

AGENDA

Meeting of the Board for Proprietary Education

December 12, 2017
10:00 a.m. – 12:00 p.m.

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

(For Conference Call Participants)

1-877-422-1931 Conference Code: 2867447421

- I. **Call to Order – 10:00 A.M. (Eastern)**
 - Roll Call of Members and Determination of Quorum
 - Executive Director’s Report
 - Consideration of the Minutes of the September 6, 2017 Board Meeting..... 1

- II. **Business Items**
 - A. Academic Degree Programs
 - 1. American College of Education: One Post-Master’s Certificate Program via Distance Education 5
 - Ed.S. in District-Level Administration 7
 - 2. Harrison College Northwest: One Associates Degree Program .. 29
 - A.A.S. in Electronics Engineering Technology31
 - B. Policy Item
 - 1. Policy on Reapplying for Initial Institutional and Programmatic Authorization following Two Years of No Enrollment41

- III. **INFORMATION ITEM**
 - A. Calendar of Tentative Meeting Dates of the Board.....43

- IV. **DECISION ITEM**
 - OLD BUSINESS**
 - NEW BUSINESS**
 - ADJOURNMENT**

The next meeting of the Board is tentatively scheduled for **March 13, 2018, in Indianapolis, Indiana.**

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STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Tuesday, September 6, 2017

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: Kenneth Konesco, Joe Pearson, Eric Ogle, and Ken Sauer.

Members Absent: Rod Haywood, Jr

Guests Present: Michelle Barrera, Wendy Beahn, Dennis Beavers, Mark Fowler, Jeremy Johnson, Tawna Lawson, Tony Mediate, Angie Phillips, and Glenna Shelby.

It was determined that there was a quorum for the September 6, 2017 Board meeting.

CONSIDERATION OF THE MINUTES OF THE JUNE 13, 2017 BOARD MEETING

R-17-03.1 **Resolved:** That the Board for Proprietary Education hereby approve the Minutes of the June 13, 2017 regular meeting
(Motion – Konesco, second – Ogle, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Dr. Sauer began by giving an overview on the collection of data from BPE authorized institutions. All of the BPE authorized institutions must submit data to the Commission for Higher Education Data Submission System (CHEDSS). The CHEDSS fall collection will begin in September. This will be the first time BPE authorized institutions have participated in the fall collection. The collection of data is the unit records system, a record of each individual student who attended a BPE authorized institution in Fiscal Year 2017, which is the time period between July 1, 2016 and June 30, 2017. The BPE authorized institutions will submit a subset of data fields that have been collected from the public and private, non-profit institutions for many years. In December of last year, the Commission began having conference calls with institutions to discuss the data fields that would be collected. Each institution submitted a signed data share agreement. Thereafter, test file collection began in the spring of 2017. Of the BPE authorized institutions, nine successfully completed submitting test files. Those institutions were AC/C Tech, American College of Education, Chamberlain University, College of Court Reporting, DeVry University, Harrison College, International Business College, Chamberlain, Radiological Technologies University VT, and Ross Medical Education Center. An additional 6 institutions attempted to submit test files, but ultimately those files contained errors. Finally, 9 institutions did not attempt to submit test files. This was most concerning, as those institutions may have difficulty successfully submitting FY 2017 data. All BPE institutions are expected to submit data, and institutions that do not will be jeopardizing their authorization.

III. TIME – SENSITIVE ACTION ITEMS

A. Academic Degree Programs

1a. Initial Institutional Authorization of Denmark College at Merrillville.

Representing Adonis College of Nursing was: Michelle Barrera, Director of Nursing, Dennis Beavers, Owner, and Mike Fowler, Owner.

Mr. Miller presented the staff report recommending that Denmark College be granted institutional authorization.

R-17-03.2 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 – Ogle, second – Pearson, unanimously approved)

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

Representing Denmark College was: Michelle Barrera, Director of Nursing, Dennis Beavers, Owner, and Mike Fowler, Owner.

Mr. Miller presented the staff report recommending that Denmark College be granted approval to offer one Associate of Science in Nursing degree program at one location.

R-17-03.3 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 – Ogle, second – Konesco, unanimously approved)

2. Initial Institutional Authorization of Hondros College of Nursing at Indianapolis.

Representing Hondros College of Nursing was: Wendy Beahn, Accreditation and Compliance Manager, Jeremy Hoshor-Johnson, Chief Administrative Officer and Provost, Tawnya Lawson, Practical Nursing Program Dean, Tony Mediate, Chief Executive Officer, and Angie Phillips, Associate Degree in Nursing Program Dean.

Mr. Miller presented the staff report recommending that Hondros College of Nursing be granted institutional authorization with the stipulation that the program application be revised to meet the standards of the Indiana State Board of Nursing.

R-17-03.4 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 – Konesco, second – Ogle, unanimously approved)

2b. Diploma in Licensed Practical Nurse to be offered by Hondros College of Nursing.

Representing Hondros College of Nursing was: Wendy Beahn, Accreditation and Compliance Manager, Jeremy Hoshor-Johnson, Chief Administrative Officer and Provost, Tawnya Lawson, Practical Nursing Program Dean, Tony Mediate, Chief Executive Officer, and Angie Phillips, Associate Degree in Nursing Program Dean.

Mr. Miller presented the staff report recommending that Hondros College of Nursing be granted approval to offer the Diploma in Licensed Practical Nurse program at one location with the stipulation that the instructor qualification records be submitted to Board staff and that the program application be revised to meet the standards of the Indiana State Board of Nursing.

R-17-03.5 **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 – Ogle, second – Pearson, unanimously approved)

IV. INFORMATION ITEM

Dr. Sauer began by stating that the authorized institution doing business as MJS College has been deficient in three areas of required information. The Board has previously required that MJS College submit academic and financial records, documentation of progression in achieving institutional accreditation recognized by the United States Department of Education, and submission of data to the Commission for Higher Education Data Submission System (CHEDSS). As a result of failure in each of these three areas a letter has been sent that notifies the institution that a special hearing will be held on or after September 29, 2017 if the institution does not comply with the three requirements.

DECISION ITEM
OLD BUSINESS
NEW BUSINESS

There was none.

V. ADJOURNMENT

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

Dr. Ken Sauer, Chairman

Date

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BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 12, 2017

BUSINESS ITEM A-1:

American College of Education:
One Post-Master’s Certificate Program Exclusively through
Distance Education

Staff Recommendation

That the Board for Proprietary Education approve the Post-Master’s Certificate in District-Level 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 3,844 students in the fall of 2016 at American College of Education.

Degree Program Profile

*Post-Master’s Certificate in
District-Level Administration*

This program consists of 34 semester credit hours, with 100 percent of the courses in the specialty. The faculty consists of 11 individuals, of whom three are full-time and the remaining eight 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)

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

Name of Institution: American College of Education

Program name and Suggested CIP Code: Ed.S. in District-Level Administration 13.0411 (Level 08)

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

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

Telephone Number: 317-829-9427

Date the Form was Prepared: October 12, 2017
(Revise date after any revision)

Application Type: Initial or Renewal

I. PROGRAM OBJECTIVES:

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

The Ed.S. in District-Level Administration provides a theory-to-practice approach for specialized study in district-level school leadership at the post-master's level for those seeking advanced credentials. The degree emphasizes the development of the knowledge, skills, and competencies required for transformative, district-level leaders and administrators who are able to address the changes occurring in P-12 school systems and the scope and nature of modern education. Included within the degree are relevant field-based experiences; action research; seminars specific to the district-level position and responsibilities; mentor-supervised internship or clinical experiences embedded in six core courses, and a culminating Capstone Experience resulting in an original contribution to the field. Pending approval of The Indiana Department of Education, the program will lead to Indiana's P-12 district-level administrator's licensure. Seminar and Capstone courses address specific district-level positions, including superintendent and curriculum and instruction director.

According to the Indiana Department of Educations' list of approved educator preparation programs and approved online programs there are seven other institutions in the State of Indiana which offer an approved post-masters education specialist or doctorate program that will lead to Indiana's P-12 district-level administrator's license. Of those seven institutions, only three offer the path to a curriculum and instruction director and only four institutions offer an approved education specialist or doctorate program in an on-line format with the others offering a blended or resident program experience.

American College of Educations' online Ed.S. in District-Level Administration program effectively aligns with the Indiana Content Standards for Educators- School Leader District Level, and provides the structural foundation to support Indiana licensure requirements for individuals seeking to become district-level leaders, including superintendents or directors of curriculum and instruction.

Program Outcomes

1. Develop, implement, and monitor shared vision, mission, and core values supporting a P-12 culture of achievement and continuous, sustainable district and school improvement
2. Demonstrate competencies of a district instructional leader by employing evidence-based strategies, including systems of learning and instruction, high-quality professional development, and intellectual processes to support principals, teachers, and staff as they strengthen curricula, content delivery, instructional effectiveness, and assessment for all students.
3. Engage all key stakeholders in collaborative, meaningful work to achieve transformative results in student engagement and achievement and district-wide continuous improvement.
4. Structure and manage an educationally enriched, technology-enhanced, inclusive, safe, caring, and healthy district and school culture that promotes equitable access and treatment, culturally and individually responsive practices, and coherent systems of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of student needs.
5. Leverage organizational, operational, and human/fiscal resource administrative skills to drive improvements in building leader effectiveness, including professional development; desired educational outcomes, and overall district and school success.
6. Practice and model ethical decision-making skills to include equitable considerations, valid data gathering, various reporting measures, and consequence analyses concerning personnel and other issues impacting district environments.

7. Promote the building of relationships by modeling professional norms, ethical behaviors, responsible actions, and essential educational values that promote equity, social justice, fairness, and respect among all diverse district stakeholders.
8. Demonstrate shared decision making and an effective communication network through various media modes and accessibility for the purpose of establishing and maintaining positive community/district relationships and providing an overall context in which decisions are made in the service of student learning and development.
9. Apply legal and social principles in an institutional framework to enrich the district's climate, culture, and diverse learning infrastructure, including an emphasis on civic and global learning.
10. Engage in professional learning activities and research to serve as an advocate for district needs and priorities and to remain current on best practices in the field; local, state, and national decision making; school board relations and district governance; and compliance with policy, laws, and regulations.

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: Ed.S. in District-Level Administration

Total Course Hours: 34

Check one: Quarter Hours
 Semester Hours
 Clock Hours

Tuition: \$10,404 + Estimated Fees \$1,270=Total \$11,674 Length of Program: 18-24 Months

Specialty Courses

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
LEAD6001	Introduction to Advanced Studies (initial course)	1
RES6403	Action Research for Leaders	3
LEAD6473	Administration of District and School Personnel	3
LEAD6413	Establishing a Culture of Success	3
LEAD6423	District Management	3
LEAD6433	Seminar in Superintendency*/ or	3
LEAD6443	Seminar in Curriculum and Instruction*	
LEAD6453	Capstone in Superintendency*/ or	3
LEAD6463	Capstone in Curriculum and Instruction*	
LEAD6483	Curriculum, Instruction, and Assessment for Leaders	3
LEAD6283	Instructional Leadership	3
LEAD6313	The Art of Decision Making	3
LEAD6113	Ethical Leadership and Social Justice	3
LEAD6323	Organizational Behavior and Culture	3
		34

*Seminar and Capstone courses address specific district-level positions, including superintendent and curriculum and instruction director.

General Courses

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
Not Applicable	Not Applicable	N/A

General Education Courses

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
Not Applicable	Not Applicable	N/A

Number of Credit /Clock Hrs. in Specialty Courses	<u>34</u> / <u>N/A</u>	Percentage <u>100 %</u>
Number of Credit/Clock Hrs. in General Courses If applicable:	<u>N/A</u> / <u>N/A</u>	Percentage <u>0%</u>
Number of Credit /Clock Hrs. in Liberal Arts Courses	<u>N/A</u> / <u>N/A</u>	Percentage <u>0 %</u>

Course Descriptions

Course Number	Course Name	Credits	Description
	District Leadership Courses	CR	Description
LEAD6283	Instructional Leadership	3	This course focuses on the improvement of curriculum, instruction, and student achievement throughout diverse school and organizational settings. To make these improvements, leaders must first develop the skill set and knowledge base necessary to build leadership capacity among staff members. Instructional leaders can then collaboratively set learner-centered goals to promote higher levels of student progress, achievement, and post-secondary and college and career readiness.
LEAD6313	The Art of Decision Making	3	Success is attributed to effective decision making, a skill required for professional and personal reasons. An essential ability required by leaders, decision making is a process which identifies critical elements of a choice to determine a course of action. The focus for this course considers ways decisions are made and how these techniques can be evaluated to improve outcomes. Specifically, the course addresses the development of skills to efficiently and consistently make informed decisions using data to maintain awareness of organizational needs, demographics, and performance levels. The role of collaboration in decision making is also a major focus.
LEAD6413	Establishing a Culture of Success	3	Students explore strategies to develop and sustain a positive educational culture by modeling personal, professional, and ethical behavior to promote building of student and adult relationships and the achievement of transformative results in PK-12 districts.
LEAD6423	District Management	3	This course enables students to gain valuable insight, knowledge, and skill sets for strategically and effectively managing PK-12 school districts, demonstrating organizational and operational leadership and resource management.
LEAD6433*	Seminar in Superintendency*	3	This course provides students with the opportunity to apply theory, pedagogy, culture, and best practices for district-level administration from the perspective of a superintendent. Through an application-based learning environment, students gain knowledge of specific critical issues facing district-level administrators and their districts. Topics include vision, mission, climate, culture, managing human capital, and qualities of effective teachers and administrators in diverse PK-12 learning environments.
LEAD6443*	Seminar in Curriculum and Instruction*	3	This course provides students with the opportunity to apply theory, pedagogy, culture, and best practices for district-level administration from the perspective of a curriculum and instruction director. Through an application based learning environment students gain knowledge of specific critical issues facing district-level school administrators and their districts. Topics include vision, mission, climate, culture, managing human capital, qualities of effective teachers and administrators in diverse K-12 learning environments.
LEAD6453*	Capstone in Superintendency *	3	This course is designed for superintendent candidates to demonstrate and document the impact of their district-level administrator knowledge and competencies gained throughout and as a result of the Educational Specialist in Leadership program.

LEAD6463*	Capstone in Curriculum and Instruction*	3	This course is designed for curriculum and instruction director candidates to demonstrate and document the impact of their district-level administrator knowledge and competencies gained throughout and as a result of the Educational Specialist in Leadership program.
LEAD6473	Administration of District and School Personnel	3	This course enables future school district leaders to enhance their skill sets in managing human capital and maximizing all available district human resources, including teachers, staff, and district personnel, in a manner that is aligned to district vision, mission, and goals, and, ultimately, supports student achievement.
LEAD6483	Curriculum, Instruction, and Assessment for Leaders	3	This course prepares district-level administrators to guide the development, alignment, and implementation of essential curricula, instruction, and assessment to meet the needs of diverse learners in a changing world. Emphasis is on curricular design and essential content, including reading and the new literacies; differentiated instruction, technology integration, civic and global awareness, and trends and issues impacting the effectiveness of PK-12 education today.
	Total District Leadership Course Credits	24*	* (seminar/capstone are options depending on focus)
	Additional Courses for Ed.S. in District-Level Administration	CR	Description
LEAD6001	Introduction to Advanced Studies (initial course)	1	Students will undertake an examination of the rigors of advanced graduate study and reflect on personal strengths and challenges at the start of their program. Topics include: identity as scholar-practitioner, models of inquiry, self-assessment, and professional goals.
LEAD6113	Ethical Leadership and Social Justice	3	The course focus is on theory, research, and practices related to ethical administration. Students will assess ethical decision making and implications for policy.
LEAD6323	Organizational Behavior and Culture	3	This course examines how structure, values, and behavior impact an organization and its culture. Students analyze how leadership theories can be integrated and applied into advanced leadership roles.
RES6403	Action Research for Leaders	3	This course engages students in the action research process by providing opportunities to select relevant topics; collect analyze, and display data; apply data in evidence-based decision making, and communicate findings to stakeholders. Students evaluate the role of action research as a vital tool to improve organizational operations and activities.
	Total Additional Course Credits total	10	
	TOTAL	34	

III. Library

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

1. Location of library: Hours of student access; Part-time, full-time librarian/staff:
The ACE library is online with no single location. Students have access to the library 24 hours a day, 7 days a week.

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

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

2. Number of volumes of professional material:

EBSCO Discovery Service

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

E-Journals

Academic Search Complete

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

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

Business Source Complete

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

- Produced by: EBSCO
- Vendor: EBSCO

Coverage: 2000 peer-reviewed journals; 900+ books; 3625 SWOT analyses; 57 faculty seminar videos; 900+ case studies

Child Development & Adolescent Studies

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

- 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

CINAHL Complete

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

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

CultureGrams Online Database

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

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

Education Abstracts/Full-Text

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

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

Education Source

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

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

Education Week

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

Educational Administration Abstracts

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

Educational Administration Quarterly

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

Google Scholar

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

- Produced by: Google
- Vendor: www.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

Health Management

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

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

JSTOR Current Education Collection

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

Library, Information Science & Technology Abstracts (LISTA) with Full Text

LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses and pamphlets.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 735+ Journals; 30+ eBooks, monographs, conference papers, and pamphlets
- Full-text: 330+ journals

MEDLINE Complete

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

- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Coverage: 5,600 biomedical journals
- Full-text: 2,300+ journals

OVID Nursing Full Text Plus journals

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

- Producer: Wolters Kluwer
- Vendor: OVID
- Coverage: 51 journals
- Full-text: 51 journal.

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 ERICDescriptors:

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

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

Mental Measurements Yearbook including Tests in Print

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

Tests in Print (TIP)

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

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

E-Books

Academic Search Complete

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

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

Business Source Complete

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

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

eBook Central

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 1 eBook
- Full-text: 1 eBook

Education Source

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

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

EBooks (EBSCOhost)

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

- Producer: EBSCO
- Vendor: EBSCO
- Coverage: 3,542 eBooks (90 Education-related e-books)
- Full-text: Yes

Health Management

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

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

Library, Information Science & Technology Abstracts with Full Text

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

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

ProQuest Dissertations & Theses Full Text – Volume A

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

3. Number of professional periodicals subscribed to:

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

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

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

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

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

	11		3		8
Total # of Faculty in the Program:		Full-time:		Part-time:	
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
Ausburn, Jerry	Ed.D. in Educational Administration, Texas A&M University, 2010 Superintendent Certification (TX) Exp: 07/31/18	25	3	1	X	
Dodge-Clay, Kathy	Ed.D. in Educational Administration, Texas A&M University, 1994	19	1	17		X
Donaldson, Audrey	Ed.D. in Educational Leadership Nova Southeastern University, 1997	19	6	5	X	
Gonzalez, Michael	Ed.D. in Educational Administration, Lamar University, 2013	20	1	1		X
Herring, Richard	Ph.D. in Educational Human Resource Development, Texas A&M University, 1994	37	3	8		X

Howard-Scwhind, Michelle	Ph.D. in Educational Administration, University of North Texas, 2010 Superintendent Certification (TX) Exp: 02/28/19	17	7	0		X
Johnston, Jason	Ed.D. in Educational Administration, Texas A&M University-Commerce, 2013	11	7	0		X
O'Mara, Jacqueline	Ed.D. in Administrator Leadership for Teaching and Learning, Walden University, 2012 Superintendent License (OH) Exp: 06/30/20	16	1	0	X	
Ratliff, Karen	Ed.D. in Educational Leadership with a Specialization in C&I University of Phoenix, 2010	15	7	11		X
Sloan, Brian	Ph.D. in Educational Leadership, Purdue University, 2007 Superintendent All schools (IN) Exp: 06/18/18	18	1	0		X
Weischadle, David	Ed.D. in Education, Curriculum theory and Development Rutgers University, 1970	35	0	35		X

Supplementary Information on Licensure, Certification, and Accreditation

Institution: American College of Education
Degree Program: Ed.S. in District-Level 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? **Yes**

If so, please identify
Superintendent P-12-(040) School Administrator—District Level

The specific license(s) needed:
Superintendent P-12

The State agency issuing the license(s):
Indiana Department of Education; The College is in the process of applying for licensure. This program will not be launched to students until IDOE approves it for licensure in Indiana.

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Professional Certification

What are the professional certifications that exist for graduates of similar program(s)?
The program does not lead to professional certification but does lead to district level superintendent licensure as described above.

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

If so, please identify
Each specific professional certification:
The national organization issuing each certification:
Not applicable

Please explain the rationale for choosing each professional certification:
Not applicable

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

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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):

Indiana Content Standards for Educators- School Leader District Level

The School District Leader standards reflect the most current research on effective educational leadership and advance a new and powerful vision of superintendent effectiveness. The standards define those skills and abilities that district leaders must possess to produce greater levels of success for all students. Bringing significant improvement to student achievement and building leader effectiveness requires an unapologetic focus on the superintendent's role as driver of student growth and achievement. The standards provide a basis for professional preparation, growth, and accountability. However, the standards should not be viewed as ends in themselves; rather, they provide clarity for district leaders about the actions they are expected to take in order to drive student achievement and building leader effectiveness outcomes.

National Educational Leadership Preparation Standards (NELP)

The NELP standards address changes in the educational leadership field and respond to input from practitioners and policy leaders. In developing the NELP standards, the committee reviewed research on the preparation and practice of educational leaders and consulted with NPBEA member organizations, practicing school and district leaders, state education officials, researchers, higher-education leaders and faculty, and other policy-oriented constituents. Two other sources were highly influential in the development of the NELP standards: the 2015 Professional Standards for Educational Leadership (PSEL), and 2) CAEP requirements for Specialty Professional Association (SPA) standards.

Due to the important role that the new PSEL and CAEP SPA requirements played in the development of the NELP Standards, the committee's work involved a number of significant design challenges. First, the committee worked to identify the appropriate developmental level at which to articulate preparation standards. Because the NELP standards are designed for preparation programs, they needed to reflect expectations for novice leaders, individuals who just completed a leadership preparation program. Second, the committee needed to articulate a set of standards specifically for the work of novice building level leaders and another set of standards for novice district level leaders. Third, because the NELP Standards will be used for accreditation by the Council for the Accreditation of Educator Preparation (CAEP), the number of standards was limited to seven. To align the NELP standards to PSEL, the committee needed to transform the 10 PSEL standards into seven NELP standards. Similarly, limitations on the number of elements that can appear in CAEP SPA standards required that the 83 PSEL elements be reduced to 28 elements.

Several other CAEP requirements for the review of specialty areas presented additional design challenges. For example, the NELP standards needed to be written so that each concept in an element appeared in the language of the standard. Additionally, each standard and element had to be both measurable and based on research. While the PSEL standards were developed using three sources of information (field knowledge, research and core educational values), the NELP standards are firmly rooted in empirical research. Finally, CAEP allows an eighth standard for specialty areas that is focused on the clinical experiences. As a result, both the NELP building and district level standards include an eighth standard that articulates expectations concerning a substantive and high quality educational leadership internship.

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

Indiana Content Standards for Educators emanate from the Indiana Department of Education.

NELP standards emanate from the Council for Accreditation of Educator Preparation (CAEP) Specialized Professional Associations (SPA's). SPA's define content-area standards for programs.

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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?

Programmatic accreditation is not required in Indiana, however the college plans to seek programmatic accreditation upon full approval from BPE and IDOE.

If so, please identify the specialized accrediting agency:

The national programmatic accreditation the college will seek for the program will be through Council for Accreditation of Educator Preparation (CAEP) at the College's next CAEP review.

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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:

Not applicable

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

Not applicable

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

Not applicable

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Job Titles

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

- Superintendent
- School Superintendent in public or private schools (P-12)
- Director of Curriculum and Instruction

1. What is the digital format of student transcripts?
Student transcripts are stored in CampusNexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Transcripts on Demand.
2. Is the institution using proprietary software, if so what is the name? Not applicable
3. Submit a sample student transcript. Attachment 1

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Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? Yes
 - If not what is the percentage of student transcripts in a digital format? Not Applicable
 - What is the beginning year of digitized student transcripts? 2005
 - Are student transcripts stored separately from the overall student records? No, they are stored within the student information system, in another module within the SIS.
2. How are the digital student records stored?
All digital records are stored within CampusNexus, the student information system.
 - Where is the computer server located?
The main server is located at ACE’s main office in Indianapolis, IN. The back-up server is located offsite in Carmel, IN.
 - What is the name of the system that stores the digital records? Campus Nexus
3. Where are the paper student records located? Not Applicable
4. What is the beginning year of the institutional student record series? 2005
5. What is the estimated number of digital student records held by the institution? 27,300
6. What is the estimated number of paper student records held by the institution?
ACE does not maintain paper records. Student records are stored electronically. If the school receives paper records from a student, they are uploaded into the SIS and held for a period of 30 days. After 30 days they are destroyed pursuant to College policy.
7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
 - If so, what is the most significant format? N/A
 - If so, what is the estimated number of student records maintained in that format? N/A
8. Does the institution maintain a staff position that has overall responsibility and authority

over student records? **Yes**

- If so, what is the name, title, and contact information for that individual?
Stephanie Hinshaw,
Assistant Provost/VP of Student Operations
stephanie.hinshaw@ace.edu
317-829-9385

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

Yes, ACE has contracted with Transcripts on Demand. <https://iwantmytranscript.com/>

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

All Institutions

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

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BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 12, 2017

BUSINESS ITEM A-2:

Harrison College: One Associate's Degree Program at One Location

Staff Recommendation

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

Background

Institution Profile

Harrison College was formerly nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). Harrison College formally ended accreditation with ACICS on February 28, 2017. Harrison College is now accredited by the Accrediting Bureau of Health Education Schools (ABHES). The institution obtained initial accreditation in August of this year.

The institution has nine campuses in Indiana: Anderson, Columbus, Evansville, Fort Wayne, Indianapolis, Indianapolis East, Lafayette, Northwest, and Terre Haute. The National Center for Education Statistics (NCES) lists a total enrollment of 2,730 students in the fall of 2016 at the Indianapolis campus. NCES lists student enrollment data as zero for the eight other Harrison College campuses in Indiana.

Degree Program Profiles

Associate of Applied Science (A.A.S) in Electronics Engineering Technology at (Indianapolis) Northwest

This program consists of 90 quarter credit hours, with 73% of the courses in the specialty. The (Indianapolis) Northwest program faculty consists of 4 individuals, of whom 3 are full time, and the remaining individual is part-time. Of the 4 individuals, 1 has a doctoral degree and 3 have a master's degree.

Supporting Documents

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 Harrison College (Indianapolis Northwest)

Program name and
Suggested CIP Code: Electronics Engineering Technology 15.0303

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

Name of Person Preparing this Form Kristen Revall

Telephone Number 317-447-6893 Application Type

Date the Form was Prepared 10/2/2017 X 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.

This program exposes students to a variety of fundamental skills utilized in entry-level electrical and electronics technician positions. Students are exposed to the theory of various electronics and electrical circuitry in a laboratory environment.

Program Objectives

Upon graduation, students will be able to:

1. Troubleshoot DC, AC, solid state, digital, and integrated circuits using test equipment and software simulations.
2. Apply various signal techniques to transmit and receive information in electronic communication systems.
3. Program and interface with a microcontroller to operate various devices, including liquid crystal displays and stepper motors.
4. Develop control systems using a programmable logic controller to interface with input and output devices.
5. Describe the operating system and physical components of a computer, including input and output devices.
6. Troubleshoot common network problems using industry-standard techniques and analysis tools.

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: _____ Electronics Engineering Technology

Total Course Hours: 90 Check one: Quarter Hours X
 _____ Semester Hours _____
 _____ Clock Hours _____

Tuition : \$28,350 Length of Program: 24 months

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ITS1500	Computer Systems and Emerging Technologies	4
ITS1000	Introduction to Technical Computer Concepts	4
ELT1150	DC Electronics	4
ELT1450	AC Electronics	4
ITS1505	Computer Systems and Emerging Technologies II	4
ELT2150	Electronic Devices I	4
ELT1555	Networking for Electronics	4
ELT2450	Electronic Devices II	4
ELT2550	Digital Electronics I	4
ELT2900	Microprocessors	4
ITS2300	Strategies and Ethics for the IT Professional	4
ELT2950	Control Systems	4
GS1000	Success Strategies	6
ELT2750	Electronic Communication Systems I	4
ELT2850	Digital Electronics II	4
ELT1560	Introduction to C Programming	4

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
MAT1500	Introductory Algebra	4
MAT2000	College Algebra	4
COM1050	Composition I	4
PSY1060	Psychology	4
PHS2500	Physics	4
ELT2500	Electronics Math	4

GENERAL EDUCATION / LIBERAL ARTS COURSES:

2017-09-07

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>

Number of Credit/Clock Hrs. in Specialty Courses: 66 / 90 Percentage: 73.3%

Number of Credit/Clock Hrs. in General Courses: 24 / 90 Percentage: 26.7%

If applicable:

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

2017-09-07

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:

Location: The Library is located on the ground floor of the Indianapolis Northwest campus facing the main front desk. All Harrison College students can also retrieve library resources and services from the Harrison website from any Internet-connected device. The Harrison Library website is: www.harrison.edu/library. This site includes links to a catalog that contains over 50,000 full-text eBooks, as well as citations for traditional print materials located at any of Harrison’s campuses and institutions state-wide.

Hours: Monday through Thursday 7AM-9PM, Friday 8AM-4PM
In addition, a LIVE online chat reference service is available during normal hours.

Staff: Thirteen library-trained staff and faculty, as well as access to five full-time professional librarians around the state of Indiana and the region who participate in the aforementioned live chat reference.

2. Number of volumes of professional material:

There are currently over 500 print volumes in the NW Campus location. Students also have access to items collected at 10 other Harrison College campus libraries, as well as over 50,000 full-text eBook titles, and additional resources through our Interlibrary Loan service from other institutions.

3. Number of professional periodicals subscribed to:

Currently, there are 15 professional subscriptions available in the library along with thousands of full-text periodicals available electronically through various database subscriptions, including: EBSCO, ProQuest, LexisNexis, and Gale.

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

The Pike Branch of the Indianapolis Marion County Public Library is located 3.9 miles from the NW Campus. There are 20 other branches of IMCPL as well as the Main Branch located downtown Indianapolis. This system also has an online catalog and databases available to cardholders.

The Hussey-Mayfield Public Library in Zionsville is located 2.5 miles away, just north of the NW campus.

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

Total # of Faculty in the Program:	4	Full-time:	3	Part-time:	1
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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
Bailey, William C	PhD	20	0	19	X	
Lowry, Michael J	MS	35	0	10	X	
Perry, Joshua M	MS	13	0	6	X	
Shivani, Jagdesh K	MS	15	0	3		X

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

Supplementary Information on Licensure, Certification, and Accreditation

Institution: Harrison College
Degree Program: Electronics Engineering Technology
Locations: Indianapolis Northwest

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, graduates of this program do not need to be licensed by the State to practice their profession in Indiana.

If so, please identify

The specific license(s) needed: N/A

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

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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?

2017-09-07

CompTIA A+ - Students are eligible to sit for this certification once they have successfully completed ITS1500 and ITS1505. This certification is issued by CompTIA. The rationale for choosing this certification is that CompTIA is a gold-standard, national organization that employers recognize. Our students will be well-prepared for this exam and will benefit from obtaining this certification by showing employers that they have mastered the basic IT concepts found within a CompTIA A+ certification.

Other possible certifications that students could obtain after graduating from this program include the Apprentice Electronics Technician (APP) and the Electronics Modules (EM1-5). These professional certifications are issued through Electronics Technicians Association (ETA) International. The rationale for choosing these certifications is that ETA is an internationally-recognized association that employers recognize. These certifications will show employers that our students are well-prepared and competent in entry-level electronics concepts. Our ELT course code courses will lead to these ETA professional certifications.

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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:

Yes, the curriculum was created by Subject Matter Experts in the field of electronics who follow industry standards. Many ELT courses follow the same standards that Electronics Technicians Association (ETA) follows as they are the industry leader in the field. The best practices we followed from ETA are focused around Direct Current (DC), Alternating Current (AC), Analog and Digital concepts.

The ITS1500 and ITS1505 courses follow standards from the CompTIA organization.

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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, this program does not require specialized accreditation for licensure.

If so, please identify the specialized accrediting agency:

N/A

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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?

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:

This program offers graduates an opportunity to develop knowledge and skills that can help them pursue careers in a variety of entry-level electrical and electronics engineering technology positions, such as electronics technician, service technician, telecommunications technician and engineering technician.

- 1. What is the digital format of student transcripts?**
Student transcripts are digitally contained in a PDF file.
- 2. Is the institution using proprietary software, if so what is the name?**
The institution utilizes proprietary software, CampusNexus, for the storage of student records and transcripts.
- 3. Submit a sample student transcript.**
Please see sample student transcript enclosed with this application.

Student Records

Institutions that have Previously Operated

- 1. Are all student transcripts in a digital format?**
Student files maintained on campus are stored in lockable fire proof filing cabinets. Student transcripts are also maintained in our administrative software system, CampusNexus. Access to the administrative software system is limited to position and requires utilization of a password. The CampusNexus database is backed up nightly to an off-site location. Some older student records have been imaged and retained on a federally compliant storage medium online and backed up nightly.

2017-09-07

- **If not what is the percentage of student transcripts in a digital format?**
N/A
- **What is the beginning year of digitized student transcripts?**
The beginning year of digitized student transcripts is 1987.
- **Are student transcripts stored separately from the overall student records?**
All student transcripts and overall student records are now stored electronically in CampusNexus.

2. How are the digital student records stored?

- **Where is the computer server located?**
The computer server is located at 550 East Washington Street, Indianapolis, IN 46204, on the third floor.
- **What is the name of the system that stores digital records?**
The system that stores digital records for the College is CampusNexus.

3. Where are the paper student records located?

Each individual Harrison College campus houses their own student records in a lockable, fireproof cabinet. Historical records are stored at a local, offsite facility.

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

The student record series began in 1987.

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

Harrison College's roots date back to 1902 and its founding as Marion Business College. Today, Harrison College holds paper student records for approximately 273,000 students.

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

Harrison College holds digital student records for approximately 97,000 students.

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

No, the College only maintains digital and paper student records.

- **If so, what is the most significant format?**
N/A
- **If so, what is the estimated number of student records maintained in that format?**
N/A

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

- **If so, what is the name, title, and contact information for that individual?**
Sherri Parker, Senior Vice President of Academics, has the overall responsibility and authority over student records for the College.

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

Yes, the College uses Transcripts on Demand and eScript Services through Credential Solutions to digitize, maintain and service student records.

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

The College usually receives about 3-5 request for student records or verification of attendance per day for approximately 18-22 requests per week.

All institutions

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

N/A

2017-09-07

BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 12, 2017

BUSINESS ITEM B-1:

Policy on Reapplying for Initial Institutional and Programmatic Authorization following Two Years of No Enrollment

Staff Recommendation

That the Board for Proprietary Education adopt the *Policy on Reapplying for Initial Institutional and Programmatic Authorization following Two Years of No Enrollment*.

Background

Securing a physical facility and identifying instructors may occur before or after initial institutional and programmatic authorization is granted by the Indiana Board for Proprietary Education. Recruitment of students may only commence after the Board has granted institutional and programmatic authorization. Likewise, institutional and programmatic accreditation can only be granted by an accrediting agency recognized by the United States Department of Education after the Indiana Board for Proprietary Education has granted institutional and programmatic authorization.

This proposed policy is consistent with survey results of emerging practices among state authorization agencies.

Policy on Reapplying for Initial Institutional and Programmatic Authorization following Two Years of No Enrollment

If an institution has enrolled no students in at least one of the institutions programs over two academic years or the equivalent, the institution will need to reapply for initial institutional and programmatic authorization.

Supporting Documents

None.

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BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 12, 2017

INFORMATION ITEM A:

Calendar of Tentative Meeting Dates of the Board

Staff Recommendation

For information only.

Background

The following is a tentative schedule of dates for the 2018 Board for Proprietary Education Business Meetings:

Tuesday, March 13, 2018	10:00 am - 12:30 pm
Tuesday, June 12, 2018	10:00 am - 12:30 pm
Tuesday, September 11, 2018	10:00 am - 12:30 pm
Tuesday, December 11, 2018	10:00 am - 12:30 pm

Supporting Documents

None.