



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Thursday, January 31, 2019

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Indianapolis, IN 46204-4206
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www.che.in.gov

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AGENDA

Meeting of the Board for Proprietary Education

January 31, 2019
1:00 p.m. – 3:00 p.m.

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

Join Zoom Meeting
<https://zoom.us/j/696108260>
+1 646 876 9923, 1 408 638 0968, 1 669 900 6833
Meeting ID: 696 108 260

Find your local number: <https://zoom.us/u/ambavdE35>

- I. **Call to Order – 1:00 P.M. (Eastern)**
 - Roll Call of Members and Determination of Quorum**
 - Executive Director’s Report**
 - Consideration of the Minutes of the December 5, 2018 Board Meeting..... 1**

- II. **DISCUSSION ITEMS A-D: POTENTIAL IMPROVEMENTS FOR DEALING WITH CLOSED OR CLOSING INSTITUTIONS5**
 - A. Reviewing Available Data Sources
 - 1. Enrollment (CHEDSS, Applications)
 - 2. Federal Financial Responsibility Composite Scores
 - 3. Corporate Structure/Ownership
 - 4. U.S. DOE Communications
 - 5. Accrediting Bodies
 - 6. NASASPS
 - 7. Media Sources
 - 8. Licensure Pass Rates in Nursing

 - B. Overview of Timelines for Selected Closed Institutions

 - C. Exploring Potential Actions for Institutions in Danger of Closing

 - D. Actions Taken for Closed Institutions

III. BUSINESS ITEMS

A. Academic Degree Programs

- 1. American College of Education: One Master’s Degree Program
via Distance Education 7
- M.E. in Special Education..... 9

INFORMATION ITEM

DECISION ITEM

OLD BUSINESS

NEW BUSINESS

ADJOURNMENT

The next meeting of the Board is tentatively scheduled for Thursday, March 7, 2019, at Indianapolis, Indiana.

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Wednesday, December 5, 2018

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: Ken Konesco, Joe Pearson, Jean Putnam, Ken Sauer, and Anne Shane.

Members by Phone: None

Members Absent: Stefany Deckard, and Rod Haywood, Jr.

Guests Present: Dinell Edge, Margo Jones, Brent Murphy, Ayana Redding, LeVeda Standifer, Cheryl Turner, and Debbie Vermillion.

It was determined that there was a quorum for the December 5, 2018 Board meeting.

CONSIDERATION OF THE MINUTES OF THE OCTOBER 16, 2018 BOARD MEETING

R-18-05.1 **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the October 16, 2018 regular meeting
(Motion – Pearson, second – Shane, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Ken Sauer began by welcoming Board members present. Many activities were occurring at the Commission, but due to the agenda he would only be mentioning one item. The Commission continues to make progress with Credential Engine. At a later date he will be giving a more in-depth report on Credential Engine to Board members. This exciting initiative certainly relates to institutions overseen by the Board.

III. TIME – SENSITIVE ACTION ITEMS

A. Academic Degree Program

1. Associate of Science in Radiological Technology to be offered by Radiological Technologies University VT at South Bend.

Representing Radiological Technologies University VT were: Brent Murphy, President and CEO; and Cheryl Turner, Ed.D., Program Director.

Ross Miller presented the staff report recommending that Radiological Technologies University VT be granted approval to offer the one associate of science at one location

and online.

R-18-05.02 **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 – Konesco, second - Shane, unanimously approved)

2a. Initial Institutional Authorization of ACL Medical Training Academy at Anderson.

Representing ACL Medical Training Academy were: Margo Jones, Online Instructor; LeVeda Standifer, CEO; and Debbie Vermillion, Support Staff.

Ross Miller presented the staff report recommending that ACL Medical Training Academy at Anderson be granted institutional authorization.

R-18-05.03 **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Shane, second - Konesco, unanimously approved)

2b. Associate of Science in Nursing to be offered by ACL Medical Training Academy at Anderson.

Representing ACL Medical Training Academy were: Margo Jones, Online Instructor; LeVeda Standifer, CEO; and Debbie Vermillion, Support Staff.

Ross Miller presented the staff report on the one associate of science to be offered at one location.

R-18-05.04 **Resolved:** That the Board for Proprietary Education does not approve by consent the following staff report, in accordance with the background information provided in this agenda item.
(Motion – Pearson, second - Shane, unanimously approved)

3a. Initial Institutional Authorization of ALR Educational Health Services at Mishawaka.

Representing ALR Educational Health Services was: Ayanna Redding, Director of Education and CEO.

Ross Miller presented the staff report on the institutional authorization of ALR Educational Health Services at Mishawaka.

R-18-05.05 **Resolved:** That the Board for Proprietary Education does not approve by consent the following staff report, in accordance with the background information provided in this agenda item.
(Motion – Konesco, second - Putnam, unanimously approved)

3b. Certificate in Licensed Practical Nurse to be offered by ALR Educational Health Services at Mishawaka.

Representing ALR Educational Health Services was: Ayanna Redding, Director of Education and CEO.

Ross Miller presented the staff report on the one certificate program to be offered at one location.

R-18-05.06 **Resolved:** That the Board for Proprietary Education does not approve by consent the following staff report, in accordance with the background information provided in this agenda item.
(Motion – Konesco, second - Putnam, unanimously approved)

IV. INFORMATION ITEM
DECISION ITEM
OLD BUSINESS
NEW BUSINESS

There was none.

V. ADJOURNMENT

The meeting was adjourned at 12:00 P.M.

Dr. Ken Sauer, Chairman

Date

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BOARD FOR PROPRIETARY EDUCATION

Thursday, January 31, 2019

DISCUSSION ITEMS A-D:

Potential Improvements for Dealing with Closed or Closing Institutions

Background

Following recent institutional closures, such as Brightwood College, Harrison College, and ITT Technical Institute, the Board will discuss potential improvements for dealing with closed or closing institutions. The discussion will center on these topics: reviewing available data sources; an overview of timelines for selected closed institutions; exploring potential actions for institutions in danger of closing; and actions to be taken for closed institutions.

Supporting Documents

Supporting Documents to be Distributed

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BOARD FOR PROPRIETARY EDUCATION

Thursday, January 31, 2019

BUSINESS ITEM A-1:

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

Staff Recommendation

That the Board for Proprietary Education approve the Master of Education in Special Education in accordance with the background discussion in this agenda item and the Application for Degree Approval.

Background

Institution Profile

American College of Education is regionally accredited by the Higher Learning Commission (HLC). The institution has offices in Indianapolis, Indiana and Dallas, Texas. The National Center for Education Statistics (NCES) lists a total enrollment of 4,816 students in the fall of 2017 at American College of Education.

Degree Program Profile

Master of Education in Special Education Offered Through Distance Education

This program consists of 34 semester credit hours, with 100 percent of the courses in the specialty. The program is offered to allow licensed teachers with a baccalaureate degree in special education to earn a Master's degree in special education. The program faculty consists of nine individuals, of whom three are full-time, and the remaining six are part-time. Of the nine individuals, each has a doctoral degree.

Supporting Document

Degree Application

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

DEGREE APPLICATION
(New or Renewal program)

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

Name of Institution: **American College of Education**

Program name and
Suggested CIP Code: **Master of Education in Special Education 13.1001**

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

Name of Person Preparing this Form: **Thomas Brouwer, Director of Regulatory Affairs and Compliance**

Telephone Number: **317-829-9427**

Date the Form was Prepared: **10/11/2018** **Application Type**
(Revise date after any revision) Initial or Renewal

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

American College of Education (ACE) is requesting approval to offer a program leading to the Master of Education degree in Special Education. The program will include teaching techniques for working with a large array of disabilities and in a vast age range of children. The program includes three focus of study areas: Differentiated Instruction, Early Childhood Education, and a General Special Education area. Each focus of study includes the courses necessary for deeper study in that particular area.

The proposed program is offered 100% online. American College of Education presently offers 16 different Master of Education programs. The College currently offers courses in special education through focus of studies in other programs; however, does not have an entire program dedicated to this important field. As a result, the M.Ed. in Special Education program will complement the offerings at American College of Education and fill a need for students.

The Master of Education in Special Education degree is not an initial licensure degree. The target audience for the Master of Education in Special Education degree program is current special education teachers looking to earn an advanced degree in special education or for those professionals interested in deepening their knowledge of this area. The purpose of the program is to enhance and deepen their knowledge of special education professionals.

The ACE M.Ed. in Special Education program curriculum was designed in alignment with the Council for Exceptional Children's (CEC) Initial Preparation Standards, Initial Common Specialty Items, and Initial Specialty Set for Early Childhood Special Education and Early Intervention. Additionally, the program is aligned with the Indiana Educator Standards for Exceptional Needs-Mild.

Market research shows favorable job growth and student demand for special education teachers. According to the Bureau of Labor Statistics, national job growth between 2016 and 2026 is expected to be eight percent.¹ “According to the National Center for Education Statistics, Indiana has one of the nation’s highest percentages of students with disabilities. With 16.3% of students having Individualized Education Programs, the proportion of students in Indiana who have identified disabilities is nearly three percentage points above the national average of 13 % (U.S. Department of Education, Office of Special Education Programs, 2016)². Education Week reported that the U.S. Department of Education ranked the state’s ability to serve its students with special needs as “Needs Assistance” (U.S. Department of Education, 2010)³. A report from the higher education marketing research firm, Gray Associates Inc., related to student interest within the industry, shows a high volume of inquiries and solid employment prospects in special education. The data indicates there is strong national demand in the special education marketplace for this program, and that graduates will have good employment prospects.

The College hopes to meet the state’s and nation’s needs through adding an affordable, accessible, and high-quality M.Ed. in Special Education that would advance our teachers’ skills in this critical and much-needed area. The curriculum includes research-driven, application-based coursework to facilitate theoretical concepts, provide real world experience, and build on students’ working knowledge and skills in special education. The curriculum is designed to provide focused instruction on topics relevant to all P-12 educators working in the special education field.

The ACE mission is to provide high quality, accessible, and affordable online degree programs, thus the M.Ed. in Special Education program will provide students with a high-quality experience, online format, and highly affordable degree option. ACE’s competitive pricing, high quality online course production, five-week accelerated course format, and application-based coursework will make this program well positioned to compete against other online M.Ed. in Special Education programs.

There are five similar online programs in Indiana (University of Saint Francis-Fort Wayne, Indiana Wesleyan University, Indiana University, Indiana State University and Ball State), ranging from 30 to 39 credit hours required for program completion. Tuition ranges from \$304 to \$510 per credit hour for Indiana residents.

In contrast, ACE’s M.Ed. in Special Education program is streamlined and affordable. ACE’s program tuition is \$235 per credit hour regardless of residency. Additionally, the 34 total credit hours to complete the program also positions this degree offering to be financially competitive among the Indiana peer programs.

Program Description

The M.Ed. in Special Education provides educators with the background to support students with exceptionalities in P-12 settings. The courses provide students with evidence-based methods to develop curriculum, design learning environments, and enhance instructional strategies and guidance techniques to support the diverse learning needs of students. The coursework is designed to provide students with an in-depth study of research-based methods to meet the needs of students with special needs in current educational settings. This degree is a non-licensure program but can lead to endorsements in specific states.

Program Outcomes:

1. Design and implement appropriate curriculum and instructional practices to promote learning across all developmental domains. (I)
2. Implement program specific standards to develop curriculum to meet individual developmental needs of children in specific content areas. (II)

3. Develop a working knowledge of developmental theory, standards, frameworks, and concepts in relation to best practices to support learners with special needs. (II)
4. Create a developmentally appropriate learning environment by incorporating evidenced-based instructional practices and resources, materials, and technology to support individual learning needs. (III, VI)
5. Construct a framework for establishing and maintaining communicative, collaborative partnerships between the school, professional colleagues, family, and community by advocating for appropriate learning experiences for children with special needs. (IV)
6. Engage in action research to improve instructional strategies and enhance the learning environment for children with special needs. (II, V)
7. Create activities which promote leadership and advocacy in special education to enhance professional development. (VII)

References:

1. U.S. Department of Labor. (2018, September). *Occupational Outlook Handbook*. Retrieved from Bureau of Labor Statistic: <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>
2. U.S. Department of Education, Office of Special Education Programs. (2016, December). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: https://nces.ed.gov/programs/digest/d16/tables/dt16_204.70.asp?current=yes
3. U.S. Department of Education. (2010, July 7). *State Ratings in Special Education*. Retrieved from Education Week: https://www.edweek.org/ew/section/infographics/36idea_map.html

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

Name of Program: Master of Education (M.Ed.) in Special Education

Total Course Hours: 34

Check one: Quarter Hours
 Semester Hours
 Clock Hours

Tuition: \$7,990.00 Length of Program: 18 months

SPECIALTY COURSES:		
Course Number:	Course Title:	Course Hours:
CI5503	Principles and Practices of Classroom Management	3
RES5333	Research and Applied Behavioral Analysis in the Special Education Classroom	3
SPED5013	Strategies for Teaching Diverse Learners	3
SPED5023	Assessment and Evaluation in Special Education	3
SPED5033	Law and Policy in Special Education	3
SPED5043	Building Collaborative Relationships	3
SPED5053	Developmental Characteristics of Exceptional Learner	3
SPED5091	Capstone Experience in Special Education	1
SPED5103	Ethical Practices and Standards in Special Education	3
Core Courses		25
Focus of Study Courses: Students Choose ONE 9-Credit Focus of Study		
Focus of Study- Early Childhood Education		
SPED5073	Language: The Foundation for Reading	3
SPED5083	Early Childhood Assessment and Intervention	3
RES5313	Research Methods for Early Childhood Education	3
Focus of Study Differentiated Instruction		
CI5203	Differentiated Instruction: Theory to Practice	3
LIT5373	21st Century Literacies	3
CI5223	Differentiated Instruction: Principles in Action	3
Focus of Study- General Special Education (Pick Three Courses)		
CI5523	Interventions for Students with Challenging Behaviors	3
SPED5063	Diagnostic Intervention	3
CI5513	Developing Student Self-Management Skills	3
ED5403	The Exceptional Child	3
LIT5233	Prescriptive Intervention for Reading Difficulties	3
GENERAL EDUCATION / LIBERAL ARTS COURSES:		
Course Number:	Course Title:	Course Hours:
	Not Applicable	

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

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

If Applicable

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

Academic Search Complete

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

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

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: 2000 peer-reviewed journals; 900+ books; 3625 SWOT analyses; 57 faculty seminar videos; 900+ case studies

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: 238 journals
 - Full-text: none

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, and quick lessons providing overviews of disease and conditions. Full text dates back to 1937. Produced by:

- Vendor: EBSCO
- Coverage: 5,400+ journals plus continuing education modules, evidence-based care sheets, and quick lessons.
- Full-text: 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
- Coverage: 200+ countries, all 50 states, and all 12 Canadian provinces and territories.
- Full-text: Yes

Education Abstracts/Full-Text

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

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

Education Source

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

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

Education Week

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

Educational Administration Abstracts

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

Educational Administration Quarterly

- Produced by: Sage
- Vendor: EBSCO

- Coverage: one journal
- Full-text: yes

Google Scholar

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

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

JSTOR Current Education Collection

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

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

LISTA covers subjects such as technology, information literacy, metadata, and bibliometrics. It includes conference proceedings, theses and pamphlets.

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 735+ Journals; 30+ eBooks, monographs, conference papers, and pamphlets
- Full-text: 330+ journals

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: 5,600 biomedical journals
- Full-text: 2,300+ 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.

- Producer: Wolters Kluwer
- Vendor: OVID
- Coverage: 51 journals
- 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.

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

ProQuest Health Management Database

Health Management is a specialized database which includes the full text 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
- Coverage: 800+ journals, over 6,000 dissertations and theses, over 1,100 Business Monitor reports
- Full-text: Yes

Sage Journals

- Produced by: Sage
- Vendor: EBSCO
- Coverage: one journal: *Educational Administration Quarterly*
- 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 4 journals

ERIC Documents and Educational Tests

ERIC

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

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

http://www.eric.ed.gov/ERICWebPortal/resources/html/thesaurus/about_thesaurus.html.

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: <http://www.eric.ed.gov>, 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 18th yearbook released in 2010.

Tests in Print (TIP)

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

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

- Includes other database? Yes – Tests in Print

E-Books

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 STEM research, as well as for the Social Sciences and Humanities. This scholarly collection offers unmatched coverage of information spanning a broad range of important areas of academic study, including anthropology, engineering, law, sciences and more.

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

Business Source Complete

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2300+ journals
- Full-text: 1800+ journals; 900+ eBooks, 900+ case studies; reports and monographs

eBook Central

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

- Produced by: ProQuest
- Vendor: ProQuest
- Coverage: 1 eBook
- Full-text: 1 eBook

Education Source

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

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

eBooks (EBSCOhost)

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

- Producer: EBSCO
- Vendor: EBSCO
- Coverage: 3,542 eBooks (90 Education-related e-books)
- 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: 400+ journals plus 550+ books, monographs, conference papers, and pamphlets.
- Full-text: Yes - 160+ journals and 550+ books and monographs plus numerous conference proceedings and pamphlets.

ProQuest Dissertations & Theses Full Text – Volume A

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

ProQuest Health Management Database

Health Management is a specialized database which includes the full text 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
- Coverage: over 6,000 dissertations and theses, over 1,100 Business Monitor reports
- 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 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 600 books, dictionaries, encyclopedias, and the “Little Green Book” and “Little Blue Book” series

- Producer: SAGE
- Vendor: SAGE
- Coverage: 600+ Reference eBooks
- Full-text: yes

3. Number of professional periodicals subscribed to:

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

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

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

**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:	9	Full-time:	3	Part-time:	6	
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)						
List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	#Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Karen Austin	Ed.D. Educational Leadership	8	9	0		✓
Tiffani Bateman	Ed.D. Educational Leadership	4	10	0	✓	
David Burrage	Ph.D. Exceptional Student Education	10	2	4		✓
Dawn Hickman	Ph.D. Professional Studies in Education	26	7	9	✓	
Katrina Landa	Ed.D. Special Education	8	8	9	✓	
Michelle McCraney	Ed.D. Curriculum and Instruction	8	2	16		✓
Angila Moffitt	Ed.D. Educational Leadership	14	2	3		✓
Suzy Natividad	Ed.D. Curriculum and Instruction	20	2	3		✓
Anna Tsambis	Ed.D. Curriculum and Instruction	40	2	10		✓

Supplementary Information on Licensure, Certification, and Accreditation

Institution: American College of Education
Degree Program: Master of Education in Special Education
Locations: Online

State Licensure

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

Special education teachers in public schools are required to have a bachelor’s degree and a state-issued certification or license. Teachers in private schools typically need a bachelor’s degree, but may not be required to have a state license or certification.

The program is designed for teachers that are already licensed in Special Education or working in the field at a private school.

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

++++
Professional Certification

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

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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Professional Industry Standards/Best Practices

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

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

The program is built upon the Council for Exceptional Children’s (CEC) Initial Preparation Standards, Initial Common Specialty Items, and Initial Specialty Set for Early Childhood Special Education and Early Intervention. Additionally, the program is aligned with the Indiana Educator Standards for Exceptional Needs-Mild.

The program addresses the Council for Exceptional Children’s Initial Level Special Educator Preparation Standards for Candidates, preparing candidates to: understand the development of learners and their individual learning differences (CEC Standard 1), create positive learning environments (CEC Standard 2), use various informal and formal assessment practices (CEC Standard 4), systematically plan and deliver literacy, mathematics, and content area instruction using research-based practices (CEC Standards 3 and 5), and develop the professional dispositions necessary to become a lifelong learner committed to collaborating with others to meet the needs of learners with disabilities (CEC Standards 6 and 7).

While this is not a licensure degree, the program alignment to the Indiana Educator Standards for Exceptional Needs-Mild assures Indiana teachers that the content is aligned to their bachelor level initial licensure content.

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

**Council for Exceptional Children
Indiana Department of Education**

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Transferability of Associate of Science Degrees

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

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

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

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Job Titles

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

Graduates with a Master of Education in Special Education may include the following job titles:

- **Special Education Teachers, Kindergarten and Elementary School**
- **Special Education Teachers, Middle School**
- **Special Education Teachers, Preschool**
- **Special Education Teachers, Secondary School**
- **Early Intervention Specialists**
- **Instructional Assistant**

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1. What is the digital format of student transcripts?
Student transcripts are stored in CampusNexus, which is the student information system (SIS). Unofficial transcripts can be downloaded in PDF format from the student portal. Official transcripts can be ordered to be sent electronically or in paper format through transcriptsplus.net
2. Is the institution using proprietary software, if so what is the name? **Not applicable**
3. Submit a sample student transcript. **Attachment 1 Sample Transcript**

+++++

Student Records

Institutions that have Previously Operated

1. Are all student transcripts in a digital format? **Yes**
 - If not, what is the percentage of student transcripts in a digital format? **Not Applicable**
 - What is the beginning year of digitized student transcripts? **2005**
 - Are student transcripts stored separately from the overall student records?
Student transcripts are stored separately from overall student records within the student information system.
2. How are the digital student records stored? **Within the student information system, CampusNexus.**
 - Where is the computer server located? **The main server is located at ACE's main office in Indianapolis, Indiana. The backup server is located offsite in Carmel, Indiana.**
 - What is the name of the system that stores the digital records? **CampusNexus**
3. Where are the paper student records located?
ACE does not maintain paper records. Student records are stored electronically. If the school receives paper records from a student, they are scanned in and uploaded into CampusNexus, the student information system (SIS). The paper records are held for a period of 30 days. After 30 days the paper copies 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?
Courtney A. Shelton
Senior Director of Admissions and Registration
Courtney.Shelton@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? **30 a day/150 a week**

All Institutions

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

Projected Headcount and FTE Enrollments and Degrees Conferred Worksheet

Date, **October 11, 2018**

Institution/Location: **American College of Education**

Program: Master of Education in Special Education

		Year 1	Year 2	Year 3	Year 4	Year 5
		FY2019	FY2020	FY2021	FY2022	FY2023
Enrollment Projections (Headcount)						
Full-		30	50	58	48	49
Part-Time		0	0	0	0	0
Total		30	50	58	48	49
Enrollment Projections (FTE*)						
Full-		45	50	50	50	50
Part-Time		0	0	0	0	0
Total		35	50	50	50	50
Degrees Conferred Projections		0	15	30	35	35
Degree Level: 7						
CIP Code: - 13.1001; State - 000000						
FTE Definitions:						
Undergraduate Level: 30 Semester Hrs. = 1 FTE						
Undergraduate Level: 24 Semester Hrs. = 1 FTE						

Official Academic Transcript from American College of Education

Statement of Authenticity

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

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

This PDF document includes: the cover page, the official academic transcript from the sending school, and the academic transcript legend guide.

The authenticity of the PDF document may be validated at escrip-safe.com by selecting the Document Validation link. A printed copy cannot be validated.

Questions regarding the content of the official academic transcript should be directed to the sending school. For additional information regarding this service, visit escrip-safe.com.

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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If you are not the identified receiver please notify the sending school immediately.

Transcripts marked 'Issued to Student' are intended for student use only.

Recipients should only accept academic transcripts directly from the sending school.

From American College of Education to Registrar Registrar@ace.edu on 09/12/2013 10:50 AM TRAN000004920039

Date: 9/12/2013

American College of Education

Page 1 of 1

New

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

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

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
<p>Program: Curriculum and Instruction</p> <p>Enrollment #: BU11119215 Status: Administrative Withdrawal Start Date: 4/23/2012 LDA: 6/1/2012 Withdrawal Date: 6/1/2013</p>											
Term: 12APR23		April 23, 2012		4/23/2012		5/27/2012					
EL572	Resource Management: Securing and Allocating Resources for Learning	2.67	2.67	A	10.68						
		2.67	2.67	10.68							
Term GPA: 4.00		Cum GPA: 4.00									
Curriculum and Instruction		GPA: 4.00	2.67	2.67							
<p>Program: Educational Leadership</p> <p>Enrollment #: BU12095421 Status: Withdrawn Start Date: 6/3/2013 Withdrawal Date: 6/26/2013</p>											
Term: 13JUNE03		June 03, 2013		6/3/2013		7/7/2013					
ED5013	Assessment Strategies for Improving Learner Outcomes testing comment section 12345 testing	3.00	3.00	A	12.00						
		3.00	3.00	12.00							
Term GPA: 4.00		Cum GPA: 4.00									
Educational Leadership		GPA: 4.00	3.00	3.00							
*** End of Transcript ***											
Authorized Signature						Date					



** Indicates Retaken Course
 R* Indicates Retaken Override

Not official unless signed by registrar.

Indicates Pass/Fail Course
 ♦ Indicates Associated Course

From American College of Education to Registrar Registrar@ace.edu on 09/12/2013 10:50 AM TRAN000004920039

AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records

101 West Ohio Street, Suite 1200

Indianapolis, Indiana 46204

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

ACADEMIC CALENDAR / CREDITS

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

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

ACCREDITATION

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

RELEASE OF INFORMATION

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

COURSE NUMBERING SYSTEM

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

GRADING SYSTEM

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

* Grade is not included in grade point average computation

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

TRANSFER CREDIT

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

ACADEMIC STANDING

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

DEGREE REQUIREMENTS

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

AUTHENTICATION OF THE RECORD

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

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

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