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

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

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

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

The Ed.S. in Instructional Technology degree program is not designed to lead to professional licensure.
The program design is guided by the standards of the International Society for Technology in Education (ISTE) which provides “a framework for students, educators, administrators, coaches and computer science educators to rethink education and create innovative learning environments”. The ISTE standards are provided for free use by educators, professionals, and students to provide guidelines for the required skills and knowledge to succeed in the digital age.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

References:


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

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

<table>
<thead>
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<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Course Hours</td>
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<tr>
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<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

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

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

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0 / 34 Percentage: 0%
III. LIBRARY: Please provide information pertaining to the library located in your institution.

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

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

2. Number of volumes of professional material:

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

**E-journals and E-Books**

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

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

**CINAHL Complete**
CINAHL Complete covers over 50 nursing specialties, speech and language pathology, nutrition, and general health. This database indexes more than 5,400 journals and includes the full-text for more than 1,300 journals. It also includes continuing education modules, evidence-based care sheets, quick lessons providing overviews of disease and conditions, and 13 eBooks. Full text dates begin in 1937.
- Produced by: CINAHL Information Systems
- Vendor: EBSCO
- Full-text: Over 1,300 journals
CultureGrams Online Database
CultureGrams provides reports on over 200 countries, every U.S. state and each of the Canadian provinces and territories. Cultural reports cover topics such as land, climate, housing, economy, education, history, marriage, and greetings.
- Produced in conjunction with the David M. Kennedy Center for International Studies at Brigham Young University.
- Vendor: ProQuest
- Full-text: Yes

eBook Central
The eBook Central platform provides access to eBooks that the library has purchased from ProQuest. ACE has three eBooks on this platform for nursing and health administration.
- Produced by: ProQuest
- Vendor: ProQuest
- Full-text: Three eBooks

eBooks (EBSCOhost)
eBooks is a collection of 3,536 full-text eBooks, which includes a collection of 92 purchased Education related eBooks, two Healthcare related eBooks, and the remainder are open-access.
- Producer: EBSCO
- Vendor: EBSCO
- Full-text: Yes

Education Abstracts
Education Abstracts indexes and abstracts articles from education journals published since 1983, education yearbooks published since 1994, and books in education published since 1995. Subjects covered include adult education, continuing education, library science, literacy standards, multicultural/ethnic education, teaching methods, and more.
- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Coverage: 770+ journals

Education Source
Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world’s largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues. Coverage for over 2,330 journals, 530+ eBooks, conference papers, and proceedings.
- Produced by: EBSCO
- Vendor: EBSCO
- Full-text: Yes, 1,800+ journals

Education Week
- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Full-text: yes, for this title
Educational Administration Quarterly
- Produced by: SAGE
- Vendor: EBSCO
- Full-text: yes, for this title

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

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

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

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

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

ProQuest Education Journals
ProQuest Education Journals covers scholarly literature on primary, secondary, and higher education, special education, home schooling, adult education, and hundreds of related topics. This database covers over 1,020 journals published since 1991.
ProQuest Health Management Database
Health Management is a specialized database which includes the full text from over 800 journals from pertinent health publishers in the field of health administration. Also included are over 6,000 dissertations and theses from that field, as well as over 1,100 reports from Business Monitor International related to the health care industry. Topics covered include including hospitals, insurance, law, statistics, business management, ethics, and public health administration.

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

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

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

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

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

University of Chicago Press Journals

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

ERIC Documents and Educational Tests
ERIC
The ERIC (Educational Resources Information Center) database is created and distributed free by the U.S. Dept. of Education. ERIC indexes and abstracts education journals, as well as published and unpublished books, monographs, curriculum guides, conference papers, proceedings, position papers, teaching guides, and other educational materials. Coverage includes 1,160+ journals and 500,000+ other publications. 1.3+ million citations.
Mental Measurements Yearbook including Tests in Print
Mental Measurements Yearbook (MMY) is a comprehensive guide to 2,000+ contemporary testing instruments. The MMY series contains reviews and information essential for a complete evaluation of testing products in psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection decisions about the increasingly complex world of testing. MMY database includes the MMY archive of all yearbooks from the first edition in 1938 through the 18th yearbook released in 2010.

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

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

Other

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

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

- Vendor: EBSCO
- Full-text: No

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

- Produced by: H. W. Wilson Co
- Vendor: EBSCO
- Full text: No
Educational Administration Abstracts
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 199,000+ records dating back to 1966
- Full-Text: No

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

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

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

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

4. Other library facilities in close geographical proximity for student access:
While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain local library access or borrowing privileges at libraries near to them.
IV. FACULTY: Attach completed Instructor’s Qualification Record for each instructor. **Include all required documentation pertaining to the qualifications of each instructor.

| Total # of Faculty in the Program: | 10 | Full-time: | 5 | Part-time: | 5 |

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

<table>
<thead>
<tr>
<th>List Faculty Names (Alphabetical Order)</th>
<th>Degree or Diploma Earned</th>
<th># Years of Working Experience in Specialty</th>
<th># Years Teaching at Your School</th>
<th># Years Teaching at Other</th>
<th>Check one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashton, Jennifer</td>
<td>Ed.D. in Instructional Technology and Distance Education</td>
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<tr>
<td>Ayala, Sherri</td>
<td>Ed.D. in Educational Administration and Supervision</td>
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<td>Chametzky, Barry</td>
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<td>Fisher, Harold</td>
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<tr>
<td>Grimshaw, Brian</td>
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<td>Johnson, Sandra</td>
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<td>Mathes, Jennifer</td>
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<td>Yalof, Barbara</td>
<td>Ed.D. in Educational Technology</td>
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<td>5</td>
<td>6</td>
<td>X</td>
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</tbody>
</table>
Institution: American College of Education
Degree Program: Ed.S. in Instructional Technology
Locations: Indianapolis, Indiana

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

If so, please identify
The specific license(s) needed: Not Applicable
The State agency issuing the license(s): Not Applicable

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

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

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

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

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

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

If so, please identify
The specific professional industry standard(s) and/or best practice(s): As stated in section one, the program design is guided by the standards of the International Society for Technology in Education (ISTE) which provides “a framework for students, educators, administrators, coaches and computer science educators to rethink education and create innovative learning environments”. The ISTE standards as shown below are provided for free to educators,
professionals, and students to provide guidelines for the required skills and knowledge to succeed in the digital age.

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

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

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

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

If so, please identify the specialized accrediting agency:
Not Applicable

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

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

If so, please list the baccalaureate degree(s): Not Applicable
Job Titles
List specific job titles and broad job categories that would be appropriate for a graduate of this program:

Director Instructional Technology
Director Educational Technology
Curriculum Developer
eLearning Specialist
Technology Coaches
Curriculum Specialists
Education and Training Consultants/Coordinators
Instructional Coordinators
Instructional Technologists
Directors of Course Production/Curriculum

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

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

Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? Yes
   • If not, what is the percentage of student transcripts in a digital format? Not Applicable
   • What is the beginning year of digitized student transcripts? 2005
   • Are student transcripts stored separately from the overall student records?
     Students transcripts are stored separately from overall student records within the
     student information file.

2. How are the digital student records stored? Within the Student Information System (SIS),
   CampusNexus.
   • Where is the computer server located?
     The main server is located at ACE’s main office in Indianapolis, Indiana. The
     backup server is located offsite in Carmel, Indiana.
   • What is the name of the system that stores the digital records?
     CampusNexus
3. Where are the paper student records located? 
ACE does not maintain paper records. Student records are stored electronically. If the school receives paper records from a student, they are uploaded into the SIS and held for a period of 30 days. After 30 days they are destroyed pursuant to College policy.

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

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

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

7. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
   - If so, what is the most significant format? Not Applicable
   - If so, what is the estimated number of student records maintained in that format? Not Applicable

8. Does the institution maintain a staff position that has overall responsibility and authority over student records? Yes
   - If so, what is the name, title, and contact information for that individual? Lindsay May, Registrar
     Lindsay.May@ace.edu

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

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

    All Institutions

11. Is there anything that the Commission should consider with regard to the institutional student records? No
<table>
<thead>
<tr>
<th>Enrollment Projections (Headcount)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
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<td>10</td>
<td>12</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Part-Time</td>
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**FTE Definitions:**
- Undergraduate Level: 30 Semester Hrs. = 1 FTE
- Undergraduate Level: 24 Semester Hrs. = 1 FTE
Official Academic Transcript from
American College of Education

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

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

Receiver Information
Registrar Registrar
registrar@ace.edu

Document Information
Transmitted On: Thu, 12 September 2013
Transcript ID: TRAN000004920039

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## Program: Curriculum and Instruction

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

### Term: 12APR23

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<thead>
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<th>Course Code</th>
<th>Course Description</th>
<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>Grade</th>
<th>Quality Points</th>
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**Term GPA:** 4.00  
**Cum GPA:** 4.00

## Program: Educational Leadership

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

### Term: 13JUNE03

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

## Educational Leadership  

**GPA:** 4.00  
**3.00**  
**3.00**

---

**Authorised Signature:**  

**Date:**

---

**Lyndia A. Wagner, Registrar**

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

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

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

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

COURSE NUMBERING SYSTEM

<table>
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<tr>
<th>Course Number Ranges</th>
<th>Course Descriptions</th>
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<tr>
<td>500–599</td>
<td>Graduate Level Courses</td>
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<tr>
<td>5000–5999</td>
<td>Graduate Level Courses</td>
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<tr>
<td>6000–6999</td>
<td>Doctorate or Advanced Studies Courses</td>
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GRADE POINT AVERAGE COMPUTATION

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<th>Grade</th>
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<td>C</td>
<td>Average</td>
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<td>F</td>
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<td>Withdrawn</td>
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<tr>
<td>P</td>
<td>Pass</td>
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<tr>
<td>N/P</td>
<td>Non-Pass</td>
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<td>TR*</td>
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<td>CR*</td>
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<tr>
<td>PR*</td>
<td>Progress</td>
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<tr>
<td>RV*</td>
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* Grade is not included in grade point average computation
** “I” (Incomplete) grades that are not resolved according to the Incomplete Grade policy in the Catalog (available at www.ace.edu) are changed to “F” (Failure) grades. “I” grades are not included in the grade point average computation.

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

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

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

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

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