INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Thursday, June 6, 2019

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Tele: 317-464-4400 | Fax: 317-464-4410
www.che.in.gov

AGENDA

Meeting of the Board for Proprietary Education

June 6, 2019
1:00 – 3:00 P.M.

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

CHE Academic Affairs is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting
https://zoom.us/j/330576734
+1 646 876 9923, +1 408 638 0968, +1 669 900 6833
Meeting ID: 330 576 734
Find your local number: https://zoom.us/u/ai96ve6Vy

DECISION ITEM
INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS

ADJOURNMENT

****

The next meeting of the Board is tentatively scheduled for September 16, 2019**, in Indianapolis, Indiana**.

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Thursday, March 7, 2019

I.   CALL TO ORDER

The Board for Proprietary Education met in regular session starting at 1:00 p.m. (Eastern) at 101 West Ohio Street, Suite 300, Kent Weldon Board Room, with Chairman Sauer presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Stefany Deckard*,* Joe Pearson, Jean Putnam, Anne Shane and Ken Sauer.

Members by Phone: None

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

Guests Present: Cinnamon Bell-Williams, Shella Burke, James Cox, Kyle Holt, Dan Howell, Jordan Leicher, and Glenna Shelby.

It was determined that there was a quorum for the March 7, 2019 Board meeting.

CONSIDERATION OF THE MINUTES OF THE January 31, 2019 BOARD MEETING

R-19-02.1   **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the January 31, 2019 regular meeting
(Motion – Shane, second – Putnam, unanimously approved)

II.   EXECUTIVE DIRECTOR'S REPORT

Ken Sauer began by welcoming Board members present. This meeting agenda would include a continuance of previous discussions on the overall health of authorized institutions. Two institutions have been invited to appear before the Board. The discussion will focus on NCLEX nurse exam pass rates and enrollment trends. To begin the meeting an institution offering religious instruction had waived the right to religious exemption and was seeking authorization to offer a Master's degree program. This is the second institution offering religious instruction to seek Board authorization.

III.   TIME – SENSITIVE ACTION ITEMS

A. Academic Degree Program
      1a. Initial Institutional Authorization of Northpoint Bible College and Graduate School at Muncie.

      Representing Northpoint Bible College and Graduate School were: Kyle Holt, Assistant Pastor, Glad Tidings and Site Director; and Dan Howell, Chief Academic Officer.

      Ross Miller presented the staff report recommending that Northpoint Bible College be

granted institutional authorization.

R-19-02.02 **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Putnam, second - Shane, unanimously approved)

2b. Master of Arts in Practical Theology to be offered by Northpoint Bible College and Graduate School at Muncie.

Representing Northpoint Bible College and Graduate School were: Kyle Holt, Assistant Pastor, Glad Tidings and Site Director; and Dan Howell, Chief Academic Officer.

Ross Miller presented the staff report recommending that Northpoint Bible College and Graduate School be granted approval to offer one Master of Arts degree program at one location.

R-19-02.03 **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 – Shane, second – Deckard, unanimously approved)

IV. DISCUSSION

A. In-Depth Institutional Reviews
1. American National University

Representing American National University were: Steve Cotton, Executive Vice President of Legal and Regulatory Affairs; and David Yeaman, Executive Director of Compliance and Accreditation and Campus Support.

Ross Miller presented multi-year institutional headcount enrollment, and multi-year financial responsibility composite scores.

2. Fortis College

Representing Fortis College were: Dr. James Cox, Campus President; Steve Budosh, CFO; Jordan Leicher, Director of Administration; and Cinnamon Bell-Williams, Dean of Nursing.

Ross Miller presented multi-year institutional headcount enrollment, and multi-year financial responsibility composite scores, and multi-year NCLEX pass rates.

V. INFORMATION ITEM
DECISION ITEM
OLD BUSINESS
NEW BUSINESS

There was none.

VI.   ADJOURNMENT

The meeting was adjourned at 3:00 P.M.

_____   _____
Dr. Ken Sauer, Chairman   Date

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BOARD FOR PROPRIETARY EDUCATION
Thursday, June 6, 2019

BUSINESS ITEM A-1:   <u>**American College of Education:**</u>
                               <u>**Two Education Specialist Degree Programs Offered**</u>
                               <u>**Exclusively through Distance Education**</u>

Staff Recommendation   That the Board for Proprietary Education approve the
                               Education Specialist (Ed.S.) in Curriculum and Instruction and
                               the Ed.S. in Instructional Technology in accordance with the
                               background discussion in this agenda item and the
                               Applications for Degree Approval.

Background   <u>**Institution Profile**</u>

                               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 4,816 students in the fall of 2017 at American College of
                               Education.

<u>**Degree Program Profiles**</u>

                               Education Specialist (Ed.S.) in
                               Curriculum and Instruction
                               Offered Through Distance Education

                               This program consists of 34 semester credit hours, with 100
                               percent of the courses in the specialty. The program is
                               offered to individuals with a master's or post-master's
                               degree who are seeking advanced credentials without
                               completing a dissertation. The program faculty consists of
                               10 individuals, of whom three are full-time, and the
                               remaining seven are part-time. Of the 10 individuals, each
                               has a doctoral degree.

Education Specialist (Ed.S.) in
Instructional Technology
Offered Through Distance Education

This program consists of 34 semester credit hours, with 100 percent of the courses in the specialty. The program is offered to individuals with a master's or post-master's degree who are seeking advanced credentials without completing a dissertation. The program faculty consists of ten individuals, of whom five are full-time, and the remaining five are part-time. Of the five individuals, each has a doctoral degree.

Supporting Document   Degree Applications

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

DEGREE APPLICATION
(*New or Renewal program*)

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

Name of Institution   **American College of Education**

Program name and
Suggested CIP Code: **Education Specialist in Curriculum and Instruction, CIP Code 13.0301**

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)   **08 Post-Master Degree - Ed.S.**

Name of Person Preparing this Form   **Thomas Brouwer**

Telephone Number   **(317) 829-9427**   **Application Type**

Date the Form was Prepared   **04/02/2019**   Initial **X**   or   Renewal
(Revise date after any revision)

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

The Education Specialist (Ed.S.) in Curriculum and Instruction degree program provides an in-depth approach to research-based methods of curriculum development and instructional methods for a wide range of educational fields. The degree emphasizes the use of theoretical foundations and current real-world practices to support the development of relevant curriculum to meet the needs of diverse populations of learners. Students completing the Ed.S. in Curriculum and Instruction degree program will gain experience as a scholar practitioner with the necessary skills to utilize innovative curriculum and instruction methods relevant to current educational needs in a variety of professional settings.

The courses in the Ed.S. in Curriculum and Instruction degree are doctoral level courses that reflect the program principles and design concepts found in the Carnegie Project on the Education Doctorate (CPED). The CPED definition states, "The professional doctorate-of-education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession."

As a result, the program's courses seek to prepare students to advance the field of Curriculum and Instruction. In addition, the program is aligned to the Standards for Professional Learning as offered by Learning Forward, whose Standards for Professional Learning outline the characteristics of professional learning that leads to "effective teaching practices, supportive leadership, and improved student results."

The Ed.S. in Curriculum and Instruction degree extends the College's offerings in this field as currently the College offers two degrees in the curriculum and instruction field with an M.Ed. and Ed.D. in Curriculum and Instruction. The Ed.S. in Curriculum and Instruction degree is designed for individuals who wish to earn an advanced (post-masters) degree without completing a dissertation. In addition to serving this new population of students, this degree was designed with the College's Ed.D. in

Curriculum and Instruction students in mind. American College of Education students who are not successful in the research or dissertation component of the Ed.D. in Curriculum and Instruction could transfer to the Ed.S. in Curriculum and Instruction program so they do not leave the College without a degree in an "all but dissertation (ABD)" status. This pathway allows for degree completion without losing graduate credits.

When designing this degree, the College conducted an environmental scan to identify similar programs within the state of Indiana. The College was able to identify five Ph.D. or Ed.D. programs in Curriculum and Instruction, an Ed.S. in Education program, containing some courses in curriculum and instruction, at Indiana Wesleyan University, and an Ed.S. in Elementary Education, containing some courses in elementary education curriculum development, at Indiana University. Based on this review, the College has determined no other Indiana school provides a specific comparable Ed.S. in Curriculum and Instruction or Curriculum Studies. Thus, this program would fill a void in degree options in Indiana.

Where no current similar degrees exist at Indiana schools, similar programs do exist nationally; Capella University offers an Ed.S. in Curriculum Instruction program. Capella's online Ed.S. in Curriculum and Instruction degree is 48 total quarter credits at $730 per credit for an estimated tuition cost of $35,040. Walden University also offers an online Ed.S. in Curriculum, Instruction and Assessment program with 45 total quarter credit hours at $615 per credit hour for an estimated tuition cost of $27,675.

In comparison, the American College of Education Ed.S. in Curriculum and Instruction program is 34 semester credits in length at $306 per semester credit plus fees for an estimated tuition cost of $10,404.

Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic success for diverse learners utilizing current strategies and technology.

2. Utilize researched based academic theory, standards, and frameworks to support the selection of content, delivery of evidence-based instruction, enhancement of critical thinking and inquiry, and the development of original research.

3. Design, implement and evaluate assessment plans and methods to support to the continuous improvement of student success grounded in research and theory.

4. Examine and evaluate data to support instruction to enhance social emotional development, critical thinking and student driven inquiry through professional research.

5. Develop strategies to support a positive student-centered learning environment which supports communicate and collaboration between the educator, learner, community and stakeholders.

6. Participate in opportunities to grow as a professional and leader in the educational field.

7. Apply research-based instructional strategies to develop competency in multiple literacies and knowledge and skills across diverse content areas.

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: _____ **Education Specialist in Curriculum and Instruction**

Total Course Hours: **34** Check one: Quarter Hours _____

Semester Hours **X**

Clock Hours _____

Tuition: **$10,404.00** Length of Program: **18-24 month**

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
LEAD6001	Introduction to Advanced Studies	1
RES6041	Scholarly Writing and Research Strategies	1
RES6013	Research Methods	3
RES6003	Applied Statistics	3
RES6222	Research Concept Paper	2
CI6103	Curriculum and Instruction Design for Diversity	3
CI6113	Standards Driven Learning	3
CI6123	Assessment Strategies	3
CI6133	Strengthening Literacy	3
CI6143	Designing and Leading Professional Learning	3
CI6173	Functional Curriculum for Exceptional Learners	3
CI6183	Integrating Social Emotional Learning (SEL) in Instruction	3
CI6193	Capstone in Curriculum and Instruction	3

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
	Not Applicable	

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title		Course Hours
	Not Applicable		

Number of Credit/Clock Hrs. in Specialty Courses: **34** / **34**   Percentage: **100%**

Number of Credit/Clock Hrs. in General Courses: **0** / **34**   Percentage: **0%**

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: **0** / **34**   Percentage: **0%**

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

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

The ACE library is online with no single location. Students have access to the library 24 hours a day, 7 days a week.

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

2.   Number of volumes of professional material:

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

E-journals and E-Books

Academic Search Complete
Academic Search Complete is the leading source of peer-reviewed, full-text for STM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences and more. Coverage includes over 6,400 indexed journals and 363 eBooks. In addition, over 74,000 videos from the Associated Press are included.
* Producer: EBSCO
* Vendor: EBSCO
* Full text: Over 5,700 peer-reviewed journals

Business Source Complete
Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes over 3,500 peer-reviewed electronic journals and 915 eBooks, as well as industry profiles, 3,625 SWOT analyses, and 900 case studies.
* Produced by: EBSCO
* Vendor: EBSCO
* Full text: Over 1,200 peer-reviewed journals

CINAHL Complete
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,300 journals. It also includes continuing education modules, evidence-based care sheets, quick lessons providing overviews of disease and conditions, and 13 eBooks. Full text dates begin in 1937.
* Produced by: CINAHL Information Systems
* Vendor: EBSCO
* Full-text: Over 1,300 journals

CultureGrams Online Database

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

- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Full-text: Yes

eBook Central

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

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

eBooks (EBSCOhost)

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

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

Education Abstracts

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

- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Coverage: 770+ journals

Education Source

Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues. Coverage for over 2,330 journals, 530+ eBooks, conference papers, and proceedings.

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

Education Week

- Produced by: Editorial Projects in Education
- Vendor: EBSCO

- Full-text: yes, for this title

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

Google Scholar
Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.
- Produced by: Google
- Vendor: www.googlescholar.com
- Full-text: Yes, articles which are copyright-free; free full-text patents and federal legal opinions

JSTOR Current Education Collection
JSTOR includes five selected Education related journals**.**
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for the five selected titles

Library, Information Science & Technology Abstracts (LISTA) with Full Text
LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses and pamphlets. This database indexes over 730 journals and provides full text for over 320 journals. It also provides access to over 29 eBooks, numerous conference papers and pamphlets.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: 320+ journals

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre- clinical sciences. This coverage of this index dates back to 1916, over 5,200 journals are indexed, and full text is provided for over 2,200 journals.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Full-text: 2,200+ journals

OVID Nursing Full Text Plus journals
OVID Nursing Full Text Plus journals covers numerous nursing specialties. Journal coverage dates back to 1995. Journals from Lippincott Williams & Wilkins are included, as is the OVID database with over 374,000 bibliographic records. A total of 51 full text journals are included in this collection.
- Producer: Wolters Kluwer
- Vendor: OVID
- Full-text: 51 journals.

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. This database covers over 1,020 journals published since 1991.

- Producer: ProQuest
- Vendor: ProQuest
- Full-text: Yes – 640 journals

ProQuest Health Management Database

Health Management is a specialized database which includes the full text from over 800 journals from pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.

- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Yes

SAGE Research Methods

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

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

Science Direct

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

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

University of Chicago Press Journals

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

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

ERIC Documents and Educational Tests

ERIC

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

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

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

Tests in Print (TIP)
This is a comprehensive bibliography of all known commercially available tests that are currently in print in the English language. TIP provides vital information to users including test purpose, test publisher, in print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).
- Producer: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln
- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes – reviews only

Other

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

Child Development & Adolescent Studies
Child Development & Adolescent Studies is an index of book reviews, articles, technical reports, theses, and dissertations related to growth and development of children through age of 21. This database covers 238 journals.
- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Full-text: No

Education Abstracts
Education Abstracts indexes and abstracts articles from over 770 education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.
- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Full text: No

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

Joanna Briggs Institute (JBI) Evidence-Based Practice
JBI access provides the best tools for evidence-based practice. JBI includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols, and technical reports.
- Producer: Joanna Briggs Institute
- Vendor: Ovid
- Full-text: Yes

ProQuest Dissertations & Theses Global
Each year over 130,000 new dissertations and theses are added to the database. Coverage in the database begins in 1637, and full-text coverage begins in 1997.
- Producer: ProQuest and UMI
- Vendor: ProQuest
- Full-text: Yes

ProQuest Health Management Database
Health Management is a specialized database which includes the full text from over 800 journals from pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.
- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Yes

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

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

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

| Total # of Faculty in the Program: | 10 | Full-time: | 3 | Part-time: | 7 |

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
Braden, Sharon	Ed.D. in Curriculum and Instruction	6	2	6		X
Casey, Richard	Ed.D. in Instruction and Curriculum Leadership	8	1	8		X
Deyoe-Chiullan, Rita	Ph.D. in Curriculum and Instruction and Bilingual/Multicultural	42	3	42		X
Higa, Keith	Ph.D. in Curriculum and Social Foundations	8	4	8		X
Horn, Amy	Ed.D. in Curriculum and Instruction	8	7	8		X
Kanai, Therese	Ph.D. in Curriculum and Instruction	24	8	24	X	
Mowery, Ann	Ed.D. in Educational Leadership in Curriculum and Instruction	24	8	24		X
Nank, Sean	Ph.D. in Education with a concentration in Curriculum and Instruction	11	5	11	X	
Spero, Susan	Ed.D. in Curriculum and Instruction	9	3	9		X
Woods, Pamela	Ed.D. in Curriculum and Instruction	7	4	7	X	

Supplementary Information on
Licensure, Certification, and Accreditation

Institution: **American College of Education**
Degree Program: **Ed.S. in Curriculum and Instruction**
Locations: **Indianapolis, Indiana**

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

+++

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)?
Not Applicable

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

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

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

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

+++

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):

Also, as stated in section one, the Ed.S. in Curriculum and Instruction also reflects the program principles and design concepts found in the Carnegie Project on the Education Doctorate (CPED) definition. This states: "The professional doctorate of education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession." In addition, the program is aligned to the Standards for

Professional Learning as offered by Learning Forward, whose Standards for Professional Learning outline the characteristics of professional learning that leads to "effective teaching practices, supportive leadership, and improved student results.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
Indiana Department of Education- Indiana Content Standards for Educators
The Higher Learning Commission (HLC)
Carnegie Project on the Education Doctorate
Learning Forward – The Professional Learning Association

++

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:
Not Applicable
++

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

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? **Not Applicable**

If so, please list the baccalaureate degree(s): **Not Applicable**
++

Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:
Director of Curriculum and Instruction
Vice President of Curriculum and Instruction
Manager of Curriculum and Instruction
College Faculty Member in Curriculum and Instruction
Curriculum Writer

1. What is the digital format of student transcripts?
    Student transcripts are stored in Campus Nexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Transcripts on Demand.

2. Is the institution using proprietary software, if so what is the name? **Not Applicable**
3. Submit a sample student transcript. **Please see Attachment 5**

+++

Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? **Yes**

   - If not, what is the percentage of student transcripts in a digital format? **Not Applicable**

   - What is the beginning year of digitized student transcripts? **2005**

   - Are student transcripts stored separately from the overall student records?
     Students transcripts are stored separately from overall student records within the student information file.

2. How are the digital student records stored? **Within the student information system, CampusNexus**

   - Where is the computer server located?
     The main server is located at ACE's main office in Indianapolis, Indiana. The backup server is located offsite in Carmel, Indiana.

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

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

4. What is the beginning year of the institutional student record series? **2005**

5. What is the estimated number of digital student records held by the institution? **30,000**

6. What is the estimated number of paper student records held by the institution? **0**

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? **No**

   - If so, what is the most significant format? **Not Applicable**

   - If so, what is the estimated number of student records maintained in that format?
     Not Applicable

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

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

Lindsay May, Registrar
Lindsay.May@ace.edu

9. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?
The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced.

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

All Institutions

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

Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.

Projected Headcount and FTE Enrollments and Degrees Conferred							
1-Apr-19							
Institution/Location: American College of Education							
Program: Education Specialist in Curriculum and Instruction							
			Year 1	Year 2	Year 3	Year 4	Year 5
			FY2019	FY2020	FY2021	FY2022	FY2023
Enrollment Projections (Headcount)							
	Full-Time		6	12	14	20	18
	Part-Time		8	16	24	32	60
	Total		14	28	38	52	78
Enrollment Projections (FTE*)							
	Full-Time		6	12	14	20	18
	Part-Time		8	16	24	32	24
	Total		14	28	38	52	42
Degrees Conferred Projections			0	0	6	6	18
Degree Level: 08							
CIP Code: - 13.0501; State - 000000							
FTE Definitions:							
Undergraduate Level: 30 Semester Hrs. = 1 FTE							
Undergraduate Level: 24 Semester Hrs. = 1 FTE							

Official Academic Transcript from
American College of Education

Statement of Authenticity

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Sending School Information
    American College of Education
    Registrar's Office
    101 West Ohio Street
    Suite 1200
    Indianapolis, IN 46204
    Telephone: 800-280-0307
    School Web Page: www.ace.edu
    Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)

Student Information
    Student Name: Bursartesting t Bursartesting
    Numeric Identifier: 1101023617
    Birth Date: 7/10/1990
    Student Email: Not Provided By the Sending School

Receiver Information
    Registrar Registrar
    registrar@ace.edu

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American College of Education

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

Date: 9/12/2013

New

Page 1 of 1

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

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

Program: Curriculum and Instruction

Enrollment #: BU11119215   **Status:** Administrative Withdrawal

Start Date: 4/23/2012   **LDA:** 6/1/2012

Withdrawal Date: 6/1/2013

Term: 12APR23   **April 23, 2012**   4/23/2012   5/27/2012

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
EL572	Resource Management: Securing and Allocating Resources for Learning	2.67	2.67	A	10.68
		2.67	2.67		10.68

Term GPA: 4.00   **Cum GPA:** 4.00

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

Program: Educational Leadership

Enrollment #: BU12095421   **Status:** Withdrawn

Start Date: 6/3/2013   **Withdrawal Date:** 6/26/2013

Term: 13JUNE03   **June 03, 2013**   6/3/2013   7/7/2013

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
ED5013	Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing	3.00	3.00	A	12.00
		3.00	3.00		12.00

Term GPA: 4.00   **Cum GPA:** 4.00

Educational Leadership   **GPA:** 4.00   3.00   3.00

*** End of Transcript ***

_____   _____

Authorized Signature   Date

Not official unless signed by registrar.

** Indicates Retaken Course   # Indicates Pass/Fail Course
R* Indicates Retaken Override   ♦ Indicates Associated Course

Lyndia A. Wagner, Registrar

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BPE Agenda Page 24

AMERICAN COLLEGE OF EDUCATION
Office of Registration and Records
101 West Ohio Street, Suite 1200
Indianapolis, Indiana 46204

GRADING SYSTEM

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

* Grade is not included in grade point average computation

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

ACADEMIC CALENDAR / CREDITS

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

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

ACCREDITATION

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

RELEASE OF INFORMATION

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

COURSE NUMBERING SYSTEM

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

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

DEGREE REQUIREMENTS

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

AUTHENTICATION OF THE RECORD

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

TRANSFER CREDIT

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

ACADEMIC STANDING

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

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

DEGREE APPLICATION

(*New or Renewal program*)

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

Name of Institution   **American College of Education**

Program name and
Suggested CIP Code: **Education Specialist in Instructional Technology, CIP Code 13.0501**

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)   **08 Post Master Degree-Ed.S.**

Name of Person Preparing this Form   **Thomas Brouwer**

Telephone Number   **(317) 829-9427**   **Application Type**

Date the Form was Prepared   **04/02/2019**   Initial **X**   or   Renewal

(Revise date after any revision)

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

Since the late nineteenth century, the term Instructional Technology has been widely used among higher education institutions, however, the definition has evolved since then. Instructional technology is the branch of education concerned with the scientific study of instructional design and development. The definition for Instructional Technology is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning" (İslim et al, 2016).

The terms "educational technology" and "instructional technology" are often used interchangeably. Schools may choose one of these terms or the other to name their degree programs, but the curricula are usually similar. Similar coursework and learning objectives are featured in master's degree programs for instructional design, learning design, instructional systems and learning technologies. Whatever they are called, the degrees focus on the design and development of environments, materials and tools that enhance teaching effectiveness and learning achievement ("Online Instructional Technology Degree: An Overview", 2019).

The Education Specialist (Ed.S.) in Instructional Technology degree program provides an in-depth approach to research-based methods of instructional technology for a wide range of educational fields. The degree emphasizes the use of theoretical foundations and current real-world practices to support the development of relevant technology to meet the needs of diverse populations of learners. Students completing the Ed.S. will gain experience as a scholar practitioner with the necessary skills to utilize innovative instructional technology methods relevant to a variety of professional settings.

The Ed.S. in Instructional Technology degree program is not designed to lead to professional licensure.

The program design is guided by the standards of the International Society for Technology in Education (ISTE) which provides "a framework for students, educators, administrators, coaches and computer science educators to rethink education and create innovative learning environments". The ISTE standards are provided for free use by educators, professionals, and students to provide guidelines for the required skills and knowledge to succeed in the digital age.

Currently the College offers three degrees in the Educational Technology/Instructional Technology fields: M.Ed. in Educational Technology, M.Ed. in Instructional Design Technology, and Ed.D. in Instructional Technology. The Ed.S. in Instructional Technology degree extends the College offerings in this field. Specifically, the Ed.S. in Instructional Technology degree is designed for individuals who wish to earn an advanced (post-masters) degree without completing a dissertation.

In addition to serving this new population of students, this degree was designed with the College's Ed.D. in Instructional Technology students in mind. American College of Education students who are not successful in the research or dissertation component of the Ed.D. in Instructional Technology could transfer to the Ed.S. in Instructional Technology program so they do not leave the College without a degree in an "all but dissertation (ABD)" status. This pathway allows for degree completion without losing graduate credits.

The courses in the Ed.S. for Instructional Technology degree are doctoral level courses that reflect the program principles and design concepts found in the Carnegie Project on the Education Doctorate (CPED). The CPED definition states, "The professional doctorate of education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession."

As a result, the program's courses seek to prepare students to advance the field of Instructional Technology. In addition, the program is aligned to the Standards for Professional Learning as offered by Learning Forward, whose Standards for Professional Learning outline the characteristics of professional learning that leads to "effective teaching practices, supportive leadership, and improved student results."

In addition to being aligned with American College of Education's mission for providing high-quality education, the proposed program also aligns with the College's mission of affordability through offering a more affordable option than potential competitors. Indiana University at Bloomington offers an Ed.S. in Education-Instructional Systems Technology (IST). This degree allows students to develop expertise in instructional technology beyond the master's level and to prepare for management and leadership positions in education, government, business, or industry. The post-master's courses should be chosen to strengthen competence in one or more of the following areas: front-end analysis, instructional design and development, media design and development, evaluation, change facilitation and management, distributed education, or project management. This degree is a 65-credit hour Ed.S. program which includes 24 credits accepted from the master's degree completed at Indiana University The estimated tuition for a full time Indiana resident is $27,905.

Purdue University in West Lafayette offers an Ed.S. program which includes a minimum 36 credits as well as credits earned in a master's program. The approximate cost for the Purdue offered Ed.S. in Learning Design and Technology is $12,528.

In comparison, the proposed American College of Education, Ed.S. in Instructional Technology degree program is 34 semester credits in length at $306 per semester credit and is offered entirely online with an estimated total program tuition cost of $10,404. Thus, the College plans to offer the most affordable option for students to earn an Ed.S. in Instructional Technology.

Program Outcomes:

1. Apply professional skills and abilities in integrating technology in educational environments to facilitate experiences addressing the diverse needs of all learners.

2. Using theories, standards, and frameworks, explain the selection of experiences and assessment options which will engage learners through the implementation of research-based instructional strategies appropriate for digital delivery.

3. Designing, developing, and implementing technology-rich programs, at a mastery level, that model best practices in teaching, learning, and assessment.

4. Display leadership capabilities which include effective utilization of resources to conduct and apply current research, promote continuous improvement at the organizational or program level, and to establish a culture of learning for all learners.

5. Demonstrate safe and healthy, legal, and ethical uses of digital information while effectively demonstrating approaches to civic and global accountability.

6. Investigate problems critical to the field which apply analytical inquiry, a range of resources, and diverse perspectives to assess elements of complexity to determine potential solutions.

7. Enhance leadership capacity and shared governance through the articulation of ways to establish, enhance, and expand virtual, collaborative communities, developing partnerships in diverse settings through effective communication.

References:

İslim, Ö. F., Bahçekapılı, T., Cevizci-Karataş, E., & Şendurur, P. (2016). How scholars define the field of computer education and instructional technology? *Turkish Online Journal of Qualitative Inquiry*, *7*(3), 199–223. https://doi.org/10.17569/tojqi.12179

Online Instructional Technology Degree: An overview. (2019, March 18). Retrieved from https://www.usnews.com/education/online-education/instructional-technology-masters-degree.

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

Name of Program: _____ **Ed.S. in Instructional Technology**

Total Course Hours: **34**

Check one: Quarter Hours _____

Semester Hours **X**

Clock Hours _____

Tuition: **$10,404.00**   Length of Program: **18-24 month**

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
LEAD6001	Introduction to Advanced Studies	1
RES6041	Scholarly Writing and Research Strategies	1
RES6013	Research Methods	3
RES6003	Applied Statistics (Pre-req: RES6013)	3
RES6222	Research Concept Paper	2
TECH6303	Online Learning and Teaching	3
TECH6313	Creating Online Collaboration and Communities	3
TECH6323	Designing Courses and Programs	3
TECH6333	Online Teaching and Assessment	3
TECH6343	Emerging Technologies in Education	3
TECH6363	Technology use in Educational Environments	3
TECH6373	Foundations in Instructional Technology	3
TECH6393	Capstone in Instructional Technology	3

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
	Not Applicable	

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
	Not Applicable	

Number of Credit/Clock Hrs. in Specialty Courses: __34__ / __34__ Percentage: __100%__

Number of Credit/Clock Hrs. in General Courses: __0__ / __34__ Percentage: __0%__

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: __0__ / __34__ Percentage: __0%__

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

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

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

2. Number of volumes of professional material:

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

E-journals and E-Books

Academic Search Complete
Academic Search Complete is the leading source of peer-reviewed, full-text for STM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences and more. Coverage includes over 6,400 indexed journals and 363 eBooks. In addition, over 74,000 videos from the Associated Press are included.
- Producer: EBSCO
- Vendor: EBSCO
- Full text: Over 5,700 peer-reviewed journals

Business Source Complete
Business Source Complete includes indexing and abstracts for the most important scholarly business journals as far back as 1886. It includes over 3,500 peer-reviewed electronic journals and 915 eBooks, as well as industry profiles, 3,625 SWOT analyses, and 900 case studies.
- Produced by: EBSCO
- Vendor: EBSCO
- Full text: Over 1,200 peer-reviewed journals

CINAHL Complete
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,300 journals. It also includes continuing education modules, evidence-based care sheets, quick lessons providing overviews of disease and conditions, and 13 eBooks. Full text dates begin in 1937.
- Produced by: CINAHL Information Systems
- Vendor: EBSCO
- Full-text: Over 1,300 journals

CultureGrams Online Database

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

- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Full-text: Yes

eBook Central

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

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

eBooks (EBSCOhost)

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

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

Education Abstracts

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

- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Coverage: 770+ journals

Education Source

Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues. Coverage for over 2,330 journals, 530+ eBooks, conference papers, and proceedings.

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

Education Week

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for this title

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

Google Scholar
Google Scholar is a keyword search engine of journal articles harvested daily from the Web, as well as U. S. patents and legal opinions.
- Produced by: Google
- Vendor: www.googlescholar.com
- Full-text: Yes, articles which are copyright-free; free full-text patents and federal legal opinions

JSTOR Current Education Collection
JSTOR includes five selected Education related journals**.**
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for the five selected titles

Library, Information Science & Technology Abstracts (LISTA) with Full Text
LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses and pamphlets. This database indexes over 730 journals and provides full text for over 320 journals. It also provides access to over 29 eBooks, numerous conference papers and pamphlets.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: 320+ journals

MEDLINE Complete
MEDLINE Complete covers subjects such as biomedicine, bioengineering, life sciences, and pre- clinical sciences. This coverage of this index dates back to 1916, over 5,200 journals are indexed, and full text is provided for over 2,200 journals.
- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Full-text: 2,200+ journals

OVID Nursing Full Text Plus journals
OVID Nursing Full Text Plus journals covers numerous nursing specialties. Journal coverage dates back to 1995. Journals from Lippincott Williams & Wilkins are included, as is the OVID database with over 374,000 bibliographic records. A total of 51 full text journals are included in this collection.
- Producer: Wolters Kluwer
- Vendor: OVID
- Full-text: 51 journals.

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. This database covers over 1,020 journals published since 1991.

- Producer: ProQuest
- Vendor: ProQuest
- Full-text: Yes – 640 journals

ProQuest Health Management Database

Health Management is a specialized database which includes the full text from over 800 journals from pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.

- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Yes

SAGE Research Methods

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

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

Science Direct

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

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

University of Chicago Press Journals

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

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

<u>ERIC Documents and Educational Tests</u>

ERIC

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

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

Mental Measurements Yearbook including Tests in Print

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

Tests in Print (TIP)

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

- Producer: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln
- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes – reviews only

<u>Other</u>

ATLAS videos

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

Child Development & Adolescent Studies

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

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

Education Abstracts

Education Abstracts indexes and abstracts articles from over 770 education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.

- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Full text: No

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

Joanna Briggs Institute (JBI) Evidence-Based Practice
JBI access provides the best tools for evidence-based practice. JBI includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols, and technical reports.
- Producer: Joanna Briggs Institute
- Vendor: Ovid
- Full-text: Yes

ProQuest Dissertations & Theses Global
Each year over 130,000 new dissertations and theses are added to the database. Coverage in the database begins in 1637, and full-text coverage begins in 1997.
- Producer: ProQuest and UMI
- Vendor: ProQuest
- Full-text: Yes

ProQuest Health Management Database
Health Management is a specialized database which includes the full text from over 800 journals from pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.
- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Yes

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

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

IV. FACULTY: Attach completed Instructor's Qualification Record for each instructor. **** Include** <u>all required documentation</u> **pertaining to the qualifications of each instructor.**						
Total # of Faculty in the Program:	**10**	**Full-time:**	5	**Part-time:**	5	

Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> 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**
Ashton, Jennifer	Ed.D. in Instructional Technology and Distance Education	3	3	3		X
Ayala, Sherri	Ed.D. in Educational Administration and Supervision	5	4	4		X
Chametzky, Barry	Ph.D. in Educational Technology	5	1	5	X	
Fisher, Harold	Ed.D. in Teacher Leadership	6	2	6		X
Grimshaw, Brian	Ed.D. in Educational Leadership	6	5	6		X
Harrington, Terrance	Ph.D. in Instructional Leadership	7	6	7		X
Johnson, Sandra	Ph.D. in Curriculum and Instruction	7	3	7	X	
Mathes, Jennifer	Ph.D. in Educational Psychology	15	3	15	X	
Parker, Angie	Ph.D. in Curriculum and Instruction	24	4	24	X	
Yalof, Barbara	Ed.D. in Educational Technology	6	5	6	X	

Supplementary Information on
Licensure, Certification, and Accreditation

Institution: **American College of Education**
Degree Program: **Ed.S. in Instructional Technology**
Locations: **Indianapolis, Indiana**

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

++

Professional Certification
What are the professional certifications that exist for graduates of similar program(s)?
Not Applicable

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

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

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

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

++

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):

As stated in section one, the program design is guided by the standards of the International Society for Technology in Education (ISTE) which provides "a framework for students, educators, administrators, coaches and computer science educators to rethink education and create innovative learning environments". The ISTE standards as shown below are provided for free to educators,

professionals, and students to provide guidelines for the required skills and knowledge to succeed in the digital age.

ISTE Standards for Students (2016, 2007)
ISTE Standards for Teachers
ISTE Standards for Administrators
ISTE Standards for Coaches
ISTE Standards for Computer Science Educators

Also, as stated in section one, the Ed.S. in Instructional Technology also reflects the program principles and design concepts found in the Carnegie Project on the Education Doctorate (CPED) definition. This states: "The professional doctorate of education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession." In addition, the program is aligned to the Standards for Professional Learning as offered by Learning Forward, whose Standards for Professional Learning outline the characteristics of professional learning that leads to "effective teaching practices, supportive leadership, and improved student results.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
International Society for Technology in Education (ISTE)
Carnegie Project on the Education Doctorate
Learning Forward – The Professional Learning Association
ELCC-Building Level Standards
NELP Building Standards
PSEL

+++

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:
Not Applicable
+++

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

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? **Not Applicable**

If so, please list the baccalaureate degree(s): **Not Applicable**
+++

Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:
Director Instructional Technology
Director Educational Technology
Curriculum Developer
eLearning Specialist
Technology Coaches
Curriculum Specialists
Education and Training Consultants/Coordinators
Instructional Coordinators
Instructional Technologists
Directors of Course Production/Curriculum

1. What is the digital format of student transcripts?
   Student transcripts are stored in Campus Nexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through Transcripts on Demand.

2. Is the institution using proprietary software, if so what is the name? **Not Applicable**
3. Submit a sample student transcript. **Please see Attachment 5**

++

Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? **Yes**

   - If not, what is the percentage of student transcripts in a digital format? **Not Applicable**

   - What is the beginning year of digitized student transcripts? **2005**

   - Are student transcripts stored separately from the overall student records?
     Students transcripts are stored separately from overall student records within the student information file.

2. How are the digital student records stored? **Within the Student Information System (SIS), CampusNexus.**

   - Where is the computer server located?
     The main server is located at ACE's main office in Indianapolis, Indiana. The backup server is located offsite in Carmel, Indiana.

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

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

4. What is the beginning year of the institutional student record series? **2005**

5. What is the estimated number of digital student records held by the institution? **30,000**

6. What is the estimated number of paper student records held by the institution? **0**

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? **No**

   - If so, what is the most significant format? **Not Applicable**

   - If so, what is the estimated number of student records maintained in that format? **Not Applicable**

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

   - If so, what is the name, title, and contact information for that individual?
   Lindsay May, Registrar
   Lindsay.May@ace.edu

9. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?
The College has contracted with Transcripts Plus Credentials Solutions to have student records digitized, maintained, and serviced.

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

All Institutions

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

Projected Headcount and FTE Enrollments and Degrees Conferred							
1-Apr-19							
Institution/Location: American College of Education							
Program: Education Specialist Instructional Technology							
			Year 1	Year 2	Year 3	Year 4	Year 5
			FY2019	FY2020	FY2021	FY2022	FY2023
Enrollment Projections (Headcount)							
	Full-Time		4	10	12	18	16
	Part-Time		6	14	22	30	58
	Total		10	24	34	48	74
Enrollment Projections (FTE*)							
	Full-Time		4	10	12	18	16
	Part-Time		6	14	22	30	22
	Total		10	24	34	48	38
Degrees Conferred Projections			0	0	6	6	18
Degree Level: 08							
CIP Code: - 13.0501; State - 000000							
FTE Definitions:							
Undergraduate Level: 30 Semester Hrs. = 1 FTE							
Undergraduate Level: 24 Semester Hrs. = 1 FTE							

Official Academic Transcript from
American College of Education

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

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Sending School Information
American College of Education
Registrar's Office
101 West Ohio Street
Suite 1200
Indianapolis, IN 46204
Telephone: 800-280-0307
School Web Page: www.ace.edu
Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)

Student Information
Student Name: Bursartesting t Bursartesting
Numeric Identifier: 1101023617
Birth Date: 7/10/1990
Student Email: Not Provided By the Sending School

Receiver Information
Registrar Registrar
registrar@ace.edu

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American College of Education

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

Date: 9/12/2013

Page 1 of 1

New

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

Student: Bursartesting t Bursartesting

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

Program: Curriculum and Instruction

Enrollment #: BU11119215 **Status: Administrative Withdrawal**

Start Date: 4/23/2012 **LDA:** 6/1/2012

Withdrawal Date: 6/1/2013

Term: 12APR23 **April 23, 2012** 4/23/2012 5/27/2012

EL572	Resource Management: Securing and Allocating Resources for Learning	2.67	2.67	A	10.68
		2.67	2.67		10.68

Term GPA: 4.00 **Cum GPA:** 4.00

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

Program: Educational Leadership

Enrollment #: BU12095421 **Status: Withdrawn**

Start Date: 6/3/2013

Withdrawal Date: 6/26/2013

Term: 13JUNE03 **June 03, 2013** 6/3/2013 7/7/2013

ED5013	Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing	3.00	3.00	A	12.00
		3.00	3.00		12.00

Term GPA: 4.00 **Cum GPA:** 4.00

Educational Leadership **GPA:** 4.00 3.00 3.00

*** End of Transcript ***

_____ _____
Authorized Signature   Date

** Indicates Retaken Course
R* Indicates Retaken Override

Not official unless signed by registrar.

# Indicates Pass/Fail Course
♦ Indicates Associated Course

Lyndia A. Wagner, Registrar

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AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records
101 West Ohio Street, Suite 1200
Indianapolis, Indiana 46204

GRADING SYSTEM

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

* Grade is not included in grade point average computation

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

ACADEMIC CALENDAR / CREDITS

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

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

ACCREDITATION

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

RELEASE OF INFORMATION

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

COURSE NUMBERING SYSTEM

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

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TRANSFER CREDIT

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

ACADEMIC STANDING

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

DEGREE REQUIREMENTS

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

AUTHENTICATION OF THE RECORD

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

TO TEST FOR AUTHENTICITY: This transcript was delivered through the eSCRIP-SAFE® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at escrip-safe.com by selecting the Document Validation link. A printed copy cannot be validated.

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!

BOARD FOR PROPRIETARY EDUCATION
Thursday, June 6, 2019

BUSINESS ITEM A-2:	**Radiological Technologies University VT:** **One Master's Degree Program at One Location**

Staff Recommendation   That the Board for Proprietary Education approve the Master of Science (M.S.) Integrative and Functional Medicine in accordance with the background discussion in this agenda item and the Application for Degree Approval.

Background   **Institution Profile**

Radiological Technologies University VT was formerly nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). Radiological Technologies University VT formally ended accreditation with ACICS on February 27, 2018. Radiological Technologies University VT is now accredited by the Accrediting Bureau of Health Education Schools (ABHES). The institution obtained initial accreditation in February of last year.

The institution has one campus in South Bend, Indiana. The National Center for Education Statistics (NCES) lists a total enrollment of 99 students in the fall of 2017 at the South Bend campus.

Degree Program Profiles

Master of Science (M.S.) in
Integrative and Functional Medicine at
South Bend

This program consists of 36 semester credit hours, with 100 percent of the courses in the specialty. Students may choose among six minors, or 12 semester credit hours from more than one concentration. The program faculty consists of 11 individuals, of whom two are full-time, and the remaining 9 are part-time. Of the 11 individuals, four have a doctoral degree, and the remaining seven have a master's degree.

Supporting Documents   Degree Application

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

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   **Radiological Technologies University VT**

Program name and
Suggested CIP Code: **Integrative & Functional Medicine (CIP Code: 51.0001)**

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

Name of Person Preparing this Form   **Betsy Datema**

Telephone Number   **574-232-2408**   **Application Type**

Date the Form was Prepared   **4/5/2019**   **Initial**   or   Renewal
(Revise date after any revision)

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

This program of study that prepares individuals to assume roles as health/wellness professionals in private business and industry, community organizations, and health care settings. Includes instruction in personal health, community health and welfare, nutrition, epidemiology, disease prevention, fitness and exercise, and health behaviors (Classification of Instructional Programs et al National Center for Education Statistics, 2019.)

The fulfilment of our mission and goals through an integrated curriculum insures students attain the following learning outcomes:
- ✓ Students will display effective management and communication skills, both verbal and written
- ✓ Students will demonstrate critical thinking and problem-solving skills
- ✓ Students will demonstrate professional work standards
- ✓ Students will acquire the professional tools and experience for an entry level position in Integrative Wellness positions: Practitioner (for those who are medical and/or allied health licensed-certified), Counselor, Educator/Facilitator, Consultant, Researcher
- ✓ Providing students with higher educational and training opportunities that are flexible and accessible.
- ✓ Providing higher educational and training opportunities that are current with technology and career demands.
- ✓ Providing faculty members that have demonstrated expertise in their respective domain, both professionally and academically.
- ✓ Delivering educational support services that meet student life demands and schedules.
- ✓ Building within students a value for life-long learning and education.
- ✓ Teaching students how to evaluate, to analyze, and to synthesize information to become more skillful at creating solutions in a career environment.
- ✓ Providing educational resources in a manner that effectively uses current technology.

- ✓ Offering our programs at times and at places that are accessible to students-- on campus, off campus, and at those sites best served by state of the art technologies.
- ✓ Apply lifestyle and nutritional assessment techniques into multiple health practices.
- ✓ Prepares individuals to assume roles as health/wellness professionals.
- ✓ Understand sensory analysis in a scientific discipline.
- ✓ Prepare and pass the ANSI® Nationally Accredited Food Safety Manager Exam.
- ✓ Prepare and pass the ServSafe® Food Allergens Exam.
- ✓ Understand the role genetics and nutraceutical science plays in nutrition.
- ✓ Understand and apply integrative nutrition therapies and practices into clinical nutrition.
- ✓ Apply nutritional psychology theory into the healing process.
- ✓ Understand the role nutrition plays in food systems and dietary management.
- ✓ Apply ethical and professional care and practices into nutrition and health.

Students progress through the curriculum and meet course learning objectives that culminate in the accomplishment of the above learning outcomes. Additionally, the program provides graduates with knowledge and skills to advance in the fields of integrative science and practice.

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

Name of Program:	Master of Science in Integrative & Functional Medicine with Concentrations in Integrative & Functional Oncology, Lifestyle Medicine, Nutrition, Nutrigenomics, Nutrition & Wellness Counseling, and Food Science Studies

Total Course Hours:	**36**	Check one: Quarter Hours	
		Semester Hours	X
		Clock Hours	
Tuition :	**$32,000**	Length of Program:	2 years (4 semesters)

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
	Core Courses (24 credits required)	
NUT500	Integrative & Functional Nutrition I	3 Credits
NUT501	Integrative & Functional Nutrition II	3 Credits
NUT502	Nutrition Assessment	3 Credits
NUT510	Intro to Nutritional Psychology	3 Credits
MP590	Medical & Professional Ethics	1 Credit
HP519	Public Law & Policy	1 Credit
SCI603	Food Safety, Sanitation & Food Allergens	1 Credit
GASTP505	Food & The Senses	3 Credits
LM500	Lifestyle Medicine Foundations	2 Credits
NUT503	Diet, Genes & Nutrition	3 Credits
LM509	Research Studies	1 Credit

Electives (12 credits required) Could be a mix or any courses listed among the concentrations or all courses within a concentration earns that concentration

Course Number	Nutrition (12 credits)	Course Hours
NUT504	Functional Nutrition & Nutraceutical Sciences	3 Credits
NUT505	Micronutrients, Phytochemical & Health	3 Credits
NUT506	Functional Foods & Health	2 Credits
LM501	Physical Activity & Health	2 Credits
LM508	Integrative Weight Management	1 Credit
LM502	Health & Wellness Coaching	1 Credit

Course Number	Nutrition & Wellness Counseling (12 Credits)	Course Hours
NUT512	Nutrition for Mental Health	3 Credits
NUT513	Food & Emotions	3 Credits
NUT514	Eating Disorders	3 Credits
LM502	Health & Wellness Coaching	1 Credit
LM508	Integrative Weight Management	1 Credit
LM507	Alcohol & Addiction Therapy	1 Credit

Course Number	Lifestyle Medicine (12 Credits)	Course Hours
LM501	Physical Activity & Health	2 Credits
LM502	Health & Wellness Coaching	1 Credit
LM503	Sleep Health & Wellness	2 Credits
LM504	Emotional Wellness	2 Credits
LM505	Mindfulness	1 Credit
LM506	Smoking & Tobacco Cessation Therapy	2 Credits
LM507	Alcohol & Addiction Therapy	1 Credit
LM508	Integrative Weight Management	1 Credit

Course Number	Integrative & Functional Oncology (12 Credits)	Course Hours
ONC500	Introduction to Radiation Oncology	2 Credits
ONC501	Introduction to Medical Oncology	2 Credits
ONC502	Introduction to Surgical Oncology	2 Credits
NUT507	Nutrition Oncology	3 Credits
SCI601	Bioactive Food Components	2 Credits
LM508	Integrative Weight Management	1 Credit

Course Number	**Nutrigenomics (12 Credits)**	Course Hours
SCI600	Intro to Nanoscience & Nanotechnology	2 Credits
SCI601	Bioactive Food Components	2 Credits
SCI602	Genomic Screening	2 Credits
NUT507	Nutrition Oncology	3 Credits
GASTP502	Principals of Neurophysiology	3 Credits

Course Number	**Food Science Studies (12 Credits)**	Course Hours
SCI601	Bioactive Food Components	3 Credits
GASTP500	Food Ethnography	3 Credits
GASTP501	Gastronomy Science	3 Credits
GASTP504	Agroecology	3 Credits

Number of Credit/Clock Hrs. in Specialty Courses: 36   /   36   Percentage: 100%

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

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

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

1. Location of library; Hours of student access; Part-time, full-time librarian/staff:
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, Radiologic Science, Radiologic Technology, Radiation Therapy, Nutrition, Food Science, and Lifestyle Medicine. 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.**

Total # of Faculty in the Program:	**11**	Full-time:	2	Part-time:	9

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
Ake, Maureen	MS, Marriage & Family Therapy	7	0	0		X
Beebe, Maureen	MS, Nutritional Sciences	8	0	2		X
Brock, Bonnie	MS, Public Health	23	0	0		X
Dubanewicz, Michael	MS, Education in Administration	14	0	14	X	
Kunselman, Shawna	MS- Applied Clinical Nutrition	4	0	0		X
Landes, Debra	MS-Counselor Education	14	0	14		X
Letfullin, Renat	Ph.D-Laser Physics	16	8	16		X
Murphy, Brent	MS, Medical Physics; MBA	30	10	27	X	
Paydar, Mehranz	Ph.D.-Nutritional Sciences	9	0	4		X
Turner, Cheryl	Ed.D, Education	18	1	3		X
Wilson-Kendall, Dawn	Doctorate of Chiropractic	11	0	11		X

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

Institution: Radiological Technologies University
Degree Program: Master of Science in Integrative & Functional Medicine
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 of this program do need to be licensed by the State of Indiana to practice their health
profession regulated by the Medical Licensing Board-Professional Licensing Agency in Indiana within
specific regulated practice professions if they hold themselves out to be and/or practice within the
following regulated areas: Chiropractic, Dietitian, Medical (Physician & Osteopathic Physician),
Pharmacy, Podiatric Medicine, Physician Assistant, Psychology, Behavioral Health & Human Services:
Social Work, Marriage & Family Therapy, Mental Health Counselor, Addiction Counselor.**

**If the graduate intends to practice dietetics within the state of Indiana, the graduate must have a
state license in Dietetics (Certified Dietitian) from the Indiana Dietetics Certification Board. This
program does not qualify graduates to apply for state licensure unless they have passed the national
certification exam of Registered Dietitian (RD) or Registered Dietitian Nutritionist (RDN) Certification
by the Commission of Dietetic Registration, the credentialing agency of the Academy of Nutrition &
Dietetics and completed the necessary requirements required of that board.**

**If the graduate intends to practice Lifestyle Medicine in combination with an active medical and/or
healthcare license with usage of the title of Lifestyle Medicine within advertising and promotion-
practice purposes, the graduate must have an active/valid medical and/or health license within one of
the following areas granted by the Medical Licensing Board by the State of Indiana Professional
Licensing Agency: Chiropractic, Dietitian, Medical (Physician & Osteopathic Physician), Pharmacy,
Podiatric Medicine, Physician Assistant, Psychology, Behavioral Health & Human Services: Social
Work, Marriage & Family Therapy, Mental Health Counselor, Addiction Counselor.**

This program does not meet the requirements to apply or become a Registered Dietitian.

If so, please identify: **Medical Licensing Board of the State of Indiana**
The specific license(s) needed: **Chiropractic, Dietitian, Medical (Physician & Osteopathic Physician),
Pharmacy, Podiatric Medicine, Physician Assistant, Psychology, Behavioral Health & Human Services:
Social Work, Marriage & Family Therapy, Mental Health Counselor, Addiction Counselor**
The State agency issuing the license(s): **State of Indiana- Medical Licensing Board: Professional
Licensing Agency**

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<u>**Professional Certification**</u>
What are the professional certifications that exist for graduates of similar program(s)?

The program and concentrations will align itself for possible eligibility for board certification (excluding internship/externship hours not supplied or supervised by the university including additional courses which may be required by the rendering board) as:

- **Registered Nutritional Consulting Practitioner (RNCP)**
  - **International Organization of Nutritional Consultants**
- **Certified Clinical Nutritionist**
  - **Clinical Nutrition Certification Board**
- **Practitioner Member**
  - **American Holistic Health Association**
- **Certified Nutrition Professional**
- **Certified Holistic Nutritionist**
  - **National Association of Nutrition Professionals**
- **Certified Lifestyle Medicine Physician**
- **Certified Lifestyle Medicine Professional**
- **Certified Lifestyle Medicine Practitioner**
  - **American College of Lifestyle Medicine**

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: **Food Safety Manager, Food Allergens**
Each specific professional certification: **Nationally Certified Food Safety Manager (CPFM) and Food Allergens**
The national organization issuing each certification**: ANSI® (American National Standards Institute) Nationally Accredited Certification through National Restaurant Association Education Foundation®**
The State of Indiana Department of Health recognizes the ServSafe® Credential and is valid for 5 years of use.
State of Indiana Department of Health Rule 410 IAC 7-22 requires passing the proctored Food Manager Certification exam from an ANSI® accredited program.

Please explain the rational for choosing each professional certification:

<u>Food Safety Manager Certification</u>
State of Indiana Department of Health Rule 410 IAC 7-22 requires passing the proctored Food Manager Certification exam from an ANSI® accredited program.

<u>National Association of Nutrition Professional Certification</u>
Credibility: Board certification indicates that you meet the educational and ethical standards required by a professional credentialing body.
Assurance: For your clients, insurance companies, the medical community, and other complementary practitioners, board certification proves that you are aware of and conduct your business within your

legal scope of service and standards of professional conduct. Professional certification also provides validation of your educational and professional qualifications.

Clinical Nutrition Certification Board
The Certified Clinical Nutritionist (CCN) Examination establishes reputable standards of excellence through the creation of a quality examination based on a validated scope of practice which appropriately represents the field of clinical nutrition.

International Organization of Nutritional Consultants
Registered Nutritional Consulting Practitioner (RNCP) designation given by the International Organization of Nutritional Consultants (IONC) to a qualified healthcare professional that specializes in maintaining or restoring biochemistry and physiology in the body for optimum health and well-being.

American College of Lifestyle Medicine
The goal of the American College of Lifestyle Medicine is to educate interested physicians, health and allied health professionals about Lifestyle Medicine. To set a common standard/language for Lifestyle Medicine protocols globally. To differentiate between the evidence-based Lifestyle Medicine professionals and the non-evidence-based Lifestyle Medicine practitioners. To set a global Lifestyle Medicine benchmark. To attract health insurance funding for evidence-based Lifestyle Medicine (by requiring that any fund receivers be formally certified). To "legitimize" Lifestyle Medicine and have the American Board of Lifestyle Medicine (ABLM) certification recognize by the American Board of Medical Specialties

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

ANSI® (American National Standards Institute) Nationally Accredited Certification Exam
Degree Program: Master of Science in Integrative & Functional Medicine -Concentration(s): Nutrition, Nutrition & Wellness Counseling, Lifestyle Medicine, Integrative & Functional Oncology, Nutrigenomics, Food Science Studies. Course: FS500- Food Safety, Sanitation, Food Allergens. ServeSafe® Food Safety & Sanitation Manager Exam (CPFM) and ServSafe® Food Allergens. To become ServSafe Food Safety certified, you must pass the ServSafe Manager Certification Exam with a score of 75% or higher. Two states — Rhode Island and Massachusetts — currently require food operators to provide food-allergen training for their employees. But many more will soon be taking similar action. National Restaurant Association Education Foundation, 2019. This program complies with the State of Indiana Department of Health Rule 410 IAC 7-22 requires passing the proctored Food Manager Certification exam from an ANSI® accredited program.

Certified Clinical Nutritionist (CCN)
Degree Program: Master of Science in Integrative & Functional Medicine -Concentration(s): Nutrition, Nutrition & Wellness Counseling.
The Clinical Nutrition Certification Board (CNBC) is a 501(c)(3) non-profit tax-exempt certification agency which provides professional training, examination and certification for health care practitioners. The discipline of Human Clinical Nutrition applies principles derived from current biochemical and physiological scientific knowledge for the purpose of promoting optimal health while recognizing biochemical individuality. The Certified Clinical Nutritionist assesses a person's nutritional needs to achieve normal physiological function. Assessment includes the use of appropriate test and

observations such as case history, anthropomorphic measurements, physical signs, laboratory tests, and nutrition/lifestyle analysis to determine an educational nutrition program. Assessment also provides the basis for referral to a licensed physician, or other health care professional. The educational protocol may include, among other information, nutrition / lifestyle modification, nutritive supplementation, understanding of physiological/biochemical pathways, and evoking of regenerative processes. Michigan requires Statistics coursework for licensure.   New York State requires undergraduate degrees lacking 3 years clinical experience to complete the 900 hour internship.   Optional coursework but recommended: Medical Terminology, Practice Management/Insurance Codes, HIPPA requirements. (Not offered by Radiological Technologies University.) Clinical Nutrition Certification Board, 2019. Radiological Technologies University will be seeking to become a board-approved school. Eligibility to apply for a review the college program must first become state recognized by the Department of Education and approved by a United States Department of Education or International Equivalent accreditation board.

Registered Nutritional Consulting Practitioner (RNCP)
Degree Program: Master of Science in Integrative & Functional Medicine -Concentration(s): Nutrition, Nutrition & Wellness Counseling.
This designation given by the International Organization of Nutritional Consultants (IONC) to a qualified healthcare professional that specializes in maintaining or restoring biochemistry and physiology in the body for optimum health and well-being. As a guideline RNCPs must complete a minimum 1000 hours of training in Natural Nutrition from an approved Educational facility before being granted RNCP designation. These hours are primarily comprised of in class or on-line teaching hours but may also include case studies, exams, reports and assignment. International Organization of Nutritional Consultants, 2019. Radiological Technologies University will be seeking to become a board-approved school. Eligibility to apply for a review the college program must first become state recognized by the Department of Education and approved by a United States Department of Education or International Equivalent accreditation board.

American Holistic Health Association Practitioner Member
Degree Program: Master of Science in Integrative & Functional Medicine -Concentration(s): Nutrition, Nutrition & Wellness Counseling, Lifestyle Medicine, Integrative & Functional Oncology, Nutrigenomics, Food Science Studies.
The purpose to obtain practitioner member status is to encourage your patients/clients to follow a holistic approach to creating wellness and work in partnership towards an integrative approach to wellness. This membership requires formal training to have prepared the practitioner member for health services and/or health-wellness education.   American Holistic Health Association, 2019. Radiological Technologies University will be seeking to become a board-approved school. Eligibility to apply for a review the college program must first become state recognized by the Department of Education and approved by a United States Department of Education or International Equivalent accreditation board.

Holistic Nutritionist-Board Certified (HN-BC) or Nutrition Professional (NP)
Degree Program: Master of Science in Integrative & Functional Medicine -Concentration(s): Nutrition, Nutrition & Wellness Counseling, Lifestyle Medicine, Integrative & Functional Oncology, Nutrigenomics, Food Science Studies.
The National Association of Nutrition Professionals brings credibility to Holistic and Integrative Nutrition.   Board certification indicates that you meet the educational and ethical standards required by a professional credentialing body. It provides assurance: for clients, insurance companies, the

medical community, and other complementary practitioners, board certification proves that you are aware of and conduct your business within your legal scope of service and standards of professional conduct. Professional certification also provides validation of your educational and professional qualifications. Exception for New Graduates: Those who have newly graduated from a NANP-approved program may apply to sit for the exam without providing documentation of 500 contact hours. The candidate will be allowed two (2) years from the date of his/her exam in which to provide this documentation. Until such time, the candidate will be able to use the title, "Board Certified in Holistic Nutrition® (Cand.)." National Association of Nutrition Professionals, 2019. Radiological Technologies University will be seeking to become a board-approved school. Eligibility to apply for a review the college program must first become state recognized by the Department of Education and approved by a United States Department of Education or International Equivalent accreditation board.

Lifestyle Medicine Physician, Lifestyle Medicine Professional or Lifestyle Medicine Practitioner
Degree Program: Master of Science in Integrative & Functional Medicine- Concentration: Lifestyle Medicine.
The American College of Lifestyle Medicine rationale for Lifestyle Medicine certification is:
To educate interested physicians, health and allied health professionals about Lifestyle Medicine. To set a common standard/language for Lifestyle Medicine protocols globally. To differentiate between the evidence-based Lifestyle Medicine professionals and the non-evidence based Lifestyle Medicine practitioners. To set a global Lifestyle Medicine benchmark. To attract health insurance funding for evidence-based Lifestyle Medicine (by requiring that any fund receivers be formally certified). To "legitimize" Lifestyle Medicine and have the American Board of Lifestyle Medicine (ABLM) certification recognize by the American Board of Medical Specialties. To certify as a Lifestyle Medicine Physician: You must be board-certified by a medical specialty board recognized by the American Board of Medical Specialties (ABMS) or the American Osteopathic Association (AOA) for US based physicians or you must be credentialed as a physician in your country of residence for physicians outside the USA. Your certification will be issued by the ABLM for US/Canada based physicians, and by the International Board of Lifestyle Medicine (IBLM) for physicians outside North America.
To certify as a Lifestyle Medicine Professional one must hold a degreed title in: PhD or Master's degree in a health or allied health discipline, or a Doctor of Nursing Practice, or a certified and licensed Physician Assistant, or a Doctor of Optometry, or a Doctor of Podiatry, or Doctor of Chiropractic, or Doctor of Psychotherapy, or a Doctor of Exercise Physiology, or Doctor of Occupational Therapy, or a Doctor of Pharmacy, or a Doctor of Physiotherapy, or a Doctor of Psychology, or a Doctor of Dentistry; Your certification will be issued by the ACLM for US/Canada based health practitioners, and by the IBLM for people outside North America. To certify as a Lifestyle Medicine Practitioner: You must be currently licensed to practice as an RN or RD and/or must hold a bachelor level degree in nursing or dietetics   Your certification will be issued by the ACLM for US/Canada based nurses. The IBLM does not certify bachelor level health practitioners. Radiological Technologies University will be seeking to become a board-approved school. Eligibility to apply for a review the college program must first become state recognized by the Department of Education and approved by a United States Department of Education or International Equivalent accreditation board.

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Professional Industry Standards/Best Practices
Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?

The program incorporates professional industry standards.

If so, please identify:

- **Apply lifestyle and nutritional assessment techniques into multiple health practices.**
- **Prepares individuals to assume roles as health/wellness professionals.**
- **Understand sensory analysis in a scientific discipline.**
- **Prepare and pass the ANSI® Nationally Accredited Food Safety Manager Exam.**
- **Prepare and pass the ServSafe® Food Allergens Exam.**
- **Understand the role genetics and nutraceutical science plays in nutrition.**
- **Understand and apply integrative nutrition therapies and practices into clinical nutrition.**
- **Apply nutritional psychology theory into the healing process.**
- **Understand the role nutrition plays in food systems and dietary management.**
- **Apply ethical and professional care and practices into nutrition and health.**

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

Food Safety Manager/Food Allergens
ANSI® (American National Standards Institute) Nationally Accredited Certification through National Restaurant Association Education Foundation®
The State of Indiana Department of Health recognizes the ServSafe® Credential and is valid for 5 years of use. State of Indiana Department of Health Rule 410 IAC 7-22 requires passing the proctored Food Manager Certification exam from an ANSI® accredited program.

International Organization of Nutritional Consultants
Registered Nutritional Consulting Practitioner (RNCP) designation given by the International Organization of Nutritional Consultants (IONC) to a qualified healthcare professional that specializes in maintaining or restoring biochemistry and physiology in the body for optimum health and well-being.

National Association of Nutrition Professionals
Credibility. Board certification indicates that you meet the educational and ethical standards required by a professional credentialing body. Assurance. For your clients, insurance companies, the medical community, and other complementary practitioners, board certification proves that you are aware of and conduct your business within your legal scope of service and standards of professional conduct. Validation of your educational and professional qualifications.

American Holistic Health Association
Graduate from the Master of Science in Integrative & Functional Medicine program. Work in partnership with your patients/clients. Encourage your patients/clients to follow a holistic approach

to creating wellness. Have completed formal training that prepared you for the health services you offer.

American College of Lifestyle Medicine
To certify as a Lifestyle Medicine Physician:
You must be board-certified by a medical specialty board recognized by the American Board of Medical Specialties (ABMS) or the American Osteopathic Association (AOA) for US based physicians. You must be credentialed as a physician in your country of residence for physicians outside the USA
To certify as a Lifestyle Medicine Practitioner: You must be currently licensed to practice as an RN or RD and must hold a bachelor level degree in nursing or dietetics. The certification will be issued by the ACLM for US/Canada based nurses. The IBLM does not certify bachelor level health practitioners.

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

- **Registered Nutritional Consulting Practitioner (RNCP)**
  - **International Organization of Nutritional Consultants**
- **Certified Clinical Nutritionist**
  - **Clinical Nutrition Certification Board**
- **Practitioner Member**
  - **American Holistic Health Association**
- **Certified Nutrition Professional**
- **Certified Holistic Nutritionist**
  - **National Association of Nutrition Professionals**
- **Certified Lifestyle Medicine Physician**
- **Certified Lifestyle Medicine Professional**
- **Certified Lifestyle Medicine Practitioner**
  - **American College of Lifestyle Medicine**

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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- board certification.

If so, please identify the specialized accrediting agency:

- **International Organization of Nutritional Consultants**
- **Clinical Nutrition Certification Board**
- **American Holistic Health Association**
- **National Association of Nutrition Professionals**
- **American College of Lifestyle Medicine**

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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?

This is 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:

Clinical Dietitian, Correctional Food Service Supervisor, Dietary Manager, Dietitian, Nutritionist, Outpatient Dietitian, Pediatric Clinical Dietician, Registered Dietician, Registered Dietitian (Dietitian title used for those who have passed the Registered Dietitian Exam.)
29-1031.00 - Dietitians and Nutritionists et al ONetOnline, 2019.

Certified Dietary Manager (CDM), Cook Chill Technician (CCT), Diet Assistant, Diet Clerk, Diet Tech (Diet Technician), Diet Tech (Dietetic Technician), Diet Technician Registered (DTR), Dietary Aid, Dietary Aide, Dietary Manager.
29-2051.00 - Dietetic Technicians et al ONetOnline, 2019.

Adjunct Faculty, Assistant Professor, Associate Professor, Didactic Program in Dietetics Program Director (DPD Program Director), Dietetics Professor, Family and Consumer Sciences Professor (FACS Professor), Food and Nutrition Professor, Instructor, Lecturer, Professor.
25-1192.00 - Home Economics Teachers, Postsecondary et al ONetOnline, 2019.

Chief Wellness Officer, Executive Wellness Programs Director, Fitness and Wellness Director, Fitness Coordinator, Fitness Director, Fitness Supervisor, Fitness/Wellness Director, Group Fitness Manager (GFM), Recreational Sports Director, Wellness Director.
11-9039.02 - Fitness and Wellness Coordinators et al ONetOnline, 2019.

Apprise Counselor, Assistant Director of Nutrition and Wellness Programs, Chief Program Officer, Community Health Outreach Worker, Community Health Program Coordinator, Community Health Program Representative (Community Health Program Rep), Community Health Promoter, Community Health Worker (CHW), Community Nutrition Educator, HIV CTS Specialist (Human Immunodeficiency Virus Counseling and Testing Services Specialist).
21-1094.00 - Community Health Workers et al ONetOnline, 2019.

Aerobics Instructor, Fitness Coordinator, Fitness Director, Fitness Instructor, Fitness Specialist, Fitness Trainer, Group Exercise Instructor, Group Fitness Instructor, Personal Trainer, Yoga Instructor.
39-9031.00 - Fitness Trainers and Aerobics Instructors et al ONetOnline, 2019.

Clinical Director, Health Information Management Corporate Director, Health Information Management Director, Health Manager, Mental Health Program Manager, Nurse Manager, Nursing Director, Practice Administrator, Program Manager.
11-9111.00 - Medical and Health Services Managers et al ONetOnline, 2019.

Assistant Professor, Associate Professor, Clinical Education Academic Coordinator, Clinical Professor, Clinical Sciences Professor, Instructor, Lecturer, Occupational Therapy Professor, Physical Therapy Professor, Professor.
25-1071.00 - Health Specialties Teachers, Postsecondary et al ONetOnline, 2019.

Assistant Professor; Associate Professor; Coach; Health and Physical Education Professor (HPE Professor); Health, Physical Education, and Recreation Professor (HPER Professor); Instructor; Kinesiology Professor; Physical Education Professor (PE Professor); Professor; Sports Management Professor.
25-1193.00 - Recreation and Fitness Studies Teachers, Postsecondary et al ONetOnline, 2019.

Medical Director, Occupational Medicine Physician, Occupational Physician, Preventive Medicine Physician, Primary Clinician, Public Health Director, Public Health Officer, Public Health Physician, Regional Medical Director, Residency Director. (Valid medical license required.)
29-1069.09 - Preventive Medicine Physicians et al ONetOnline, 2019.

Doctor (Dr), Doctor of Naturopathic Medicine, Naturopathic Doctor, Naturopathic Oncology Provider, Naturopathic Physician, Physician. (Valid Doctor of Naturopathy license and passage of national Naturopathic Medicine exam required.)
29-1199.04 - Naturopathic Physicians et al ONetOnline, 2019.

Clinical Director, Health Information Management Corporate Director, Health Information Management Director, Health Manager, Mental Health Program Manager, Nurse Manager, Nursing Director, Practice Administrator, Program Manager.
11-9111.00 - Medical and Health Services Managers et al ONetOnline, 2019.

1. What is the digital format of student transcripts?
   Transcripts are stored through RTU's learning management system (LMS). Official transcripts are sent as hard copies on secure transcript paper.
2. Is the institution using proprietary software, if so what is the name?
   RTU uses Sycamore Campus as it's LMS provided by Sycamore Education.
3. Submit a sample student transcript.
   A sample official transcript is attached.

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Student Records
Institutions that have Previously Operated
1. Are all student transcripts in a digital format?

   All student transcripts are in digital format.

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

   - What is the beginning year of digitized student transcripts?
     2009

   - Are student transcripts stored separately from the overall student records?
     Student transcripts are stored through the learning management system and backed up in multiple locations.

2. How are the digital student records stored?
   Student records are stored through the online LMS and stored on the LMS provider's servers across the United States. Data at the end of each term is downloaded and stored on the RTU server located at 100 E. Wayne Street, Suite 140 South Bend, IN 46601.

   - Where is the computer server located?
     On RTU's campus and digitally on servers across the United States through RTU's LMS.

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

3. Where are the paper student records located?
   Paper student records are stored on campus at 100 E. Wayne Street, Suite 140 South Bend, IN 46601 in the administrative offices. Files are stored in fireproof filing cabinets protected with locking mechanisms.

4. What is the beginning year of the institutional student record series?
   2009

5. What is the estimated number of digital student records held by the institution?
   Approximately 313 records

6. What is the estimated number of paper student records held by the institution?
Student records from RTU are digital. RTU retains paper records of the student file including paperwork, forms, and application materials. Approximately 313 paper records are held.

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
No.

- If so, what is the most significant format?

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

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

- If so, what is the name, title, and contact information for that individual?
Brent D. Murphy, MS, MBA, DABR
President and CEO
Email: bmurphy@rtuvt.edu
Phone: 574-232-2408

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

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?
Approximately 1 per week.

All Institutions

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

Projected Headcount and FTE Enrollments and Degrees Conferred								
4/5/2019								
Institution/Location: Radiological Technologies University/South Bend, Indiana								
Program: MS in Integrative and Functional Medicine								
				Year 1	Year 2	Year 3	Year 4	Year 5
				FY2019	FY2020	FY2021	FY2022	FY2023
Enrollment Projections (Headcount)								
	Full-Time			10	20	30	40	40
	Part-Time			0	0	0	0	0
	Total			10	20	30	40	40
Enrollment Projections (FTE*)								
	Full-Time			10	20	30	40	40
	Part-Time			0	0	0	0	0
	Total			10	20	30	40	40
Degrees Conferred Projections				0	10	10	20	20
Degree Level: MS								
CIP Code: - 51.0001; State - 000000								
FTE Definitions:								
Undergraduate Level: 30 Semester Hrs. = 1 FTE								
Undergraduate Level: 24 Semester Hrs. = 1 FTE								

Radiological Technologies University

[FIRST NAME] [LAST NAME]	Date of Birth	MM/DD/YYYY
Street Address	Social Security	XXX-XX-XXXX
City, State Zip Code	Enrollment Date	MM/DD/YYYY
PH: XXX-XXX-XXXX	Program	Program ABC

Fall 2015

COURSE NO.	COURSE TITLE	GRADE	CRED	QPts
MP503	DIAGNOSTIC RADIOLOGY	B	3	9
MP590	MEDICAL & PROFESSIONAL ETHICS	A	1	4
MP502	RADIATION BIOLOGY	B	3	9
MP501	RADIATION DOSIMETRY	C	0	0
MP599 S8	SEMINARS SESSION 8	P	1	4

	EHRS		QPts		GPA
Term:	8		26		3.25
Cumulative:	8		26		3.25
Cumulative Program:	8		26		3.25

Spring 2016

COURSE NO.	COURSE TITLE	GRADE	CRED	QPts
MP504	NUCLEAR MEDICINE	A	3	12
MP615	PROTON THERAPY	A	2	8
MP505	RADIATION ONCOLOGY I	A	3	12
MP508	RADIOLOGICAL INSTRUMENTATION	A	2	8
MP599 S10	SEMINARS SESSION 10	P	1	4

	EHRS		QPts		GPA
Term:	11		44		4.00
Cumulative:	19		70		3.68
Cumulative Program:	19		70		3.68

Summer 2016

COURSE NO.	COURSE TITLE	GRADE	CRED	QPts
MD588	CLINICAL TREATMENT PLANNING I	B	2	6
MP520	COMPUTER SYSTEMS IN MEDICINE	B	2	6
MATH501	MATHEMATICAL METHODS	A	3	12
MP506	RADIATION ONCOLOGY II	A	3	12
MP599 S4	SEMINARS SESSION 4	P	1	4

	EHRS		QPts		GPA
Term:	11		40		3.64
Cumulative:	30		110		3.67
Cumulative Program:	30		110		3.67

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Elizabeth M Datema
Office of the Registrar

Brent D. Murphy, MS, DABR
President

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Radiological Technologies University

100 E. Wayne Street, Suite 140, South Bend, IN 46601
PH 574.232.2408   FAX 574.232.2200
www.rtuvt.edu

[FIRST NAME] [LAST NAME]	Date of Birth	MM/DD/YYYY
Street Address	Social Security	XXX-XX-XXXX
City, State Zip Code	Enrollment Date	MM/DD/YYYY
PH: XXX-XXX-XXXX	Program	Program ABC

Fall 2016

COURSE NO.	COURSE TITLE	GRADE	CRED	QPts
MATH502	ADVANCED MATHEMATICAL METHODS	A	2	8
MHP510	HEALTH PHYSICS/RADIATION SAFETY	A	3	12
MP613	NUCLEAR ONCOLOGY	A	3	12
MP501	RADIATION DOSIMETRY	A	4	16
MP599 S6	SEMINARS SESSION 6	P	1	4
MHP601	SHIELDING DESIGN	A	2	8

Term:	EHRS	15	QPts	60	GPA	4.00
Cumulative:	EHRS	45	QPts	170	GPA	3.78
Cumulative Program:	EHRS	45	QPts	170	GPA	3.78

Spring 2017

COURSE NO.	COURSE TITLE	GRADE	CRED	QPts
MP699	CLINICAL INTERNSHIP	P	4	16

Term:	EHRS	4	QPts	16	GPA	4.00
Cumulative:	EHRS	49	QPts	186	GPA	3.80
Cumulative Program:	EHRS	49	QPts	186	GPA	3.80

DEGREE AWARDED
MM/DD/YYYY   Master of Science in ABC

* * * * *   END OF RECORD   * * * * *

Elizabeth M Datema	Brent D. Murphy, MS, DABR
Office of the Registrar	President

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

Note: The following explanation reflects information found on the Radiological Technologies University VT **Official Transcript** produced from the Student Information System implemented June 2011.

I. *Grade and Credit Point System*

The following grades are considered in computing semester or cumulative grade averages. Course hours with a grade of "F" are counted when computing grade point averages but do not count toward the earned hours required for degrees.

Graduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing	
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)	
C (0.0 Pts) Unsatisfactory	WF (0.0 Pts) Withdrawn – Failing	
D (0.0 Pts) Unsatisfactory		

Undergraduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)
C (2.0 Pts) Satisfactory	WF (0.0 Pts) Withdrawn - Failing
D (0 Pts) Unsatisfactory	

Repeated Courses

Repeated courses are counted in the Radiological Technologies University grade point average and may also be counted in the student's primary program GPA (Student Program GPA), depending on the policies of the student's program. The first attempt to complete a course is listed as attempted credits not earned.

The following grades are not considered in computing semester or cumulative grade point averages:

AU	Audit - No Credit
I	Incomplete/Pending
T	Denotes credits transferred from another Institution
W	Withdrawn
R	Repeated Course

Abbreviations and Symbols

EHRS	Credit hours earned
QPts	Quality Points Earned
GPA	Grade point average (computed by dividing QPts by EHRS)

Credit Types

Regular Credit – All Radiological Technologies University credit is reported in terms of semester hours.

II. *Record Format*

The "Official Transcript" standard format lists course history, grade and GPA information in chronological order sorted by the student's career level. The "Official Transcript with Enrollment" provides the same information as the standard transcript but also includes all courses in which a student is currently enrolled or registered. "Official Transcript" or "Official Transcript with Enrollment" (Without career level designation) indicates that the document contains all work completed at Radiological Technologies University-VT.

The RTU GPA reflects the students GPA according to standard university wide rules. A Semester RTU GPA and a cumulative to date RTU GPA are calculated at the end of each semester. The overall RTU GPA summary statistics are reflected at the end of each student career level.

The Student Program GPA is calculated according to the rules determined by the student's primary academic program at the time of printing. The cumulative Student Program GPA summary statistics are reflected at the end of each student career level and are based on the student's last active primary program at that level.

III. *Transfer, Test and Special Credit*

Courses accepted in transfer from other institutions are listed under a Transfer Credit heading. Generally, a grade of "T" (transfer grade) is assigned and course numbers, titles and credit hours assigned reflect RTU Equivalents. Transfer hours with a grade of "T" are not reflected in the cumulative grade averages; however, the hours are included in the "Hrs Earned" Field.

IV. *Accreditation*

This Institution is authorized by: Indiana Board of Proprietary Education, 101 West Ohio Street, Suite 670 Indianapolis, Indiana 46204-1984.

This Institution is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302 Arlington, VA 22201. Phone (703) 247-4212. Website: www.accsc.org. ACCSC is recognized by the U.S. Department of Education.

This Institution is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182. Phone (312) 704-5300. Email: mail@jrcert.org

V. *Validation*

A transcript issued by Radiological Technologies University VT is official when it displays a signature and is printed on Radiological Technologies University paper. The official University transcript is printed on SCRIP-SAFE Security paper and does not require a raised seal.

VI. *Registrar Contact*

Questions about the content of this record should be referred to the Office of the Registrar where it was printed.

BOARD FOR PROPRIETARY EDUCATION
Thursday, June 6, 2019

BUSINESS ITEM A-3:   **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 Diagnostic Medical Sonography 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 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 in September of 2016. 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. The ABHES accreditation was granted on February 8, 2017.   The National Center for Education Statistics (NCES) does not presently list enrollment data for St. Vincent College of Health Professions.

Degree Program Profile

Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography Program at Indianapolis

This program consists of 96.5 semester credit hours, with 82 percent of the courses in the specialty. The program faculty consists of two individuals, of whom each is full-time. Of the two individuals, one has a baccalaureate and one has an associate's degree.

Supporting Document   Degree Application

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Indiana Commission for Higher Education
Indiana Board for Proprietary Education

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

DEGREE APPLICATION
(*New or Renewal program*)

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

Name of Institution   **St. Vincent College of Health Professions**

Program name and
Suggested CIP Code: **Diagnostic Medical Sonography Program CIP CODE: 51.0910**

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

Name of Person Preparing this Form   **Ashlie Munchel, Sonography Program Director**

Telephone Number   **317-338-2484**   **Application Type**

Date the Form was Prepared   **March 20, 2019**   **Initial** or Renewal
(Revise date after any revision)

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

The DMS program is designed to teach the objectives and goals below, which will prepare the student to pass their abdomen, OB/Gyn and/or vascular certifications. The diagnostic medical sonography program is structured to teach the students the recommended curriculum listed by the National Educational Curriculum (NEC) through the Joint Review Committee of Diagnostic Medical Sonography (JRC-DMS). This curriculum will be taught didactically, practiced in the sonography scan lab and practiced during their clinical rotations.   The curriculum is structured to teach the students the basic skills needed to be a sonographer first; patient care, ergonomics and medical ethics and law. Next, the students will learn normal anatomy and physiology of the organs and vasculature system visualized sonographically. Finally, the student will learn the pathology associated with each of these organs and vasculature system. The structure of classes is listed herein in Section II.

Program Goals and Outcomes

The Sonography Program is committed to offering the highest quality education in medical imaging available. That commitment is carried out through the educational process and through the performance standards students are expected to meet. To measure the effectiveness of the education process, the Sonography Program has established broad Goals and specific Outcomes, which are the foundation of a comprehensive Assessment Plan that details how these Goals and Outcomes are assessed annually.

Goal 1: Students will be clinically competent.
    1.1. Students will produce sonographic images of diagnostic quality.

1.2. Students will produce sonographic images demonstrating the ALARA principle.
1.3. Students will produce sonographic images demonstrating appropriate anatomical identification.
1.4. Students will be able to analyze sonographic images for quality.

Goal 2: Students will demonstrate the ability to critically think.
2.1. Students will be able to analyze sonographic images for quality.

Goal 3: Students will communicate effectively.
3.1. Students will demonstrate written communication skills.
3.2. Students will demonstrate verbal communication skills.

Goal 4: Students will model professionalism.
4.1. Students will display a professional attitude in daily practice.
4.2. Students will demonstrate professional behaviors in daily practice.
4.3. Graduates will demonstrate professional behaviors in daily practice.

Goal 5: Student will provide quality patient care.
5.1. Students will provide quality patient care in daily practice.
5.2. Students will recognize and demonstrate understanding of behavioral and communication characteristics of patients across the age continuum

Goal 6: The program will prepare students to challenge the ARDMS credentialing exam.
1.1. An adequate % of program graduates will successfully pass the ARDMS examination on the first attempt upon graduation.
6.2. Program graduates will demonstrate *overall* mastery on the ARDMS exam.

Goal 7: The program will maintain a positive learning environment.
7.1. Students will express satisfaction with clinical education sites.
7.2. Students will express satisfaction with academic courses.
7.3. Graduating students will express overall satisfaction with the program prior to graduation.
7.4. Alumni will express overall satisfaction with the program quality

Goal 8: The program will demonstrate a positive effect on the community.
8.1. Students will graduate from the program.
8.2. Program graduates actively seeking employment will be gainfully employed.
8.3. Employers of program graduates will express overall satisfaction with graduate quality.

Goal 9: The program will prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.

Goal 10: The program will prepare competent entry-level vascular sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.

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: _____ **Diagnostic Medical Sonography Program**

Total Course Hours: **96.5 credits**   Check one: Quarter Hours _____

Semester Hours __X__

Clock Hours _____

Tuition: **$6,400**   Length of Program: 2 years

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
DMS 111	Into to DMS	2
DMS 112	Patient Care	1.5
DMS 113	Fundamentals of Ultrasound	1
DMS 119	Clinical Observation	3
DMS 121	General Sonography I	4
DMS 122	OB/Gyn Sonography I	2
DMS 123	Vascular Technology I	3
DMS 124	Ultrasound Physics I	3
DMS 129	Clinical Practicum I	6.5
DMS 131	General Sonography II	4
DMS 132	OB/Gyn Sonography II	2
DMS 133	Vascular Technology II	3
DMS 134	Ultrasound Physics II	3
DMS 139	Clinical Practicum II	6.5
DMS 219	Clinical Practicum III	6.5
DMS 221	General Sonography III	2
DMS 222	OB/Gyn Sonography III	2
DMS 223	Vascular Technology III	3

DMS 229	Clinical Practicum IV	10
DMS 231	Research on Case Studies	1.5
DMS 232	Board Review	2.5
DMS 239	Clinical Practicum V	9.5

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
Transferred	Mathematics	3
Transferred	Communications	3
Transferred	General Physics	3
Transferred	Medical Terminology	1
Transferred	Human Anatomy and Physiology	5

Number of Credit/Clock Hrs. in Specialty Courses: 81.5 / 2,910   Percentage: 84.46%

Number of Credit/Clock Hrs. in General Courses: 15 / 225   Percentage: 15.54%

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: **N/A** / N/A   Percentage: **N/A**

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:

A physical library is maintained at St. Vincent Indianapolis Hospital that serves the entire St. Vincent Health system. Likewise, 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 library, 10 networked PCs are available for physician, associate and student use. The library also provides group and individual quiet study space. The physical library is open Monday through Friday from 8a-4p. The student is also able to access the Library via badge access from 6a-8a and 4p-6p. The physical library at St. Vincent Indianapolis is not staffed by librarians. However, access to the librarian in Evansville, IN supporting St. Vincent Health is provided.

2. Number of volumes of professional material:

The physical 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. 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.

St. Vincent Library Electronic Resources
CINAHL Nursing & Allied Health journal index
ClinicalKey Elsevier medical books/journals
Ovid Medical and EBM databases including Medline and Cochrane
UpToDate Clinical decision support
Library Catalog Book locator tool
EBSCO Publication Finder Journal locator tool
AccessMedicine Medical ebooks
Neil M Davis Abbreviations
R2 ebooks
StatRef ebooks
Inspire Multi-disciplinary databases
Pubmed Medline
ProceduresConsult medical procedures for Medical Education
Lippincott Procedures & Advisor Nursing and Allied Health resource
LexciComp Pharmacy & Patient Education
JAMAEvidence Evidence-based medicine Resource

St. Vincent Hospital Library Journals
Radiology/Radiography/Imaging/Ultrasound/Echo/MRI/CT
AACN Bold Voices electronic 2005-
Academic Radiology electronic 2007-
Acta Radiologica electronic 1999-2015
Angiology electronic 1999-2014
Australasian Radiology electronic 1998-2013
BMC Medical Imaging electronic 2001-

BMC Medical Physics electronic 2001-
Cancer Imaging electronic 2014-
Cardiovascular Ultrasound electronic 2003-
Circulation: Cardiovascular Imaging electronic 2008-
Clinical Imaging electronic 2007-
Clinical Physiology & Functional Imaging electronic 1998- 1 yr delay for full text
Clinical Radiology electronic 2007-
Computer Methods and Programs in Biomedicine electronic 2007-
Computerized Medical Imaging and Graphics electronic 2997-
Contemporary Diagnostic Radiology electronic 2000-
Current Problems in Diagnostic Radiology electronic 2007-
Diagnostic and Interventional Imaging electronic 2012-
Digestive Endoscopy electronic 2000- 1 yr delay for full text
Echocardiography electronic 2003- 1 yr delay for full text
EJNMMI Research electronic 2011-
European Journal of Nuclear Medicine and Molecular Imaging electronic 1997- 1 yr delay for full text
European Journal of Radiology electronic 2007-
Gastrointestinal Endoscopy electronic 2007-
Gastrointestinal Endoscopy print 1990-2007
Health Physics The Radiation Safety Journal electronic 1999-
IET Image Processing electronic 2007-
The Imaging Science Journal electronic 1999- 1 yr delay for full text
Imaging Update electronic 1999-
International Journal of Image and Graphics electronic 2001- 1 yr delay for full text
International Journal of Radiation Biology electronic 1997- 18 month delay for full text
Investigative Radiology electronic 1996-
JACC Cardiovascular Imaging electronic 2008-
Journal of Cardiovascular Computed Tomography electronic 2007-
Journal of Cardiovascular Magnetic Resonance electronic 2008-
Journal of Medical Imaging and Radiation Sciences electronic 2008-
Journal of Medical Imaging & Radiation Oncology electronic 2008- 1 yr delay for full text
Journal of Neurosurgery electronic 2008-
Journal of Neurosurgery print 1980-
Journal of the American College of Radiology electronic 2007-
Journal of the American Society of Echocardiography electronic 2007-
Journal of Therapeutic Ultrasound electronic 2013-
Journal of Thoracic Imaging electronic 2000-
Journal of Vascular and Interventional Radiology electronic 2007-
Journal of X-Ray Science and Technology electronic 1997- 6 month delay for full text
Magnetic Resonance Imaging electronic 2007-
Magnetic Resonance Imaging Clinics of North America electronic 2007-
Medical & Biological Engineering & Computing electronic 2003- 1 yr delay for full text
Molecular Imaging electronic 2002-
Molecular Psychiatry electronic 1997- 1 yr delay for full text
Neuro-ophthalmology electronic 1998- 18 month delay for full text
Oral Surgery, Oral Medicine, Oral Pathology and Oral
Radiology
electronic 2012-
Oral Surgery, Oral Medicine, Oral Pathology and Oral
Radiology and Endodontology

electronic 2007-
Orbit electronic 1997- 18 month delay for full text

3.   Number of professional periodicals subscribed to:
 See above

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

The Indianapolis Public Library – Central Library
40 East St. Clair Street
Indianapolis, IN 46204

Indiana State Public Library
315 West Ohio Street
Indianapolis, IN 46202

IV. __FACULTY__: Attach completed Instructor's Qualification Record for each instructor. **** Include** <u>all required documentation</u> **pertaining to the qualifications of each instructor.**						
Total # of Faculty in the Program:	**2**	**Full-time:**	2	**Part-time:**	0	
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**
Ashlie Munchel	BS	7 years	1 year employed, 0 courses taught (new program)	1.5 years at IUPUI	X	
Rebecca Edwards	AS	35 years	3 months employed, 0 courses taught (new program)	0	X	

Supplementary Information on
Licensure, Certification, and Accreditation

Institution: St. Vincent College of Health Professions
Degree Program: Diagnostic Medical Sonography Program
Locations: Indianapolis, Indiana

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: N/A
The State agency issuing the license(s): N/A
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Professional Certification
What are the professional certifications that exist for graduates of similar program(s)?

Abdominal Sonography, OB/Gyn Sonography, Vascular Technology

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 student will be eligible to sit for their sonography principals and instrumentation (SPI) exam after completing Ultrasound Physics I and Ultrasound Physics II as part of the program. Following graduation of the diagnostic medical sonography program, the graduate will be eligible to sit for any or all of the follwing: abdominal sonography, OB/Gyn sonography and/or vascular certification exam. In order to obtain employment within an accredited hospital, it is required that a sonographer hold a national professional certification.

If so, please identify each specific professional certification: Abdominal Sonography, OB/Gyn Sonography, Vascular Technology

The national organization issuing each certification:

American Registry of Diagnostic Medical Sonography (ARDMS) ; www.ardms.org
          Abdomen (AB), OB/Gyn (OB), Vascular Technology (RVT)
American Registry of Radiologic Technologists (ARRT) ; www.arrt.org

          Sonography (RVS)
Cardiovascular Credential Industry (CCI); www.cci-online.org
           Registered Vascular Specialist (RVS)

Please explain the rational for choosing each professional certification: The graduate will be eligible to sit for their professional certifications through ARDMS, ARRT and/or CCI (see above) at the graduate's choosing. These are the only professional certifications in sonography. In order to obtain employment within an accredited hospital, it is required that a sonographer hold a national professional certification.

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

The DMS students are required to complete and pass every course listed in the table under section II. By completing and passing these courses, the student will be eligible to obtain their professional certification in abdomen, OB/Gyn, and vascular technology through the ARDMS, sonography through ARRT, and/or registered vascular specialist through CCI. The students must complete the entire curriculum for eligibility.

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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 "Scope of Practice and Clinical Standards for the Diagnostic Medical Sonographer" is the industry standard of care for sonography and is published by the Society of Diagnostic Medical Sonography (SDMS).

The specific professional industry standard(s) and/or best practice(s):
The "Scope" is comprehensive document to guide major practices in sonography. Below is the link and summary of the major standards.
https://www.sdms.org/docs/default-source/Resources/scope-of-practice-and-clinical-standards.pdf?sfvrsn=8

Section 1	Standard 1.1: Standard Patient Information Assessment Evaluation	Information regarding the patient's past and present health status is essential in providing appropriate diagnostic information. Therefore, pertinent data related to the diagnostic sonographic procedure should be collected and evaluated to determine its relevance to the examination.
	Standard 1.2: Patient Education and Communication	Effective communication and education are necessary to establish a positive relationship With the patient or the patient's representative, and to elicit patient cooperation and understanding of expectations.
	Standard 1.3 Analysis and Determination of Protocol for the Diagnostic Examination	The most appropriate protocol Seeks to optimize patient Safety and comfort, diagnostic quality, and efficient use of resources, while achieving the

		diagnostic objective of the examination.
	Standard 1.4: Implementation of the Protocol	Quality patient care is provided through the safe and accurate implementation of a deliberate protocol.
	Standard 1.5: Evaluation of the Diagnostic Examination Results	Careful evaluation of examination results in the context of the protocol is important to determine whether the goals have been met.
	Standard 1.6: Documentation	Clear and precise documentation is necessary for continuity of care, accuracy of care, and quality assurance.
Section 2	Standard 2.1: Implement Quality Improvement Programs	Participation in quality Improvement programs is imperative.
	Standard 2.2: Quality Care	All patients expect and deserve optimal care.
Section 3	Standard 3.1: Self-Assessment	Self----assessment is an essential component in professional growth and development. Self---assessment involves evaluation of personal performance, knowledge, and skills.
	Standard 3.2: Education	Advancements in medical science and technology occur very rapidly, requiring an on----going commitment to professional education.
	Standard 3.3: Collaboration	Quality patient care is provided when all members of the healthcare team communicate and collaborate efficiently.
Section 4	Standard 4.1: Ethics	All decisions made and actions taken on behalf of the patient adhere to ethical standards.

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

https://www.sdms.org/docs/default-source/Resources/scope-of-practice-and-clinical-standards.pdf?sfvrsn=8

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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. There is currently not a license for sonography in Indiana. It is not required that a diagnostic medical sonography program be accredited for a graduate to earn a national professional certification. However, by the program being accredited, it adds another pathway for ARDMS exam eligibility. The DMS program will be seeking accreditation through The Commission on Accreditation of Allied Health Education Programs (CAAHEP) once the students start in June of 2019.

If so, please identify the specialized accrediting agency:

N/A

+++

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

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

No. The St. Vincent College of Health Professions does not award baccalaureate degrees.

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

+++

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

Ultrasound Technologist
Sonographer
Ultrasonographer
Vascular Technologist
Vascular Sonographer

1. What is the digital format of student transcripts? Microsoft Excel
2. Is the institution using proprietary software, if so what is the name? Microsoft Excel
3. Submit a sample student transcript.

+++

Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? YES

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

    - What is the beginning year of digitized student transcripts? Starting with the first cohort enrollment in June 2019

    - Are student transcripts stored separately from the overall student records? No

2. How are the digital student records stored? Digitally on the St. Vincent network accessible to only program faculty.

    - Where is the computer server located? The St. Vincent network servers are physically located in Indianapolis, IN

    - What is the name of the system that stores the digital records? The St. Vincent network

3. Where are the paper student records located? In student files maintained securely and permanently by the sonography program director

4. What is the beginning year of the institutional student record series? Starting with the first cohort enrollment in June 2019

5. What is the estimated number of digital student records held by the institution? None at this time. All student digital records will be permanently held on the St. Vincent network starting with the first cohort enrollment in June 2019

6. What is the estimated number of paper student records held by the institution? None at this time. All student paper records will be permanently held securely by the program director starting with the first cohort enrollment in June 2019

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No

    - If so, what is the most significant format? N/A

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

8. Does the institution maintain a staff position that has overall responsibility and authority over student records? No. There is not a staff position that is dedicated to only maintain student records. However, it is the responsibility of the DMS program director to manage the student records.

    - If so, what is the name, title, and contact information for that individual? Ashlie Munchel, Sonography Program Director, 317-338-2484

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

10. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? <u>None at this time</u>

All Institutions

11. Is there anything that the Commission should consider with regard to the institutional student records? <u>No. All digital student records will be permanently maintained on the St. Vincent Network and all paper student records will be stored</u> <u>securely and permanently by the program director.</u>

Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.

Projected Headcount and FTE Enrollments and Degrees Conferred

2019

Institution: St. Vincent College of Health Professions

Location: Indianapolis, IN

Program: Diagnostic Medical Sonography Program

	Year 1 FY 2019-20	Year 2 FY 2020-21	Year 3 FY 2021-22	Year 4 FY 2022-23	Year 5 FY 2023-24
Enrollment Projections (Headcount)					
• Full Time	8	16	16	16	16
• Part Time	0	0	0	0	0
• Total	8	16	16	16	16
Enrollment Projections (FTE)*					
• Full Time	8	16	16	16	16
• Part Time	0	0	0	0	0
• Total	8	16	16	16	16
Degrees Conferred Projections	0	0	8	8	8

Degree Level: AAS

CIP Code: 51.0910

St. Vincent College of Health Professions
Academic Transcript

Student Name:
Student ID#:
DOB:

Enrollment Date:
Graduation Date:
Program: **Diagnostic Medical Sonography**

Transfer Coursework

Course Code	Course Title	Institution	Credit Hours	Earned Credits	Earned Points
Mathematics					
Communication					
Medical Terminology					
Physics					
Human Anat & Phys					
Human Anat & Phys					
Total Credits Transferred			0.00		

Institutional Coursework
Semester I: Summer 20____

Course	Title	Credit Hours	% Score	Grade	Earned Credits	Earned Points
DMS 111	Intro to DMS	2.00				
DMS 112	Patient Care	1.50				
DMS 113	Fundamentals of Ultrasound	1.00				
DMS 119	Clinical Observation	1.00				
Semester Total:		Cred Hrs	Avg %Score	GPA	E Credits	E Points
Cumulative Total:						

Institutional Coursework
Semester II: Fall 20____

Course	Title	Credit Hours	% Score	Grade	Earned Credits	Earned Points
DMS 121	General Sonography I	4.00				
DMS 122	OB/Gyn Sonography I	2.00				
DMS 123	Vascular Technology I	3.00				
DMS 124	Ultrasound Physics I	3.00				
DMS 129	Clinical Practicum I	6.50				FALSE
Semester Total:		Cred Hrs 6.50	Avg %Score	GPA	E Credits	E Points
Cumulative Total:						

Institutional Coursework
Semester III: Spring 20____

Course	Title	Credit Hours	% Score	Grade	Earned Credits	Earned Points
DMS 131	General Sonography II	4.00				
DMS 132	OB/Gyn Sonography II	2.00				
DMS 133	Vascular Technology II	3.00				
DMS 134	Ultrasound Physics II	3.00				
DMS 139	Clinical Practicum II	6.50				
Semester Total:		Cred Hrs	Avg %Score	GPA	E Credits	E Points
Cumulative Total:						

Institutional Coursework
Semester IV: Summer 20____

Course	Title	Credit Hours	% Score	Grade	Earned Credits	Earned Points
DMS 219	Clinical Practicum III	6.50				
Semester Total:		Cred Hrs	Avg %Score	GPA	E Credits	E Points
Cumulative Total:						

Institutional Coursework
Semester V: Fall 20____

Course	Title	Credit Hours	% Score	Grade	Earned Credits	Earned Points
DMS 221	General Sonography III	2.00				
DMS 222	OB/Gyn Sonography III	2.00				
DMS 223	Vascular Technology III	3.00				
DMS 229	Clinical Practicum IV	10.00				
Semester Total:		Cred Hrs	Avg %Score	GPA	E Credits	E Points
Cumulative Total:						

Institutional Coursework
Semester VI: Spring 20____

Course	Title	Credit Hours	% Score	Grade	Earned Credits	Earned Points
DMS 231	Research on Case Studies	1.50				
DMS 232	Board Review	2.50				
DMS 239	Clinical Practicum V	9.50				
Semester Total:		Cred Hrs	Avg %Score	GPA	E Credits	E Points
Cumulative Total:						
Transfer Credits						
Total Credits						

Credential Awarded:
Date:
Major:

_____
Diagnostic Medical Sonography Program Director

_____
Transcript Verification Date

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