



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Tuesday, June 16, 2020

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www.che.in.gov

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AGENDA

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

June 16, 2020
10:00 A.M. – 12:00 P.M.

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I. Call to Order – 10:00 A.M. (Eastern)	
Roll Call of Members and Determination of Quorum	
Executive Director’s Report	
Consideration of the Minutes of the March 3, 2020 Board Meeting.....	1
II. Decision Items	
A. Initial Program Application	
1. ALR Educational Health Services: Institutional Authorization and One Certificate Program at One Location	
Institutional Profile.....	3
Program Profile.....	5
ALR Educational Health Services Application for Institutional Authorization.....	7
Certificate in Licensed Practical Nursing.....	9
B. Academic Degree Program	
1. American College of Education: One Master’s Degree Program Offered Through Distance Education	
Institutional Profile.....	23
Program Profile.....	25
M.S. in Health Informatics.....	27
III. Information Item	
A. Student Transcript Audit	
Student Transcript Audit Outline.....	49
Student Transcript Audit Results.....	51
DeVry University.....	53
Fortis College.....	63
AC/C Tech.....	73
OLD BUSINESS	
NEW BUSINESS	
ADJOURNMENT	

The next meeting of the Board is tentatively scheduled for **September 16, 2020, in Indianapolis, Indiana.**

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STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Tuesday, March 3, 2020

I. CALL TO ORDER

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Scott Bogan, Rod Haywood, Jr., Joe Pearson, Jean Putnam, Ken Sauer and Anne Shane.

Members by Phone: None

Members Absent: Ken Konesco

Guests Present: Jeff Biltz, Betsy Datema, Michael Dubaneqicz, and Crystal Stancell.

It was determined that there was a quorum for the March 3, 2020 Board meeting.

CONSIDERATION OF THE MINUTES OF THE DECEMBER 11, 2019 BOARD MEETING

R-20-01.1 **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the December 11, 2019 regular meeting (Motion – Pearson, second – Shane, abstain - Bogan)

II. EXECUTIVE DIRECTOR'S REPORT

Dr. Ken Sauer began by welcoming Board members. He introduced the topic of the on-going student transcript analysis. The Commission is contracting with Dr. April Hay, Registrar for Indiana State University. Dr. Hay is familiar with Commission work, as she is also involved in several initiatives such as the Comprehensive Learner Record. Dr. Hay is doing a very thorough audit and has asked the Commission follow-up questions to which each of the institutions has responded.

The Commission is still awaiting the student transcript key/legend from several institutions which will be part of the audit. Student transcripts have been collected and placed in a data file for Dr. Hay to review. For some institutions the data file contains two decades of student transcripts. When the audit transcript is complete, some institutions may not have met the high standards of the American Association of Collegiate Registrars and Admissions Officers (ACCRAO). The Board will need to consider what actions need to be taken and how much time institutions need to correct student transcript processes.

Ross Miller reported that International Business College at Fort Wayne has completed an orderly teach-out. Student transcripts have been deposited with the Indiana Archives and Records Administration (IARA) for future transcript requests.

III. TIME – SENSITIVE ACTION ITEM

A. Academic Degree Program

1. Associate of Science in Radiological Science, and Bachelor of Science in Integrative Health and Lifestyle Medicine to be offered by John Patrick University of Health and Applied Science.

Representing American College of Education were: Betsy Datema, Director of Administrative Services; Michael Dubaneqicz, School of Nutritional Health Dean; and Crystal Stancell, Medical Dosimetry Programs Educational Coordinator.

Ross Miller presented the staff report recommending that John Patrick University of Health and Applied Sciences be granted approval to offer one associate’s degree program and one baccalaureate degree program at one location.

R-20-01.02 **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 – Haywood, second – Pearson, unanimously approved)

IV. INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS

There was none.

VI. ADJOURNMENT

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

Dr. Ken Sauer, Chairman

Date

Institutional Profile for ALR Educational Health Services

Background In December 2018 the Board considered ALR Educational Health Services' institutional authorization and a request to offer the Certificate in Licensed Practical Nursing at Mishawaka. The Board declined institutional and program authorization. A new program proposal has been submitted for consideration by the Board.

ALR Educational Health Services was "accredited" by the Office for Career and Technical Schools (OCTS) until October 2018. Accreditation was voluntarily withdrawn in December 2018. The institution continues to operate programs that do not require the regulation of OCTS because training is offered to employees of a company as opposed to the general public. Some programs do require the approval of the Indiana State Department of Health (ISDH). These ISDH regulated programs include Qualified Medication Aide/Insulin, Certified Nursing Assistant, and Patient Care Attendant.

ALR Educational Health Services operated non-nursing programs at Orlando, Florida from 2013-2016; during that time the institution was regulated by the Florida Board of Nursing and the Florida Department of Education.

Institutional Control Private, for-profit institution

Institutional Accreditation Ms. Ayana Redding, CEO of ALR Educational Health Services, submitted a detailed timeline for seeking institutional accreditation with the Accrediting Bureau of Health Educational Schools (ABHES). Ms. Redding was awarded an ABHES Accreditation Workshop Certificate of Completion in September 2019. As stated in the timeline for seeking accreditation, Ms. Redding intends to submit an *Application for Institutional Accreditation* to ABHES by January 30, 2021. Thereafter, she will submit the draft Self Evaluation Report (SER) to ABHES by November 21, 2021. A preliminary ABHES site visit may occur between February and April 2022. The final SER must be submitted by May 1, 2022. An ABHES on-site team visitation would occur between August and November 2022. ABHES accreditation could be granted at its January 2023 meeting.

Participation in Student Financial Aid Students who are attending ALR Educational Health Services at Elkhart, La Porte, Mishawaka or South Bend are not eligible to receive Title IV federal financial aid. ALR Educational Health Services participates in Workforce Innovation and Opportunity Act (WIOA) funding for some, but not all, programs.

Enrollment ALR Educational Health Services does not currently submit data to the National Center for Education Statistics (NCES). ALR Educational Health Services reported having enrolled 60 students in calendar year 2019.

Programs ALR Educational Health Services offers programs at the certificate level. Programs range from various medication aide training to one-on-one personal care. All programs offered are in the field of allied health, specifically in-home care. Unique to ALR Educational Health Services is that many programs include on-site clinical experience through the related company, ALR Adult Care Services.

Financial Responsibility Composite Score (FRCS) ALR Educational Health Services does not currently submit audited financials to the U.S. DOE and thus does not have a FRCS.

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BOARD FOR PROPRIETARY EDUCATION

Tuesday, June 16, 2020

BUSINESS ITEM A-1:	<u>ALR Educational Health Services: Institutional Authorization and One Certificate Program at One Location</u>
Institutional Profile	See Attachment
Staff Recommendation	That the Board for Proprietary Education grant ALR Educational Health Services institutional authorization and approve with stipulations the Certificate in Licensed Practical Nursing in accordance with the background discussion in this agenda item and the Application for Degree Approval.
Background	<u>Certificate Program Profile</u> <i>Certificate in Licensed Practical Nursing at Mishawaka</i> This program consists of 770 clock hours, with 84 percent of the courses in the specialty. The program faculty consists of three individuals, of whom all are full-time. Of the three individuals, two have a doctoral degree, and one has a master’s degree.
Clinical Site Agreements	American Senior Communities signed March 20, 2020 Brentwood at LaPorte signed September 19, 2018 Oaklawn Psychiatric Center signed February 11, 2020 Tanglewood Trace signed September 19, 2018
Stipulations	Submission of official transcripts for the highest degree earned of each instructor. Submission of updates on each of the accreditation milestones indicated in the accreditation section of the institutional profile. Including an explanation if the milestone is not met by the date indicated. Submission of an Audit Review performed by a Certified Public Accountant (C.P.A.).
Supporting Documents	Certificate Application

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

Application for Initial Institutional Authorization

1. Name of Institution: **ALR Educational Health Services Inc.**
2. Address of campus: **1638 E Day Rd Mishawaka, IN 46545**
3. The institution is accredited by or seeking accreditation from: **Office of Career and Technical Schools [OTCS]**

(Must be an accrediting agency that is recognized by the U.S. Department of Education or Secretary of Education)
Submit documentation from the accrediting body indicating the institution’s current status.
4. Provide information on the current status of any approvals needed by licensing boards. **Please see attached**
5. The institution has its principal campus in the State of: **Indiana**
6. The institution submits the following information for each certificate and diploma program to be offered [Do not submit degree programs; these require a separate application]:

CIP Code	Program Name	Level	Length	Cr. or Cl. Hrs.	Cr. Hr. Tuition	Indicate Annual or
	Practical Nursing	General/College	14 months	30	\$400.00/cr hr	
ALR 101	Success	General	4 weeks	1	\$400	
ALR 102	A & P	General	8 weeks	3	\$1,200	
ALR 103	Assessment	General	4 weeks	1	\$400	
ALR 104	Basic Nursing 1	General	4 weeks	3	\$1,200	
ALR 105	Pharmacology	General	8 weeks	3	\$1,200	
ALR 106	Basic Nursing 2	General	4 weeks	3	\$1,200	
ALR 107	OB	General	4 weeks	4	\$1,600	
ALR 108	Pediatrics	General	4 weeks	4	\$1,600	
ALR 109	Med Surg (Adult)	General	8 weeks	4	\$1,600	
ALR 110	Gerontology	General	8 weeks	4	\$1,600	

7. The institution is submitting payment in the amount of \$1,000.00 (check made out to the State of Indiana). **Waiver per OTCS (Fee enclosed of \$300.00 Application for initial degree authorization)**
8. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department. **Please see attached (ALR Adult Care Services Inc. Sister Company of ALR Educational health Services Inc. main location is: 1638 E Day Rd Mishawaka, IN 46545 classes are held at this location)**

9. Provide documentation of liability insurance to cover students. **Please see attached**

10. If your institution is incorporated in the State of Indiana, please include a current copy of your *Articles of Incorporation* as filed with the Indiana Secretary of State. If your main campus is located out-of-state but you have a physical presence in Indiana, then you must provide a copy of the *Certificate of Authority*. For further information visit the Indiana Secretary of State webpage at: <http://www.in.gov/sos/business/2426.htm> **Please see attached**

11. For-profit institutions must list the names and addresses of the institution’s stockholders owning 5% or more of stock in the institution or corporation. Stockholders: **Ayana L Redding 1638 E Day Rd. Mishawaka In, 46545 (100% Owner)**

12. Attach a copy of your current or proposed catalog, institutional student contract, or enrollment agreement. The Statement of Authorization and Indiana Uniform Refund Policy is required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials. See Appendix I **Please see attached**

13. List the name of institutional director, phone number, and e-mail address: **Director:** Ayana L Redding, RN, MSN-Ed **Phone:** 407-371-5589 personal cell 574-485-7089 company cell, **Email:** Personal ayanaredding@yahoo.com Company alrehs2013@gmail.com

I affirm that the information submitted on this form is true and correct to the best of my knowledge and that all supportive statements and documents are true and factual:

Person submitting this form: Ayana L Redding, RN, MSN-Ed
Position title of person submitting this form: Director of Education/CEO
Phone number contact of person submitting this form: 407-371-5589
Email contact of person submitting this form: alrehs2013@gmail.com

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** Defining a Physical Presence*

The Indiana Commission for Higher Education/Indiana Board for Proprietary Education considers any of the following activities to constitute a physical presence in the State of Indiana:

- *On-going occupation of a physical location for instructional purposes;*
- *Maintenance of an administrative office to facilitate instruction;*
- *Short courses with more than 20 classroom hours, or equivalent thereof;*
- *A portion of a full-term course, more than two meetings and more than six clock hours, that takes place in a setting where the instructor or students physically meet; or*
- *Experiential learning opportunities, such as a clinical, practicum, residency, or internship, that have more than ten students from your institution physically and simultaneously present at a single field site.*

The Indiana Commission for Higher Education/Indiana Board for Proprietary Education does not consider the following activities to constitute a physical presence in the State of Indiana:

- *Advertising;*
- *Recruiting;*
- *Contractual arrangements in states (e.g., procurement contracts or online academic offerings provided through consortia agreements);*

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 ALR Educational Health Services Inc.

Program name and
Suggested CIP Code: Certificate IN Licensed Practical Nursing

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

Name of Person Preparing this Form Ayana L Redding, RN, MSN-Ed

Telephone Number (574) 485-7089 Application Type

Date the Form was Prepared 03/31/2020 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.

Objectives:

- Apply the nursing process as a systematic problem solving method to provide effective care to culturally diverse individuals, families, and groups
- Use nursing theory and theory from other disciplines as a basis for the nursing process to promote health and healing
- Use therapeutic nursing to achieve optimal level of health
- Demonstrate safety and effectiveness in performance of nursing skills
- Employ critical thinking to provide the highest level of nursing care from patient assessment to evaluation
- Utilize ethical principles to resolve ethical dilemmas in a health care environment
- Accept responsibility and accountability for adhering to the high standards of nursing practice as mandated by the nurse practice act
- Implement strategies to stimulate and support change needed to improve the quality of health care practice
- Adapt care in consideration of the client's values, customs, culture, religion and/or beliefs
- Be prepared to take the NCLEX-PN licensing examination
- Display responsible behaviors and a commitment to excellence in interactions with patients, families, colleagues, and employing organizations
- Demonstrate understanding of boundaries and the legal scope of professional practice as a licensed practical nurse
- Utilize professional values and standards as a basis for ethical nursing practice
- Communicate effectively using interpersonal skills combined with information technology
- Remain current and up to date with evidence based practices

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: _____ Certificate in Licensed Practical Nursing

Total Course Hours: 770 Check one: Quarter Hours N/A
 _____ Semester Hours N/A
 _____ Clock Hours 770

Tuition : \$12,000 Length of Program: 14 Months

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ALR 103	Practical Nursing Assessment (CR 1.0)	30
ALR 104	Basic Nursing I (CR 3.0)	40
ALR 106	Basic Nursing II (CR 3.0)	40
ALR 107	Obstetrics (OB) (CR 4.0)	70
ALR 108	Pediatrics (CR 4.0)	78
ALR 109	Medical Surgical Nursing (CR.4.0)	196
ALR 110	Gerontology (CR 4.0)	196

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ALR 101	Success (CR 1.0)	20
ALR 102	Anatomy & Physiology (CR 3.0)	50
ALR 105	Pharmacology (CR 3.0)	50

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
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Number of Credit/Clock Hrs. in Specialty Courses: 770 / 650 Percentage: 84%

Number of Credit/Clock Hrs. in General Courses: 770 / 120 Percentage: 17%

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 library is accessible during classroom hours, lab hours and between office hours. The student must make prior arrangements for any laboratory time outside of the above mentioned designated times (excluding holidays).

2. Number of volumes of professional material:

Materials are constantly updated. We have approx. 40-50 professional materials.

3. Number of professional periodicals subscribed to:

One (Professional periodicals are not required for most of ALR EHS's current courses)

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

Mishawka Library approx. 2-5 miles away
Granger Library approx. 3-4 miles away

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

Supplementary Information on Licensure, Certification, and Accreditation

Institution: ALR Educational Health Services
Degree Program: Certificate in Licensed Practical Nursing
Locations: 1638 E Day Rd Mishawaka, IN 46545

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

The specific license(s) needed: License Practical Nursing

The State agency issuing the license(s): IN

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Professional Certification

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

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: **NCLEX PN Exam (Licensed Practical Nursing)**

The national organization issuing each certification: **NCSBN**

Please explain the rationale for choosing each professional certification:

To stay in compliance according to State and Federal Regulations. The purpose is to ensure the proper execution of Education for Healthcare professionals to keep the public safe.

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

The above stated courses are required in accordance to Indiana Law IC 25-23-1-7

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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):

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

ALR EHS follows current evidence base practices in accordance to State and Federal Guidelines.

Federal Governing body- NCSBN

State Level –IN Board of Nursing

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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:

Per Indiana Law (July 2018) PN Programs Must be approved by
Department of Education
Indiana Board of Nursing
ABHES Accrediting Bureau of Health Education Schools (Accrediting Body)

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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): 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:

1. What is the digital format of student transcripts? Word Doc/PDF
2. Is the institution using proprietary software, if so what is the name? Not Currently
3. Submit a sample student transcript. (Please see attached)

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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? N/A
 - What is the beginning year of digitized student transcripts? 2020
 - Are student transcripts stored separately from the overall student records? Yes
2. How are the digital student records stored? Currently Paper/locked file cabinet in the Director of Education’s office
 - Where is the computer server located? In the Directors office
 - What is the name of the system that stores the digital records? (Seagate Backup Plus)
3. Where are the paper student records located? In the Director of Education’s office
4. What is the beginning year of the institutional student record series? 2020
5. What is the estimated number of digital student records held by the institution? Currently 75-100
6. What is the estimated number of paper student records held by the institution? Currently 75-100
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? No
 - 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? All staff members are required to keep accurate student records. However, it is the responsibility of the Director of Education to upload student records due to confidentiality.

- If so, what is the name, title, and contact information for that individual?
Ayana L Redding, RN, MSN-Ed

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? No

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? Very minimal. Students are encourage to keep track of their own records (Ex physicals, TB, Diploma etc.)

All Institutions

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

Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

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

See attached

Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 20XX									
Institution/Location: University XYZ at _____									
Program: Program ABC									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY20XX	FY20XX	FY20XX	FY20XX	FY20XX	
Enrollment Projections (Headcount)									
	Full-Time			6	12	18	18	18	
	Part-Time			12	24	36	48	60	
	Total			18	36	54	66	78	
Enrollment Projections (FTE*)									
	Full-Time			6	12	18	18	18	
	Part-Time			6	12	18	21	24	
	Total			12	24	36	39	42	
Degrees Conferred Projections				0	0	6	6	18	
Degree Level: XXX									
CIP Code: - 000000; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

ALR Educational Health Services Inc.

OFFICIAL TRANSCRIPT



STUDENT INFORMATION

FULL NAME:
ADDRESS:
PHONE NUMBER:
EMAIL ADDRESS:
DATE OF BIRTH:
PARENT/GUARDIAN:

SCHOOL INFORMATION

NAME: ALR Educational Health Services Inc
ADDRESS: 1638 E Day Rd.
 Mishawaka, IN 46545
PHONE NUMBER: 475-485-7089
EMAIL ADDRESS: alrehs2013@gmail.com

ACADEMIC RECORD

SCHOOL YEAR: 2019-2020

CERTIFICATE IN LICENSED PRACTICAL NURSING:

<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>	<i>Course Title</i>	<i>Credit Earned</i>	<i>Final Grade</i>
ALR 101 Success	1.0	99 (A)	ALR 108 Pediatrics	4.0	97 (B)
ALR 102 A & P	3.0	88 (B)	ALR 109 Med Surg	4.0	89 (B)
ALR 103 Assessment	3.0	79 (C)	ALR 110 Gerontology	4.0	80 (B)
ALR 104 Basic Nursing 1	3.0	93 (A)			
ALR 105 Pharmacology	3.0	88 (B)			
ALR 106 Basic Nursing	3.0	99 (B)			
ALR 107 OB	4.0	93 (A)			

ACADEMIC SUMMARY

Cumulative GPA: 3.38
 Credits Earned: 30.0
 Diploma Earned: yes
 Graduation Date: 6/15/2019

GRADING SCALE

90 – 100 = A
 80 – 89 = B
 70 – 79 = C
 60 – 69 = D
 59 – below = F

NOTES

* Coursework taken at a local community college. Official transcript from college has been requested and will be sent to you shortly.
 ** Course taught and graded by instructor other than parent through co-op class, online class or private tutor.

*I do hereby self-certify and affirm that this is the official transcript and record of **Jane B. Smith** in the academic studies of 2019 – 2020.*

Signature:

Title: Director of Education

Date: July 2, 2019



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Institutional Profile for American College of Education

Background American College of Education began as Barat College at Lake Forest, Illinois. In October 2005 the institution was renamed to its current name. American College of Education was located in Chicago, Illinois before moving administrative offices to Indianapolis, Indiana in 2011. The institution also has offices in Dallas, Texas. The current institutional offices are located on the 12th floor of the building in which the Commission offices are housed. During the past 16 years of operation in Indiana, the Commission has received one formal student complaint.

Institutional Control Private, for-profit institution

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

The institution has been granted Candidate status by the Commission on Collegiate Nursing Education programmatic accreditation for the Bachelor of Science (B.S.) in Nursing and Master of Science (M.S.) in Nursing degree programs.

Participation in NC-SARA The American College of Education has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since December 2015. The institution is one of four private, for-profits in Indiana to participate in SARA.

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

Campuses The institution offers all programs via distance education.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 5,503 students in the fall of 2018 at American College of Education.

Programs The institution offers programs at the certificate, baccalaureate, master's, graduate certificate, and doctoral levels. Programs range from a Certificate in Higher Education to a Doctor of Education (Ed.D.) in Leadership. Most programs offered are in the field of teacher education. Currently the institution offers over 30 programs in the teacher education field.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2019 the institution had an unpublished FRCS of 2.1.

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BOARD FOR PROPRIETARY EDUCATION

Tuesday, June 16, 2020

BUSINESS ITEM A-2:

**American College of Education:
One Master’s Degree Program Offered Exclusively
through Distance Education**

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approve the Master of Science (M.S.) in Health Informatics in accordance with the background discussion in this agenda item and the Application for Degree Approval.

Background

Degree Program Profile

*Master of Science (M.S.) in
Health Informatics
Offered Through Distance Education*

This program consists of 33 semester credit hours, with 100 percent of the courses in the specialty. The program faculty consists of four individuals, of whom three are full-time, and the remaining individual is part-time. Of the four individuals, each has a doctoral 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	<u>American College of Education</u>	
Program name and Suggested CIP Code:	<u>Master of Science in Health Informatics CIP: 51.2706</u>	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ed.S., Ph.D.)		<u>MS</u>
Name of Person Preparing this Form	<u>Thomas Brouwer</u>	
Telephone Number	<u>(317) 829-9427</u>	<u>Application Type</u>
Date the Form was Prepared <small>(Revise date after any revision)</small>	<u>04/14/2020</u>	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 Master of Science in Health Informatics (MSHI) is a program that focuses on the application of computer science and clinical information technology in the healthcare arena. The MSHI degree prepares students for advanced healthcare leadership roles specifically related to the selection and use of technology to solve issues, improve efficiencies, inform decision making and enhance outcomes in organizations. The MSHI degree program is not designed to lead to licensure.

The MSHI is a flexible degree with multiple career opportunities across healthcare organizations in positions such as Director of Health Informatics, Healthcare Informatics Consultant, Clinical Informatics Manager/Specialist, Health Informatics Specialist/Analyst, and/or Director of Telehealth. A career in health informatics not only provides a competitive salary, but also a rewarding career in improving the healthcare system and outcomes.

Healthcare professions in general will be in high demand in the coming years and technology is changing the face of healthcare in all delivery settings. According to the Bureau of Labor Statistics, employment of healthcare occupations is projected to grow 14 percent from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs. Professionals are needed who are knowledgeable in both technology and healthcare to inform new technology development, implementation, and effective use of technology.

Market research shows favorable job growth and student demand for the healthcare sector, specifically related to medical informatics. A report from the higher education marketing research firm, Gray Associates Inc., revealed health informatics programs ranked between the 70th and 90th percentile nationally and greater than 90th percentile in the state of Indiana. The same report indicated strong student interest in online programs both nationally and in Indiana, as both were in the 95th percentile. The data analysis indicates there is strong demand nationally and in Indiana in the education marketplace for this program, and that graduates will have good employment prospects.

To meet this demand, the American College of Education (ACE) MSHI program is designed to provide an opportunity for adult learners with a bachelor's degree in health professions or other fields to advance their

education to achieve their career goals. The program curriculum is designed to encompass all American Medical Informatics Association (AMIA) core functional domain competencies for health informatics professionals, which is supported by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) education. The program will combine coursework in topics such as health, information science and technology, social and behavioral science, health information science and technology, human factors and socio-technical systems, professionalism, collaborative practice and leadership.

Similar online programs (Southern New Hampshire University, Purdue Global, and Regis) range from 36 to 48 credit hours required for program completion. Tuition ranges from \$440/credit hour to \$635/credit hour. In Indiana, Purdue Global has an online program, which includes 48 credit hours at \$440/credit hour.

ACE has a commitment to high quality and affordability. ACE's MSHI program is streamlined and affordable. ACE's program tuition is \$235/ credit hour regardless of residency. Additionally, the program is a total of 33 credit hours, making the program financially competitive among programs both in Indiana and nationally.

The mission of the MSHI program is to educate leaders in health informatics who will utilize the training they receive in the program to foster innovation and embrace information technology in their organizations to improve decision making, increase efficiencies, and improve health outcomes.

The MSHI program outcomes will provide graduates with the necessary skills for use in health informatics across settings. The program has been approved internally by the New Program Committee and the Curriculum and Assessment Committee at ACE. The program outcomes are as follows:

Program Outcomes

1. Apply health information science and technology methods and tools to design, implement, and evaluate informatics solutions to complex challenges facing health organizations. (AMIA* Competency F1, F2, F4)
2. Evaluate health information management systems and data analytics to support decision making, enhance efficiency, and promote quality outcomes in health organizations. (AMIA Competency F1, F2, F4, F10)
3. Apply social and behavioral science to the design, implementation, and evaluation of information technology systems. (AMIA Competency F3, F5, F6, F7)
4. Promote professionalism and ethical best practices in managing health information. (AMIA Competency F8, F9, F10)
5. Demonstrate collaboration across disciplines, teams, and organizations to find informatics-based alternatives and solutions to issues in health organizations. (AMIA Competency F7, F9)
6. Demonstrate effective leadership and advanced project management skills to encourage innovation, manage change, and promote adoption of health information technology. (AMIA Competency F2, F4, F8, F10)
7. Apply systems thinking in the design, implementation, and evaluation of informatics solutions to improve decision making and outcomes in health organizations. (AMIA Competency F2, F4, F10)

*American Medical Informatics Association (AMIA) Functional Competencies

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: Master of Science in Health Informatics

Total Course Hours: 33 Check one: Quarter Hours _____
N/A Semester Hours X
 Clock Hours _____

Tuition : \$7,755 Length of Program: 15-18 Months

<u>SPECIALTY COURSES:</u>			
<u>Course Number</u>	<u>Course Title</u>		<u>Course Hours</u>
HCI5003	Introduction to Health Informatics and Data Science		3
HCI5013	Clinical Terminology and Foundational Programming for Health Informatics		3
HCI5023	Clinical Information Systems; Innovation and Complex Work Designs		3
HCI5033	Security, Privacy, and Legal Topics in Health informatics		3
HCI5043	Health Data Analytics and Disaster Preparedness		3
HCI5053	Health Information System Development and Evaluation		3
HCI5063	Global Health Informatics		3
HCI5073	Public Health Informatics		3
HCI5083	Ethical Foundations in Health Informatics		3
HCI5103	Health Information Leadership, Project Management, and Evaluation		3
HCI5093	Capstone for Health Informatics		3
<u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u>			
<u>Course Number</u>	<u>Course Title</u>		<u>Course Hours</u>
	Not Applicable		

GENERAL EDUCATION / LIBERAL ARTS COURSES:			
<u>Course Number</u>	<u>Course Title</u>		<u>Course Hours</u>
	Not Applicable		

Number of Credit/Clock Hrs. in Specialty Courses: 33 / 0 Percentage: 100%

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

If applicable:

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

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

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

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 (database vendors) sources and creating a pre-indexed service of unprecedented size and speed.

E-journals and E-Books

Academic Search Complete

Academic Search Complete 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. Coverage includes over 6,400 indexed journals and 363 eBooks. In addition, over 74,000 videos from the Associated Press are included.

- Producer: EBSCO
- Vendor: EBSCO
- Full text: Over 5,700 peer-reviewed journals

Business Source Complete

Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes over 3,500 peer-reviewed electronic journals and 915 eBooks, as well as industry profiles, 3,625 SWOT analyses, and 900 case studies.

- Produced by: EBSCO
- Vendor: EBSCO
- Full text: Over 1,200 peer-reviewed journals

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, quick lessons providing overviews of disease and conditions, and 13 eBooks. Full-text dates begin in 1937.

- Produced by: CINAHL Information Systems
- Vendor: EBSCO
- Full-text: Over 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
- Full-text: Yes

eBook Central

The eBook Central platform provides access to eBooks that the library has purchased from ProQuest. ACE has three eBooks on this platform for nursing and health administration.

- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Three eBooks

eBooks (EBSCOhost)

eBooks is a collection of 3,536 full-text eBooks, which includes a collection of 92 purchased Education related eBooks, two Healthcare related eBooks, and the remainder are open- access.

- Producer: EBSCO
- Vendor: EBSCO
- Full-text: Yes

Education Abstracts

Education Abstracts 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
- Vendor: EBSCO
- Coverage: 770+ journals

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. Coverage for over 2,330 journals, 530+ eBooks, conference papers, and proceedings.

- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: Yes, 1,800+ journals

Education Week

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-Text: Yes, for this title

Educational Administration Quarterly

- Produced by: SAGE
- Vendor: EBSCO
- Full-text: yes, for this title

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

JSTOR Current Education Collection

JSTOR includes five selected Education related journals.

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for the five selected titles

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. This database indexes over 730 journals and provides full text for over 320 journals. It also provides access to over 29 eBooks, numerous conference papers and pamphlets.

- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: 320+ journals

MEDLINE Complete

MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre-clinical sciences. This coverage of this index dates back to 1916, over 5,200 journals are indexed, and the full text is provided for over 2,200 journals.

- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Full-text: 2,200+ journals

OID Nursing Full Text Plus journals

OID Nursing Full Text Plus journals cover 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. A total of 51 full-text journals are included in this collection.

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

ProQuest Health Management Database

journals 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
- Full-text: Yes

SAGE Research Methods

SAGE Research Methods is a web-based research methods tool that covers quantitative, qualitative and mixed methods. Researchers can explore methods and concepts to help design research projects, understand a method or identify a new method, and write up research. Sage Research Methods focuses on methodology rather than disciplines and is of potential use to researchers from the social sciences, health sciences, and other research areas. It includes over 600 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series.

- Producer: SAGE
- Vendor: SAGE
- Full-text: Yes

Science Direct

Two individual journal titles from Science Direct, *Nurse Leader* and *Journal of Nurse Practitioners*, are included in our subscription.

- Produced by: Elsevier
- Vendor: Elsevier
- Full-text: yes

University of Chicago Press Journals

Four individual journal titles are included in our subscription: *American Journal of Education*, *Elementary School Journal*, *Schools: Studies in Education*, and *The Library Quarterly*.

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

ERIC Documents and Educational Tests

ERIC

The ERIC (Educational Resources Information Center) database is created and distributed free by the U.S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials. Coverage includes 1,160+ journals and 500,000+ other publications. 1.3+ million citations

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

Other

ATLAS videos

ATLAS is a library of over 1300 authentic video cases showing National Board-Certified Teachers at work in the classroom.

Child Development & Adolescent Studies

Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to the growth and development of children through the age of 21. This database covers 238 journals.

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

Education Abstracts

Education Abstracts indexes and abstracts articles from over 770 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
- Vendor: EBSCO
- Full text: No

Educational Administration Abstracts

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

Joanna Briggs Institute (JBI) Evidence-Based Practice

JBI access provides the best tools for evidence-based practice. JBI includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols, and technical reports.

- Producer: Joanna Briggs Institute
- Vendor: Ovid
- Full-text: Yes

ProQuest Dissertations & Theses Global

Each year over 130,000 new dissertations and theses are added to the database. Coverage in the database begins in 1637, and full-text coverage begins in 1997.

- Producer: ProQuest and UMI
- Vendor: ProQuest
- Full-text: Yes

ProQuest Health Management Database

Health Management is a specialized database that includes the full text from over 800 journals 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
- Full-text: Yes

2. Number of professional periodicals subscribed to:

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

3. 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.**

Total # of Faculty in the Program:	4	Full-time:	2	Part-time:	2
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Fill out form below: **(PLEASE LIST NAMES IN ALPHABETICAL ORDER.)**

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Chamberlain, Katia	Ed.D. – Educational Leadership and Special Education MPH- Masters in Public Health	11	6	14		x
Fowler, Luster	Ph.D. Educational Leadership / Administration /	11	6	17	x	
Melton-Riddle, Deanna	Doctorate in Healthcare Administration	18	4	21	x	
Point Johnson, Merle	Doctorate in Healthcare Administration	7	1	12	x	

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

Institution: **American College of Education**
Degree Program: **Master of Science in Health Informatics**
Locations: **Online**

Federal Financial Responsibility Composite Score

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

2.1

State Licensure

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

No

If so, please identify **Not Applicable**

The specific license(s) needed: **Not Applicable**

The State agency issuing the license(s): **Not Applicable**

+++++

Professional Certification

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

Health informatics is a relatively new field and at this time there are no known dedicated certifications at the national level. However, The American Health Information Management Association (AMIA) is currently developing an Advanced Health Informatics Certification (AHIC). An initial outline of this certification is expected to be available in 2020. American College of Education will review this outline and information as it becomes available and consider this in program development.

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?

Certification is not required to work in the field of health informatics. However, the program will include American Medical Informatics Association (AMIA) competency domains. The AMIA was part of a committee tasked to determine functional competencies for health information professionals by the Commission on Accreditation of Health Informatics and Information Management (CAHIIM). ACE has aligned the MSHI program to these AMIA competency domains. This forward thinking will support future accreditation, if CAHIIM accreditation is determined to be an advantage to our graduates or becomes a requirement to be eligible for potential AMIA Health Informatics Certification (HIC).

If so, please identify **Not Applicable**

Each specific professional certification: **Not Applicable**

The national organization issuing each certification: **Not Applicable**

Please explain the rationale for choosing each professional certification: **Not Applicable**

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

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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 program is designed to include American Medical Informatics Association (AMIA) competency domains.

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

AMIA has ten competency domains:

F1. Health

F2. Information Science and Technology

F3. Social and Behavioral Science

F4. Health Information Science and Technology

F5. Human Factors and Socio-technical Systems

F6. Social and Behavioral Aspects of Health

F7. Social, Behavioral, and Information Science and Technology Applied to Health

Overarching these health informatics domains are three competency domains expected of graduate students:

F8. Professionalism

F9. Interprofessional Collaborative Practice

F10. Leadership

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

The Master of Health Informatics curriculum was developed to align with the following standards:

- **American Medical Informatics Association (AMIA)**
- **Healthcare Information and Management Systems Society (HIMSS)**
- **American Health Information Management Association (AHIMA)**

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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?

CAHIIM accreditation is not required for individuals to work in the field of health informatics. Additionally, there are no licensing requirements to work in the field of health informatics.

If so, please identify the specialized accrediting agency:

Not Applicable

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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?

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:

- **Director of Health Informatics**
- **Healthcare Informatics Consultant**
- **Clinical Informatics Manager/Specialist**
- **Health Informatics Specialist/Analyst**
- **Senior Health Informatics and Information Systems Advisor**
- **Healthcare Informatics and Reporting Specialist**
- **Director of Telehealth**

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?

CampusNexus

3. Submit a sample student transcript.

Attached as Exhibit A

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Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format?

Yes. 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 Plus Credentials Solutions, by completing an online request at <http://www.transcriptsplus.net/order> .

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

Not Applicable

- What is the beginning year of digitized student transcripts?

2005

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

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

2. How are the digital student records stored?

Within the Student Information System, CampusNexus.

- Where is the computer server located?

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

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

CampusNexus

3. Where are the paper student records located?

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

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

2005

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

30,000

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

The College 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?

Not Applicable

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

Not Applicable

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

Yes

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

David Gaston
Registrar
David.Gaston@ace.edu

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

The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced.

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

150

All Institutions

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

No

Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected National Headcount and FTE Enrollments and Degrees Conferred

16-Apr-20

Institution/Location: American College of Education / Online

Program: Master of Science in Health Informatics

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY2021	FY2022	FY2023	FY2024	FY2025

Enrollment Projections (Headcount)

Full-Time	6	12	18	18	18
Part-Time	12	24	36	48	60
Total	18	36	54	66	78

Enrollment Projections (FTE*)

Full-Time	6	12	18	18	18
Part-Time	6	12	18	21	24
Total	12	24	36	39	42

Degrees Conferred Projections	0	0	6	6	18
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Degree Level: Masters

CIP Code: - 51.2706; State - 000000

FTE Definitions:

Undergraduate Level: 30 Semester Hrs. = 1 FTE

Undergraduate Level: 24 Semester Hrs. = 1 FTE

Projected Indiana Headcount and FTE Enrollments and Degrees Conferred

16-Apr-20

Institution/Location: American College of Education / Online

Program: Master of Science in Health Informatics

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY2021	FY2022	FY2023	FY2024	FY2025

Enrollment Projections (Headcount)

Full-Time	1	3	7	10	12
Part-Time	0	0	0	0	0
Total	1	3	7	10	12

Enrollment Projections (FTE*)

Full-Time	1	3	7	10	12
Part-Time	0	0	0	0	0
Total	1	3	7	10	12

Degrees Conferred Projections	0	0	1	2	5
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Degree Level: Masters

CIP Code: - 51.2706; State - 000000

FTE Definitions:

Undergraduate Level: 30 Semester Hrs. = 1 FTE

Undergraduate Level: 24 Semester Hrs. = 1 FTE

Official Academic Transcript from American College of Education

Statement of Authenticity

This official academic transcript has been delivered to you through eSCRIP-SAFE, the Global Electronic Transcript Delivery Network, provided by SCRIP-SAFE International, 136 Commerce Blvd, Loveland, OH 45140, 1-877-204-6176. SCRIP-SAFE has been appointed and serves as the designated delivery agent for this sending school, and verifies this sender is recognized by the accreditation source identified below

This official academic transcript was requested, created, and released to the recipient following all applicable state and federal laws. It is a violation of federal privacy law to provide a copy of this official academic transcript to anyone other than the named recipient.

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Sending School Information

American College of Education

Registrar's Office

101 West Ohio Street

Suite 1200

Indianapolis, IN 46204

Telephone: 800-280-0307

School Web Page: www.ace.edu

Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)

Student Information

Student Name: Bursartesting t Bursartesting

Numeric Identifier: 1101023617

Birth Date: 7/10/1990

Student Email: Not Provided By the Sending School

Receiver Information

Registrar Registrar

registrar@ace.edu



Document Information

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Date: 9/12/2013

American College of Education

New

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

Student: Bursartesting t Bursartesting **Student ID:** 1101023617 **DOB:** 7/10/1990 **Original Start Date:** 4/23/2012 **Student GPA:** 4.00

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
-------------	--------------------	-------------------	----------------	-------	----------------	-------------	--------------------	-------------------	----------------	-------	----------------

Program: Curriculum and Instruction
Enrollment #: BU11119215 **Status: Administrative Withdrawal**
Start Date: 4/23/2012 **LDA: 6/1/2012**
Withdrawal Date: 6/1/2013

Term: 12APR23	April 23, 2012	4/23/2012	5/27/2012
EL572	Resource Management: Securing and Allocating Resources for Learning	2.67	2.67
		2.67	2.67
Term GPA: 4.00	Cum GPA: 4.00		

Curriculum and Instruction **GPA:** 4.00 2.67 2.67

Program: Educational Leadership
Enrollment #: BU12095421 **Status: Withdrawn**
Start Date: 6/3/2013 **Withdrawal Date: 6/26/2013**

Term: 13JUNE03	June 03, 2013	6/3/2013	7/7/2013
ED5013	Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing	3.00	3.00
		3.00	3.00
Term GPA: 4.00	Cum GPA: 4.00		

Educational Leadership **GPA:** 4.00 3.00 3.00

*** End of Transcript ***

Authorized Signature _____ Date _____

** Indicates Retaken Course Not official unless signed by registrar. # Indicates Pass/Fail Course
 R* Indicates Retaken Override ♦ Indicates Associated Course

Lyndia A. Wagner, Registrar

AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records

101 West Ohio Street, Suite 1200

Indianapolis, Indiana 46204

Progress policy in the Catalog for more information (available at www.ace.edu).

ACADEMIC CALENDAR / CREDITS

American College of Education operates on 5 week terms, 8 terms per year for Master level degree/certificate programs and 10 week terms, 4 terms per year for Doctorate and Advanced Studies level programs/certificates.

Until January 01, 2013, the College operated under the quarter credit system. As of January, 2013 the College began offering semester credit programs and courses to all new incoming students, all re-entering students and all students changing their program. Semester credits for all other students began June 03, 2013. Beginning June 2013, all quarter credits were converted to semester credits. All cumulative totals for students who have attended under both types of credit are expressed in semester credits. All credits on this transcript have been converted to semester credits using this formula: quarter credits were converted to semester credits by dividing the number of quarter credits by 1.5 (for example, 36 quarter credits ÷ 1.5 = 24 semester credits.)

ACCREDITATION

American College of Education is accredited by the Higher Learning Commission of the North Central Association of College and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, telephone: (800) 621-7440. For specific program information, please refer to the Catalog (available at www.ace.edu).

RELEASE OF INFORMATION

This educational record is subject to the Family Educational Rights and Privacy Act of 1974, as amended. It is furnished for official use only and MAY NOT be released to, or accessed by, outside agencies or third parties without the written consent of the student concerned.

COURSE NUMBERING SYSTEM

500–599 Graduate Level Courses
5000–5999 Graduate Level Courses
6000–6999 Doctorate or Advanced Studies Courses

GRADING SYSTEM

Grade	Description	Grade Point Value
A	Excellent	4.0
B	Good	3.0
C	Average	2.0
D	Poor	1.0
F	Failure	0
W	Withdrawn	N/A
P*	Pass	N/A
NP*	Non-Pass	N/A
TR*	Transfer Credit	N/A
I**	Incomplete	N/A
CR*	Credit/Complete	N/A
PR*	Progress	N/A
RV*	Review	N/A

* Grade is not included in grade point average computation

** "I" (Incomplete) grades that are not resolved according to the Incomplete Grade policy in the Catalog (available at www.ace.edu) are changed to "F" (Failure) grades. "I" grades are not included in the grade point average computation.

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade of "TR" and the name of the institution where the coursework was completed. Transferred credits are counted toward the total program completion credits required for graduation, but are not calculated into the cumulative grade point average.

ACADEMIC STANDING

Students who do not meet the standards for Satisfactory Academic Progress as outlined in the Catalog will fall out of good standing. A cumulative grade point average of 3.0 ("B") or higher and academic progress within the established incremental maximum timeframe indicate that a student is in good academic standing at American College of Education. See the Satisfactory Academic

DEGREE REQUIREMENTS

To earn a degree at American College of Education, students must be in good standing, earn a minimum of a 3.0 cumulative grade point average, and complete the program within a maximum timeframe of completion. Program-specific graduation requirements are listed in the Catalog (available at www.ace.edu)

AUTHENTICATION OF THE RECORD

American College of Education's official transcripts are printed on security paper and do not require a raised seal. The face of this document has a blue background and the institution's logo watermarked in blue. The registrar's official signature appears pre-printed in white. If the transcript was issued to the student, the watermark stating "Issued to Student" will appear on the transcript.

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Student Transcript Audit

Background Recent closures of proprietary institutions underscore the need for ensuring that student records, including academic transcripts, are readily accessible to students and that institutions maintain student records consistent with national standards, such as those set by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

By statute, proprietary institutions that close deposit their student records with the Indiana Archives and Records Administration (IARA), which ensures that records are accessible to students and in a secure environment.

Policy In September 2016 the Board for Proprietary Education adopted the *Policy on Institutional Creation and Maintenance of Student Records including Academic Transcripts*. The policy states:

“Institutions authorized by the Indiana Board for Proprietary Education (IBPE) shall create and maintain adequate student records, including academic transcripts, in accordance with national standards, as a condition of initial and renewed authorization.”

Transcript Audit The purpose of the audit was to ensure that students attending BPE-authorized institutions will have access to accurate and useful transcripts. The Commission began collecting student transcripts from BPE-authorized institutions in the fall of 2019. The staff requested student transcripts going back two decades if they had been operating that long. The Commission has provided Dr. April Hay, Registrar for Indiana State University (a consultant to the Commission), access to all of the student transcripts submitted. Dr. Hay randomly audited 10 student transcripts from each record series using AACRAO standards.

Final Audit Reports Dr. Hay created a report of each audited institution outlining recommendations for improvement and deficiencies in keeping with ACCRAO best practices.

Structure of Audit Reports

- Transcript Components Summary
 - Essential Missing Transcript Components
 - Recommended Removal of Transcript Components for Consideration
- Transcript Component Recommendations
- Records Management and Retention
 - Adequacy of Archived Transcripts
 - Ability for BPE to retrieve transcripts in electronic format for continued consumption by student, in event of institutional closure
 - Suggested strategies to cost-effectively digitize legacy paper student transcripts
- Records Management and Retention Recommendations
- Transcript Components
- Records Management and Retention

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Student Transcript Audit Results

Background The transcript audit results included 20 specific institutional student transcript audits. The audits ranged from summaries of 7 pages (including the transcript legend) to 13 pages. Most audit summaries consisted of 9 pages in total.

The audit report found that some transcript errors were frequently encountered across multiple institutions which may be a reflection of changing best practices. For example, a number of institutions need to remove the gender indicator and birth year to prevent discrimination. In addition, a number of institutions need to remove the student mailing address, while others noted “associated course” on the transcript but did not define the term.

The transcript audit reports demonstrate needed revisions that are unique to specific institutions. Some institutions have had one and two institutional name changes, yet that is not reflected on the student transcript. No less important, institutions need to include the physical address, phone number and web address on the transcript. Some institutions need to include the dates and grades of externships. Still other institutions need a code for withdrawal, a grade point average scale, and a course identification system.

Appendix A DeVry University at Merrillville (HLC accredited), as noted in the transcript audit, has student transcript processes in place that meet most of ACCRAO best practices. An area that needs improvement is notification of institutional policies: policy statements on course withdrawals, attempts, repeated courses, academic forgiveness, and the ability of a student to re-enroll. As with many other institutions, DeVry University will need to include the institutional website and email address on the transcript. Procedural clarification is needed in the area of Family Education Rights and Privacy Act (FERPA). Finally, the question of whether the electronic transcript is certified as official needs to be answered.

Appendix B Fortis College at Indianapolis, as noted in the transcript audit, has met most ACCRAO best practices. As with the majority of institutions, Fortis College will need to add institutional contact information (an email address) to the student transcript. Again the student mailing address and date of birth (DOB) year should be removed from student transcripts. Some fairly significant improvements are needed in basic accuracy of individual student transcripts. The random audit found inconsistencies between graduation date and date the credential was awarded. One student transcript sample showed a graduation date weeks after the academic term had ended; another example, a credential awarded but no notation of what the credential was.

Appendix C AC/C Tech at Indianapolis, as noted in the transcript audit, has many changes to make in order to meet ACCRAO best practices. First among the noted changes needed is to digitize the hard copy portion of the record series into a secure, digitized, cloud-based system. A more exhaustive transcript legend is needed to identify the academic calendar system and enrollment terms. A FERPA disclosure reference needs to be added to the student transcript. Again the student mailing address and date of birth (DOB) year should be removed from student transcripts. The institutional email address, phone number and physical address need to be placed on the student transcript. Another simple change noted is to assign each student an identifying number.

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Transcript Audit Results

DeVry University

8488 Georgia St
Merriville, IN 46410

In consultation with AACRAO publications, sample transcripts were reviewed against best practices. Given the time span of student records for some institutions, recommendations focus on most current samples provide. Outcomes of this review are summarized below.

Transcript Components Summary

Essential Missing Transcript Components:

- Institution website and email address
- Institutional Policies (as applicable): courses attempted, withdrawals, repeated courses, academic forgiveness/bankruptcy, eligibility to re-enroll
- Statement against alteration or forgery and FERPA disclosure statement
- Unable to determine:
 - Method of certification as an official transcript (embedded security features in paper used, embossed seal, etc.)
 - *Not part of review, but of note* – method of certification as an official transcript (security used for electronic transcripts)

Transcript Component Recommendations:

DeVry University has done a great job with meeting most of the transcript components in accordance with best practices. A few added components, as noted above, would only improve this legend. A FERPA disclosure and statement against alteration or forgery should be added if it is not part of the secure paper. An additional suggestion would be to add information on locating the academic catalog.

Records Management and Retention

Adequacy of archived transcripts:

- Electronically stored in Banner and utilized FormFusion by eVisions to format the transcript output; which is hosted and backed up by the vendor, Ellucian, in Amazon Web Services-AWS

Ability for BPE to retrieve transcripts in electronic format for continued consumption by student, in event of institutional closure:

- Based on review of samples and information provided, ability exists

Suggested strategies to cost-effectively digitize legacy paper student transcripts:

- All transcripts are already housed electronically (Banner)

Records Management and Retention Recommendations:

Continue to keep all student records electronically and backed up utilizing cloud applications. Off-site backup ensures recovery of records if a local disaster destroys on-site records.

To ensure business continuity, from disaster recovery to institutional closure, ensure computer applications and secure transcript paper/institutional seal can be replaced in a timely manner. It is critical institutions maintain current standard operating procedures. SOP's need to be available electronically and should be backed up for recovery off-site. If dealing with an institutional closure, there must be a protocol for whom will be acting as the signatory for the official record.

Supplementary Graduate Transcript Information

Accreditation

DeVry University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, www.ncahlc.org. The University's Keller Graduate School of Management is included in this accreditation.

Founded as an independent graduate school, Keller Graduate School of Management maintained a separate accreditation with NCA and awarded degrees through June 2002. In February 2002, NCA approved the merger of Keller and DeVry Institutes to form DeVry University. In New York, Keller and DeVry operated separately as Keller Graduate School of Management and DeVry Institute of Technology until April 2008 when the two institutions merged to form DeVry College of New York.

Grading System and Grade Point Averages

Grade point averages (GPAs) are calculated for all students and are based on the following 4.0 scale. Grades of A+, F+, and F- are not used. Designators do not have associated quality points and are excluded from GPAs. When issued for courses that are graduation requirements, the designator of S represents credit earned toward graduation.

Grades	Quality Points
A Superior	4.00
A-	3.70
B+ Good	3.30
B	3.00
B-	2.70
C+ Satisfactory	2.30
C	2.00
C-	1.70
D+ Met minimum standards	1.30
D	1.00
D-	0.70
F Failed to meet minimum standards	0.00

Designator	Definition
AU	Audit
EX	Exemption
I	Incomplete
IP	In Progress
S	Satisfactory (equivalent to a grade of B or better)
U	Unsatisfactory
W	Withdrawal
WAV	Waiver
CWA	Course Waiver

Additionally, designators beginning with the letter T represent transfer credit. The TNC designator indicates that no credit was given.

An asterisk (*) following the grade indicates that this course is not included in GPA calculations; these courses include prerequisite skills and ESL courses. Grades of C and D are not assigned in certain prerequisite skills, ESL and advanced courses. In these courses, a grade of F is assigned for work below 80 percent. A grade of D is not assigned in certain other such courses, where a grade of F is assigned for work below 70 percent. Course descriptions denote such grading configurations.

A designator of W indicates the student withdrew from the course within the approved time period. Withdrawal after the approved time period may result in an assigned grade of F or designator of U, as appropriate. An "Incomplete" is converted to a final grade of F or designator of U, as appropriate, if the requirements of the course are not satisfied by the student within the approved time period. Courses for which no grade was entered by the professor do not show a grade. Missing grades and incompletes must be resolved prior to graduation.

Transfer Credit, Exemptions and Waivers

In general, external transfer credit may be awarded for equivalent coursework completed with a grade of B or better at another accredited institution. Exemptions and waivers are awarded for eligible students and indicate the student's mastery of the course material. Transfer credit, exemptions, and waivers may satisfy graduation requirements and may be included in attempted and earned credit hours but are not included in grade point averages. Transfer credit, exemptions, and waivers listed do not imply that all credit hours count toward the student's program of study.

Repeated Courses

The R column indicates if the course has been repeated and will include either a capital E for those courses that have been excluded from the CGPA or a capital I for those courses that have been included in the CGPA.

Effective September 2006, the highest grade is used to determine the CGPA when courses have been repeated. For elective course requirements and course area options, students may substitute a different course in lieu of repeating a particular course to meet the requirement. These substitutions are not marked as repeated courses and both courses are included in GPA calculations.

Academic System

DeVry University offers courses in six 8-week sessions each year. All credit hours are semester-credit hours. Most courses are assessed as three semester-credit hours unless otherwise noted. Final grades are posted at the end of each session. Academic honors and academic standing are calculated at the completion of the student's semester only. Academic standing is not noted on this transcript. At the point of award conferral, a CGPA and program GPA will be displayed on the transcript. Non-degree-seeking students may enroll in selected courses without being admitted to a specific program. The display of three sessions of coursework within one semester on the transcript represents a change in status from non-matriculating to matriculating within the same semester.

Prior to July 2003, Keller operated on a quarter system. Courses were taught in five 10-week terms per year, and were associated with four quarter-credit hours unless otherwise noted. At the transition, neither the course numbers nor the courses required for graduation changed. However, starting in July 2003, CGPAs are calculated using the semester-credit value for each course. Additional semester-based academic statistics may include attempted credit hours and earned credit hours (Ehrs).

In July 2012, DeVry University changed student information systems. For students who attended prior to July 2012, the CGPA was based solely on the courses applicable toward graduation in the current program of study. Beginning July 2012, the CGPA for continuing students was recalculated and is the overall GPA including all courses the student attempted at the graduate-level at DeVry University. Transcripts for students who graduated prior to July 2012 and have not returned include an unconverted CGPA. Transcripts for students who graduated prior to July 2012 and have returned for additional study include the unconverted conferral CGPA as determined at the time of the conferral and a current CGPA that includes all coursework the student has attempted at DeVry University. A previous grandfather provision allowed certain continuing students to retain the CGPA calculated under the previous policy if the recalculated CGPA resulted in the student not meeting minimum requirements for graduation. This grandfather provision was in effect beginning with the July 2012 session through the end of the January 2013 session. Additionally, academic honors for all students graduating from July 2012 through the end of the January 2013 session are based upon the higher GPA (program or cumulative).

Course Numbering

Courses numbered below 500 as well as courses designated with an asterisk are prerequisite skills or ESL courses and are excluded from GPAs. Other courses numbered 500-599 are either required or elective courses, depending on the particular degree program. Courses numbered 600-699 are capstone courses or advanced seminars.

Graduation with Distinction

Graduation with Distinction is reserved for degree students having a conferral CGPA of 3.7 or higher. Prior to September 2006 a separately-calculated CGPA was used to determine eligibility for Distinction. Prior to September 1998, Distinction was awarded to students with a CGPA of 3.5 or higher.

Historical Information

Course Designators Prior to July 2012

In July 2012, several course designators were changed; the course designators that appear on the transcript reflect the course designators in effect at the time the student took the course.

Grading Systems Prior to 2003

From 1973 through 1979, students were evaluated using several configurations of grades, designators and credit hours. The following designators may also be associated with courses taken prior to 2003.

Designator	Definition
AFC	Credit for financial accounting foundations
CPC	Credit for professional certification
CR	Course credit
WF	Withdrew failing (no credit toward graduation)
WP	Withdrew passing (no credit toward graduation)

Certificate in Business Administration

A Certificate in Business Administration (CBA) was awarded to students who enrolled prior to the 1981-1982 academic year and who successfully completed the core courses.

Master of Project Management Program

From 1985 through 1991, Master of Project Management (MPM) courses were offered and MPM degrees were awarded by DeVry Institute of Technology. In September 1991, the MPM program was transferred to Keller Graduate School of Management, which subsequently offered the courses and awarded MPM degrees.

Contact DeVry University Student Services Contact Center at 877-496-9050 for information on ordering transcripts.

Rev. October 2016

Supplementary Undergraduate Transcript Information

GOVERNMENT APPROVALS AND ACCREDITATION

DeVry University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, www.ncahlc.org. The University's Keller Graduate School of Management is included in this accreditation. DeVry University operates as DeVry College of New York in New York State and as DeVry Institute of Technology in Calgary, Alberta, Canada. The Government of Alberta granted DeVry Institute of Technology accreditation to award baccalaureate degrees commencing 2001. Additionally, the Government of Alberta granted DeVry Institute of Technology approval to offer diploma programs under the Private Vocational Training Act and approval for DeVry University (Arizona) to offer certain programs at DeVry Institute of Technology in Calgary. These programs fell under the accreditation of DeVry University (Arizona) as an off-site instructional location. The names of degrees and diplomas offered are listed in the Academic Calendar.

In addition, a number of programs at various locations are accredited by specialized accreditation agencies that review programs in specific subject areas, such as engineering technology, project management and health information technology. The most recent information on programmatic accreditation is available from each location and at www.devry.edu.

GRADING SYSTEM

Grade	Percentage Equivalent	Quality Points
A	90-100	4.00
B	80-89	3.00
C†	70-79	2.00
D†	60-69	1.00
F	Below 60†	0

Designator	Definition
AU	Audit
I	Incomplete
EX	Exemption
IP	In Progress
S	Satisfactory (equivalent to a grade of C or better)
U	Unsatisfactory
W	Withdrawal

Additionally, designators beginning with the letter T represent transfer credit. The TNC designator indicates that no credit was given. Designators beginning with the letter P represent proficiency credit and include PR and PRX. Additionally, the PLA designator is used to award proficiency credit for prior learning assessment.

Note: Some former Ontario students may have received a grade of "R," which is considered a Supplemental Pass and treated as equivalent to a grade of D.

† C and D grades are not assigned in certain ESL, transitional studies or early term courses. In these courses, a grade of F is assigned for work below 80 percent. A grade of D is not assigned in certain other such courses, where a grade of F is assigned for work below 70 percent. Course descriptions denote such grading configurations. An asterisk (*) following the grade indicates that this type of course is not included in GPA calculations; these courses include transitional studies and ESL courses.

The R column indicates if the course has been repeated and will include either a capital E, for those courses that have been excluded from the CGPA, or a capital I, for those courses that have been included in the CGPA. A designator of W indicates the student withdrew from the course within the approved time period. Withdrawal after the approved time period may result in an assigned grade of F or designator of U, as appropriate. An "Incomplete" is converted to a final grade of F or designator of U, as appropriate, if the requirements of the course are not satisfied by the student within the approved time period. Courses for which no grade was entered by the professor do not show a grade. Missing grades and incompletes must be resolved prior to graduation.

TRANSFER CREDIT, EXEMPTIONS AND PROFICIENCY CREDIT

In general, external transfer credit may be awarded for equivalent coursework completed with a grade of C or better at another accredited institution. Exemptions may be applied for certain courses within the block of transfer credit awarded to eligible students with an A.A. or A.S. degree. Proficiency credit may be awarded as the result of testing or other academic evaluation of a student's mastery of the course material. Transfer credit, exemptions and proficiency credit may satisfy graduation requirements and be included in attempted and earned credit hours but are not included in grade point averages. Transfer credit, exemptions and proficiency credit listed does not imply that all credit hours count toward the student's program of study.

ACADEMIC HONORS

Honor	GPA Requirement
Summa cum laude	3.90-4.00
Magna cum laude	3.70-3.89
Cum laude	3.50-3.69

A graduate from a non-baccalaureate program who has a CGPA of at least 3.50 graduates "with Honors."

COURSE NUMBERING SYSTEM

Course Number	Explanation
001-099	Indicates a transitional studies course; such courses may also be numbered at the 100 level
100-299	Usually indicates lower-division coursework
300-499	Usually indicates upper-division coursework

CALENDAR AND CREDIT UNITS

DeVry delivers courses in a session format, with two eight-week sessions offered each semester. All credit hours are semester-credit hours. Final grades are posted at the end of each session. Academic honors and academic standing are calculated at the completion of the student's semester/student-centric period only. Academic standing is not noted on this transcript.

Rev. May 2016

ACADEMIC STATISTICS

The grade point average (GPA) is computed by dividing the quality points earned by the number of GPA Credit Hours for which a final grade has been recorded (excludes designators) for all DeVry courses attempted. Three GPAs are maintained on student records. The term GPA (TGPA) is calculated at the end of each session. The semester GPA (SGPA) is calculated at the end of the semester/student-centric period and represents the GPA for work completed in a given semester only. A student's overall academic standing is stated in terms of a cumulative GPA (CGPA), which is calculated at the end of each session and is based on all grades and credit hours earned to date as a DeVry University undergraduate student.

Additional statistics include attempted credit hours and earned credit hours (Ehrs). All coursework attempted at DeVry appears on the transcript. In general, for courses attempted more than once, the best grade is included in the CGPA. At the point of award conferral, a CGPA and program GPA are displayed on the transcript. The display of three sessions of coursework within one semester on the transcript represents a change in status from non-matriculating to matriculating within the same semester. Non-degree-seeking students may enroll in selected courses without being admitted to a specific program.

OTHER INFORMATION

Records Converted from DeVry's Previous Student Information System: GPA Changes : DeVry changed student information systems in July 2012. For students who attended prior to July 2012, the CGPA was based solely on courses applicable toward graduation in the current program of study. Beginning July 2012, the CGPA for continuing students was recalculated and is the overall GPA, including all courses the student attempted at DeVry as an undergraduate student. Transcripts for students who graduated prior to July 2012 and have not returned to DeVry include an unconverted CGPA. Transcripts for students who graduated prior to July 2012 and have returned for additional study include the unconverted conferral CGPA as determined at the time of the conferral and a current CGPA that includes all coursework the student has attempted at DeVry as an undergraduate student. A prior grandfather provision allowed certain continuing students to retain the CGPA calculated under the previous policy if the recalculated CGPA resulted in the student not meeting minimum requirements for graduation. This grandfather provision was in effect beginning with the July 2012 session through the end of the January 2013 session. Additionally, academic honors for all students graduating from July 2012 through the end of the January 2013 session were based upon the higher GPA (program or cumulative).

Coursework attempted prior to summer 1980 is displayed on a separate manually generated transcript.

Course Designer Changes : In July 2012, several course designators were changed; the course designators that appear on the transcript reflect the course designators in effect at the time the student took the course.

Disciplinary Matters :

Authorized inquiries regarding disciplinary matters may be directed to the Conduct Administrator at the location listed on the face of this transcript or to the DeVry University Student Services Contact Center at 877-496-9050.

Name Changes of Specific Locations (current name and effective date listed first): DeVry University: Phoenix AZ, Fremont CA, Long Beach CA, Pomona CA, Sherman Oaks CA, Orlando FL, Colorado Springs CO, Westminster CO, Alpharetta GA, Decatur GA, Addison IL, Chicago IL, Tinley Park IL, Irving TX, Arlington VA, and Federal Way WA; eff. February 2002
- each of these locations was formerly DeVry Institute of Technology

DeVry College of New York Long Island City NY; eff. April 2008
- formerly DeVry Institute of Technology

DeVry University, Columbus OH; eff. February 2002
- formerly DeVry Institute of Technology, eff. October 1983
- formerly Ohio Institute of Technology

DeVry University, Kansas City MO; eff. February 2002
- formerly DeVry Institute of Technology, eff. October 1983

DeVry University, North Brunswick NJ; eff. September 2003
- formerly DeVry College of Technology; eff. January 2001
- formerly DeVry Institute; eff. July 1996
- formerly DeVry Technical Institute

Canadian Locations:

In 1956, DeVry opened its first Canadian location, DeVry Technical Institute, in downtown Toronto. Over the years, locations included North York, Scarborough and Mississauga, and the organization's name was changed to DeVry Institute of Technology. In 2002, with all offerings consolidated at the Mississauga location, the name was changed to DeVry College of Technology. The final classes in the Toronto area were offered in the Summer 2004 semester, with the final awards conferred in October 2004. Although DeVry Toronto did not award bachelor's degrees, graduates of a number of its programs were eligible to attend selected other DeVry locations to complete their degrees. DeVry's Calgary location opened in 2003. In 2013, the Calgary location announced plans to transition to serving students solely through online course offerings. The Calgary campus closed on June 30, 2013. The Calgary Student Support Centre opened in downtown Calgary to assist students during the transition through July 2016. Student records from these locations are maintained by DeVry Online Services, 1200 Diehl Rd., Naperville, IL 60563, 877-496-9050.

For additional information, contact the office of the Registrar at the location listed on the face of this transcript.

DeVry University

Transcript Components

American Association of Collegiate Registrars and Admissions Officers. (2020). AACRAO Academic Record and Transcript Guide. Washington DC: AACRAO Publications.

Transcript Component	Descriptor	Included
Institution Name	Essential	Unofficial Transcript not listed, assume its on official, on legend
Institution Address (City, State, Zip)	Essential	Unofficial Transcript not listed, assume its on official, on legend
Institution Telephone Number	Essential	Unofficial Transcript not listed, assume its on official, on legend
Institution Website	Essential	No
Institution Identifying Code	Recommended	No
Date of Issue	Essential	Yes
Student Full Legal Name	Essential	First, Last, Middle Initial
Student Identification Number	Essential	Yes
Student Mailing Address	Not Recommended	No
Student Email Address	Not Recommended	No
SSN or TIN	Not Recommended	No
Student DOB (Month and Day only)	Recommended	Yes
Student Place of Birth	Not Recommended	No
Legal Sex	Not Recommended	No
Gender Identity	Not Recommended	No
Race and Ethnicity	Not Recommended	No
Marital Status	Not Recommended	No
Religious Affiliation	Not Recommended	No
Disability	Not Recommended	No
Citizenship/Immigration Information	Not Recommended	No
Terms of Attendance	Essential	Yes
Dates of Attendance	Optional	No
Complete Withdrawal Date	Recommended	No
Courses In Progress	Optional	Yes
Course Identification	Essential	Yes
Campus Identification for Course	Optional	Campus of program

Transcript Component	Descriptor	Included
Credits Attempted and Earned per Course	Essential	Earned and GPA
Unit of Credit	Essential	Yes
Grades	Essential	Yes
Grade Points (grade earned X # of credits)	Recommended	Yes
Term Grade Points	Recommended	Yes
Term Grade Point Average (GPA)	Recommended	Yes
Cumulative Grade Points	Recommended	Yes
Cumulative Grade Point Average (GPA)	Essential	Yes
Demonstrated Competencies (Non-class experience in which credit is awarded)	Essential (if credit is awarded)	Unable to identify on samples
Accepted Transfer Credit	Essential	Yes
Transfer Courses, Grades, Credit per Course	Optional	Course, credit, grades
Transfer Credit Summary (credit hours accepted & terms of attendance)	Recommended	Yes
College Credits Eared in High School	Essential (if credit is awarded)	Not distinguishable
Previous Colleges or Universities Attended	Optional	Yes
Academic Standing: Good Standing	Not Recommended	No
Academic Standing: Academic Probation	Optional	No
Academic Standing: Academic Suspension or ineligibility to re-enroll	Recommended	No
Disciplinary Suspension	Recommended	Unable to identify on samples
Academic Honors	Optional	Yes
Class Rank	Not Recommended	No
Statement of Graduation: Degree or Certificate Earned	Essential	Yes
Statement of Graduation: Date Conferred	Essential	Yes
Statement of Graduation: Date Completed	Optional	No
Statement of Graduation: Major	Essential	Yes
Statement of Graduation: Minors, Concentrations, Specializations, etc.	Recommended	Yes
Statement of Graduation: Honors and Distinctions	Recommended	Yes
Statement of Graduation: Professional Certification Requirements	Optional	No
Graduate and Professional Students: Completion of Institutional Qualifying Exam(s)	Optional	No
Graduate and Professional Students: Advancement and/or Admission to Candidacy	Optional	No
Graduate and Professional Students: Title of Thesis or Dissertation	Optional	No
Agency of Internships or Externships	Optional	No
Last Entry Notation	Essential	Yes
Extra-Curricular Activities	Not Recommended	No
Athletic Participation by Sport	Not Recommended	No
Transcript Key	Essential	Yes

Transcript Component	Descriptor	Included
Transcript Key Component (if not included on front of transcript)	Descriptor	Included
Institution Name	Essential	Yes
Institution Address	Essential	Yes
Institution Telephone Number	Essential	Yes
Institution Email Address	Essential	No
Institution Website	Essential	No
Institution Identifying Code	Recommended	No
Reference to institutional name changes dated within the past 10 years	Essential	Yes
Accreditation Statement	Essential	Yes
Calendar System	Essential	Yes
Definition of enrollment terms (approx. start/end date or length of term)	Essential	Yes
Unit of Credit (semester, quarter, other--if other, include the recommended means of translation to semester or quarter units)	Essential	Yes
Grading System (e.g., letter grades, numeric grades, pass/fail, etc.)	Essential	Yes
Method of grade point average calculation	Essential	Yes
Institutional policy on recording all courses attempted	Essential	No
Institutional policy on withdrawals	Essential	No
Institutional policy on transfer credits	Essential	Yes
Institutional policy on incompletes	Essential	Yes
Institutional policy on repeated courses	Essential	No
Instructional policy on academic forgiveness/bankruptcy (if applicable)	Essential	No
Course identification system indicating level (first-year, sophomore, graduate, etc.)	Essential	Yes
Explanation of any unique or unusual academic policies reflected on transcript	Essential	Yes
Policy regarding eligibility to re-enroll	Essential	No
FERPA disclosure statement	Essential	No
Date of last revision to key	Essential	Yes
Method of certification as an official transcript (embedded security features in paper used, embossed seal, etc.)	Essential	No
Method of certification as an official transcript (security used for electronic transcripts)	Essential	No
A statement against alteration or forgery	Essential	No
Office to contact for student's disciplinary record	Optional	Yes
Definition of codes/abbreviations used on transcripts	Optional	Yes
Rules for academic probation, suspension, dismissal, or other academic action	Optional	No
Graduation Requirements outline	Optional	No

Transcript Component	Descriptor	Included
Degrees awarded by the institution and their abbreviation	Optional	No
Requirements for institutional honors	Optional	Yes
Information regarding consortium agreements, if applicable	Optional	N/A

DeVry University

Records Management & Retention

AACRAO. (2018). AACRAO's Professional Development Guidelines for Registrars: A Self-Assessment. Washington DC: AACRAO Publications. □

Identify where and how your academic transcript data is stored.

Academic transcript data is stored in Banner, the Student Information System (SIS), which is hosted by the vendor, Ellucian, in Amazon Web Services-AWS.

Identify what would be needed to produce an academic transcript (paper and/or electronic)

The application that can be used to create an official transcript from the electronic file that DeVry provided is called FormFusion by eVisions. The application requires a license and a printer that is configured appropriately. This application along with the transcript template and a connection to the database of the SIS would be used to map the transcript files.

List your current backup policy and where your backup records exist.

The backup of the Student Information System is handled by the vendor, Ellucian.

Does your record backup system permit lost or altered records to be regenerated from any of the following?

Yes, the backup data would be used to restore the Student Information System and then official transcripts could be produced from the restored system.

Duplicate hardcopy records?

Microfilm/fiche records?

Original documents?

Electronic storage media/database backup?

Other?

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Transcript Audit Results

Fortis College

9001 N. Wesleyan Road, Suite 101
Indianapolis, IN 46268

In consultation with AACRAO publications, sample transcripts were reviewed against best practices. Given the time span of student records for some institutions, recommendations focus on most current samples provide. Outcomes of this review are summarized below.

Transcript Components Summary

Essential Missing Transcript Components:

- Institution email address
- Definition of enrollment terms (approx. start/end date or length of term)
- Method of grade point average calculation
- Institutional Policies (as applicable): courses attempted, withdrawals, transfer credit, incompletes, academic forgiveness/bankruptcy, eligibility to re-enroll
- Course identification system indicating level (first-year, sophomore, graduate, etc.)
- Date of last revision to legend/key
- Statement against alteration or forgery
- Unable to determine:
 - *Not part of review, but of note* – method of certification as an official transcript (security used for electronic transcripts)

Recommended Removal of Transcripts for Consideration:

- Student mailing address
- Use of year for student DOB (should only identify month and day)

Transcript Component Recommendations:

Fortis College has done a great job with meeting most of the transcript components in accordance with best practices. A few added components, as noted above, would only improve this legend. A statement against alteration or forgery should be added if it is not part of the secure paper. An additional suggestion would be to add information on locating the academic catalog.

In accordance with best practices, the student mailing address should only be listed on the transcript if the transcript is being delivered to the student. Removal of full DOB helps protect personally

identifiable information that could be used for nefarious reasons. In removal of the year from DOB, this also helps prevent age discrimination. There were also a few inconsistencies on individual student records. Status, last date of attendance and withdrawal date, duplicate credential posting, and naming of transfer institutions were identified in this review. Of particular note, one student status was marked as graduate status but I was unable to identify the credential posting.

Records Management and Retention

Adequacy of archived transcripts:

- Electronically stored in Campus Vue, institutional SIS; unsure of their backup policy

Ability for BPE to retrieve transcripts in electronic format for continued consumption by student, in event of institutional closure:

- Based on review of samples and information provided, ability exists

Suggested strategies to cost-effectively digitize legacy paper student transcripts:

- It appears all student records are already housed electronically (Campus Vue)

Records Management and Retention Recommendations:

Continue keeping all student records electronically. Ensure all electronic records are backed up on a reasonable consistent schedule based on institutional processes. A recommendation would be to utilize cloud storage or partner with another remote institution. Off-site backup ensures recovery of records if a local disaster destroys on-site and locally backed up records.

To ensure business continuity, from disaster recovery to institutional closure, ensure computer applications and secure transcript paper/institutional seal can be replaced in a timely manner. It is critical institutions maintain current standard operating procedures. SOP's need to be available electronically and should be backed up for recovery off-site. If dealing with an institutional closure, there must be a protocol for whom will be acting as the signatory for the official record.

Fortis College
Office of the Registrar 317.808.4800
9001 North Wesleyan Road - Suite 101 • Indianapolis, IN • 46268

Accreditation

Fortis College is institutionally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302, Arlington, Virginia 22201. ACCSC is an accrediting agency recognized by the U.S. Department of Education. www.accsc.org.

Information on programmatic accreditation may be found in the campus catalog.

Grading System

The progress and quality of a student’s work is measured by a system of letter grades and grade percentages. Grades are based on the quality of work as shown by written tests, laboratory work, clinical rotations or externships, term papers, projects and other assignments as indicated on the course syllabus. The grading scale, with equivalent percentages, is as follows:

*Effective January 1, 2013**

Grade	Percentages	Quality Points
A	95 to 100	4.0
A-	90 to 94	3.7
B+	87 to 89	3.3
B	83 to 86	3.0
B-	80 to 82	2.7
C+	78* to 79	2.3
YesC	73 to 77	2.0
C-	70 to 72	1.7
D+	67 to 69	1.3
D	60 to 66	1.0
F	59 and below	0.0
P	Proficient in the course	N/A

Other letter grades used by the College include:

Grade	Description	Credits Attempted	Affects GPA
AU	Audit	No	No
I	Incomplete	No	No
L	LOA	No	No
W	Withdrawn	Yes	No
WF	Withdrawn Failing	Yes	Yes
TR	Transfer Credit	Yes	No
CR	Block Credit for LPN to ADN	Yes	No

*Nursing Students: The minimum grade of “C+” (78%) is required to pass all nursing courses and the following prerequisite science courses:

- Anatomy and Physiology
- Microbiology
- Nutrition
- General Biology

For a successful completion of nursing and prerequisite courses, a minimum test composite score of 78% (total average of objective assessment) and clinical, simulation, and lab performance grades of Pass (“P”) are necessary. Clinical and laboratory activities will be graded as Pass/Fail. The minimum grade of C- (70%) is required to pass all other courses (non-nursing and non-science courses) in the program curriculum.

*See appropriate school catalog for Grading Scale(s) prior to January 1, 2013.

Definition of Credit Hours

One quarter credit hour is defined as 10 hours of classroom or direct faculty instruction plus out-of-class student work, 20 clock hours of laboratory activities, and 30 clock hours of clinical/externship.

For all courses except clinical/externship, one clock hour is defined as 50 minutes of class time and 10 minutes of break time.

Course Repeat Policy

All courses in which a student fails to earn a passing grade, or has withdrawn from, must be repeated and successfully completed in compliance with course prerequisite requirements and in order to graduate. The higher grade is used to calculate the CGPA. Repeated courses will be included in the calculation for credit hours earned/attempted. All final grades are reflected on the official transcript; repeated courses are designated with a “***”.

Calendar

Fortis College is on a quarter based calendar system.

Authentication

A transcript is official when it bears the signature of the Registrar and the Fortis College seal.

Release of Information

In accordance with Section 438(b)(4)(B) of the Family Education Rights and Privacy Act of 1974, you are hereby notified that this information is provided upon the condition that you, your agents, or employees will not permit any other party to have access to such information, in personally identifiable form, without first obtaining written consent from the student. The transcript of an academic record is an “Education Record” under P.L. 93-380 and may not be disclosed to third parties without the student’s written consent.

Fortis College

Transcript Components

American Association of Collegiate Registrars and Admissions Officers. (2020). AACRAO Academic Record and Transcript Guide. Washington DC: AACRAO Publications.

Transcript Component	Descriptor	Included
Institution Name	Essential	Yes
Institution Address (City, State, Zip)	Essential	Yes
Institution Telephone Number	Essential	No
Institution Website	Essential	Yes
Institution Identifying Code	Recommended	No
Date of Issue	Essential	Yes
Student Full Legal Name	Essential	First, Last
Student Identification Number	Essential	Yes
Student Mailing Address	Not Recommended	Yes
Student Email Address	Not Recommended	No
SSN or TIN	Not Recommended	No
Student DOB (Month and Day only)	Recommended	MM/DD/YYYY
Student Place of Birth	Not Recommended	No
Legal Sex	Not Recommended	No
Gender Identity	Not Recommended	No
Race and Ethnicity	Not Recommended	No
Marital Status	Not Recommended	No
Religious Affiliation	Not Recommended	No
Disability	Not Recommended	No
Citizenship/Immigration Information	Not Recommended	No
Terms of Attendance	Essential	Yes
Dates of Attendance	Optional	Yes
		Some are marked (status: drop, LDA and W/D Date; looks like others are not, unsure of difference)
Complete Withdrawal Date	Recommended	
Courses In Progress	Optional	Not able to identify
Course Identification	Essential	Yes
Campus Identification for Course	Optional	No
Credits Attempted and Earned per Course	Essential	Yes
Unit of Credit	Essential	Yes
Grades	Essential	Yes
Grade Points (grade earned X # of credits)	Recommended	Yes
Term Grade Points	Recommended	Yes
Term Grade Point Average (GPA)	Recommended	Yes
Cumulative Grade Points	Recommended	Yes
Cumulative Grade Point Average (GPA)	Essential	Yes
Demonstrated Competencies (Non-class experience in which credit is awarded)	Essential (if credit is awarded)	No

Transcript Component	Descriptor	Included
Accepted Transfer Credit	Essential	Yes (inconsistent in naming transfer institution)
Transfer Courses, Grades, Credit per Course	Optional	Courses, credit
Transfer Credit Summary (credit hours accepted & terms of attendance)	Recommended	Hours accepted
College Credits Eared in High School	Essential (if credit is awarded)	Not distinguishable
Previous Colleges or Universities Attended	Optional	No
Academic Standing: Good Standing	Not Recommended	No
Academic Standing: Academic Probation	Optional	No
Academic Standing: Academic Suspension or ineligibility to re-enroll	Recommended	No
Disciplinary Suspension	Recommended	No
Academic Honors	Optional	No
Class Rank	Not Recommended	No
Statement of Graduation: Degree or Certificate Earned	Essential	Yes (duplicate credential listed on Lynda Jolicoeu #254026576, #253936909 Cindy Adams, #252465575 listed as graduate status, but no credential posting like other transcripts 2017-2015)
Statement of Graduation: Date Conferred	Essential	Yes
Statement of Graduation: Date Completed	Optional	No (Mixed on 2015-2017)
Statement of Graduation: Major	Essential	Yes
Statement of Graduation: Minors, Concentrations, Specializations, etc.	Recommended	No
Statement of Graduation: Honors and Distinctions	Recommended	No
Statement of Graduation: Professional Certification Requirements	Optional	No
Graduate and Professional Students: Completion of Institutional Qualifying Exam(s)	Optional	N/A
Graduate and Professional Students: Advancement and/or Admission to Candidacy	Optional	N/A
Graduate and Professional Students: Title of Thesis or Dissertation	Optional	N/A
Agency of Internships or Externships	Optional	No
Last Entry Notation	Essential	Yes
Extra-Curricular Activities	Not Recommended	No
Athletic Participation by Sport	Not Recommended	No
Transcript Key	Essential	Yes

Transcript Component	Descriptor	Included
Unsure of "Indicates Associated Course" Transcript Entry		
Jumping between quarter and academic term in 2017-2019 transcripts is odd--need better defined understanding of calendar on legend (Nursing only one on quarter system?)		
2017-2019 #254798763 Grad Date at top of transcript=4/4/2019, Credential Date Awarded=4/5/2019, End of Academic Term=3/31/2019		
2017-2019 #253912872 Grad Date=3/31/2019, Credential Award Date=3/29/2019, January Quarter ends 3/31/2019		
2017-2019 #254895049 Grade Date=2/17/2019, Credential Awarded=2/15/2019, November Term ends 2/17/2019		
Additional Grad/Award Date differences for 2017-2019 #254771492, 254955555, 253106229, 254911396, 254647909 (stopped, could be more)		
2017-2019 #254783841 Credential Awarded not listed		
SAP Met comment on terms		
2011-2015 Degree Type not indicated on all records		
2011-2015 Emily Ashton #253312004, October 2014 term ends 1/18/2015 but grad dates is 11/30/14?		
2011-2015 K. Atobatele #252488365, academic term ends 9/28/14, grad date is 10/8/14-unsure of why completion after term date?		
2008-2011 Program:Heating, Ventilation, Air Conditioning & Refrideration #251180669		
2008-2011 Program:Heating, Ventilation, Air Conditioning & Refridgeration #251330909 (Multiples)		

Transcript Key Component (if not included on front of transcript)	Descriptor	Included
Institution Address	Essential	No
Institution Telephone Number	Essential	No
Institution Email Address	Essential	No
Institution Website	Essential	No
Institution Identifying Code	Recommended	No
Definition of enrollment terms (approx. start/end date or length of term)	Essential	No
Method of grade point average calculation	Essential	No
Institutional policy on recording all courses attempted	Essential	No
Institutional policy on withdrawals	Essential	No

Transcript Component	Descriptor	Included
Institutional policy on transfer credits	Essential	No
Institutional policy on incompletes	Essential	No
Instructional policy on academic forgiveness/bankruptcy (if applicable)	Essential	No
Course identification system indicating level (first-year, sophomore, graduate, etc.)	Essential	No
Policy regarding eligibility to re-enroll	Essential	No
Date of last revision to key	Essential	No
A statement against alteration or forgery	Essential	No
Office to contact for student's disciplinary record	Optional	No
Rules for academic probation, suspension, dismissal, or other academic action	Optional	No
Graduation Requirements outline	Optional	No
Degrees awarded by the institution and their abbreviation	Optional	No
Requirements for institutional honors	Optional	No
Information regarding consortium agreements, if applicable	Optional	No

Fortis College

Records Management & Retention

AACRAO. (2018). AACRAO's Professional Development Guidelines for Registrars: A Self-

□

Identify where and how your academic transcript data is stored.

Identify what would be needed to produce an academic transcript (paper and/or electronic)

Identify where appropriate backup records exist.

List your current backup policy.

Does your record backup system permit lost or altered records to be regenerated from any of the following?

Duplicate hardcopy records?

Microfilm/fiche records?

Original documents?

Electronic storage media/database backup?

Other?

-Assessment. Washington DC: AACRAO Publications. □

Campus Vue

Student files. A final transcript is printed and placed in a student's academic file upon exit.

Yes

Pull the students academic file

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Transcript Audit Results

AC/C TECH

Crown Point, IN

In consultation with AACRAO publications, sample transcripts were reviewed against best practices. Given the time span of student records for some institutions, recommendations focus on most current samples provide. Outcomes of this review are summarized below.

Transcript Components Summary

Essential Missing Transcript Components:

- Institution address, telephone number, and email address
- Student Identification Number
- Statement of Graduation: Date Conferred (only reflected on diploma)
- Last entry notation
- Accreditation Statement
- Calendar system and Definition of enrollment terms (approx. start/end date or length of term)
- Institutional Policies (as applicable): courses attempted, withdrawals, transfer credits, incompletes, repeated courses, academic forgiveness/bankruptcy, eligibility to re-enroll
- Statement against alteration or forgery and add FERPA as a reference to the disclosure statement already on the legend/key
- Date of revision to legend/key
- Unable to determine:
 - Method of certification as an official transcript (embedded security features in paper used, embossed seal, etc.)—this may be embedded in security paper, but not able to determine from this review
 - *Not part of review, but of note* – method of certification as an official transcript (security used for electronic transcripts)

Recommended Removal of Transcript Component(s) for Consideration:

- Student mailing address
- Use of year for student DOB (should only identify month and day)

Transcript Component Recommendations:

Each student should have a Student Identification Number assigned, ensuring accurate representation of a specific student and their records. Currently AC/C Tech is only listing the

date of the credential conferral on the certificate/diploma, the date should also be added to the academic transcript. Ensuring a last entry notation on the transcript provides clarity to the reviewer and deters alteration of the academic record.

In accordance with best practices, there are several data elements that should be removed from the student transcript. The student mailing address should only be listed on the transcript if the transcript is being delivered to the student. Removal of the year from the date of birth reduces the ability for someone to use personally identifiable information for nefarious reasons and/or age discrimination.

A more robust transcript key/legend to include the essential components listed above should be used. Adding reference to FERPA in the current disclosure and statement against alteration or forgery are included; this may be included in the official transcript paper, but it was not identified in this review. An additional suggestion would be to add information on locating the academic catalog for additional reference to academic policies and program information.

Records Management and Retention

Adequacy of archived transcripts:

- Electronically stored in at AC/C Tech general office, also notes all data from LMS is transferring results into offline secure database to prevent tampering or misuse.
- Inquisiq R4 (LMS); ICS controls security, scores maintained indefinitely and backed-up daily. Monthly backup and hard copy is secured in bank safe deposit.

Ability for BPE to retrieve transcripts in electronic format for continued consumption by student, in event of institutional closure:

- Based on review of samples and information provided, ability exists

Suggested strategies to cost-effectively digitize legacy paper student transcripts:

- Seem to keep both hard copy and electronic copy

Records Management and Retention Recommendations:

AC/C Tech will want to examine their current practice of keeping offline hard copies. When moving records to a digital space, data logs can be used to ensure security of data and to monitor if any change activity happens. This will allow the backed up data to be stored in a geographical location that would not be impacted by local natural disasters. A recommendation would be to utilize cloud storage or partner with another remote institution.

To ensure business continuity, from disaster recovery to institutional closure, ensure computer applications and secure transcript paper/institutional seal can be readily replaced. It is critical institutions maintain current standard operating procedures in an online format that can be used off-site and is recoverable. If dealing with an institutional closure, there must be a protocol for who will be acting as the signatory for the official record.

AC/C TECH

Transcript Legend

Abbreviations

Sem - Semester (year-month)

Class Sessions

- 1 - 1st Session Points
- 2 - 2nd Session Points
- 3 - 3rd Session Points
- 4 - 4th Session Points
- 5 - 5th Session Points
- 6 - 6th Session Points
- 7 - 7th Session Points
- 8 - 8th Session Points
- 9 - 9th Session Points
- FE - Final Examination

Pts - Total Points Earned

CSc - Classroom Score

OJT - On-job Training

FSc - Final Score

Scholastic Status

Probation - A student in this status is below the scholastic standards of this institution, but is eligible to continue in attendance.

Disciplinary Status - A student who is on disciplinary suspension or expulsion will have that fact noted on the transcript.

Suspension - A student in this status may be readmitted only with the approval of the dean.

Courses

- APP101 - Range Maintenance
- APP102 - Refrigerator Maintenance
- APP103 - Dishwasher Maintenance
- APP104 - Washer Maintenance
- APP105 - Dryer Maintenance

- ELE101 - General Wiring Maintenance
- ELE102 - Advanced Wiring Maintenance
- ELE103 - Aluminum Wiring Maintenance - workshop

- GEN101 - Careers in Apartment Maintenance - workshop
- GEN102 - Basic Electricity
- GEN103 - Self Management
- GEN104 - Supervision
- GEN105 - Shop Math

- HEA101 - Electric Furnace Maintenance
- HEA102 - Gas Furnace Maintenance
- HEA103 - EPA Technician Certification
- HEA104 - Air Conditioning Maintenance
- HEA105 - Heat Pump Maintenance

- INT101 - Grounds, Scenery & Curb Appeal
- INT102 - Outdoor Amenities
- INT103 - Exterior Maintenance
- INT104 - Interior Maintenance
- INT105 - Final & Inspection
- INT201 - Uniform Physical Inspections
- INT202 - Mold Remediation

- PLU101 - General Plumbing Maintenance
- PLU102 - Advanced Plumbing Maintenance

- SHT101 - Smart Home Technology I
- SHT102 - Smart Home Technology II
- SHT103 - Designing Home Theater Systems
- SHT104 - Computer Hardware Applications
- SHT105 - Computer Software Applications

- SWI101 - Pool Codes
- SWI102 - Pool Opening
- SWI103 - CPO (Certified Pool Operator)
- SWI104 - Pool Closing

Student Evaluation

Scores were determined by quizzes, labs, one final examination, and OJT.

Quizzes	=	100 Pts	25%
Labs	=	100 Pts	25%
Final Exam	=	100 Pts	25%
OJT	=	100 Pts	25%
		-----	-----
Total		400 Pts	100%

Performance Indicator

- 95 - 100% Superior
- 88 - 94% Good
- 80 - 87% Average
- 70 - 79% Poor

Graduation Requirements

The following are requirements to earn an Associate in Applied Science Degree:

1. Complete 960 hours of training.
2. Score 70%, or above, in the classroom activities and the final examination.
3. Complete 10 hours of OJT (On-Job Training) for each course (240 hours for the entire program).
4. Score 70% or above, on the actual OJT (On-Job Training) performance.

Disclosure of Transcript

Disclosure of any information contained in this transcript may not be made to another party without prior written consent from the student. The information contained in this transcript may be used solely by the individual or institution to which it was originally released and for the purpose of which the disclosure was made.

AC/C TECH transcripts are certified to be a true copy of the student's record if imprinted with the institution seal.

AC/C TECH, 4415 Forest Manor Ave, Indianapolis, IN 46226-3080, 317/545-7071

AC-C Tech

Transcript Components

American Association of Collegiate Registrars and Admissions Officers. (2020). AACRAO Academic Record and Transcript Guide. Washington DC: AACRAO Publications.

Transcript Component	Descriptor	Included
Institution Name	Essential	Yes
Institution Address (City, State, Zip)	Essential	Contained on Certificate but not transcript
Institution Telephone Number	Essential	Contained on Certificate but not transcript
Institution Website	Essential	Yes
Institution Identifying Code	Recommended	No
Date of Issue	Essential	Yes
Student Full Legal Name	Essential	First, Last, Middle
Student Identification Number	Essential	No
Student Mailing Address	Not Recommended	Yes
Student Email Address	Not Recommended	No
SSN or TIN	Not Recommended	No
Student DOB (Month and Day only)	Recommended	MM/DD/YYYY
Student Place of Birth	Not Recommended	No
Legal Sex	Not Recommended	No
Gender Identity	Not Recommended	No
Race and Ethnicity	Not Recommended	No
Marital Status	Not Recommended	No
Religious Affiliation	Not Recommended	No
Disability	Not Recommended	No
Citizenship/Immigration Information	Not Recommended	No
Terms of Attendance	Essential	Yes (e.g. 201304)
Dates of Attendance	Optional	No
Complete Withdrawal Date	Recommended	No
Courses In Progress	Optional	No
Course Identification	Essential	Yes
Campus Identification for Course	Optional	No
Credits Attempted and Earned per Course	Essential	Uses a different way to show completion-FSc-Final Score
Unit of Credit	Essential	Uses a different way to show completion-FSc-Final Score
Grades	Essential	Performance Indicator

Transcript Component	Descriptor	Included
Grade Points (grade earned X # of credits)	Recommended	No
Term Grade Points	Recommended	No
Term Grade Point Average (GPA)	Recommended	No
Cumulative Grade Points	Recommended	No
Cumulative Grade Point Average (GPA)	Essential	N/A
Demonstrated Competencies (Non-class experience in which credit is awarded)	Essential (if credit is awarded)	No
Accepted Transfer Credit	Essential	N/A
Transfer Courses, Grades, Credit per Course	Optional	N/A
Transfer Credit Summary (credit hours accepted & terms of attendance)	Recommended	N/A
College Credits Eared in High School	Essential (if credit is awarded)	Not distinguishable
Previous Colleges or Universities Attended	Optional	N/A
Academic Standing: Good Standing	Not Recommended	No
Academic Standing: Academic Probation	Optional	No
Academic Standing: Academic Suspension or ineligibility to re-enroll	Recommended	No
Disciplinary Suspension	Recommended	Yes
Academic Honors	Optional	N/A
Class Rank	Not Recommended	No
Statement of Graduation: Degree or Certificate Earned	Essential	Yes
Statement of Graduation: Date Conferred	Essential	Not on transcript, only on certificate
Statement of Graduation: Date Completed	Optional	N/A
Statement of Graduation: Major	Essential	Yes
Statement of Graduation: Minors, Concentrations, Specializations, etc.	Recommended	No
Statement of Graduation: Honors and Distinctions	Recommended	No
Statement of Graduation: Professional Certification Requirements	Optional	No
Graduate and Professional Students: Completion of Institutional Qualifying Exam(s)	Optional	N/A
Graduate and Professional Students: Advancement and/or Admission to Candidacy	Optional	N/A
Graduate and Professional Students: Title of Thesis or Dissertation	Optional	N/A
Agency of Internships or Externships	Optional	No
Last Entry Notation	Essential	No
Extra-Curricular Activities	Not Recommended	No
Athletic Participation by Sport	Not Recommended	No
Transcript Key	Essential	Yes
shows a student must complete 960 hours of training--not sure where that is notated on the transcript?		

Transcript Component	Descriptor	Included
Transcript Key Component (if not included on front of transcript)	Descriptor	Included
Institution Name	Essential	Yes
Institution Address	Essential	Yes
Institution Telephone Number	Essential	Yes
Institution Email Address	Essential	No
Institution Website	Essential	Yes (website not available when I tried to access it)
Institution Identifying Code	Recommended	No
Reference to institutional name changes dated within the past 10 years	Essential	N/A
Accreditation Statement	Essential	No
Calendar System	Essential	No
Definition of enrollment terms (approx. start/end date or length of term)	Essential	No
Unit of Credit (semester, quarter, other--if other, include the recommended means of translation to semester or quarter units)	Essential	Yes
Grading System (e.g., letter grades, numeric grades, pass/fail, etc.)	Essential	Session points, percentages, performance indicator
Method of grade point average calculation	Essential	Yes, shows how student evaluations are calculated
Institutional policy on recording all courses attempted	Essential	No
Institutional policy on withdrawals	Essential	No
Institutional policy on transfer credits	Essential	No
Institutional policy on incompletes	Essential	Based on transcript, doesn't look to be an option?
Institutional policy on repeated courses	Essential	No
Instructional policy on academic forgiveness/bankruptcy (if applicable)	Essential	No
Course identification system indicating level (first-year, sophomore, graduate, etc.)	Essential	Yes, class sessions
Explanation of any unique or unusual academic policies reflected on transcript	Essential	Identifies courses
Policy regarding eligibility to re-enroll	Essential	No
FERPA disclosure statement	Essential	Yes (FERPA is not specifically mentioned)
Date of last revision to key	Essential	No

Transcript Component	Descriptor	Included
Method of certification as an official transcript (embedded security features in paper used, embossed seal, etc.)	Essential	Yes
Method of certification as an official transcript (security used for electronic transcripts)	Essential	Uncertain
A statement against alteration or forgery	Essential	No
Office to contact for student's disciplinary record	Optional	No
Definition of codes/abbreviations used on transcripts	Optional	Yes
Rules for academic probation, suspension, dismissal, or other academic action	Optional	Yes
Graduation Requirements outline	Optional	Yes
Degrees awarded by the institution and their abbreviation	Optional	degree awarded, no abbreviation
Requirements for institutional honors	Optional	No
Information regarding consortium agreements, if applicable	Optional	No

AC-C Tech

Records Management & Retention

AACRAO. (2018). AACRAO's Professional Development Guidelines for Registrars: A Self

□

Identify where and how your academic transcript data is stored.
Identify what would be needed to produce an academic transcript (paper and/or electronic)

List your current backup policy.

Identify where appropriate backup records exist.
Does your record backup system permit lost or altered records to be regenerated from any of the following?

- Duplicate hardcopy records?
- Microfilm/fiche records?
- Original documents?
- Electronic storage media/database backup?
- Other?

Assessment. Washington DC: AACRAO Publications. □

AC/C TECH maintains all records indefinitely. All transcript data is stored at the AC/C TECH general office and maintained in electronic format pursuant to federal and state laws. In addition, all student transcripts are considered extremely important and confidential, and for that reason, all data is maintained offline to prevent tampering or misuse by hackers.

ICS Learning Group controls the security of the teaching platform through a secure database, a secure website with SSL, and all scores are maintained indefinitely and backed-up daily. As noted in answer 2, the instructional staff is responsible for transferring student scores into an offline secure database. More importantly, AC/C TECH makes a backup copy of all records monthly and stores the media in an offsite secure location, such as inside a bank safe deposit box. This policy allows us to obtain a copy of accurate and reliable data should a disaster occur involving records.

the LMS is setup to maintain all scores permanently, and the instructional staff is responsible for transferring those results into an offline secure database. So, in short, AC/C TECH maintain student records offline to prevent tampering by hackers. Furthermore, all results are computerized and maintained indefinitely and they are protected against fire, water, theft, tampering, etc.

Yes