

**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

Indiana Board for Proprietary Education  
**AGENDA**

Tuesday, December 13, 2016

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# AGENDA

## Meeting of the Board for Proprietary Education

December 13, 2016  
10:00 – 1:00

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

**(For Conference Call Participants)**

1-877-422-1931 Conference Code: 2867447421

- I. Call to Order – 10:00 A.M. (Eastern)**
  - Roll Call of Members and Determination of Quorum**
  - Executive Director’s Report**
  - Consideration of the Minutes of the September 13, 2016 Board Meeting ..... 1**
- II. Business Items**
  - A. Academic Degree Programs**
    - 1. American College of Education: Two Baccalaureate Degree Programs, and One Master’s Degree Program via Distance Education ..... 5
      - B.A. in Early Childhood Education ..... 7
      - B.A. in Elementary Education ..... 35
      - M. Ed. in Higher Education Administration ..... 59
    - 2. Lincoln College of Technology: One Associate’s Degree Program at One Location ..... 87
      - A.A.S. in Collision Repair and Refinishing Service Management ..... 89
    - 3. Radiological Technologies University VT: One Baccalaureate Degree Program, and Master’s Degree Program at One Location ..... 101
      - B.S. in Radiologic Science ..... 103
      - Master of Library Science ..... 113
    - 4. Ross Medical Education Center: Three Associate’s Degree Programs at One Location ..... 123
      - A.A.S. in Dental Assistant Specialist ..... 125
      - A.A.S. in Medical Assistant Specialist ..... 135
      - A.A.S. in Medical Insurance Billing and Office Administration Specialist ..... 145

5a. St. Vincent College of Health Professions: Institutional Authorization.....	155
Application for Institutional Authorization .....	157
5b. St. Vincent College of Health Professions: One Associate's Degree Program at One Location .....	159
A.A.S. in Radiography .....	161

### **III. INFORMATION ITEM**

A. Calendar of Tentative Meeting Dates of the Board.....	171
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### **IV. DECISION ITEM**

**OLD BUSINESS**  
**NEW BUSINESS**  
**ADJOURNMENT**

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The next meeting of the Board is tentatively scheduled for **March 14, 2017, in Indianapolis, Indiana.**

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

**Minutes of Meeting**

**Tuesday, September 13, 2016**

**I. CALL TO ORDER**

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

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

*Members Present: Rod Haywood, Jr., Ken Konesco, Eric Ogle, and Ken Sauer.*

*Members Absent: None.*

*Guests Present: Kristen Akers, Jeff Biltz, Michael Crowley, Paula Hartman, Dr. Jim Hutton, Bruce Kepley, Marty Mehringer, LeeAnne Minton, Sherri Parker, Becky Polston, Glenna Shelby, Aaron Taylor, Greg Wallis, and Michael Wilkins.*

It was determined that there was a quorum for the September 13, 2016 Board meeting.

**CONSIDERATION OF THE MINUTES OF THE June 1, 2016 BOARD MEETING**

**R-16-03.1      Resolved:** That the Board for Proprietary Education hereby approve the Minutes of the June 1, 2016 regular meeting  
(Motion – Konesco, second – Haywood, unanimously approved)

**II. EXECUTIVE DIRECTOR'S REPORT**

Dr. Sauer began by stating that a press conference would be held at 10:30 a.m. in the Indiana State House to discuss options for former ITT Technical Institute students. With the abbreviated schedule before the press conference, the Board moved directly to the business items.

**III. TIME – SENSITIVE ACTION ITEMS**

**A. Academic Degree Programs**

1. Associate of Applied Science in Diagnostic Medical Sonography to be offered by Caris College.

Representing Caris College was: Bruce Kepley, President, LeeAnne Minton, Diagnostic Medical Sonography Program Director, and Arron Taylor, Academic Coordinator.

Mr. Miller presented the staff report recommending that Caris College be granted approval to offer one Associate's degree program at the Jeffersonville campus.

**R-16-03.2      RESOLVED:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.

(Motion – Ogle, second – Konesco, unanimously approved)

2. Associate of Applied Science in Medical Laboratory Technology to be offered by Harrison College at Fort Wayne, and Associate of Applied Science in Practical Nursing to be offered by Harrison College at Fort Wayne and Indianapolis.

Representing Harrison College was: Kristen Akers, Accreditation Specialist, Jeff Biltz, Director of Accreditation Compliance, Michael Crowley, Chief Compliance Officer, Paula Hartman, Dean of Nursing, Dr. Jim Hutton, President, Marty Mehringer, Vice President of Student Financial Services, Sherri Parker, Sr. VP of Academics, and Greg Wallis, Chief Financial Officer.

Mr. Miller presented the staff report recommending that Harrison College be granted approval to offer one Associate's degree program at one location and one Associate's degree program at two locations.

**R-16-03.3**                      **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.  
(Motion – Ogle, second – Haywood, abstention – Konesco, motion approved)

#### **IV. INFORMATION ITEM**

Dr. Sauer began by introducing the topic of maintenance of student records by outlining the recent closures of several proprietary institutions which, until recently had large enrollments. The Board has drafted a policy on institutional creation and maintenance of student records including academic transcripts. In drafting the policy, the Board has looked to the expertise of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Dr. Sauer has had discussions with a senior administrator at AACRAO, and conducted a close review of ACCRAO standards.

In putting the policy out for full review, Dr. Sauer summarized the policy as stating institutions authorized by the Board shall create and maintain adequate student records, including academic transcripts, in accordance with national standards as a condition of initial and renewed authorization. The policy addresses new institutions seeking authorization and also applies to institutions renewing authorization. The policy allows the Board to flexibly move towards standards which are best practices in other states with similar policies, and make sure that institutions are following national standards.

**R-16-03.4**                      **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.  
(Motion – Konesco, second – Haywood, unanimously approved)

#### **OLD BUSINESS NEW BUSINESS**

There was none.

**V. ADJOURNMENT**

The meeting was adjourned at 10:30 A.M.

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Dr. Ken Sauer, Chairman

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Date

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## BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 13, 2016

### BUSINESS ITEM A-1:

**American College of Education:**  
**Two Baccalaureate Degree Programs, and One Master's**  
**Degree Program Exclusively through Distance Education**

### Staff Recommendation

That the Board for Proprietary Education approve the Bachelor of Arts (B.A.) in Early Childhood Education, B.A. in Elementary Education, and Master of Education (M.Ed.) in Higher Education Administration in accordance with the background discussion in this agenda item and the Applications for Degree Approval.

### Background

#### **Institution Profile**

American College of Education is regionally accredited by the Higher Learning Commission (HLC). The institution has offices in Indianapolis, Indiana and Dallas, Texas. The National Center for Education Statistics (NCES) lists a total enrollment of 3,023 students in the fall of 2015 at American College of Education.

### **Degree Program Profile**

*Bachelor of Arts (B.A.) in  
Early Childhood Education*

This program consists of 120 semester credit hours, with 50% of the courses in the specialty. Students may transfer up to 60 general education semester credit hours from another regionally accredited institution. The program includes a choice between two areas of focus. The faculty consists of 12 individuals, of whom 3 are full-time and the remaining 9 are part-time. Of the 12 individuals, 11 have a doctoral degree, and 1 has an Education Specialist degree.

*Bachelor of Arts (B.A.) in  
Elementary Education*

This program consists of 120 semester credit hours, with 50% of the courses in the specialty. Students may transfer up to 60 general education semester credit hours from another regionally accredited institution. The faculty consists of 12 individuals, of whom 3 are full-time, and the remaining 9 are part-time. Of the 12 individuals, 11 have a doctoral degree, and 1 has an Education Specialist Degree.

*Master of Education (M.Ed.) in  
Higher Education Administration*

This program consists of 34 semester credit hours, with 100% of the courses in the specialty. The faculty consists of 8 individuals, of whom 2 are full-time and the remaining 6 are part-time. Of the 8 individuals, each has a doctoral degree.

**Supporting Document**

Degree Applications

**Indiana Commission for Higher Education**  
**Indiana Board for Proprietary Education**  
**Out-of-State Institutions and**  
**In-State Proprietary Institutions Offering Instruction in Indiana**  
**with a Physical Presence in the State**  
**DEGREE APPLICATION**  
*(New or Renewal program)*

Name of Institution	<u>American College of Education</u>		
Name of Program	<u>Bachelor of Arts in Early Childhood Education (CIP 13.1210)</u>		
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<u>B.A.</u>		
Name of Person Preparing this Form	<u>Karen Swenson, Sr. VP Regulatory Affairs</u>		
Telephone Number	<u>630.247.6998</u>	<u>Application Type</u>	
Date the Form was Prepared	<u>November 18, 2016</u>	Initial	X or Renewal

**Bachelor of Arts in Early Childhood Education**  
**CIP 13.1210 Early Childhood Education and Teaching**

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

**Program Description**

Early childhood experiences shape the foundations for academic success. The B.A. in Early Childhood Education focuses on knowledge and skills necessary to be an effective educator and advocate for young children.

**Focus of Study 1: P-3 licensure**

Early childhood experiences shape the foundations for academic success. The B.A. in Early Childhood Education for P-3 licensure focuses on knowledge and skills necessary to be an effective educator and advocate for young children. Through developmentally appropriate practices, early childhood majors implement research-based strategies and methods to create quality curriculum, establish appropriate learning environments, and build relationships with learners impacting all domains of growth and development. Learning experiences are designed to bridge theory and practice thus providing purpose and intent to all activities for young children. Leading to licensure, the student teaching experience weaves knowledge and skills, observations and abilities, into real-life classroom practice. This program leads to licensure. *[NOTE: Program will be submitted to Indiana DOE for licensure approval. It will not be marketed to students (no enrollments) until licensure approval is received.]*

## Focus of Study 2: Birth to age 5, non-licensure

Early childhood experiences shape the foundations for academic success. The B.A. in Early Childhood Education for birth through age five focuses on knowledge and skills necessary to be an effective educator and advocate for young children. Through developmentally appropriate practices, early childhood majors implement research-based strategies and methods to create quality curriculum, establish appropriate learning environments, and build relationships impacting all domains of growth and development. Learning experiences are designed to bridge theory and practice thus providing purpose and intent to all activities for young children. This program is designed to meet the needs of Head Start teachers and childcare practitioners and does not lead to licensure.

### Program Rationale

The National Association for the Education of Young Children (NAEYC) believes the United States “is at a crossroads” requiring the development of an integrated system of early childhood care and education. The NAEYC proposes this system as a collaborative effort, directly involving families and communities in program design, implementation, and evaluation. Such a system will require significant investment in children and their families, including educational opportunities for those who want to lead and advocate for developmentally appropriate early childhood education.

In the United States, the demand for high-quality early childhood programs continues to grow in response to a number of factors: (1) recognition of the importance of educational activities and experiences during the early years, (2) out-of-home child care, and (3) low high school graduation rates when U. S. students are compared internationally. This demand is supported by substantial research collected over several decades showing that high-quality, developmentally appropriate early childhood programs produce positive effects on young children’s cognitive and social development.

The NAEYC has been openly critical of policies and programs having a negative impact on the lives of children and their families. Fragmentation of policies and programs and lack of funding at sufficient levels are ongoing problems. The opportunity for more advanced education opens up a pathway for addressing many of the issues, including the role of early childhood education in closing achievement gaps.

According to the U.S. Bureau of Labor Statistics (2016), employment of preschool teachers is projected to grow 7% annually through 2024. This growth is anticipated based on a continued focus on the significance of early childhood education to overall student performance and achievement. Simultaneously, the number of preschool-aged children is expected to increase as parents/caregivers are enrolling their children at younger ages.

On a national scale, O-Net reported 441,000 employees working in 2014 at the preschool level with projected new job openings reaching 158,700 by 2024. The Indiana Department of Workforce Development, Strategic Research & Development Division, projected a 14.8% increase in the number of preschool jobs available and the need for 200 new preschool-level positions annually through 2024. In addition, the Indiana department projects an 11.9% increase in the number of child care jobs available and the need for 620 new child care practitioner positions annually through 2024. Individuals with postsecondary education, particularly those with a bachelor’s degree, are anticipated to have better employment opportunities than those with less education (U.S. Bureau of Labor Statistics, 2016).

### References:

Bureau of Labor Statistics, U.S. Department of Labor. (2016). *Occupational outlook handbook, 2016-17 Edition, Preschool teachers*. Retrieved from <http://www.projectionscentral.com/Projections/LongTerm>

National Association for the Education of Young Children. (2016). *A call for excellence in early childhood education*. Retrieved from <http://www.naeyc.org/policy/excellence>

U. S. Department of Labor, Employment, and Training Administration. (2016). *Projects Central: Child care workers*. Retrieved from <http://www.projectionscentral.com/Projections/LongTerm>

U. S. Department of Labor, Employment, and Training Administration. (2016). *Projects Central: Preschool teachers except special education*. Retrieved from <http://www.projectionscentral.com/Projections/LongTerm>

## **Program Outcomes**

1. Design and teach integrated, differentiated lessons and units of study in various content areas reflective of diverse cultural experiences and appropriate to young children's development in all domains.
2. Create and apply a variety of observation and assessment strategies to measure student performance and inform instructional improvement through data-based decision making.
3. Demonstrate evidence-based, developmentally appropriate pedagogical practices within the context of safe, secure, inclusive educational settings.
4. Identify and apply the theories, principles, stages, and characteristics supporting child development in appropriate learning experiences and activities.
5. Differentiate standards-based instruction through Universal Design for Learning, Response to Intervention/Instruction, scaffolding, modifications, and play to meet individual learning needs.
6. Develop the knowledge and skills to inspire lifelong learning, reflective thinking, and intellectual curiosity in students, self, and others.
7. Communicate and collaborate with students, families, colleagues, community, and other stakeholders to promote academic performance and improvement.
8. Enrich curricula and instructional activities by providing opportunities for students to engage in civic and global learning.
9. Develop the habits of mind of a reflective practitioner who employs ethical and equitable practices and decision making for the purpose of personal and professional improvement.
10. Use field experiences and teaching practice to demonstrate leadership skills and professional growth as an educator.

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

Name of Program: **B.A. in Early Childhood Education**

Total Course Hours: **120 Credits\*** Check one: Quarter Hours \_\_\_\_\_  
 \_\_\_\_\_ Semester Hours **✓**  
 \_\_\_\_\_ Clock Hours \_\_\_\_\_

Tuition : **\$12,900\*\*** Length of Program: **2 years**

\*60 credits taken with ACE; 60 credits transferred in. Credits transferred in must meet all General Education requirements.

\*\* This tuition represents \$215/credit for 60 credits. ACE intends to encourage students to take general education through a community college program, transferred in as part of prior learning assessment, or through American Council on Education credit recommendations.

<b>Overall Degree Plan</b>			
	<b>Division</b>	<b>Credits</b>	<b>Planning Notes/Courses</b>
<b>Lower Division</b>			
General Education requirements - 1000-2000 level courses - Generally year 1 and year 2 courses	Lower Division	60	Can be transferred in or taken with ACE
		<b>60</b>	
<b>Upper Division</b>			
<b>Developmental and Content Standards</b> - 3000-4000 level courses - Generally year 3-4 courses	Upper Division	48	Indiana Content Standards for Educators - SCHOOL SETTING DEVELOPMENTAL STANDARDS– EARLY CHILDHOOD EDUCATION Indiana Content Standards for Educators - EARLY CHILDHOOD GENERALIST
	<b>BENCHMARK 1</b>		Successfully completed all 51 credits Completed Student Teaching Application; received and approved ST site and Mentor
Fulltime (12 weeks) of Student Teaching		9	
Upper Division Benchmark must be passed with 80% to graduate	<b>BENCHMARK 2</b>	3	Upper Division BENCHMARK Senior Capstone Experience for Early Childhood Education  -must complete and successfully pass to graduate -Must have 3.0 GPA for graduation -Must pass the required Praxis exams for licensure
		<b>60</b>	

## ACE SPECIALTY COURSES – UPPER DIVISION

### ACE Core Courses

ECE4203	Managing the Learning Environment for Early Childhood	3
EDUC4013	Teacher as Professional	3
ECE4213	Child Development, Diversity, and Learning Processes for Early Childhood	3
ECE4223	Family and Community Relations for Early Childhood	3
ECE4233	Integrated Science Methods for Early Childhood	3
ECE4243	Mathematical Methods I for Early Childhood	3
ECE4253	Classroom Instruction and Assessment for Early Childhood	3
ECE4263	Social Studies Methods for Early Childhood	3
ECE4273	Health and Wellness Methods for Early Childhood	3
ECE4283	Senior Capstone: Early Childhood Education	3
		30

### Focus of Study: P-3 Licensure

ECE4293	Creative Arts Methods for Early Childhood	3
ECE4303	Developmentally Appropriate Methodology and Assessment for Early Childhood	3
ECE4313	Reading Foundations for Early Childhood	3
ECE4323	Reading Methods I for Early Childhood	3
ECE4333	Reading Methods II for Early Childhood	3
ECE4343	Children's Literature and English Language Arts Methods for Early Childhood	3
ECE4353	Mathematical Methods II for Early Childhood	3
ECE4363	Student Teaching for Early Childhood	9

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### Focus of Study: Birth to Age 5, Non-Licensure

ECE4403	Creative Arts for Early Childhood	3
ECE4413	Observation and Assessment for Early Childhood	3
ECE4423	Infant and Toddler Development	3
ECE4433	Foundations of Child Development	3
ECE4443	Curriculum Planning and Design for Early Childhood	3
ECE4453	Emergent Literacy	3
ECE4463	Trends and Research in Early Childhood	3
ECE4573	Practicum in Child Development	3
ECE4683	Educating Young Learners in the Digital Age	3
ECE4693	The Role of Play for Early Childhood	3

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Students will be admitted with a 2.5 GPA, but must have 3.0 to graduate

B.A. in Early Childhood Education Program is designed to align to the Indiana REPA Standards for Early Childhood Education.

<b>Indiana REPA Standards for Early Childhood Education</b>
<b>ECE</b>
<b>SCHOOL SETTING <b>DEVELOPMENTAL</b> STANDARDS– EARLY CHILDHOOD EDUCATION</b> Early childhood education teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential skills and abilities defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.
<b>Indiana <b>Content</b> Standards for Educators</b> <b>EARLY CHILDHOOD GENERALIST</b> Early childhood teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.



## GENERAL EDUCATION

- General Education credits: ACE voluntarily follows the Indiana Statewide Transfer General Education Core (STGEC). The plan is to launch the program as degree completion, with students transferring in their general education credits. However, should enough students request it, ACE will consider developing and assessing the general education credits.
- At least 30 semester hours must be taken at ACE; up to 90 hours in transfer credit allowed based on alignment of transferred courses to requirements.
- All transfer credit must have earned a C or better.

<b>General Education Requirements</b>			
<b>ACE Core Curriculum Competencies</b>	<b>Indiana STGEC</b>	<b>ACE Additional Requirements</b>	<b>Total Semester Credits</b>
<b>Written Communication</b> (English, Writing, Literature)	3	3	6
<b>Speaking and Listening</b> (Speech, Communications)	3		3
<b>Quantitative Reasoning</b> (Mathematics)	3	3	6
<b>Scientific Ways of Knowing</b> (Life and Physical Sciences)	3	3	6
<b>Social and Behavioral Ways of Knowing</b> (Psychology, History, Political Science, Government, Politics)	3	3	6
<b>Humanistic and Artistic Ways of Knowing</b> (Humanities and Fine Arts)	3		3
	<b>18</b>	<b>12</b>	<b>30</b>

Number of Credit/Clock Hrs in Specialty Courses	<b>60</b>	<b>/120</b>	<b>Percentage: 50%</b>
Number of Credit/Clock Hrs in General Courses *	<b>30</b>	<b>/120</b>	<b>Percentage: 25%</b>
If applicable:			
Number of credit/Clock Hrs in Liberal Arts:**	<b>30</b>	<b>/120</b>	<b>Percentage: 25%</b>

\*Eighteen (18) semester credit hours must meet the Indiana Statewide Transfer General Education Core (STGEC) requirement. Twelve (12) additional semester credit hours must meet additional ACE requirements.

\*\* Liberal arts or general courses transferred in.

## Course Descriptions – ACE Specialty courses

Course	Credits	Course Description
ECE4203 Managing the Learning Environment for Early Childhood	3	Students learn how to develop and structure a safe and secure learning environment designed to support individual physical, cognitive, and social emotional needs. Developmentally appropriate guidance practices and classroom management techniques focus on meeting the needs of the individual learner and the classroom as a whole.
EDUC4013 Teacher as Professional	3	This course addresses the role of professional knowledge and skills in the educational field. Students explore professional, legal, and ethical requirements that guide collaborative interactions with children, families/caregivers, and other professionals while supporting the needs of learners. The concepts of advocacy, professional development, and lifelong learning are addressed in relation to the role of the professional educator.
ECE4213 Child Development, Diversity, and Learning Processes for Early Childhood	3	The course addresses the foundational theories and developmental patterns which guide understanding of the individual child's development during the early years. The course focuses on key developmental milestones and patterns for the domains of development. Factors which contribute to individual rates of development and individual differences are applied to support the development of an appropriate learning environment for young children.
ECE4223 Family and Community Relations for Early Childhood	3	This course focuses on the role of developing and maintaining relationships with families and community partners to support effective learning environments for young children. Students learn how to build collaborative relationships and form partnerships to strengthen early childhood education through outreach, advocacy, and educational methods designed to support diversity and individual needs.
ECE4233 Integrated Science Methods for Early Childhood	3	This course addresses key elements of science curriculum through an integrated curriculum model. Focusing on scientific reasoning and diverse science concepts, the course explores how to develop effective curriculum to incorporate key mathematics, science, and literacy concepts. Students design developmentally appropriate curriculum based on specific scientific concepts using an integrated approach to support the learning needs of early childhood students. The course includes 10 hours of diverse field experience.
ECE4243 Mathematical Methods I for Early Childhood	3	This course addresses the developmental foundations of mathematical learning and the connection to key developmental domains. Students design developmentally appropriate curriculum based on problem solving, exploration of mathematical concepts, and mathematical reasoning to support early development of mathematics skills in young children. The course includes 10 hours of diverse field experience.
ECE4253 Classroom Instruction and Assessment for Early Childhood	3	This course addresses the role of observation and assessment in the design and development of curriculum to meet the learning needs of young children. Students explore various methods to observe and document young children to support goal setting and lesson planning for individuals and whole-class settings.
ECE4263 Social Studies Methods for Early Childhood	3	Understanding one's self in relation to the community and world in which we live is a foundational piece to social studies instruction. This course examines key social studies concepts relevant to the needs of early childhood learners. Students design developmentally appropriate curriculum based on specific social studies concepts to meet the individual learning needs of young children. The course includes 10 hours of diverse field experience.

Course	Credits	Course Description
ECE4273 Health and Wellness Methods for Early Childhood	3	This course addresses the developmental foundations of health, wellness, and physical education, including ways in which the development of skills are related and influence social/emotional, cognitive, physical, self-help, and communication/literacy development. Students examine state and national standards which guide health and safety practices in early childhood education through the design of developmentally appropriate curriculum aligned to support growth and development. The course includes 10 hours of diverse field experience.
ECE4283 Senior Capstone Experience: Early Childhood Education	3	In this senior capstone experience course, students complete performance assessments and submit required artifacts to demonstrate mastery in the program outcomes of early childhood education. In addition, students complete performance assessments and submit required artifacts to demonstrate mastery in the following six areas: critical thinking and analytical reasoning; complex problem solving and analysis; written expression and oral communication; application of knowledge and skills in real-world settings; location, organization, and evaluation of information from multiple sources; and innovation and creativity. Additionally, students demonstrate the following practices cited by employers as helping them succeed beyond graduation: 1) Develop research questions in their field and evidence-based analyses, 2) Complete a project prior to graduation that demonstrates their acquired knowledge and skills, 3) Complete an internship or community-based field project, 4) Develop the skills to conduct research collaboratively, 5) Acquire hands-on or direct experience with the methods of science, and 6) Work through ethical issues and debates to form their own judgments about the issues at stake.

## Course Descriptions – Focus of Study: P-3 Licensure

Course	Credits	Course Description
ECE4293 Creative Arts Methods for Early Childhood	3	This course addresses the developmental foundations to guide appropriate curriculum in creative arts for early childhood classrooms. Students design developmentally appropriate curriculum based across multiple areas of creative arts to support physical, cognitive, and social/emotional development of individual learning needs. The course includes 10 hours of diverse field experience.
ECE4303 Developmentally Appropriate Methodology and Assessment for Early Childhood	3	This course focuses on the role of developmentally appropriate practice to design and implement effective curriculum to support individual learning needs in early childhood educational settings. Students learn how to construct curriculum plans aligned to the developmental needs of individuals and whole-class learning goals. Students examine content-specific methodology practices and apply assessment strategies relevant to diverse early childhood educational settings.
ECE4313 Reading Foundations for Early Childhood	3	This course examines the foundations of early literacy which guide formal literacy skills during later stages of development. Typical developmental patterns in reading, writing, speaking, listening, and early literacy are connected to the development of phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Students learn how to identify common developmental patterns during early literacy stages through observation and assignments which can be used to design developmentally appropriate curriculum. The course includes 10 hours of diverse field experience.
ECE4333 Reading Methods I for Early Childhood	3	This course addresses key concepts and strategies which support reading instruction in early childhood education. Based on scientifically based reading research, the course identifies how to design developmentally appropriate reading curriculum to support the individual learning needs of children in phonemic awareness. Students will explore how to use assessment, instruction, and intervention methods to support reading development during the early stages of early childhood. The course includes 10 hours of diverse field experience.
ECE4333 Reading Methods II for Early Childhood	3	This course students extends the foundational knowledge of scientifically based reading research to address later stages of reading development in early childhood. Students design developmentally appropriate curriculum to support vocabulary development and academic language. Students explore the how to use assessment, instruction, and intervention methods to support reading development during the later stages of early childhood. The course includes 10 hours of diverse field experience.
ECE4343 Children's Literature and English Language Arts Methods for Early Childhood	3	This course focuses on the design of developmentally appropriate curriculum for English language arts for young children. Students apply knowledge of developmental stages and individual learning needs to design curriculum aligned with English language arts standards. Students examine high quality children's literature and develop strategies to evaluate quality and create curriculum that utilizes children's books as instructional resources. Topics addressed in the course include writing, literacy comprehension, communication, and critical thinking. The course includes 10 hours of diverse field experience.
ECE4353 Mathematical Methods II for Early Childhood	3	This course addresses mathematical concepts of measurement, geometry, and data analysis for early childhood classrooms. Students design developmentally appropriate curriculum to support individual learning needs across higher level mathematical concepts. The course includes 10 hours of diverse field experience.
ECE4363 Student Teaching for Early Childhood	9	In this course, students participate in a 12-week (full time) student teaching experience designed to provide the knowledge, skills, and competencies necessary for teaching in early childhood learning environments. The student teaching experience brings together content knowledge, skills in leadership, and strategies of a professional teacher to build dynamic relationships between students, families, and communities. Students participate in developing and implementing instructional strategies and lessons, assessing learners, collecting data, and reflecting on practices in diverse educational settings. Pre-requisite: Completion of 51 ECE credits.

## Course Descriptions – Focus of Study: Birth to Age 5, Non-licensure

Course	Credits	Course Description
ECE4403 Creative Arts for Early Childhood	3	This course will address the developmental foundations to guide appropriate curriculum in fine arts for early childhood classrooms. Students design developmentally appropriate curriculum based across multiple areas of fine art to support physical, cognitive, and social/emotional development of individual learning needs.
ECE4413 Observation and Assessment for Early Childhood	3	This course addresses the role of observation and assessment in the design and development of curriculum to meet the learning needs of young children. Students explore various methods to observe and document young children to support goal setting and lesson planning for individuals and whole-class settings.
ECE4423 Infant and Toddler Development	3	This course will address the typical developmental stages and foundational theories which support growth from birth to age three. Topics covered in the course will address the role of attachment, brain development, developmental milestones and developmentally appropriate practice methods which are unique to infants and toddlers. Students will apply information from the course to develop appropriate curriculum and guidance methods to meet the needs of infants and toddlers during the first three years of life.
ECE4433 Foundations of Child Development	3	Developmental theories provide the foundation for early childhood practitioners understanding of children in their care. This course will address significant developmental theories which have influenced modern early childhood methods. Students will learn how to apply developmental theory to understand growth and behavior of young children.
ECE4443 Curriculum Planning and Design for Early Childhood	3	This course focuses on the role of developmentally appropriate practice to design and implement effective curriculum to support individual learning needs in early childhood educational settings. Students learn how to construct curriculum plans aligned to the developmental needs of individuals and whole-class learning goals. Students examine content-specific methodology practices and apply assessment strategies relevant to diverse early childhood educational settings.
ECE4453 Emergent Literacy	3	This course examines the foundations of early literacy which guide formal literacy skills during later stages of development. Typical developmental patterns in language and early literacy are connected to the development of physical, cognitive, social and emotional domains. Students learn how to identify common developmental patterns during early literacy stages through observation and assignments which can be used to design developmentally appropriate curriculum.
ECE4463 Trends and Research on Early Childhood	3	This course will examine current trends and research which guides changes in early childhood practices. The course will explore the role of public policy, professional research and advocacy. Students will learn how current trends impact their role as a teacher and the role the teacher can play in guiding change in the ECE field.
ECE4573 Practicum in Child Development	3	In this course, students participate in a experience designed to provide the knowledge, skills, and competencies necessary for teaching in early childhood learning environments. The practicum experience brings together content knowledge, skills in leadership, and strategies of a professional teacher to build dynamic relationships between students, families, and communities. Students participate in developing and implementing instructional strategies and lessons, assessing learners, collecting data, and reflecting on practices in diverse educational settings.
ECE4683 Educating Young Learners in the Digital Age	3	This course focuses on the role of technology in a developmentally appropriate early childhood setting. Topics in the course cover how to utilize technology to support developmental needs and achieve learning goals. Students address the role of safety, developmentally appropriate curriculum, and classroom design which incorporates modern technology resources.

Course	Credits	Course Description
ECE4693 The Role of Play for Early Childhood	3	Play is a critical part of early childhood learning and development. This course addresses the function of play in early childhood education using research and developmental theories to support the design of play-based learning environments. Students develop play-based curriculum and design a play-based learning environment to meet the developmental needs of young learners.

**Alignment – ACE Specialty Courses to Indiana’s Early Childhood Education certification program requirements**

<b>Course</b>	<b>Alignment</b>
ECE4203 Managing the Learning Environment for Early Childhood	Indiana EC Developmental 5.1-5.7; Indiana Ad. Code, ECE, (1)(B)(ii)(DD); CCSSO InTASC 2,3; NAEYC 1c; ISTE 1d, 2b
EDUC4013 Teacher as Professional	Indiana EC Developmental 6.1-6.8; Indiana Ad. Code, ECE, (1)(B)(ii)(DD), (1)(B)(ii)(II), (1)(B)(ii)(JJ), (1)(B)(ii)(KK), (1)(B)(ii)(LL); CCSSO InTASC 9,10; NAEYC 4d, 6b, c, d,e
ECE4213 Child Development, Diversity, and Learning Processes for Early Childhood	Indiana EC Generalist 1.1-1.7; Indiana Ad.Code, ECE (1)(B)(ii)(CC), (1)(B)(ii)(FF), (1)(B)(ii)(NN); CCSSO InTASC 1, 2; NAEYC 1a, b
ECE4223 Family and Community Relations for Early Childhood	Indiana EC Generalist 2.1-2.4; Indiana Ad. Code, ECE (1)(B)(ii)(KK); CCSSO InTASC 10; NAEYC 2a, b, c
ECE4233 Integrated Science Methods for Early Childhood	Indiana EC Generalist 5.1-5.11; Indiana Academic Standards Science K-3 Process stds K stds 1-3, 1-3 stds 1-4; Indiana Academic Early Learning Standards Mathematics F.1-F.6; NAEYC 4b-4c, 5a-5c; ISTE 1a-d, 2a-d, 3a,3d,4b, 5a
ECE4243 Mathematical Methods I for Early Childhood	Indiana EC Generalist 4.1-4.4,4.9-4.11; Indiana Academic Standards Mathematics K-3 stds 1-6/Indiana Core Standards Mathematics K-3 stds 1-2; Indiana Academic Early Learning Standards Mathematics F.1-F.6; NAEYC 4b-4c, 5a-5c; ISTE 1a-d,2a-d, 3a, 3d, 4b, 5a
ECE4253 Classroom Instruction and Assessment for Early Childhood	Indiana EC Generalist 3.1-3.7,4.1-4.12; Indiana Ad.Code, ECE (1)(B)(ii)(CC), (1)(B)(ii)(EE), (1)(B)(ii)(GG), (1)(B)(ii)(HH), (1)(B)(ii)(LL); CCSSO InTASC 1,2, 6-8; NAEYC 3a, b, c, d; 4a, b, c; 5c; ISTE 1a-1d, 2a-2d, 3b-3d, 4b-4d
ECE4263 Social Studies Methods for Early Childhood	Indiana EC Generalist 6.1-6.11; Indiana Academic Standards/Indiana Core Standards Social Studies L-3 stds 1-4; Indiana Academic Early Learning Standards Social Studies F.1-F.5; NAEYC 4b-4c, 5a-5c; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a
ECE4273 Health and Wellness Methods for Early Childhood	Indiana EC Generalist 8.1-8.11; Indiana Academic Standards Health & Wellness K-3 stds 1-8, Physical Education K-3 std 1; Indiana Academic Early Learning Standards Physical Education & Health F.1-F.5; NAEYC 4b-4c, 5a-5c; ISTE 1a-d, 2a-d, 3a,3d,4b,5a

Course	Alignment
ECE4283 Senior Capstone Experience: Early Childhood Education	Indiana EC Generalist Standards 1-8; Indiana EC Developmental Standards 1-6



## Alignment – Focus of Study: P-3 Licensure

Course	Alignment
ECE4293 Creative Arts Methods for Early Childhood	Indiana EC Generalist 7.1-7.10; Indiana Academic Stds Dance K-3, 1-3, Music K-3, 1-9, K-3 General Music, 1-9, Theatre K-3, 1-12, Visual Arts K-3, 1-8, Indiana Academic Early Learning Stds Music F.1-F.3, Visual Arts F.1-F.3; NAEYC 4b-4c, 5a-5c; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a
ECE4303 Developmentally Appropriate Methodology and Assessment for Early Childhood	Indiana EC Generalist 3.1-3.7, 4.1-4.12; Indiana Ad.Code, ECE (1)(B)(ii)(CC), (1)(B)(ii)(EE), (1)(B)(ii)(GG), (1)(B)(ii)(HH), (1)(B)(ii)(LL); CCSSO InTASC 1,2, 6-8; NAEYC 3a, b, c, d; 4a, b, c; 5c; ISTE 1a-1d, 2a-2d, 3b-3d, 4b-4d
ECE4313 Reading Foundations for Early Childhood	Indiana EC Generalist 1.1-1.10; Indiana Academic Standards/Indiana Core Standards ELA K-3 stds 1-3; Indiana Academic Early Learning Standards, ELA F.1-F.3; NAEYC 4b-4c, 5a-5c; IRA/NCATE 1.1, 1.3, 2.1-2.3, 3.1-3.4, 4.1-4.2, 5.1-5.4; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a
ECE4333 Reading Methods I for Early Childhood	Indiana EC Generalist 2.1-2.4; Indiana Academic Standards/Indiana Core Standards ELA K-3 stds 1-3; Indiana Early Learning Standards ELA <b>F.1-F.3</b> ; NAEYC 4b-4c, 5a-5c; IRA/NCATE 1.1, 1.3, 2.1-2.2, 3.2-3.3; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a
ECE4333 Reading Methods II for Early Childhood	Indiana EC Generalist 2.5-2.10; Indiana Academic Standards/Indiana Core Standards ELA K-3 stds 1-3; Indiana Early Learning Standards ELA <b>F.1-%.3</b> ; NAEYC 4b-4c, 5a-5c; IRA/NCATE 1.1, 1.3, 2.1-2.2, 3.2-3.3; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a
ECE4343 Children's Literature and English Language Arts Methods for Early Childhood	Indiana EC Generalist 3.1-3.11; Indiana Academic Standards/Indiana Core Standards ELA K-3 stds 2-7; Indiana Academic Early Learning Standards ELA F.2-F.7; NAEYC 4b-4c, 5a-5c; IRA/NCATE 2, 3, 4; ISTE 1a-d, 2a-d, 3a, 3d, 4a-b, 5a
ECE4353 Mathematical Methods II for Early Childhood	Indiana EC Generalist 4.1-4.2, 4.5-4.11; Indiana Academic Standards Mathematics K-3 stds 1-6/Indiana Core Standards Mathematics K-3 stds 1-2; Indiana Academic Early Learning Standards Mathematics F.1-F.6; NAEYC 4b-4c, 5a-5c; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a
ECE4363 Student Teaching for Early Childhood	Indiana EC Generalist Standards 1-8; Indiana EC Developmental Standards 1-6

## Alignment – Focus of Study: Birth to Age 5, Non-licensure

Course	Alignment
ECE4403 Creative Arts for Early Childhood	Indiana EC Generalist 7.1-7.10; Indiana Academic stds Dance K-3, 1-3, Music K-3, 1-9, K-3 General Music, 1-9, Theatre K-3, 1-12, Visual Arts K-3, 1-8, Indiana Academic Early Learning stds Music F.1-F.3, Visual Arts F.1-F.3; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a; NAEYC Standard 4b-4c, 5a-5c; CDA Standards 2, 3
ECE4413 Observation and Assessment for Early Childhood	Indiana EC Generalist 3.1-3.7, 4.1-4.12; Indiana Ad.Code, ECE (1)(B)(ii)(CC), (1)(B)(ii)(EE), (1)(B)(ii)(GG), (1)(B)(ii)(HH), (1)(B)(ii)(LL); CCSSO InTASC 1, 2, 6-8; ISTE 1a-1d, 2a-2d, 3b-3d, 4b-4d; NAEYC 3a, b, c, d; 4a, b, c; 5c; CDA Standards 7, 8
ECE4423 Infant and Toddler Development	Indiana EC Generalist 1.1-1.10; Indiana Academic Standards/Indiana Core Standards ELA K-3 stds 1-3; Indiana Academic Early Learning Standards, ELA F.1-F.3; IRA/NCATE 1.1, 1.3, 2.1-2.3, 3.1-3.4, 4.1-4.2, 5.1-5.4; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a; NAEYC 1, 4b-4c, 5a-5c; CDA Standard 3
ECE4433 Foundation of Child Development	Indiana EC Generalist 2.1-2.4; Indiana Academic Standards/Indiana Core Standards ELA K-3 stds 1-3; Indiana Early Learning Standards ELA F.1-F.3; IRA/NCATE 1.1, 1.3, 2.1-2.2, 3.2-3.3; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a; NAEYC 1, 4b-4c, 5a-5c; CDA Standard 3
ECE4443 Curriculum Planning and Design for Early Childhood	Indiana EC Generalist 2.5-2.10; Indiana Academic Standards/Indiana Core Standards ELA K-3 stds 1-3; Indiana Early Learning Standards ELA F.1-F.3; IRA/NCATE 1.1, 1.3, 2.1-2.2, 3.2-3.3; ISTE 1a-d, 2a-d, 3a, 3d, 4b, 5a; NAEYC 4b-4c, 5a-5c; CDA Standards 2, 3, 7
ECE4453 Emergent Literacy	Indiana EC Generalist 3.1-3.11; Indiana Academic Standards/Indiana Core Standards ELA K-3 stds 2-7; Indiana Academic Early Learning Standards ELA F.2-F.7; IRA/NCATE 2, 3, 4; ISTE 1a-d, 2a-d, 3a, 3d, 4a-b, 5a; NAEYC 4b-4c, 5a-5c; CDA Standards 2, 3

Course	Alignment
ECE4463 Trends and Research on Early Childhood	Indiana EC Generalist 4.1-4.2, 4.5-4.11; Indiana Academic Standards Mathematics K-3 stds 1-6/Indiana Core Standards Mathematics K-3 stds 1-2; Indiana Academic Early Learning Standards Mathematics F.1-F.6; ISTE 1a-d,2a-d, 3a, 3d, 4b, 5a; NAEYC 2, 4b-4c, 5a-5c ,6; CDA Standards 4, 5, 6
ECE4573 Practicum in Child Development	Indiana EC Generalist 1-8; Indiana ECE Development Standards 1-6; NAEYC 1-6; CDA Standard 1-8
ECE4683 Educating Young Learners in the Digital Age	Indiana EC Generalist 3.8, 5.6, 5.7; Indiana ECE Developmental Standards 4.8, 4.10, 4.11, 5.4, 6.8; NAEYC 5; CDA Standards 2, 3
ECE4693 The Role of Play for Early Childhood	Indiana EC Generalist 8.3; NAEYC 1,5; CDA Standards 2, 3

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

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

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

**Number of professional periodicals subscribed to:**

**EBSCO Discovery Service**

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

**Articles and E-Journals**

Academic Search Complete

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

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

**ArticleFirst**

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

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

**Business Source Complete (EBSCO)**

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

- Produced by: EBSCO
- Vendor: EBSCO

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

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

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

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 238 journals
- Full-text: none

### **ECO Electronic Collections Online**

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

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

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

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

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

### **Education Source**

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

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

### **Education Week**

- Produced by: Editorial Projects in Education

- Vendor: EBSCO
- Coverage: one journal
- Full-text: yes

#### Educational Administration Abstracts

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

#### Educational Administration Quarterly

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

### ERIC

The ERIC (Educational Resources Information Center) database is created and distributed free by the U. S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: <http://www.eric.ed.gov>, EBSCO, ProQuest, and OCLC
- Coverage: 1,100+ journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes - 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

### Google Scholar

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

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

### GPO Monthly Catalog

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

- Produced by: U. S. Government Printing Office
- Vendor: <http://www.gpo.gov/> (1861 to date)
- Vendor: FirstSearch (1976 to date)
- Coverage: (GPO): government publications since 1861
- Coverage (FirstSearch): government publications since 1976

- Full-text: Yes – some links to full-text publications are provided by issuing agencies.

### **JSTOR Current Education Collection**

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

### **Medline**

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

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

### **OAlster**

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

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

### **ProQuest Education Journals**

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

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

## **ERIC Documents and Educational Tests**

### **ERIC**

The ERIC (Educational Resources Information Center) database is created and distributed free by the U. S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors:

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

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

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

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

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

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

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

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

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

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

- Produced by: EBSCO
- Vendor: EBSCO



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

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

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

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

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

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

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

### **Ebooks**

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

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

### **EBooks (EBSCOhost)**

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

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

Future-Focused Leadership by Marx

- Vendor: EBSCO
- Full-text: Yes

### **GPO Monthly Catalog**

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

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

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

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

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

### **OAlster**

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

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

### **PapersFirst**

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

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

**Proceedings**

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

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

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

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

Trust Matters: Leadership for Successful Schools by Tschannen-Moran

- Vendor: EBSCO
- Full-text: yes

**WorldCat**

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

- Producer: OCLC and 72,000 libraries worldwide
- Vendor: OCLC
- Coverage: 180+ million records dating before 1000 BC to present
- Full-text: none

**WorldCat Dissertations**

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

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

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

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

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

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

<b>Total # of Faculty in the Program:</b>	<b>12</b>	<b>Full-time:</b>	<b>3</b>	<b>Part-time:</b>	<b>9</b>
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**Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)**

<b>Faculty</b>	<b>Degree Earned</b>	<b># Yrs Working in Field</b>	<b># Yrs at ACE</b>	<b># Years Teaching at Other</b>	<b>Total # of Years' Experience</b>	<b>PT or FT</b>
Ellen Brewer	Ed.D. in Instructional Leadership and Curriculum	25	5	0	30	PT
Breanne Clark	Ed.S. in Reading and Literacy	7	1	9	17	PT
Dennis Debay	Ph.D. in Mathematics, Technology and Science	13	2	0	15	PT
Darlene Estes-Del Re	Ph.D. in Education/Early Childhood	16	1	7	24	PT
Mel Finkenberg	Ed.D. in Health and Physical Education	44	3	3	50	PT
Tiffany Hamlett	Ph.D. in Teaching and Learning, Child Development	10	6	24	40	FT
Katrina Landa	Ed.D in ESL/BL, Special Education	12	6	0	18	FT
Marsha Moore	Ph.D. in Child Development	21	6	1	28	FT
Joyce Myers	Ed.D. in Early Childhood Education	14	6	0	20	PT
Ursula Ricketts	Ed.D. in Curriculum and Instruction	16	3	9	28	PT
Bridget Steele	Ph.D. in Mathematics Education	17	1	0	18	PT
Sharon Waller	Ph.D. in Special Education	26	1	0	27	PT

*Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: American College of Education  
Degree Program: B.A. in Early Childhood Education  
Locations: Online

**State Licensure**

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

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**Professional Certification**

This program does not lead to professional certification

**Professional Industry Standards/Best Practices**

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? Yes. It is aligned to the following national standards:

- NAEYC
- ISTE
- CDA

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: NA

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**Program Accreditation**

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

No, it does not require specialized accreditation. However, when the college completes its 2020 CAEP Program Accreditation renewal, this program will be part of that renewal.

If so, please identify the specialized accrediting agency:

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**Transferability of Associate of Science Degrees**

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

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

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

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**Job Titles**

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

Teachers in public and private sectors, including preschools, kindergarten, Head Start, and day care centers  
Administrators in child care and day care centers  
Child care practitioners

**Indiana Commission for Higher Education**  
**Indiana Board for Proprietary Education**  
**Out-of-State Institutions and**  
**In-State Proprietary Institutions Offering Instruction in Indiana**  
**with a Physical Presence in the State**

**DEGREE APPLICATION**

*(New or Renewal program)*

Name of Institution	<b>American College of Education</b>		
Name of Program	<b>Bachelor of Arts in Elementary Education (CIP: 13.0406)</b>		
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<b>B.A.</b>		
Name of Person Preparing this Form	<b>Karen Swenson, Sr. VP Regulatory Affairs</b>		
Telephone Number	<b>630.247.6998</b>	<b><u>Application Type</u></b>	
Date the Form was Prepared	<b>Revised 11.18.2016</b>	Initial	X or Renewal

**Bachelor of Arts in Elementary Education (K-6)**  
**CIP 13.1202 Elementary Education and Teaching**

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

**Program Description**

The B.A. in Elementary Education combines practical application framed in scientific-based theory to ensure students are prepared to establish a learning environment appropriate for the cognitive, social, and emotional well-being and development of learners in grades K-6. Through the use of case studies, classroom observations, and learner interactions, elementary education majors are prepared to use educational research to identify and meet learner needs, develop rich learning environments and experiences, enhance thinking skills, and embed technology to inspire engagement and motivation. The student teaching experience brings together content knowledge, skills in leadership, and strategies of a professional teacher to build dynamic relationships among students, families, communities, and colleagues. This program leads to licensure. ***[NOTE: Program will be submitted to Indiana DOE for licensure approval. It will not be marketed to students (no enrollments) until licensure approval is received.]***

## Program Rationale

In the summer of 2015, as the United States economy recovered from a severe recession and years of teacher layoffs, school districts across the nation encountered “serious difficulty” in recruiting and hiring qualified teachers (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Attempting to fill vacancies resulting from the recession, some states granted emergency permits to allow untrained teachers to meet the demand – “the classic definition of a shortage” (Sutcher, Darling-Hammond, & Carver-Thomas). This marked the beginning of an ever-widening gulf between a growing demand for teachers and a diminishing supply of qualified professionals to meet the need.

Widespread concern about teacher shortages continues today and is expressed in such reports as the Learning Policy Institute’s *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* According to the national analysis, several factors are perpetuating the teacher shortage, first among them a decline in teacher preparation enrollments. Between 2009 and 2014, the most recent years of data available, teacher education enrollments dropped from 691,000 to 451,000, a 35% reduction or the loss of almost 240,000 professionals on their way to the classroom in 2014 as compared to 2009 (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). The report concluded, “If teachers are hired without having been fully prepared, the much higher turnover rates that result are costly in terms of both dollars spent on the replacement process and decreases in student achievement in high-turnover schools.” These data point out the need for the development of high-quality teacher education programs that are relevant, affordable, and capable of providing the academic structure and support needed to build students’ competencies and confidence, so they graduate fully prepared to enter and embrace the teaching profession.

Further exacerbating the imbalance in supply and demand, teacher attrition is a growing problem as an estimated 8% of teachers exit the profession each year with rates much higher for new teachers and teachers in high-poverty schools and districts (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). “The teaching workforce continues to be a leaky bucket, losing hundreds of thousands of teachers each year—the majority of them before retirement age (Sutcher, Darling-Hammond, & Carver-Thomas). According to the Alliance for Excellent Education, this high attrition/turnover rate costs the United States about \$2.2 billion annually and “disproportionately affects high-poverty schools and seriously compromises the nation’s capacity to ensure that all students have access to skilled teaching.” The most recent national figures report high-minority schools have four times as many uncertified teachers as low-minority schools, inequities which also exist between high-poverty and low-poverty schools (Sutcher, Darling-Hammond, & Carver-Thomas).

Simultaneously, as the supply of teachers continues to shrink, the number of students enrolling and being served in kindergarten and elementary education is on the rise and is expected to increase even more over the coming decade, according to the U. S. Bureau of Labor Statistics. As a result, more teachers, at an estimated rate of 6% per year, will be required to teach these additional students at the kindergarten and elementary levels. The Learning Policy Institute report estimated by 2020, about 300,000 new teachers would be needed annually, increasing to 316,000 annually by 2025. On a national scale, O-Net reports 1,358,000 employees working in 2014 at the elementary level with projected new job openings reaching 378,700 by 2024. The Indiana Department of Workforce Development, Strategic Research & Development Division, projects the need for 690 new elementary-level teachers annually through 2024. Nationally, O-Net reports 159,000 employees working in 2014 at the kindergarten level with new job openings reaching 56,100 by 2024. The Indiana Department of Workforce Development,



Strategic Research & Development Division, projects the need for 100 new kindergarten level teachers annually through 2024.

#### References:

Bureau of Labor Statistics, U.S. Department of Labor. (2016). *Occupational outlook handbook, 2016-17 Edition, Kindergarten and elementary school teachers*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm>

Haynes, M. (2014). *On the path to equity: Improving the effectiveness of beginning teachers*. Washington, DC: Alliance for Excellent Education. Retrieved from <http://all4ed.org/reports-factsheets/path-to-equity/>

Indiana Department of Workforce Development, Strategic Research & Development Division. (2016). *Hoosiers by the numbers*. Retrieved from <http://www.onetonline.org/link/summary/25-2012.00>

Sutcher, Darling-Hammond, & Carver-Thomas. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U. S.* Palo Alto, CA: Learning Policy Institute.

U. S. Department of Labor, Employment, and Training Administration. (2016). *Career One Stop: Elementary school teachers except special education*. Retrieved from <http://www.onetonline.org/link/summary/25-2021.00>

U. S. Department of Labor, Employment, and Training Administration. (2016). *Career One Stop: Kindergarten teachers except special education*. Retrieved from <http://www.onetonline.org/link/summary/25-2012.00>

#### Program Outcomes

1. Design and teach integrated, differentiated lessons and units of study in various content areas reflective of diverse cultural experiences.
2. Create and apply a variety of assessment strategies and evaluative techniques to measure student performance and inform instructional improvement through data-based decision making.
3. Demonstrate evidence-based, developmentally appropriate pedagogical practices within the context of safe, secure, inclusive educational settings.
4. Identify and apply the theories, principles, stages, and characteristics supporting child development in appropriate learning experiences and activities.
5. Differentiate standards-based instruction through Universal Design for Learning, Response to Intervention/Instruction, scaffolding, accommodations, and modifications to meet the needs of all learners.
6. Develop the knowledge and skills to inspire lifelong learning, reflective thinking, and intellectual curiosity in students, self, and others.
7. Communicate and collaborate with students, families, community, colleagues, and other stakeholders to promote academic performance and improvement.
8. Enrich curricula and instructional activities by providing opportunities for students to engage in civic and global learning.
9. Develop the habits of mind of a reflective practitioner who employs ethical and equitable practices and decision making for the purpose of personal and professional improvement.
10. Use field experiences and student teaching to demonstrate leadership skills and professional growth as an educator.

**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:	<u><b>B.A. in Elementary Education</b></u>		
Total Course Hours:	<u><b>120 Credits*</b></u>	Check one:	Quarter Hours _____
			Semester Hours <u>✓</u>
			Clock Hours _____
Tuition :	<u><b>\$12,900**</b></u>	Length of Program:	<u>2 years</u>

*\*60 credits taken with ACE; 60 credits transferred in. Credits transferred in must meet all General Education requirements.*

*\*\* This tuition represents \$215/credit for 60 credits. ACE intends to encourage students to take general education through a community college program, transferred in as part of prior learning assessment, or through American Council on Education credit recommendations.*

**Overall Degree Plan**

	Division	Credits	Planning Notes/Courses
<b>Lower Division</b>			
General Education requirements - 1000-2000 level courses - Generally year 1 and year 2 courses	Lower Division	60	Can be transferred in or taken with ACE
		<b>60</b>	
<b>Upper Division</b>			
<b>Developmental and Content Standards</b> - 3000-4000 level courses - Generally, year 3-4 courses	Upper Division	48	Indiana Content Standards for Educators - SCHOOL SETTING DEVELOPMENTAL STANDARDS–ELEMENTARY EDUCATION Indiana Content Standards for Educators - ELEMENTARY GENERALIST
	<b>BENCHMARK 1</b>		Successfully completed all 51 credits Completed Student Teaching Application; received and approved ST site and Mentor
Fulltime (12 weeks) of Student Teaching		9	
Upper Division Benchmark must be passed with 80% to graduate	<b>BENCHMARK 2</b>	3	Upper Division BENCHMARK Senior Capstone Experience for Elementary Education  -must complete and successfully pass to graduate -Must have 3.0 GPA for graduation -Must pass the required Praxis exams for licensure
		<b>60</b>	

## ACE SPECIALTY COURSES – Upper Division

		Credits
EDUC4003	Managing the Learning Environment	3
EDUC4013	Teacher as Professional	3
EDUC4023	Student Development and Diversity for Elementary Teachers	3
EDUC4033	Philosophy and History of Education	3
EDUC4043	Health and Wellness Methods for Elementary Teachers	3
EDUC4053	Learning and Assessment Processes for Elementary Teachers	3
EDUC4063	Integrated Science for Elementary Teachers	3
EDUC4073	Reading Foundations for Elementary Teachers	3
EDUC4083	Reading Methods I for Elementary Teachers	3
EDUC4093	Reading Methods II for Elementary Teachers	3
EDUC4103	Children's Literature and English Language Arts Methods for Elementary Teachers	3
EDUC4113	Mathematical Methods I for Elementary Teachers	3
EDUC4123	Mathematical Methods II for Elementary Teachers	3
EDUC4133	Curricular and Instructional Planning and Delivery for Elementary Teachers	3
EDUC4143	Social Studies Methods for Elementary Teachers	3
EDUC4153	Fine Arts Methods for Elementary Teachers	3
EDUC4039	Student Teaching for Elementary Teachers	9
EDUC4163	Senior Capstone Experience: Elementary Education	3

60

- Students will be admitted with a 2.5 GPA, but must have 3.0 to graduate
- Program is designed to align to the Indiana REPA Standards for Elementary Education.

<b>Indiana REPA Standards – Elementary Education</b> <b>SCHOOL SETTING DEVELOPMENTAL STANDARDS–ELEMENTARY EDUCATION</b> Elementary education teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, essential skills and abilities defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.
<b>Indiana Content Standards for Educators</b> <b>ELEMENTARY GENERALIST</b> Elementary teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

## GENERAL EDUCATION REQUIREMENTS

General Education credits: ACE voluntarily follows the Indiana Statewide Transfer General Education Core (STGEC). The plan is to launch the program as degree completion, with students transferring in their general education credits. However, should enough students request it, ACE will consider developing and assessing the general education credits.

- At least 30 specialty semester hours must be taken at ACE; up to 90 hours in transfer credit allowed based on alignment of transferred courses to requirements.

ACE Core Curriculum Competencies	Indiana STGEC	ACE Additional Requirements	Total Semester Credits
<b>Written Communication</b> (English, Writing, Literature)	3	3	6
<b>Speaking and Listening</b> (Speech, Communications)	3		3
<b>Quantitative Reasoning</b> (Mathematics)	3	3	6
<b>Scientific Ways of Knowing</b> (Life and Physical Sciences)	3	3	6
<b>Social and Behavioral Ways of Knowing</b> (Psychology, History, Political Science, Government, Politics)	3	3	6
<b>Humanistic and Artistic Ways of Knowing</b> (Humanities and Fine Arts)	3		3
	<b>18</b>	<b>12</b>	<b>30</b>

Number of Credit/Clock Hrs in Specialty Courses	<b>60</b>	<b>/120</b>	<b>Percentage: 50%</b>
Number of Credit/Clock Hrs in General Courses *	<b>30</b>	<b>/120</b>	<b>Percentage: 25%</b>
If applicable:			
Number of credit/Clock Hrs in Liberal Arts:**	<b>30</b>	<b>/120</b>	<b>Percentage: 25%</b>

\*Eighteen (18) semester credit hours must meet the Indiana Statewide Transfer General Education Core (STGEC) requirement. Twelve (12) additional semester credit hours must meet additional ACE requirements. Additional 30 semester credit hours may be in elective courses.

## Specialty Course Descriptions

Course	Credits	Course Description
EDUC4003 Managing the Learning Environment	3	This course guides students in how to develop and structure safe, secure, and inclusive elementary learning environments designed to support individual physical, cognitive, and social emotional needs. Developmentally appropriate guidance practices and classroom management techniques focus on meeting the needs of individual learners and the class of learners as a whole.
EDUC4013 Teacher as Professional	3	This course addresses the role of professional knowledge and skills in the educational field. Students explore professional, legal, and ethical requirements that guide collaborative interactions with children, families/caregivers, and other professionals while supporting the needs of learners. The concepts of advocacy, professional development, and lifelong learning are addressed in relation to the role of the professional educator.
EDUC4023 Student Development and Diversity for Elementary Teachers	3	This course addresses the foundational theories, concepts, and patterns which guide the understanding of an individual child's development and milestones during the elementary stages. Factors contributing to individual rates of development and individual differences are applied to support evidence-based design for learning, assessment, and inclusive learning environments. Special attention is given to diverse, traditionally underserved learner populations, including special education, gifted, and English learners.
EDUC4033 Philosophy and History of Education	3	This course provides an introduction to the philosophical and historical foundations in the educational field. Students examine key theories and models which guide modern practices. Significant shifts and trends in the educational field are addressed.
EDUC4043 Health and Wellness Methods for Elementary Teachers	3	This course addresses foundations of health, wellness, and physical education for elementary age children. Students examine state and national standards which guide health and wellness practices and design developmentally appropriate curriculum to support specific health and wellness objectives. The course includes 10 hours of diverse field experience.
EDUC4053 Learning and Assessment Processes for Elementary Teachers	3	This course focuses on major theories and concepts related to learning and assessment processes and the ability of students to apply this knowledge with diverse learners in a variety of educational settings. Emphasis is placed on constructivist principles by which students construct meaning and acquire critical and creative thinking skills. The course promotes a healthy balance of using formative and summative assessments, evaluation practices, and data to inform and guide and improve student learning. Digital age tools and environments and their impact on learning and assessment are also a major area of focus.
EDUC4063 Integrated Science for Elementary Teachers	3	This integrated science course emphasizes the unifying concepts of science, engineering, and technology; social, cultural, and ethical aspects of science, and interactions among science, technology, and society. Topics include physical science, Earth and space science, life science, and engineering and technology. Scientific inquiry and ethical considerations also are addressed. Students plan and deliver evidence-based integrated science instruction that fosters mastery of concepts and the development of critical and creative thinking, reasoning, problem solving, and performance skills. The course includes 10 hours of diverse field experience.

Course	Credits	Course Description
EDUC4073 Reading Foundations for Elementary Teachers	3	This foundations course introduces scientifically based reading instruction, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Essential components of effective reading instruction - explicit explanation, modeling, guided and independent practice - are introduced. Students learn how to differentiate reading instruction through a variety of strategies, create literacy-rich learning environments, and design lessons reflecting cultural diversity, levels of reading proficiency, and family and community involvement. The course includes 10 hours of diverse field experience.
EDUC4083 Reading Methods I for Elementary Teachers	3	This course addresses scientifically based reading instruction in phonemic awareness and phonics. Students learn to differentiate phonological awareness and phonemic awareness and acquire knowledge of the continuum of phonological and phonemic awareness skill development. Explicit strategies are provided for instruction and assessment in these key areas of reading, enabling students to design evidence-based instructional plans including intervention, extension, and ongoing progress monitoring. The course includes 10 hours of diverse field experience.
EDUC4093 Reading Methods II for Elementary Teachers	3	This course addresses scientifically based reading instruction in fluency, vocabulary, and comprehension. Explicit strategies are provided for instruction and assessment in these key areas of reading, enabling students to design evidence-based instructional plans including intervention, extension, and ongoing progress monitoring. The course includes 10 hours of diverse field experience.
EDUC4103 Children's Literature and English Language Arts Methods for Elementary Teachers	3	This course provides an integrated approach to children's literature and English language arts methods. Students have the opportunity to comprehend, interpret, and analyze literary texts, including nonfiction, fiction, drama, poetry, and nonliterary works. Explicit strategies are provided for instruction and assessment in children's literature, writing, speaking, and other communication strategies. Students plan and deliver evidence-based, integrated instruction in children's literature and English language arts that fosters mastery of concepts and the development of critical and creative thinking, reasoning, problem solving, and performance skills. The course includes 10 hours of diverse field experience.
EDUC4113 Mathematical Methods I for Elementary Teachers	3	This mathematics course emphasizes number systems, representations, and theory; operations; algebraic thinking; quantitative relationships, and other ways to solve mathematical and real-world problems and evaluate solutions. Students are introduced to skills and processes related to reasoning and proof, representing mathematical information, using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive distribution. Students plan and deliver evidence-based mathematics instruction that fosters mastery of concepts and the development of critical and creative thinking, reasoning, problem solving, and performance skills. The course includes 10 hours of diverse field experience.

Course	Credits	Course Description
EDUC4123 Mathematical Methods II for Elementary Teachers	3	This mathematics course emphasizes geometry, statistics and data analysis, measurement, and other ways to solve mathematical and real-world problems and evaluate solutions. Students are introduced to skills and processes related to reasoning and proof, representing mathematical information, using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive distribution. Students plan and deliver evidence-based mathematics instruction that fosters mastery of concepts and the development of critical and creative thinking, reasoning, problem solving, and performance skills. The course includes 10 hours of diverse field experience.
EDUC4133 Curricular and Instructional Planning and Delivery for Elementary Teachers	3	This course addresses the components of curricula and long- and short-range instructional planning and delivery. Students evaluate various instructional approaches to meet the needs of diverse learners. Emphasis is on project-based learning, integration, differentiated instruction, Universal Design for Learning (UDL), and Response to Intervention/Instruction. Information literacy is also a major focus. Students apply their knowledge and skills in the design of integrated, interdisciplinary, differentiated units of study.
EDUC4143 Social Studies Methods for Elementary Teachers	3	This social studies course emphasizes concepts, processes, and inquiry, including skills related to chronological thinking and spatial awareness. Topics addressed in the course are American history, state history, world civilizations, government, geography, and economics. Strategies for identifying and analyzing central ideas, assumptions, questions, and seeking out multiple perspectives are introduced. Students plan and deliver evidence-based social studies instruction that fosters mastery of concepts and the development of critical and creative thinking, reasoning, problem solving, and performance skills. The course includes 10 hours of diverse field experience.
EDUC4153 Fine Arts Methods for Elementary Teachers	3	This course in fine arts addresses significant elements, forms, works, and creators of dance, music, theatre, and visual art. Students connect the acquisition of fine arts skills with the development of social, cognitive, and academic skills. Opportunities are provided for students to view, analyze, and respond to various works of art. Incorporating their learning from the course, students plan evidence-based, integrated lessons that foster mastery of concepts and skills related to fine arts and critical and creative thinking, problem solving, and performance. The course includes 10 hours of diverse field experience.
EDUC4039 Student Teaching for Elementary Teachers	9	In this course, students participate in a 12-week (full time) student teaching experience designed to provide the knowledge, skills, and competencies necessary for teaching in elementary learning environments. The student teaching experience brings together content knowledge, skills in leadership, and strategies of a professional teacher to build dynamic relationships among students, families, communities, and other stakeholders. Students participate in developing and implementing instructional strategies and lessons, assessing learners, collecting data, and reflecting on practices in diverse educational settings. Pre-requisite: Completion of 48 EDUC credits and approved student teaching site.

Course	Credits	Course Description
EDUC4163 Senior Capstone Experience: Elementary Education	3	In this senior capstone experience course, students complete performance assessments and submit required artifacts to demonstrate mastery in the program outcomes of elementary education and in the following key knowledge and skills: Critical thinking and analytical reasoning; complex problem solving and analysis; written expression and oral communication; application of knowledge and skills in real-world settings; location, organization, and evaluation of information from multiple sources; and innovation and creativity. Additionally, students demonstrate the following practices cited by employers as helping them succeed beyond graduation: 1) Develop research questions in their field and evidence-based analyses, 2) Complete a project prior to graduation that demonstrates their acquired knowledge and skills, 3) Complete an internship or community-based field project, 4) Develop the skills to conduct research collaboratively, 5) Acquire hands-on or direct experience with the methods of science, and 6) Work through ethical issues and debates to form their own judgments about the issues at stake.

**Alignment – ACE Specialty Courses to Indiana Elementary Education certification program requirements**

Course	Alignment
EDUC4003 Managing the Learning Environment	Indiana Elementary Generalist 5.1-5.6; Indiana Ad. Code, EE Curriculum Req., (1)(B)(ii)(DD); CCSSO InTASC 3; ACEI 3.4; ISTE 1d, 2b
EDUC4013 Teacher as Professional	Indiana EE Developmental 6.1-6.10; Indiana Ad. Code, EE Curriculum Req., (1)(B)(ii)(DD); CCSSO InTASC 9, 10; ACEI 5.1-5.2; ISTE 3b-3d, 4a, 4c, 5a-5d
EDUC4023 Student Development and Diversity for Elementary Teachers	Indiana Elementary Generalist 1.10, 6.1-6.11; Indiana EE Developmental 1.1-1.6, 6.10; Indiana Ad. Code, EE Curriculum Req., (1)(B)(ii)(FF); (1)(B)(ii)(GG); CCSSO InTASC 1, 2; ACEI, 1.0, 3.2
EDUC4033 Philosophy and History of Education	Indiana EE Developmental 6.1-6.10; Indiana Ad. Code, EE Curriculum Req., (1)(B)(ii)(DD); CCSSO InTASC 9, 10; ACEI 5.1-5.2; ISTE 3b-3d, 4a, 4c, 5a-5d
EDUC4043 Health and Wellness Methods for Elementary Teachers	Indiana Generalist 8.1-8.11; Indiana Academic Standards, Health and Wellness, K-6 stds 1-8; Physical Education, K-6 stds 1-6; ACEI 2.6, 3.1-3.5, 4.0; ISTE 1a-1d, 2a-2d, 3a, 3d, 4b, 5a



Course	Alignment
EDUC4053 Learning and Assessment Processes for Elementary Teachers	Indiana Elementary Generalist 1.5-1.6, 2.2, 2.4, 2.6, 2.8, 2.10, 4.11, 5.11, 6.11, 7.10, 8.11; Indiana EE Developmental 2.1-2.11, 4.1-4.8; Indiana Ad. Code, EE Curriculum Req., (1)(b)(ii)(CC)(1)(b)(ii)(EE); CCSSO InTASC 1, 2, 6; ACEI, 1.0, 3.2-3.3, 4.0; ISTE, 2d
EDUC4063 Integrated Science for Elementary Teachers	Indiana Elementary Generalist 5.1-5.11; Indiana Academic Standards K-6 process stds, K stds 1-3, 1-6 stds 1-4; ACEI 2.2, 3.1-3.5, ISTE, 1a-1d, 2a-2d, 3a, 3d, 4b, 5a
EDUC4073 Reading Foundations for Elementary Teachers	Indiana Elementary Generalist 1.1-1.10; Indiana Academic Standards/Indiana Core Standards ELA K-6 stds 1-3; ACEI 2.1, 3.1-3.5; IRA/NCATE stds for Reading Professionals, 1.1, 1.3, 2.1-2.3, 3.1-3.4, 4.1-4.2, 5.1-5.4; ISTE 1a-1d, 2a-2d, 3.1, 3d, 4b, 5a
EDUC4083 Reading Methods I for Elementary Teachers	Indiana Elementary Generalist 2.1-2.4; Indiana Academic Standards/Indiana Core Standards ELA K-6 stds 1-3; ACEI 2.1, 3.1-3.5; IRA/NCATE stds for Reading Professionals, 1.1, 1.3, 2.1-2.2, 3.2-3.3; ISTE 1a-1d, 2a-2d, 3a, 3d, 4b, 5a
EDUC4093 Reading Methods II for Elementary Teachers	Indiana Elementary Generalist 2.5-2.10; Indiana Academic Standards/Indiana Core Standards ELA K-6 stds 1-3; ACEI 2.1, 3.1-3.5; IRA/NCATE stds for Reading Professionals, 1.1, 1.3, 2.1-2.2, 3.2-3.3; ISTE 1a-1d, 2a-2d, 3a, 3d, 4b, 5a
EDUC4103 Children's Literature and English Language Arts Methods for Elementary Teachers	Indiana Elementary Generalist 3.1-3.11; Indiana Academic Standards/Indiana Core Standards ELA K-6 Std 2-7; ACEI 2.1, 3.1-3.5, 4.0; ISTE 1a-1d, 2a-2d, 3a, 3d, 4b, 5a
EDUC4113 Mathematical Methods I for Elementary Teachers	Indiana Elementary Generalist 4.1-4.4, 4.8-4.11; Indiana Academic Standards K-3 stds 1-6, 4-6 Std 1-7/Indiana Core Standards Mathematics K-4 stds 1-2, 5-6 stds 1-3; ACEI 2.3, 3.1-3.5, 4.0; ISTE 1a-1d, 2a-2d, 3a, 3d, 4b, 5a
EDUC4123 Mathematical Methods II for Elementary Teachers	Indiana Elementary Generalist 4.5-4.11; Indiana Academic Standards K-3 stds 1-6, 4-6 Std 1-7/Indiana Core Standards Mathematics K-4 stds 1-2, 5-6 stds 1-3; ACEI 2.3, 3.1-3.5, 4.0; ISTE 1a-1d, 2a-2d, 3a, 3d, 4b, 5a

<b>Course</b>	<b>Alignment</b>
EDUC4133 Curricular and Instructional Planning and Delivery for Elementary Teachers	Indiana EE Developmental 3.1-3.16; Indiana Ad. Code, EE Curriculum Req., (1)(B)(ii)©; (1)(B)(ii)(EE); (1)(B)(ii)GG); CCSSO, InTASC 7, 8; ACEI 1.0, 3.1-3.5; ISTE, 1a-1d, 2a-2c, 3a-3d, 4b, 4d
EDUC4143 Social Studies Methods for Elementary Teachers	Indiana Elementary Generalist 6.1-6.11; Indiana Academic Standards/Indiana Core Standards, Social Studies, K-6 stds 1-4; ACEI, 2.4, 3.1-3.5, 4.0; ISTE, 1a-1d, 2a-2d, 3a, 3d, 4b, 5a
EDUC4153 Fine Arts Methods for Elementary Teachers	Indiana Elementary Generalist 7.1-7.10; Indiana Academic Standards, Dance K-6 stds 1-3, Music, K-5 stds 1-9, 6 General Music stds 1-9, Theatre, K-6 stds 1-12, Visual Arts, K-6 stds 1-8; ACEI, 2.5, 3.1-3.5, 4.0; ISTE, 1a-1d, 2a-2d, 3a, 3d, 4b, 5a
EDUC4039 Student Teaching for Elementary Teachers	Indiana EE Developmental 6.1-6.10; Indiana Ad. Code, EE Curriculum Req., (1)(B)(ii)(DD); CCSSO InTASC 9, 10; ACEI 5.1-5.2; ISTE 3b-3d, 4a, 4c, 5a-5d
EDUC4163 Senior Capstone Experience: Elementary Education	Indiana Elementary Generalist Standards, 1-8; Indiana EE Developmental Standards 1-6

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

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

<b>Total # of Faculty in the Program:</b>	<b>12</b>	<b>Full-time:</b>	<b>3</b>	<b>Part-time:</b>	<b>9</b>
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**Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)**

<b>Faculty</b>	<b>Degree Earned</b>	<b># Yrs Working in Field</b>	<b># Yrs at ACE</b>	<b># Years Teaching at Other</b>	<b>Total # of Years' Experience</b>	<b>PT or FT</b>
Ellen Brewer	Ed.D. in Instructional Leadership and Curriculum	25	5	0	30	PT
Jason Caudill	Ph.D. in Education	18	5	8	31	FT
Breanne Clark	Ed.S. in Reading and Literacy	7	1	9	17	PT
Dennis DeBay	Ph.D. in Mathematics, Technology, and Science	13	2	0	15	PT
Mel Finkenberg	Ed.D. in Health and Physical Education	44	3	3	50	PT
Rochelle Franklin	Ed.D. in Teaching and Learning	10	7	2	19	FT
Maryann Lamer	Ph.D. in Education	18	2	14	34	PT
Rebekah McPherson	Ph.D. in Curriculum and Instruction	20	6	1	27	PT
Sean Nank	Ph.D. in Education	18	3	12	33	FT
Ursula Ricketts	Ed.D. in Curriculum and Instruction	16	3	9	28	PT
Bridget Steele	Ph.D. in Mathematics Education	17	1	0	18	PT
Sharon Waller	Ph.D. in Special Education	26	1	0	27	PT

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

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

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

**Number of professional periodicals subscribed to:**

**EBSCO Discovery Service**

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

**Articles and E-Journals**

Academic Search Complete

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

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

**ArticleFirst**

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

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

**Business Source Complete (EBSCO)**

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

- Produced by: EBSCO
- Vendor: EBSCO

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

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

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

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 238 journals
- Full-text: none

### **ECO Electronic Collections Online**

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

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

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

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

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

### **Education Source**

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

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

### **Education Week**

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

### **Educational Administration Abstracts**

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

### **Educational Administration Quarterly**

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

### **ERIC**

The ERIC (Educational Resources Information Center) database is created and distributed free by the U. S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: <http://www.eric.ed.gov>, EBSCO, ProQuest, and OCLC
- Coverage: 1,100+ journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes - 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

### **Google Scholar**

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

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

### **GPO Monthly Catalog**

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

- Produced by: U. S. Government Printing Office

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

#### **JSTOR Current Education Collection**

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

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

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

#### **Medline**

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

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

#### **OAlster**

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

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

#### **ProQuest Education Journals**

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

- Producer: ProQuest

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

### **ERIC Documents and Educational Tests**

#### **ERIC**

The ERIC (Educational Resources Information Center) database is created and distributed free by the U. S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors:

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

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

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

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

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

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

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

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

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

Academic Search Complete offers an enormous collection of the most valuable full-text journals, providing users access to critical information from many sources unique to this database. In addition,



this database is the leading source of peer-reviewed, full-text for STEM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences and more.

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

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

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

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

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

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

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

#### **Ebooks**

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

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

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

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

- Producer: EBSCO

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

#### Future-Focused Leadership by Marx

- Vendor: EBSCO
- Full-text: Yes

#### **GPO Monthly Catalog**

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

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

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

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

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

#### **OAlster**

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

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

#### **PapersFirst**

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

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

#### **Proceedings**

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

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

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

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

Trust Matters: Leadership for Successful Schools by Tschannen-Moran

- Vendor: EBSCO
- Full-text: yes

#### **WorldCat**

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

- Producer: OCLC and 72,000 libraries worldwide
- Vendor: OCLC
- Coverage: 180+ million records dating before 1000 BC to present
- Full-text: none

#### **WorldCat Dissertations**

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

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

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

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

*Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: American College of Education  
Degree Program: B.A. in Elementary Education  
Locations: Online

**State Licensure**

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

+++++

**Professional Certification**

This program does not lead to professional certification

**Professional Industry Standards/Best Practices**

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? Yes. It is aligned to the following national standards:

- CCSSO inTASC Model Core Teaching Standards
- ACEI Elementary Education Standards
- ISTE National Educational Technology Standards

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: NA

+++++

**Program Accreditation**

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

No, it does not require specialized accreditation. However, when the college completes its 2020 CAEP Program Accreditation renewal, this program will be part of that renewal.

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees**

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

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

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

+++++

**Job Titles**

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

Elementary Education in Public or Private Schools.

**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	<b>American College of Education</b>	
Name of Program	<b>M.Ed. in Higher Education (CIP: 13.0406)</b>	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<b>M.Ed.</b>	
Name of Person Preparing this Form	<b>Karen Swenson, Sr. VP Regulatory Affairs</b>	
Telephone Number	<b>630.247.6998</b>	<b><u>Application Type</u></b>
Date the Form was Prepared	<b>October 11, 2016</b> (Revise date after any revision) Revised 11/18/2016	Initial   X   or   Renewal

**M.Ed. in Higher Education Administration**

CIP Code: 13.0406 Higher Education/Higher Education Administration

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

**Program Description**

The M.Ed. in Higher Education Administration focuses on the critical knowledge and skills necessary to lead or serve in academic organizations in an ever-changing global, economic, and technological environment. Focused on evidence-based practice, the courses establish foundational frameworks in finance, legal, and governmental constraints; management of operations, academics, student affairs, and human resources; assessment and evaluation, and other areas essential to higher education. The program guides students in using data to inform and drive quality decisions regarding academic engagement, which support student-centric policies and processes. Designed to complement professional agendas, an integration of concepts prepares higher education professionals to navigate the complexity of systems influenced by modern societal issues.

## Program Rationale

The shifting climate of higher education requires an awareness of multiple contributing factors influencing what happens within an institutional environment, from administration to student learning. Technology is reshaping how learning happens, fueled by growing financial constraints and fiscal responsibilities (Hebel, 2014). Globalization is also influencing the dynamics as trends and perspectives internationally are under consideration. Serge Haroche, College of France, writes, “Governments should remember how creativity and interdisciplinary study benefit research” (Wilhelm, 2014, ¶10). The nature of scholarship is changing, and higher education leadership needs to be aware and prepared for change.

Higher education administrators lead the functional day-to-day activities of the institution, helping to establish strategic goals and direction, policies, and procedures while managing various aspects including physical and human resources, student services, and academic support functions, such as oversight for the library or career center. Higher education administrators carry significant responsibilities and are held accountable for student, faculty, and staff decisions while also meeting external standards established by states, national organizations, and accreditation agencies.

According to the U.S. Bureau of Labor Statistics, the expected need for postsecondary administrators will experience a 9 percent growth between 2014 and 2024. Indiana projects a 9.4 increase as a result of projected expanding enrollments. This means more admissions officers, registrars, student services personnel, and other supporting staff will be required to meet student needs.

O-Net reports 175,000 employees working in 2014 with a projected increase in new job openings reaching 66,100 by 2024. Other national trends convey similar information for postsecondary education administration, expecting 6,610 new jobs annually. Indiana is anticipating 120 additional openings annually through 2024. *Occupational Trends for West Central Indiana* (2016) projects the need for 260 new postsecondary administrators by 2020, which is a 19.3 percent increase.

### References

- Hebel, S. (2014, March 3). How higher education got to a tipping point. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/From-Public-God-to-Private/145061>
- Region 4 Workforce Board (2016). *Top 60 critical occupations in west central Indiana*. Retrieved from [http://www.in.gov/dwd/workonewestcentral/files/top\\_60\\_2016.pdf](http://www.in.gov/dwd/workonewestcentral/files/top_60_2016.pdf)
- U.S. Bureau of Labor Statistics (n.d.). *Projections of occupational employment, 2014-24*. Retrieved from <http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm>
- Wilhelm, I. (2014, April 11). At site of revolution, international leaders ponder higher ed's future. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/At-Site-of-Revolution/145859>

## Program Outcomes M.Ed. in Higher Education

1. Establish a solid knowledge of the role, scope and trends within the field of higher education and the dynamics of functions within colleges and universities.
2. Recognize the scope of diversity in higher education and the goals and intended outcomes for academic achievement.
3. Coordinate roles of faculty, administrators, students, and external constituents in higher education.
4. Synthesize and validate the importance of information, knowledge, and points of view established in theories, standards, principles, and evidence-based research to make data-informed decisions and select resources.



5. Adapt intellectual processes to a range of circumstantial settings including ethical dilemmas, self-assessment, and cultural awareness impacting issues, concepts, and critical and creative endeavors.
6. Employ strategies which effectively articulate the complexity of a situation to enhance understanding and meaning as a way to build relationships and resolve problems.
7. Critically analyze perceptions, compare cultural distinctions, and identify critical components of systems influencing civic and global responsibilities within a higher education setting.
8. Formulate performance expectations to foster continued personal and professional growth required to support principles of academic learning.
9. Demonstrate habits of the mind leading to tangible changes and solutions to critical problems, enhance experience for self and others, and empower collective decisions while practicing ethical choices necessary for leadership in higher education.
10. Measure the critical components of essential frameworks established to manage policies, utilize resources, and evaluate decisions to establish and maintain organizational culture.

## **Program Structure**

All students begin with an initial course (Higher Education Administration 1) followed by Higher Education Administration II. Students then take the rest of the core courses, minus the Capstone, which is the last course in the program. Once core courses are completed, students will have a choice of 3 courses as part of a Focus of Study: Leadership (general leadership), Community College Leadership, Institutional Research and Planning, Student Development and Affairs, Enrollment Management, or International Education.

## **Focus of Study Descriptions**

### **Leadership**

Leadership is more than managing tasks; it involves investing in individuals, pursuing effective policies and procedures to ensure an organization is successful. Enhancing personal and professional abilities and traits, this Focus of Study identifies practices of exemplary leadership, asking students to engage in actions leading to change through shared vision, analyzing processes, and enabling others to reach their potential through shared modeling and advocacy. Leaders make a difference as they bring change.

### **International Education**

This international education Focus of Study is intended to prepare and equip leaders with skills, knowledge, and a theoretical foundation to address international education and transnational dimensions of learning. It is well suited to those aspiring to work in the field of international education, and institutions of higher education among others. Designed to complement and support professional agendas, this course provides a broad overview of international dimensions of education, introducing students to international development policy, aid, organizations, and comparative research; refugee education; global foundations, and cross-national studies of education and policy analysis.

### **Enrollment Management**

Enrollment management provides direct support to individuals seeking degree programs to fit their personal and professional goals. This Focus of Study combines appropriate theories and research, aligns

policies, and identifies strategies and practices influencing how an institution markets to prospects, helping to retain them through strategic decisions shaped by data. By modeling ways to build a collaborative culture, leaders choose effective processes to enhance the prospect's experience through enrollment as a student.

### **Student Development and Affairs**

Admission into an institute of higher learning is the first step towards achieving personal and professional goals. Leadership in student affairs serves the interest of students through advising, program support, technology guidance, and information necessary to successfully complete a degree pathway as aligned to institutional policies, processes, and procedures. Grounded in development theory, this Focus of Study supports understanding how adults learn, achieve, and transition to new careers.

### **Institutional Research and Planning**

Academic analytics yield critical information to establish and measure institutional goals and objectives, and to report to stakeholders and required state, regional, and federal agencies. This Focus of Study contrasts ways of handling surveys, collecting data, identifying trends impacting policies, determining how assessment of students and evaluation of programs will be addressed. Institutional research searches, discovers, and shares information in a manner which tells the story to both internal and external entities.

### **Community College Leadership**

This Focus of Study centers on the unique needs of leadership in a community college setting. With the growing cost of higher education, local institutions will serve a greater role in supporting student achievement, enabling them to complete degrees for career options which may not exist today. Consideration is given to the historical development of the two-year college in light of the economic dynamics existing in the 21<sup>st</sup> century and how change is needed to build community relationships, service students, and sustain institutional growth.

**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:	<u>M.Ed. in Higher Education</u>		
Total Course Hours:	<u>34 Credits</u>	Check one:	Quarter Hours <u>          </u>
			Semester Hours <u>          </u> ✓
			Clock Hours <u>          </u>
Tuition :	<u>\$7,990</u>	Length of Program:	<u>18 Months</u>

The program is designed with a required core of 25 Semester Credit Hours and Six (6), Nine (9) Semester Credit Hour option choices. Students must choose 1 of the six options for a total of 34 Semester Credit hours.

**SPECIALITY:**

**Core Courses (25 credits)**

- LEAD5503 Higher Education Administration I (initial course) 3 cr.
- LEAD5513 Higher Education Administration II (second course) 3 cr.
- RES5463 Research for Higher Educational Professionals 3 cr.
- ED5523 Evaluating Instructional Programs 3 cr.
- 5063 Creating Professional Environments in a Virtual World 3 cr.
- LEAD5113 Budgeting and Resource Management in Higher Education 3 cr.
- LEAD5103 Law, Compliance, and Governance in Higher Education 3 cr.
- MRKT5403 Marketing Management 3 cr.
- HE5091 Capstone Experience for Higher Education 1 cr.

**Focus of Study Options (9 credits): Must choose one.**

**Leadership**

- LEAD5073 The Art of Decision Making 3 cr.
- LEAD5533 Developing and Distributing Leadership 3 cr.
- LEAD5543 Leadership as a Personal and Professional Journey 3 cr.

**International Education**

- LEAD5003 International Development and Policy 3 cr.
- LEAD5023 Education and International Migration 3 cr.
- LEAD5033 International Programs, Curricula, and Pedagogies 3 cr.

**Enrollment Management**

- MRKT5413 Marketing for Higher Education 3 cr.
- MRKT5423 Recruitment and Retention 3 cr.
- MRKT5433 Enrollment Processes 3 cr.

**Student Development and Affairs**

LEAD5573 Student Matriculation Services	3 cr.
LEAD5583 Career and Professional Development	3 cr.
LEAD5123 Student Affairs	3 cr.

**Institutional Research and Planning**

LEAD5593 Research for Institutions	3 cr.
LEAD5603 Compliance and Reporting	3 cr.
LEAD5613 Institutional Assessment and Evaluation	3 cr.

**Community College Leadership**

LEAD5623 The Economics of Community College	3 cr.
LEAD5633 Redesigning Community College	3 cr.
LEAD5643 Engaging Students and Faculty	3 cr.

Number of Credit/Clock Hrs in Specialty Courses*	<b>34 Cr.</b>	<b>/34 CR.</b>	<b>Percentage: 100%</b>
Number of Credit/Clock Hrs in General Courses			
If applicable:			
Number of credit/Clock Hrs in Liberal Arts:			

\*The program is designed with a core of 25 Semester Credit hours and Six (6) , Nine (9) Semester Credit hour options for a total of 34 Semester Credit hours.

**ACE SPECIALTY CORE COURSES - Required**

<b>Core Courses</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
LEAD5503	<b>3</b>	Higher Education Administration I (initial course)	This course captures the changing landscape of higher education through the historical lens and changing philosophies which have shaped institutions in the past. By investigating critical functions, current societal shifts are probed to determine relevancy, and how emerging roles are reshaping the foundations of higher education. Case studies showcase academic components, student affairs, and the roles of compliance, regulatory, and accreditation in sustaining an institution of higher learning at a tipping point of change.
LEAD5513	<b>3</b>	Higher Education Administration II	Institutions of higher learning are governed by layers of authorization from federal, regional, state, and internal constituents. This course assesses how college infrastructures influence decisions and functions of operations, financial options, human resources, marketing, and enrollment in relation to institutional research and

<b>Core Courses</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
			reporting. Trends in technology and student services frame forecasts for the possible future of higher education.
RES5463	<b>3</b>	Research for Higher Educational Professionals	This course enables students to become informed consumers of educational research and to develop skills to understand collecting, analyzing, organizing, interpreting, and communicating data for educational and organizational decision making. An emphasis is placed on data-mining principles students can apply to determine whether particular scientifically based research findings are trustworthy and relevant for use within complex data sets. Emphasis is placed on how action research can become a vital tool for school leaders working to improve educational business operations and activities.
ED5523 (current course)	<b>3</b>	Evaluating Instructional Programs	This course focuses on theories and processes of evaluating the effectiveness of academic programs in post-secondary educational settings using student learning outcomes as the primary measurement. Applying evaluation research techniques, students explore accreditation procedures and standards, the quality of instructional approaches and learner engagement strategies, and management of instructional environments.
ET5063 (current course)	<b>3</b>	Creating Professional Environments in a Virtual World	Applying principles of instructional design and adult learning, learners demonstrate a broad understanding of their professional environment by developing products to support continuous professional growth within the organization. Learners identify and evaluate technologies to facilitate and improve collaboration, productivity, communication, and instruction for all organizational stakeholders. They also design a professional development plan based on best practices and emphasizing legal and ethical guidelines specific to blended and online learning environments. Within the context of professional environments, academic integrity and dishonesty, personal and professional learning networks, and digital citizenship are major topics.
LEAD5113 (current course)	<b>3</b>	Budgeting and Resource Management in Higher Education	This course considers how to strategically manage human, financial, and data resources. Strategic thinking, planning, and development establish effective ways to 1) strengthen working relationships, 2) engage in financial practices which contain costs and advance the mission of an institution and 3) utilize data for continuous improvement. By comparing and evaluating institutional advancement strategies, activities are assessed to determine how they complement strategic priorities and goals, build and enhance program relevance, and add practical value.
LEAD5103 (current course)	<b>3</b>	Law, Compliance, and Governance in Higher Education	Focused on examining statutory and regulatory compliance issues impacting institutions, this course is designed to heighten analytical skills to ensure an understanding of the intricacies influencing higher education in today's climate of globalization. The interrelationship between law and policy is explored through the use of case studies, partnerships,

<b>Core Courses</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
			and community relationship serving to establish a context for practice with the governance of an organization.
MKRT5403  (current course)	<b>3</b>	Marketing Management	As an introduction to foundational concepts of marketing, this course considers various perspectives from influencer to consumer. Marketing opportunities are explored for implementing strategic plans through the use of research and analysis. Students examine examples of brand development, positioning, and management of integrated marketing communications (IMC) campaigns, which can be highly beneficial for private and charter schools. Case studies and scenarios frame the examination of managed markets. The intersection of marketing with public and media relations is also explored.
HE5091  (new course)	<b>1</b>	Capstone Experience for Higher Education	The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of the Master of Education in Higher Education.
	<b>9</b>		<b>Focus of Study Options</b>
Total	34 credits		

#### **ACE SPECIALITY - FOCUS OF STUDY OPTIONS (Must choose one)**

<b>Leadership</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
LEAD5073  (current course)	<b>3</b>	The Art of Decision Making	Success is attributed to effective decision making, a skill required for professional and personal reasons. An essential ability required by leaders, decision making is a process which identifies critical elements of a choice to determine a course of action. The focus for this course considers ways decisions are made and how these techniques can be evaluated to improve outcomes. Specifically, the course addresses the development of skills to efficiently and consistently make informed decisions using data to maintain awareness of organizational needs, demographics, and performance levels. The role of collaboration in decision making is also a major focus.
LEAD5533	3	Developing and Distributing Leadership	This course examines the leadership process in the context of developing and distributing or sharing leadership within an organization. It investigates team and group dynamics, team building, interpersonal and group relations, and effective problem solving and decision-making skills within collaborative environments. The course places particular emphasis on the development of human resources skill sets for leaders, including risk-prone behaviors and conflict management; relationships among leaders internal and external to the organization; and how leaders build other leaders, contributing to effective succession plans to maintain organizational cohesion and performance.

LEAD5543	3	Leadership as a Personal and Professional Journey	This course focuses on individuals as leaders from an individual perspective, emphasizing principles and practices of interpersonal relationships for leadership development, professional role modeling for those who look to them for guidance, and advocacy for change within and outside the organizational environment. In the course, students will take an introspective look at their leadership as a personal and professional journey – how their past life experiences set them on a course toward leadership, where they are today in their journey, and how they envision and are preparing for future destinations.
<b>International Education</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
LEAD5003  (Current course)	3	International Development and Policy	This course provides an overview of education from a global perspective, including international development theories, as well as key international development policies and frameworks impacting education, including Education for All, the Millennium Development Goals, Post-2015 Agenda as well as key protocols developed by the United Nations (UN) and other international organizations. Leaders will also explore the complexities of international aid, refugee education and post-conflict environments. Professionals will have the opportunity to apply what they learn in the course by developing policy briefs and conducting qualitative and quantitative analyses.
LEAD5023  (Current course)	3	Education and International Migration	This course explores international migration – at the international, transnational, and local levels – and its impact on education systems. Challenges for teaching, learning, and administration will all be explored. Leaders will have the opportunity to examine different cases and conduct comparative research to explore the impact of migration on education, as well as strategies to deliver high quality education in diverse learning environments.
LEAD5033  (Current course)	3	International Programs, Curricula and Pedagogies	Leaders will examine in this course some of the major international programs and initiatives in education, such as study abroad, the International Baccalaureate in K-12 education, and the Bologna Accord in the area of higher education. With an emphasis on applied learning, students will explore pedagogies, theories, curricula, and strategies that are applied to meet the needs of intercultural and multicultural learning environments. Significant attention will be given to the application of technology, including mobile technology; students will have the opportunity explore the use of educational technology in both developing and developed country contexts.

<b>Enrollment Management</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
MRKT5413	3	Marketing for Higher Education	This course explores ways to understand marketing as it conveys the compelling story of an organization, communicating the brand and the promised deliverables. Using key audience perspectives, essential questions are addressed as they impact branding, the ethical implications of gainful

<b>Enrollment Management</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
			employment, consumer voice and social media, and maximizing the message to demonstrate value. Actionable analytics are used to validate market spending in relation to student financial concerns.
MRKT5423	<b>3</b>	Recruitment and Retention	Students investigate ways to use data to make critical decisions, connecting strategic planning to an increase in student satisfaction. This course evaluates recruitment strategies to attract prospects and to enhance engagement and retention of students.
MRKT5433	<b>3</b>	Enrollment Processes	Focused on helping students achieve academic goals, this course surveys critical services to eliminate obstacles for students during enrollment and student support. By investigating ways technology integrates processes - database management, student advising, and the use of evaluation to generate efficiencies, catalog development, transcript evaluation - expectations are established.

<b>Student Development and Affairs</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
LEAD5573	<b>3</b>	Student Matriculation Services	Considering the practical day-to-day support of students, this course looks at critical functions including DSS, retention, and outreach to students through the structure of supporting departments. Topics range from ways to handle at-risk students to helping to build sustainable efforts, class scheduling, and support. From orientation to graduation, readings and discussions target issues related to helping student navigate the complexity of higher education.
LEAD5583	<b>3</b>	Career and Professional Development	Life exists after graduation. In this course, promoting interaction on multiple levels helps to define effective ways to support students as they move from personal learning to professional practice. With an emphasis on ethical practice, students learn how to establish networks and partnerships and foster collaborative sharing of ideas and concepts to support development within the field by exploring how to establish a career office.
LEAD5123	<b>3</b>	Student Affairs	Dependent upon function and service, student affairs influences the relationship between adult learning and instructional outcomes. Leadership practices, as seen through a theoretical lens, explore personnel issues, student support, success and retention, and assessment options which guide decision making. Consideration is given to ways student perspectives shape the college experience and how these can be leveraged for change.



<b>Institutional Research and Planning</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
LEAD5593	<b>3</b>	Research for Institutions	This course applies research design to establish an understanding of the structure and function of an Institutional Research (IR) office. With the focus of helping leadership, faculty, and students achieve the mission and vision of an institution, students investigate IR strategies including how to conduct a focus group, create surveys, and analyze data gathered from measuring instruments. By establishing principles of IR grounded in research, the tasks of IR are defined.
LEAD5603	<b>3</b>	Compliance and Reporting	Effective reporting ensures appropriate data sharing in compliance with federal, state, and local requirements. Databases and tools are utilized to support accountability, transparency, and information processes to ensure accreditation requirements are embedded in established evaluation processes. Knowing how to read, apply, and evaluate expectations is given consideration.
LEAD5613	<b>3</b>	Institutional Assessment and Evaluation	Through the application of statistics, this course reviews data warehousing to support decisions including institutional planning, program viability and quality, and how these impact retention and attrition. Current trends with institutional assessment and evaluation help to inform constituents and support student achievement.

<b>Community College Leadership</b>			
<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Description</b>
LEAD5623	<b>3</b>	The Economics of Community College	Community colleges depend upon models of finance and funding which influence approaches to student engagement. This course explores the impact on operating costs related to a self-service cafeteria style delivery of services contrasted with other models, including a guided pathway option. By comparing cost per student with cost for successful completion, students investigate the merits of changing economic models.
LEAD5633	<b>3</b>	Redesigning Community College	This course addresses the function and purpose of community colleges from a current-to-future perspective, evaluating what has worked with what could be potentially be needed to encourage students to successfully complete a degree of study. Issues related to student choice, credit transfer to four-year programs, and alignment of program outcomes with student goals and assessment are explored.

LEAD5643	<b>3</b>	Engaging Students and Faculty	Faculty and student engagement is related to relationships focused on mission and vision. This course explores critical topics related to governance, building trust through demonstrated integrity, supporting practice founded on policies while addressing cross-functional teams supporting collaboration and inquiry.
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## Program Outcomes and Core Course Alignment

Program Outcomes	LEAD5503 Higher Education Administration 1	RES5463 Research for Higher Educational Professionals	LEAD5113 Budgeting and Resource Management in Higher Education	LEAD5103 Law, Compliance, and Governance in Higher Education	LEAD5513 Higher Education Administration II	ED5523 Evaluating Instructional Programs	ET5063 Creating Professional Environments in a Virtual World	MRKT5403 Marketing Management	HE5091 Capstone Experience for Higher Education
Outcome 1	x	x	x	x	x	x	x	x	x
Outcome 2	x	x	x	x	x	x	x	x	x
Outcome 3	x	x	x	x	x	x	x	x	x
Outcome 4	x	x	x	x	x	x	x	x	x
Outcome 5	x	x	x	x	x	x	x	x	x
Outcome 6	x	x			x	x	x	x	x
Outcome 7	x			x	x		x		x
Outcome 8	x	x			x		x		x
Outcome 9	x	x			x	x	x		x
Outcome 10	x			x	x		x	x	x

## Program Outcomes and Focus of Study Course Alignment

Program Outcomes	International Education			Enrollment Management			Student Development and Affairs		
	LEAD5003 International Development and Policy	LEAD5023 Education and International Migration	LEAD5033 International Programs, Curricula, and Pedagogies	MRKT5413 Marketing for Higher Education	MRKT5423 Recruitment and Retention	MRKT5433 Enrollment Processes	LEAD5573 Student Matriculation Services	LEAD5583 Career and Professional Development	LEAD5123 Student Affairs
Outcome 1	x	x	x	x	x	x	x	x	x
Outcome 2	x	x	x		x	x	x		x
Outcome 3			x	x	x	x	x	x	x
Outcome 4			x	x	x	x			x
Outcome 5	x	x	x	x		x		x	
Outcome 6	x	x		x	x	x	x	x	x
Outcome 7	x	x	x	x				x	
Outcome 8			x					x	x
Outcome 9	x	x		x				x	
Outcome 10	x		x		x	x	x	x	x

	Institutional Research and Planning			Community College Leadership			Leadership		
	LEAD5593 Research for Institutions	LEAD5603 Compliance and Reporting	LEAD5613 Institutional Assessment and Evaluation	LEAD5623 The Economics of Community College	LEAD5633 Redesigning Community College	LEAD5643 Engaging Students and Faculty	LEAD5073 The Art of Decision Making	LEAD5533 Developing and Distributing Leadership	LEAD5543 Leadership as a Personal and Professional Journey
Outcome 1	X		X	X	X	X	X	x	X
Outcome 2		X	X			X	X	X	X
Outcome 3	X		X	X	X	X	X	X	X
Outcome 4	X	X	X		X	X	X	X	x
Outcome 5	x	x	x			x	x	X	X
Outcome 6	x				x	x	x	x	x
Outcome 7				x	X				x
Outcome 8	x	x	x				X	X	x
Outcome 9	x	x	x	x	x	x	x	x	x
Outcome 10		x	x	x	x	x	x	x	x

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

<b>Total # of Faculty in the Program:</b>	<b>9</b>	<b>Full-time:</b>	<b>2</b>	<b>Part-time:</b>	<b>6</b>
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**Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)**

<b>Faculty</b>	<b>Degree Earned</b>	<b># Yrs Working in Field</b>	<b># Yrs at ACE</b>	<b># Years Teaching at Other</b>	<b>Total # of Years' Experience</b>	<b>PT or FT</b>
Traci Coomer	Ph.D., Higher Education	8	5	0	13	FT
Jason Caudill	Ph.D., Education; Specialization in Higher Education Administration	18	5	8	31	FT
John Kuykendall	Ph.D., Higher Education	15	2	0	17	PT
Lisa Portugal	Ph.D., Leadership of Higher Education	10	2	30	42	PT
Dimitra Smith	Ph.D., Educational Leadership/Policy Studies Higher Education	11	.6	4	16	PT
Carol Theodorou	Ed.D., Administration, Continuing and Higher Education	34	6	0	40	PT
Colt Turner	Ed.D., Higher Education: Supervision, Curriculum and Instruction	15	11	0	16	PT
Charlett Williams	Ed.D., Educational Leadership; M.A. in Higher Education	11	1	0	12	PT

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

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

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

**Number of professional periodicals subscribed to:**

**EBSCO Discovery Service**

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

**Articles and E-Journals**

Academic Search Complete

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

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

**ArticleFirst**

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

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

**Business Source Complete (EBSCO)**

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

- Produced by: EBSCO
- Vendor: EBSCO

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

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

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

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 238 journals
- Full-text: none

### **ECO Electronic Collections Online**

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

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

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

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

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

### **Education Source**

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

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



**Education Week**

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

**Educational Administration Abstracts**

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

**Educational Administration Quarterly**

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

**ERIC**

The ERIC (Educational Resources Information Center) database is created and distributed free by the U. S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: <http://www.eric.ed.gov>, EBSCO, ProQuest, and OCLC
- Coverage: 1,100+ journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes - 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

**Google Scholar**

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

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

**GPO Monthly Catalog**

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

- Produced by: U. S. Government Printing Office

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

#### **JSTOR Current Education Collection**

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

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

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

#### **Medline**

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

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

#### **OAlster**

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

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

#### **ProQuest Education Journals**

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

- Producer: ProQuest
- Vendor: ProQuest

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

### **ERIC Documents and Educational Tests**

#### **ERIC**

The ERIC (Educational Resources Information Center) database is created and distributed free by the U. S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials.

All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors: [http://www.eric.ed.gov/ERICWebPortal/resources/html/thesaurus/about\\_thesaurus.html](http://www.eric.ed.gov/ERICWebPortal/resources/html/thesaurus/about_thesaurus.html).

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

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

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

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

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

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

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

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

Academic Search Complete offers an enormous collection of the most valuable full-text journals, providing users access to critical information from many sources unique to this database. In addition, this database is the leading source of peer-reviewed, full-text for STEM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information

spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences and more.

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

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

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

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

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

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

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

#### **Ebooks**

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

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

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

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

- Producer: EBSCO
- Vendor: EBSCO

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

Future-Focused Leadership by Marx

- Vendor: EBSCO
- Full-text: Yes

### **GPO Monthly Catalog**

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

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

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

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

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

### **OAlster**

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

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

### **PapersFirst**

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

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

### **Proceedings**

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

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

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

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

Trust Matters: Leadership for Successful Schools by Tschannen-Moran

- Vendor: EBSCO
- Full-text: yes

### **WorldCat**

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

- Producer: OCLC and 72,000 libraries worldwide
- Vendor: OCLC
- Coverage: 180+ million records dating before 1000 BC to present
- Full-text: none

### **WorldCat Dissertations**

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

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

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

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

*Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: American College of Education  
Degree Program: M.Ed. in Higher Education  
Locations: Online

**State Licensure**

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

+++++

**Professional Certification**

This program does not lead to professional certification.

**Professional Industry Standards/Best Practices**

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

If so, please identify

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

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

+++++

**Program Accreditation**

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

No, it does not require specialized accreditation.

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees**

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

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



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

+++++

**Job Titles**

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

Director of Student Services/Student Affairs  
Director of Marketing  
Director of Enrollment Management  
Director of Registration & Records  
Director of Admission  
Director of Regulatory Affairs/Compliance  
Director of International Programs  
Director of Institutional Research and Planning  
Director of Academic Affairs

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## **BOARD FOR PROPRIETARY EDUCATION**

Tuesday, December 13, 2016

### **BUSINESS ITEM A-2:**

#### **Lincoln College of Technology:** **One Associate Degree Program at One Location**

### **Staff Recommendation**

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

### **Background**

#### **Institution Profile**

Lincoln College Technology is nationally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC accredits Lincoln College of Technology in eight states including Indiana. The institution has one campus in Indiana. The National Center for Education Statistics (NCES) lists a total enrollment of 1,103 students in the fall of 2015 at the Indianapolis campus.

#### **Degree Program Profile**

*Associate of Applied Science (A.A.S.) in  
Collision Repair and Refinishing Service Management at  
Indianapolis*

This program consists of 60.5 semester credit hours, with 75% of the courses in the specialty. The program faculty consists of six individuals, of whom each are full-time. Of the six individuals, each has a diploma.

### **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 Lincoln College of Technology

Program name and  
Suggested CIP Code: Collision Repair and Refinishing Service Management - 47.0603

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

Name of Person Preparing this Form Dawn Kemp

Telephone Number (317) 632-5553 ext. 40402 Application Type

Date the Form was Prepared 09/01/2016 Initial or Renewal  
(Revise date after any revision) 11/17/2016

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

This degree program is designed to provide the student with a comprehensive understanding and hands-on application of industry standard collision repair and refinishing techniques. The program also provides information on the latest collision repair tools, equipment, and techniques as well as important safety tips and strategies for students to use in protecting themselves and the environment. It offers an insight to what it takes to become a successful, well rounded collision repair technician and prepares the student to assume greater responsibilities within the business of collision repair. Graduates of this degree program will be presented with the basic skills and knowledge that an entry-level technician needs to obtain employment in the collision industry. Upon graduation, the student will be qualified to work in a shop that repairs conventional and unitized bodies using various manufacturers frame, alignment, and paint equipment as well as specialty shops. This program is structured to provide the student with I-CAR Pro-Level 1 Certifications in both the Non-Structural and Refinish areas along with preparation for I-CAR steel and welding certifications. The general education component will provide the student with the communication, business, and critical thinking skills necessary to pursue other employment opportunities within the industry. Students will be required to complete out-of-class assignments in each course. Blended Learning is the method we may use to deliver content. The Blended Courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. The Blended delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

10/15/2015

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

Name of Program: Collision Repair and Refinishing Service Management

Total Course Hours: 60.5 Check one: Quarter Hours           
 Semester Hours X  
 Clock Hours         

Tuition : 28,442 Length of Program: 74 weeks

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
CR101	Introduction to Collision Repair	4.5
CR102	Steel Welding Techniques and Processes	4.0
CR210	Aluminum Welding and Metal Fabrication Techniques	4.0
CR109	Non-Structural I	4.0
CR104	Vehicle Electrical and Mechanics Systems	4.5
CR103	Structural I	4.5
CR116	Measuring and Damage Assessment	4.0
CR107	Refinishing I	4.0
CR211	Advanced Refinishing Techniques with Custom Painting	4.0
CR 209	Non-Structural II	4.0
CR216	Advanced Damage Analysis and Estimating	4.0

10/15/2015

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
	Mandatory:	
GEN190	English Composition I	3.0
GEN292	Speech Communication	3.0
	Choose One:	
GEN180	College Algebra	3.0
GEN089	Basic Mathematics	3.0
	Choose Two:	
GEN130	Introduction to Critical Thinking	3.0
GEN160	Psychology	3.0
GEN162	American Government	3.0
GEN150	Environmental Science	3.0

10/15/2015

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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Number of Credit/Clock Hrs. in Specialty Courses:	<u>45.5</u>	/	<u>60.5</u>	Percentage:	<u>75%</u>
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Number of Credit/Clock Hrs. in General Courses:	<u>15</u>	/	<u>60.5</u>	Percentage:	<u>25%</u>
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If applicable:

Number of Credit/Clock Hrs. in Liberal Arts:	<u>          </u>	/	<u>          </u>	Percentage:	<u>          </u>
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10/15/2015



# Career Programs

## Collision Repair and Refinishing Service Management

### COL211BA—DEGREE PROGRAM

#### Associate of Applied Science Degree Program

CIP Code: 47.0603

SOC Code: 49-3021



#### DAY/AFTERNOON/EVENING PROGRAMS

Total semester credit hours. . . . . 60.5\*

Instructional hours. . . . . 1325

Weeks to complete-day/afternoon/evening. . . . approximately 74 (including holidays and scheduled breaks)

\*The listing of credits is not meant to imply that credits can be transferred into college or other private career school programs. Transfer credits are at the sole discretion of the receiving school.

#### Program objective

This degree program is designed to provide the student with a comprehensive understanding and hands-on application of industry standard collision repair and refinishing techniques. The program also provides information on the latest collision repair tools, equipment, and techniques as well as important safety tips and strategies for students to use in protecting themselves and the environment. It offers an insight to what it takes to become a successful, well-rounded collision repair technician and prepares the student to assume greater responsibilities within the business of collision repair. Graduates of this degree program will be presented with the basic skills and knowledge that an entry-level technician needs to obtain employment in the collision industry. Upon graduation, the student will be qualified to work in a shop that repairs conventional and unitized bodies using various manufacturers frame, alignment, and paint equipment as well as specialty shops. This program is structured to provide the student with I-CAR Pro-Level 1 Certifications in both the Non-

Structural and Refinish areas along with preparation for I-CAR steel and aluminum welding certifications. The general education component will provide the student with the communication, business, and critical thinking skills necessary to pursue other employment opportunities within the industry. Students will be required to complete out-of-class assignments in each course.

**Mode of delivery:** Blended Learning is the method we may use to deliver content. The Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. The Blended delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

#### TECHNICAL CLASSES

number	course	Lecture Hours	Lab/Shop Hours	Total Hours	Total Semester Credits	prerequisites
CR101	Introduction to Collision Repair	80	20	100	4.5	None
CR102	Steel Welding Techniques and Processes	35	65	100	4.0	CR101
CR103	Structural I	80	20	100	4.5	CR101
CR104	Vehicle Electrical and Mechanical Systems	80	20	100	4.5	CR101
CR109	Non-Structural I	35	65	100	4.0	CR101
CR107	Refinishing I	35	65	100	4.0	CR101
CR209	Non-Structural II	35	65	100	4.0	CR101, CR109
CR210	Aluminum Welding and Metal Fabrication Techniques	35	65	100	4.0	CR101, CR102
CR211	Advanced Refinishing Techniques with Custom Painting	35	65	100	4.0	CR101, CR107
CR116	Measuring and Damage Assessment	35	65	100	4.0	CR101, CR102, CR103 CR104, CR109, CR107
CR216	Advanced Damage Analysis and Estimating	50	50	100	4.0	CR101, CR102, CR103 CR104, CR109, CR107 CR116

#### GENERAL EDUCATION MANDATORY CLASSES

GEN190	English Composition I	45	0	45	3.0	None
GEN292	Speech Communication	45	0	45	3.0	None

#### GENERAL EDUCATION MANDATORY CLASS (CHOOSE ONE)

GEN180	College Algebra	45	0	45	3.0	None
GEN089	Basic Mathematics	45	0	45	3.0	None

#### GENERAL EDUCATION ELECTIVE CLASSES (CHOOSE TWO)

GEN130	Introduction to Critical Thinking	45	0	45	3.0	None
GEN160	Psychology	45	0	45	3.0	None
GEN162	American Government	45	0	45	3.0	None
GEN150	Environmental Science	45	0	45	3.0	None

TOTALS		760	565	1325	60.5	
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Course numbers are for reference only. The sequence of course offerings may vary depending on scheduling needs.

# Course Descriptions

## Collision Repair Courses

### **CR101 – INTRODUCTION TO COLLISION REPAIR**

100 Contact Hrs (80 Lecture, 20 Lab/Shop); 4.5 Credits

This course is a detailed introduction to collision repair. Topics to be taught include proper tools and equipment, worker safety, vehicle construction, vehicle systems, diagnosing damage, determining repair or replacement of components, estimating the cost of repairs, corrosion protection, and repair materials and procedures.

Students learn basic surface preparation procedures such as rough sanding, feather edging, fine sanding, priming and finish sanding. Students also learn to mask and tape for spot repairs and complete paint jobs.

Students learn how to analyze and repair damaged metal panels using body hammers, dollies, and paintless dent repair techniques. Students also learn how to repair panels by patching, welding, using fiberglass, and chemicals. Students will learn how to remove, replace, and properly align cosmetic panels. Students learn the proper washing, defect removal, and finishing procedures of a complete vehicle detail. Students also learn how to repair and replace vinyl vehicle roofs.

*Prerequisite: None*

### **CR102 – STEEL WELDING TECHNIQUES AND PROCESSES**

100 Contact Hrs (35 Lecture, 65 Lab/Shop); 4.0 Credits

This course is an introduction to welding as it pertains to the collision repair and refinishing industry. The student will learn the necessary safety precautions as required for cutting and welding. Students will learn how to inspect and test a MIG, TIG, and resistance spot-welds. The student will learn how to weld with both MIG and TIG welders plus use various related equipment. Students will also be able to demonstrate plasma arc cutting as well as oxyacetylene cutting. During this class the student will demonstrate the proper procedures for welding and fabricating components in a live shop.

*Prerequisite: CR101- Introduction to Collision Repair*

### **CR103 – STRUCTURAL I**

100 Contact Hrs (80 Lecture, 20 Lab/Shop); 4.5 Credits

This course is designed to teach students how to measure, straighten, and replace steel and aluminum panels including point-to-point measuring and three dimensional measuring equipment and its operation. The student will learn the basic construction of unibody vehicles, conventional frame vehicles, stub frame and space frame vehicles, collision theory, collision forces and the definition of inertia and internal and external forces. The students will also determine the different types of alignment that result from the different types of collisions. Students will learn how to replace and align full and partial vehicle body parts; identify different types of pillars and rocker panels; read and interpret dimension sheets and collision manuals; and identify different frame and frame types.

*Prerequisites: CR101- Introduction to Collision Repair*

### **CR104 – VEHICLE ELECTRICAL AND MECHANICAL SYSTEMS**

100 Contact Hrs (80 Lecture, 20 Lab/Shop); 4.5 Credits

This course is designed to cover basic electricity, electrical and electronic systems, active and passive restraint systems, lighting systems, steering,

suspension systems, brakes, and air conditioning systems.

Students will learn how to properly use of automotive electrical testing equipment, identify the types and functions of an automotive wiring harness, including the functions of circuit control and protection devices. The students learn how to safely disconnect, remove, reconnect, and reinstall automotive computers without damage. Students will learn about the function of airbags and other active and passive restraint systems, including diagnostic procedures.

Students learn the principles and functions of automotive brake systems, including diagnostic procedures. Students learn how to remove, repair and replace brake assemblies.

Students apply principles and functions of automotive suspension systems, including diagnostic procedures, disassembly, repair and reassembly of suspension systems, and laser wheel alignment procedures.

Students apply the principles and components of automotive air conditioning systems. Students will learn how to properly evacuate, recharge, and service automotive air conditioning system.

*Prerequisite: CR101- Introduction to Collision Repair*

### **CR109 – NON STRUCTURAL I**

100 Contact Hrs (35 Lecture, 65 Lab/Shop); 4.0 Credits

This course is designed to cover the skills and tools necessary for non-structural repair procedures. Students learn the types of steel used in vehicle construction and types of damage that can occur to steel.

Students will learn various collision repair tools and repair processes related to non-structural repair. Students will also learn various fillers used in non-structural repairs along sanding equipment and methods. The students will also learn about various tools and repair methods of PDR (Paintless Dent Removal).

Students will also learn about bolt-on components such as doors, front, and rear panels including installation and other considerations such as panel alignment and gaps. Weatherstripping and leak types as well as leak prevention are discussed.

Student will also learn tools and techniques for straightening steel.

*Prerequisites: CR101-Introduction to Collision Repair*

### **CR107 – REFINISHING I**

100 Contact Hrs (35 Lecture, 65 Lab/Shop); 4.0 Credits

This course is designed to cover the proper use and techniques of automotive painting equipment. This includes spot jobs and complete paint jobs, vehicle preparation, equipment selection, painting techniques, and planning. During the course, students will learn how to perform proper stroke techniques, pressure settings and the proper temperature at which to paint. Students will learn how to properly prepare a vehicle for painting; identify the different types of paint; properly apply various paints; properly mix paint to achieve optimum color and viscosity; properly use paint mixing equipment to achieve proper color matching.

*Prerequisites: CR101-Introduction to Collision Repair*

### **CR209 – NON-STRUCTURAL II**

100 Contact Hrs (35 Lecture, 65 Lab/Shop); 4.0 Credits

This course is designed to provide the student the opportunity to practice the skills of non-structural repair of the vehicle. The students will learn the proper repair, removal, replacement, and adjustment of manual and power window mechanisms. Students

will also learn how to straighten metal body parts; repair plastic and composite parts; replace hoods, bumpers, fenders, grilles, and deck lids.

*Prerequisite: CR101-Introduction to Collision Repair, CR109-Non-Structural I*

### **CR210 – ALUMINUM WELDING AND METAL FABRICATION TECHNIQUES**

100 Contact Hrs (35 Lecture, 65 Lab/Shop); 4.0 Credits

This course is designed to provide the student the opportunity to learn how to weld aluminum, practice the skills of welding for both steel and aluminum, and apply fabrication. Students will learn the differences between welding steel and aluminum apply this knowledge to MIG welding aluminum. The student will demonstrate the required safety precautions that are a part of welding and cutting procedures in the collision industry. During this shop class the student will demonstrate the proper procedures for welding and fabricating components in a live shop. Students will also demonstrate the procedures that were taught in previous classes with regards to MIG and TIG welding and heating and cutting using a combination torch. Students will learn how to apply skills and techniques utilizing vehicles and mockups.

*Prerequisites: CR101 - Introduction to Collision Repair, CR102 -Steel Welding Techniques and Processes*

### **CR211 – ADVANCED REFINISHING TECHNIQUES WITH CUSTOM PAINTING**

100 Contact Hrs (35 Lecture, 65 Lab/Shop); 4.0 Credits

This course will allow the student to practice proper worker protection techniques and the correct methods of handling hazardous material that collision shops generate. Students will learn theory and the student will use the spray equipment and spray booths that they have previously used in other classes. Students will practice the proper methods of mixing and matching colors in a shop situation as well as demonstrate the correct preparation and maintenance procedures for shop equipment for both waterborne and solvent based paints. Students will learn how to safely apply skills and techniques utilizing vehicles and mockups.

The students will learn how to apply airbrush techniques, with an emphasis on freehand skills. Students will learn how to properly select airbrush components; correctly use and maintain an airbrush; creatively layout and mask areas for airbrushing; use and apply decals; and properly blend automotive art with the vehicle's original finish.

*Prerequisites: CR101-Introduction to Collision Repair, CR107-Refinishing I*

### **CR116 – MEASURING AND DAMAGE ASSESSMENT**

100 Contact Hrs (35 Lecture, 65 Lab/Shop); 4.0 Credits

This course is designed to provide a detailed introduction to assessing, measuring and estimating the damage to conventional and unitized vehicles. The student will learn industry standard measuring devices and damage reporting processes. The students will learn how to use industry standard and conventional vehicle frames aligning equipment and devices.

Students will learn how to analyze structural damage to conventional and unitized vehicles; diagnose vehicle damage by using various manufacturers' electronic measuring devices and frame machines. Students will learn how to properly repair conventional vehicle frames by using frame equipment from various manufacturers' which includes, setting up the various measuring systems and checking and recording all of the measurements of the vehicle.

*Prerequisites: CR101-Introduction to Collision Repair, CR102-Steel Welding Techniques and Processes, CR103-Structural I, CR104-Vehicle Electrical and Mechanical Systems, CR109-Non-Structural I, and CR107-Refinishing I*

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### **CR216 – ADVANCED DAMAGE ANALYSIS AND ESTIMATING**

100 Contact Hrs (50 Lecture, 50 Lab/Shop); 4.0 Credits

This course is designed to provide a more detailed overview to assessing, measuring and estimating the damage to conventional and unitized vehicles. The student will learn and practice with industry standard measuring devices and damage reporting processes as learned in previous classes. The students will learn how to use industry standard estimating software and how to complete vehicle repair estimates.

Students will learn how to analyze material damage, damage caused by hail, theft and vandalism, exterior panel damage and restraint system damage. The student will also learn how to plan and improve collision job process times along with quality inspection of repairs.

*Prerequisites: CR101-Introduction to Collision Repair, CR102-Steel Welding Techniques and Processes, CR103-Structural, CR104-Vehicle Electrical and Mechanical Systems, CR109-Non-Structural I, CR107-Refinish I, CR116-Advanced Damage Analysis and Estimating*

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## **General Education & Elective Courses**

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### **GEN130 INTRODUCTION TO CRITICAL THINKING**

45 Contact Hrs (45 Lecture, 0 Lab/Shop); 3.0 Credits

This course presents students with techniques to develop their critical thinking skills. Topics include the six sequential steps of critical thinking, the importance of language, ambiguity, structure of arguments and creative problem solving. Upon successful completion of this course students should be able to demonstrate an improvement in their ability to apply critical thinking skills to real world situations.

*Prerequisite: None*

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### **GEN160 PSYCHOLOGY**

45 Contact Hrs (45 Lecture, 0 Lab/Shop); 3.0 Credits

This course introduces human behavior. It includes the study of the theories and concepts of psychology including the scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning/memory, emotion, states of consciousness, personality theories, cognition, life-span development, and applied psychology.

*Prerequisite: None*

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### **GEN180 COLLEGE ALGEBRA**

45 Contact Hrs (45 Lecture, 0 Lab/Shop); 3.0 Credits

This course focuses on algebraic concepts essential for success in the workplace and other courses. Using real world examples and applications, students practice fundamental operations with number systems, formulas, algebraic expressions and linear equations. This course also explores problems involving factoring, inequalities, exponents, radicals, linear equations, functions, quadratic equations and graphs. Skills for success in mathematics will be emphasized.

*Prerequisite: None*

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### **GEN190 ENGLISH COMPOSITION I**

45 Contact Hrs (45 Lecture, 0 Lab/Shop); 3.0 Credits

Students develop written communication skills, with emphasis placed on the principles of effective

communication which includes understanding the writing process, analysis of readings, as can be applied personally and professionally.

*Prerequisite: None*

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### **GEN162 AMERICAN GOVERNMENT**

45 Contact Hrs (45 Lecture, 0 Lab/Shop); 3.0 Credits

This course is designed to be an exploration of how American government formed in its constitutional roots and how it continues to develop. Topics will include how government is organized, its influencing factors, and the development of public policy.

*Prerequisite: None*

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### **GEN150 ENVIRONMENTAL SCIENCE**

45 Contact Hrs (45 Lecture, 0 Lab/Shop); 3.0 Credits

This course is designed to provide students with a basic scientific overview of how nature works and how things in nature are interconnected. This course explores the study of the earth's natural resources. Topics include the study of how air, water, soil, natural energy, and the minerals are critical and related parts of the earths interconnect systems.

*Prerequisite: None*

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### **GEN292 SPEECH COMMUNICATION**

45 Contact Hrs (45 Lecture, 0 Lab/Shop); 3.0 Credits

This course will enhance the student's understanding and appreciation of the uses of oral and written communication and will teach the skills needed to write and speak effectively in a variety of situations.

*Prerequisite: None*

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### **GEN089 BASIC MATHEMATICS**

45 Contact Hrs (45 Lecture, 0 Lab/Shop); 3.0 Credits

This course focuses on concepts and applications of arithmetic, including whole numbers, fractions, ratios, proportions, the decimal system, and percent's. Brief introductions to algebra, formulas, algebraic expressions, and linear equations are also included. Special emphasis is placed on the application of basic math skills to common workplace problems and real-life situations.

*Prerequisite: None*

**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 located in Room 209 on the second floor of the main campus building (7225 Winton Dr., Bldg 128, Indianapolis, IN 46268).

The library is open from 7:30am - 10:30pm.

There is one full-time (40hrs/week), fully accredited Librarian who is there from at least 8:30am - 5:00pm, Monday through Friday and one part-time (20hrs/week) Library Assistant (student) who is there 4:00pm - 9:00pm, Monday through Thursday.

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

The library houses 2656 books, 1301 (49%) of which are volumes of professional materials.

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

The library subscribes to 21 magazines, 12 of which are professional publications related to the programs we offer.

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

The Indianapolis Public Library has many locations throughout Marion County. Any person who is a resident of or a student of a school in Marion County can acquire a library card to check out materials. As students in Marion County, Lincoln College of Technology students have full access to all branches of the Indianapolis Public Library. The closest branch to the school is:

Pike Branch  
6525 Zionsville Road  
Indianapolis, IN 46268  
(317) 275 - 4480

10/15/2015

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

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

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Part-time:

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

[illegible]

**BPE Agenda 97**

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Lincoln College of Technology  
Degree Program: Collision Repair and Refinishing Service Management  
Locations: Indianapolis, IN 46268

**State Licensure**

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

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

+++++

**Professional Certification**

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

I-CAR Certification

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

Yes, they will graduate with certifications

If so, please identify I-CAR 2 & I-CAR Certifications

Each specific professional certification: Pro Level 1 Non-Structural Repair & Pro Level 1 Refinishing

The national organization issuing each certification:  
I-CAR

Please explain the rationale for choosing each professional certification:

These are the two main certifications for entry level technicians in the industry.

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

The entire program is based on I-CAR curriculum and the tests to earn the certifications are given at the end of the program.

+++++

**Professional Industry Standards/Best Practices**

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

Yes, the curriculum is based on the I-CAR classes that are designed in conjunction with the manufacturers that build the vehicles.

If so, please identify

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

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



10/15/2015

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees**

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

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? **No**

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

+++++

**Job Titles**

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

Estimator	Painter	Paint Mixing Specialist
Claims Adjustor	Preper	Paint Sales Specialist
Body Technician	Production Manager	Frame Technician
Metal Fabrication Technician	Detailer	
Welder	Mechanical Technician	

10/15/2015

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## BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 13, 2016

### BUSINESS ITEM A-3:

#### **Radiological Technologies University VT: One Baccalaureate Degree Program at One Location and One Master's Degree Program at One Location**

### Staff Recommendation

That the Board for Proprietary Education approve the Bachelor of Science (B.S.) in Radiological Science, and Master of Library Science in accordance with the background discussion in this agenda item and the Applications for Degree Approval.

### Background

#### **Institution Profile**

Radiological Technologies University VT is nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The institution has one campus in South Bend, Indiana. The National Center for Education Statistics (NCES) does not presently list enrollment data for the Radiological Technologies University VT.

### **Degree Program Profiles**

#### *Bachelor of Science (B.S.) in Radiological Science at South Bend*

This program consists of 120 semester credit hours, with 30% of the courses in the specialty. The program faculty consists of eight individuals, of whom two are full-time, and the remaining six are part-time. Of the eight individuals, one has a Medical and Ph.D. degree, three have a doctoral degree, three have a master's degree, and one has a baccalaureate degree.

#### *Master of Library Science at South Bend*

This program consists of 40 semester credit hours, with 100% of the courses in the specialty. The program faculty consists of eight individuals, of whom two are full-time, and the remaining six are part-time. Of the eight individuals, one has a Medical and Ph.D. degree, two have a doctoral degree,

and five have a master's degree.

**Supporting Documents**

Degree Applications

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

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

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

Name of Institution	<b>Radiological Technologies University VT</b>		
Name of Program	<b>Bachelor of Science in Radiologic Science CIP Code: 51.0701</b>		
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<b>BS</b>		
Name of Person Preparing this Form	<b>Betsy Datema</b>		
Telephone Number	<b>574-232-2408</b>	<b><u>Application Type</u></b>	
Date the Form was Prepared	<b>08/23/2016</b>	<b>Initial</b>	or Renewal

Revised 2016/10/20

(Revise date after any revision)

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

This program is for the certified clinical radiologic science professional whose goal is to move into a leadership position in the profession. The goal of this program is to nurture and expand the student's leadership, management, and critical thinking skills for growth in radiologic science professions. The Bachelor of Science in Radiologic Science degree is a 12-month program designed for the working professional.

**Program Objectives**

- ☐ Students will demonstrate clinical management skills
- ☐ Students will demonstrate critical thinking and problem solving skills
- ☐ Students will display effective communication skills
- ☐ Students will demonstrate understanding of clinical quality improvement
- ☐ The program will meet the needs of its students and the healthcare organizations it serves

The fulfillment of our mission and goals through an integrated curriculum insures students attain the following learning outcomes:

- ☐ Broad, fundamental technical knowledge
- ☐ Written and verbal communication skills
- ☐ Professional judgement and capability to think critically
- ☐ Practical experience in solving problems
- ☐ The ability to work independently
- ☐ Professional ethics allowing the student to productively and successfully work in a variety of healthcare settings
- ☐ The ability to conduct research

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

Name of Program: _____	<b>Bachelor of Science in Radiologic Science</b>		
Total Course Hours:	<b>120</b>	Check one: Quarter Hours	
		Semester Hours	<b>X</b>
		Clock Hours	
Tuition :	<b>\$15,000.12</b>	Length of Program:	12 months

**SPECIALTY COURSES:**

Course Number	Course Title	Course Hours
<b>RS310</b>	Introduction to Medical Informatics	3
<b>RS320</b>	Computer Systems in Medicine	3
<b>RTT435</b>	Research Methods	3
<b>MHP308</b>	Health Physics/Radiation Safety	3
<b>MI309</b>	Clinical Management	3
<b>MI310</b>	Pathology and Disease	3
<b>MI330</b>	Leadership and Communication	3
<b>MD301</b>	Radiation Dosimetry	3
<b>MD302</b>	Radiation Biology	3
<b>MD403</b>	Advanced Imaging	3
<b>MD351</b>	Introduction to Medical Physics	3
<b>RTT440</b>	Clinical Quality Improvement and Accreditation	2

<b>MP390</b>	Medical and Professional Ethics	1
<b>GENERAL EDUCATION / LIBERAL ARTS COURSES:</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Course Hours</b>
	36 general education credits accented for transfer	36
	48 credits accented for transfer	48

<b><u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u></b>		
<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>


Number of Credit/Clock Hrs. in Specialty Courses:	<u>36</u>	/	<u>120</u>	Percentage:	<u>30%</u>
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Number of Credit/Clock Hrs. in General Courses:	<u>84</u>	/	<u>120</u>	Percentage:	<u>70%</u>
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If applicable:

Number of Credit/Clock Hrs. in Liberal Arts:	<u>          </u>	/	<u>          </u>	Percentage:	<u>          </u>
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**III. LIBRARY:** Please provide information pertaining to the library located in your institution.

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

Library services at Radiological Technologies University – VT (RTU) consist of a physical library located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601 including books and periodicals which apply to the fields of Nanomedicine, Medical Physics, Medical Dosimetry, Medical Health Physics, Medical Imaging, and Radiation Therapy. RTU also subscribes to EBSCO's Discovery Service platform, which provides access to RTU's entire online library collection through a single entry point. These online resources include Full-text journals, electronic books, tutorials, subject guides, current news, and career development information.

The library is staffed by a part-time librarian. The Librarian holds a Master's Degree in Library Science and supervises and manages the library and instructional resources. The Librarian also provides support to both faculty and students in the use of library resources and works to integrate library resources into all phases of the University's educational programs.

Students and faculty may access the online library platform 24 hours a day, seven days a week. The on-site library is accessible to students at any time they are on the campus. Students who study remotely may have access to on-site library resources by having requested materials sent to them.

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

Thousands of volumes through the online library. In addition to open access collections and databases in areas such as business, health and medicine, Information Technology, Security, Law and Criminal Justice, The Medline Full Text collection provides access to journals covering a wide range of subjects within the biomedical and health fields with coverage dating back to 1949. In addition, the University subscribes to the International Journal of Radiation Oncology/Biology/Physics, Medical Dosimetry Journal, and the College Edition of Health and Life Sciences Subject Collection through Elsevier, which provides access to over 1,357 journals.

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

Thousands of volumes through the online library. The Medline Full Text collection provides access to journals covering a wide range of subjects within the biomedical and health fields with coverage dating back to 1949. In addition, the University subscribes to the International Journal of Radiation Oncology/Biology/Physics, Medical Dosimetry Journal, and the College Edition of Health and Life Sciences Subject Collection through Elsevier, which provides access to over 1,357 journals.

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

While students are on campus, the South Bend Public Library is within a block of the campus. The online library, which houses thousands of periodicals and resources, is available 24/7 from any student location.

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

<b>Total # of Faculty in the Program:</b>	<b>8</b>	<b>Full-time:</b>	<b>2</b>	<b>Part-time:</b>	<b>6</b>
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Fill out form below: (PLEASE LIST NAMES IN **ALPHABETICAL** ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Ex- perience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Arreola, Manuel	Ph.D.	23	4.3	18		X
Brown-Zacarias, Mellonie	MS	22	2.5	16	X	
Gerard, Hugh	BS	19	5.1	7		X
Goetsch, Steven	Ph.D.	39	4.5	32		X
Good, David	MS	1.5	1.8	0		X
Murphy, Brent	MS	27	7.1	24	X	
Trump, David	Ph.D.	21	0	3		X
Wheeler, James	Ph.D., MD	27	0	7		X



*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Radiological Technologies University VT

Degree Program: Bachelor of Science in Radiologic Science

Locations: South Bend, IN

**State Licensure**

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

**Graduates do not need to be licensed by the State to practice their profession in Indiana or nationally. Professional certifications in the Radiological Sciences are not required, but recommended in the specializations of X-Ray, Nuclear Medicine, Computed Tomography, Magnetic Resonance Imaging, and Ultrasound. Certification is required for the Radiation Therapy specialization. Students eligible to enroll in this program will be practicing radiation science (radiologic technology or radiation therapy) professionals who hold at least one of the professional certifications and are interested in management or other career advancement opportunities within their chosen profession.**

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

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**Professional Certification**

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

**This degree is designed to meet the educational needs of professionals who already hold professional certification in their chosen career. Professional certifications in the Radiological Sciences are available for specializations in X-Ray, Nuclear Medicine, Computed Tomography, Magnetic Resonance Imaging, Ultrasound, and Radiation Therapy.**

**The goal of this degree is to prepare graduates for career enhancement and potential advancement. This program is similar to Radiation Science and Radiologic Science programs nationally in their design and goal of preparing this population of healthcare professionals for advancement in healthcare organizations.**

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

**Graduates of this program will already hold national professional certification(s) in order to seek management or other career advancement opportunities in their chosen profession.**

If so, please identify

Each specific professional certification:

**RT(R), or RT(T) or RT(N) or RT(S) or RDMS or MMTTC. Advanced qualifications in addition to RT(R) may include (CV), (CT), (MRI), (U), and (RVT).**

The national organization issuing each certification:

**The American Registry of Radiologic Technologists (ARRT).  
The Nuclear Medicine Technology Certification Board (for the Nuclear Medicine specialization).  
The American Registry for Diagnostic Medical Sonographers (for the Ultrasound specialization).**

Please explain the rationale for choosing each professional certification:

**Seeking certification helps to promote high standards of patient care through the recognition of qualifications as well as the professional continuing education benefits associated with being registered by the ARRT.**

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

**Licensure is required for admission into the program. This program is not designed to prepare professionals for licensure, but to pursue professional advancement through management or other advancement opportunities.**

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

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

**Although not required for this degree, Radiological Technologies University recognizes the importance of professional industry standards. While there are no current professional industry standards for this type of degree program, RTU has incorporated best practices in management, communication, problem solving, and advanced clinical practice provided by professional organizations in the Radiologic Science specializations. This curriculum, program design, and goals are similar to other programs nationally designed to meet the needs of this population of learners.**

If so, please identify

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

**The suggested curriculum to meet industry standards is located at [http://www.asrt.org/docs/default-source/educators/ed\\_curr\\_mrrvsndrft\\_031614.pdf?sfvrsn=2](http://www.asrt.org/docs/default-source/educators/ed_curr_mrrvsndrft_031614.pdf?sfvrsn=2). The curriculum is developed and supported by ASRT, AEIRS, and SMRT of ISMRM.**

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

**American Society of Radiologic Technologists (ASRT)  
Association of Educators in Imaging and Radiologic Sciences (AEIRS)  
The International Society for Magnetic Resonance in Medicine (ISMRM)  
Section for Magnetic Resonance Technologists (SMRT)**

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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?

**The program does not need specialized accreditation in order for a graduate to become licensed. There is no licensure available for this degree program. Students eligible to enroll in this program will be practicing radiation science (radiologic technology or radiation therapy) professionals who hold at least one of the professional certifications and are interested in management or other career advancement opportunities within their chosen profession.**

If so, please identify the specialized accrediting agency:

**The American Registry of Radiologic Technologists (ARRT) provides certification in the Radiologic Science specializations of X-Ray, Nuclear Medicine, Computed Tomography, Magnetic Resonance Imaging, Ultrasound, and Radiation Therapy.**

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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):

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### **Job Titles**

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

- **Radiology Administrator**
- **Radiation Oncology Manager**
- **Hospital Administrator**
- **Senior Radiation Therapist**
- **Senior or Lead Ultrasound Technician**
- **Senior or Lead Computed Tomography (CT) Technician**

- **Senior or Lead Magnetic Resonance Imaging (MRI) Technician**
- **Senior or Lead Nuclear Medicine Technician**
- **Manager or Lead X-Ray Technician**

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>Radiological Technologies University VT</u>		
Name of Program	<u>Master of Library Science, Specialization in Medical Librarianship</u> <u>CIP Code 25.0101</u>		
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<u>MS</u>		
Name of Person Preparing this Form	<u>Betsy Datema</u>		
Telephone Number	<u>574-232-2408</u>	<u>Application Type</u>	
Date the Form was Prepared (Revise date after any revision)	<u>09/24/2016</u>	Initial	or Renewal

Revised 2016/10/20

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

This program is designed to prepare college graduates for a career in medical librarianship, both in the private and public sector, in academic and hospital positions. Through completion of the 40 program hour Master's program, graduates will exhibit advanced knowledge of medical research demonstrated by data management and interpretation for diverse patron groups. This thorough knowledge coupled with a firm understanding of modern library technologies and reference principles will leave graduates posited for success in numerous medical fields.

**Program Objectives**

- Students will display effective skills and proficiency in modern library technologies.
- Students will demonstrate critical thinking and problem solving skills.
- Students will demonstrate the ability to understand scientific research and methods.
- Students will demonstrate competency in medical research queries and the ability to serve diverse patron bases.
- The program will meet the current and future needs of its students and the health care organizations graduates will go on to serve.

The fulfillment of our mission and goals through an integrated curriculum insures students attain the following learning outcomes:

- Broad, fundamental technical knowledge
- Written and verbal communication skills
- Professional judgement and capability to think critically
- Practical experience in solving problems

- The ability to work independently
- Professional ethics allowing the student to productively and successfully work in a variety of healthcare settings

**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 Library Science, Specialization in Medical Librarianship**

Total Course Hours: **40** Check one: Quarter Hours \_\_\_\_\_  
 \_\_\_\_\_ Semester Hours **X**  
 \_\_\_\_\_ Clock Hours \_\_\_\_\_

Tuition : **\$35,000** Length of Program: **2 years**

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
<b>MLS501</b>	Foundation of Library Science	3
<b>MLS502</b>	Research Methods	3
<b>MLS503</b>	Organization of Information	3
<b>MLS505</b>	Medical Ethics	3
<b>MLS506</b>	Information Quality and Copyright	3
<b>MLS507</b>	Database Design	3
<b>MLS509</b>	Healthcare Informatics Theory and Practice	3
<b>MLS510</b>	Medical Online Searching	3
<b>MLS511</b>	Consumer Health Information	3
<b>MLS599</b>	Seminar (4 1-credit seminars)	4
<b>MLS699</b>	Internship	3
	<b>Electives (6 credit hours required)</b>	
<b>MLS620</b>	Medical and Community Informatics	3
<b>MLS622</b>	Government Information/Documents	3
<b>MLS623</b>	Resources in Cancer/Oncology	3
<b>MLS624</b>	Information Visualization	3



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Number of Credit/Clock Hrs. in Specialty Courses: 40 / 40 Percentage: 100%

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

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:**

Library services at Radiological Technologies University – VT (RTU) consist of a physical library located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601 including books and periodicals which apply to the fields of Nanomedicine, Medical Physics, Medical Dosimetry, Medical Health Physics, Medical Imaging, and Radiation Therapy. RTU also subscribes to EBSCO’s Discovery Service platform, which provides access to RTU’s entire online library collection through a single entry point. These online resources include Full-text journals, electronic books, tutorials, subject guides, current news, and career development information.

The library is staffed by a part-time librarian. The Librarian holds a Master’s Degree in Library Science and supervises and manages the library and instructional resources. The Librarian also provides support to both faculty and students in the use of library resources and works to integrate library resources into all phases of the University’s educational programs.

Students and faculty may access the online library platform 24 hours a day, seven days a week. The on-site library is accessible to students at any time they are on the campus. Students who study remotely may have access to on-site library resources by having requested materials sent to them.

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

Thousands of volumes through the online library. In addition to open access collections and databases in areas such as business, health and medicine, Information Technology, Security, Law and Criminal Justice, The Medline Full Text collection provides access to journals covering a wide range of subjects within the biomedical and health fields with coverage dating back to 1949. In addition, the University subscribes to the International Journal of Radiation Oncology/Biology/Physics, Medical Dosimetry Journal, and the College Edition of Health and Life Sciences Subject Collection through Elsevier, which provides access to over 1,357 journals.

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

Thousands of volumes through the online library. The Medline Full Text collection provides access to journals covering a wide range of subjects within the biomedical and health fields with coverage dating back to 1949. In addition, the University subscribes to the International Journal



of Radiation Oncology/Biology/Physics, Medical Dosimetry Journal, and the College Edition of Health and Life Sciences Subject Collection through Elsevier, which provides access to over 1,357 journals.

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

While students are on campus, the South Bend Public Library is within a block of the campus. The online library, which houses thousands of periodicals and resources, is available 24/7 from any student location.

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

<b>Total # of Faculty in the Program:</b>	<b>8</b>	<b>Full-time:</b>	<b>2</b>	<b>Part-time:</b>	<b>6</b>
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Fill out form below: (PLEASE LIST NAMES IN **ALPHABETICAL** ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Braescu, Liliana	PhD	25	4.2	25		X
Brown-Zacarias, Mellonie	MS	22	2.5	16	X	
Dube, Scott	MS	36	6.8	0		X
Goetsch, Steven	Ph.D.	39	4.5	32		X
Good, David	MS	1.5	1.8	0		X
Murphy, Brent	MS	27	7.1	24	X	
Wallace, Barbara	MLS	4	1	0		X
Wheeler, James	Ph.D., MD	27	0	7		X

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Radiological Technologies University VT  
Degree Program: Master of Library Science, Specialization in Medical Librarianship  
Locations: South Bend, IN

**State Licensure**

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

**Graduates do not need to be licensed by the State to practice their profession in Indiana. The Master's degree in Library Science is the terminal degree in the field. For a graduate to obtain work as a Librarian, successful matriculation of the program will suffice for gainful employment.**

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

+++++

**Professional Certification**

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

**The AHIP (Academy of Health Information Professionals) credential is available for graduates.**

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

**Yes, graduates of this program are eligible to seek AHIP certification.**

If so, please identify

Each specific professional certification:

**Academy of Health Information Professionals (AHIP)**

The national organization issuing each certification:

**Medical Library Association**

Please explain the rationale for choosing each professional certification:

**The Medical Library Association is responsible for the Academy of Health Information Professionals, a peer-reviewed professional development and career recognition program. Graduates of the program will be eligible for entry as a Provisional Member. Once the program becomes accredited by the American Library Association (ALA), that accreditation will also qualify graduates for provisional membership.**

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

MLS501  
MLS502  
MLS503  
MLS506  
MLS507  
MLS509  
MLS511  
MLS599  
MLS620  
MLS624  
MLS699

+++++

**Professional Industry Standards/Best Practices**

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

**The Master of Library Science, Specialization in Medical Librarianship is designed to meet standards necessary to enter the profession. The curriculum was developed with the rapidly changing, modern information needs of the public, patients, government officials, and medical practitioners in mind. It boasts a strong focus to the best and most current practices in data and information organization coupled with the necessary courses in the foundations of service and reference, which are central to the profession of librarianship. Specialized classes focused on health information needs and data will leave students poised for immediate professional careers in the health sciences, in both private and public organizations.**

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

**According to the American Library Association, curricula must meet the following standards in order to receive accreditation. These standards can be found at:  
[http://www.ala.org/accreditedprograms/sites/ala.org.accreditedprograms/files/content/standards/Standards\\_2015\\_adopted\\_02-02-15.pdf](http://www.ala.org/accreditedprograms/sites/ala.org.accreditedprograms/files/content/standards/Standards_2015_adopted_02-02-15.pdf).**

**II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.**

**II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.**

**The curriculum:**

**II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;**

**II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;**

**II.2.3 Integrates technology and the theories that underpin its design, application, and use;**

**II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;**

**II.2.5 Provides direction for future development of a rapidly changing field;**

**II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.**

**II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.**

**II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.**

**II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.**

**II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.**

**II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.**

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

**The American Library Association (ALA).**

+++++

**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?

**This program does not require specialized accreditation. The Master’s degree in Library Science is the terminal degree in the field. For a graduate to obtain work as a Librarian, successful matriculation of the program will suffice for gainful employment. Although not required, Radiological Technologies University recognizes the importance of professional certification and supports and encourages graduates to pursue certification.**

If so, please identify the specialized accrediting agency:

**The American Library Association (ALA)  
Medical Library Association (MLA)**

+++++

**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):

+++++

**Job Titles**

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

- **Reference Librarian**
- **Library Director**
- **Research Evaluation Analyst**
- **Health Sciences Librarian**
- **Knowledge Resource Development Librarian**
- **Access Services and Instruction Librarian**
- **Clinical Librarian**
- **Education and Instruction Librarian**
- **Life Sciences Information Specialist**
- **Data Manager**
- **Medical Informatics Specialist**
- **Copyright and Licensing Expert**
- **Patient Safety Advocate**

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## BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 13, 2016

### BUSINESS ITEM A-4:

#### **Ross Medical Education Center:**

#### **Three Associate Degree Programs at One Location**

### Staff Recommendation

That the Board for Proprietary Education approve the Associate of Applied Science (A.A.S.) in Dental Assistant Specialist, A.A.S. in Medical Assistant Specialist, and A.A.S. in Medical Insurance Billing and Office Administration Specialist in accordance with the background discussion in this agenda item and the Applications for Degree Approval.

### Background

#### **Institution Profile**

Ross Medical Education Center is nationally accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES accredits Ross Medical Education Centers in five states including Indiana. The institution has six campuses in Indiana: Evansville, Fort Wayne, Granger, Kokomo, Lafayette, and Muncie. Listed below are the five campuses Ross Medical Education Center operates in Indiana, and their fall 2015 enrollment as reported to the National Center for Education Statistics (NCES):

Evansville	179
Fort Wayne	120
Granger	193
Kokomo	166
Muncie	87

NCES does not presently list enrollment data for Ross Medical Education Center at Lafayette.

#### **Degree Program Profiles**

*Associate of Applied Science (A.A.S.) in  
Dental Assistant Specialist at  
Lafayette*

This program consists of 101 quarter credit hours, with 78% of the courses in the specialty. The Lafayette program faculty consists of two individuals, of whom both are part-time. Of the two individuals, both have a master's degree.

*Associate of Applied Science (A.A.S.) in  
Medical Assistant Specialist at  
Lafayette*

This program consists of 104.5 quarter credit hours, with 78% of the courses in the specialty. The Lafayette program faculty consists of six individuals, of whom all are part-time. Of the six individuals, two have a master's degree, and four have an associate's degree.

*Associate of Applied Science (A.A.S.) in  
Medical Insurance Billing and Office Administration Specialist  
at  
Lafayette*

This program consists of 102.5 quarter credit hours, with 78% of the courses in the specialty. The Lafayette program faculty consists of five individuals, of whom all are part-time. Of the five individuals, two have a master's degree, one has a baccalaureate degree, and two have an associate's degree.

**Supporting Documents**

Degree Applications



Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

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

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

Name of Institution	Ross Medical Education Center, Lafayette		
Program name and Suggested CIP Code:	Dental Assistant Specialist, 51.0601		
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	AAS		
Name of Person Preparing this Form	Wendy Kandel		
Telephone Number	810-956-3570	<b><u>Application Type</u></b>	
Date the Form was Prepared (Revise date after any revision)	7/26/16	Initial	<del>XXXXXXX</del> or <del>XXXXXXX</del> Renewal

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

During the Dental Assistant Specialist Associate of Applied Science degree program students will be instructed on:

- Understanding of the US Healthcare Delivery System.
- Basic human anatomy and physiology, disease processes, associated pharmacotherapy and medical terminology.
- Administrative office skills that include fashioning and management of electronic medical records, word processing and computer skills to best utilize current office automation/ software related to client data management and insurance billing filing and reimbursement procedures; and, other routine office procedures.
- Interpersonal and customer service skills that are consistent with superior oral and written communication and professional and effective interaction with healthcare team members and clientele.
- Basic principles of patient health education and promotion and their application to community and public health services.
- Basic understanding of epidemiology and its application to community and public health services.
- Ability and desire for advancement in the profession through a dedication to life-long learning.
- Appreciation for studies of the arts, sciences and humanities for development of a more learned professional as manifest in communication and behavior.
- Critical thinking applied to approach in performing all duties and responsibilities of their role.

The Dental Assistant diploma/certificate program course content must be satisfactorily completed at Ross Medical Education Center or Ross College in order to enroll in the degree completion program. 720 clock hours and 50.5 credits from the Dental Assistant diploma/certificate program will transfer to the Dental Assistant Specialist Associate of Applied Science program. Only graduates of Ross Medical Education Center or Ross College's Dental Assistant program are eligible to apply for this degree. The program is a total of 1,240 Clock Hours (with additional outside work of 1,232.5 Clock Hours) and is a total of 101 Quarter Credits.

**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: Dental Assistant Specialist

Total Course Hours: 1240 Check one: Quarter Hours X (101)  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$26, 480 Length of Program: 76 weeks

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours /Credits</u></b>	
DA 301	Fundamentals of Dental Assisting	45	4.5
DA 302	Dental Law and Ethics	15	1.5
DA 303	Introduction to the Dental Team	10	1.0
DA 304	Dental Radiography and Clinical Procedures	90	6.5
DA 305	Skull Anatomy/Human Dentition	15	1.5
DA 306	Infection Control/Microbiology	20	1.5
DA 307	Oral Surgery/Endodontics	30	2.5
DA 308	Anatomy/Cranial Nerves	15	1.5
DA 309	Chairside Dental Assisting	90	7.0
DA 310	Dental Instruments and Equipment	20	1.5
DA 311	Dental Materials	60	4.5
DA 312	Dental Laboratory Procedures and Prosthodontics	40	3.0
DA 313	Dental Records Management	30	3.0
DA 314	Administrative Dental Assisting	20	2.0
DA 315	Periodontics/Orthodontics	25	2.0
DA 316	Dental Emergencies/CPR	15	1.0
DA 317	Externship	180	6.0
BC 102	Introduction to Pharmacology	40	4.0
BC 104	Introduction to Epidemiology	40	4.0
BC 105	Core Concepts in Health	40	4.0
BC 203	Introduction to Biology for Non Majors	45	4.0
BC 211	Computer Fundamentals	45	4.0
BC 212	Dosage Calculations	45	4.0
DA 214	Capstone Dental Assistant Specialist	40	4.0

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours /Credits</u></b>	
GEN 114	Introduction to Communication	45	4.5
GEN 115	Introduction to Psychology	45	4.5
GEN 116	Introduction to Sociology	45	4.5
GEN 210	Critical Thinking	45	4.5
GEN 211	Lifespan Development	45	4.5

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

**Course  
Number**

**Course  
Title**

**Course  
Hours**

Number of Credit/Clock Hrs. in Specialty Courses: 78.5 / 1015 Percentage: 78%

Number of Credit/Clock Hrs. in General Courses: 22.5 / 225 Percentage: 22%

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:**

Some onsite resources exist; however, the school maintains an annual contract for faculty and students to utilize GALE Cengage Learning's Virtual Library (Academic One). This virtual library significantly expands on the campus' library holdings through ready access to professional articles, journals and periodicals. Computer terminals in the main administrative offices have internet access designated for student use. There are also computer terminals with internet access in multiple classrooms and other administrative offices, e.g., Career Development. Faculty are trained in the use of the Virtual Library and are readily available to instruct and assist students in its usage.

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

There are more than 6,000 full text materials available through Academic OneFile.

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

More than 14,000 titles, including more than 9,000 peer-reviewed journals.

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

Multiple public libraries are available for use within the geographical proximity of the school (e.g., Tippecanoe County Library, Tippecanoe County Public Library, West Lafayette Public Library). The immediate community supports Purdue University and is, therefore, prepared to support Ross' associate programs.

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

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

[illegible]

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Ross Medical Education Center, Lafayette  
Degree Program: Dental Assistant Specialist  
Locations: Lafayette (Initial application), currently offered at other Ross locations in Evansville, Kokomo, Muncie, and Ft Wayne.

**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? NOT APPLICABLE

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

+++++

DUE TO SPACE CONSTRAINTS, SEE INSERTED PAGES THAT FOLLOW

**Professional Certification**

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

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

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

+++++

**Professional Industry Standards/Best Practices**

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

If so, please identify

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

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

## PROFESSIONAL CERTIFICATION INSERT:

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

Graduates can apply and sit for the R.D.A. (Registered Dental Assistant) national credential offered through American Medical Technology (AMT). They may also sit for the I.C.E. (Infection Control Exam) and the R.H.S. (Radiation Health and Safety exam) both offered by the Dental Assisting National Board (D.A.N.B.). These two exams are portions of the C.D.A. (Certified Dental Assistant) national credential they offer. The third portion, Chair side Dental Assisting can then be taken after completing requirements in Pathway II as listed per D.A.N.B. which include, but not limited to, 3500 hours of approved work experience.

In addition, the state of Indiana requires that individuals have received proper training in an approved radiology program (Ross program has met this state approval) and the candidate must pass an approved exam; one of which is the D.A.N.B. RHS exam, which our graduates generally pursue to assist in meeting their requirements of obtaining a radiology license. Indiana dental assistants may not expose radiographs until they have their state license.

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

Yes

If so, please identify

They are free to pursue the same credentials as mentioned above. Having an associate's degree may provide additional employment opportunities in dental office management, academic instruction, dental supply sales, and dental insurance administration.

Each specific professional certification:

RDA and ICE and the RHS portions of the CDA initially (see above)

The national organization issuing each certification:

American Medical Technology and Dental Assisting National Board

Please explain the rationale for choosing each professional certification:

These are national credentialing agencies. A national credential allows the dental assistant to utilize this credential within all 50 states. It is not state issued. Once obtained, they may utilize it in any state as a symbol of proven dental knowledge. Our current accreditor, ABHES, requires the national certification for those teaching in our programs.

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

It is a combination of syllabi that create the knowledge base required to sit for one of these exams. All syllabi in the program are created with a well-rounded approach to cover all basic aspects of dentistry.

GEN 114	Introduction to Communication
GEN 115	Introduction to Psychology
GEN 116	Introduction to Sociology
GEN 210	Critical Thinking
GEN 211	Lifespan Development
BC 102	Introduction to Pharmacology
BC 104	Introduction to Epidemiology
BC 105	Core Concepts in Health
BC 203	Introduction to Biology for Non Majors
BC 211	Computer Fundamentals
BC 212	Dosage Calculations
DA 214	Capstone

However, it is the diploma courses that provide the core foundation by which to secure certification.



#### Professional Industry Standards/Best Practices

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

Yes

If so, please identify. An example of how the curriculum incorporates professional industry standards is evidenced by the fact that the feeder program (the diploma Dental Assistant program) meets the standards established by the Medical Radiology Services of the Indiana State Department of Health; specifically, the feeder program is an approved radiology program in Indiana. In addition, see above detail under Professional Certification.

The specific professional industry standard(s) and/or best practice(s): Standards required for a limited dental radiography program as well as the ability to sit for exams as explained above, under Professional Certification.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: Medical Radiology Services of the Indiana State Department of Health and DANB and AMT as well as our accreditor, ABHES.

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**Program Accreditation**

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

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees**

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

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

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

+++++

**Job Titles**

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

Upon completion of the program, the graduate should be eligible to work in positions such as: Dental Assistant, Patient Services Representative, and Dental Office Manager

Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

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

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

Name of Institution	Ross Medical Education Center, Lafayette		
Program name and Suggested CIP Code:	Medical Assistant Specialist, 51.0801		
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	AAS		
Name of Person Preparing this Form	Wendy Kandel		
Telephone Number	810-956-3570	<b><u>Application Type</u></b>	
Date the Form was Prepared (Revise date after any revision)	7/27/16	Initial	<del>XXXXXX</del>

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

During the Medical Assistant Specialist Associate of Applied Science degree program students will be instructed:

- Understanding of the US Healthcare Delivery System.
- Basic human anatomy and physiology, disease processes, associated pharmacotherapy and medical terms
- Administrative office skills that include fashioning and management of electronic medical records, word processing and computer skills to best utilize current office automation/ software related to client data management and insurance billing filing and reimbursement procedures; and, other routine office procedures.
- Interpersonal and customer service skills that are consistent with superior oral and written communication and professional and effective interaction with healthcare team members and clientele.
- Financial recordkeeping skills that include accounts receivable and payable as well as preparing a payroll.
- Accurate completion of insurance claim forms including evaluating and determining the most appropriate and required coding for maximum reimbursement.
- Basic principles of patient health education and promotion and their application to community and public health services.
- Basic understanding of epidemiology and its application to community and public health services.
- Ability and desire for advancement in the profession through a dedication to life-long learning.
- Appreciation for studies of the arts, sciences and humanities for development of a more learned professional as manifest in communication and behavior.
- Critical thinking applied to approach in performing all duties and responsibilities of their role.

The Medical Assistant diploma/certificate program course content must be satisfactorily completed at Ross Medical Education Center or Ross College in order to enroll in the degree completion program. 720 clock hours and 44.5 credits from the Medical Assistant diploma/certificate program will transfer to the Medical Assistant Specialist Associate of Applied Science program. Only graduates of Ross Medical Education Center or Ross College's Medical Assistant program are eligible to apply for this degree.

10/15/2015

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

Name of Program: Medical Assistant Specialist

Total Course Hours: 1345 Check one: Quarter Hours X (104.5)  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$ 26,480 Length of Program: 70 day / 76 evening weeks

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours/Credits</u></b>	
MA101A	Medical Terminology/Anatomy and Physiology	15	1.5
MA101B	Medical Terminology/Anatomy and Physiology	15	1.5
MA101C	Medical Terminology/Anatomy and Physiology	15	1.5
MA101D	Medical Terminology/Anatomy and Physiology	15	1.5
MA101E	Medical Terminology/Anatomy and Physiology	15	1.5
MA101F	Medical Terminology/Anatomy and Physiology	15	1.5
MA 103	Fundamentals of Assisting	30	2.0
MA 104	Cardiopulmonary Procedures	30	2.0
MA 105	Urinalysis	15	1.0
MA 106	Medical/Surgical Asepsis and Infection Control	15	1.0
MA 107	Administration of Medicine	45	3.0
MA 108	Basic Office First Aid	15	1.0
MA 109	Hematology	40	2.5
MA 110	Keyboarding	30	1.5
MA 111	Introduction to the Office Laboratory	15	1.0
MA 112	Introduction to Word Processing for the Medical Office	30	1.5
MA 113	Mathematical Applications in the Medical Office	15	1.0
MA 114	Financial Recordkeeping	30	2.0
MA 115	Medical Insurance Coding Procedures	15	1.0
MA 116	Medical Insurance Billing Procedures	15	1.0
MA 117	Medical Office Automation	30	2.0
MA 118	Medical Office Procedures	45	3.0
MA 119	Professional Growth and Communication Skills	20	2.0
MA 120	Externship	180	6.0
MA 121	Specialty Examinations and Procedures	15	1.0

10/15/2015

BC 102	Introduction to Pharmacology	40	4.0
BC 104	Introduction to Epidemiology	40	4.0
BC 105	Core Concepts in Health	40	4.0
BC 203	Introduction to Biology for Non Majors	45	4.0
BC 211	Computer Fundamentals	45	4.0
BC 212	Dosage Calculations	45	4.0
MA 207	Medical Law and Ethics	15	1.5
MA 208	Healthcare Information Management	45	4.0
MA 214	Computer Software Applications in Healthcare	45	4.0
MA 224	Capstone Medical Assistant Specialist	40	4.0

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours /Credits</u></b>	
GEN 114	Introduction to Communication	45	4.5
GEN 115	Introduction to Psychology	45	4.5
GEN 116	Introduction to Sociology	45	4.5
GEN 210	Critical Thinking	45	4.5
GEN 211	Lifespan Development	45	4.5

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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Number of Credit/Clock Hrs. in Specialty Courses:	<u>82</u>	/	<u>1120</u>	Percentage:	<u>78%</u>
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Number of Credit/Clock Hrs. in General Courses:	<u>22.5</u>	/	<u>225</u>	Percentage:	<u>22%</u>
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If applicable:

Number of Credit/Clock Hrs. in Liberal Arts:	<u>          </u>	/	<u>          </u>	Percentage:	<u>          </u>
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10/15/2015

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

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

Some onsite resources exist; however, the school maintains an annual contract for faculty and students to utilize GALE Cengage Learning's Virtual Library (Academic One). This virtual library significantly expands on the campus' library holdings through ready access to professional articles, journals and periodicals. Computer terminals in the main administrative offices have internet access designated for student use. There are also computer terminals with internet access in multiple classrooms and other administrative offices, e.g., Career Development. Faculty are trained in the use of the Virtual Library and are readily available to instruct and assist students in its usage.

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

There are more than 6,000 full text materials available through Academic OneFile.

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

More than 14,000 titles, including more than 9,000 peer-reviewed journals.

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

Multiple public libraries are available for use within the geographical proximity of the school (e.g., Tippecanoe County Library, Tippecanoe County Public Library, West Lafayette Public Library). The immediate community supports Purdue University and is, therefore, prepared to support Ross' associate programs.

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

<b>Total # of Faculty in the Program:</b>	6	<b>Full-time:</b>	0	<b>Part-time:</b>	6
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**Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)**

[illegible]

10/15/2015



*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Ross Medical Education Center, Lafayette  
Degree Program: Medical Assistant Specialist  
Locations: Lafayette (Initial application), currently offered at other Ross locations in Evansville, Kokomo, Muncie,  
Granger and Ft Wayne.

**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? NOT APPLICABLE

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

+++++  
DUE TO SPACE CONSTRAINTS, SEE INSERTED PAGES THAT FOLLOW

**Professional Certification**

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

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

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

Please explain the rational for choosing each professional certification:

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

+++++

**Professional Industry Standards/Best Practices**

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

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:

PROFESSIONAL CERTIFICATION INSERT:

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

CMA and RMA

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

YES

If so, please identify

Each specific professional certification:

CMA (AAMA) and RMA (AMT)

Please explain the rationale for choosing each professional certification:

CMA and RMA are the most recognized national credentials; with the additional education at the associate level, the student will be well prepared for sitting and passing both of these exams.

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

Introduction to Communication

Introduction to Psychology

Introduction to Sociology

Critical Thinking

Lifespan Development

Introduction to Pharmacology

Introduction to Epidemiology

Core Concepts in Health

Computer Fundamentals

Dosage Calculations

Medical Law and Ethics

Healthcare Information Management

Computer Software Applications in Healthcare

Capstone Medical Assistant Specialist

However, it is the diploma courses that provide the core foundation by which to secure certification.

Professional Industry Standards/Best Practices

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

Yes

In the AAS program, students take general education classes as well as classes that are specific to their respective program. If so, please identify.

Both the MAS and MIBOAS programs take courses that incorporate the industry standards and best practice in Pharmacology, Epidemiology and Dosage Calculations and Core Concepts in Health. The MAS has additional courses that include Medical Law and Ethics, Healthcare Information Management and Computer Software Applications in Healthcare. The Capstone in the MAS and MIBOAS programs allow the student to demonstrate all of the skills learned during their training and how it applies to the industry standards.

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

MAS graduate will have a better understanding of the field they have chosen as a profession when they complete the MAS degree program and be eligible to take the RMA and CMA national certifications exam. Certification represents an individual's professional competence in their chosen field and ensures that the individual continues to stay current through CEU's.

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

The standards for our curriculum were established by our accreditation body, Accrediting Bureau of Health Education Schools, (ABHES) as well as the agencies listed under Professional Certification above.

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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? NOT APPLICABLE

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees**

Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions: NOT APPLICABLE

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

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

+++++

**Job Titles**

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

Upon completion of the program, the graduate should be eligible to work in positions such as: Medical Assistant (Administrative, Clinical or both), Community Support Worker, Community Outreach Worker, Social Services Aide, and Office Manager.

10/15/2015

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	Ross Medical Education Center, Lafayette		
Program name and Suggested CIP Code:	Medical Insurance Billing and Office Administration Specialist, 51.0714		
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	AAS		
Name of Person Preparing this Form	Wendy Kandel		
Telephone Number	810-956-3570	<b><u>Application Type</u></b>	
Date the Form was Prepared (Revise date after any revision)	7/27/16	Initial	<del>XXXXXXX</del> Renewal

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

During the Medical Insurance Billing and Office Administration Specialist Associate of Applied Science degree program students will be instructed on:

- Understanding of the US Healthcare Delivery System.
- Basic human anatomy and physiology, disease processes, associated pharmacotherapy-medical terminology
- Administrative office skills that include fashioning and management of electronic medical records, word processing and computer skills to best utilize current office automation/ software related to client data management and insurance billing filing and reimbursement procedures; and, other routine office procedures.
- Interpersonal and customer service skills that are consistent with superior oral and written communication and professional and effective interaction with healthcare team members and clientele.
- Financial recordkeeping skills that include accounts receivable and payable as well as preparing a payroll.
- Accurate completion of insurance claim forms including evaluating and determining the most appropriate and required coding for maximum reimbursement.
- Basic principles of patient health education/promotion and their application to community/public health services.
- Basic understanding of epidemiology and its application to community and public health services.
- Ability and desire for advancement in the profession through a dedication to life-long learning.
- Appreciation for studies of the arts, sciences and humanities for development of a more learned professional as manifest in communication and behavior.
- Critical thinking applied to approach in performing all duties and responsibilities of their role.

The Medical Insurance Billing and Office Administration diploma/certificate program course content must be satisfactorily completed at Ross Medical Education Center or Ross College in order to enroll in the degree completion program. 720 clock hours and 52.0 credits from the Medical Insurance Billing and Office Administration diploma/certificate program will transfer to the Medical Insurance Billing and Office Administration Specialist Associate of Applied Science program. Only graduates of Ross Medical Education Center or Ross College's MIBOA diploma/certificate program are eligible to apply for this degree. 10/15/2015

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

Name of Program: Medical Insurance Billing and Office Administration Specialist

Total Course Hours: 1240 Check one: Quarter Hours X (102.5)  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$26, 480 Length of Program: 70 day /82.5 evening weeks

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours /Credits</u></b>	
MB201A	BioMedical Science	45	4.5
MB201B	BioMedical Science	45	4.5
MB201C	BioMedical Science	45	4.5
MB201D	BioMedical Science	45	4.5
MB201E	BioMedical Science	30	3.0
MB202A	Medical Office Administration	45	3.0
MB202B	Medical Office Administration	45	3.0
MB202C	Medical Office Administration	30	2.0
MB202D	Medical Office Administration	30	2.0
MB202E	Medical Office Administration	40	2.5
MB 203	Fundamentals of Assisting	30	2.0
MB 204	Medical Law and Ethics	15	1.5
MB 205	Medical Asepsis and Infection Control	15	1.0
MB 206	Medical Office Procedures	45	3.0
MB 207	Mathematical Applications in the Medical Office	15	1.0
MB 208	Financial Recordkeeping	30	2.0
MB 209	Basic Office First Aid	15	1.0
MB 210	Medical Office Management	15	1.0
MB 211	Professional Growth and Communication Skills	20	2.0
MB 220	Externship	120	4.0

10/15/2015

BC 102	Introduction to Pharmacology	40	4.0
BC 104	Introduction to Epidemiology	40	4.0
BC 105	Core Concepts in Health	40	4.0
BC 203	Introduction to Biology for Non Majors	45	4.0
BC 211	Computer Fundamentals	45	4.0
BC 212	Dosage Calculations	45	4.0
MB 214	Capstone Medical Insurance Billing and Office Administration Specialist	40	4.0

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>	
GEN 114	Introduction to Communication	45	4.5
GEN 115	Introduction to Psychology	45	4.5
GEN 116	Introduction to Sociology	45	4.5
GEN 210	Critical Thinking	45	4.5
GEN 211	Lifespan Development	45	4.5

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

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

Number of Credit/Clock Hrs. in Specialty Courses:	<u>80</u>	/	<u>1015</u>	Percentage:	<u>78%</u>
Number of Credit/Clock Hrs. in General Courses:	<u>22.5</u>	/	<u>225</u>	Percentage:	<u>22%</u>
If applicable: Number of Credit/Clock Hrs. in Liberal Arts:	<u>          </u>	/	<u>          </u>	Percentage:	<u>          </u>

10/15/2015



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

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

Some onsite resources exist; however, the school maintains an annual contract for faculty and students to utilize GALE Cengage Learning's Virtual Library (Academic One). This virtual library significantly expands on the campus' library holdings through ready access to professional articles, journals and periodicals. Computer terminals in the main administrative offices have internet access designated for student use. There are also computer terminals with internet access in multiple classrooms and other administrative offices, e.g., Career Development. Faculty are trained in the use of the Virtual Library and are readily available to instruct and assist students in its usage.

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

There are more than 6,000 full text materials available through Academic OneFile.

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

More than 14,000 titles, including more than 9,000 peer-reviewed journals.

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

Multiple public libraries are available for use within the geographical proximity of the school (e.g., Tippecanoe County Library, Tippecanoe County Public Library, West Lafayette Public Library). The immediate community supports Purdue University and is, therefore, prepared to support Ross' associate programs.

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

<b>Total # of Faculty in the Program:</b>	5	<b>Full-time:</b>	0	<b>Part-time:</b>	5
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**Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)**

[illegible]

10/15/2015

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Ross Medical Education Center, Lafayette  
Degree Program: Medical Insurance Billing and Office Administration Specialist  
Locations: Lafayette (Initial application), currently offered at other Ross locations in Evansville, Kokomo, Muncie, Granger and Ft Wayne.

**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? NOT APPLICABLE

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

+++++  
DUE TO SPACE CONSTRAINTS, SEE INSERTED PAGES THAT FOLLOW

**Professional Certification**

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

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

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

Please explain the rationale for choosing each professional certification:

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

+++++  
**Professional Industry Standards/Best Practices**

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

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

PROFESSIONAL CERTIFICATION INSERT:

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

CMAS

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

YES

If so, please identify

Each specific professional certification:

CMAS (AMT)

Please explain the rationale for choosing each professional certification:

CMAS is a national credential for which the student will be well prepared to achieve with the additional education at the associate level.

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

Introduction to Communication

Introduction to Psychology

Introduction to Sociology

Critical Thinking

Lifespan Development

Introduction to Pharmacology

Introduction to Epidemiology

Core Concepts in Health

Computer Fundamentals

Dosage Calculations

Capstone Medical Insurance Billing and Office Administration Specialist

However, it is the diploma courses that provide the core foundation by which to secure certification.

### Professional Industry Standards/Best Practices

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

Yes. In the AAS program, students take general education classes and basic core classes as well as classes that are specific to their specific program.

If so, please identify.

Both the MAS and MIBOAS programs take courses that incorporate the industry standards and best practice in Pharmacology, Epidemiology and Dosage Calculations and Core Concepts in Health. The MAS has additional courses that include Medical Law and Ethics, Healthcare Information Management and Computer Software Applications in Healthcare. The Capstone in the MAS and MIBOAS program allows the student to demonstrate all of the skills learned during their training and how it applies to the industry standards.

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

The MIBOAS graduate will have a better understanding of the field they have chosen as a profession when they complete the MIBOAS degree program and be eligible to take the CMAS exam. Certification represents an individual's professional competence in their chosen field and ensures that the individual continues to stay current through CEU's.

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

The standards for our curriculum were established by our accreditation body, Accrediting Bureau of Health Education Schools, (ABHES) as well as guided by the agencies mentioned above.

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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? NOT APPLICABLE

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees**

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

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

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

+++++

**Job Titles**

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

Upon completion of the program, the graduate should be eligible to work in positions such as: Medical Receptionist, Medical Secretary, Billing Clerk, Billing Specialist, Patient Account Representative, Patient Services Representative, Hospital Admissions Clerk, Medical Records Clerk, Social Work Assistant, Community Support Worker, Community Outreach Worker, Social Services Aide, and Office Manager.

10/15/2015

## **BOARD FOR PROPRIETARY EDUCATION**

Tuesday, December 13, 2016

### **BUSINESS ITEM A-5 a:**

#### **St. Vincent College of Health Professions: Institutional Authorization**

### **Staff Recommendation**

That the Board for Proprietary Education approve the St. Vincent College of Health Professions institutional authorization in accordance with the background discussion in this agenda item and the Application for Institutional Authorization.

### **Background**

#### **Institution Profile**

St. Vincent College of Health Professions originally began as St. Joseph School of Radiologic Technology in 1966. The Accrediting Bureau of Health Education Schools (ABHES), conducted an on-site evaluation of the institution on September of this year. As a result of the evaluation, no program deficiencies were found. In a letter dated November 9, 2016, ABHES placed St. Vincent College of Health Professions on Initial Institutional status. A final vote on accreditation will occur at the ABHES Commission meeting on January 8-9, 2017. The National Center for Education Statistics (NCES) does not presently list enrollment data for St. Vincent College of Health Professions.

### **Supporting Document**

Application for Institutional Authorization

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

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

**Application for Initial Institutional Authorization**

1. Name of Institution: **St. Vincent College of Health Professions**
2. Address of campus: **2001 W. 86<sup>th</sup> Street, Indianapolis, IN 46260**
3. The institution is accredited by or seeking accreditation from: **Accrediting Bureau of Health Education Schools (ABHES)**  
(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.  
**St. Vincent College of Health Professions completed an accreditation site visit on September 15 & 16, 2016 and receive ZERO deficiencies. Included is the full site visit report.**

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. Hours	Annual Cr. Hr. Tuition
29-2034.00	Radiography Program	Post-Secondary	22 months (96 weeks)	Credit Hours: 71 core <u>15 transferred</u> 86 total	\$3000

7. The institution is submitting payment in the amount of \$1,000.00 (check made out to the State of Indiana).

**Included**

8. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department.

**Included**

9. Provide documentation of liability insurance to cover students.

**Included**

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>

**Included**

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.

**Does Not Apply**

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

**Enrollment Agreement and current Catalog included**

13. List the name of institutional director, phone number, and e-mail address:

**Dr. Jeffrey Rothenberg, M.D., M.S.**

**St. Vincent Indianapolis Hospital**

**2001 W. 86<sup>th</sup> Street**

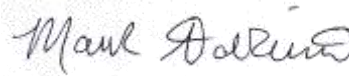
**Indianapolis, IN 46260**

**(317) 338-7088**

**[Jeffrey.Rothenberg@stvincent.org](mailto:Jeffrey.Rothenberg@stvincent.org)**

**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: **Mark Adkins**



Position title of person submitting this form: **Radiography Program Director**

Phone number contact of person submitting this form: **(317) 338-3879**

Email contact of person submitting this form: **[meadkins@stvincent.org](mailto:meadkins@stvincent.org)**

## BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 13, 2016

### BUSINESS ITEM A-5 b:

#### **St. Vincent College of Health Professions: One Associate's Degree Program at One Location**

### Staff Recommendation

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

### Background

#### **Institution Profile**

St. Vincent College of Health Professions is seeking authority to change the existing Certificate in Radiography program to an A.A.S. in order to keep current with the industry standards for professional certification which is required for licensure and employment of graduates.

### **Degree Program Profile**

#### *Associate of Applied Science (A.A.S.) in Radiography at Indianapolis*

This program consists of 86 semester credit hours, with 82% of the courses in the specialty. The program faculty consist of four individuals, of whom each is full-time. Of the four individuals, three have a master's degree, and one has a baccalaureate degree.

### Supporting Document

Degree Application

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Indiana Commission for Higher Education  
Indiana Board for Proprietary Education

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

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

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

Name of Institution St. Vincent College of Health Professions

Program name and  
Suggested CIP Code: Radiography Program 51.0911

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

Name of Person Preparing this Form Mark Adkins

Telephone Number (317) 338-3879 Application Type

Date the Form was Prepared 11/30/2016 XX-Initial or Renewal  
(Revise date after any revision) Revised: 2016/12/06

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

Overview

The Radiography Program is a twenty-two month educational program designed to prepare students for entry-level employment as a radiographer (radiologic technologist). A radiologic technologist is an individual, other than a licensed practitioner, who performs radiographic and fluoroscopic procedures on humans employing equipment that emits ionizing radiation (410 IAC 5.2-6-1 "Licensing Requirements" <http://www.in.gov/legislative/iac/T04100/A00052.pdf>).

The program is fully accredited by the Joint Review Committee on Education in Radiologic Technology ([www.JRCERT.org](http://www.JRCERT.org)) and approved by the Indiana State Department of Health (<http://www.in.gov/isdh/23279.htm>). Program graduates are eligible to sit for the certifying exam from the American Registry of Radiologic Technologists ([www.ARRT.org](http://www.ARRT.org)) which is required to obtain a Radiologic Technologist license from ISDoH for employment in Indiana.

The program consists of approximately 500 didactic and 2000 clinical contact hours and requires full-time participation. All core (radiography) didactic coursework is taught within St. Vincent Health hospitals by full-time faculty employed by St. Vincent Health. All clinical experiences occur within St. Vincent Health hospitals.

The program is selective in its admission practices and evaluates candidates based on merit without discrimination on the basis of age, race, religion, creed, color, national origin, marital status, gender, disability, veteran status, sexual orientation, or any other legally protected status. The program selects one class annually.

### Program Goals

Goal 1: Students will be [clinically competent](#).

*Rationale: Clinical competency is the performance of clinical procedures independently and without direction from external sources. Competent practice of radiography is built on a solid foundation of knowledge acquired through rigorous didactic learning and applied clinically under actual conditions. We take seriously our responsibility to safeguard the community by graduating only highly-competent radiographers.*

Goal 2: Students will demonstrate the ability to [critically think](#).

*Rationale: Competent practice of radiography requires the adaptation to unusual circumstances and varying patient conditions. This adaptation comes from the ability to think critically. True competency is achieved not by remembering facts or approaching clinical practice as a set of recipes to be recalled, but rather by the application of critical thinking to achieve understanding of why radiographers do what we do. Critical thinkers are able to connect the practice of radiography with the resulting radiographic image and adapt to varying circumstances. In short, to uphold the public trust in the delivery of medical imaging services, radiographers must be able to think critically to achieve mastery of the profession.*

Goal 3: Students will [communicate](#) effectively.

*Rationale: Radiographers communicate daily with a variety of individuals, from physicians and management to patients and visitors. The manner and complexity of communication will likewise vary with each situation. Radiographers must be able to communicate effectively to improve patient care, assure patient safety, advance interdisciplinary teamwork, and improve patient satisfaction.*

Goal 4: Students will model [professionalism](#).

*Rationale: While difficult to define, professionalism encompasses many behaviors, from attitude to integrity to attire. At a high level, professionalism is all the behaviors and actions that suggest the individual is a proud and respectful member of the professional community. In addition to mastering the complexities of medical imaging, radiographers must advance the perception of the profession and their respective health care facility in the eyes of the public every day.*

Goal 5: Students will demonstrate and provide [quality patient care](#).

*Rationale: Most patients are not able to judge the competency of caregivers and instead trust that imaging procedures are performed to diagnostic standards. Patient satisfaction is linked more to the manner in which care is rendered than the competency of the care itself. As such, the program expects students to balance the technical performance of imaging procedures with attending to the patient's needs and their readiness to respond to emergent situations.*

Goal 6: The program will prepare students to challenge the [ARRT credentialing exam](#).

*Rationale: Upon graduation, successful completion of the ARRT examination is necessary to obtain a Radiologic Technologist license in Indiana and in most other states. The ARRT exam also offers a unique opportunity to assess the didactic quality of the program by comparing our graduates with other graduates across the country. We realize the ARRT exam is not a measure of clinical competency, but the exam is a critical step in the pathway to professional practice. As such, we expect our students to be highly prepared to take the ARRT exam upon graduation.*

10/15/2015

Goal 7: The program will maintain a positive learning environment.

*Rationale: To maximize learning and facilitate competent application of knowledge, the classroom and clinical environments in which students learn must be positive. Students must feel free to ask questions, be self-directed, and make mistakes without compromising patient and personnel safety. Only then can learning truly take place.*

Goal 8: The program will demonstrate a positive effect on the community.

*Rationale: The program is ever mindful of our role to safeguard the community by graduating only highly skilled radiographers who, when hired following graduation, fulfill a need to deliver quality care. The program is committed to assuring that the St. Vincent Health community and other providers are well served by hiring our graduates.*

**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: St. Vincent College of Health Professions Radiography Program

Total Course Hours: 86.0 Check one: Quarter Hours       

Semester Hours XX

Clock Hours       

Tuition : \$6000 (entire program) Length of Program: 22 months

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
<b>RAD 111</b>	Introduction to Radiography	1.0
<b>RAD 112</b>	Medical Terminology I	0.5
<b>RAD 113</b>	Radiographic Anatomy and Physiology I	2.0
<b>RAD 114</b>	Radiographic Positioning I	2.5
<b>RAD 115</b>	Patient Care	1.0
<b>RAD 119</b>	Clinical Education I	9.0
<b>RAD 121</b>	Medical Terminology II	0.5
<b>RAD 122</b>	Radiographic Anatomy and Physiology II	3.5
<b>RAD 123</b>	Radiographic Positioning II	3.0
<b>RAD 129</b>	Clinical Education II	10.0

10/15/2015

<b>RAD 131</b>	Radiographic Pathology	0.5
<b>RAD 139</b>	Clinical Education III	5.0
<b>RAD 211</b>	Radiographic Principles I	3.5
<b>RAD 212</b>	Fundamentals of Radiation Production	1.5
<b>RAD 213</b>	Medical Ethics and Law	1.0
<b>RAD 214</b>	Fundamentals of Computed Tomography	0.5
<b>RAD 219</b>	Clinical Education IV	9.5
<b>RAD 221</b>	Radiographic Principles II	2.5
<b>RAD 222</b>	Radiation Protection & Radiobiology	2.0
<b>RAD 223</b>	Radiographic Image Analysis	1.0
<b>RAD 224</b>	Registry Review	1.5
<b>RAD 229</b>	Clinical Education V	9.5
<b><u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u></b>		
<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
<b>Transferred*</b>	Mathematics / Logical Reasoning	3.0
<b>Transferred*</b>	Communication	3.0
<b>Transferred*</b>	Information Systems and/or Social & Behavioral Sciences and/or Biologic & Physical Sciences	9.0
	* All general education courses are transferred from regionally-accredited institutions. The program's general education requirements follow the American Society of Radiologic Technologists Radiography Curriculum ( <a href="https://www.asrt.org/educators/asrt-curricula/radiography">https://www.asrt.org/educators/asrt-curricula/radiography</a> )	

Number of Credit/Clock Hrs. in Specialty Courses:

71.0 /            Percentage: 82.6%

Number of Credit/Clock Hrs. in General Courses:

15.0 /            Percentage: 17.4%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts:

0 /            Percentage: 0

10/15/2015



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

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

The St. Vincent College of Health Professions uses the onsite medical library at St. Vincent Indianapolis Hospital. Online knowledge-based resources exist to meet the clinical, research, and educational needs of physicians, associates and students. Online resources are available 24/7 on all networked computers anywhere in St. Vincent Health. In the St. Vincent Indianapolis Hospital (SVIH) library, 10 networked PCs are available for physician, associate student use. The library also provides group and individual quiet study space. One full-time medical librarian is available for group instruction as well as individual assistance.

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

The SVIH library collection contains 1,785 books. Although the main collection is clinical in focus, the library also contains special collections in leadership, research, and spirituality. More than 200 of the clinical books are available full text online on the hospital's intranet.

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

The library's online A-Z listing contains links to over 1,100 full text journals. Access to the full text articles is also made available through links in Ovid Medline.

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

Marion County Public Library

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

<b>Total # of Faculty in the Program:</b>	<b>4</b>	<b>Full-time:</b>	<b>4</b>	<b>Part-time:</b>	<b>0</b>
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
<b>Aaron, Kristen</b>	M.A.Ed., RT (R)	21	9	0	X	
<b>Adkins, Mark</b>	M.S.Ed., RT (R)	29	13	11	X	
<b>Godshall, Kevin</b>	B.S., RT (R)	38	13	15	X	
<b>Sidor, David</b>	M.Ed., RT (R)	31	13	2	X	
	RT (R) refers to certification from the American Registry of Radiologic Technologists ( <a href="https://www.arrt.org/Registration/Verify-Credentials">https://www.arrt.org/Registration/Verify-Credentials</a> ). ARRT registration is required to hold a radiologic technologist license in Indiana.					

10/15/2015

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

Institution: **St. Vincent College of Health Professions**

Degree Program: **Radiography Program**

Locations: **Indianapolis (with clinical education sites in Kokomo and Anderson)**

**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 and Yes**

If so, please identify

The specific license(s) needed: **Radiologic Technologist**

The State agency issuing the license(s): **Indiana State Department of Health**  
**(<http://www.in.gov/isdh/23279.htm>)**

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**Professional Certification**

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

**The only certifying agency for radiologic technology is the American Registry of Radiologic Technologists ([www.ARRT.org](http://www.ARRT.org)). Graduates must pass the ARRT exam to obtain a radiologic technologist license in Indiana.**

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

**Yes. The program is accredited by the Joint Review Committee on Education in Radiologic Technology ([www.JRCERT.org](http://www.JRCERT.org)). This accreditation is recognized by the ARRT (<https://www.arrt.org/Education/>) and permits program graduates to take the ARRT certifying exam.**

If so, please identify

Each specific professional certification: **Radiologic Technologist -- R.T.(R)**

The national organization issuing each certification: **American Registry of Radiologic Technologists**  
**([www.ARRT.org](http://www.ARRT.org))**

Please explain the rationale for choosing each professional certification:

**The ARRT is the only certifying organization for radiography. Indiana regulatory statute 410 IAC 5.2-6-1 "Licensing Requirements" further states "...be currently certified and registered in radiologic technology by the American Registry of Radiologic Technologists (ARRT)"**  
**(<http://www.in.gov/legislative/iac/T04100/A00052.pdf>).**

Please identify the single course or a sequence of courses that lead to each professional certification?  
**Completion of the program's general education requirement → graduation from a program accredited by an agency recognized by the ARRT → passing the ARRT certifying exam**

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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):

**Radiography Curriculum** (<https://www.asrt.org/educators/asrt-curricula/radiography>)

**Radiography Practice Standards** (<https://www.asrt.org/main/standards-regulations/practice-standards/practice-standards>)

**Standards of Ethics** (<https://www.arrt.org/pdfs/governing-documents/standards-of-ethics.pdf>)

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

**American Society of Radiologic Technologists (Curriculum and Practice Standards)**

**American Registry of Radiologic Technologists (Standards of Ethics)**

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**Program Accreditation**

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

**Yes**

If so, please identify the specialized accrediting agency:

**The program is accredited by the Joint Review Committee on Education in Radiologic Technology**  
**([www.JRCERT.org](http://www.JRCERT.org)).**

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10/15/2015

**Transferability of Associate of Science Degrees**

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

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

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

**Does not apply**

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**Job Titles**

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

**Formal: Radiologic Technologist, Radiographer**

**Informal: X-ray Technologist**

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## **BOARD FOR PROPRIETARY EDUCATION**

Tuesday, December 13, 2016

### **INFORMATION ITEM A:**

#### **Calendar of Tentative Meeting Dates of the Board**

#### **Staff Recommendation**

For information only.

#### **Background**

The following is a tentative schedule of dates for the 2017 Board for Proprietary Education Business Meetings:

Tuesday, March 14, 2017	10:00 am - 12:30 pm
Tuesday, June 13, 2017	10:00 am - 12:30 pm
Tuesday, September 12, 2017	10:00 am - 12:30 pm
Tuesday, December 12, 2017	10:00 am - 12:30 pm

#### **Supporting Documents**

None.