Degree Program:  
Locations:

**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? Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

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

+++++

**Professional Certification**

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

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

If so, please identify  
Each specific professional certification: Qualified graduates may be eligible to sit for one or more of the following certifications: the AHIMA Certified Coding Associate (CCA), the National Healthcareer Association Certified Billing and Coding Specialist (CBCS), or the AAPC Certified Professional Coder (CPC). Students typically register for certification examinations during their certification review course.

The national organization issuing each certification: See above

Please explain the rationale for choosing each professional certification: The certification supports the skills that students learn throughout the program. It is not required by any means, but can be a way for students to differentiate themselves in the market. However, the job ads that we have seen have not required this certification.

Please identify the single course or a sequence of courses that lead to each professional certification? It relates to the entire program, not a single course.

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**Professional Industry Standards/Best Practices**

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

If so, please identify

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

- Brightwood College and its sister institution Virginia College have Program Advisory Committees (PACs) across the country that meet semiannually to discuss the professional industry standards and best practices in the medical office administration field. The Healthcare Reimbursement Associate’s Degree incorporates feedback from these PAC meetings into its curriculum and program practices. The PAC feedback is in alignment with cognitive competencies and skills for entry level positions in the healthcare reimbursement field.
- Additionally, if there are any changes in certification or licensing in the healthcare reimbursement field, Brightwood College will make any changes, if necessary, to the curriculum.

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

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**Program Accreditation**

Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment? Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees**

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

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

If so, please list the baccalaureate degree(s): The Associate of Science in Healthcare Reimbursement will articulate into the Virginia College Bachelor of Science in Health Services Management.

+++++

**Job Titles**

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

- Medical Biller
- Medical Coder
- Patient Access Representative
- Medical Records Specialist/Technician
- Health Information Specialist

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## Brightwood College Virtual Library

The following list represents an alphabetic list of the commercial eResources subscribed to by Brightwood College and available to students from the virtual library.

Pathway if offered by LIRN is in (brackets)

- |  |   |  |
|--|---|--|
| 1. ABI/Inform Complete (LIRN – ProQuest)                         | 22. EbscoHost Teacher Reference Center- (LIRN-EbscoHost)                                | 41. Hoover’s Company Profiles (LIRN-ProQuest)  |
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| b. ABI/INFORM Global   | 24. Environmental Studies and Policy Collection (LIRN-Gale Cengage)                     | 43. Information Sciences and Library issues (LIRN-Gale Cengage)                                      |
| c. ABI/INFORM Trade & Industry                                   | 25. European Views of the Americas 1493-1750 (LIRN-EbscoHost)                           | 44. Informel Academico (LIRN-Gale Cengage) (with an English interface)                               |
| 2. Academic OneFile (LIRN-Gale Cengage)                          | 26. Expanded Academic ASAP (LIRN-Gale Cengage)  | 45. InfoTrac Business Collection (LIRN-Gale Cengage)   |
| 3. ACM Digital Library   | 27. Facts & Comparisons® eAnswers   | 46. InfoTrac Newsstand (LIRN-Gale Cengage)   |
| 4. Agriculture Collection (LIRN-Gale Cengage)                    | 28. Fine Arts and Music Collection (LIRN-Gale Cengage)                                  | 47. Insurance and Liability Collection (LIRN-Gale Cengage)   |
| 5. ASHP’s Interactive Handbook on Injectable Drugs               | 29. Gale Ready Reference Shelf (LIRN-Gale Cengage)                                      | 48. LegalTrac (LIRN-Gale Cengage)  |
| 6. Books 24/7 (LIRN)   | 30. Gale Virtual Reference Library (LIRN-Gale Cengage)                                  | 49. Lexicomp Online <u>Coming Soon</u>   |
| 7. Business and Economic Theory Collection (LIRN-Gale Cengage)   | 31. Gardening, Landscape and Horticulture Collection (LIRN-Gale Cengage)                | 50. LexisNexis Academic Library, Information Science & Technology Abstracts (LISTA) (LIRN-EBSCOhost) |
| 8. Business Insights: Global (LIRN-Gale Cengage)                 | 32. Gender Studies Collection (LIRN-Gale Cengage)                                       | 51. Literature Resource Center (LIRN- Gale Cengage)  |
| 9. Business Source Complete                                      | 33. General OneFile (LIRN-Gale Cengage)   | 52. Military and Intelligence Database (LIRN-Gale Cengage)   |
| 10. Canadian Business & Current Affairs (LIRN-ProQuest)          | 34. General Science Collection (LIRN-Gale Cengage)                                      | 53. Nursing and Allied Health Collection (LIRN-Gale Cengage)   |
| 11. Canadian NewsStand (LIRN-ProQuest)                           | 35. Green FILE (LIRN-EbscoHost)   | 54. Nursing & Allied Health Source (LIRN-ProQuest)   |
| 12. Cinahl Plus with Full Text (some campuses)                   | 36. Health and Medical Complete (LIRN-ProQuest)   | 55. Opposing Viewpoints in Context (LIRN-Gale Cengage)   |
| 13. Communications and Mass Media Collection (LIRN-Gale Cengage) | 37. Health & Wellness Resource Center and Alternative Health Module (LIRN-Gale Cengage) | 56. The Oxford Encyclopedia of Food and Drink in America, 2 <sup>nd</sup> edition                    |
| 14. Computer Database Collection (LIRN-Gale Cengage)             | 38. Health Management (LIRN-ProQuest)   | 57. OxResearch (LIRN-ProQuest)   |
| 15. Computers and Applied Sciences Complete                      | 39. Health Reference Center Academic (LIRN-Gale Cengage)                                | 58. Pharmaceutical News Index (LIRN-ProQuest)  |
| 16. Computer Science Collection (LIRN-ProQuest)                  | 40. Home Improvement Collection (LIRN-Gale Cengage)                                     | 59. Physical Therapy and Sports Medicine Collection (LIRN-Gale Cengage)                              |
| 17. Criminal Justice Collection (LIRN-Gale Cengage)              |   | 60. Popular Collection (LIRN-Gale Cengage)   |
| 18. Criminal Justice Periodicals (LIRN-ProQuest)                 |   | 61. ProQuest Accounting & Tax (LIRN-ProQuest)  |
| 19. Culinary Arts Collection (LIRN-Gale Cengage)                 |   |  |
| 20. Ebrary: Academic Complete                                    |   |  |
| 21. EbscoHost eBook Collection                                   |   |  |

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73. ProQuest Political Science (LIRN-ProQuest)
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76. ProQuest Research Library (LIRN-ProQuest)
  - a. ProQuest Research Library: Business (LIRN-ProQuest)
  - b. ProQuest Research Library: Health & Medicine (LIRN-ProQuest)
  - c. ProQuest Research Library: History (LIRN-ProQuest)
  - d. ProQuest Research Library: Literature & Language (LIRN-ProQuest)
  - e. ProQuest Research Library: Sciences & Technology (LIRN-ProQuest)
  - f. ProQuest Research Library: Social Sciences (LIRN-ProQuest)
  - g. ProQuest Research Library: The Arts (LIRN-ProQuest)
77. ProQuest Science Journals (LIRN-ProQuest)
78. ProQuest Sociology Journals (LIRN-ProQuest)
79. Psychology Collection (LIRN-Gale Cengage)
80. Psychology Journals (LIRN-ProQuest)
81. Red Book Online
82. Regional Business News
83. Religion and Philosophy Collection (LIRN-Gale Cengage)
84. Science in Context (LIRN-Gale Cengage)
85. Small Business Collection (LIRN-Gale Cengage)
86. Snapshot Series (LIRN-ProQuest)
87. Student Resources in Context (LIRN-Gale Cengage)
88. Testing and Education Reference Center with Career Module (LIRN-Gale Cengage)
89. Tourism, Hospitality and Leisure Collection ((LIRN-Gale Cengage)
90. Vocations & Careers Collection (LIRN-Gale Cengage)
91. War and Terrorism Collection (LIRN-Gale Cengage)
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Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
(New or Renewal program)

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

Name of Institution Brightwood College (location: Hammond, IN)

Program name and  
Suggested CIP Code: Human Resource Management, 52.1001

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

Date the Form was Prepared  
(Revise date after any revision)

4-4-2016

**Application Type**  
Initial  or Renewal

Revised: 2016/05/23

Name of Person Preparing this Form John Carreon

Telephone Number 312.638.5807; cell: 312.206.4717

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

This program is designed to prepare human resource professionals to deal with the complexities and challenges of managing today's workforce. The program content is designed to provide comprehensive coverage of the major human resource responsibilities. The courses involve both practical and theoretical considerations in the professional development of men and women in the field of human resources in such settings as business, industry, government, and nonprofit organizations and institutions.

Upon successful graduation from this program, graduates should be able to

- demonstrate a solid understanding of employment relationships;
- explain and implement skills for managing disputes, grievances, discipline, and dismissals;
- identify skills and knowledge necessary for working with people in various work settings; and
- coordinate a job search.

10/15/2015

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

Name of Program: Human Resource Management

Total Course Hours: 96

Check one: Quarter Hours X

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

Clock Hours \_\_\_\_\_

\$388 per credit  
hour; \$37,248.00  
total

Tuition :

Length of Program: 96 weeks

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
BU105	Introduction to Business	4
BU110	Business Communications	4
BU155	Data Driven Business	4
BU177	Customer Service	4
BU275	Workplace Ethics and Expectations	4
BU 320	Microeconomics	4
FL101	Financial Literacy	4
HR100	Employee Recruitment, Selection, Training, and Development	4
HR101	Compensation and Benefit Management	4
HR103	Employer/Employee Relations	4
HR201	Workplace Behavior	4
HR202	Human Resource Law and Ethics	4
HR204	Industrial and Organizational Psychology (Prerequisite: HR 100)	4
MG201	Principles of Management	4
MG401	Operations Management (Prerequisite MG201)	4

10/15/2015

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
CS120	Learning Framework (Foundation)	4
CS130	Career Exploration/Planning (Foundation)	4
CM105	English Composition I	4
CM110	English Composition II (Prerequisite: CM105)	4
CM125	Introduction to Computing	4
CM130	Introduction to Communications	4
EN251	Contemporary Literature	4
MM105	College Mathematics	4
SS130	Introduction to Sociology	4

10/15/2015



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

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

Brightwood Online Library is accessible 24 hours a day. There is reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

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

Virginia College, LLC offers library services to students at Brightwood College through the Brightwood Online Library. The library offers access to 29 separate databases of content with 51,765 e-books, the Brightwood College onsite library catalog, and articles from over 17,000 professional, scholarly and trade journals. Services include book delivery and interlibrary loan services, reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

Brightwood College subscribes to 92 commercial eResources that are available to students. These are listed fully in an attachment, Brightwood A-Z List.pdf.

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

CMA Today

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

N/A

10/15/2015

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

	<b>18</b>		<b>10</b>		<b>8</b>
<b>Total # of Faculty in the Program:</b>		<b>Full-time:</b>		<b>Part-time:</b>	

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

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Book, Julie	MA	3	8	3	X	
Boyd, Kimberly	MA	0	<1	20		X
Bridges, Juli	MBA	6	14	0	X	
Browne, Kevin	MS	23	6	8	X	
Callaway, Tina	MBA	14	12	0	X	
Carter, Michelle	MBA	11	6	7		X
Dixon, Murrie						
Gater, Linda	MST	27	8	4	X	
Gryczan, Gregory	MBA	26	7	0		X
Hascall, Gary	DMGT	32	8	13	X	
Hudson, Sandra	MBA	7	8	0	X	
Kong, Sky	MS	4	8	7	X	
MacBeth, Lynn	JD	29	5	4		X
McKeever, Todd	MS	20	8	0		X
Pittman, Rickey	MA	6	7	8	X	
Poston-Kornegay, Angela	MA	7	10	1		X
Swigart, MeLinda	Ph.D.	13	6	7		X
Taylor, Michael	MFA	5	12	10	X	

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

Institution: Brightwood College  
Degree Program: Human Resource Management  
Locations: Hammond, IN

**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?

- Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):



**Professional Certification**

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

- Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

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

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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



10/15/2015

**Professional Industry Standards/Best Practices**

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

- Yes

If so, please identify

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

- Brightwood College and its sister institution Virginia College have used local Program Advisory Committees (PACs) from multiple areas of the country, which were used to create and inform program curriculum. Brightwood College will create a dedicated PAC for Brightwood Online, which will be national in scope and will meet semiannually to discuss the professional industry standards and best practices in the human resource management field. Its feedback will be incorporated into program revisions for the Human Resource Management Associate's Degree program.
- Additionally, if there are any changes in certification or licensing in the human resource management field, Brightwood College will make any changes, if necessary, to the curriculum.

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

- Local Program Advisory Committees were used in the past, and a dedicated national Program Advisory Committee for Brightwood Online will be established.

+++++

**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

- Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.
- +++++

10/15/2015

**Transferability of Associate of Science Degrees**

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

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

If so, please list the baccalaureate degree(s): The Associate of Science in Human Resource Management will articulate into the New England College of Business Bachelor of Science in Business Administration degree and the Virginia College Bachelor of Science in Human Resource Management.

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**Job Titles**

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

- Recruiter
- Employment Specialist
- Personnel Coordinator
- HR Generalist
- HR Administrator
- Benefits Specialist



### Brightwood College Virtual Library

The following list represents an alphabetic list of the commercial eResources subscribed to by Brightwood College and available to students from the virtual library.

Pathway if offered by LIRN is in (brackets)

- |  |   |  |
|--|---|--|
| 1. ABI/Inform Complete (LIRN – ProQuest)                         | 22. EbscoHost Teacher Reference Center- (LIRN-EbscoHost)                                | 41. Hoover's Company Profiles (LIRN-ProQuest)  |
| a. ABI/Inform Dateline   | 23. Educator's Reference Complete (LIRN-Gale Cengage)                                   | 42. IBIS World: Industry Research Reports  |
| b. ABI/INFORM Global   | 24. Environmental Studies and Policy Collection (LIRN-Gale Cengage)                     | 43. Information Sciences and Library issues (LIRN-Gale Cengage)                                      |
| c. ABI/INFORM Trade & Industry                                   | 25. European Views of the Americas 1493-1750 (LIRN-EbscoHost)                           | 44. Informe! Academico (LIRN-Gale Cengage) (with an English interface)                               |
| 2. Academic OneFile (LIRN-Gale Cengage)                          | 26. Expanded Academic ASAP (LIRN-Gale Cengage)  | 45. InfoTrac Business Collection (LIRN-Gale Cengage)   |
| 3. ACM Digital Library   | 27. Facts & Comparisons@eAnswers  | 46. InfoTrac Newsstand (LIRN-Gale Cengage)   |
| 4. Agriculture Collection (LIRN-Gale Cengage)                    | 28. Fine Arts and Music Collection (LIRN-Gale Cengage)                                  | 47. Insurance and Liability Collection (LIRN-Gale Cengage)   |
| 5. ASHP's Interactive Handbook on Injectable Drugs               | 29. Gale Ready Reference Shelf (LIRN-Gale Cengage)                                      | 48. LegalTrac (LIRN-Gale Cengage)  |
| 6. Books 24/7 (LIRN)   | 30. Gale Virtual Reference Library (LIRN-Gale Cengage)                                  | 49. Lexicomp Online Coming Soon  |
| 7. Business and Economic Theory Collection (LIRN-Gale Cengage)   | 31. Gardening, Landscape and Horticulture Collection (LIRN-Gale Cengage)                | 50. LexiaNexia Academic Library, Information Science & Technology Abstracts (LISTA) (LIRN-EBSCOhost) |
| 8. Business Insights: Global (LIRN-Gale Cengage)                 | 32. Gender Studies Collection (LIRN-Gale Cengage)                                       | 51. Literature Resource Center (LIRN- Gale Cengage)  |
| 9. Business Source Complete                                      | 33. General OneFile (LIRN-Gale Cengage)   | 52. Military and Intelligence Database (LIRN-Gale Cengage)   |
| 10. Canadian Business & Current Affairs (LIRN-ProQuest)          | 34. General Science Collection (LIRN-Gale Cengage)                                      | 53. Nursing and Allied Health Collection (LIRN-Gale Cengage)   |
| 11. Canadian NewsStand (LIRN-ProQuest)                           | 35. Green FILE (LIRN-EbscoHost)   | 54. Nursing & Allied Health Source (LIRN-ProQuest)   |
| 12. Cinal1 Plus with Full Text (some campuses)                   | 36. Health and Medical Complete (LIRN-ProQuest)   | 55. Opposing Viewpoints in Context (LIRN-Gale Cengage)   |
| 13. Communications and Mass Media Collection (LIRN-Gale Cengage) | 37. Health & Wellness Resource Center and Alternative Health Module (LIRN-Gale Cengage) | 56. The Oxford Encyclopedia of Food and Drink in America, 2 <sup>nd</sup> edition                    |
| 14. Computer Database Collection (LIRN-Gale Cengage)             | 38. Health Management (LIRN-ProQuest)   | 57. OxResearch (LIRN-ProQuest)   |
| 15. Computers and Applied Sciences Complete                      | 39. Health Reference Center Academic (LIRN-Gale Cengage)                                | 58. Pharmaceutical News Index (LIRN-ProQuest)  |
| 16. Computer Science Collection (LIRN-ProQuest)                  | 40. Home Improvement Collection (LIRN-Gale Cengage)                                     | 59. Physical Therapy and Sports Medicine Collection (LIRN-Gale Cengage)                              |
| 17. Criminal Justice Collection (LIRN-Gale Cengage)              |   | 60. Popular Collection (LIRN-Gale Cengage)   |
| 18. Criminal Justice Periodicals (LIRN-ProQuest)                 |   | 61. ProQuest Accounting & Tax (LIRN-ProQuest)  |
| 19. Culinary Arts Collection (LIRN-Gale Cengage)                 |   |  |
| 20. Ebrary: Academic Complete                                    |   |  |
| 21. EbscoHost eBook Collection                                   |   |  |

63. ProQuest Advanced Technologies & Aerospace Collection (LIRN-ProQuest)
64. ProQuest Asian Business & Reference (LIRN – ProQuest)
65. ProQuest Banking Information Source (LIRN-ProQuest)
66. ProQuest Biological Science Collection (LIRN-ProQuest)
67. ProQuest Career & Technical Education (LIRN-ProQuest)
68. ProQuest Education Journals (LIRN-ProQuest)
69. ProQuest European Business (LIRN –ProQuest)
70. ProQuest Family Health (LIRN-ProQuest)
71. ProQuest Military (LIRN-ProQuest)
72. ProQuest NewsStand (LIRN-ProQuest)
73. ProQuest Political Science (LIRN-ProQuest)
74. ProQuest Religion (LIRN-ProQuest)
75. ProQuest Research Companion (LIRN-ProQuest)
76. ProQuest Research Library (LIRN-ProQuest)
  - a. ProQuest Research Library: Business (LIRN-ProQuest)
  - b. ProQuest Research Library: Health & Medicine (LIRN-ProQuest)
  - c. ProQuest Research Library: History (LIRN-ProQuest)
  - d. ProQuest Research Library: Literature & Language (LIRN-ProQuest)
  - e. ProQuest Research Library: Sciences & Technology (LIRN-ProQuest)
  - f. ProQuest Research Library: Social Sciences (LIRN-ProQuest)
  - g. ProQuest Research Library: The Arts (LIRN-ProQuest)
77. ProQuest Science Journals (LIRN-ProQuest)
78. ProQuest Sociology Journals (LIRN-ProQuest)
79. Psychology Collection (LIRN-Gale Cengage)
80. Psychology Journals (LIRN-ProQuest)
81. Red Book Online
82. Regional Business News
83. Religion and Philosophy Collection (LIRN-Gale Cengage)
84. Science in Context (LIRN-Gale Cengage)
85. Small Business Collection (LIRN-Gale Cengage)
86. Snapshot Series (LIRN-ProQuest)
87. Student Resources in Context (LIRN-Gale Cengage)
88. Testing and Education Reference Center with Career Module (LIRN-Gale Cengage)
89. Tourism, Hospitality and Leisure Collection ((LIRN-Gale Cengage)
90. Vocations & Careers Collection (LIRN-Gale Cengage)
91. War and Terrorism Collection (LIRN-Gale Cengage)
92. Westlaw for Paralegal

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Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
*(New or Renewal program)*

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

Name of Institution Brightwood College (location: Hammond, IN)

Program name and  
Suggested CIP Code: Medical Office Administration, 51.0716

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

Date the Form was Prepared

4-4-2016

**Application Type**

Initial X or Renewal

(Revise date after any revision)

Revised: 2016/05/23

Name of Person Preparing this Form John Carreon

Telephone Number 312.638.5807; cell: 312.206.4717

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

The objective of the associate's degree in Medical Office Administration program is to provide students with the knowledge, technical skills, and work habits required to pursue management roles in various health care settings. The program concentrates on helping students acquire knowledge and develop skills in administrative procedures, professional communication, medical practice operational assessment, financial accounting, personnel management, and medical software. Duties for graduates of this program may include financial management, personnel management, medical records management, insurance coding and billing, patient communication, and appointment management and scheduling. Competence in the field also requires that a medical practice manager display professionalism, communicate effectively, and demonstrate competency in patient education. Out-of-class work is required in this program.

Students enroll in this program to seek post-graduation employment in positions typically including medical practice manager, medical office manager, physician practice manager, medical billing manager, medical coding manager, and medical secretary.

Additional related experience may be needed for some management positions.

Upon successful graduation from this program, graduates should be able to

- Demonstrate college-level writing, research, documentation, and critical thinking skills.
- Evaluate and apply skills that enhance academic, professional, and personal success.
- Apply quantitative information and problem-solving skills to arrive at reasoned decisions.
- Apply scientific principles and methods of inquiry to arrive at reasoned decisions.
- Demonstrate the ability to understand and critically evaluate the social or psychological issues that impact human behavior.
- Communicate effectively, reflect critically, problem solve logically, and apply these skills to achieve personal and professional goals.
- Exhibit proficiency in clerical and administrative functions required of a Medical Office Administrator.
- Integrate knowledge from behavioral and biological sciences as a basis for allied health practices.
- Embody professional behaviors as defined by the discipline of Medical Office Administration.
- Employ the highest standards and ethical and legal values in Medical Office Administration.

10/15/2015

10/15/2015

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

Name of Program: Medical Office Administration

Total Course Hours: 99.0

Check one: Quarter Hours X

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

\$388 per credit hour;  
total of \$38,412.00

Clock Hours \_\_\_\_\_

Tuition : \_\_\_\_\_

Length of Program: 23 months

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
HI134	Health Information Technology and Systems	4
HI141	Basic Medical Coding (Prerequisite: HS112 or equivalent)	5
HI142	Advanced Medical Coding (Prerequisite: HI 134 or equivalent, HI141 or equivalent)	6
HI181	Health Services Delivery and Legal Issues	4
HI240	Health Data Management	4
HS112	Medical Terminology	3
HS115	Professionalism in Health Services	2
HS117	Diseases of the Human Body	5
HS140	Pharmacology	5
HS240	Medical Office Accounting	4
MP200	Medical Records - EMR Management	3
MP205	Applied Medical Practices (Prerequisite: HI141 or equivalent)	6
MP210	Management in the Medical Office	4
MP290	Medical Practice Management Capstone (Prerequisite: Last quarter or permission of the Program Director or designee)	4
MT203	Human Resource Management	5

10/15/2015

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
CS120	Learning Framework (Foundation)	4
ANA202	Anatomy and Physiology	5
MM105	College Mathematics	4
CM105	English Composition I	4
CM130	Introduction to Communications	4
SS125	Psychology	4
HU245	Ethics	5
SC225	Environmental Science (Prerequisite: CM105)	5

10/15/2015



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

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

Brightwood Online Library is accessible 24 hours a day. There is reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

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

Virginia College, LLC offers library services to students at Brightwood College through the Brightwood Online Library. The library offers access to 29 separate databases of content with 51,765 e-books, the Brightwood College onsite library catalog, and articles from over 17,000 professional, scholarly and trade journals. Services include book delivery and interlibrary loan services, reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

Brightwood College subscribes to 92 commercial eResources that are available to students. These are listed fully in an attachment, Brightwood A-Z List.pdf.

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

CMA Today

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

N/A

10/15/2015

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

	<b>16</b>		<b>10</b>		<b>6</b>
<b>Total # of Faculty in the Program:</b>		<b>Full-time:</b>		<b>Part-time:</b>	

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

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Bender, Kimberly	MS	0	7	5		X
Bennett, Cynthia	MBA	9	4	9	X	
Book, Julie	MA	3	8	3	X	
Browne, Kevin	MS	23	6	8	X	
Dixon, Murrie	MA	4	7	0		X
Gater, Linda	MST	27	8	4	X	
Gibson, Janell	MS	12	8	15	X	
Hoban, Carol	Ph.D.	15	6	12	X	
Hudson, Sandra	MBA	7	8	0	X	
Lovlace, Barbara	MA	15	8	11		X
Mishler, Shelye	MBA	33	4	10		X
Olmsted, Betty	JD	35	4	3	X	
Stockinger, Jeremey	Ph.D.	15	4	0		X
Swigart, MeLinda	Ph.D.	13	6	7		X
Therrien, Corie	MS	8	6	9	X	
Wells, Michael	D.Min.	45	12	1	X	

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

Institution:  
Degree Program:  
Locations:

**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? Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

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

+++++

**Professional Certification**

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

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

If so, please identify  
Each specific professional certification: Qualified graduates may be eligible to sit for the following certification: the National Healthcareer Association Certified Medical Administrative Assistant (CMAA) exam. Students typically register for certification examinations during their capstone course.

The national organization issuing each certification: National Healthcareer Association

Please explain the rationale for choosing each professional certification: The certification supports the skills that students learn throughout the program. It is not required by any means, but can be a way for students to differentiate themselves in the market. However, the job ads that we have seen have not required this certification.

Please identify the single course or a sequence of courses that lead to each professional certification? It relates to the entire program, not a single course.

+++++

**Professional Industry Standards/Best Practices**

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

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

- Brightwood College and its sister institution Virginia College have Program Advisory Committees (PACs) across the country that meet semiannually to discuss the professional industry standards and best practices in the medical office administration field. The Medical Office Administration Associate’s Degree incorporates feedback from these PAC meetings into its curriculum and program practices. The PAC feedback is in alignment with cognitive competencies and skills for entry level positions in the medical office administration field.
- Additionally, if there are any changes in certification or licensing in the medical office administration field, Brightwood College will make any changes, if necessary, to the curriculum.

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

+++++

**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? Brightwood College has conducted research and there are no Indiana or national professional requirements for this particular item.

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees**

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

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

If so, please list the baccalaureate degree(s): The Associate of Science in Medical Office Administration will articulate into the Virginia College Bachelor of Science in Health Services Management.

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**Job Titles**

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

- Receptionist
- Medical Administrative Assistant
- Medical Records Specialist
- Health Information Specialist



### Brightwood College Virtual Library

The following list represents an alphabetic list of the commercial eResources subscribed to by Brightwood College and available to students from the virtual library.

Pathway if offered by LIRN is in (brackets)

- |  |   |  |
|--|---|--|
| 1. ABI/inform Complete (LIRN – ProQuest)                         | 22. EbscoHost Teacher Reference Center- (LIRN-EbscoHost)                                | 41. Hoover's Company Profiles (LIRN-ProQuest)  |
| a. ABI/Inform Dateline   | 23. Educator's Reference Complete (LIRN-Gale Cengage)                                   | 42. IBIS World: Industry Research Reports  |
| b. ABI/INFORM Global   | 24. Environmental Studies and Policy Collection (LIRN-Gale Cengage)                     | 43. Information Sciences and Library issues (LIRN-Gale Cengage)                                      |
| c. ABI/INFORM Trade & Industry                                   | 25. European Views of the Americas 1493-1750 (LIRN-EbscoHost)                           | 44. Informe! Academico (LIRN-Gale Cengage) (with an English interface)                               |
| 2. Academic OneFile (LIRN-Gale Cengage)                          | 26. Expanded Academic ASAP (LIRN-Gale Cengage)  | 45. InfoTrac Business Collection (LIRN-Gale Cengage)   |
| 3. ACM Digital Library   | 27. Facts & Comparisons® eAnswers   | 46. InfoTrac Newsstand (LIRN-Gale Cengage)   |
| 4. Agriculture Collection (LIRN-Gale Cengage)                    | 28. Fine Arts and Music Collection (LIRN-Gale Cengage)                                  | 47. Insurance and Liability Collection (LIRN-Gale Cengage)   |
| 5. ASHP's Interactive Handbook on Injectable Drugs               | 29. Gale Ready Reference Shelf (LIRN-Gale Cengage)                                      | 48. LegalTrac (LIRN-Gale Cengage)  |
| 6. Books 24/7 (LIRN)   | 30. Gale Virtual Reference Library (LIRN-Gale Cengage)                                  | 49. Lexicomp Online Coming Soon  |
| 7. Business and Economic Theory Collection (LIRN-Gale Cengage)   | 31. Gardening, Landscape and Horticulture Collection (LIRN-Gale Cengage)                | 50. LexisNexis Academic Library, Information Science & Technology Abstracts (LISTA) (LIRN-EBSCOhost) |
| 8. Business Insights: Global (LIRN-Gale Cengage)                 | 32. Gender Studies Collection (LIRN-Gale Cengage)                                       | 51. Literature Resource Center (LIRN- Gale Cengage)  |
| 9. Business Source Complete                                      | 33. General OneFile (LIRN-Gale Cengage)   | 52. Military and Intelligence Database (LIRN-Gale Cengage)   |
| 10. Canadian Business & Current Affairs (LIRN-ProQuest)          | 34. General Science Collection (LIRN-Gale Cengage)                                      | 53. Nursing and Allied Health Collection (LIRN-Gale Cengage)   |
| 11. Canadian NewsStand (LIRN-ProQuest)                           | 35. Green FILE (LIRN-EbscoHost)   | 54. Nursing & Allied Health Source (LIRN-ProQuest)   |
| 12. Cimah Plus with Full Text (some campuses)                    | 36. Health and Medical Complete (LIRN-ProQuest)   | 55. Opposing Viewpoints in Context (LIRN-Gale Cengage)   |
| 13. Communications and Mass Media Collection (LIRN-Gale Cengage) | 37. Health & Wellness Resource Center and Alternative Health Module (LIRN-Gale Cengage) | 56. The Oxford Encyclopedia of Food and Drink in America, 2 <sup>nd</sup> edition                    |
| 14. Computer Database Collection (LIRN-Gale Cengage)             | 38. Health Management (LIRN-ProQuest)   | 57. OxResearch (LIRN-ProQuest)   |
| 15. Computers and Applied Sciences Complete                      | 39. Health Reference Center Academic (LIRN-Gale Cengage)                                | 58. Pharmaceutical News Index (LIRN-ProQuest)  |
| 16. Computer Science Collection (LIRN-ProQuest)                  | 40. Home Improvement Collection (LIRN-Gale Cengage)                                     | 59. Physical Therapy and Sports Medicine Collection (LIRN-Gale Cengage)                              |
| 17. Criminal Justice Collection (LIRN-Gale Cengage)              |   | 60. Popular Collection (LIRN-Gale Cengage)   |
| 18. Criminal Justice Periodicals (LIRN-ProQuest)                 |   | 61. ProQuest Accounting & Tax (LIRN-ProQuest)  |
| 19. Culinary Arts Collection (LIRN-Gale Cengage)                 |   |  |
| 20. Ebrary: Academic Complete                                    |   |  |
| 21. EbscoHost eBook Collection                                   |   |  |

63. ProQuest Advanced Technologies & Aerospace Collection (LIRN-ProQuest)
64. ProQuest Asian Business & Reference (LIRN – ProQuest)
65. ProQuest Banking Information Source (LIRN-ProQuest)
66. ProQuest Biological Science Collection (LIRN-ProQuest)
67. ProQuest Career & Technical Education (LIRN-ProQuest)
68. ProQuest Education Journals (LIRN-ProQuest)
69. ProQuest European Business (LIRN –ProQuest)
70. ProQuest Family Health (LIRN-ProQuest)
71. ProQuest Military (LIRN-ProQuest)
72. ProQuest NewsStand (LIRN-ProQuest)
73. ProQuest Political Science (LIRN-ProQuest)
74. ProQuest Religion (LIRN-ProQuest)
75. ProQuest Research Companion (LIRN-ProQuest)
76. ProQuest Research Library (LIRN-ProQuest)
  - a. ProQuest Research Library: Business (LIRN-ProQuest)
  - b. ProQuest Research Library: Health & Medicine (LIRN-ProQuest)
  - c. ProQuest Research Library: History (LIRN-ProQuest)
  - d. ProQuest Research Library: Literature & Language (LIRN-ProQuest)
  - e. ProQuest Research Library: Sciences & Technology (LIRN-ProQuest)
  - f. ProQuest Research Library: Social Sciences (LIRN-ProQuest)
  - g. ProQuest Research Library: The Arts (LIRN-ProQuest)
77. ProQuest Science Journals (LIRN-ProQuest)
78. ProQuest Sociology Journals (LIRN-ProQuest)
79. Psychology Collection (LIRN-Gale Cengage)
80. Psychology Journals (LIRN-ProQuest)
81. Red Book Online
82. Regional Business News
83. Religion and Philosophy Collection (LIRN-Gale Cengage)
84. Science in Context (LIRN-Gale Cengage)
85. Small Business Collection (LIRN-Gale Cengage)
86. Snapshot Series (LIRN-ProQuest)
87. Student Resources in Context (LIRN-Gale Cengage)
88. Testing and Education Reference Center with Career Module (LIRN-Gale Cengage)
89. Tourism, Hospitality and Leisure Collection ((LIRN-Gale Cengage)
90. Vocations & Careers Collection (LIRN-Gale Cengage)
91. War and Terrorism Collection (LIRN-Gale Cengage)
92. Westlaw for Paralegal

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**BOARD FOR PROPRIETARY EDUCATION**

Wednesday, June 1, 2016

**BUSINESS ITEM A-4:**

**Brown Mackie College:**  
**One Associate of Science Degree Program at Four Locations**

**Staff Recommendation**

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

**Background**

**Institution Profile**

Brown Mackie College is nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The institution has four campuses in Indiana; Fort Wayne, Indianapolis, Merrillville and South Bend. The Michigan City campus recently closed. Listed below are the four campuses Brown Mackie College operates in Indiana, and their respective fall 2014 enrollment data as reported to the National Center for Education Statistics (NCES):

Fort Wayne	507
Indianapolis	995
Merrillville	512
South Bend	340

**Degree Program Profile**

*Associate of Science (A.S.) in  
Business and Project Management at  
Fort Wayne, Indianapolis, Merrillville, and South Bend*

This program consists of 90 quarter credit hours, with 56% of the courses in the specialty. The Fort Wayne program faculty consists of 10 individuals, each of whom are part-time. Of the 10 individuals, each has a master's degree. The Indianapolis program faculty consists of 11 individuals, of whom 1 is full-time and 10 are part-time. Of the 11 individuals, 10 have a master's degree, and 1 has a juris doctorate. The Merrillville program faculty consists of 13 individuals, of whom 1 is full-time and 12 are part-time. Of the 13 individuals 2 have doctoral degree, 3 have juris doctorate, and 8 have a master's. The South Bend program faculty

consists of 10 individuals, of whom 1 is full-time, and 9 are part-time. Of the 10 individuals, 2 have a doctoral degree, and the remaining 8 have a master's degree.

**Supporting Document**

Degree Application

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
*(New or Renewal program)*

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

Name of Institution Brown Mackie College: Fort Wayne campus, Indianapolis campus,  
Merrillville campus, and South Bend campus

Program name and  
Suggested CIP Code: Business and Project Management – 52.0211

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

Name of Person Preparing this Form Michele Zollner

Telephone Number 412-995-1879 **Application Type**

Date the Form was Prepared 04-08-2016 Initial or Renewal  
(Revise date after any revision)

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

The associate's degree program in Business and Project Management is designed to equip graduates with the knowledge and skills necessary for entry into the contemporary world of business and project management. The curriculum reaches these objectives through coursework that focuses on project management as an organizational process, including project planning and team dynamics as well as risk, cost, time, and human resource management. Additional courses provide instruction in accounting, contracts and procurement, general management principles, decision making and critical thinking skills, technical business procedures, and general education. The program is designed to prepare the graduate to fill a variety of entry-level business and project management positions.

Graduates of the program will be able to:

- Employ the vocabulary, rules, and procedures associated with the business culture.
- Manage large or small projects within primary and secondary parameters to meet stated objectives.
- Provide leadership to small teams of individuals toward a common goal.
- Apply business principles and theories to workplace problems.
- Perform as ethical professionals in the field of study, exhibiting sound reasoning and effective communication in an increasingly diverse world.



**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Hours</b>
COM1151	Composition I	4.5
COM1152	Composition II	4.5
COM1300	Public Speaking	4.5
HUM2050	Introduction to Literature	4.5
MTH1850	College Algebra	4.5
SCI1950	Environmental Science	4.5
SSC1150	Introduction to Psychology	4.5
SSC2400	American Government	4.5
PSS1100	Professional Development	4

Number of Credit/Clock Hrs. in Specialty Courses: 50 \_\_\_\_\_ / 90 \_\_\_\_\_ Percentage: 56%

Number of Credit/Clock Hrs. in General Courses: 4 \_\_\_\_\_ / 90 \_\_\_\_\_ Percentage: 4%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 36 \_\_\_\_\_ / 90 \_\_\_\_\_ Percentage: 40%



**All campuses:**

In addition to the campus librarian, the students have access to five full-time and one part-time librarian through the online services provided. The online hours are:

Monday – Thursday: 8am – 2am ET

Friday: 8am – 11pm ET

Saturday: 10am – 11pm ET

Sunday: 12pm – 2am ET

## 2. Number of volumes of professional material:

### Fort Wayne:

Books (print)	4,679
CD	4
DVD	16
VHS	11
eBooks (owned)	452
eBooks (subscribed)	191,977
Streaming video (owned)	806
Streaming video (subscribed)	511

### Indianapolis:

Books (print)	3,543
CD	9
DVD	143
VHS	0
eBooks (owned)	452
eBooks (subscribed)	191,977
Streaming video (owned)	806
Streaming video (subscribed)	511

### Merrillville:

Books (print)	1,068
CD	18
DVD	402
VHS	468
eBooks (owned)	191,977
eBooks (subscribed)	806
Streaming video (owned)	511
Streaming video (subscribed)	1,068

### South Bend:

Books (print)	10,101
CD	48
DVD	511
VHS	11
eBooks (owned)	447
eBooks (subscribed)	191,977
Streaming video (owned)	806
Streaming video (subscribed)	511

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

**Fort Wayne:**

Periodicals (print, subscription)	9
Periodicals (electronic, subscription)*	64,693

\*full-text

**Indianapolis:**

Periodicals (print, subscription)	10
Periodicals (electronic, subscription)*	64,693

\*full-text

**Merrillville:**

Periodicals (print, subscription)	9
Periodicals (electronic, subscription)*	64,693

\*full-text

**South Bend:**

Periodicals (print, subscription)	9
Periodicals (electronic, subscription)*	64,693

\*full-text

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

**Fort Wayne:**

Allen County Public Libraries (4 miles NE of campus)

**Indianapolis:**

Central Library of Indianapolis Public Library (0.4 miles S of campus)

Indiana University-Purdue University Indianapolis (1.5 miles SW of campus)

**Merrillville:**

Lake County Public Library (1.8 miles W of campus)

**South Bend:**

Notre Dame Hesburgh Library (1.6 m SW of campus)

Indiana University at South Bend (3.8 miles S of campus)

St. Joe County Public Library (4.0 miles SW of campus)

Mishawaka Penn Harris Public Library (4.3 miles S of campus)

Elkhart Public Library (13.0 miles E of campus)

**IV. 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>	10	<b>Full-time:</b>	0	<b>Part-time:</b>	10
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
<b>FORT WAYNE CAMPUS</b>						
Advany, Mohammed	MBA	43	6	n/a		X
Anderson, Rosemary	MBA	12	9	3		X
Black, Cynthia	MBA	6	4	2		X
Fisher, Charles	MBA	8	4	n/a		X
Hall, Lauren	MSc	1	<1	1		X
Hug, Peggy	MA	3	<1	5		X
Hunt, Darren	MA	n/a	2	13		X
Loper, Jared	MFA	1	1	3		X
Low, Kenneth	MA	4	4	24		X
Shearer, Bradley	MA	1	1	1		X

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

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
<b>INDIANAPOLIS CAMPUS</b>						
Brown, Keith	MA	n/a	2	7		X
Cooper, Robert Mark	MS	10	4	n/a		X
Corcella, Ellen	JD	11	3	n/a		X
Grant, Johnette	MBA	5	5	1		X
Kinkelaar, Keith	MBA	14	3	n/a		X
Lollino, Jessica	MA	22	3	n/a	X	
Martin, Michael	MBA	14	1	4		X
McCann, Michael	MS	28	2	n/a		X
Norcross, Jeffrey	MBA	18	1	n/a		X
Stamps, Douglas	MS	7	6	n/a		X
Utterback, James	MBA	9	3	3		X

**IV. 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>13</b>	<b>Full-time:</b>	<b>1</b>	<b>Part-time:</b>	<b>12</b>
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Fill out form below: (PLEASE LIST NAMES IN **ALPHABETICAL ORDER.**)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
<b>MERRILLVILLE CAMPUS</b>						
Brack, Tiffany	DBA	10	8	N/A	x	
Bradshaw, Jami	MBA	13	<1	N/A		x
Dvorak, Jacquelyn	MA	13	<1	13		x
Gonzalez, Rolando	MBA	12	7	9		x
Hower, Violet	MBA	11	<1	6		x
Hoy, Colzette	EdD	10	<1	4		x
Miller, Sheleita	MA	3	<1	<1		x
Miller, Zanetta	MA	3	1	2		x
Penney, Mark	JD	10	5	5		x
Roper-Nikitaras, Kristanna	JD	7	7	N/A		x
Shomo, Patricia	MBA	11	<1	N/A		x
Sisk, Rachel	MS	<1	<1	<1		x
Tinder, Terri	JD	8	6	N/A		x

**IV. 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>	10	<b>Full-time:</b>	1	<b>Part-time:</b>	9
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
<b>SOUTH BEND CAMPUS</b>						
Dorinda Bond	MBA	9	4	1		X
Amanda Brunson-Cruz	MA	1	2	5		X
Sydney Mmadi	DBA	10	9	n/a	X	
Terry Peters	MA	17	1	4		X
Tiffany Reddick	MBA	4	3	1		X
Linda Kay Sayre	MA	n/a	32	n/a		X
Sheila Smith	EdD	9	17	n/a		X
Larry Sparing	MA	n/a	1	12		X
Chauncre Sprouse	MPA	4	2	6		X
Kevin Stewart	MBA	21	4	4		X

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

Institution: Brown Mackie College

Degree Program: Associate of Science in Business and Project Management

Locations: Fort Wayne, Indianapolis, Merrillville, and South Bend

**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, the student does not need to be licensed by the State to practice their profession in Indiana.

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

+++++

**Professional Certification**

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

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

Yes

If so, please identify

Each specific professional certification: Certified Associate in Project Management (CAPM)

The national organization issuing each certification: Project Management Institute (PMI)

Please explain the rationale for choosing each professional certification:

This certificate was chosen because of the parallel of knowledge base (project management) with the proposed program (AS in Business and Project Management). It will permit students the opportunity to expand their portfolio if they desire.

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

- BUS2460 Introduction to Project Management
- BUS2461 Effective Project Management
- BUS2462 Advanced Project Management Concepts
- BUS2465 Project Management Leadership and Innovation

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**Professional Industry Standards/Best Practices**

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

Yes, the program incorporates industry standards and best practices.

If so, please identify

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

Including, but not limited to: process improvement strategies, total quality management (TQM), sustainability and lean management, and Six Sigma methodology.

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

Brown Mackie College worked closely with an external subject matter expert (SME) from the operations management industry in the development of this program curriculum.

+++++

**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, the program does not need specialized accreditation.

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees**

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

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

Yes, the AS in Business and Project Management degree program has the option to apply almost all of the credits to a related baccalaureate degree program at Brown Mackie College.

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

Bachelor of Science in Business Administration (currently offered at the Indianapolis and Merrillville campuses in Indiana).

Brown Mackie College students are notified about the possibility of credit transfer to other institutions by the following information in the catalog:

***Transferability of Credit To Other Institutions***

Brown Mackie College does not imply, promise, or guarantee transferability of its credits to any other institution. In the U. S. higher education system, transferability of credit is determined by the receiving institution taking into account such factors as course content, grades, accreditation and licensing. This program is designed to lead directly to employment. Course credits will likely not transfer to other schools, and degrees will likely not be accepted by another school's graduate degree program. Additionally, programs offered by one school within Brown Mackie College system may be similar to but not identical to programs offered at another school within the system. This is due to differences imposed by state law, use of different instructional models, and local employer needs. Therefore, if you decide to transfer to another school within Brown Mackie College system, not all of the credits you earn in this program may be transferable into that school's program. If you are considering transferring to either another Brown Mackie College or an unaffiliated school, it is your responsibility to determine whether that school will accept your Brown Mackie College credits. We encourage you to make this determination as early as possible.

+++++

**Job Titles**

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

The Representative Job Titles are:

- Account Manager
- Account Representative
- Call Center Representative
- Client Services Representative
- Customer Care Representative (CCR)
- Customer Service Agent
- Customer Service Representative (Customer Service Rep)
- Customer Service Specialist
- Member Services Representative
- Project Managers
- Sales Facilitator
- Managers (Other) including Regulatory Affairs Managers, Compliance Managers, Supply Chain Managers, Security Managers, Loss Prevention Managers, etc.

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## BOARD FOR PROPRIETARY EDUCATION

Wednesday, June 1, 2016

### DECISION ITEM A-5:

#### **Embry-Riddle Aeronautical University: One Associate's Degree Program and Six Baccalaureate Degree Programs Offered at One Location**

### Staff Recommendation

That the Board for Proprietary Education approve the Associate of Science (A.S.) in Engineering Fundamentals, Bachelor of Science (B.S.) in Communication, B.S. in Engineering Technology, B.S. in Interdisciplinary Studies, B.S. in Logistics and Supply Chain Management, B.S. in Safety Management, and B.S. in Unmanned Systems Applications in accordance with the background discussion in this agenda item and the Applications for Degree Approval.

### Background

#### **Institution Profile**

Embry-Riddle Aeronautical University is regionally accredited by the Southern Association of Colleges and Schools (SACS). SACS accredits Embry-Riddle Aeronautical University in 35 states including Indiana. The National Center for Education Statistics (NCES) does not presently list enrollment data for Embry-Riddle Aeronautical University at Indianapolis.

#### **Degree Program Profiles**

*Associate of Science (A.S.) in  
Engineering Fundamentals at  
Indianapolis*

This program consists of 65 semester hours, with 77% of the courses in the specialty. The faculty consists of seven individuals, of whom three are full-time and the remaining four are part-time. Of the seven individuals, three have a doctoral degree, and four have a master's degree.

*Bachelor of Science (B.S.) in  
Communication at  
Indianapolis*

The program consists of 120 semester hours, with 43% of the courses in the specialty. The faculty consists of seven individuals, of whom three are full-time and the remaining four are part-time. Of the seven individuals, three have a doctoral degree, and four have a master's degree.

*Bachelor of Science (B.S.) in  
Engineering Technology at  
Indianapolis*

This program consists of 122 semester hours, with 58% of the courses in the specialty. The faculty consists of seven individuals, of whom three are full-time and the remaining four are part-time. Of the seven individuals, three have a doctoral degree, and four have a master's degree.

*Bachelor of Science (B.S.) in  
Interdisciplinary Studies at  
Indianapolis*

This program consists of 120 semester hours, with 58% of the courses in the specialty. The faculty consists of seven individuals, of whom three are full-time and the remaining four are part-time. Of the seven individuals, three have a doctoral degree, and four have a master's degree.

*Bachelor of Science (B.S.) in  
Logistics & Supply Chain Management at  
Indianapolis*

This program consists of 120 semester hours, with 70% of the courses in the specialty. The faculty consists of seven individuals, of whom three are full-time and the remaining four are part-time. Of the seven individuals, three have a doctoral degree, and four have a master's degree.

*Bachelor of Science (B.S.) in  
Safety Management at  
Indianapolis*

This program consists of 121 semester hours, with 70% of the courses in the specialty. The faculty consists of seven individuals, of whom three are full-time and the remaining four are part-time. Of the seven individuals, three have a doctoral degree, and four have a master's degree.

*Bachelor of Science (B.S.) in  
Unmanned Systems Applications at  
Indianapolis*

This program consists of 120 semester hours, with 70% of the courses in the specialty. The faculty consists of seven individuals, of whom three are full-time and the remaining four are part-time. Of the seven individuals, three have a doctoral degree, and four have a master's degree.

**Supporting Documents**

Degree Applications

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Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
*(New or Renewal program)*

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

Name of Institution Embry-Riddle Aeronautical University

Program name and  
Suggested CIP Code: Associate of Science in Engineering Fundamentals, 14.0201

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

Name of Person Preparing this Form Rachel Durrance

Telephone Number 386-226-7129 **Application Type**

Date the Form was Prepared 3/28/2016  Initial or Renewal  
(Revise date after any revision)

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

The Associate of Science in Engineering Fundamentals program is Embry-Riddle Aeronautical University's latest offering for aspiring engineering students who want world-class educational opportunities that meet their needs in new and innovative ways.

Through this program, you have the opportunity to complete your associate degree online. Earning your A.S. degree can help open the door to continued engineering studies at Worldwide or an Embry-Riddle residential campus in Florida or Arizona. Or you can take your associate degree to another institution if heading to Daytona Beach or Prescott isn't in your plans.

Embry-Riddle professors and program development experts carefully researched every aspect of this offering, creating a curriculum that features short nine-week terms which ultimately result in the 65 credit hours necessary to obtain your degree. Earning your A.S. degree can help open the door to continued engineering studies at an Embry-Riddle residential campus location in Florida or Arizona.

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

Name of Program: \_\_\_\_\_ Associate of Science in Engineering Fundamentals

Total Course Hours: 65 Check one: Quarter Hours \_\_\_\_\_  
 \_\_\_\_\_ Semester Hours X  
 \_\_\_\_\_ Clock Hours \_\_\_\_\_

Tuition : \$21,300.00 Length of Program: 2 years

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ENGR 101	Introduction to Engineering	3
ENGR 115	Introduction to Computing for Engineers	3
ENGR 120	Graphical Communications	3
ECON 225	Engineering Economics	3
ESCI 201	Statics	3
ESCI 202	Solid Mechanics	3
ESCI 204	Dynamics	3
ESCI 206	Fluid Mechanics	3
MATH 241	Calculus and Analytic Geometry I	4
MATH 242	Calculus and Analytic Geometry II	4
MATH 243	Calculus and Analytic Geometry III	4
MATH 345	Differential Equations and Matrix Methods	4
PHYS 150	Physics I for Engineers	3
PHYS 160	Physics II for Engineers	3
PHYS 250	Physics III for Engineers	3
PHYS 253	Physics Laboratory for Engineers	1

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
ENGL 123	English Composition	3
SPCH 219	Speech	3
ENGL 221	Technical Report Writing	3
	Humanities elective (HUMN 140 Series)	3
	Humanities/Social Science elective (lower level)	3

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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Number of Credit/Clock Hrs. in Specialty Courses: \_\_\_\_\_ / 50 Percentage: 77%

Number of Credit/Clock Hrs. in General Courses: \_\_\_\_\_ / 15 Percentage: 23%

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts: \_\_\_\_\_ / \_\_\_\_\_ Percentage: \_\_\_\_\_

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

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

Due to the nature of our University with 137 campuses globally, we strive to provide library resources through digital platforms. For further information please see the attached Appendix 1 Library resources document.

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document



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

Institution: Embry-Riddle Aeronautical University  
Degree Program: Associate of Science in Engineering Fundamentals  
Locations: 5726 Professional Circle, Suite 120, Indianapolis, IN 46241

**State Licensure**

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

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

**Please see attached Appendix 2 document**

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**Professional Certification**

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

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

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

Please explain the rationale for choosing each professional certification:

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

**Please see attached Appendix 2 document**

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**Professional Industry Standards/Best Practices**

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

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

**Please see attached Appendix 2 document**

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

Please see attached Appendix 2 document

+++++

**Transferability of Associate of Science Degrees**

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

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

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

Please see attached Appendix 2 document

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**Job Titles**

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

Please see attached Appendix 2 document

## **Appendix 1. Library Resources**

### **Books, Library and Supplies**

#### **Hunt Library: Bringing the Library to You**

<http://huntlibrary.erau.edu/>

The Hunt Library, located on the Daytona Beach Campus, is the Library for all Worldwide students, faculty and staff, regardless of location. The Hunt Library slogan, "Bringing the Library to You," defines our commitment that the Worldwide community has access to all library resources and services.

The mission of the Hunt Library is to provide materials, services, and facilities to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research for both the Daytona Beach and Worldwide campuses.

Hunt Library users will find resources in a variety of formats: books, government documents, periodicals, microforms, conference proceedings, videos, DVDs, and electronic resources.

The Hunt Library's web pages are located at [library.erau.edu](http://library.erau.edu); choose the Hunt Library link.

The electronic library includes round-the-clock access to EAGLEsearch (<http://library.erau.edu/find/eaglesearch.html>), which allows researchers to search much of Hunt Library's collection simultaneously, as well as the Library's online catalog, Voyager (<http://voyager.db.erau.edu:7008/vwebv/searchAdvanced>), and over 100 online databases (<http://guides.erau.edu/databases>) (which include many full-text resources).

#### **Textbook Purchase**

Please consult the Campus Director at your Worldwide location or your Student Affairs Office advisor for information on ordering textbooks. Students may search for textbook information by term on the Worldwide Master Textbook & Materials List site. Online, EagleVision Home, and certain classroom books may be purchased through the Worldwide bookstore website (<http://store.nexternal.com/erau/storefront.aspx>).

#### **Identification Cards**

Applying for a student identification card, known as the EAGLEcard, is done through your ERNIE (<http://ernie.erau.edu>) login under Student Services (<https://ernie.erau.edu/portal/page/portal/students/services/worldwide>). These identification cards may be required to use the library facilities of other universities and might be used for student discounts wherever a student identification card is honored.

## Help

The Hunt Library is the researcher's primary resource provider. Regardless of their location, members of Embry-Riddle's Worldwide community have circulation (check-out) privileges, online quick-help opportunities, and access to a web-based document delivery system.

Research Librarians are also available via telephone at (800) 678-9428 or (386) 226-7656, by chat (<http://library.erau.edu/help/ask-a-librarian>) or by emailing us at [library@erau.edu](mailto:library@erau.edu) ([library@erau.edu](mailto:library@erau.edu)). Research Librarians will provide detailed advice on research strategies, referrals to relevant reference sources, assistance with literature searches, and help navigating the library's website.

An overview of the Hunt Library's help features is available from <http://library.erau.edu/help/>

## How to Contact the Hunt Library

Phone: (800) 678-9428 or (386) 226-7656 (8 a.m.-5 p.m. Eastern)

E-mail: [library@erau.edu](mailto:library@erau.edu)

Internet: [library.erau.edu/home.html](http://library.erau.edu/home.html)

# Hunt Library Strategic Plan

## Vision Statement

The Embry-Riddle Aeronautical University Hunt Library will be a leading resource for the access and discovery of information and research in aviation and aerospace studies.

## Mission Statement

The Hunt Library supports the Daytona Beach and Worldwide Campuses. It provides access to materials, information resources, services and facilities to students, faculty and staff in support of the University's commitment to excellence in teaching, learning, and research. As an academic support unit, the Library maintains flexibility and is proactive in meeting the changing information needs of its clientele.

## Strategic Directions for 2013-2016

To fulfill the Library's vision, the staff will focus on the following strategic directions.

**Strategic Direction 1:** Provide easy access to Library collections, excellent customer service, and student study space through the transitions to temporary and new permanent locations.

**Strategic Direction 2:** Facilitate open access to the research and creative works of faculty, students and staff.

**Strategic Direction 3:** Enhance virtual collections, instruction and research assistance.

**Strategic Direction 4:** Preserve the University's collections of rare and unique information resources.

**Strategic Direction 5:** Develop new research and service partnerships

## Appendix 2. Associate of Science in Engineering Fundamentals

### 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, a graduate of this program does not need to be licensed by the State.*

Is so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

### Professional Certification

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

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

If so, please identify

Each specific professional certification:

- *National Institute for Certification in Engineering Technologies*
- *Associate Engineering Manager*
- *Systems Engineering Professional*
- *Associate Systems Engineering Professional*

The national organization issuing each certification:

- *National Society for Professional Engineers*
- *American Society for Engineering Management*
- *International Council on Systems Engineering*

Please explain the rationale for choosing each professional certification:

*These professional certifications will help graduates of this program further themselves in the field of engineering and will help the graduate keep current with new information and technology.*

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

*To attain each of these certifications the graduate will need to submit either documentation to show that they are in the field of engineering or sit for an exam that will test their knowledge of the field of engineering. Some of these certifications required both evidence and a test, while others require one or the other.*

### **Professional Industry Standards/Best Practices**

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

*This Program does not incorporate professional industry standards and/or best practices because it is only an Associates level degree program.*

If so, please identify

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

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

### **Program Accreditation**

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

*Since this is only an Associates level degree program there is no specialized accreditation in order for the graduate to become licensed in the state or earn a national professional certification.*

If so, please explain the specialized accrediting agency:

### **Transferability of Associate of Science Degrees**

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

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

*Yes.*

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

*Bachelor of Science in Engineering Technology*

## **Job Titles**

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

- *Electrical Engineer*
- *Systems Architect – Systems Engineer*
- *Geotechnical Engineer*
- *Systems Engineer – Data Solutions*
- *Structural Engineer*

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
(New or Renewal program)

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

Name of Institution Embry-Riddle Aeronautical University

Program name and  
Suggested CIP Code: Bachelor of Science in Communication, 09.0101

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

Name of Person Preparing this Form Rachel Durrance

Telephone Number 386-226-6410 **Application Type**

Date the Form was Prepared 3/28/16  Initial or Renewal  
(Revise date after any revision) Revised: 2016/05/18

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

The Bachelor of Science in Communication requires students to integrate knowledge of science and technology with practice in communication. In this program, students learn how scientists think, how they frame research questions, and how they use various methodologies to pursue their goals. Communication students additionally practice gathering, analyzing, and disseminating scientific and technological information to a variety of audiences. A significant element of the program is the capstone course, completing a senior project or an internship\*\*.

As modern society is increasingly influenced by developments in science and technology, the demand for skilled communicators in these fields continues to grow. Aviation, aerospace, and technology industries, for example, require more internal communication specialists, as well as professionals in media and public relations, to relay information clearly and accurately. This program addresses that nationwide necessity

News organizations rely on science communicators in various fields, including meteorology, environmentalism, medicine, and technology. Communication students work in traditional written media, such as newspapers, newsletters, magazines, and journals, as well as in cutting-edge information retrieval and delivery systems, including Web sites, networked blogs and social media.

This focused, yet flexible, course of study requires students to hone specialized communication skills and to assemble portfolios displaying those skills. These graduates, the next generation of communication specialists, are positioned to enter three specific career paths, including:

1. Communicating science information to specific and general audiences through a variety of mass media,
2. Representing companies and organizations through media relations, using written, oral, and visual media, and
3. Communicating news to general audiences through print and electronic media.

The Bachelor of Science degree in Communication requires successful completion of a minimum of 120 credit hours, of which 40 credit hours must be upper-level courses (300-400 level).

The Communication program requires coursework in General Education, the Communication Core, Communication Specified Electives, a Minor, and Open Electives.

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

Name of Program: \_\_\_\_\_ Bachelor of Science in Communication

Total Course Hours: 120 Check one: Quarter Hours \_\_\_\_\_  
 Semester Hours X  
 Clock Hours \_\_\_\_\_

Tuition : \$42,600.00 Length of Program: 4 years

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
COMD 225	Science and Technology Communication	3
COMD 260	Introduction to Media	3
COMD 265	Introduction to Newswriting and Reporting	3
COMD 320	Mass Communication Law and Ethics	3
COMD 322	Aviation and Aerospace Communication	3
COMD 335	Technology and Modern Civilization	3
COMD 350	Environmental Communication	3
COMD 360	Media Relations I	3
COMD 362	Communication and Organizational Culture	3
COMD 415	Nonverbal Communication	3
COMD 495	Senior Project	3
or		
COMD 495A	Internship	
	Select three courses from the following options:	
ASCI 110	Introduction to Space Flight	3
ASCI 185	Introduction to Flight	3
PHYS 142	Introduction to Environmental Science	3
SFTY 215	Introduction to Health, Occupational, and Aviation Safety	3
SFTY 315	Environmental Compliance and Safety	3
TRAN 274	Transportation Science	3
WEAX 201	Meteorology I	3
	Communication Specified Electives	
	Select three courses from the following options:	
COMD 230	Digital Photography	3
COMD 295	Rhetorical Strategies and Analysis	3
COMD 363	Communication and Society	3
COMD 364	Visual Design	3
COMD 420	Applied Cross Cultural Communication	3
COMD 460	Media Relations II	3

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
ENGL 123	Communication Theory and Skills	3
	English Composition	6
	Speech/English	
HUMN 330	Humanities*	3
	Values and Ethics	3
	Humanities elective	
ECON 210 or ECON 211	Social Sciences Microeconomics	3
	Macroeconomics	

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Social Science elective (History/Government/Social Science/Psychology/Economics)	3
	Physical and Life Science Lower-Level electives Physics/Biology/Meteorology/Chemistry, etc.	6
MATH 111 & MATH 112	Mathematics College Mathematics for Aviation I and College Mathematics for Aviation II	6
or		
MATH 140 & MATH 142	College Algebra and Trigonometry	
CSCI 109	Introduction to Computers and Applications	3
	Minor Select a minor, in consultation with your advisor	15-18
	Open Electives - open elective credits are dependent upon the selected minor	18-21

Number of Credit/Clock Hrs. in Specialty Courses: \_\_\_\_\_ / 51 Percentage: 42.5%

Number of Credit/Clock Hrs. in General Courses: \_\_\_\_\_ / 54-57 Percentage: 45%

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts: \_\_\_\_\_ / 15-18 Percentage: 12.5%  
(Minor)

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

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

Due to the nature of our University with 137 campuses globally, we strive to provide library resources through digital platforms. For further information please see the attached Appendix 1 Library resources document.

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document



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

Institution: Embry Riddle Aeronautical University  
Degree Program: Bachelor of Science in Communications  
Locations: 5726 Professional Circle, Suite 120, Indianapolis, IN 46241

**State Licensure**

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

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

Please see attached Appendix 2 document

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**Professional Certification**

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

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

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

Please explain the rationale for choosing each professional certification:

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

Please see attached Appendix 2 document

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**Professional Industry Standards/Best Practices**

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

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

Please see attached Appendix 2 document

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

Please see attached Appendix 2 document

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**Transferability of Associate of Science Degrees**

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

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

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

Please see attached Appendix 2 document

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**Job Titles**

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

Please see attached Appendix 2 document

## **Appendix 1. Library Resources**

### **Books, Library and Supplies**

#### **Hunt Library: Bringing the Library to You**

<http://huntlibrary.erau.edu/>

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Please consult the Campus Director at your Worldwide location or your Student Affairs Office advisor for information on ordering textbooks. Students may search for textbook information by term on the Worldwide Master Textbook & Materials List site. Online, EagleVision Home, and certain classroom books may be purchased through the Worldwide bookstore website (<http://store.nexternal.com/erau/storefront.aspx>).

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Applying for a student identification card, known as the EAGLEcard, is done through your ERNIE (<http://ernie.erau.edu>) login under Student Services (<https://ernie.erau.edu/portal/page/portal/students/services/worldwide>). These identification cards may be required to use the library facilities of other universities and might be used for student discounts wherever a student identification card is honored.

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Research Librarians are also available via telephone at (800) 678-9428 or (386) 226-7656, by chat (<http://library.erau.edu/help/ask-a-librarian>) or by emailing us at [library@erau.edu](mailto:library@erau.edu) ([library@erau.edu](mailto:library@erau.edu)). Research Librarians will provide detailed advice on research strategies, referrals to relevant reference sources, assistance with literature searches, and help navigating the library's website.

An overview of the Hunt Library's help features is available from <http://library.erau.edu/help/>

## How to Contact the Hunt Library

Phone: (800) 678-9428 or (386) 226-7656 (8 a.m.-5 p.m. Eastern)

E-mail: [library@erau.edu](mailto:library@erau.edu)

Internet: [library.erau.edu/home.html](http://library.erau.edu/home.html)

# Hunt Library Strategic Plan

## Vision Statement

The Embry-Riddle Aeronautical University Hunt Library will be a leading resource for the access and discovery of information and research in aviation and aerospace studies.

## Mission Statement

The Hunt Library supports the Daytona Beach and Worldwide Campuses. It provides access to materials, information resources, services and facilities to students, faculty and staff in support of the University's commitment to excellence in teaching, learning, and research. As an academic support unit, the Library maintains flexibility and is proactive in meeting the changing information needs of its clientele.

## Strategic Directions for 2013-2016

To fulfill the Library's vision, the staff will focus on the following strategic directions.

**Strategic Direction 1:** Provide easy access to Library collections, excellent customer service, and student study space through the transitions to temporary and new permanent locations.

**Strategic Direction 2:** Facilitate open access to the research and creative works of faculty, students and staff.

**Strategic Direction 3:** Enhance virtual collections, instruction and research assistance.

**Strategic Direction 4:** Preserve the University's collections of rare and unique information resources.

**Strategic Direction 5:** Develop new research and service partnerships

## **Appendix 2. Bachelor of Science in Communication**

### **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, a graduate of this program will not need to be licensed by the State to practice their profession.*

Is so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

### **Professional Certification**

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

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

If so, please identify

Each specific professional certification:

- *Communication Management Professional*
- *Foundation Level – Society for Technical Communication*
- *American Management Association*

The national organization issuing each certification:

- *International Association of Business Communicators*
- *Society for Technical Communication*
- *American Management Association*

Please explain the rationale for choosing each professional certification:

*These professional certifications will help graduates of this program further themselves in the field of communications will help the graduate keep current with new information and technology.*

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

*To attain each of these certifications the graduate will need to submit either documentation to show that they are in the field of communication or sit for an exam that will test their knowledge of the field of communication. The graduate must show knowledge of the field. Some of these certifications required both evidence and a test, while others require one or the other.*

### **Professional Industry Standards/Best Practices**

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

*This Program does not incorporate professional industry standards and/or best practices because it is only a Bachelor level degree program.*

If so, please identify

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

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

### **Program Accreditation**

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

*Since this is only a Bachelor level degree program there is no specialized accreditation in order for the graduate to become licensed in the state or earn a national professional certification.*

If so, please explain the specialized accrediting agency:

### **Transferability of Associate of Science Degrees**

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

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

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

*N/A since this is a Bachelor's level Degree Program.*

## **Job Titles**

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

- *Digital Media Specialist*
- *Marketing & Communications Specialist*
- *Communications Lead*
- *Communications Sr. Manager*

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
*(New or Renewal program)*

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

Name of Institution Embry-Riddle Aeronautical University

Program name and  
Suggested CIP Code: Bachelor of Science in Engineering Technology, 15.0801

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

Name of Person Preparing this Form Rachel Durrance

Telephone Number 386-226-7129 **Application Type**

Date the Form was Prepared 3/28/2016  Initial or Renewal  
(Revise date after any revision)

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

With the rapid advancement of science and technology in today's world, every industry needs highly qualified engineers who can keep innovation moving forward. Offered entirely online through Embry-Riddle Aeronautical University Worldwide, this specialized degree program will prepare you to put your engineering skills to work in a variety of industries.

Through the use of cutting-edge virtual labs and simulation methods, students will develop the skills to design, refine and apply engineering technologies across a range of industries. You can also choose to target your studies with a particular concentration including Aeronautical Science, Aviation Safety, Helicopter Operations and Safety, Logistics Management, Management Information Systems, Occupational Safety and Health, Project Management, Security and Intelligence, Transportation and Unmanned Aerial Systems.

The Bachelor of Science in Engineering Technology curriculum will also help students prepare for the National Council of Examiners for Engineering and Surveying (NCEES) Fundamentals of Engineering (FE) exam, the first step for any engineer to earn a P.E. license.

**Engineering Technology Area of Concentration**

The Engineering Technology Area of Concentration is the degree area where credit for prior engineering technology learning is housed or where students can take courses to learn about engineering technology. Many students bring in all or part of this credit based on prior engineering or engineering technology training or experience. However, shortages in the minimum credit required can be made up by taking courses in the following related disciplines: Aeronautical Science, Aviation Safety, Helicopter Operations and Safety, Unmanned Aerial Systems, Transportation, Logistics Management, Management Information Systems, Occupational Safety and Health, Project Management, Security and Intelligence.

Sources of Prior Learning Credit include the following:

1. Transfer credit earned at accredited degree-granting colleges and universities.
2. The recommendations published by the American Council on Education for U.S. Military training and experience, as well as training conducted by other government agencies and private organizations.
3. Prior-learning credit established by the University for certain engineering and aviation licenses and ratings as they relate to this degree.

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

Name of Program: \_\_\_\_\_ Bachelor of Science in Engineering Technology

Total Course Hours: 122 Check one: Quarter Hours \_\_\_\_\_  
 \_\_\_\_\_ Semester Hours X  
 \_\_\_\_\_ Clock Hours \_\_\_\_\_

Tuition : \$43,665.00 Length of Program: 4 years

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
MATH 222	Business Statistics	3
MGMT 201	Leadership and Management	3
MGMT 203	Principles of Management	3
	Management for Aeronautical Science	3
	Technical Core	
ENGR 101	Introduction to Engineering	3
ENGR 120	Graphical Communications	3
ESCI 201	Statics	3
CESC 220	Digital Circuit Design	3
CESC 222	Digital Circuit Design Laboratory	1
ESCI 204	Dynamics	3
ESCI 202	Solid Mechanics	3
ESCI 206	Fluid Mechanics	3
RSCH 202	Introduction to Research Methods	3
ETEC 310	Engineering Materials	3
ETEC 315	Circuit Analysis	3
ETEC 410	Thermodynamics	3
ETEC 415	Control Systems	3
ETEC 420	Applications of Engineering Technology	3
ETEC 485	Professional Seminar	1
ETEC 490	Engineering Technology Capstone	3
	Electives/Concentration Concentrations	18

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
ENGL 123	Communication Theory and Skills	3
	English Composition	6
	English/Speech electives	
	Mathematics	
MATH 241	Calculus and Analytic Geometry I	4
MATH 242	Calculus and Analytic Geometry II	4
	Computer Science / Information	
ENGR 115	Introduction to Computing for Engineers	3
	Physical and Life Sciences	
CHEM 105	General Chemistry	3
CHEM 105L	General Chemistry Laboratory	1
PHYS 150	Physics I for Engineers	3
PHYS 160	Physics II for Engineers	3
	Humanities	
HUMN 330	Values and Ethics	3
	Humanities lower level elective	3
	Social Sciences	
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
	General Open Electives	9

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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Number of Credit/Clock Hrs. in Specialty Courses: \_\_\_\_\_ / 71 Percentage: 58%

Number of Credit/Clock Hrs. in General Courses: \_\_\_\_\_ / 51 Percentage: 42%

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts: \_\_\_\_\_ / \_\_\_\_\_ Percentage: \_\_\_\_\_

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

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

Due to the nature of our University with 137 campuses globally, we strive to provide library resources through digital platforms. For further information please see the attached Appendix 1 Library resources document.

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document



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

Institution: Embry-Riddle Aeronautical University  
Degree Program: Bachelor of Science in Engineering Technology  
Locations: 5726 Professional Circle, Suite 120, Indianapolis, IN 46241

**State Licensure**

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

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

Please see attached Appendix 2 document

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**Professional Certification**

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

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

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

Please explain the rationale for choosing each professional certification:

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

Please see attached Appendix 2 document

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**Professional Industry Standards/Best Practices**

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

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

Please see attached Appendix 2 document

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

Please see attached Appendix 2 document

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**Transferability of Associate of Science Degrees**

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

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

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

Please see attached Appendix 2 document

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**Job Titles**

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

Please see attached Appendix 2 document

## **Appendix 1. Library Resources**

### **Books, Library and Supplies**

#### **Hunt Library: Bringing the Library to You**

<http://huntlibrary.erau.edu/>

The Hunt Library, located on the Daytona Beach Campus, is the Library for all Worldwide students, faculty and staff, regardless of location. The Hunt Library slogan, "Bringing the Library to You," defines our commitment that the Worldwide community has access to all library resources and services.

The mission of the Hunt Library is to provide materials, services, and facilities to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research for both the Daytona Beach and Worldwide campuses.

Hunt Library users will find resources in a variety of formats: books, government documents, periodicals, microforms, conference proceedings, videos, DVDs, and electronic resources.

The Hunt Library's web pages are located at [library.erau.edu](http://library.erau.edu); choose the Hunt Library link.

The electronic library includes round-the-clock access to EAGLEsearch (<http://library.erau.edu/find/eaglesearch.html>), which allows researchers to search much of Hunt Library's collection simultaneously, as well as the Library's online catalog, Voyager (<http://voyager.db.erau.edu:7008/vwebv/searchAdvanced>), and over 100 online databases (<http://guides.erau.edu/databases>) (which include many full-text resources).

#### **Textbook Purchase**

Please consult the Campus Director at your Worldwide location or your Student Affairs Office advisor for information on ordering textbooks. Students may search for textbook information by term on the Worldwide Master Textbook & Materials List site. Online, EagleVision Home, and certain classroom books may be purchased through the Worldwide bookstore website (<http://store.nexternal.com/erau/storefront.aspx>).

#### **Identification Cards**

Applying for a student identification card, known as the EAGLEcard, is done through your ERNIE (<http://ernie.erau.edu>) login under Student Services (<https://ernie.erau.edu/portal/page/portal/students/services/worldwide>). These identification cards may be required to use the library facilities of other universities and might be used for student discounts wherever a student identification card is honored.

## Help

The Hunt Library is the researcher's primary resource provider. Regardless of their location, members of Embry-Riddle's Worldwide community have circulation (check-out) privileges, online quick-help opportunities, and access to a web-based document delivery system.

Research Librarians are also available via telephone at (800) 678-9428 or (386) 226-7656, by chat (<http://library.erau.edu/help/ask-a-librarian>) or by emailing us at [library@erau.edu](mailto:library@erau.edu) ([library@erau.edu](mailto:library@erau.edu)). Research Librarians will provide detailed advice on research strategies, referrals to relevant reference sources, assistance with literature searches, and help navigating the library's website.

An overview of the Hunt Library's help features is available from <http://library.erau.edu/help/>

## How to Contact the Hunt Library

Phone: (800) 678-9428 or (386) 226-7656 (8 a.m.-5 p.m. Eastern)

E-mail: [library@erau.edu](mailto:library@erau.edu)

Internet: [library.erau.edu/home.html](http://library.erau.edu/home.html)

# Hunt Library Strategic Plan

## Vision Statement

The Embry-Riddle Aeronautical University Hunt Library will be a leading resource for the access and discovery of information and research in aviation and aerospace studies.

## Mission Statement

The Hunt Library supports the Daytona Beach and Worldwide Campuses. It provides access to materials, information resources, services and facilities to students, faculty and staff in support of the University's commitment to excellence in teaching, learning, and research. As an academic support unit, the Library maintains flexibility and is proactive in meeting the changing information needs of its clientele.

## Strategic Directions for 2013-2016

To fulfill the Library's vision, the staff will focus on the following strategic directions.

**Strategic Direction 1:** Provide easy access to Library collections, excellent customer service, and student study space through the transitions to temporary and new permanent locations.

**Strategic Direction 2:** Facilitate open access to the research and creative works of faculty, students and staff.

**Strategic Direction 3:** Enhance virtual collections, instruction and research assistance.

**Strategic Direction 4:** Preserve the University's collections of rare and unique information resources.

**Strategic Direction 5:** Develop new research and service partnerships

## **Appendix 2. Bachelor of Science in Engineering Technology**

### **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, a graduate of this program does not need to be licensed by the State to practice their profession.*

Is so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

### **Professional Certification**

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

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

If so, please identify

Each specific professional certification:

- *National Institute for Certification in Engineering Technologies*
- *Associate Engineering Manager*
- *Systems Engineering Professional*
- *Associate Systems Engineering Professional*
- *Professional Engineer*

The national organization issuing each certification:

- *National Society for Professional Engineers*
- *American Society for Engineering Management*
- *International Council on Systems Engineering*

Please explain the rationale for choosing each professional certification:

*These professional certifications will help graduates of this program further themselves in the field of engineering technology will help the graduate keep current with new information and technology.*

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

*To attain each of these certifications the graduate will need to submit either documentation to show that they are in the field of engineering technology or sit for an exam that will test their knowledge of the field of engineering technology. Some of these certifications required both evidence and a test, while others require one or the other.*

### **Professional Industry Standards/Best Practices**

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

*This Program does not incorporate professional industry standards and/or best practices.*

If so, please identify

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

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

### **Program Accreditation**

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

*The BS in Engineering Technology is seeking accreditation with the Accreditation Board for Engineering and Technology (ABET). An accredited program will help with students seeking employment, but the accreditation will not have an effect on earning any licenses or certification.*

If so, please explain the specialized accrediting agency:

### **Transferability of Associate of Science Degrees**

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

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

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

*Not Applicable since this is a Bachelor's level Degree Program*

## **Job Titles**

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

- *Engineering Laboratory Leader*
- *Engineer*
- *Space Management*
- *Computer Aided Design Manager*
- *Engineer Technologist*

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
(New or Renewal program)

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

Name of Institution Embry-Riddle Aeronautical University

Program name and  
Suggested CIP Code: Bachelor of Science in Interdisciplinary Studies, 30.9999

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

Name of Person Preparing this Form Rachel Durrance

Telephone Number 386-226-7129 **Application Type**

Date the Form was Prepared 3/28/2016  Initial or Renewal  
(Revise date after any revision) Revised: 2016/05/18

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

The Interdisciplinary Studies Program offers students a unique opportunity to design a curriculum that serves their needs and aspirations. This flexible degree, designed in response to global corporate leaders, nurtures critical thinkers who understand the connections between science, technology, and humanity.

The Program requires coursework in general education, a core curriculum, a minor, a specialty area, and open electives. The general education component provides a broad foundation of study, which leads to the core curriculum, focusing on a specialty. Core courses aim to enhance communication and analytical skills, so students gain an understanding of art, literature and history, which shape an appreciation for the humanities. Also, core courses prepare students to discover meaningful links to technology, science and other technical areas -- developing a renaissance education in a global economy.

Interdisciplinary Studies provides freedom for students to choose coursework, which is primarily lodged in the selection of a minor course of study. It allows students to explore the University's offerings in search of a scholarly education that will broaden knowledge and worldwide ambitions. In the capstone experience, each student will complete and document program outcomes. The Capstone Project will illustrate and provide evidence of a well-rounded education to domestic and international employers.

The flexibility of the Interdisciplinary Studies Program allows students to design their own degree programs, building on their individual strengths and interests. Depending on their choices, graduates can prepare for careers in aviation, aerospace, international business, communication, or other related professions. In addition, it provides a strong foundation for advanced degrees, graduate studies, or even law school. The Interdisciplinary Studies program seeks students with an entrepreneurial spirit who will cross boundaries, make creative connections, be flexible in a changing career environment, and become leaders in their chosen fields.

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

Name of Program: \_\_\_\_\_ Bachelor of Science in Indisciplinary Studies

Total Course Hours: 120 Check one: Quarter Hours \_\_\_\_\_  
 \_\_\_\_\_ Semester Hours X  
 \_\_\_\_\_ Clock Hours \_\_\_\_\_

Tuition : \$42,600.00 Length of Program: 4 years

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ASCI 202 HIST 130	Aviation Foundation Select one of the following: Introduction to Aeronautical Science History of Aviation in America	3
	Humanities Transfer up to three (3) additional credit hours of humanities upper or lower -or- take a 3 credit hour upper or lower level Humanities course.	3
	Management Foundation Transfer any three (3) credit hours or choose one Embry-Riddle Management elective.	3
RSCH 202	Interdisciplinary Research and Skills Transfer a three (3) credit hour of a 100 level or above Research Methods course or take: Introduction to Research Methods	3
MATH 211 MATH 222	Transfer three (3) credit hours of 100 level or above Statistics course or select one from below: Statistics with Aviation Applications Business Statistics	3
	International Perspectives Transfer three (3) upper level credit hour Government course or take a three 3 credit hour upper level Government course.	3
HUMN 330	Philosophical Perspectives Transfer three (3) credit hours upper level Ethics course or take: Values and Ethics	3

BSIS 473	Upper-Level Literature Transfer three (3) credit hour upper level Literature course or take an upper level Humanities course	3
	Upper-Level Communication Transfer three (3) credit hour upper level Communications course or select an upper level COMD or ENGL course	3
	Senior Capstone Senior Thesis	3
	Specialization - Specialty area of related courses can be taken at ERAU or transferred from another college or university	15
	Open Electives - Open electives (any shortage in the required upper level hours will be made up in this area)	24

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
ENGL 123	Communication Theory and Skills	9
	Lower-Level Humanities	3
	Lower-Level Social Sciences	3
	Lower or Upper-Level Humanities or Social Sciences	3
	Upper-Level Humanities or Social Sciences	3
	Computer Science	3
	Mathematics	6
	Physical and Life Sciences	6
	Communication Theory and Skills Transfer English Composition or take: English Composition	3
	Transfer in up to six (6) credit hours of writing, communication or speech courses or take two Speech/English courses	6
	Lower Level Humanities Transfer up to three (3) credit hours of 100 or 200 level courses or take a Humanities course (Lower Level)	3
	Lower Level Social Sciences Transfer up to three (3) credit hours of Lower Level Social Sciences or take a Social Science elective (Lower Level)	3
	Minor - Students must select one minor field of study. Required credits in each minor vary, depending on the minor chosen.	15-21

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Lower or Upper Level Humanities or Social Sciences Transfer lower or upper credit or select a non-duplicated Humanities or Social Science elective (lower or upper level) Upper Level Humanities or Social Sciences Transfer up to three (3) credit hours of upper level Humanities or Social Science or take a Humanities or Social Science elective, (Upper Level) *International Relations minor students may be required to take a humanities course to satisfy this requirement.	3
CSCI 109	Computer Sciences Transfer three (3) credit hours of 100 level or above computer science course credit or take: Introduction to Computers and Applications Mathematics	3
	Take six (6) credit hours in a series below or transfer in direct equivalents:	6
MATH 111	College Mathematics for Aviation I	
MATH 112 - OR - MATH 140	College Mathematics for Aviation II College Algebra	
MATH 142	Trigonometry	
	Physical and Life Sciences Transfer up to six (6) credit hours of physical/life science courses or take one or two Physical and Life Sciences courses (as appropriate to add up to a total of 6 semester hours).	6

Number of Credit/Clock Hrs. in Specialty Courses: \_\_\_\_\_ / 69 Percentage: 57.5%

Number of Credit/Clock Hrs. in General Courses: \_\_\_\_\_ / 36 Percentage: 30%

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts: \_\_\_\_\_ / 15-21 Percentage: 12.5%  
(Minor)

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

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

Due to the nature of our University with 137 campuses globally, we strive to provide library resources through digital platforms. For further information please see the attached Appendix 1 Library resources document.

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document



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

Institution: Embry Riddle Aeronautical University  
Degree Program: Bachelor of Science in Interdisciplinary Studies  
Locations: 5726 Professional Circle, Suite 120, Indianapolis, IN 46241

**State Licensure**

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

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

Please see attached Appendix 2 document

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**Professional Certification**

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

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

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

Please explain the rationale for choosing each professional certification:

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

Please see attached Appendix 2 document

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**Professional Industry Standards/Best Practices**

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

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

Please see attached Appendix 2 document

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

Please see attached Appendix 2 document

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**Transferability of Associate of Science Degrees**

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

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

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

Please see attached Appendix 2 document

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**Job Titles**

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

Please see attached Appendix 2 document

## **Appendix 1. Library Resources**

### **Books, Library and Supplies**

#### **Hunt Library: Bringing the Library to You**

<http://huntlibrary.erau.edu/>

The Hunt Library, located on the Daytona Beach Campus, is the Library for all Worldwide students, faculty and staff, regardless of location. The Hunt Library slogan, "Bringing the Library to You," defines our commitment that the Worldwide community has access to all library resources and services.

The mission of the Hunt Library is to provide materials, services, and facilities to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research for both the Daytona Beach and Worldwide campuses.

Hunt Library users will find resources in a variety of formats: books, government documents, periodicals, microforms, conference proceedings, videos, DVDs, and electronic resources.

The Hunt Library's web pages are located at [library.erau.edu](http://library.erau.edu); choose the Hunt Library link.

The electronic library includes round-the-clock access to EAGLEsearch (<http://library.erau.edu/find/eaglesearch.html>), which allows researchers to search much of Hunt Library's collection simultaneously, as well as the Library's online catalog, Voyager (<http://voyager.db.erau.edu:7008/vwebv/searchAdvanced>), and over 100 online databases (<http://guides.erau.edu/databases>) (which include many full-text resources).

#### **Textbook Purchase**

Please consult the Campus Director at your Worldwide location or your Student Affairs Office advisor for information on ordering textbooks. Students may search for textbook information by term on the Worldwide Master Textbook & Materials List site. Online, EagleVision Home, and certain classroom books may be purchased through the Worldwide bookstore website (<http://store.nexternal.com/erau/storefront.aspx>).

#### **Identification Cards**

Applying for a student identification card, known as the EAGLEcard, is done through your ERNIE (<http://ernie.erau.edu>) login under Student Services (<https://ernie.erau.edu/portal/page/portal/students/services/worldwide>). These identification cards may be required to use the library facilities of other universities and might be used for student discounts wherever a student identification card is honored.

## Help

The Hunt Library is the researcher's primary resource provider. Regardless of their location, members of Embry-Riddle's Worldwide community have circulation (check-out) privileges, online quick-help opportunities, and access to a web-based document delivery system.

Research Librarians are also available via telephone at (800) 678-9428 or (386) 226-7656, by chat (<http://library.erau.edu/help/ask-a-librarian>) or by emailing us at [library@erau.edu](mailto:library@erau.edu) ([library@erau.edu](mailto:library@erau.edu)). Research Librarians will provide detailed advice on research strategies, referrals to relevant reference sources, assistance with literature searches, and help navigating the library's website.

An overview of the Hunt Library's help features is available from <http://library.erau.edu/help/>

## How to Contact the Hunt Library

Phone: (800) 678-9428 or (386) 226-7656 (8 a.m.-5 p.m. Eastern)

E-mail: [library@erau.edu](mailto:library@erau.edu)

Internet: [library.erau.edu/home.html](http://library.erau.edu/home.html)

# Hunt Library Strategic Plan

## Vision Statement

The Embry-Riddle Aeronautical University Hunt Library will be a leading resource for the access and discovery of information and research in aviation and aerospace studies.

## Mission Statement

The Hunt Library supports the Daytona Beach and Worldwide Campuses. It provides access to materials, information resources, services and facilities to students, faculty and staff in support of the University's commitment to excellence in teaching, learning, and research. As an academic support unit, the Library maintains flexibility and is proactive in meeting the changing information needs of its clientele.

## Strategic Directions for 2013-2016

To fulfill the Library's vision, the staff will focus on the following strategic directions.

**Strategic Direction 1:** Provide easy access to Library collections, excellent customer service, and student study space through the transitions to temporary and new permanent locations.

**Strategic Direction 2:** Facilitate open access to the research and creative works of faculty, students and staff.

**Strategic Direction 3:** Enhance virtual collections, instruction and research assistance.

**Strategic Direction 4:** Preserve the University's collections of rare and unique information resources.

**Strategic Direction 5:** Develop new research and service partnerships

## **Appendix 2. Bachelor of Science in Interdisciplinary Studies**

### **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, a graduate of this program will not need to be licensed by the State to practice their profession.*

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

### **Professional Certification**

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

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?

*Since this Program allows students to design a curriculum that meets their needs and aspirations there are no specific professional certifications that go along with this program.*

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

### **Professional Industry Standards/Best Practices**

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

*This Program does not incorporate professional industry standards and/or best practices because it is only a Bachelor level degree program.*

If so, please identify

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

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

### **Program Accreditation**

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

*Since this is only a Bachelor level degree program there is no specialized accreditation in order for the graduate to become licensed in the state or earn a national professional certification.*

If so, please explain the specialized accrediting agency:

### **Transferability of Associate of Science Degrees**

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

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

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

*N/A since this is a Bachelor's level Degree Program.*

### **Job Titles**

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

- *Academic Advisor*
- *Graduate Coordinator*
- *Lecturer*
- *Admissions Counselor*
- *Research Associate*
- *Research Associate in Human Factors*
- *Natural Resource Specialist*

# B. S. in Interdisciplinary Studies

## Program Plan of Study and Requirements



The Interdisciplinary Studies Program offers students a unique opportunity to design a curriculum that serves their needs and aspirations. This flexible degree, designed in response to global corporate leaders, nurtures critical thinkers who understand the connections between science, technology, and humanity.

The Program requires coursework in general education, a core curriculum, a minor, a specialty area, and open electives. The general education component provides a broad foundation of study, which leads to the core curriculum, focusing on a specialty. Core courses aim to enhance communication and analytical skills, so students gain an understanding of art, literature and history, which shape an appreciation for the humanities. Also, core courses prepare students to discover meaningful links to technology, science and other technical areas -- developing a renaissance education in a global economy.

Interdisciplinary Studies provides freedom for students to choose coursework, which is primarily lodged in the selection of a minor course of study. It allows students to explore the University's offerings in search of a scholarly education that will broaden knowledge and worldwide ambitions. In the capstone experience, each student will complete and document program outcomes. The Capstone Project will illustrate and provide evidence of a well-rounded education to domestic and international employers.

The flexibility of the Interdisciplinary Studies Program allows students to design their own degree programs, building on their individual strengths and interests. Depending on their choices, graduates can prepare for careers in aviation, aerospace, international business, communication, or other related professions. In addition, it provides a strong foundation for advanced degrees, graduate studies, or even law school. The Interdisciplinary Studies program seeks students with an entrepreneurial spirit who will cross boundaries, make creative connections, be flexible in a changing career environment, and become leaders in their chosen fields.

This degree program participates in the Air University-Associate to Baccalaureate Cooperative (AU-ABC Category I). Students who have completed a Community College of the Air Force (CCAF) associates degree are eligible. CCAF graduates can complete a Bachelor of Science in Interdisciplinary Studies by taking no more than 60 semester hours beyond their CCAF degree.

### Degree Requirements

The Bachelor of Science degree in Interdisciplinary Studies requires successful completion of a minimum of 120 credit hours. Included in the 120 credit hours must be 40 credit hours of upper-division courses (300-400 level).

## General Education Requirements

For a full description of Embry-Riddle General Education guidelines, please see the General Education (<http://catalog.erau.edu/worldwide/general-ed>) section of this catalog. These minimum requirements are applicable to all degree programs.

Communication Theory and Skills	9
Lower-Level Humanities	3
Lower-Level Social Sciences	3
Lower or Upper-Level Humanities or Social Sciences	3
Upper-Level Humanities or Social Sciences	3
Computer Science	3
Mathematics	6
Physical and Life Sciences	6
<b>Total Credits</b>	<b>36</b>

### Communication Theory and Skills

Transfer English Composition or take:	3
ENGL 123 English Composition	
Transfer in up to six (6) credit hours of writing, communication or speech courses or take two Speech/English courses	6

### Lower Level Humanities

Transfer up to three (3) credit hours of 100 or 200 level Humanities courses or take a Humanities course (Lower Level)	3
--	---

### Lower Level Social Sciences

Transfer up to three (3) credit hours of Lower Level Social Sciences or take a Social Science elective (Lower Level)	3
--	---

### Lower or Upper Level Humanities or Social Sciences

Transfer lower or upper Humanities or Social Sciences credit or select a non-duplicated Humanities or Social Science elective (lower or upper level)	3
--	---

### Upper Level Humanities or Social Sciences

Transfer up to three (3) credit hours of upper level Humanities or Social Science or take a Humanities or Social Science elective, (Upper Level) *International Relations minor students may be required to take a humanities course to satisfy this requirement.	3
---	---

### Computer Sciences

Transfer three (3) credit hours of 100 level or above computer science course credit or take:	3
CSCI 109 Introduction to Computers and Applications	

### Mathematics

Take six (6) credit hours in a series below or transfer in direct equivalents:	6
MATH 111 College Mathematics for Aviation I	
MATH 112 College Mathematics for Aviation II	
- OR -	
MATH 140 College Algebra	
MATH 142 Trigonometry	

### Physical and Life Sciences

Transfer up to six (6) credit hours of physical/life science courses or take one or two Physical and Life Sciences courses (as appropriate to add up to a total of 6 semester hours).	6
---	---

## Core Requirements/Categories

### Aviation Foundation

Select one of the following:	3
ASCI 202 Introduction to Aeronautical Science	
HIST 130 History of Aviation in America	

### Humanities

Transfer up to three (3) additional credit hours of humanities upper or lower -or- take a 3 credit hour upper or lower level Humanities course.	3
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### Management Foundation

Transfer three (3) 100 level or above Management credit hours or choose one Embry-Riddle Management elective.	3
---	---

### Interdisciplinary Research and Skills

Transfer a three (3) credit hour of a 100 level or above Research Methods course or take:	3
RSCH 202 Introduction to Research Methods	
Transfer three (3) credit hours of 100 level or above Statistics course or select one from below:	3
MATH 211 Statistics with Aviation Applications	
MATH 222 Business Statistics	

### International Perspectives

Transfer three (3) upper level credit hour Government course or take a three 3 credit hour upper level Government course.	3
---	---

<b>Philosophical Perspectives</b>		
Transfer three (3) credit hours upper level Ethics course or take:		3
HUMN 330	Values and Ethics	
<b>Upper-Level Literature</b>		
Transfer three (3) credit hour upper level Humanities or Literature course or take an upper level Humanities or Literature course		3
<b>Upper-Level Communication</b>		
Transfer three (3) credit hour upper level Communications or English course or select an upper level COMD or ENGL course		3
<b>Senior Capstone</b>		
BSIS 473	Senior Thesis	3
<b>Total Core Requirements</b>		<b>30</b>

## View Minors (<http://catalog.erau.edu/worldwide/minors>)

<b>Available Minors</b>		
Students must select one minor field of study. Required credits in each minor vary, depending on the minor(s) chosen. Examples of minors and required credits are shown below but can change. Please consult the Worldwide Minor Courses of Study page for up to date list. Courses taken in minors cannot duplicate (double-counted for) requirements in other areas.		
Air Cargo Management		15
Airport Management		15
Aviation Management		15
Aviation Maintenance Operations		18
Aviation Safety		18
Economics		18
Engineering Sciences		21
Emergency Services		15
Helicopter Operations and Safety		18
Human Resources		15
International Relations		15
Logistics Management		15
Management		18
Management Information Systems		15
Marketing		15
Occupational Safety and Health		18
Project Management		15
Security and Intelligence		18
Technical Management		15
Transportation		18
Unmanned Aerial Systems		18
<b>Total Credits (for 1 Minor)</b>		<b>15/21</b>
<b>Specialization</b>		<b>15</b>
Specialty Area of related courses can be taken at ERAU or transferred from another college or university.		
<b>Open Electives</b>		<b>0-24</b>
Open Electives (Any shortages in the required upper level hours will be made up in this area).		
<b>Total Degree Credits</b>		<b>120</b>
(at least 40 semester hours need to be upper level coursework)		

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
(New or Renewal program)

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

Name of Institution Embry-Riddle Aeronautical University

Program name and  
Suggested CIP Code: Bachelor of Science in Logistics & Supply Chain Management, 52.0203

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

Name of Person Preparing this Form Rachel Durrance

Telephone Number 386-226-7129 **Application Type**

Date the Form was Prepared 3/28/2016  Initial or Renewal  
(Revise date after any revision)

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

The Bachelor of Science in Logistics and Supply Chain Management is a 120 credit hour program that is available through the Embry-Riddle Worldwide Campus network. Curriculum is built upon a strong foundation of established coursework that will help you distinguish yourself as a leader in this fast-growing career field.

You will have the choice of multiple learning modes – online, face-to-face, video teleconference – to gain the advanced knowledge and skill sets that set you apart as an informed professional. Topics of study will include: technology, process, and people solutions for warehousing, distribution, and transportation operations; inventory management methods that optimize the supply chain; purchasing and procurement policies and procedures; metrics for tracking and analyzing supply chain performance; best practices, regulations, and professional ethics.

Successful completion of this program will provide you with a strong foundation of knowledge that will serve you on the job and prepare you for future training and education, including a Master's Degree or professional certifications such as the American Society of Transportation and Logistics (AST&L) Certified in Transportation and Logistics (CTL), Institute for Supply Management (ISM) Certified Professional in Supply Management (CPSM) and Certified Professional in Supplier Diversity (CPSD), Association for Operations Management (APICS) Certified Supply Chain Professional or the International Society of Logistics (SOLE) Certified Professional Logistician.

Embry-Riddle Logistics and Supply Chain Management graduates are in great demand around the corner and around the world. Any industry that is impacted by manufacturing, warehousing, distribution, transportation, and/or inventory management, is in great need for logisticians and supply chain professionals.

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

Name of Program: \_\_\_\_\_ Bachelor of Science in Logistics & Supply Chain Management

Total Course Hours: 120 Check one: Quarter Hours \_\_\_\_\_  
 Semester Hours X  
 Clock Hours \_\_\_\_\_

Tuition : \$42,600.00 Length of Program: 4 years

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
MATH 211 or MATH 222	Business Core Statistics with Aviation Applications	3
MGMT 201	Principles of Management	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 311	Marketing	3
MGMT 312	Managerial Accounting	3
MGMT 314	Human Resource Management	3
MGMT 332	Corporate Finance I	3
MGMT 371	Leadership	3
MGMT 390	Business Law	3
MGMT 436	Strategic Management	3
RSCH 202	Introduction to Research Methods	3
LGMT 236	Logistics & Supply Chain Management Core Principles of Purchasing	3
TRAN 274	Transportation Science	3
BSAB 410	Management of Air Cargo	3
MGMT 411	Logistics Management for Aviation/Aerospace	3
MGMT 440	Advanced Professional Logistics	3
MGMT 442	Introduction to Operations Management	3
MGMT 444	Principles of Supply Chain Management	3

Electives

Transfer Credit -or- COB Minor-or- MGMT Electives	12
If technical transfer credit is not applicable, the 12 hours can ONLY be used toward College of Business (COB) minors. Minors require fulfillment of a minimum of 15 credit hours. If no minor is chosen, then MGMT electives 200-300-400 level courses may be used.	
Open Electives	18

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
ENGL 123	Communication Theory and Skills	3
	English Composition	6
	Speech/English	
	Humanities*	
HUMN 330	Values and Ethics	3
	Humanities elective (lower or upper level)	3
	Social Sciences	
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
	Physical and Life Science lower-level elective	
	Physics/Biology/Meteorology	6
	Mathematics	
MATH 111 & MATH 112	College Mathematics for Aviation I and College Mathematics for Aviation II	6
or MATH 320	Decision Mathematics	
	Computer Science	
CSCI 109	Introduction to Computers and Applications	3

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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Number of Credit/Clock Hrs. in Specialty Courses: \_\_\_\_\_ / 84 Percentage: 70%

Number of Credit/Clock Hrs. in General Courses: \_\_\_\_\_ / 36 Percentage: 30%

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts: \_\_\_\_\_ / \_\_\_\_\_ Percentage: \_\_\_\_\_

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

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

Due to the nature of our University with 137 campuses globally, we strive to provide library resources through digital platforms. For further information please see the attached Appendix 1 Library resources document.

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document



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

Institution: Embry Riddle Aeronautical University  
Degree Program: Bachelor of Science in Logistics and Supply Chain Management  
Locations: 5726 Professional Circle, Suite 120, Indianapolis, IN 46241

**State Licensure**

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

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

**Please see attached Appendix 2 document**

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**Professional Certification**

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

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

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

Please explain the rationale for choosing each professional certification:

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

**Please see attached Appendix 2 document**

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**Professional Industry Standards/Best Practices**

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

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

**Please see attached Appendix 2 document**

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

Please see attached Appendix 2 document

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**Transferability of Associate of Science Degrees**

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

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

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

Please see attached Appendix 2 document

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**Job Titles**

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

Please see attached Appendix 2 document

## **Appendix 1. Library Resources**

### **Books, Library and Supplies**

#### **Hunt Library: Bringing the Library to You**

<http://huntlibrary.erau.edu/>

The Hunt Library, located on the Daytona Beach Campus, is the Library for all Worldwide students, faculty and staff, regardless of location. The Hunt Library slogan, "Bringing the Library to You," defines our commitment that the Worldwide community has access to all library resources and services.

The mission of the Hunt Library is to provide materials, services, and facilities to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research for both the Daytona Beach and Worldwide campuses.

Hunt Library users will find resources in a variety of formats: books, government documents, periodicals, microforms, conference proceedings, videos, DVDs, and electronic resources.

The Hunt Library's web pages are located at [library.erau.edu](http://library.erau.edu); choose the Hunt Library link.

The electronic library includes round-the-clock access to EAGLEsearch (<http://library.erau.edu/find/eaglesearch.html>), which allows researchers to search much of Hunt Library's collection simultaneously, as well as the Library's online catalog, Voyager (<http://voyager.db.erau.edu:7008/vwebv/searchAdvanced>), and over 100 online databases (<http://guides.erau.edu/databases>) (which include many full-text resources).

#### **Textbook Purchase**

Please consult the Campus Director at your Worldwide location or your Student Affairs Office advisor for information on ordering textbooks. Students may search for textbook information by term on the Worldwide Master Textbook & Materials List site. Online, EagleVision Home, and certain classroom books may be purchased through the Worldwide bookstore website (<http://store.nexternal.com/erau/storefront.aspx>).

#### **Identification Cards**

Applying for a student identification card, known as the EAGLEcard, is done through your ERNIE (<http://ernie.erau.edu>) login under Student Services (<https://ernie.erau.edu/portal/page/portal/students/services/worldwide>). These identification cards may be required to use the library facilities of other universities and might be used for student discounts wherever a student identification card is honored.

## Help

The Hunt Library is the researcher's primary resource provider. Regardless of their location, members of Embry-Riddle's Worldwide community have circulation (check-out) privileges, online quick-help opportunities, and access to a web-based document delivery system.

Research Librarians are also available via telephone at (800) 678-9428 or (386) 226-7656, by chat (<http://library.erau.edu/help/ask-a-librarian>) or by emailing us at [library@erau.edu](mailto:library@erau.edu) ([library@erau.edu](mailto:library@erau.edu)). Research Librarians will provide detailed advice on research strategies, referrals to relevant reference sources, assistance with literature searches, and help navigating the library's website.

An overview of the Hunt Library's help features is available from <http://library.erau.edu/help/>

## How to Contact the Hunt Library

Phone: (800) 678-9428 or (386) 226-7656 (8 a.m.-5 p.m. Eastern)

E-mail: [library@erau.edu](mailto:library@erau.edu)

Internet: [library.erau.edu/home.html](http://library.erau.edu/home.html)

# Hunt Library Strategic Plan

## Vision Statement

The Embry-Riddle Aeronautical University Hunt Library will be a leading resource for the access and discovery of information and research in aviation and aerospace studies.

## Mission Statement

The Hunt Library supports the Daytona Beach and Worldwide Campuses. It provides access to materials, information resources, services and facilities to students, faculty and staff in support of the University's commitment to excellence in teaching, learning, and research. As an academic support unit, the Library maintains flexibility and is proactive in meeting the changing information needs of its clientele.

## Strategic Directions for 2013-2016

To fulfill the Library's vision, the staff will focus on the following strategic directions.

**Strategic Direction 1:** Provide easy access to Library collections, excellent customer service, and student study space through the transitions to temporary and new permanent locations.

**Strategic Direction 2:** Facilitate open access to the research and creative works of faculty, students and staff.

**Strategic Direction 3:** Enhance virtual collections, instruction and research assistance.

**Strategic Direction 4:** Preserve the University's collections of rare and unique information resources.

**Strategic Direction 5:** Develop new research and service partnerships

## **Appendix 2. Bachelor of Science in Logistics and Supply Chain Management**

### **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, a graduate of this program does not need to be licensed by the State to practice their profession.*

Is so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

### **Professional Certification**

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

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

If so, please identify

Each specific professional certification:

- *Certified Supply Chain Professional*
- *Certified Professional in Supply Management*
- *Certificate in Production and Inventory Management*
- *SCPro*
- *Certified Professional Logistician*

The national organization issuing each certification:

- *Association for Operations Management (APICS)*
- *Institute for Supply Management*
- *Council of Supply Chain Management Professionals*

Please explain the rationale for choosing each professional certification:

*These professional certifications will help graduates of this program further themselves in the field of logistics and supply chain management and will help the graduate keep current with new information and technology.*

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

*To attain each of these certifications the graduate will need to submit either documentation to show that they are in the field of logistics and supply chain management or sit for an exam that will test their knowledge of the field of logistics and supply chain management. Some of these certifications required both evidence and a test, while others require one or the other.*

### **Professional Industry Standards/Best Practices**

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

*This Program does not incorporate professional industry standards and/or best practices.*

If so, please identify

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

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

### **Program Accreditation**

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

*Since this is only a Bachelors level degree program there is no specialized accreditation in order for the graduate to become licensed in the state or earn a national professional certification.*

If so, please explain the specialized accrediting agency:

### **Transferability of Associate of Science Degrees**

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

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

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

*Not Applicable since this is a Bachelor's level Degree Program*

## **Job Titles**

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

- *Supply Chain Manager*
- *Global Supply Chain Manager*
- *Manager of Inventory Control & Reverse Logistics*
- *Senior Logistics Manager*
- *SCM Manager*

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
*(New or Renewal program)*

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

Name of Institution Embry-Riddle Aeronautical University

Program name and  
Suggested CIP Code: Bachelor of Science in Safety Management, 15.0701

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

Name of Person Preparing this Form Rachel Durrance

Telephone Number 386-226-7129 **Application Type**

Date the Form was Prepared 3/28/2016  Initial or Renewal  
(Revise date after any revision)

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

The Bachelor of Science in Safety Management (BSSM) program is designed to provide students with knowledge and skills to allow them to operate as competent leaders, managers, and practitioners within the field of safety management. Students will develop not only technical understanding and expertise, but also a practical and analytical approach to problem solving that will allow them to address a range of industry-related safety challenges.

The Worldwide Campus is appropriately positioned to offer the Bachelor of Science in Safety Management program; the Worldwide Campus has expertise in multi-modal curriculum delivery, as well as experience delivering graduate programs to a widely dispersed student population.

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

Name of Program: \_\_\_\_\_ Bachelor of Science in Safety Management

Total Course Hours: 121 Check one: Quarter Hours \_\_\_\_\_  
 Semester Hours X  
 Clock Hours \_\_\_\_\_

Tuition : \$43,310.00 Length of Program: 4 years

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
SFTY 201	Introduction to Health, Occupational, and Transportation Safety	3
SFTY 205	Principles of Accident Investigation	3
SFTY 311	Fundamentals of Occupational Safety and Health	3
SFTY 315	Environmental Compliance and Safety	3
SFTY 321	Ergonomics	3
SFTY 326	System Safety	3
SFTY 355	Industrial Hygiene and Toxicology	3
SFTY 365	Fire Protection	3
SFTY 440	System Safety Management	3
SFTY 450	Loss Control & Insurance	3
FIRE 300	Fire-Related Human Behavior	3
FIRE 305	Fire Prevention Organization and Management	3
EMGY 310	Fundamentals of Emergency Management	3
BSSM 490	Safety Management Capstone Course	3
PSYC 220	Introduction to Psychology	3
MATH 222	Business Statistics	3
MGMT 201	Principles of Management	3
MGMT 317	Organizational Behavior	3
MGMT 325	Social Responsibility and Ethics in Management	3
MGMT 371	Leadership	3
CHEM 105	General Chemistry	3
CHEM 105L	General Chemistry Laboratory	1
RSCH 202	Introduction to Research Methods	3
	Select one Safety Management Specializations	18
	Occupational Safety Management	
	Aviation Safety Management	
	Construction Safety Management	
	Emergency Management	

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
ENGL 123	Communication Theory and Skills	3
	English Composition	6
	Speech/English	
HUMN 330	Humanities*	3
	Values and Ethics	3
	Humanities elective	
ECON 210 or ECON 211	Social Sciences	3
	Microeconomics	
	Macroeconomics	3
	Social Science elective	
PHYS 102	Physical and Life Science	3
BIOL 107	Explorations in Physics	3
	Elements of Biological Science	
MATH 140	Mathematics	3
MATH 142	College Algebra	3
	Trigonometry	
CSCI 109	Computer Science	3
	Introduction to Computers and Applications	

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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Number of Credit/Clock Hrs. in Specialty Courses: \_\_\_\_\_ / 85 Percentage: 70%

Number of Credit/Clock Hrs. in General Courses: \_\_\_\_\_ / 36 Percentage: 30%

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts: \_\_\_\_\_ / \_\_\_\_\_ Percentage: \_\_\_\_\_

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

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

Due to the nature of our University with 137 campuses globally, we strive to provide library resources through digital platforms. For further information please see the attached Appendix 1 Library resources document.

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document



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

Institution: Embry-Riddle Aeronautical University  
Degree Program: Bachelor of Science in Safety Management  
Locations: 5726 Professional Circle, Suite 120, Indianapolis, IN 46241

**State Licensure**

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

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

Please see attached Appendix 2 document

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**Professional Certification**

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

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

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

Please explain the rationale for choosing each professional certification:

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

Please see attached Appendix 2 document

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**Professional Industry Standards/Best Practices**

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

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

Please see attached Appendix 2 document

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

Please see attached Appendix 2 document

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**Transferability of Associate of Science Degrees**

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

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

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

Please see attached Appendix 2 document

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**Job Titles**

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

Please see attached Appendix 2 document

## **Appendix 1. Library Resources**

### **Books, Library and Supplies**

#### **Hunt Library: Bringing the Library to You**

<http://huntlibrary.erau.edu/>

The Hunt Library, located on the Daytona Beach Campus, is the Library for all Worldwide students, faculty and staff, regardless of location. The Hunt Library slogan, "Bringing the Library to You," defines our commitment that the Worldwide community has access to all library resources and services.

The mission of the Hunt Library is to provide materials, services, and facilities to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research for both the Daytona Beach and Worldwide campuses.

Hunt Library users will find resources in a variety of formats: books, government documents, periodicals, microforms, conference proceedings, videos, DVDs, and electronic resources.

The Hunt Library's web pages are located at [library.erau.edu](http://library.erau.edu); choose the Hunt Library link.

The electronic library includes round-the-clock access to EAGLEsearch (<http://library.erau.edu/find/eaglesearch.html>), which allows researchers to search much of Hunt Library's collection simultaneously, as well as the Library's online catalog, Voyager (<http://voyager.db.erau.edu:7008/vwebv/searchAdvanced>), and over 100 online databases (<http://guides.erau.edu/databases>) (which include many full-text resources).

#### **Textbook Purchase**

Please consult the Campus Director at your Worldwide location or your Student Affairs Office advisor for information on ordering textbooks. Students may search for textbook information by term on the Worldwide Master Textbook & Materials List site. Online, EagleVision Home, and certain classroom books may be purchased through the Worldwide bookstore website (<http://store.nexternal.com/erau/storefront.aspx>).

#### **Identification Cards**

Applying for a student identification card, known as the EAGLEcard, is done through your ERNIE (<http://ernie.erau.edu>) login under Student Services (<https://ernie.erau.edu/portal/page/portal/students/services/worldwide>). These identification cards may be required to use the library facilities of other universities and might be used for student discounts wherever a student identification card is honored.

## Help

The Hunt Library is the researcher's primary resource provider. Regardless of their location, members of Embry-Riddle's Worldwide community have circulation (check-out) privileges, online quick-help opportunities, and access to a web-based document delivery system.

Research Librarians are also available via telephone at (800) 678-9428 or (386) 226-7656, by chat (<http://library.erau.edu/help/ask-a-librarian>) or by emailing us at [library@erau.edu](mailto:library@erau.edu) ([library@erau.edu](mailto:library@erau.edu)). Research Librarians will provide detailed advice on research strategies, referrals to relevant reference sources, assistance with literature searches, and help navigating the library's website.

An overview of the Hunt Library's help features is available from <http://library.erau.edu/help/>

## How to Contact the Hunt Library

Phone: (800) 678-9428 or (386) 226-7656 (8 a.m.-5 p.m. Eastern)

E-mail: [library@erau.edu](mailto:library@erau.edu)

Internet: [library.erau.edu/home.html](http://library.erau.edu/home.html)

# Hunt Library Strategic Plan

## Vision Statement

The Embry-Riddle Aeronautical University Hunt Library will be a leading resource for the access and discovery of information and research in aviation and aerospace studies.

## Mission Statement

The Hunt Library supports the Daytona Beach and Worldwide Campuses. It provides access to materials, information resources, services and facilities to students, faculty and staff in support of the University's commitment to excellence in teaching, learning, and research. As an academic support unit, the Library maintains flexibility and is proactive in meeting the changing information needs of its clientele.

## Strategic Directions for 2013-2016

To fulfill the Library's vision, the staff will focus on the following strategic directions.

**Strategic Direction 1:** Provide easy access to Library collections, excellent customer service, and student study space through the transitions to temporary and new permanent locations.

**Strategic Direction 2:** Facilitate open access to the research and creative works of faculty, students and staff.

**Strategic Direction 3:** Enhance virtual collections, instruction and research assistance.

**Strategic Direction 4:** Preserve the University's collections of rare and unique information resources.

**Strategic Direction 5:** Develop new research and service partnerships

## Appendix 2. Bachelor of Science in Safety Management

### 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, a graduate of this program does not need to be licensed by the State to practice their profession.*

Is so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

### Professional Certification

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

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

If so, please identify

Each specific professional certification:

- *Associated Safety Professional*

The national organization issuing each certification:

- *Board of Certified Safety Professionals*

Please explain the rationale for choosing each professional certification:

*These professional certifications will help graduates of this program further themselves in the field of safety and will help the graduate keep current with new information and technology.*

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

*To attain each of these certifications the graduate will need to submit either documentation to show that they are in the field of safety or sit for an exam that will test their knowledge of the field of safety. Some of these certifications required both evidence and a test, while others require one or the other.*

### **Professional Industry Standards/Best Practices**

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

*This Program does incorporate professional industry standards and/or best practices.*

If so, please identify

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

*This program incorporates the Occupational Safety and Health Administrations (OSHA) professional industry standards and best practices.*

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

*These emanate from the Occupational Safety and Health Administration.*

### **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?

*Since this is only a Bachelors level degree program there is no specialized accreditation in order for the graduate to become licensed in the state or earn a national professional certification.*

If so, please explain the specialized accrediting agency:

### **Transferability of Associate of Science Degrees**

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

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

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

*Not Applicable since this is a Bachelor's level Degree Program*

## **Job Titles**

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

- *Senior Manager, Building Operations*
- *Clinical Risk Management & Compliance*
- *Quality Manager*
- *Senior Control Engineer*

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

**DEGREE APPLICATION**  
*(New or Renewal program)*

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

Name of Institution Embry-Riddle Aeronautical University

Program name and  
Suggested CIP Code: Bachelor of Science in Unmanned Systems Applications, 49.0101

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

Name of Person Preparing this Form Rachel Durrance

Telephone Number 386-226-7129 **Application Type**

Date the Form was Prepared 3/28/2016  Initial or Renewal  
(Revise date after any revision) Revised: 2016/05/18

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

Once the domain of military and government agencies, unmanned systems have entered the civilian and commercial sectors and are transforming the world as we know it. From the driverless cars roaming our streets to the unmanned aircraft soaring through our skies to the robotic rovers operating on distant planetary bodies, leading enterprises all over the world rely on unmanned systems for critical aspects of their operations. Yet we've only scratched the surface of what these systems can do.

As one of the first degree programs to focus on this burgeoning field, the Bachelor of Science in Unmanned Systems Applications (BSUSA) focuses on the growth, innovative development, and effective use of unmanned system technology across the respective domains (air, space, ground, and maritime). The focused curriculum addresses major challenges within the industry, including interoperability, autonomy, airspace integration, communications, education and training, propulsion and power, teaming, and regulation. Students will choose from three distinct learning tracks:

- Administration - Focuses on managerial aspects of unmanned systems applications.
- > Operations - Focuses on task oriented mission planning and execution in unmanned systems operations.
- > Development – Focuses on engineering and design aspects of unmanned systems.

BSUSA graduates will be prepared to help develop and apply the advanced technologies necessary to support the growing and dynamic needs of the industry. They will also be qualified to help guide the policies and regulations that govern this emerging field.

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

Name of Program: \_\_\_\_\_ Bachelor of Science in Unmanned Systems Applications

Total Course Hours: 120 Check one: Quarter Hours \_\_\_\_\_  
 Semester Hours X  
 Clock Hours \_\_\_\_\_

Tuition : \$42,600.00 Length of Program: 4 years

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ASCI 309	Aerodynamics	3
ASCI 315	Unmanned Aerial Systems and Operations	3
ASCI 316	Operational and Business Aspects of Unmanned Aerial Systems	3
ASCI 318	Unmanned Aerial Systems Robotics	3
ASCI 410	Unmanned Sensing Systems	3
UNSY 205	Applied Physics for Unmanned Systems	3
UNSY 307	Unmanned Systems Networking	3
UNSY 311	Unmanned Ground Systems and Applications	3
UNSY 313	Unmanned Maritime Systems and Applications	3
UNSY 331	Unmanned Systems Legal and Regulatory Compliance	3
UNSY 405	Unmanned Systems Operational Environments and Conditions	3
UNSY 415	Unmanned Space Systems and Application	3
UNSY 431	Unmanned Systems Human Factors Considerations	3
UNSY 490	Unmanned Systems Application Capstone Course	3
MATH 211	Statistics with Aviation Applications	3
RSCH 202	Introduction to Research Methods	3
	<b>*Tracks of Study</b> Students will select from one of three available tracks of study, each containing a total of 12 courses (36 credit hours). Students will fulfill six (6) required support courses (18 credit hours) within the track of study and will fulfill six (6) additional courses (18 credit hours) by selecting one of the available minors and making up remaining credit shortage with upper level electives (300 or 400 level courses).	
	<b>*Administration Track</b>	
MATH 112	College Mathematics for Aviation II	3
SFTY 311	Fundamentals of Occupational Safety and Health	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 311	Marketing	3
MGMT 391	Introduction to Project Management	3
MGMT 390	Business Law	3

	* Operations Track	
MATH 112	College Mathematics for Aviation II	3
SFTY 311	Fundamentals of Occupational Safety and Health	3
UNSY 319	Unmanned Systems Operational Interaction and Control	3
UNSY 321	Unmanned Systems Localization and Path Planning	3
UNSY 325	Unmanned Systems Testing and Inspection	3
UNSY 421	Unmanned Systems Mission Planning	3

	* Development Track	
MATH 250	Calculus and Analytic Geometry I	3
CESC 220	Digital Circuit Design	3
ENGR 115	Introduction to Computing for Engineers	3
ETEC 310	Engineering Materials	3
ETEC 415	Control Systems	3
UNSY 329	Unmanned Systems Computation and Programming	3

\*Please see Attachment 1 for additional information about Minor courses of study.

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
ENGL 123	English Composition Speech/English	3 6
HUMN 330	Values and Ethics Humanities elective	3 3
ECON 210	Microeconomics Social Science elective	3 3
PHYS 102	Explorations in Physics Physical Science Elective	3 3
MATH 140	College Algebra	3
MATH 142	Trigonometry	3
CSCI 109	Introduction to Computers and Applications	3

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
-----------------------------	----------------------------	----------------------------

Number of Credit/Clock Hrs. in Specialty Courses: \_\_\_\_\_ / 84 Percentage: 70%

Number of Credit/Clock Hrs. in General Courses: \_\_\_\_\_ / 36 Percentage: 30%

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts: \_\_\_\_\_ / \_\_\_\_\_ Percentage: \_\_\_\_\_

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

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

Due to the nature of our University with 137 campuses globally, we strive to provide library resources through digital platforms. For further information please see the attached Appendix 1 Library resources document.

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document

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

See attached Appendix 1 Library Resources Document



# B.S. in Unmanned Systems Applications



Once the domain of military and government agencies, unmanned systems have entered the civilian and commercial sectors and are transforming the world as we know it. From the driverless cars roaming our streets to the unmanned aircraft soaring through our skies to the robotic rovers operating on distant planetary bodies, leading enterprises all over the world rely on unmanned systems for critical aspects of their operations. Yet we've only scratched the surface of what these systems can do.

As one of the first degree programs to focus on this burgeoning field, the Bachelor of Science in Unmanned Systems Applications (BSUSA) focuses on the growth, innovative development, and effective use of unmanned system technology across the respective domains (air, space, ground, and maritime). The focused curriculum addresses major challenges within the industry, including interoperability, autonomy, airspace integration, communications, education and training, propulsion and power, teaming, and regulation. Students will choose from three distinct learning tracks:

- **Administration** - Focuses on managerial aspects of unmanned systems applications.
- **Operations** - Focuses on task oriented mission planning and execution in unmanned systems operations.
- **Development** – Focuses on engineering and design aspects of unmanned systems.

BSUSA graduates will be prepared to help develop and apply the advanced technologies necessary to support the growing and dynamic needs of the industry. They will also be qualified to help guide the policies and regulations that govern this emerging field.

**BSUSA students who wish to continue on to a master's degree may enroll in the BSUSA to MSUS 4+1 program as outlined in this program.**

## DEGREE REQUIREMENTS

### General Education

#### General Education

Embry-Riddle courses in the general education categories of Communication Theory and Skills, Humanities, Social Sciences, Physical and Life Science, Mathematics, and Computer Science may be chosen from this list, assuming prerequisites are met. Courses from other institutions are acceptable if they fall into these broad categories and are at the level specified.

#### Communication Theory and Skills

ENGL 123	English Composition	3
Speech/English		6
<b>Humanities*</b>		
HUMN 330	Values and Ethics	3
Humanities elective		3
<b>Social Sciences</b>		
ECON 210	Microeconomics	3
Social Science elective		3
<b>Physical and Life Science</b>		
PHYS 102	Explorations in Physics	3
Physical Science Elective		3
<b>Mathematics</b>		
MATH 140	College Algebra	3
MATH 142	Trigonometry	3
<b>Computer Science</b>		
CSCI 109	Introduction to Computers and Applications	3
<b>Total Hours</b>		<b>36</b>

## Core/Major

### Program Core

ASCI 309	Aerodynamics	3
ASCI 315	Unmanned Aerial Systems and Operations	3
ASCI 316	Operational and Business Aspects of Unmanned Aerial Systems	3
ASCI 318	Unmanned Aerial Systems Robotics	3
ASCI 410	Unmanned Systems Sensing Technology	3
UNSY 205	Applied Physics for Unmanned Systems	3
UNSY 307	Unmanned Systems Networking	3
UNSY 311	Unmanned Ground Systems and Applications	3
UNSY 313	Unmanned Maritime Systems and Applications	3
UNSY 331	Unmanned Systems Legal and Regulatory Compliance	3
UNSY 405	Unmanned Systems Operational Environments and Conditions	3
UNSY 415	Unmanned Space Systems and Application	3
UNSY 431	Unmanned Systems Human Factors Considerations	3
UNSY 490	Unmanned Systems Application Capstone Course	3
MATH 211	Statistics with Aviation Applications	3
RSCH 202	Introduction to Research Methods	3

**Total Credits** **48**

## Tracks of Study

**Tracks of Study** **36**

Students will select from one of three available tracks of study, each containing a total of 12 courses (36 credit hours). Students will fulfill six (6) required support courses (18 credit hours) within the track of study and will fulfill six (6) additional courses (18 credit hours) by selecting one of the available minors and making up remaining credit shortage with upper level electives (300 or 400 level courses).

Students will chose from the respective list of available minor (selection of existing minor within the WWV catalogue) to complete their chosen track requirements. Course requirements for the selected minor are as outlined in the minor description (within the Worldwide catalog), with which students will have to comply. The depicted number (in parenthesis) of additional electives that result from each choice of minor is for reference only and is based on current course/credit requirements for the minor and course/credits requirements already accomplished in the BSUSA Program Core and/or Track support. (This number of remaining electives may be subject to changes with catalogue changes to a minor).

**Total Degree Requirements** **120**

## Administration Track

### Administration

MATH 112	College Mathematics for Aviation II	3
SFTY 311	Fundamentals of Occupational Safety and Health	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 311	Marketing	3
MGMT 391	Introduction to Project Management	3

MGMT 390	Business Law	3
<b>Total Credits</b>		<b>18</b>

**Available Minor for the Administration Track (with courses from existing minors) 18**

- Aviation Management (<http://catalog.erau.edu/worldwide/business/minors/aviation-management>) (no electives) (Note: BSAB 415 has a prerequisite requirement of MGMT 201. If enrolled in the Administration Track with the Aviation Management minor, MGMT 201 must be taken to fulfill the prerequisite requirement for BSAB 415.)
- Aviation Safety (<http://catalog.erau.edu/worldwide/aeronautics/minors/aviation-safety>) (no electives)
- Emergency Services (<http://catalog.erau.edu/worldwide/arts-sciences/minors/fire-science>) (1 elective)
- Logistics Management (<http://catalog.erau.edu/worldwide/business/minors/logistics-management>) (1 elective)
- Management (<http://catalog.erau.edu/worldwide/business/minors/management>) (4 electives)
- Management Information Systems (<http://catalog.erau.edu/worldwide/business/minors/management-information-systems>) (1 elective)
- Marketing (<http://catalog.erau.edu/worldwide/business/minors/marketing>) (2 electives)
- Occupational Safety and Health (<http://catalog.erau.edu/worldwide/aeronautics/minors/occupational-safety-health>) (1 elective)
- Project Management (<http://catalog.erau.edu/worldwide/business/minors/project-management>) (2 electives)
- Technical Management (<http://catalog.erau.edu/worldwide/business/minors/technical-management>) (1 elective)

## Operations Track

<b>Operations</b>		
MATH 112	College Mathematics for Aviation II	3
SFTY 311	Fundamentals of Occupational Safety and Health	3
UNSY 319	Unmanned Systems Operational Interaction and Control	3
UNSY 321	Unmanned Systems Localization and Path Planning	3
UNSY 325	Unmanned Systems Testing and Inspection	3
UNSY 421	Unmanned Systems Mission Planning	3
<b>Total Credits</b>		<b>18</b>

**Available Minor for the Operations Track (with courses from existing minors) 18**

- Aviation Maintenance Operations (<http://catalog.erau.edu/worldwide/aeronautics/minors/aviation-maintenance-operations>) (no electives)
- Aviation Safety (<http://catalog.erau.edu/worldwide/aeronautics/minors/aviation-safety>) (no electives)
- Emergency Services (<http://catalog.erau.edu/worldwide/arts-sciences/minors/fire-science>) (1 elective)
- Helicopter Operations and Safety (<http://catalog.erau.edu/worldwide/aeronautics/minors/helicopter-operations-safety>) (no electives)
- Logistics Management (<http://catalog.erau.edu/worldwide/business/minors/logistics-management>) (1 elective)
- Occupational Safety and Health (<http://catalog.erau.edu/worldwide/aeronautics/minors/occupational-safety-health>) (1 elective)
- Project Management (<http://catalog.erau.edu/worldwide/business/minors/project-management>) (1 elective)
- Security and Intelligence (<http://catalog.erau.edu/worldwide/aeronautics/minors/security-intelligence>) (no electives)
- Transportation (<http://catalog.erau.edu/worldwide/aeronautics/minors/transportation>) (no electives)

## Development Track

<b>Development</b>		
MATH 250	Calculus and Analytic Geometry I	3
CESC 220	Digital Circuit Design	3
ENGR 115	Introduction to Computing for Engineers	3
EETC 310	Material Science for Engineering Technology	3
EETC 415	Control Systems	3
UNSY 329	Unmanned Systems Computation and Programming	3
<b>Total Credits</b>		<b>18</b>

**Available Minor for the Development Track (with courses from existing minors) 18**

- Engineering Sciences (<http://catalog.erau.edu/worldwide/aeronautics/minors/engineering-sciences>) (no electives)
- Marketing (<http://catalog.erau.edu/worldwide/business/minors/marketing>) (1 elective)
- Occupational Safety and Health (<http://catalog.erau.edu/worldwide/aeronautics/minors/occupational-safety-health>) (no electives)
- Project Management (<http://catalog.erau.edu/worldwide/business/minors/project-management>) (1 elective)
- Technical Management (<http://catalog.erau.edu/worldwide/business/minors/technical-management>) (1 elective)

## BSUSA-MSUS 4+1 Program: A Unique Opportunity

This program is for exceptional students who are committed to continuing their education through the Master's degree. This fast-paced program allows qualifying students the opportunity to complete both the Bachelor of Science in Unmanned Systems Applications (BSUSA) and the Master of Science in Unmanned Systems (MSUS) in five academic years.

After spending three academic years in undergraduate-level study, BSUSA students who are accepted in the BSUSA-MSUS 4+1 program option will be allowed to take up to three (3) MSUS courses to replace an equal number of remaining BSUSA courses during their senior year. The selected courses can only replace BSUSA minor requirement or additional electives in each respective BSUSA track and may not replace program core or track support courses. Before selecting the courses to be taken, students must confer with an advisor to ensure that the courses selected are suitable and align with their

selected MSUS area of concentration. A grade level average of B or better must be maintained for selected MSUS courses while enrolled in the BSUSA-MSUS 4+1 program. Any final BSUSA credit hour requirements not accomplished through MSUS course selection will have to be satisfied through upper level undergraduate electives. Upon successful BSUSA program requirement completion, students will be automatically enrolled in the MSUS program and their chosen area of concentration and can complete their degree within one year.

Students who fail in any of their selected MSUS courses or fail to maintain a grade average of B or better while still completing BSUSA degree requirements will be removed from the 4+1 program option and may continue to complete their BSUSA degree program only. In this case, published BSUSA minor requirements and/or upper level electives can be used to fulfill remaining BSUSA credit requirements.

This special program will challenge students and develop their knowledge, skills, abilities, and attitudes in the concepts of unmanned systems while integrating their gained experience in unmanned systems applications. As a minimum to be considered for acceptance to this BSUSA-MSUS 4+1 option, applicant students must hold at least a 3.00 GPA, completed at least 88 credit hours of the BSUSA program requirements to apply and demonstrated superior academic capability.

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

Institution: Embry-Riddle Aeronautical University  
Degree Program: Bachelor of Science in Unmanned Systems Applications  
Locations: 5726 Professional Circle, Suite 120, Indianapolis, IN 46241

**State Licensure**

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

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

Please see attached Appendix 2 document

+++++

**Professional Certification**

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

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

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

Please explain the rationale for choosing each professional certification:

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

Please see attached Appendix 2 document

+++++

**Professional Industry Standards/Best Practices**

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

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

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+++++

**Program Accreditation**

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

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**Transferability of Associate of Science Degrees**

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

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

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

Please see attached Appendix 2 document

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**Job Titles**

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

Please see attached Appendix 2 document

## **Appendix 1. Library Resources**

### **Books, Library and Supplies**

#### **Hunt Library: Bringing the Library to You**

<http://huntlibrary.erau.edu/>

The Hunt Library, located on the Daytona Beach Campus, is the Library for all Worldwide students, faculty and staff, regardless of location. The Hunt Library slogan, "Bringing the Library to You," defines our commitment that the Worldwide community has access to all library resources and services.

The mission of the Hunt Library is to provide materials, services, and facilities to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research for both the Daytona Beach and Worldwide campuses.

Hunt Library users will find resources in a variety of formats: books, government documents, periodicals, microforms, conference proceedings, videos, DVDs, and electronic resources.

The Hunt Library's web pages are located at [library.erau.edu](http://library.erau.edu); choose the Hunt Library link.

The electronic library includes round-the-clock access to EAGLEsearch (<http://library.erau.edu/find/eaglesearch.html>), which allows researchers to search much of Hunt Library's collection simultaneously, as well as the Library's online catalog, Voyager (<http://voyager.db.erau.edu:7008/vwebv/searchAdvanced>), and over 100 online databases (<http://guides.erau.edu/databases>) (which include many full-text resources).

#### **Textbook Purchase**

Please consult the Campus Director at your Worldwide location or your Student Affairs Office advisor for information on ordering textbooks. Students may search for textbook information by term on the Worldwide Master Textbook & Materials List site. Online, EagleVision Home, and certain classroom books may be purchased through the Worldwide bookstore website (<http://store.nexternal.com/erau/storefront.aspx>).

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## Help

The Hunt Library is the researcher's primary resource provider. Regardless of their location, members of Embry-Riddle's Worldwide community have circulation (check-out) privileges, online quick-help opportunities, and access to a web-based document delivery system.

Research Librarians are also available via telephone at (800) 678-9428 or (386) 226-7656, by chat (<http://library.erau.edu/help/ask-a-librarian>) or by emailing us at [library@erau.edu](mailto:library@erau.edu) ([library@erau.edu](mailto:library@erau.edu)). Research Librarians will provide detailed advice on research strategies, referrals to relevant reference sources, assistance with literature searches, and help navigating the library's website.

An overview of the Hunt Library's help features is available from <http://library.erau.edu/help/>

## How to Contact the Hunt Library

Phone: (800) 678-9428 or (386) 226-7656 (8 a.m.-5 p.m. Eastern)

E-mail: [library@erau.edu](mailto:library@erau.edu)

Internet: [library.erau.edu/home.html](http://library.erau.edu/home.html)

# Hunt Library Strategic Plan

## Vision Statement

The Embry-Riddle Aeronautical University Hunt Library will be a leading resource for the access and discovery of information and research in aviation and aerospace studies.

## Mission Statement

The Hunt Library supports the Daytona Beach and Worldwide Campuses. It provides access to materials, information resources, services and facilities to students, faculty and staff in support of the University's commitment to excellence in teaching, learning, and research. As an academic support unit, the Library maintains flexibility and is proactive in meeting the changing information needs of its clientele.

## Strategic Directions for 2013-2016

To fulfill the Library's vision, the staff will focus on the following strategic directions.

**Strategic Direction 1:** Provide easy access to Library collections, excellent customer service, and student study space through the transitions to temporary and new permanent locations.

**Strategic Direction 2:** Facilitate open access to the research and creative works of faculty, students and staff.

**Strategic Direction 3:** Enhance virtual collections, instruction and research assistance.

**Strategic Direction 4:** Preserve the University's collections of rare and unique information resources.

**Strategic Direction 5:** Develop new research and service partnerships

## Appendix 2. Bachelor of Science in Unmanned Systems Applications

### 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, a graduate of this program does not need to be licensed by the State to practice their profession.*

Is so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

### Professional Certification

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

*As of right now there are no professional certifications for graduates of this or similar programs.*

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

*Yes, a graduate will but, professional certification in the unmanned systems field is as diverse as the field itself. For example, for the aerial domain, the most applicable certifications are, in most instances, with the Federal Aviation Administration (FAA) (e.g. pilot, mechanic, or dispatcher licenses). There exists no Unmanned Aerial Systems specific certificate or licenses yet, but the FAA regulations for UAS are due in the summer of 2016 so at that time there may be the possibility for professional certifications.*

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

*These professional certifications will help graduates of this program further themselves in the field of unmanned systems and will help the graduate keep current with new information and technology.*

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

### **Professional Industry Standards/Best Practices**

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

*This Program does incorporate some professional industry standards and/or best practices.*

If so, please identify

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

*For the Aerial domain this program incorporates the Federal Aviation Administration (FAA) professional industry standards and best practices, as well as, AUVSI, AMA and AOPA safety standards. Additionally FCC rules are included and ICAO, ITU and other international operating standards and rules are addressed.*

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

*These emanate from many different professional organizations as stated above.*

### **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?

*As of right now there is not specialized accreditation for this program, but accreditation through the Assurance in the Preparation of Technical Professionals (ABET) will be sought after.*

If so, please explain the specialized accrediting agency:

### **Transferability of Associate of Science Degrees**

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

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

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

*Not Applicable since this is a Bachelor's level Degree Program*

## **Job Titles**

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

- *Technical Program Manager – Robotic Systems*
- *Unmanned Aircraft Systems Repairers*
- *Flight Crew Operator*
- *Airborne Operations*
- *Geospatial Project Engineer*

## **BOARD FOR PROPRIETARY EDUCATION**

Wednesday, June 1, 2016

### **INFORMATION ITEM:**

### **Matters Relating to the Accrediting Council for Independent Colleges and Schools (ACICS)**

#### **Background**

The National Advisory Committee on Institutional Quality and Integrity (NACIQI) advises the Secretary of Education in the renewal of nationally recognized accrediting agencies. Each September the NACIQI publishes an annual report which includes findings and recommendations on recognition of accreditors. The report is submitted to the Secretary, who will then prepare and publish a list of nationally recognized accrediting agencies and associations.

ACICS must be evaluated by the NACIQI to continue recognition by the Secretary. The NACIQI will prepare an analysis of ACICS with review of accrediting activities being a significant component of the final recommendation for recognition. In a letter signed by 13 Attorneys General, the NACIQI was urged to refuse renewal of recognition. Sited in the letter was ACICS continued accreditation of Corinthian Colleges until the corporation declared bankruptcy. ACICS is scheduled for review of recognition during the NACIQI meeting June 22<sup>nd</sup>-24<sup>th</sup>, 2016.

In an ACICS Show-Cause Directive letter dated April 20, 2016 to ITT Educational Services, Inc., the institutions were directed to submit various documentation by June 15, 2016. In addition, ITT Educational Services, Inc., has been directed to make a personal appearance before the Council at its scheduled meeting August 1<sup>st</sup>-5<sup>th</sup>, 2016

In an ACICS Financial Show-Cause Directive letter dated May 4, 2016 to Education Management Corporation (EDMC), the institutions were directed to submit financial documentation by June 20, 2016. In addition, EDMC will make a personal appearance before the Council at its scheduled meeting August 1<sup>st</sup>-5<sup>th</sup>, 2016.

#### **Supporting Documents**

Indiana ACICS Accredited Institutions, Letter from 13 State Attorneys General to the U.S. DOE, ACICS Show-Cause Directive Letter to ITT Educational Services, Inc., ACICS Financial Show-Cause Director Letter to EDMC

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**Indiana Accrediting Council for Independent Colleges and Schools (ACICS) Accredited Institutions**

<b><i>Institution</i></b>	<b><i>Campus</i></b>
American National University	Fort Wayne Indianapolis South Bend
Art Institute of Indianapolis Brightwood College	Indianapolis Hammond Indianapolis
Brown Mackie College	Fort Wayne Indianapolis Merrillville South Bend
College of Court Reporting Harrison College	Hobart Anderson Columbus Elkhart Evansville
International Business College	Fort Wayne Indianapolis Indianapolis East Northwest Lafayette
ITT Technical Institute	Terre Haute Fort Wayne Indianapolis Fort Wayne Indianapolis Indianapolis East Merrillville Newburgh South Bend
Medtech College	Fort Wayne Greenwood Indianapolis Merrillville South Bend
MJS College School of Nursing and Business Radiological Technologies University-VT	Indianapolis Merrillville South Bend

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THE COMMONWEALTH OF MASSACHUSETTS  
OFFICE OF THE ATTORNEY GENERAL  
ONE ASHBURTON PLACE  
BOSTON, MASSACHUSETTS 02108

MAURA HEALEY  
ATTORNEY GENERAL

(617) 727-2200  
(617) 727-4765 TTY  
[www.mass.gov/ago](http://www.mass.gov/ago)

April 8, 2016

The Honorable John King  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Jennifer Hong  
Executive Director/Designated Federal Official  
National Advisory Committee on Institutional Quality and Integrity (NACIQI)  
U.S. Department of Education  
400 Maryland Ave., SW, Rm. 6W250  
Washington, DC 20202  
[ThirdPartyComments@ed.gov](mailto:ThirdPartyComments@ed.gov)

Re: Opposing the Application for Renewal of Recognition of the Accrediting Council for Independent Colleges and Schools (ACICS)

Dear Secretary King and Ms. Hong:

We write in response to the notice of intent to accept written comments on the application for renewal of accrediting agencies, specifically, the Accrediting Council for Independent Colleges and Schools (ACICS), as published in the Federal Register on March 18, 2016. We have carefully reviewed the Criteria for the Recognition of Accrediting Agencies, including §§ 602.16(a)(1)(i), 602.19(a) & (b), and 602.20(a), that are of particular importance to our consumers. We believe that stronger oversight by accrediting agencies is necessary to protect vulnerable students from predatory schools, ensure accountability to taxpayers, and level the playing field for career schools that are delivering quality, affordable programs. Given ACICS' failure to ensure program quality at the institutions it accredits, we oppose renewal of recognition and urge the Department to revoke its status as a recognized accreditor.

Because the Department of Education does not directly assess the quality of institutions of higher education, students depend on accreditors to ensure that schools provide an education that meets at least minimum standards of quality. Accreditors, more than any other party charged with the supervision of higher education, are responsible for protecting students from profit-seeking institutions offering training of no educational value. Today, when millions of students

are defaulting on the student loans they incurred to attend subpar for-profit schools, it is clear that certain accreditors are failing to do the job.

Even in the crowded field of accrediting failures, ACICS deserves special opprobrium. According to a recent analysis by ProPublica, only 35% of students enrolled at ACICS accredited schools graduate from their programs, “the lowest rate for any accreditor.” Of students who actually did graduate, more than one in five defaulted on their student loans within the first three years after graduation. A full 60% had not yet paid down a single dollar of the principal balance on their loans.

As consumer advocates in our respective states, our offices have investigated many ACICS accredited schools based on complaints from students, and found a fundamental lack of substantive oversight for student outcomes by the accreditor. Lapses that we have encountered include a failure to take action when improper job placement statistics are reported, inadequate job placement verification processes, and a lack of transparency and cooperation with investigations into student outcomes.

ACICS’ most spectacular failure was its decision to extend accreditation to several dozen schools operated by Corinthian Colleges. Corinthian’s practice of offering extremely expensive degrees of little value to low-income students has been the target of more than twenty state and federal law enforcement agencies. Yet ACICS continued to provide accreditation to Corinthian’s schools until the day Corinthian declared bankruptcy. The U.S. taxpayer provided approximately \$3.5 billion to Corinthian, made possible by ACICS’s accreditation.

ACICS has failed repeatedly to take action in response to public enforcement actions by state and federal law enforcement. In the Illinois Attorney General’s investigation and subsequent litigation with Westwood College, the office found that ACICS was not annually verifying even a sample of job placements reported by the institutions it accredits. When asked by the attorney general’s office, ACICS would not commit to formally outline their verification process in an affidavit. This type of obfuscation hinders regulatory cooperation between the “triad” that oversees higher education in the United States, the federal government, the states, and accreditors.

There are other examples of ACICS’ failure to identify compliance problems and enforce its accreditation standards. In 2015, Education Management Company (EDMC), with campuses accredited by ACICS including The Art Institute and Brown Mackie College, settled with thirty-nine State Attorneys General and agreed to forgive \$102.8 million in outstanding loan debt. ITT Tech has been sued by the Consumer Financial Protection Bureau, and Attorneys General of Massachusetts and New Mexico and is under investigation by 19 other states. Daymar College employed dozens of unqualified faculty as determined by the Kentucky Council on Postsecondary Education and the Kentucky Attorney General, yet ACICS took no action to rebuke the school or require remedies for students. Daymar subsequently settled with the Attorney General and agreed to provide \$11 million in debt relief and pay \$1.2 million in student redress. National College of Kentucky, Inc. was fined \$147,000 by a Kentucky Court for failing to fully respond to a subpoena from the Kentucky Attorney General. National College of

Kentucky later admitted in litigation with the Kentucky Attorney General that it advertised false job placement rates yet ACICS has taken no action against the school.

Career Education Corporation, whose Sanford Brown schools are ACICS-accredited, settled with the New York Attorney General's Office in 2013 for \$10.25 million based on findings that CEC fabricated job placement rates. ACICS failed to identify the placement rate inaccuracies and, when CEC's misconduct came to light, failed to terminate or suspend accreditation to any Sanford Brown Schools. In fact, ACICS did not even request that CEC recalculate inaccurate placement rates for several of the affected cohorts.

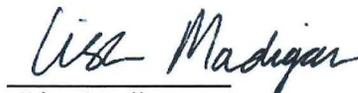
It should be noted that ACICS has representatives of these problem schools on its board and committees, raising serious questions about potential conflicts of interests and therefore ACICS's ability to impartially evaluate those and other schools. For example, ITT, Corinthian Colleges, and National College all had representatives on the ACICS Board of Directors/Commissioners during the pendency of these enforcement actions or the events leading thereto.

ACICS's accreditation failures are both systemic and extreme. Its decisions to accredit low-quality for-profit schools have ruined the lives of hundreds of thousands of vulnerable students whom it was charged to protect. It has enabled a great fraud upon our students and taxpayers. ACICS has proven that it is not willing or capable of playing the essential gate-keeping role required of accreditors. It accordingly should no longer be allowed to do so.

The state attorneys general appreciate this opportunity to comment and we urge the Department to exercise its appropriate discretion in refusing to renew recognition.

Sincerely,

  
Maura Healey  
Massachusetts Attorney General

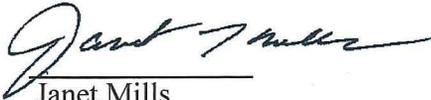
  
Lisa Madigan  
Illinois Attorney General

  
Brian E. Frosh  
Maryland Attorney General

  
Andy Beshear  
Kentucky Attorney General

  
Thomas J. Miller  
Attorney General of Iowa

  
Karl A. Racine  
District of Columbia Attorney General



Janet Mills  
Maine Attorney General



Eric T. Schneiderman  
New York Attorney General



Stephen H. Levins  
Executive Director  
Hawaii Office of Consumer Protection



Hector Balderas  
New Mexico Attorney General



Lori Swanson  
Minnesota Attorney General



Bob Ferguson  
Washington Attorney General



Ellen F. Rosenblum  
Oregon Attorney General



April 20, 2016

VIA E-MAIL AND OVERNIGHT DELIVERY

Mr. Kevin Modany  
President and CEO  
ITT Educational Services, Inc.  
13000 North Meridian Street  
Carmel, IN 46032

*kmodany@ittesi.com*

Dear Mr. Modany:

ITT TECHNICAL INSTITUTE, INDIANAPOLIS, IN  
ITT TECHNICAL INSTITUTE, SPOKANE VALLEY, WA

ID CODE 00016040(MC)  
ID CODE 00016074(MC)

**Subject: Show-Cause Directive Letter**

The Council, at its recent meeting, reviewed the responses provided by ITT Educational Services, Inc. (ITT) to multiple sources of adverse information since 2014 regarding a variety of financial and regulatory issues confronting the institutions. As a result of this review, the Council found the following based on the *Accreditation Criteria*:

- The nature of the adverse information and ITT's responses to Council requests for information call into question the institutions' administrative capacity, organizational integrity, financial viability and ability to serve students in a manner that complies with ACICS standards (Sections 1-2-100(f), 3-1-202(a), 3-1-203, 3-1-300, 3-1-410, and 3-1-434)

Specifically, the Council reviewed information from a variety of sources and the institutions' responses in connection with the following items:

- Unresolved civil investigative demands from the attorneys general of Arkansas, Arizona, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kentucky, Maryland, Minnesota, Missouri, Nebraska, North Carolina, Oregon, Pennsylvania, Tennessee, Washington and the District of Columbia under the authority of state consumer protection statutes regarding ITT's marketing and advertising; recruitment; financial aid; academic advising; career services; admissions practices; programs; licensure exam pass rates; accreditation; student retention; graduation rates; and job placement performance.

- Unresolved litigation and investigations by the Consumer Financial Protection Bureau, the Securities Exchange Commission and the U.S. Department of Justice for a variety of issues related to the institution's student lending practices and misrepresentations to investors and an alleged violation of the federal False Claims Act.
- The on-going status of ITT's participation in the Federal Student Aid program (Title IV), including the financial implications of the Heightened Cash Monitoring conditions applied to the institutions' access to funds.
- The insufficiency of ITT's response to public and widely-known allegations regarding the quality of instructional materials.
- ITT's failure to comply with the Council directive to develop and submit a plan that provides for the continuation and completion of all students currently enrolled in the event that the institution elects to curtail or suspend operations.

### **Council Action**

Based on its review, the Council determined that the institutions have not demonstrated compliance with the *Accreditation Criteria*. Therefore, the Council directed the institutions, defined as the main campuses and their respective branches, to show cause at the next Council meeting why its current grants of accreditation should not be withdrawn by suspension or otherwise conditioned.

The Council has directed that ITT appear before the Council **in person** at the August 2016 meeting. There is a \$5,000 fee for personal appearances before the Council. This fee is due within ten days of receipt of this notice.

In response to the directive, ITT must submit the following information by **June 15, 2016**:

- Evidence that ITT has investigated and remedied, across the system, any operational or procedural deficiencies regarding compliance with state consumer protection statutes of its marketing, advertising, recruitment and admissions, academic advising and career services activities.
- Evidence that ITT has investigated and remedied any operational or procedural deficiencies, across the system, regarding instructional resources of insufficient quality.

- Evidence that ITT has reviewed and remedied any policy or procedural issues derived from the collection, analysis, reporting and public disclosures of data regarding retention, placement, and graduation rates.
- A full description of the depth and breadth of ITT's efforts to resolve litigation and investigations by the Consumer Financial Protection Bureau regarding the lending practices of the institution.
- A full description of the depth and breadth of the ITT's efforts to resolve of investigations by the Securities and Exchange Commission regarding representations made to investors by ITT senior management.
- A full description of the resolution of the False Claims Act action brought by the U.S. Department of Justice regarding disbursements of public funds made to the institution.
- Evidence that ITT has reviewed and resolved the administrative issues that led to a late financial audit submittal to the U.S. Department of Education and restricted access to cash.
- A full description of the depth and breadth of ITT's efforts to generate enrollment demand sufficient to maintain its financial stability and sustain its current operations.
- The institutions are directed to submit to the Council office a plan for the continued operations of its campuses that includes:
  - a. A listing, by campus, of students with the student name; program of study; and expected graduation date.
  - b. An aggregate total, by campus, of the status of unearned tuition, status of refunds due, and current student account balances.
  - c. A listing, by campus including all online activity, of comparable programs offered at other institutions in case teach-out agreements or transfer arrangements are needed for students to complete their programs elsewhere.
  - d. A custodian for all permanent academic records in case of closure that includes contact information for this individual or entity and the process by which students can obtain their records.
  - e. A description of the financial resources available to ensure that students can complete their programs or receive refunds in the event that the institution does suspend or cease operations.

Mr. Kevin Modany  
April 20, 2016  
Page 4

**Please submit eight hard copies of your response and one electronic copy via flash drive(s) by the date indicated above.** Following submission and review of the institutions' response, ACICS may conduct a special visit to the institutions. Failure to provide all information requested by the Council may result in the withdrawal of your institutions' grants of accreditation.

The Council is obligated to take adverse action against any institution that fails to come into compliance with the *Accreditation Criteria* within established time frames without good cause. Please consult the Introduction of Title II, Chapter 3 for additional information.

Your immediate attention to this matter is required. If you have any questions, please contact me at (202) 336-6781 or [abieda@acics.org](mailto:abieda@acics.org).

Sincerely,



Anthony S. Bieda  
Executive in Charge

c: ITT Technical Services, Inc.: [RegulatoryAAC@itt-tech.edu](mailto:RegulatoryAAC@itt-tech.edu)  
ITT Technical Institute, Indianapolis, IN: [Regulatory011@itt-tech.edu](mailto:Regulatory011@itt-tech.edu)  
ITT Technical Institute, Spokane Valley, WA: [Regulatory051@itt-tech.edu](mailto:Regulatory051@itt-tech.edu)  
U.S. Department of Education: [asrecordsmanager@ed.gov](mailto:asrecordsmanager@ed.gov)  
Atlanta School Participation Division- Region IV: [christopher.miller@ed.gov](mailto:christopher.miller@ed.gov)  
Boston/New York School Participation Team- Region I & II: [Betty.coughlin@ed.gov](mailto:Betty.coughlin@ed.gov)  
Chicago/Denver School Participation Team- Region V & VIII: [douglas.parrott@ed.gov](mailto:douglas.parrott@ed.gov)  
Chicago/Denver School Participation Team- Region V & VIII: [Kerry.O'Brien@ed.gov](mailto:Kerry.O'Brien@ed.gov)  
Dallas School Participation Team- Region VI: [cynthia.thornton@ed.gov](mailto:cynthia.thornton@ed.gov)  
Kansas City School Participation Team- Region VII: [ralph.lobosco@ed.gov](mailto:ralph.lobosco@ed.gov)  
Philadelphia School Participation Team- Region III: [Nancy.paula.gifford@ed.gov](mailto:Nancy.paula.gifford@ed.gov)  
San Francisco/Seattle School Participation Team- Region IX: [martina.fernandez-rosario@ed.gov](mailto:martina.fernandez-rosario@ed.gov)  
Alabama Department of Postsecondary Education: [amcgrady@dpe.edu](mailto:amcgrady@dpe.edu)  
Arizona State Board For Private Postsecondary Education: [teri.stanfill@azppse.gov](mailto:teri.stanfill@azppse.gov)  
Arkansas State Board of Private Career Education: [brenda.germann@arkansas.gov](mailto:brenda.germann@arkansas.gov)  
California Bureau For Private Postsecondary Education: [Leeza.Rifredi@dca.ca.gov](mailto:Leeza.Rifredi@dca.ca.gov)  
Colorado Department of Higher Education: [lorna.candler@dhe.state.co.us](mailto:lorna.candler@dhe.state.co.us)  
Commission On Postsecondary Education (Nevada): [kdwest@cpe.state.nv.us](mailto:kdwest@cpe.state.nv.us)  
Florida Department of Education: [Susan.Hood@fldoe.org](mailto:Susan.Hood@fldoe.org)

Mr. Kevin Modany  
April 20, 2016  
Page 5

Georgia Nonpublic Postsecondary Education Commission: [billc@npec.state.ga.us](mailto:billc@npec.state.ga.us)  
Idaho State Board of Education: [valerie.fenske@osbe.idaho.gov](mailto:valerie.fenske@osbe.idaho.gov)  
Illinois Board of Higher Education: [campbell@ibhe.org](mailto:campbell@ibhe.org)  
Indiana Commission On Proprietary Education: [rmiller@che.in.gov](mailto:rmiller@che.in.gov)  
Iowa College Student Aid Commission: [Carolyn.small@iowa.gov](mailto:Carolyn.small@iowa.gov)  
Kansas Board of Regents: [jjohnson@ksbor.org](mailto:jjohnson@ksbor.org)  
Kansas Board of Regents: [cpuderbaugh@ksbor.org](mailto:cpuderbaugh@ksbor.org)  
Kentucky Council On Postsecondary Education: [aaron.thompson@ky.gov](mailto:aaron.thompson@ky.gov)  
Maryland State Board of Nursing: [marykay.goetter@maryland.gov](mailto:marykay.goetter@maryland.gov)  
Massachusetts Division of Professional Licensure:  
[occupational.schools@MassMail.State.MA.US](mailto:occupational.schools@MassMail.State.MA.US)  
Michigan Department of Licensing and Regulatory Affairs: [beamishm@michigan.gov](mailto:beamishm@michigan.gov)  
Minnesota Office of Higher Education: [betsy.talbot@state.mn.us](mailto:betsy.talbot@state.mn.us)  
Mississippi Commission of Proprietary School and College Registration:  
[kverneuille@mccb.edu](mailto:kverneuille@mccb.edu)  
Missouri Department of Higher Education: [leroy.wade@dhe.mo.gov](mailto:leroy.wade@dhe.mo.gov)  
Nebraska Department of Education: [brad.dirksen@nebraska.gov](mailto:brad.dirksen@nebraska.gov)  
New Mexico Higher Education Department: [Diane.Vigil@state.nm.us](mailto:Diane.Vigil@state.nm.us)  
New York State Education Department: [carole.yates@nysed.gov](mailto:carole.yates@nysed.gov)  
NJ Department of Labor and Workforce Development:  
[trainingevaluationunit@dol.state.nj.us](mailto:trainingevaluationunit@dol.state.nj.us)  
North Carolina Community College System: [corls@ncccommunitycolleges.edu](mailto:corls@ncccommunitycolleges.edu)  
Ohio State Board of Career Colleges and Schools: [john.ware@scr.state.oh.us](mailto:john.ware@scr.state.oh.us)  
Oklahoma Board of Private Vocational Schools: [nhouse@obpvs.ok.gov](mailto:nhouse@obpvs.ok.gov)  
Oklahoma Career and Technology Education Board of Education:  
[Robert.Sommers@okcareertech.org](mailto:Robert.Sommers@okcareertech.org)  
Oregon Office of Degree Authorization: [hilda.rosselli@state.or.us](mailto:hilda.rosselli@state.or.us);  
[helen.dunford@state.or.us](mailto:helen.dunford@state.or.us); [alethia.miller@state.or.us](mailto:alethia.miller@state.or.us)  
Pennsylvania Division of Private Licensed Schools: [plandis@pa.gov](mailto:plandis@pa.gov)  
South Carolina Commission On Higher Education: [lgoodwin@che.sc.gov](mailto:lgoodwin@che.sc.gov)  
State Council of Higher Education For Virginia: [sylviarosacasanova@schev.edu](mailto:sylviarosacasanova@schev.edu)  
Tennessee Higher Education Commission: [julie.woodruff@tn.gov](mailto:julie.woodruff@tn.gov)  
Texas Higher Education Coordinating Board: [cathie.maeyaert@theqb.state.tx.us](mailto:cathie.maeyaert@theqb.state.tx.us)  
Texas Workforce Commission: [michael.delong@twc.state.tx.us](mailto:michael.delong@twc.state.tx.us)  
Utah Dept. of Commerce: [mwinegar@utah.gov](mailto:mwinegar@utah.gov)  
Utah Dept. of Commerce: [egaleria@utah.gov](mailto:egaleria@utah.gov)  
Washington Student Achievement Council: [michaelb@wsac.wa.gov](mailto:michaelb@wsac.wa.gov)  
Wisconsin Educational Approval Board: [David.Dies@eab.wisconsin.gov](mailto:David.Dies@eab.wisconsin.gov)  
Wisconsin Educational Approval Board: [Linda.Heidtman@eab.wisconsin.gov](mailto:Linda.Heidtman@eab.wisconsin.gov)  
Dr. Joseph Gurubatham, ACICS Executive Vice President: [jgurubatham@acics.org](mailto:jgurubatham@acics.org)

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May 4, 2016

ID Code 00015443(C)

VIA EMAIL AND UPS DELIVERY

[mmceachen@edmc.edu](mailto:mmceachen@edmc.edu)

Mr. Mark McEachen  
CEO  
Education Management Corporation  
210 Sixth Avenue  
33<sup>rd</sup> Floor  
Pittsburgh, PA 15222

**Subject: Financial Show-Cause Directive**

THE ART INSTITUTE OF YORK-PENNSYLVANIA, YORK, PA	ID CODE 00032159(MC)
ART INSTITUTE OF FORT LAUDERDATE, FORT LAUDERDALE, FL	ID CODE 00016231(MC)
THE ART INSTITUTES INTERNATIONAL MINNESOTA, MINNEAPOLIS, MN	ID CODE 00010751(MC)
ART INSTITUTE OF PHOENIX, PHOENIX, AZ	ID CODE 00016228(MC)
ART INSTITUTE OF NEW YORK CITY, NEW YORK, NY	ID CODE 00016235(MC)

Dear Mr. McEachen:

The Council has reviewed the financial materials recently submitted by The Art Institute of York-Pennsylvania regarding the institutions' actual and projected revenue, primarily those derived from the enrollment of students; the costs of on-going operations; and the widening gap between the two sets of numbers.

Based on the Council's published standards, an institution must be able to demonstrate financial sustainability in order to remain in good standing with ACICS accreditation:

**3-1-203 – Financial Stability.** The financial well-being of an institution requires constant oversight by competent managers. The institution shall have adequate revenues and assets to meet its responsibilities, to ensure continuity of service, and to accomplish its mission. Budgetary practices should reflect a balanced application of resources to operations; the amount of expenses and debt must not burden the educational objectives of the institution; the proportion of the budget allocated to instructional programs must be adequate; and the financial profile of the institution must support the intent of its objectives.

In view of these expectations and pursuant to Section 2-1-808 of the *Accreditation Criteria*, the Council acted to direct the institutions, defined as the main campuses and their respective branches, to show cause at the **August 2016** meeting of the Council why its current grants of accreditation should not be withdrawn by suspension or otherwise conditioned.

In response to this action, your organization must submit the following information no later than **Thursday, June 30, 2016:**

1. A Financial Improvement Plan (FIP) worksheet completed on Council forms for the **cumulative nine months ended March 31, 2016 including cumulative, year-to-date quarterly projections for Education Management Corporation for the remainder of the 2016 fiscal year.** This should include a detailed narrative analysis of the results in comparison to the plan's projected figures and enrollment numbers.
2. A FIP worksheet completed on Council forms reporting **cumulative, year-to-date quarterly projections for Education Management Corporation for the entire 2017 fiscal year.**
3. A FIP worksheet completed on Council forms reporting the **cumulative nine months ended March 31, 2016 including cumulative, year-to-date quarterly projections for each ACICS accredited institution for the remainder of the 2016 fiscal year.** These reports must be consolidated to include the main campus and its respective branches and include a detailed narrative analysis of the results in comparison to the plans' projected figures and enrollment numbers.
4. A FIP worksheet completed on Council forms reporting **cumulative, year-to-date quarterly projections for each ACICS accredited institution for the entire 2017 fiscal year.** These reports must be consolidated to include the main campus and its respective branches.
5. A Quarterly Financial Report (QFR) completed on Council forms for the **cumulative nine months ended March 31, 2016** for 1) each ACICS accredited institution, consolidated to include each main campus and its respective branch campuses, and 2) Education Management Corporation.
6. A complete explanation of any large or unusual accounts listed on the balance sheets referred to above (e.g. non-liquid assets, notes or loans payable, trade accounts payable, tuition refunds payable, payroll taxes payable).
7. A report outlining each ACICS accredited institution's status regarding participation in Title IV funding programs which includes any actual or potential limitations, suspensions, or terminations from any Title IV funding source for whatever reason, and

- the institution's plans for dealing with any potential or actual interruption of Title IV revenues.
8. An update with regard to the following discussed in the notes to the Audited Financial Statements for the fiscal years ended June 30, 2015 and 2014:
    - a. Uncertainty as to the Company's ability to continue as a going concern discussed in Note 2 – Summary of Significant Accounting Policies.
    - b. State Attorneys General investigations discussed in note 14 – Commitments and Contingencies.
  9. A full description of the depth and breadth of the organization's efforts to mitigate incurred losses and facilitate a positive net income including, but not limited to campus closures, discontinuing programs, and operational changes.
  10. A plan for the continued operations of its campuses that includes:
    - a. A listing, by campus, of students with the student name; program of study; and expected graduation date.
    - b. An aggregate total, by campus, of the status of unearned tuition, status of refunds due, and current student account balances.
    - c. A listing, by campus including all online activity, of comparable programs offered at other institutions in case teach-out agreements or transfer arrangements are needed for students to complete their programs elsewhere.
    - d. A custodian for all permanent academic records in case of closure that includes contact information for this individual or entity and the process by which students can obtain their records.
    - e. A description of the financial resources available to ensure that students can complete their programs or receive refunds in the event that the institution does suspend or cease operations.

Also in response to this action, the following information is due no later than **Wednesday, July 20, 2016**:

A QFR completed on Council forms for the **cumulative twelve months ending June 30, 2016** for 1) each ACICS accredited institution, consolidated to include each main campus and its branch campuses, and 2) Education Management Corporation.

You must notify the Council office in writing within ten days of receipt of this notice whether you desire a personal appearance before the Council at its next meeting scheduled for **August 2016**, or whether you will show cause in writing. There is a \$5,000 fee for personal appearances before the Council and a \$2,000 fee to show cause in writing. The appropriate fee is due within ten days of

receipt of this notice. Please submit one copy of your response via email to [frc@acics.org](mailto:frc@acics.org) and ten copies via hard copy binder by the date indicated above.

Council forms can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website. Failure to provide all the requested information within the established deadline will result in a \$500 late fee.

If you have any questions regarding this action, please contact Ms. Katy Fisher at (202) 336-6842 or [kfisher@acics.org](mailto:kfisher@acics.org).

Sincerely,



Anthony S. Bieda  
Executive in Charge

- c: The Art Institute of York – Pennsylvania (main campus): [aibaaccreditation@aii.edu](mailto:aibaaccreditation@aii.edu)  
Art Institute of Fort Lauderdale (main campus): [aiflaccrreditation@aii.edu](mailto:aiflaccrreditation@aii.edu)  
The Art Institutes International Minnesota (main campus): [aimaccreditation@aii.edu](mailto:aimaccreditation@aii.edu)  
The Art Institute of New York City (main campus): [ainyaccreditation@aii.edu](mailto:ainyaccreditation@aii.edu)  
Art Institute of Phoenix (main campus): [aipxaccreditation@aii.edu](mailto:aipxaccreditation@aii.edu)  
U.S. Department of Education: [aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov)  
Arizona State Board For Private Postsecondary Education: [teri.stanfill@azppse.gov](mailto:teri.stanfill@azppse.gov)  
Commission on Postsecondary Education (Nevada): [kdwuest@cpe.state.nv.us](mailto:kdwuest@cpe.state.nv.us)  
Florida Department of Education: [Susan.Hood@fldoe.org](mailto:Susan.Hood@fldoe.org)  
Georgia Nonpublic Postsecondary Education Commission: [billc@npec.state.ga.us](mailto:billc@npec.state.ga.us)  
Idaho State Board of Education: [valerie.fenske@osbe.idaho.gov](mailto:valerie.fenske@osbe.idaho.gov)  
Indiana Commission On Proprietary Education: [rmiller@che.in.gov](mailto:rmiller@che.in.gov)  
Iowa College Student Aid Commission: [Carolyn.small@iowa.gov](mailto:Carolyn.small@iowa.gov)  
Kansas Board of Regents: [jnickoley@ksbor.org](mailto:jnickoley@ksbor.org)  
Kentucky Council On Postsecondary Education: [aaron.thompson@ky.gov](mailto:aaron.thompson@ky.gov)  
Minnesota Office of Higher Education: [betsy.talbot@state.mn.us](mailto:betsy.talbot@state.mn.us)  
Missouri Department of Higher Education: [leroy.wade@dhe.mo.gov](mailto:leroy.wade@dhe.mo.gov)  
New Mexico Higher Education Department: [Diane.Vigil@state.nm.us](mailto:Diane.Vigil@state.nm.us)  
New York State Education Department: [carole.yates@nysed.gov](mailto:carole.yates@nysed.gov)  
Ohio State Board of Career Colleges and Schools: [john.ware@scr.state.oh.us](mailto:john.ware@scr.state.oh.us)  
Oklahoma Board of Private Vocational Schools: [nhouse@obpvs.ok.gov](mailto:nhouse@obpvs.ok.gov)  
Oklahoma Career and Technology Education Board of Education:  
[Robert.Sommers@okcareertech.org](mailto:Robert.Sommers@okcareertech.org)  
Pennsylvania Division of Private Licensed Schools: [plandis@pa.gov](mailto:plandis@pa.gov)  
South Carolina Commission On Higher Education: [lgoodwin@che.sc.gov](mailto:lgoodwin@che.sc.gov)  
Texas Higher Education Coordinating Board: [cathie.maeyaert@theccb.state.tx.us](mailto:cathie.maeyaert@theccb.state.tx.us)

May 4, 2016  
Mr. Mark McEachen  
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Texas Workforce Commission: [michael.delong@twc.state.tx.us](mailto:michael.delong@twc.state.tx.us)  
Utah Dept. of Commerce: [mwinegar@utah.gov](mailto:mwinegar@utah.gov)  
Wisconsin Educational Approval Board: [Linda.Heidtman@eab.wisconsin.gov](mailto:Linda.Heidtman@eab.wisconsin.gov)  
Jeffrey S. Olszewski, Vice President of Finance: [jolszewski@acics.org](mailto:jolszewski@acics.org)