



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Wednesday, June 1, 2022

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

www.in.gov/bpe

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AGENDA

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

June 1, 2022
10:00 A.M. – 12:00 P.M.

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

Microsoft Teams meeting
Join on your computer or mobile app

[Click here to join the meeting](#)

Or call in (audio only)

[+1 317-552-1674](tel:+13175521674), [267226789#](tel:+1317226789) United States, Indianapolis

Phone Conference ID: 267 226 789#

- I. **Call to Order – 10:00 A.M. (Eastern)**
 - Roll Call of Members and Determination of Quorum**
 - Executive Director’s Report**
 - Consideration of the Minutes of the March 8, 2022 Board Meeting..... 1**

- II. **Decision Items**
 - A. Initial Institutional Authorization
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**III. INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS
ADJOURNMENT**

The next meeting of the Board is tentatively scheduled for **September 14, 2022, in Indianapolis, Indiana.**

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Tuesday, March 8, 2022

I. CALL TO ORDER

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Scott Bogan, Rod Haywood, Jr., Ken Konesco, Jean Putnam, Ken Sauer, Ph.D., and Anne Shane.

Members Absent: None

Guests: Anatoly (AK) Buss, and Zulfiqar Satti, Ph.D.

It was determined that there was a quorum for the March 8, 2022, Board meeting.

CONSIDERATION OF THE MINUTES OF THE DECEMBER 1, 2021 BOARD MEETING

R-22-03.01 **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the December 1, 2021 regular meeting (Motion – Haywood, second – Shane, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Ken Sauer, Ph.D. acknowledged that as Commissioner Teresa Lubbers was retiring, this would be the last meeting where she would be in attendance. Dr. Sauer thanked Commissioner Lubbers for her considerable contributions to the BPE Board. Commissioner Lubbers was thanked and applauded by Board members and staff.

III. TIME-SENSITIVE ACTION ITEM

A. Initial Institutional Authorization and Academic Degree Programs

1. Initial Institutional Authorization of Stellar Career College at Highland, an Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography, A.A.S. in Magnetic Resonance Imaging Technology, and an A.A.S. in Radiologic Technology to be offered by the institution.

Representing Stellar Career College were: Anatoly (AK) Buss, Registrar; and Zulfiqar Satti, Ph.D., President.

Ross Miller presented the staff report recommending that Stellar Career College be

granted institutional authorization and approval to offer three associate degree programs at one location.

R-22-03.02 **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Haywood, second – Shane, unanimously approved)

IV. DECISION ITEM

A. Revised Fee Schedule

1. Ken Sauer, Ph.D., and Ross Miller presented the staff report recommending a revised fee schedule. Board members had considered several alternative fee schedules at the March meeting of the Board and at previous Planning Committee meetings. The proposed fee schedule would have an effective date of May 1, 2022.

R-22-03.03 **Resolved:** That the Board for Proprietary Education approves by consent the revised Board for Proprietary Education fee schedule, in accordance with the background information provided in this agenda item.
(Motion – Sauer, second – Shane, unanimously approved)

V. INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS

There was none.

VI. ADJOURNMENT

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

Dr. Ken Sauer, Chairman

Date

BOARD FOR PROPRIETARY EDUCATION

Wednesday, June 1, 2022

DECISION ITEM A-1:

Columbia College: Initial Institutional Authorization

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education grant Columbia College at Grissom Air Reserve Base institutional authorization in accordance with the background discussion of this agenda item and the Application for Institutional Authorization.

Background

Institutional Profile

Columbia College is seeking institutional authorization to offer instruction at Grissom Air Reserve Base. Courses would be offered to military members, veterans, spouses, and dependents. Instruction would be offered in-person and through distance education in synchronous and asynchronous modalities.

It is anticipated that Columbia College will seek authorization for at least two degree programs at the next BPE business meeting. Institutional authorization would allow Columbia College to offer courses at Grissom Air Reserve Base before seeking degree authorization.

Supporting Document

Application for Initial Institutional Authorization

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Institutional Profile for Columbia College

Background Columbia College began as Christian College in 1851. In 1970 the institution adopted the current name. In addition to Columbia College, the institution is also known as Columbia College of Missouri. Upon establishment the institution had an agreement with the Disciples of Christ church. The association with Disciples of Christ church continues to this day with the church giving student scholarships.

Institutional Control Private, not-for-profit institution.

Institutional Accreditation The institution is accredited by the Higher Learning Commission (HLC). The accreditor originally granted status in January 1918. More recently accreditation was reaffirmed in 2013. The standard HLC accreditation extends for a decade. A comprehensive evaluation will occur in March 2023. The next reaffirmation of accreditation is to be decided in April 2023.

In February 2016, the Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted programmatic accreditation for the Bachelor of Science (B.S.) in Nursing.

Participation in NC-SARA Columbia College has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since February 2015.

Participation in Student Financial Aid Students attending the institution are eligible to receive Title IV Federal Student Aid. The institution does not currently participate in Indiana state financial aid. The institution does participate in financial aid in other states where they currently have a physical presence. For instance, Columbia College participates in six Missouri state student financial aid programs. The institution also has agreements with the State of Florida for two student financial aid programs.

Campuses The HLC accredits the main Columbia College at Columbia, Missouri. In addition, HLC accredits additional locations in Alabama, California, Colorado, Florida, Georgia, Hawaii, Illinois, Missouri, North Dakota, Oklahoma, South Dakota, Texas, Utah, and Washington under the main campus.

The institution has been approved to offer education at military installations since 1973. Currently the institution offers programs at 20 military installations (airfields, arsenals, forts, and posts) in the US and Guantanamo Bay, Cuba.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 8,347 students in the fall of 2020 at Columbia College at Columbia, Missouri. NCES lists the Columbia, Missouri institution as the parent to 41 related institutions.

Programs The institution offers programs at the certificate, associate's, baccalaureate, and master's levels. Programs offered at various campuses range from a Certificate in Certified Medical Assistant, Certificate in Management, Certificate in Digital Marketing, Certificate in Crime Scene Investigation, Associate of Science (A.S.) in Business Administration, A.S. in Computer Information Systems, A.S. in Pre-Nursing Science, Bachelor of Science (B.S.) in Accounting, B.S. in Finance, B.S. in Organizational Leadership, Master of Arts (M.A.) in Teaching, to a Master of Business Administration (M.B.A.).

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending June 30, 2021, the institution had an unpublished FRCS of 3.0.

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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**

Application of Initial Institutional Authorization

1. Name of Institution: Columbia College-Grissom ARB
2. Address of campus: 7207 S Grissom Ave, Grissom ARB, IN 46971-1609
3. The institution is accredited by or seeking accreditation from:
(Must be an accrediting that is recognized by the U.S. Department of Education or Secretary of Education)
Submit documentation from the accrediting body indicating the institution’s current status. **See Attachment: Higher Learning Commission**
4. Provide information on the current status of any approvals needed by licensing boards.
N/A
5. The institution has its principal campus in the State of: **Missouri**
6. Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education. **See Attachment: Financial Responsibility Composite Score**
7. The institution submits the following information for each certificate and diploma program to be offered (Do not submit degree program; these require a separate application):

CIP Code	Program Name	Level	Length	Cr. or Cl. Hrs.	Indicate Annual or Cr. HR. Tuition
N/A	N/A	N/A	N/A	N/A	N/A

8. The institution is submitting payment in the amount of \$1000.00 (check made out to the State of Indiana). **Yes, mailed**
9. Provide a copy of the most recent inspection from the local municipal or rural Indiana fire department. **See Attachment: Fire Inspection Report**

10. Provide documentation of liability insurance to cover students. **See Attachment: Commercial General Liability Insurance**
11. If your institution is incorporated in the State of Indiana, please include a current copy of your *Articles of Incorporation* as filed with the Indiana Secretary of State. If your main campus is located out-of-state but you have a physical presence in Indiana, then you must provide a copy of the *Certificate of Authority*. For further information visit the Indiana Secretary of State webpage at <https://www.in.gov/sos/business/division-forms/business-forms/>. **See Attachment: Certificate of Authority Indiana Secretary of State**
12. For profit institutions must list the names and address of the institution's stockholders owning 5% or more of stock in the institution or corporation. **N/A**
13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter. **See Attachment: Financial Responsibility Composite Score**
14. Attach a copy of your current or proposed catalog, institutional student contract, or enrollment agreement. The State of Authorization and Indiana Uniform Refund Policy is required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials. (See Appendix I) **See Attachments: Undergraduate Catalog, Student Enrollment Form, Indiana Catalog Addendum, Refund Policy Statement**
15. Campus director information:

Name of Campus Director: Jeannie Simmons

Title of Campus Director: Senior Regional Director

Phon Number of Campus Director: (817) 377-3276

Email of Campus Director: jsimmons@ccis.edu

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

Person submitting this form: Victoria Steel

Position title of person submitting this form: Director of Institutional Compliance

Phone number contact of person submitting this form: (573) 875-7792

Email contact of person submitting this form: vsteel@ccis.edu

BOARD FOR PROPRIETARY EDUCATION

Wednesday, June 1, 2022

BUSINESS ITEM A-2:	<u>Hardon Educational Institute: Institutional Authorization and One Certificate Program at One Location</u>
Institutional Profile	See Attachment
Staff Recommendation	That the Board for Proprietary Education grant Hardon Educational Institute institutional authorization and approve the Certificate in Practical Nursing in accordance with the background discussion in this agenda item and the Application for Certificate Approval.
Background	<u>Certificate Program Profile</u> <i>Certificate in Practical Nursing at Indianapolis</i> This program consists of 880 clock hours, with 84 percent of the courses in the specialty. The program faculty consists of nine individuals, of whom five are full-time and four are part-time. Of the nine individuals, six have a master's degree and three have a baccalaureate degree.
Clinical Site Agreements	Franciscan Health signed a letter of intent dated March 18, 2022, with Hardon Educational Institute.
Stipulations	<ol style="list-style-type: none">1. Submission of signed affiliation agreement(s):<ul style="list-style-type: none">• Acute Care/Medical Surgical• Obstetric• Pediatric• Psychiatric2. Submission of an official transcript for the highest degree earned for instructor Debra Allen.3. Submission of a verified calculated composite score and/or equivalent alternative financials.
Supporting Documents	Application for Initial Institutional Authorization Certificate Application

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Institutional Profile for Hardon Educational Institute

Background Hardon Educational Institute began in 2014. The institution currently offers certificate programs in Home Health Aide, Medical Assistant, Nurse Aide, and Qualified Medication Aide. Ms. Brandi London (owner) serves as Chief Educational Officer (CEO), and Ms. Kellee Harney is the Chief Operations Officer. The institution has corporate offices on North Meridian Street, Indianapolis. Classes for the existing programs and the proposed Certificate in Practical Nursing would be held at Martin University. While classroom and lab space are rented from the university, instructors are Hardon Educational Institute faculty.

The Office for Career and Technical Schools (OCTS), a division of the Department of Workforce Development granted Hardon Educational Institute accreditation in 2021, as the certificate in Medical Assistant requires OCTS approval. The Indiana State Department of Health (ISDH) regulated programs include Home Health Aide, Medication Aide, Nurse Aide, and Qualified Medication Aide.

The ISDH and OCTS regulated program pass rates are:

Home Health Aide – 100 percent in 2020 (the program is not currently offered)

Medical Assistant – 92 percent in 2021 (61 out of 66 testers)

Nurse Aide – 94 percent in 2021 (17 out of 18 testers)

Qualified Medication Aide – 79 percent in 2021 (39 out of 49 testers)

Institutional Control Private, for-profit institution.

Institutional Accreditation Ms. London, submitted a detailed timeline for seeking institutional accreditation with the Accrediting Council for Continuing Education & Training (ACCET) and the Accreditation Commission for Education in Nursing (ACEN). Ms. London received the 2021 fall Self-Study Forum Certificate of Completion in November of 2021. The ACEN 2022 Program Administrator’s Workshop and Self-Study Forum Certificate of Completion was received in April of this year. The timeline calls for her to attend the ACCET Accreditation Workshop on July 30, 2022. An ACCET site visit would occur in June 2023. An ACEN site visit would occur in December 2023.

Participation in Student Financial Aid Students who are attending Hardon Educational Institute are not eligible to receive Title IV federal financial aid. Hardon Educational Institute participates in the Workforce Innovation and Opportunity Act (WIOA) funding for all of the currently offered programs.

Enrollment Hardon Educational Institute does not currently submit data to the National Center for Education Statistics (NCES). Hardon Educational Institute reported having enrolled 147 students in calendar year 2021.

Programs Hardon Educational Institute offers programs at the certificate level. Programs offered are in the field of allied health or nursing. Graduates may work in settings for in-home care, long-term care and in ambulatory care.

Financial Responsibility Composite Score (FRCS) Hardon Educational Institute does not currently submit audited financials to the U.S. DOE and thus does not have a FRCS. The institution submitted a calculation sheet for an unpublished composite score of 1.84.

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

Application for Initial Institutional Authorization

1. Name of Institution: **Hardon Educational Institute**
2. Address of campus: **2186 N Sherman Dr, Indianapolis, IN 46218**
3. The institution is accredited by or seeking accreditation from:
(Must be an accrediting agency that is recognized by the U.S. Department of Education or Secretary of Education)
Submit documentation from the accrediting body indicating the institution's current status.
Please see Attachment A
4. Provide information on the current status of any approvals needed by licensing boards.
Please see Attachment B and Attachment C
5. The institution has its principal campus in the State of: **Indiana**
6. Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.
Please see Attachment D
7. The institution submits the following information for each certificate and diploma program to be offered
[Do not submit degree programs; these require a separate application]: **Information located on Degree Application**

CIP Code	Program Name	Level	Length	Cr. or Cl. Hrs.	<u>Indicate</u> <u>Annual or</u> Cr. Hr. Tuition
51.3901	Practical Nursing	Certificate	1 Yr	880 Clock Hours	\$255 / Credit Hour
	Home Health Aide - IDOH Approved - 100% pass rate	Certificate	4 Weeks	40 Clock Hours	\$500 (total cost)
	Nurse Aide - IDOH Approved - 100% pass rate	Certificate	6 Weeks	105 Clock Hours	\$875 (total cost)
	Qualified Medication Aide - IDOH Approved - 79% pass rate	Certificate	12 Weeks	100 Clock Hours	\$975 (total cost)
	Medical Assistant - OCTS Approved - 86% pass rate	Certificate	16-24 Weeks	430 Clock Hours	\$5500 (total cost)

8. The institution is submitting payment in the amount of \$1,000.00 (check made out to the State of Indiana).
9. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department. **Please see Attachment E**
10. Provide documentation of liability insurance to cover students. **Please see Attachment F**
11. If your institution is incorporated in the State of Indiana, please include a current copy of your *Articles of Incorporation* as filed with the Indiana Secretary of State. If your main campus is located out-of-state but you have a physical presence in Indiana, then you must provide a copy of the *Certificate of Authority*. For further information visit the Indiana Secretary of State webpage at:
<http://www.in.gov/sos/business/2426.htm>
Please see Attachment G

2019-06-11

- 12. For-profit institutions must list the names and addresses of the institution’s stockholders owning 5% or more of stock in the institution or corporation. **Please see Attachment H**
- 13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter. **Please see Attachment I**
- 14. Attach a copy of your current or proposed catalog, institutional student contract, or enrollment agreement. The Statement of Authorization and Indiana Uniform Refund Policy is required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials. See Appendix I
Please see Attachment J(Enrollment Agreement), Attachment K(Student Catalog) and Attachment L(Nursing Handbook
- 15. Campus director information:

Name of Campus Director: **Kellee Harney**

Title of Campus Director: **Chief Operations Officer**

Phone Number of Campus Director: **317-388-5375**

Email of Campus Director: kelleeharney@hardoneducation.org

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

Person submitting this form: **Brandi London**

Position title of person submitting this form: **Chief Education Officer**

Phone number contact of person submitting this form: **317-388-5375**

Email contact of person submitting this form: brandilondon@hardoneducation.org

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** Defining a Physical Presence*

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

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

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

- *Advertising;*
- *Recruiting;*

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)

Certificate in Practical Nursing

To Be Offered by Hardon Educational Institute at
2186 N Sherman Drive Indianapolis, IN 46218

Degree Award Level¹: Certificate

Mode of Delivery (In-person or Online¹) In-Person

Career Relevant/Out-of-Classroom Experiences¹: Clinicals

Suggested CIP Code: 51.3901

Name of Person Preparing this Form: Brandi London

Telephone Number and Email Address: 317-388-5375 / brandilondon@hardoneducation.org

Date the Form was Prepared (Use date last revised): March 31, 2022 Revised 2022.04.22

Application Type (Initial or Renewal): Initial



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

Hardon Educational Institute's (HEI) Practical Nursing program is designed to prepare students to practice within the scope of the practical nurse, delivering competent and culturally relevant care to a diverse patient population. The program is structured based on professional standards of the Indiana State Board of Nursing (ISBN) and expected competencies for the practical nursing graduate as described by the National Association for Practical Nurse Education & Service (NAPNES).

The program is structured to layer learning as students' progress through the program of study. Students begin by becoming familiar with healthcare settings, the history of nursing and healthcare, and the role of the practical nurse. Science is incorporated to introduce and provide students' knowledge about anatomy and physiology, concepts of pharmacology, and microbiology. As they progress through the program, students are introduced to specific patient populations and common concerns and issues experienced with those patient populations. This includes instruction for professional standards and best practices when caring for gerontological, adult, psychiatric, pediatric, and obstetrics patients. Many of the core nursing courses have a corresponding clinical component whereby students are offered hands-on learning experiences in the clinical facility and high-fidelity simulation lab. As students' progress through the program of study, they are expected to meet increasingly difficult objectives while mastering concepts of critical thinking, the nursing process, and providing holistic care that is ethically and legally sound.

The Practical Nursing program is structured following a quarter schedule. The program is a total of four quarters, and each quarter is 12 weeks in length. At the end of the program, graduates are expected to:

1. Deliver patient-centered care using nursing standards of care within the scope of the practical nurse
2. Demonstrate nursing care that is culturally competent and promotes diversity, equity, and inclusion across the lifespan
3. Collaborate with the interdisciplinary team to provide care within the scope of the practical nurse
4. Implement sound clinical judgement that considers ethical, legal, and professional practice standards relevant to the practical nurse
5. Apply interpersonal skills to effectively communicate with patients, families, and the interdisciplinary team
6. Utilize technology to deliver safe and competent patient-centered care

¹ "Program" refers to a certificate or degree that will be listed in the Commission's Academic Program Inventory (API); the term does not include majors, tracks, specializations, or options, which should be listed in the program proposal (see Glossary, under development).

Follow this format: [degree designation] in [field of study], e.g. A.S. in Nursing or B.S. in Business Administration.

¹ [Degree Award Level Definitions adapted from National Center for Education Statistics](#)

¹ For Commission purposes, "online" includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

¹ Co-ops, internships, clinicals, practica, capstone projects, employer critiques, study abroad

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

Total Course Hours: 880 Check one: Quarter Hours _____
 Semester Hours _____
 Clock Hours X

Tuition: \$16,065.00 Length of Program: 12 months

Special Fees: \$1,995.00

Specialty Courses:

Course Number	Course Title	Course Hours
PN100	Nursing Fundamentals I	80
PN201	Nursing Fundamentals II	100
PN 200	Gerontology Nursing	140
PN205	Nursing Pharmacology	30
PN305	Introduction to Psychosocial Nursing	30
PN300	Developing Family/Pediatric Nursing	80
PN301	Adult Health Nursing I	100
PN400	Ethical Considerations in Nursing	20
PN402	Transition to the Role of Practical Nursing	40
PN401	Adult Health Nursing II	120

General Education:

Course Number	Course Title	Course Hours
AP100	Anatomy & Physiology	70
MA100	Dosage Calculation for Nursing	30
BIO100	Medical Terminology	20
COM100	Computer Technology	10
SOC200	Society & Social Awareness	10

Please see PN Program Outline on Attachment A.

Number of Credit/Clock Hrs. in Specialty Courses: 50 / 740 Percentage: 84.1%

Number of Credit/Clock Hrs. in General Courses: 13 / 140 Percentage: 15.9%

If applicable: **NOT APPLICABLE**

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

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

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

HEI hosts its adult training programs on the campus of Martin University, located at 2186 N Sherman Drive in Indianapolis, IN 46218. HEI students are granted access to utilize the media center located on Martin's campus, which includes printer access. The media center library staff are available to answer questions and are employed part-time by Martin University. The Office of Student Services is available full-time to assist students as needed. HEI students also have access to chrome books, accessible from the Office of Student Services Monday through Friday during normal business hours.

HEI will subscribe to Medline, a bibliographic database that contains more than 28 million references to journal articles related to life sciences. Medline's scope is biomedicine and health for health professionals engaged in clinical care, public health, health policy development, and related educational activities. Many of Medline's publications are scholarly journals and include a small number of magazines and newsletters.

In addition, there is a Marion County Public Library 0.4 miles from the campus, allowing students access to additional computers, quiet study space, printers, and online and print publications. Upon enrollment to the PN program, students are required to apply for a library card to gain full access to INSPIRE, Indiana's virtual online library. This collection of online academic databases includes full text magazines and journal articles and is free of charge for Indiana residents. Access to Medline is granted to students upon acceptance of the PN program. Students will be provided information on accessing both online libraries during new student orientation. These library services are available to students twenty-four hours a day, seven days a week. The Office of Student Services is available full-time to answer any questions that may arise from student usage of the databases.

b. Number of volumes of professional material:

Medline's database contains more than 28 million references to journal articles in life sciences with a concentration in biomedicine. INSPIRE is supported by the state of Indiana Library Services in partnership with the Academic Libraries of Indiana, providing access to millions of published professional materials.

c. Number of professional periodicals subscribed to:

Our institution will subscribe to eight professional periodicals related to nursing and healthcare delivery.

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

The Marion County Public Library system is an additional library facility available to HEI students. The Martindale-Brightwood branch, located at 2434 N Sherman Dr, Indianapolis, IN 46218, is in close proximity to HEI's campus.

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

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

Please see Attachment B

Total # of Faculty in the Program:	9	Full-time:	5	Part-time:	4
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned(M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teachin gat Other	Check one:	
					Full- time	Part- time
Allen, Debra	M.S. Nursing	13	4	11	X	
Boyd, Kelly	M.S. Nursing	17	5	0	X	
Fifer, Doshia	M.S. Social Work	14	0	5		X
Murphy, Jamie	B.S. Nursing	4	0.5	9	X	
Rhodes, Briana	M.S. Nursing					X
Rice, Mark	B.S. Nursing	7	0	0	X	
Stephany, Vickie	M.S. Nursing	30	2	7	X	
Thomas, Amber	M.S. Physician Assistant Studies M.A. Physiology B.S. Pre- Med/Biology	7	3	2		X
Wedlow, Tawanda	B.S. Nursing	17	0.5	7		X

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program and how does it build upon institutional strengths?

In our work with community partners in the delivery of our short-term healthcare training programs, we've learned of the tremendous need for quality, affordable and accessible practical nursing training. For example, our acute care partner, Franciscan Health Indianapolis, specifically requested we offer a practical nursing program to fulfill PN job openings in their medical surgical departments. Collaboration with community and clinical partners has been a driving force for our program offerings. When we initiated our Medical Assistant program, HEI did so based on feedback and requests gained from our largest acute care partner, Eskenazi Health. Eskenazi is currently the primary clinical partner for our Medical Assistant externship rotations.

As an institution, one of our strengths over the past seven years has been creating accessible healthcare training in underserved communities. We understand that equity and inclusion is instrumental in skilling up our communities and state. We understand the unique barriers faced in those underserved communities and work hard to eliminate, or at least lessen, the burdens of financial strain, transportation issues, and lack of resources needed to be academically successful. The Practical Nursing program allows HEI to increase access to the nursing profession for minorities and others within underserved communities.

- How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)? Link for strategic plan - <https://www.hardoneducation.org/strategic-plan>.

The mission of HEI is to prepare students to serve individuals, families, and communities as holistic providers. In alignment with our mission, for the past seven years, HEI has been dedicated to structuring our programs and courses based on professional standards of practice with the highest regard for cultivating an environment of uncompromised and quality education. We strive to provide access to underserved communities to earn credentials in high-demand fields that will yield a livable wage or higher. Our mission aligns with this goal and with the needs expressed by our community partners.

According to the Bureau of Labor Statistics (2022), the projected growth rate for practical nursing jobs between 2020 and 2030 is 9%, higher than the national average. Our market analysis reveals limited access to practical nursing training programs in the Indianapolis metro area, and lack of programs in the communities predominantly served by HEI. Our search yielded more than 3,000 PN openings on Indeed, a major job board for the state of Indiana, with roles in a variety of specialties including substance abuse treatment, primary care clinics, plasma centers, pharmacies, skilled nursing facilities, the U.S. Veteran's Administration, and dialysis. Emerging patient-centered care delivery models have shifted how healthcare is delivered, and the practical nurse role is expanding into areas that allow for more career options. We are honored to play a small part in providing a need in the Indianapolis community to enhance the quality of care delivered within our communities.

The foundation of HEI's strategic plan for our adult programs is our State Earn & Learn (SEAL). Approved by the Office for Work-Based Learning & Apprenticeship (OWLA), our SEAL is a framework

that provides an opportunity for our students to stack credentials, earn college credit, and increase earning potential. Students who navigate through our SEAL have the opportunity to earn high-demand certifications for health careers. The majority of our students who matriculate through our SEAL, stacking credentials from Certified Nursing Assistant to Qualified Medication Aide to Medical Assistant, with minimal to no cost to the student. The addition of the Practical Nursing program aligns with our SEAL and provides another layer of professional development for our students. You may view our adult SEAL attached. Please see Attachment C.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission’s most recent strategic plan [Reaching Higher In a State of Change](#)?

HEI’s PN program will provide an opportunity to increase the number of adults enrolled in post-secondary programs, which is one of the goals reflected in the Commission’s most recent strategic plan. In addition, this program increases community engagement as we work collaboratively with our clinical partners to structure the program to ensure program completion and successful transition to practice. Through our advisory board meetings and day-to-day interactions with our community partners, this program will work to bridge the gap between educational needs and workforce demands. In addition, the PN program and our collaboration with clinical partners such as Franciscan Health allows us to expand our reach to other communities not previously served by HEI.

c. State Rationale: Equity-Related

- How does this program address the Equity section of [Reaching Higher In a State of Change](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

BPE’s strategic plan focuses on completion, equity, and talent, and provides action steps for high school, colleges, and universities to ensure we, as Hoosiers, work collaboratively to reach the 2025 goal for 60% of Hoosiers to have a quality credential. Currently, HEI collaborates with the largest public school system in the state, Indianapolis Public Schools as well as MSD Lawrence Township, James & Rosemary Phalen Leadership Academy, Mount Vernon High School, Victory College Prep, and IndyPence & Atterbury Jobcorps, to build a solid foundation for post-secondary success through dual credit coursework leading to quality credentials. We value this strategic plan from BPE and have been committed to the goals as outlined through our SEAL and work with our high school partners.

Speaking specifically regarding the call for equity as defined in the strategic plan, historically, our programs have catered to underserved populations. Our adult programs are offered on the campus of Martin University, the city’s only four-year institution founded to serve minorities in our community. Our programs, including the Practical Nursing program, are accessible to individuals of diverse racial, ethnic, and socioeconomic backgrounds. The PN program will offer clinical learning experiences with healthcare systems that may otherwise

be inaccessible to our student population. This allows HEI to leverage opportunities with potential employers to work together for people of color and low-income communities, a goal as part of the blueprint outlined in the Commission’s strategic plan.

As outlined in the strategic plan, equity involves providing learners from low-income communities targeted support to reach their academic goals. At HEI, we’ve recognized this reality since the inception of our programs. We understand that those we serve may experience various barriers to education access that go beyond academic ability. This is why we offer robust student services to assist our students with overcoming barriers that plague low-income communities. Our Barrier Buster Fund provides support to our students through a variety of ways. Currently, we budget \$50,000 annually to assist our students with transportation, utility payments, housing and childcare costs, and costs of uniforms, just to name a few. Our “barrier-buster” efforts help improve retention while making quality education for high-demand, well-paying careers more accessible in underserved communities. HEI strategically partners with community agencies to offer programs that, many times, are free of charge to our students. The company’s goal is to offer 50% of its classes for free; currently HEI far exceeds that goal, with 95% of its courses being free of charge for our students.

As noted in the strategic plan, Indiana’s population growth suggests we’ll witness more racially and ethnically diverse communities in the years to come. Providing access to prepare racially and ethnically diverse healthcare providers is a critical component to improving access to care for all Hoosiers. Addressing our growing health challenges caused by lack of access and representation in underserved communities starts with how well we prepare our future healthcare workers. Inclusion matters. Diversity matters. Our programs answer the call not only by providing access to our students, but also by employing a diverse staff. As an institution, we support the state’s efforts to increase access, equity, and completion.

d. Evidence of Labor Market Need

- National, State, or Regional Need
 - Is the program serving a national, state, or regional labor market need? Please describe.

The Practical Nursing program serves a national and state labor market need. According to the Bureau of Labor Statistics (2022), the projected growth rate for practical nursing jobs between 2020 and 2030 is 9%, higher than the national average. Our market analysis reveals limited access to practical nursing training programs in the Indianapolis metro area, and lack of programs in the communities predominantly served by HEI. Our search yielded more than 3,000 PN openings on Indeed, a major job board for the state of Indiana, with roles in a variety of specialties including substance abuse treatment, primary care clinics, plasma centers, pharmacies, skilled nursing facilities, the U.S. Veteran’s Administration, and dialysis. Emerging patient-centered care delivery models have shifted how healthcare is delivered, and the practical nurse role is expanding into areas that allow for more career options. We are honored to play a small part in providing a need in the Indianapolis community to enhance the quality of care delivered within our communities.

e. Placement of Graduates

- Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.

The principal occupation of a graduate of the PN program is a provider of basic nursing care. The principal occupation for the graduate within the healthcare industry is that of a Licensed Practical Nurse. Some of the specific agencies that employ LPNs are acute and long-term care facilities, primary care offices, schools, home health agencies, and psychiatric and substance abuse hospitals.

- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted. N/A

f. Job Titles

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

The expected job titles for students that graduate from the PN program and successfully pass the NCLEX-PN exam will be Licensed Practical Nurse, also known as an LPN, and a Licensed Vocational Nurse. Broad job categories for an LPN include forensic nursing, home health nursing, occupational health, and employment with insurance companies, just to name a few.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry. At the end of the Practical Nursing program of study, students will be able to:
 1. Deliver patient-centered care using nursing standards of care within the scope of the practical nurse.
 2. Demonstrate nursing care that is culturally competent and promotes diversity, equity, and inclusion across the lifespan.
 3. Collaborate with the interdisciplinary team to provide care within the scope of the practical nurse.
 4. Implement sound clinical judgement that considers ethical, legal, and professional practice standards relevant to the practical nurse.
 5. Apply interpersonal skills to effectively communicate with patients, families, and the interdisciplinary team.
 6. Utilize technology to deliver safe and competent patient-centered care.

a. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

Throughout the PN program, students will be assessed using a variety of summative and formative assessments. Written assessments will be delivered through each course, including quizzes, examinations, and end-of-course final examinations. In addition, for courses that include a clinical component, students will be expected to meet clinical competencies of that course. These competencies are based on professional standards, best practices, and evidence-based practice as defined by professional organizations and regulatory bodies that govern the nursing profession. The clinical competencies will require students to apply the knowledge and skills taught throughout the program to care for patients in a variety of clinical settings.

In addition, the PN program utilizes adaptive learning throughout the program designed to prepare graduates to sit for the NCLEX-PN, the licensure exam for practical nursing graduates. HEI will utilize HESI products integrated from beginning through the end of the nursing program of study. Elsevier's HESI review and testing solutions are designed to measure students' ability to apply skills necessary for success on the licensure examination through remediation and access to thousands of critical thinking questions. Students will have access to adaptive quizzing, case studies, specialty exams, and an exit exam. The exit exam is designed to provide a predictive analysis of the student's probability of NCLEX success. Students will gain access to the HESI products at enrollment, enhancing their chances of programmatic and licensure examination success.

Please find attachment D showing our Systematic Plan of Evaluation for the Practical Nursing Program, which details our assessment methods and expected level of achievements for each student learning outcome as outlined above.

7. Information on Composite Score, Licensure, Certification, and Accreditation

a. Federal Financial Responsibility Composite Score

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

Please see Attachment E that reflects HEI's most recent Federal Financial Responsibility Composite Score, calculated by an independent auditor.

b. 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 must be licensed to practice nursing by the Indiana State Board of Nursing. HEI's Practical Nursing program will prepare graduates to sit for the NCLEX-PN licensure examination to earn licensure and be placed on the IPLA website.

- If so, please identify:
- The specific license(s) needed:

Licensed Practical Nurse

- The State agency issuing the license(s):
- Indiana State Board of Nursing

c. Professional Certification

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

Once licensed, practical nurses may be eligible to earn various professional certifications, including certifications in IV therapy, wound care, gerontology, pharmacology and advanced cardiac life support.

- 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?

Our Practical Nursing program graduates, once licensed, will be prepared to obtain professional certifications. In addition, once experience is gained through practice, this will open additional doors for specialized certifications.

- If so, please identify
- Each specific professional certification:

Basic or advanced life support is a common certification for nursing professionals. Those who specialize in pediatrics or pediatric home care may also opt to pursue the Pediatric Advanced Life Support Certification. In addition, licensed practical nurses may also earn certification in pharmacology.

- The national organization issuing each certification:

The American Heart Association and the Red Cross are the most commonly used, recognized, and accepted certifications for healthcare professionals seeking BLS, ACLS, and PALS certifications. The National Association for Practical Nurse Education & Service (NAPNES) offer certifications for long term care, IV therapy, and pharmacology.

- Please explain the rationale for choosing each professional certification:

The American Heart Association and the Red Cross are the most commonly used, recognized, and accepted certifications for healthcare professionals seeking BLS, ACLS, and PALS certifications.

NAPNES is a professional organization that specifically serves licensed practical nurses. They are a well-known authority for the education, professional development, and promotion of practical nurses.

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

Because all sequences of courses will lead to program completion and eligibility to sit for the licensure examination, program completion will lead to eligibility for each professional certification.

b. Professional Industry Standards/Best Practices

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

Yes, the program incorporates professional industry standards and best practices.

- If so, please identify:

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

The Practical Nursing program curriculum is based on the expected professional competencies for the practical nurse as identified by the National Association for Practical Nurse Education & Service (NAPNES). As outlined in our Student Nursing Handbook (see attachment F), the NAPNES Competencies for the Practical Nurse Graduate include Professional Behaviors, Communication, Assessment, Planning, Caring Interventions, and Management. Our programmatic student learning outcomes/objectives and assessment methods align with these professional competencies. In addition, we utilize the expectations as outlined by the Indiana State Board of Nursing and Accreditation Commission for Education in Nursing (ACEN) to inform our practical nursing curriculum to ensure best practices and professional industry standards.

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

Our curriculum and best practices emanate from the NAPNES, ACEN, and ISBN standards and expected competencies.

c. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

We plan to seek ACEN accreditation. Please see our ACEN Accreditation Timeline on Attachment G.

Prior to receiving initial accreditation from ACEN, we must first have accreditation from ISBN as well as institutional accreditation from an approved accrediting body. We've been in contact with Dr. Nell Ard from ACEN and understand that our institution is allowed to submit our Candidate Eligibility Application (CEA) after we: 1) attain BPE approval; 2) initiate the process for ISBN approval; 3) initiate the process for attaining institutional accreditation. In addition, as long as we show that we are actively pursuing ISBN and institutional accreditation, we may also continue the process to gain candidacy status. Our ACEN timeline includes our plan for seeking institutional accreditation with the Accrediting Council for Continuing Education & Training (ACCET). It is our hope to have earned ISBN and institutional accreditation by Fall 2023. This will allow us time to submit these approvals to the ACEN Board of Commissioners by Spring 2024, following the anticipated ACEN site visit in Fall 2023, in pursuit of full ACEN accreditation.

- Reason for seeking accreditation.

Programmatic accreditation exponentially increases job opportunities for our Practical Nursing graduates and will allow them to have more options for the types of facilities they'd like to work. ACEN accreditation helps to broaden career options. In addition, graduates who wish to pursue an Associate's degree or higher in nursing may have a higher chance of credit transfer from our institution to another if our program achieves ACEN accreditation.

Specialized 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?

While specialized accreditation is not necessary to gain licensure or state approval to practice nursing, it increases career options.

- If so, please identify the specialized accrediting agency:

d. Transferability of Associate of Science Degrees

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions: Not Applicable
- Does a graduate of this A.S. degree program have the option to apply all or almost all the credits to a related baccalaureate degree at your institution? Not Applicable
 - If so, please list the baccalaureate degree(s): Not Applicable

8. **Student Records** (*Institutions that have Previously Operated*)

- a. 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? **2020**
 - Are student transcripts stored separately from the overall student records? **No**
- b. How are the digital student records stored? **Proprietary software, iGradePlus**
- Where is the computer server located? **Ellicott City, Maryland**
 - What is the name of the system that stores the digital records? **iGradePlus**
- c. Where are the paper student records located? **Martin University at 2186 N Sherman Dr, Indianapolis, IN 46218**
- d. What is the beginning year of the institutional student record series? **2015**
- e. What is the estimated number of digital student records held by the institution? **300 plus**
- f. What is the estimated number of paper student records held by the institution? **200 plus**
- g. 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?

- h. Does the institution maintain a staff position that has overall responsibility and authority over student records? **Yes, we do.**
- If so, what is the name, title, and contact information for that individual? **Holly Dumas, Student Services Coordinator – Phone: 317-879-5052 / Email: studentservices@hardoneducation.org**
- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced? **No**
- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? **The average request for student records is three per week.**

This Section Applies to All Institutions

- k. Is there anything that the Commission should consider with regard to the institutional student records? **No**
- l. What is the digital format of student transcripts? **Student transcripts are retained in a PDF digital format.**
- m. Is the institution using proprietary software, if so what is the name? **Yes, the proprietary software utilized by our institution is iGradePlus.**
- n. Attach a sample transcript specifically for the program being proposed as the last page of this program application. **See Attachment H**

9. 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. N/A
- Round the FTE enrollments to the nearest whole number 10
- If the program takes more than five years to be fully implemented and to reach a steady state, report additional years of projections. N/A

Projected Headcount and FTE Enrollments and Degrees Conferred
 March 31, 2022

Institution/Location: Hardon Educational Institute at 2186 N Sherman Drive, Indianapolis, IN 46218
 Program: Practical Nursing

	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Enrollment Projections (Headcount)					
Full-Time	10	40	80	100	200
Part-Time	0	0	0	0	
Total	10	40	80	100	200
Enrollment Projections (FTE*)					
Full-Time	10	20	50	100	200
Part-Time					
Total	10	20	50	100	200
Degrees Conferred Projections	0	10	20	50	100
*Diplomas Conferred Projections					

Degree Level: Certificate
 CIP Code: - 000000; State - 000000

***FTE Definitions**

Undergraduate Level: 30 Semester Hrs. = 1 FTE
 Undergraduate Level: 24 Semester Hrs. = 1 FTE



HARDON EDUCATIONAL INSTITUTE ACADEMIC TRANSCRIPT KEY

Mailing Address: 3737 N Meridian Street Suite 203 Indianapolis, IN 46208//317-388-5375

Physical Address: 2186 N Sherman Drive Indianapolis, IN 46218//317-388-5375

Contact Information: Phone – (317) 388-5375 Fax – (317-663-1095 Email: info@hardoneducation.org Web: www.hardoneducation.org

Accreditation: Hardon Educational Institution is approved by the Office for Career & Technical Schools. The Home Health Aide, Nurse Aide, and Qualified Medication Aide courses are approved by the Indiana Department of Health.

Academic Calendar: The academic calendar consists of four quarters, each lasting 12 weeks.

Credit Type: HEI is a quarter credit type.

Grading System: HEI is on a 4.0 grading scale. Quality point is assigned to each credit earned in the following way:

<u>Grade</u>	<u>Quality Points</u>
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
WF – Withdrawal	0.0

A grade enclosed with [] indicates a course has been repeated, and the highest grade earned was used to calculate the cumulative Grade Point Average.

The following grades may be issued but are not included in the cumulative Grade Point Average:

I – Incomplete
TR – Transfer Credit
W – Withdrew
IP – In Progress (final grade awarded at completion)
P – Pass
S – Satisfactory
U – Unsatisfactory

Transfer Credit: Credits earned through transfer credit are reflected by a grade of TR and are not calculated in the cumulative Grade Point Average.

Incomplete: An incomplete becomes an ‘F’ if necessary work is not complete by the end of the first week of the next scheduled term, or if the work has not been completed satisfactorily by the date specified by the course faculty. A degree or certificate will not be conferred if an incomplete grade is documented on the student’s record.

Withdrawal: All attempted course work appears on the transcript. Refer to the Student Catalog for specific course withdrawal policies.



OFFICIAL TRANSCRIPT

STUDENT Jane Doe DOB 03/02/1992
 ADDRESS 123 Main Street PROGRAM Practical Nursing
 Indianapolis, IN 46237
 TELEPHONE 111-222-3333



HEARTFEEL EDUCATION FOR LEADERS AND PROFESSIONALS
 3737 N. MERIDIAN ST. STE. 203
 INDIANAPOLIS, IN 46208
 TEL 317.388.5375 FAX 317.663.1095
 WWW.HARDONEDUCATION.ORG

Course Code	Course Title	QTR	CR	GR
AP100	Anatomy & Physiology	1 st	6	A
MA100	Dosage Calculation for Nursing	1 st	3	A
PN100	Nursing Fundamentals I	1 st	6	B
BIO100	Medical Terminology	1 st	2	A
PN201	Nursing Fundamentals II	2 nd	6	A
PN200	Gerontology Nursing	2 nd	8	A
PN205	Nursing Pharmacology	2 nd	3	B
COM100	Computer Technology	2 nd	1	A

Course Code	Course Title	QTR	CR	GR
PN305	Introduction to Psychosocial Nursing	3 rd	3	A
PN300	Developing Family/Pediatric Nursing	3 rd	4	B
PN301	Adult Health Nursing I	3 rd	6	A
SOC200	Society & Social Awareness	3 rd	1	B
PN400	Ethical Consideration in Nursing	4 th	2	A
PN402	Transition to the Role of Practical Nursing	4 th	4	A
PN403	Adult Health Nursing II	4 th	8	B

Total Credits Earned 63.00 A= 4.00
 G.P.A 3.66 B= 3.00
 Date of Graduation xx/xx/xxxx C= 2.00
 D= 1.00
 F= 0.00

Jane Doe has met Hardon Educational Institute's graduation requirements.

 Student Services Coordinator

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BOARD FOR PROPRIETARY EDUCATION

Wednesday, June 1, 2022

BUSINESS ITEM B-1:

**American College of Education:
Two Baccalaureate Degree Programs Offered Exclusively
through Distance Education**

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approve the Bachelor of Arts (B.A.) in Education Studies and B.A. in Professional Studies in accordance with the background discussion in this agenda item and the Applications for Degree Approval.

Background

Degree Program Profiles

*Bachelor of Arts (B.A.) in
Education Studies
Offered Through Distance Education*

This program consists of 120 semester credit hours, with 25 percent of the courses in the specialty. The program is offered to individuals who are seeking to transfer 60 to 90 credit hours to the American College of Education for degree completion. The program faculty consists of 11 individuals, of whom 9 are full-time, and the remaining 2 are part-time. Of the 11 individuals, each has a doctoral degree.

*Bachelor of Arts (B.A.) in
Professional Studies
Offered Through Distance Education*

This program consists of 120 semester credit hours, with 25 percent of the courses in the specialty. The program offers two focus of study areas: Education, and Management. The program faculty consists of eight individuals, of whom one is full-time, and the remaining seven are part-time. Of the eight individuals, each has a doctoral degree.

Supporting Documents

Degree Applications

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Institutional Profile for American College of Education

Background American College of Education began as Barat College at Lake Forest, Illinois. In October 2005 the institution adopted the current name. American College of Education was located in Chicago, Illinois before moving administrative offices to Indianapolis, Indiana in 2011. The institution also has offices in Dallas, Texas. The current institutional offices are located on the 12th floor of the building in which the Commission offices are housed.

Institutional Control Private, for-profit institution.

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

In September of 2020 the Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted programmatic accreditation for the Bachelor of Science (B.S.) in Nursing and Master of Science (M.S.) in Nursing degree programs.

Participation in NC-SARA The American College of Education has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since December 2015. The institution is one of six BPE authorized institutions to participate in SARA.

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

Campuses The institution offers all programs via distance education.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 8,112 students in the fall of 2020 at American College of Education.

Programs The institution offers programs at the micro-credential, certificate, baccalaureate, master's, graduate certificate, and doctoral levels. Programs range from a Certificate in Higher Education to a Doctor of Education (Ed.D.) in Leadership. Most programs offered are in the field of teacher education. Currently the institution offers nearly 40 programs in the teacher education field. The institution also offers over 10 programs in health-related fields and over 5 programs in business-related fields.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2021, the institution had an unpublished FRCS of 2.1.

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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

Bachelor of Arts in Education Studies

To Be Offered by American College of Education / Online

Degree Award Level¹: Bachelor of Arts in Education Studies

Mode of Delivery (In-person or Online¹): Online

Career Relevant/Out-of-Classroom Experiences¹: N/A

Suggested CIP Code: 13.0101 Education/General

Name of Person Preparing this Form: Thomas Brouwer

Telephone Number and Email Address: 317.829.9427 tom.brouwer@ace.edu

Date the Form was Prepared (Use date last revised): REVISED 2022.05.12

Application Type (Initial or Renewal): Initial



INDIANA COMMISSION for
HIGHER EDUCATION
WWW.CHE.IN.GOV

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

Program Description

The Bachelor of Arts in Education Studies is a transfer-friendly degree completion program. The program focuses on building foundational skills and knowledge about the educational field and the teaching profession.

Program Mission

The mission of the Bachelor of Arts in Education Studies program is to provide students with the opportunity to complete a bachelor’s degree utilizing previously earned credits and coursework focused on professional skills to prepare them for employment in education related fields that do not require licensure.

Program Overview

The Bureau of Labor Statistics reports that when compared to those with only a high school diploma, those with a bachelor’s degree experience higher weekly earnings and lower rates of unemployment (Torpey, 2021). In 2020, workers who had completed a bachelor’s degree earned over 67% more than workers with only a high school diploma. During that same year, the unemployment rate for bachelor’s-level completers was 4.5% lower when compared to those who completed high school as their highest level of education (Torpey, 2021). These statistics demonstrate the economic value of earning a bachelor’s degree, which is the focus of the proposed program.

The Bachelor of Arts in Education Studies program will provide the opportunity for adults with prior college credit to finish a bachelor’s degree by allowing students to apply the credits they have previously earned and building on them with current, relevant coursework in the field of education. The program is structured to allow associate degree holders and students with college credit and no degree to transfer in 60-90 previously earned bachelor’s level credits. We expect to primarily serve associate degree holders and students in the 60-90 credit range because these are the student populations who normally seek out bachelor’s degree completion programs. Students with less than 60 earned college credits can complete coursework offered by ACE partners such as StraighterLine to achieve 60 college credits and complete the remaining 60 credits at ACE to earn the Bachelor of Arts in Education Studies. The Bachelor of Arts in Education Studies is appropriate for students such as paraprofessionals seeking an alternative licensure pathway program option requiring a bachelor’s degree for admission and those interested in a non-licensure program with a primary focus in the field of education.

The Bachelor of Arts in Educational Studies program requires all students to complete (or transfer) coursework that fulfills the Indiana College Core requirements. The courses were selected to provide students with a diverse range of employability and professional knowledge and skills. The flexible, transfer-friendly, online program will provide underserved populations with the opportunity to complete an undergraduate degree. Upon completion, graduates will not only have earned a bachelor’s degree but will also qualify for admission into a variety of ACE advanced level programs. With the addition of this program, American College of Education (ACE) can continue its mission of providing high quality education to prepare students to serve, lead and achieve.

Reference:

Torpey, E. (2021). Education pays, 2020. U.S. Bureau of Labor Statistics. Retrieved from <https://www.bls.gov/careeroutlook/2021/data-on-display/education-pays.htm>

Type of Credits	# of Credits	Institution	Notes
Admission	60	Earned outside of ACE	Of these 90 credits, 30 are required to be general education credits (aligned with Indiana College Core)
Elective Credits	30	Earned outside of ACE or at ACE	
Specialty Program Credits	30	Earned at ACE (all required)	Courses listed below
Total	120	<i>120 credits are documented by ACE prior to degree conferral.</i>	

Admissions Requirements

- Associate’s degree or 60 undergraduate semester hours
- 2.0 GPA for full admission or/
- 1.75 GPA for provisional admission

Course descriptions are attached as **Exhibit A**

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

Total Course Hours: 30 Check one: Quarter Hours _____
 Semester Hours X
 Clock Hours _____

Tuition : \$6,450 Length of Program: 18 Months

Special Fees: N/A

SPECIALTY COURSES:		
Course Number	Course Title	Course Hours
EDUC4003	Managing the Learning Environment	3
EDUC4013	Teaching as a Profession	3
EDUC4023	Child and Adolescent Development	3
EDUC4033	Philosophy and History of Education	3
EDUC4103	Child and Adolescent Literature	3
EDUC4173	Diversity in Today’s Schools	3
EDUC4183	Technology for Educators	3
EDUC4203	Exploring Research-based Educational Practice	3
EDUC4213	Social and Emotional Learning	3
EDUC4193	Capstone for Education Studies	3
Total Specialty Credits		30

Number of Credit/Clock Hrs. in Specialty Courses: 30 / 120 Percentage: 25%
 Number of Credit/Clock Hrs. in General Courses: 90 / 120 Percentage: 75%

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

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

a. 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, seven days a week.

The library is currently staffed by two professional librarians. The Library Director holds both a Ph.D. in Information Science and a Master of Library and Information Science. The Assistant Librarian holds a Master of Library Science.

b. Number of volumes of professional material:

ABI/Inform Collection

The **ABI/INFORM Collection** includes international coverage and provides researchers a complete picture of companies and business trends around the world. ProQuest's ABI/INFORM Collection is the only business database where researchers can find full text of The Wall Street Journal, The Economist, Financial Times, and Australian Financial Review.

ABI/INFORM Collection features:

- Business and economics full-text journals and periodicals
- Dissertations, conference and working papers
- Country-and industry-focused reports and downloadable data
- Newspapers and news content

Produced by: ProQuest

Vendor: ProQuest

Coverage: Over 9,500 journals, magazines, books, trade journals, wire feeds, reports, and other sources.

Full text: Over 5,800 full text resources, including 2,000+ peer-reviewed journals

Academic Search Complete

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 18,370 indexed and abstracted journals
- Full text: Yes, 8,850+ full-text journals, 7,630+ peer-reviewed journals, and 350+ eBooks

Business Source Complete

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 7,052 journals and magazines and other resources
- Full text: Yes, over 3,750 full text journals and magazines and over 1,868 peer-reviewed full-text journals; 900+ books; 5,415 SWOT analyses; 57 Harvard faculty seminar videos; 930+ case studies

CINAHL Complete

CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,900 journals and includes the full text for more than 4,300 journals. It also includes continuing education modules, evidence-based care sheets, and quick lessons providing overviews of disease and conditions. Full text dates back to 1937.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 5,900+ journals plus continuing education modules, evidence-based care sheets, and quick lessons.
- Full-text: Yes, 4,300+ journals and 49 eBooks/Monographs

eBook Central (ProQuest)

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

- Produced by: ProQuest
- Vendor: ProQuest

- Coverage: 38 eBooks
- Full-text: Yes

eBook Collection (EBSCOhost)

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 9,000+ eBooks (90+ Education-related e-books)
- Full-text: Yes

Education Leadership Review

Education Leadership Review is a peer reviewed journal published annually in the Fall by the International Council of Professors of Educational Leadership.

- Produced by: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

Education Source

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 4,690+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes, 2,670+ journals and 594 eBooks and monographs plus numerous conference papers and proceedings

Education Week

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

International Journal of Educational Leadership Preparation

The International Journal of Educational Leadership Preparation is a nationally refereed journal published annually in the Spring by the International Council of Professors of Educational Leadership.

- Produced by: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

JSTOR Current Education Collection

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: Eight selected education-related journals
- Full-text: Yes

LearnTechLib

The premier online resource for peer-reviewed research on the latest developments and applications in Learning and Technology. Content goes back 30 years.

- Produced by: LearnTechLib
- Vendor: LearnTechLib
- Coverage: Over 2,470 journals, and over 750 conferences (proceedings and presentations)
- Full-Text: Yes

Library, Information Science & Technology Abstracts with Full Text

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 830+ journals plus 29 eBooks, monographs, conference papers, and pamphlets.
- Full-text: Yes, 370+ journals, eBooks and monographs plus numerous conference proceedings and pamphlets

MEDLINE Complete

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

- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Coverage: 2,110 biomedical journals
- Full-text: Yes, 1,150 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.

- Produced by: Wolters Kluwer
- Vendor: OVID
- Coverage: 70 journals
- Full-text: Yes, 70 journals

ProQuest Education Database

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 1500+ journals published since 1991
- Full-text: Yes, 1,000+ journals

ProQuest Healthcare Administration Database

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: Over 6,000 dissertations and theses, over 1,100 Business Monitor reports
- Full-text: Yes, over 1,000 journals, 8 eBooks, and other resources

Regional Business News

Covers business sources, including newspapers and business trade magazines.

- Produced by: EBSCO

- Vendor: EBSCO
- Coverage: Over 400 publications
- Full-text: Yes, over 390 publications

Sage Premier Journals

Over 1,100 full-text journals covering topics such as teaching, psychology, special education, health education, criminal justice, leadership, nursing, business, finance, and others. Most titles date back to 1999.

- Produced by: Sage
- Vendor: Sage
- Coverage: 1,100+ full-text journals
- Full-text: Yes

Science Direct

- Produced by: Elsevier
- Vendor: Elsevier
- Coverage: 3 journals: Clinical Simulation in Nursing, Nurse Leader, and Journal for Nurse Practitioners
- Full-text: Yes

University of Chicago Press Journals

- Produced by: University of Chicago Press
- Vendor: EBSCO
- Coverage: 4 journals: American Journal of Education, Elementary School Journal, Schools: Studies in Education, and The Library Quarterly
- Full-text: Yes

VitalSource Bookshelf

VitalSource Bookshelf contains required textbooks for ACE Nursing courses

Wiley Online Library

ACE Library subscribes to two journals from Wiley: TESOL Quarterly and TESOL Journal. Access begins with the 2021 volumes, and complimentary access to the archive of the two journals dates back to 2017.

- Produced by: Wiley
- Vendor: EBSCO
- Coverage: 2 journals: TESOL Quarterly and TESOL Journal
- 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.

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

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

Mental Measurements Yearbook including Tests in Print

Mental Measurements Yearbook (MMY) is a comprehensive guide to 2,000+ contemporary testing instruments. The MMY series contains reviews and information essential for a complete evaluation of testing products in

psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection decisions about the increasingly complex world of testing. MMY database includes the MMY archive of all yearbooks from the first edition in 1938 through the current year.

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).

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

Other

ATI Testing – Nurse’s Touch and Sigma Theta Tau

ATI resources are available to Nursing students in specific courses.

- Produced by: ATI Testing
- Vendor: ATI Testing

Child Development & Adolescent Studies

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

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 276 journals
- Full-text: No

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, and history.

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

Educational Administration Abstracts

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

Joanna Briggs Institute Evidence Based Practice Database

This comprehensive range of resources includes over 4,500 records across seven publication types: Evidence Based Recommended Practices, Evidence Summaries, Best Practice Information Sheets, Systematic Reviews, Consumer Information Sheets, Systematic Review Protocols, and Technical Reports.

- Produced by: Joanna Briggs Institute
- Vendor: Ovid/WK
- Coverage: Over 4,500 records across seven publication types
- Full-text: Yes

ProQuest Dissertations & Theses Global

- Produced by: ProQuest and UMI

- Vendor: ProQuest
- Coverage: 5 million citations and 2.7 million full-text works from thousands of universities
- Full-text: Yes, for most dissertations added since 1997

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 particular 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 1,000 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series. It also includes numerous videos.

- Produced by: SAGE
- Vendor: SAGE
- Coverage: 1,000+ Reference eBooks and 125+ hours of videos
- Full-text: Yes

Shadow Health

The Shadow Health, Health Assessment, and the Advanced Health Assessment simulations are available in specific Nursing courses.

- Produced by: Shadow Health
- Vendor: Shadow Health
- Coverage: Two simulations
- Full-Text: No

c. Number of professional periodicals subscribed to:

ACE subscribes to specialized fee-based databases and other resources that provide students and faculty access to full-text books and journal articles. From the links in our learning management system (LMS), students and faculty can access 17,000 scholarly journals, 500,000 education documents, 300,000 full-text documents, approximately 9,000+ ebooks, reports or monographs, and the Educational Resources Information Center (ERIC) documents. Students and faculty also benefit from a direct subscription to several full-text education journals.

d. 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 ebooks subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.

4. 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:	9	Part-time:	2
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Austin, Karen	Ed.D. Educational Leadership	23	7	20		X

Bateman, Tiffani	Ed.D. Educational Leadership, Curriculum & Instruction	21	6	14	X	
Davis, Bridgette	Ph.D. Secondary Education	22	9	15	X	
Hickman, Dawn	Ph.D. Professional Studies	32	7	28	X	
Higa, Keith	Ph.D. Education with Option in Curriculum and Social Foundations	25	5	18		X
Mapp, David	Ed.D. Curriculum & Instruction	23	11	23	X	
McCraney, Michelle	Ed.D. Child and Youth Studies, Curriculum Development/Systemic Change	21	6	21	X	
Moffitt, Angila	Ed.D. Educational Leadership/Curriculum & Instruction	12	7	12	X	
Moore, Marsha	Ph.D. Child Development	29	11	29	X	
Portugal, Lisa Marie	Ph.D. Leadership for Higher Education	18	5	18	X	
Woods, Pamela	Ed.D. Curriculum & Instruction	22	7	22	X	

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program and how does it build upon institutional strengths?

American College of Education specializes in educating those that educate. The Bachelor of Arts in Education Studies program is designed to provide pathways for individuals with prior college credit to complete their degree at a reasonable cost. ACE has a well-established online delivery system that will be utilized to expand opportunities for adult learners regardless of geographic location or other location-based limitations.

- How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

The Bachelor of Arts in Education Studies program directly addresses Goal 2, Objective 2.4: Develop and Deploy Programs Aligned to Market and Partnership Needs, as measured by student enrollment and program-level satisfaction. The program is part of a larger strategic initiative to develop bachelor's

completion programs that serve working adults with college credit who have the specific goal of preparing to become an educator.

The 2022-2027 Strategic Plan is attached as **Exhibit B**

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission’s most recent strategic plan [Reaching Higher In a State of Change](#)?

Since its inception, American College of Education has continued to embrace a learner focused approach that supports a diverse population who wish to develop their talent with employment goals in mind. The online platform and low-cost tuition allow for equal access to quality education.

c. State Rationale: Equity-Related

- How does this program address the Equity section of [Reaching Higher In a State of Change](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

The Bachelor of Arts in Education Studies and its mission aligns seamlessly with the equity section of Reaching Higher in a State of Change. The program provides students with prior college credit a low-cost option to earn their bachelor’s degree with an education focus. This non-licensure education program is designed to meet the needs of a diverse population. For individuals who wish to teach in private and charter schools, this provides a pathway to earning an affordable degree while preparing them to be effective educators. Those who wish to teach in an educational setting that requires certification, additional pathways for licensure are available through our industry partners or they have the option to enroll in a transition to teaching program to earn their license following completion of their bachelor’s degree. By providing an opportunity to complete a bachelor’s degree, ACE will support their career advancement so graduates can play a larger role in their organizations serving others as well as address the current teaching and staffing shortages in today’s schools.

d. Evidence of Labor Market Need

- National, State, or Regional Need
 - Is the program serving a national, state, or regional labor market need? Please describe.

American College of Education’s mission to serve those who serve others is the primary driving force behind the decision to seek approval for a Bachelor of Arts in Education Studies program. Current data strongly suggests that there is a nationwide teacher shortage in public and private education. One way to accomplish this is by providing affordable program options that lead to alternative pathways for new educators to enter the market.

Research conducted by the Economic Policy Institute projects the national shortage of teachers to “more than quadruple” through 2025.¹ Schools operating within the State of Indiana are also feeling the stress of finding qualified teachers. According to an annual Indiana State University survey reported by the Terre Haute Tribune-Star, 96.5% of participating Indiana school districts reported teacher shortages, with 94% of Indiana districts reported applying for emergency permits to fill teaching vacancies. Of those districts applying for emergency permits, over 30% reported requested six or more permits, and two districts requested over 200 emergency permits with two others requesting 95 permits. A total of 58% of districts reported hiring teachers outside their licensed areas.² There are many factors influencing this shortage that educator preparation programs cannot control, such as teacher pay, however one factor that can mitigate the shortage is to offer programs that

reduce financial and equal access barriers to gaining quality training. It is noted in a 2021 report by the National Council on Teacher Quality, that many districts draw primarily on a localized supply of teachers.³ American College of Education believes that a Bachelor of Arts in Education Studies will provide districts and their employees with a way to remove barriers to becoming an educator and to build their talent pool. Paraprofessionals are one common source of new teaching talent. Many districts provide opportunities for paraprofessionals who want to transition to teaching roles by offering tuition support for training provided by district partners. To better understand how this impacts ACE's constituents, a survey of 42 school district partners was conducted in 2022, asking "Does your district have support staff, such as paraprofessionals, who would benefit from a bachelor's degree completion program?". Out of 41 respondents, 78.57% (n=33) answered "Yes", and 21.43% (n=9) answered "No". Additionally, 30.95% (n=13) of respondents indicated a bachelor's degree in Education Studies best suited the educational needs of their support staff.

The popularity of charter schools is also likely to create a need for new educators. According to the National Center for Education Statistics, between fall 2009 and fall 2018, overall public charter school enrollment increased from 1.6 million students to 3.3 million students. During this period, the percentage of public-school students who attended charter schools increased from 3 to 7 percent. Between school years 2009–10 and 2018–19, the number of public charter schools in the United States increased from approximately 5,000 to 7,400 while the number of traditional public schools decreased from 93,900 to 91,300. As a result of these concurrent trends, the percentage of charter schools increased from 5 to 8 percent.⁴ According to EducationData.Org, 5.72 million (10.1%) of all K-12 students were enrolled in private schools as of September 1st, 2021. In addition to growing private school enrollment, 6.54% of students were enrolled in charter schools, 5.31% enrolled in magnet schools, and 0.58% are enrolled in some type of virtual education. EducationData.Org does not differentiate pre-k, and k-6 enrollment. The likely consequence of this growth is an unmet demand for teachers in these settings.

References:

¹ Garcia, E., Weiss, E., Huie, (March 2019), The teacher shortage is real, large and growing, and worse than we thought, Economic Policy Institute, at <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report>

² Loughlin, Sue, (October 2021), 96% of Districts Report Teacher Shortages, at https://www.tribstar.com/news/indiana_news/96-of-districts-report-teacher-shortages/article_a8400183-c662-5e91-89ea-9cd84611ebc5.html

³ National Council on Teacher Quality (December, 2021), State Reporting of Teacher Supply and Demand Data, at <https://www.nctq.org/publications/State-of-the-States-2021:-State-Reporting-of-Teacher-Supply-and-Demand-Data>

⁴ National Center for Education Statistics. (2021). Public Charter School Enrollment. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved [date], from <https://nces.ed.gov/programs/coe/indicator/cgb>.

e. Placement of Graduates

- Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.

Students enrolled in the Bachelor of Education Studies will have the option to work in any setting that calls for individuals who are required to educate or support those who educate others.

- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Those who complete the Bachelor of Arts in Professional Studies will be eligible to enroll in the college's master's degree programs.

f. Job Titles

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

Graduates will be prepared for employment in non-licensure, educationally focused roles such as: Paraeducator, Children, Family, and Community Outreach Coordinator, Youth Development Leader, Charter School Teacher, Education Entrepreneur, Academic Advisor, Tutor.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

The learning outcomes are as follows:

1. Examine trends and historical foundations in the education field. (AOV)
2. Apply theories of child development to education settings. (AOII)
3. Select appropriate literature to support learning for specific age groups and individual needs. (AOI)
4. Explore strategies to manage learning environments to ensure a safe and supportive educational setting. (AOVI)
5. Examine trends and best practices to support a variety of diverse learners and individual needs. (AOIII, AOVII)
6. Research strategies and methods used in modern educational settings to guide curriculum, instruction and use of technology. (AOI, AOIV)

b. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

Learning outcomes and assessments for each course align with the program outcomes noted above. Therefore, mastery of the program outcomes is measured through course assignments. Assessment of student learning is measured through a variety of authentic assessments in each course. The assessments include written assignments, performance-based assessments, reflections, objective assessments, and project-based assessments.

The college has an established policy to monitor student progress during their academic program. Undergraduate students must earn and maintain a minimum 2.0 cumulative GPA to successfully complete their program and must complete their degree within 1.5 times the length of the program. Courses with an earned grade below a "C" do not count toward graduation and must be retaken.

An Academic Warning status is assigned when a student's cumulative grade point average falls below 2.0 for undergraduate programs. The warning is in place for two terms to provide the student with the opportunity to raise the cumulative grade point average to at least 2.0. An undergraduate student placed on Academic Warning must earn grades of "C" or better while on Warning. If the cumulative grade point average of 2.0 is not achieved by the end of the second

course while on Academic Warning, the student will be placed on Academic Probation in the next term.

Academic Probation is assigned when a student on Academic Warning status is not successful in raising his or her cumulative GPA to a 2.0 within two terms. If the cumulative grade point average of 2.0 is achieved while on Probation, the student is returned to 'good standing' status at the end of the term. A student who fails to make satisfactory academic progress and earn a 2.0 cumulative GPA while on Academic Warning or Probation will be dismissed from the College.

7. Information on Composite Score, Licensure, Certification, and Accreditation

a. Federal Financial Responsibility Composite Score

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

2.1

b. 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?

The Bachelor of Arts in Education Studies is not designed to prepare individuals for licensure. Graduates of this program do not need to be licensed in Indiana or any other state to practice in the primary professions indicated above.

- If so, please identify:

Not Applicable

- The specific license(s) needed:

Not Applicable

- The State agency issuing the license(s):

Not Applicable

c. Professional Certification

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

No professional certifications exist for graduates of similar programs. The Bachelor of Arts in Education Studies degree is not designed to prepare individuals for licensure or professional certification.

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

No professional certifications exist for graduates of this program. However, prospects for employment increase with an earned college degree. For example, in March of 2021, the unemployment rate for college graduates was 3.7% compared to 6.7% for high school graduates ([U.S. Bureau of Labor Statistics](#), 2021). In 2020, unemployment for those with a bachelor's degree was 5.5% compared to 9.0% for those with only a high school diploma (U.S. Bureau of Labor Statistics, [Current Population Survey](#)).

If so, please identify each specific professional certification:

Not Applicable

- The national organization issuing each certification:

Not Applicable

- Please explain the rationale for choosing each professional certification:

Not Applicable

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

Not Applicable

d. Professional Industry Standards/Best Practices

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

Yes

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

The goal of the Bachelor of Arts in Education Studies program is to provide graduates with the necessary skills to broaden their employment options in non-licensure, educationally focused roles, as such, the program is designed with the following employability standards in mind:

Indiana Employability Skills Standards, Indiana College Core.

Alignment to the standards are attached as **Exhibit C**

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

Indiana Department of Education, in conjunction with the Department of Workforce Development

e. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

American College of Education is accredited by The Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604; 1-800-621-7440). The College's accreditation includes approval to offer degree programs through distance education via the Internet. The next reaffirmation will be in 2024-2025.

- Reason for seeking accreditation.

Not Applicable. American College of Education is currently accredited.

Specialized Program Accreditation

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

No specialized accreditation exists for education studies programs.

- If so, please identify the specialized accrediting agency:

Not Applicable

f. 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

8. Student Records (*Institutions that have Previously Operated*)

a. 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?

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

b. How are the digital student records stored?

Student transcripts are stored in Anthology, 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 Parchment Digital Credential Service, by completing an online request at; <http://www.transcriptsplus.net/order> (<https://www.parchment.com/u/registration/36370549/institution>)

- 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?

Anthology

c. Where are the paper student records located?

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

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

2005

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

34,000

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

Not Applicable

g. 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

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

Yes

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

David Gaston

Registrar

David.Gaston@ace.edu

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

Yes. The College has contracted with Parchment Digital Credential Services to have student records digitized, maintained, and serviced.

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

Average of 30-50 requests per day – 250+ per week

This Section Applies to All Institutions

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

No

- l. **What is the digital format of student transcripts?**

Portable Document Format (PDF)

- m. **Is the institution using proprietary software, if so what is the name?**

No

- n. **Attach a sample transcript specifically for the program being proposed as the last page of this program application.**

Attached as **Exhibit D**

9. 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.

Projected Indiana Headcount and FTE Enrollments and Degrees Conferred									
8/1/2023									
Institution/Location: American College of Education									
Program: Bachelor of Arts in Education Studies									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			1	3	4	4	5	
	Part-Time			0	0	0	0	0	
	Total			1	3	4	4	5	
Enrollment Projections (FTE*)									
	Full-Time			1	3	4	4	5	
	Part-Time			0	0	0	0	0	
	Total			1	3	4	4	5	
Degrees Conferred Projections									
				0	1	2	3	3	
Degree Level: Bachelor									
CIP Code: 13.0101; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Projected National Headcount and FTE Enrollments and Degrees Conferred									
8/1/2023									
Institution/Location: American College of Education									
Program: Bachelor of Arts in Education Studies									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			6	13	15	17	19	
	Part-Time			0	0	0	0	0	
	Total			6	13	15	17	19	
Enrollment Projections (FTE*)									
	Full-Time			6	13	15	17	19	
	Part-Time			0	0	0	0	0	
	Total			6	13	15	17	19	
Degrees Conferred Projections									
				0	5	5	5	6	
Degree Level: Bachelor									
CIP Code: 13.0101; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

American College of Education
 Bachelor of Arts in Education Studies
 2022
Bachelor of Arts in Education Studies Outcomes are at the end of the document.

BA in Education Studies Core Courses aligned to Indiana College Core Competencies

	EDUC4003	EDUC4013	EDUC4023	EDUC4033	EDUC4013	EDUC4173	EDUC4183	EDUC4203	EDUC4213	EDUC4193
	Managing the Learning Environment	Teaching as a Profession	Child and Adolescent Development	Philosophy and History of Education	Child and Adolescent Literature	Diversity in Today's Schools	Technology for Educators	Exploring Research-based Educational Practice	Social and Emotional Learning	Capstone for Education Studies
Written Communications	X	X	X	X	X	X	X	X	X	X
Speaking and Listening	X	X				X				
Quantitative Reasoning	X						X	X		
Scientific Ways of Knowing			X		X	X	X	X		
Humanistic and Artistic Ways of Knowing		X	X	X						
Social and Behavioral Ways of Knowing	X	X	X						X	

Bachelor of Arts in Education Studies Program Outcomes

1. Examine trends and historical foundations in the education field. (AOV)
2. Apply theories of child development to education settings. (AOII)
3. Select appropriate literature to support learning for specific age groups and individual needs. (AOI)
4. Explore strategies to manage learning environments to ensure a safe and supportive educational setting. (AOVI)
5. Examine trends and best practices to support a variety of diverse learners and individual needs. (AOIII, AOVII)
6. Research strategies and methods used in modern educational settings to guide curriculum, instruction and use of technology. (AOI, AOIV)

How to Authenticate This Official Transcript

This official transcript has been delivered to the recipient, and is intended solely for use by that recipient. It is not permissible to replicate this document or forward it to any person or organization other than the identified recipient. Release of this record or disclosure of its contents to any third party without written consent of the record owner is prohibited.

Printed Transcript:

If you have received this transcript as a printed document, you may verify the authenticity by testing the security features noted on the document.

Electronic Transcript:

If receiving electronically, this official transcript has been digitally signed and therefore contains special characteristics. This document will reveal a digital certificate that has been applied to the transcript, and for optimal results, we recommend that this document is viewed with the latest version of Adobe® Acrobat or Adobe® Reader. This digital certificate will appear in a pop-up screen or status bar on the document, display a blue ribbon, and declare that the document was certified by Parchment, with a valid certificate issued by GlobalSign CA for Adobe®. This document certification can be validated by clicking on the Signature Properties of the document.



The Blue Ribbon Symbol: The blue ribbon is your assurance that the digital certificate is valid, the document is authentic, and the contents of the transcript have not been altered.



Invalid: If the transcript does not display a valid certification and signature message, reject this transcript immediately. An invalid digital certificate display means either the digital signature is not authentic, or the document has been altered. The digital signature can also be revoked by the transcript office if there is cause, and digital signatures can expire. A document with an invalid digital signature display should be rejected.



Author Unknown: Lastly, one other possible message, Author Unknown, can have two possible meanings: The certificate is a self-signed certificate or has been issued by an unknown or untrusted certificate authority and therefore has not been trusted, or the revocation check could not complete. If you receive this message make sure you are properly connected to the internet. If you have a connection and you still cannot validate the digital certificate on-line, reject this document.

The current version of Adobe® Reader is free of charge, and available for immediate download at <http://www.adobe.com>.

ABOUT PARCHMENT: Parchment is an academic credential management company, specializing in delivery of official electronic credentials. As a trusted intermediary, all documents delivered via Parchment are verified and secure.

Learn more about Parchment at www.parchment.com



American College of Education

Date: 4/11/2022

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

Student:	Student ID:	DOB:	Original Start Date: 4/6/2020	Student GPA:
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Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
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Program: Bachelor of Arts in Education Studies

Enrollment #: HI22044810 **Status:** Active

Start Date: 4/6/2020

Term: None

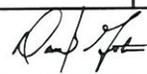
EDUC4003	Managing the Learning Environment	3.00	3.00	A	12.00
EDUC4013	Teaching as a Profession	3.00	3.00	B	9.00
EDUC4033	Philosophy and History of Education	3.00	3.00	A	12.00

Term GPA: **Cum GPA:**

Bachelor of Arts in Education Studies	GPA:	3.67	9.00	9.00
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*** End of Transcript ***

** Indicates Retaken Course
R* Indicates Retaken Override

 David Gaston
Registrar

Indicates Pass/Fail Course
♦ Indicates Associated Course
BPE Agenda Page 61

AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records
101 West Ohio Street, Suite 1200
Indianapolis, Indiana 46204
registrar@ace.edu

ACADEMIC CALENDAR / CREDITS

American College of Education operates on 5 week terms, 8 terms per year for Master/Bachelor level programs and 10 week terms, 4 terms per year for Doctorate level program/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, 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

3000-4999	Baccalaureate Level Courses
500-599	Graduate Level Courses
5000-5999	Graduate Level Courses
6000-6999	Doctorate Level Courses

GRADING SYSTEM

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

*Grade is not included in grade point average computation.

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

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade or "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 for graduate and RN to MSN or a cumulative grade point average of 2.0 ("C") or higher for undergraduate 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).

All institutional policies can be found in the ACE Catalog: <https://catalog.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 for graduate, and 2.0 cumulative grade point average for undergraduate to 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. If the transcript was issued to the student, the watermark stating "Issued to Student" will appear on the transcript.

Any questions regarding the validity of the information you are receiving should be directed to: Office of Registration & Records, American College of Education, 101 West Ohio Street, Suite 1200, Indianapolis, IN 46204, Tel: (800) 280-0307; registrar@ace.edu.

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

Bachelor of Arts in Professional Studies

To Be Offered by American College of Education / Online

Degree Award Level¹: Bachelor of Arts in Professional Studies

Mode of Delivery (In-person or Online¹): Online

Career Relevant/Out-of-Classroom Experiences¹: N/A

Suggested CIP Code: 24.0102 General Studies

Name of Person Preparing this Form: Thomas Brouwer

Telephone Number and Email Address: 317.829.9427 tom.brouwer@ace.edu

Date the Form was Prepared (Use date last revised): REVISED 2022.05.12

Application Type (Initial or Renewal): Initial



INDIANA COMMISSION for
HIGHER EDUCATION
WWW.CHE.IN.GOV

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

Program Description

The Bachelor of Arts in Professional Studies is a transfer-friendly degree completion program with a focus of study in either education or management. The program includes an embedded certificate in Essential Employability Skills that allows students to enhance their professional skills in a variety of areas such as collaboration, cultural awareness, organization, reflection, and self-efficacy.

Program Mission

The mission of the Bachelor of Arts in Professional Studies program is to provide students with the opportunity to complete a bachelor's degree utilizing previously earned credits and coursework focused on professional skills. The Bachelor of Arts in Professional Studies program is designed to engage and support the goals of adult learners seeking promotion in their current careers, pursuing additional personal interests, and providing stronger leadership skills in a selected area of interest.

Program Overview

The Bureau of Labor Statistics reports that when compared to those with only a high school diploma, those with a bachelor's degree experience higher weekly earnings and lower rates of unemployment (Torpey, 2021). In 2020, workers who had completed a bachelor's degree earned over 67% more than workers with only a high school diploma. During that same year, the unemployment rate for bachelor's-level completers was 4.5% lower when compared to those who completed high school as their highest level of education (Torpey, 2021). These statistics demonstrate the economic value of earning a bachelor's degree, which is the focus of the proposed program.

The Bachelor of Arts in Professional Studies program will provide the opportunity for adults with prior college credit to finish a bachelor's degree by allowing students to apply the credits they have previously earned and building on them with current, relevant coursework in a focus of study of education or management. The program is structured to allow associate degree holders and students with college credit and no degree to transfer in 60-90 previously earned bachelor's level credits. We expect to primarily serve associate degree holders and students in the 60-90 credit range because these are the student populations who normally seek out bachelor's degree completion programs.

In addition, ACE partner organizations seeking to develop their workforces and close the gap on labor shortages through a "grow your own" (GYO) strategy will benefit from this program for their employees with college credit and no degree. Students with less than 60 earned college credits can complete coursework offered by ACE partners such as StraighterLine to achieve 60 college credits and complete the remaining 60 credits at ACE to earn the Bachelor of Arts in Professional Studies degree. The Focus of Study in Education is appropriate for students such as paraprofessionals seeking an alternative licensure pathway program option requiring a bachelor's degree for admission and those interested in a non-licensure program with foundational education content, such as career changers ultimately interested in a non-licensure Master's in Education program. The Focus of Study in Management is appropriate for working adults seeking career advancement to positions that require a bachelor's degree.

The Bachelor of Arts in Professional Studies program requires all students to complete (or transfer) coursework that fulfills the Indiana College Core requirements. The courses were selected to provide students with a diverse range of employability and professional knowledge and skills. The flexible, transfer-friendly, online program will provide underserved populations with the opportunity to complete an undergraduate degree. Upon completion, graduates will not only have earned a bachelor's degree but will also qualify for admission into a variety of ACE advanced level programs. With the addition of this program, American College of Education (ACE) can continue its mission of providing high quality education to prepare students to serve, lead and achieve.

Reference:

Torpey, E. (2021). Education pays, 2020. U.S. Bureau of Labor Statistics. Retrieved from <https://www.bls.gov/careeroutlook/2021/data-on-display/education-pays.htm>

Type of Credits	# of Credits	Institution	Notes
Admission	60	Earned outside of ACE	Of these 90 credits, 30 are required to be general education credits (aligned with Indiana College Core)
Elective Credits	30	Earned outside of ACE or at ACE	
Specialty Courses	21	Earned at ACE (all required)	Courses listed below
Specialty Courses (Focus of Study)	9	Earned at ACE (all required)	Students choose one FOS: Education or Management FOS
Total	120	<i>120 credits are documented by ACE prior to degree conferral.</i>	

Admissions Requirements

- Associate’s degree or 60 undergraduate semester hours
- 2.0 GPA for full admission or/
- 1.75 GPA for provisional admission

The proposed course descriptions are attached as **Exhibit A**

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

Total Course Hours: 30 Check one: Quarter Hours _____
 Semester Hours X
 Clock Hours _____

Tuition : \$6,450 Length of Program: 18 Months

Special Fees: N/A

SPECIALTY (CORE) COURSES:		
<i>Please Note: The “Core” courses are taken by all students enrolled in the proposed BA in Professional Studies program.</i>		
Course Number	Course Title	Course Hours
GE4003	Critical Reflection and Self-Assessment	3
GE4013	Collaboration and Teamwork	3
GE4033	Planning and Organizational Skills: Time Management	3
GE4073	Self-Efficacy and Self-Directed Action	3
GE4083	Professionalism and Leadership	3
SOSC4003	Global Skills and Cultural Awareness	3
PS4091	Senior Capstone Experience in Professional Studies	3
Total Specialty Credits		21
SPECIALTY (FOCUS OF STUDY) COURSES:		
<i>Please Note: Students select one, 9 credit Focus of Study.</i>		
Education Focus of Study		
Course Number	Course Title	Course Hours
EDUC4013	Teaching as a Profession	3
EDUC4023	Philosophy and History of Education	3

EDUC4033	Child and Adolescent Development	3
Management Focus of Study		
Course Number	Course Title	Course Hours
LEAD4003	Collaborative Business Communication	3
LEAD4033	Project Management	3
LEAD4043	Social Entrepreneurship in Business	3

Number of Credit/Clock Hrs. in Specialty Courses: 30 / 120 Percentage: 25%

Number of Credit/Clock Hrs. in General Courses: 90 / 120 Percentage: 75%

If applicable:

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

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

a. 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, seven days a week.

The library is currently staffed by two professional librarians. The Library Director holds both a Ph.D. in Information Science and a Master of Library and Information Science. The Assistant Librarian holds a Master of Library Science.

b. Number of volumes of professional material:

ABI/Inform Collection

The **ABI/INFORM Collection** includes international coverage and provides researchers a complete picture of companies and business trends around the world. ProQuest's ABI/INFORM Collection is the only business database where researchers can find full text of The Wall Street Journal, The Economist, Financial Times, and Australian Financial Review.

ABI/INFORM Collection features:

- Business and economics full-text journals and periodicals
- Dissertations, conference and working papers
- Country-and industry-focused reports and downloadable data
- Newspapers and news content

Produced by: ProQuest

Vendor: ProQuest

Coverage: Over 9,500 journals, magazines, books, trade journals, wire feeds, reports, and other sources.

Full text: Over 5,800 full text resources, including 2,000+ peer-reviewed journals

Academic Search Complete

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 18,370 indexed and abstracted journals

- Full text: Yes, 8,850+ full-text journals, 7,630+ peer-reviewed journals, and 350+ eBooks

Business Source Complete

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 7,052 journals and magazines and other resources
- Full text: Yes, over 3,750 full text journals and magazines and over 1,868 peer-reviewed full-text journals; 900+ books; 5,415 SWOT analyses; 57 Harvard faculty seminar videos; 930+ case studies

CINAHL Complete

CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,900 journals and includes the full-text for more than 4,300 journals. It also includes continuing education modules, evidence-based care sheets, and quick lessons providing overviews of disease and conditions. Full text dates back to 1937.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 5,900+ journals plus continuing education modules, evidence-based care sheets, and quick lessons.
- Full-text: Yes, 4,300+ journals and 49 eBooks/Monographs

eBook Central (ProQuest)

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 38 eBooks
- Full-text: Yes

eBook Collection (EBSCOhost)

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 9,000+ eBooks (90+ Education-related e-books)
- Full-text: Yes

Education Leadership Review

Education Leadership Review is a peer reviewed journal published annually in the Fall by the International Council of Professors of Educational Leadership.

- Produced by: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

Education Source

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

- Produced by: EBSCO

- Vendor: EBSCO
- Coverage: 4,690+ journals plus books, monographs, conference papers, and proceedings
- Full-text: Yes, 2,670+ journals and 594 eBooks and monographs plus numerous conference papers and proceedings

Education Week

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

International Journal of Educational Leadership Preparation

The International Journal of Educational Leadership Preparation is a nationally refereed journal published annually in the Spring by the International Council of Professors of Educational Leadership.

- Produced by: The International Council of Professors of Educational Leadership
- Vendor: EBSCO
- Coverage: One journal
- Full-text: Yes

JSTOR Current Education Collection

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: Eight selected education-related journals
- Full-text: Yes

LearnTechLib

The premier online resource for peer-reviewed research on the latest developments and applications in Learning and Technology. Content goes back 30 years.

- Produced by: LearnTechLib
- Vendor: LearnTechLib
- Coverage: Over 2,470 journals, and over 750 conferences (proceedings and presentations)
- Full-Text: Yes

Library, Information Science & Technology Abstracts with Full Text

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 830+ journals plus 29 eBooks, monographs, conference papers, and pamphlets.
- Full-text: Yes, 370+ journals, eBooks and monographs plus numerous conference proceedings and pamphlets

MEDLINE Complete

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

- Produced by: EBSCO and the National Library of Medicine
- Vendor: EBSCO
- Coverage: 2,110 biomedical journals
- Full-text: Yes, 1,150 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.

- Produced by: Wolters Kluwer
- Vendor: OVID
- Coverage: 70 journals
- Full-text: Yes, 70 journals

ProQuest Education Database

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 1500+ journals published since 1991
- Full-text: Yes, 1,000+ journals

ProQuest Healthcare Administration Database

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: Over 6,000 dissertations and theses, over 1,100 Business Monitor reports
- Full-text: Yes, over 1,000 journals, 8 eBooks, and other resources

Regional Business News

Covers business sources, including newspapers and business trade magazines.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: Over 400 publications
- Full-text: Yes, Over 390 publications

Sage Premier Journals

Over 1,100 full-text journals covering topics such as teaching, psychology, special education, health education, criminal justice, leadership, nursing, business, finance, and others. Most titles date back to 1999.

- Produced by: Sage
- Vendor: Sage
- Coverage: 1,100+ full-text journals
- Full-text: Yes

Science Direct

- Produced by: Elsevier
- Vendor: Elsevier
- Coverage: 3 journals: Clinical Simulation in Nursing, Nurse Leader, and Journal for Nurse Practitioners
- Full-text: Yes

University of Chicago Press Journals

- Produced by: University of Chicago Press
- Vendor: EBSCO

- Coverage: 4 journals: American Journal of Education, Elementary School Journal, Schools: Studies in Education, and The Library Quarterly
- Full-text: Yes

VitalSource Bookshelf

VitalSource Bookshelf contains required textbooks for ACE Nursing courses

Wiley Online Library

ACE Library subscribes to two journals from Wiley: TESOL Quarterly and TESOL Journal. Access begins with the 2021 volumes, and complimentary access to the archive of the two journals dates back to 2017.

- Produced by: Wiley
- Vendor: EBSCO
- Coverage: 2 journals: TESOL Quarterly and TESOL Journal
- 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.

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

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

Mental Measurements Yearbook including Tests in Print

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

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).

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

Other

ATI Testing – Nurse’s Touch and Sigma Theta Tau

ATI resources are available to Nursing students in specific courses.

- Produced by: ATI Testing
- Vendor: ATI Testing

Child Development & Adolescent Studies

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

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 276 journals
- Full-text: No

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, and history.

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

Educational Administration Abstracts

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

Joanna Briggs Institute Evidence Based Practice Database

This comprehensive range of resources includes over 4,500 records across seven publication types: Evidence Based Recommended Practices, Evidence Summaries, Best Practice Information Sheets, Systematic Reviews, Consumer Information Sheets, Systematic Review Protocols, and Technical Reports.

- Produced by: Joanna Briggs Institute
- Vendor: Ovid/WK
- Coverage: Over 4,500 records across seven publication types
- Full-text: Yes

ProQuest Dissertations & Theses Global

- Produced by: ProQuest and UMI
- Vendor: ProQuest
- Coverage: 5 million citations and 2.7 million full-text works from thousands of universities
- Full-text: Yes, for most dissertations added since 1997

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 particular 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 1,000 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series. It also includes numerous videos.

- Produced by: SAGE
- Vendor: SAGE
- Coverage: 1,000+ Reference eBooks and 125+ hours of videos
- Full-text: Yes

Shadow Health

The Shadow Health, Health Assessment, and the Advanced Health Assessment simulations are available in specific Nursing courses.

- Produced by: Shadow Health
- Vendor: Shadow Health
- Coverage: Two simulations
- Full-Text: No

c. Number of professional periodicals subscribed to:

ACE subscribes to specialized fee-based databases and other resources that provide students and faculty access to full-text books and journal articles. From the links in our learning management system (LMS), students and faculty can access 17,000 scholarly journals, 500,000 education documents, 300,000 full-text documents, approximately 9,000+ ebooks, reports or monographs, and the Educational Resources Information Center (ERIC) documents. Students and faculty also benefit from a direct subscription to several full-text education journals.

d. 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 ebooks subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.

4. 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:	8	Full-time:	1	Part-time:	7
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Bissonette, Devan	Ph.D. in U.S. History	17	6	17		x
Capps, Ken	Ph.D. in Inorganic Chemistry	1	5	25		x
Debay, Dennis	Ph.D. in Curriculum and Instruction	19	5	19		x
Deroche, David	Ph.D. in Interdisciplinary Studies	11	1	0		x
Erdogan, Eyup	Doctor in Biology	21	<1	21		x
Hopkins, Janet	Ph.D. in Education	34	5	34		x
Macon, Don	Ph.D. Humanities	25	5	38	x	

Place, Jessica	Ph.D. in Education	22	1.5	22		x
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5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program and how does it build upon institutional strengths?

The Bachelor of Arts in Professional Studies program is designed to provide pathways for individuals with prior college credit to complete their degree at a reasonable cost. By providing an opportunity to complete a bachelor's degree, ACE will support their career advancement so graduates can play a larger role in their organizations serving others.

This program builds on ACE's strength in delivering education and business-focused curriculum at an affordable cost. ACE has a well-established online delivery system that will be utilized to expand opportunities for adult learners regardless of geographic location or other location-based limitations.

- How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

The Bachelor of Arts in Professional Studies program directly addresses Goal 2, Objective 2.4: Develop and Deploy Programs Aligned to Market and Partnership Needs, as measured by student enrollment and program-level satisfaction. The program is part of a larger strategic initiative to develop bachelor's completion programs that serve working adults.

The 2022-2027 Institutional Strategic Plan is attached as **Exhibit B**

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan [Reaching Higher In a State of Change](#)?

Since its inception, American College of Education has continued to embrace a learner focused approach that supports a diverse population who wish to develop their talent with employment goals in mind. The online platform and low-cost tuition allow for equal access to quality education.

c. State Rationale: Equity-Related

- How does this program address the Equity section of [Reaching Higher In a State of Change](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

The Bachelor of Arts in Professional Studies and its mission aligns seamlessly with the equity section of Reaching Higher in a State of Change. The program provides students with prior college credit a low-cost option to earn their bachelor's degree. The focuses of study are designed to help a diverse population of adult learners to reskill, thus improving their employment options and earning potential.

d. Evidence of Labor Market Need

- National, State, or Regional Need
 - Is the program serving a national, state, or regional labor market need? Please describe.

American College of Education believes that there is a need for a high quality, affordable bachelor's completion programs that meet the needs of individuals with college credit, but no degree. According to a 2019 report by the National Student Clearinghouse Research Center, there are 36 million people in the United States with college credit and no degree¹. To better understand how this impacts ACE's constituents, a survey of 42 district partners was conducted in 2022, asking "Roughly what number of district support staff have some college credit but no bachelor's degree?". Out of 41 respondents, 14.63% (n=6) answered 51-100, and 14.63% (n=6) answered 101-500. This demonstrates that a significant number of Americans are members of the "Some College, No Degree population".

The benefit of a bachelor's degree is undeniable. A 2020 report by the Georgetown University Center on Education and the Workforce (CEW), states that; "...adults with a bachelor's degree earn an average of \$2.8 million during their careers, \$1.2 million more than the median for workers with a high school diploma." ² However, those with college credit but no degree, are re-evaluating the benefit of a post-secondary education due to the high cost of tuition. Once way the education and employment industry can combat this is through employer sponsored continuing education. Many employers and educators are exploring ways to educate the workforce that directly relates to employment goals, while avoiding additional debt for the consumer. A 2020 article published in the Harvard Business Review recognized this by stating, "Current approaches to financing education and career readiness fail to meet the needs of the labor market". The author added, "We in higher ed and the employment space need to create employee education programs that are attractive and relevant for the employee and that can build and retain a skilled workforce for the employer."³

Many employers shifted their hiring strategies to adapt to the changes in the workforce caused by the recent pandemic, however, the data still shows that candidates with a bachelor's degree remain in demand. In a 2021 recruiting trends survey & report published by the Collegiate Employment Research Institute at Michigan State University, 44% of the 729 respondents indicated that they expect to increase hiring across all degree levels, with 45% seeking candidates with a bachelor's degree. This is a 37% increase from the height of the pandemic. The survey indicated that hiring candidates with a bachelor's degree in the education services sector is expected to increase 19% from 2021 levels, and business, professional & scientific services sector to grow 14%.⁴ Internally initiated surveys have also been conducted. American College of Education (ACE) surveyed 42 district partners in 2022, asking, "Does your district have support staff, such as paraprofessionals, who would benefit from a bachelor's degree completion program (i.e., staff with some college credit but no bachelor's degree)? 33 (78.57%) responded "Yes".

References:

- ¹ Shapiro, D., Ryu, M., Huie, F., & Liu, Q. (October 2019), Some College, No Degree, A 2019 Snapshot for the Nation and 50 States, Signature Report No. 17, Herndon, VA: National Student Clearinghouse Research Center, at <https://nscresearchcenter.org/some-college-no-degree-2019/>

² Anthony P. Carnevale, Ban Cheah, and Emma Wenzinger. The College Payoff: More Education Doesn't Always Mean More Earnings. Washington, DC: Georgetown University Center on Education and the Workforce, at <https://cew.georgetown.edu/cew-reports/collegepayoff2021/>

³ McDonough, T., Oldham, C., (October 2021), Why Companies Should Pay for Employees to Further Their Education. Harvard Business Review, at <https://hbr.org/sponsored/2020/10/why-companies-should-pay-for-employees-to-further-their-education>

⁴ Gardner, P., (2021), Recruiting Trends 2021-2022, 51st Annual Recruiting Trends Survey & Report, Michigan State University Collegiate Employment Research Institute, at <https://ceri.msu.edu/recruiting-trends/index.html>

e. Placement of Graduates

- Please describe the principal occupations and industries in which the majority of graduates are expected to find employment.

Students enrolled in the Bachelor of Professional Studies will have the option to take one of two focuses of study: Education and Management. Graduates who choose to take the Education Focus of Study will be prepared for employment in non-licensure, educationally focused roles. Graduates who complete the Management Focus of Study will be eligible for a wide range of business-centric positions.

- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Those who complete the Bachelor of Arts in Professional Studies will be eligible to enroll in the college's master's degree programs.

f. Job Titles

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

The Bachelor of Arts in Professional Studies program is designed to support the goals of adult learners seeking promotion in their current careers, pursuing additional personal interests, and providing stronger leadership skills in one of the following areas of interest.

Education Focus of Study: education assistant, paraeducator, community outreach coordinator, academic advisor, education program manager, youth leadership and enrichment director.

Management Focus of Study: business development manager, contract administrator, human resources associate, department manager, public affairs manager, community relations coordinator, supervisor, team leader.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

The learning outcomes are as follows:

1. Demonstrate skills including reflection, self-assessment and using appropriate judgement in professional environments to facilitate experiences addressing diversity. (AO VII)
2. Demonstrate social awareness and cultural sensitivity. (AO IV)
3. Select approaches which exercise multiple perspectives to engage team members as they consider evidence for generating new options which also help establish and maintain a climate of mutual respect. (AO IV)
4. Demonstrate self-control, endurance, and capacity to complete tasks while adjusting to changing situations and responsibilities. (AO VI)
5. Examine the appropriate essential employability skills necessary for effective communication, decision-making, initiative, and problem solving. (AO III)
6. Explore foundational topics in the professional fields of business or education. (AOIV)

b. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

Learning outcomes and assessments for each course align with the program outcomes noted above. Therefore, mastery of the program outcomes is measured through course assignments. Assessment of student learning is measured through a variety of authentic assessments in each course. The assessments include written assignments, performance-based assessments, reflections, objective assessments, and project-based assessments that can be applied to a variety of professional fields.

The college has an established policy to monitor student progress during their academic program. Undergraduate students must earn and maintain a minimum 2.0 cumulative GPA to successfully complete their program and must complete their degree within 1.5 times the length of the program. Courses with an earned grade below a "C" do not count toward graduation and must be retaken.

An Academic Warning status is assigned when a student's cumulative grade point average falls below 2.0 for undergraduate programs. The warning is in place for two terms to provide the student with the opportunity to raise the cumulative grade point average to at least 2.0. An undergraduate student placed on Academic Warning must earn grades of "C" or better while on Warning. If the cumulative grade point average of 2.0 is not achieved by the end of the second course while on Academic Warning, the student will be placed on Academic Probation in the next term.

Academic Probation is assigned when a student on Academic Warning status is not successful in raising his or her cumulative GPA to a 2.0 within two terms. If the cumulative grade point average of 2.0 is achieved while on Probation, the student is returned to 'good standing' status at the end of the term. A student who fails to make satisfactory academic progress and earn a 2.0 cumulative GPA while on Academic Warning or Probation will be dismissed from the College.

7. Information on Composite Score, Licensure, Certification, and Accreditation

a. Federal Financial Responsibility Composite Score

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or

calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

2.1

b. 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 not need to be licensed by the state to practice their profession in Indiana or any other state.

- If so, please identify:

Not Applicable

- The specific license(s) needed:

Not Applicable

- The State agency issuing the license(s):

Not Applicable

c. Professional Certification

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

No professional certifications exist for graduates of similar programs. The Bachelor of Arts in Professional Studies degree will not lead to licensure or professional certification from external sources.

- 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?

No professional certifications exist for graduates of this program. However, prospects for employment increase with an earned college degree. For example, in March of 2021, the unemployment rate for college graduates was 3.7% compared to 6.7% for high school graduates ([U.S. Bureau of Labor Statistics](#), 2021). In 2020, unemployment for those with a bachelor's degree was 5.5% compared to 9.0% for those with only a high school diploma (U.S. Bureau of Labor Statistics, [Current Population Survey](#)).

If so, please identify each specific professional certification:

Not Applicable

- The national organization issuing each certification:

Not Applicable

- Please explain the rationale for choosing each professional certification:

Not Applicable

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

Not Applicable

d. Professional Industry Standards/Best Practices

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

Yes

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

The goal of the Bachelor of Arts in Professional Studies program is to provide graduates with the necessary skills to broaden their employment options, as such, the program is designed with the following employability standards in mind:

Indiana Employability Skills Standards, Indiana College Core.

Alignment to the standards are attached as **Exhibit C**

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

Indiana Department of Education, in conjunction with the Department of Workforce Development

e. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

American College of Education is accredited by The Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604; 1-800-621-7440). The College's accreditation includes approval to offer degree programs through distance education via the Internet. The next reaffirmation will be in 2024-2025.

- Reason for seeking accreditation.

Not Applicable. American College of Education is currently accredited.

Specialized Program Accreditation

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

No specialized accreditation exists for professional studies programs.

- If so, please identify the specialized accrediting agency:

Not Applicable

f. 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

8. Student Records (*Institutions that have Previously Operated*)

a. 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?

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

b. How are the digital student records stored?

Student transcripts are stored in Anthology, 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 Parchment Digital Credential Service, by completing an online request at; <http://www.transcriptsplus.net/order> (<https://www.parchment.com/u/registration/36370549/institution>)

- 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?

Anthology

c. Where are the paper student records located?

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

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

2005

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

34,000

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

Not Applicable

g. 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

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

Yes

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

David Gaston

Registrar

David.Gaston@ace.edu

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

Yes. The College has contracted with Parchment Digital Credential Services to have student records digitized, maintained, and serviced.

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

Average of 30-50 requests per day – 250+ per week

This Section Applies to All Institutions

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

No

l. What is the digital format of student transcripts?

Portable Document Format (PDF)

m. Is the institution using proprietary software, if so what is the name?

No

n. Attach a sample transcript specifically for the program being proposed as the last page of the this program application.

Attached as **Exhibit D**

9. 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.

Projected Headcount and FTE Enrollments and Degrees Conferred									
8/1, 2023									
Institution/Location: American College of Education									
Program: Bachelor of Arts in Professional Studies									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			1	2	2	3	4	
	Part-Time			0	0	0	0	0	
	Total			1	2	2	3	4	
Enrollment Projections (FTE*)									
	Full-Time			1	2	2	3	4	
	Part-Time			0	0	0	0	0	
	Total			1	2	2	3	4	
Degrees Conferred Projections									
				0	1	2	2	3	
Degree Level: Bachelor									
CIP Code: - 24.0102; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Projected National Headcount and FTE Enrollments and Degrees Conferred									
8/1, 2023									
Institution/Location: American College of Education									
Program: Bachelor of Arts in Professional Studies									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			6	18	25	31	41	
	Part-Time			0	0	0	0	0	
	Total			6	18	25	31	41	
Enrollment Projections (FTE*)									
	Full-Time			6	18	25	31	41	
	Part-Time			0	0	0	0	0	
	Total			6	18	25	31	41	
Degrees Conferred Projections									
				0	5	6	8	10	
Degree Level: Bachelor									
CIP Code: - 24.0102; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

American College of Education
Bachelor of Arts in Professional Studies
2022
**Program Outcomes are at the end of the document.*

BA in Professional Studies Core Courses aligned to Indiana College Core Competencies

College Core Competencies	GE4003	GE4013	GE4033	GE4073	GE4083	SOSC4003	PS4091
	Critical Reflection and Self-Assessment	Collaboration and Teamwork	Planning and Organizational Skills: Time Management	Self-Efficacy and Self-Directed Action	Professionalism and Leadership	Global Skills and Cultural Awareness	Senior Capstone Experience in Professional Studies
Written Communications	x	x	x	x	x	x	x
Speaking and Listening		x	x				
Quantitative Reasoning							
Scientific Ways of Knowing							
Humanistic and Artistic Ways of Knowing	x	x			x		
Social and Behavioral Ways of Knowing	x	x	x	x		x	

BA in Professional Studies Core Courses aligned to Indiana Employability Skills Standards

Indiana Employability Skills Standards	GE4003	GE4013	GE4033	GE4073	GE4083	SOSC4003	PS4091
	Critical Reflection and Self-Assessment	Collaboration and Teamwork	Planning and Organizational Skills: Time Management	Self-Efficacy and Self-Directed Action	Professionalism and Leadership	Global Skills and Cultural Awareness	Senior Capstone Experience in Professional Studies
Mindsets Lifelong Learning	x		x	x	x		
Mindsets Self-Confidence	x		x	x	x		
Work Ethic Self-Discipline	x	x	x	x	x	x	
Work Ethic Independence	x	x	x	x	x	x	
Work Ethic Perseverance	x		x	x	x		
Work Ethic Time Management & Organization			x		x		
Work Ethic Integrity	x		x	x			
Work Ethic Adaptability	x		x	x		x	
Work Ethic Professionalism	x	x	x	x	x	x	
Learning Strategies Effective Communication	x	x		x	x	x	
Learning Strategies Decision-Making	x	x		x	x	x	
Learning Strategies Attention to Detail		x	x				
Learning Strategies Aptitude Awareness			x			x	
Learning Strategies Initiative				x			
Learning Strategies Problem Solving	x	x	x	x	x		
Social & Emotional Skills Connection	x	x		x	x	x	
Social & Emotional Skills Regulation	x	x		x	x	x	
Social & Emotional Skills Collaboration	x	x		x	x	x	

Bachelor of Arts in Professional Studies Program Outcomes

1. Demonstrate skills including reflection, self-assessment and using appropriate judgement in professional environments to facilitate experiences addressing diversity. (AO VII)
2. Demonstrate social awareness and cultural sensitivity. (AO IV)
3. Select approaches which exercise multiple perspectives to engage team members as they consider evidence for generating new options which also help establish and maintain a climate of mutual respect. (AO IV)
4. Demonstrate self-control, endurance, and capacity to complete tasks while adjusting to changing situations and responsibilities. (AO VI)
5. Examine the appropriate essential employability skills necessary for effective communication, decision-making, initiative, and problem solving. (AO III)
6. Explore foundational topics in the professional fields of business or education. (AOIV)

How to Authenticate This Official Transcript

This official transcript has been delivered to the recipient, and is intended solely for use by that recipient. It is not permissible to replicate this document or forward it to any person or organization other than the identified recipient. Release of this record or disclosure of its contents to any third party without written consent of the record owner is prohibited.

Printed Transcript:

If you have received this transcript as a printed document, you may verify the authenticity by testing the security features noted on the document.

Electronic Transcript:

If receiving electronically, this official transcript has been digitally signed and therefore contains special characteristics. This document will reveal a digital certificate that has been applied to the transcript, and for optimal results, we recommend that this document is viewed with the latest version of Adobe® Acrobat or Adobe® Reader. This digital certificate will appear in a pop-up screen or status bar on the document, display a blue ribbon, and declare that the document was certified by Parchment, with a valid certificate issued by GlobalSign CA for Adobe®. This document certification can be validated by clicking on the Signature Properties of the document.



The Blue Ribbon Symbol: The blue ribbon is your assurance that the digital certificate is valid, the document is authentic, and the contents of the transcript have not been altered.



Invalid: If the transcript does not display a valid certification and signature message, reject this transcript immediately. An invalid digital certificate display means either the digital signature is not authentic, or the document has been altered. The digital signature can also be revoked by the transcript office if there is cause, and digital signatures can expire. A document with an invalid digital signature display should be rejected.



Author Unknown: Lastly, one other possible message, Author Unknown, can have two possible meanings: The certificate is a self-signed certificate or has been issued by an unknown or untrusted certificate authority and therefore has not been trusted, or the revocation check could not complete. If you receive this message make sure you are properly connected to the internet. If you have a connection and you still cannot validate the digital certificate on-line, reject this document.

The current version of Adobe® Reader is free of charge, and available for immediate download at <http://www.adobe.com>.

ABOUT PARCHMENT: Parchment is an academic credential management company, specializing in delivery of official electronic credentials. As a trusted intermediary, all documents delivered via Parchment are verified and secure.

Learn more about Parchment at www.parchment.com



American College of Education

Date: 4/11/2022

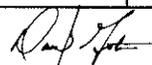
Page 1 of 1

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

Student: Student ID: DOB: Original Start Date: 4/6/2020 Student GPA:

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points																																				
<p>Program: Bachelor of Arts in Professional Studies</p> <p>Enrollment #: HI22044809 Status: Active</p> <p>Start Date: 4/6/2020</p> <p>Term: 21MAY24 May 24, 2021 5/24/2021 6/27/2021</p> <table border="1"> <tr> <td>GE4033</td> <td>Planning and Organizational Skills: Time Management</td> <td>3.00</td> <td>3.00</td> <td>A</td> <td>12.00</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td><u>3.00</u></td> <td><u>3.00</u></td> <td></td> <td><u>12.00</u></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Term GPA:</td> <td>Cum GPA:</td> <td>4.00</td> <td>4.00</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>												GE4033	Planning and Organizational Skills: Time Management	3.00	3.00	A	12.00									<u>3.00</u>	<u>3.00</u>		<u>12.00</u>							Term GPA:	Cum GPA:	4.00	4.00								
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<p>Term: 21AUG23 August 23, 2021 8/23/2021 9/26/2021</p> <table border="1"> <tr> <td>GE4003</td> <td>Critical Reflection and Self-Assessment</td> <td>3.00</td> <td>3.00</td> <td>A</td> <td>12.00</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td><u>3.00</u></td> <td><u>3.00</u></td> <td></td> <td><u>12.00</u></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Term GPA:</td> <td>Cum GPA:</td> <td>4.00</td> <td>4.00</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>												GE4003	Critical Reflection and Self-Assessment	3.00	3.00	A	12.00									<u>3.00</u>	<u>3.00</u>		<u>12.00</u>							Term GPA:	Cum GPA:	4.00	4.00								
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<p>*** End of Transcript ***</p>																																															

** Indicates Retaken Course
 R* Indicates Retaken Override
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 David Gaston
 Registrar

Indicates Pass/Fail Course
 ♦ Indicates Associated Course

AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records

101 West Ohio Street, Suite 1200

Indianapolis, Indiana 46204

registrar@ace.edu

ACADEMIC CALENDAR / CREDITS

American College of Education operates on 5 week terms, 8 terms per year for Master/Bachelor level programs and 10 week terms, 4 terms per year for Doctorate level program/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, 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

3000-4999	Baccalaureate Level Courses
500-599	Graduate Level Courses
5000-5999	Graduate Level Courses
6000-6999	Doctorate Level Courses

GRADING SYSTEM

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

*Grade is not included in grade point average computation.

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

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade or "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 for graduate and RN to MSN or a cumulative grade point average of 2.0 ("C") or higher for undergraduate 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).

All institutional policies can be found in the ACE Catalog: <https://catalog.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 for graduate, and 2.0 cumulative grade point average for undergraduate to 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. If the transcript was issued to the student, the watermark stating "Issued to Student" will appear on the transcript.

Any questions regarding the validity of the information you are receiving should be directed to: Office of Registration & Records, American College of Education, 101 West Ohio Street, Suite 1200, Indianapolis, IN 46204, Tel: (800) 280-0307; registrar@ace.edu.