



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Wednesday, March 8, 2023

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

March 8, 2023
10:00 A.M. – 12:00 P.M.

Indiana Commission for Higher Education
Kent Weldon Board Room
101 West Ohio Street, Suite 400
Indianapolis, IN 46204

Microsoft Teams meeting
Join on your computer, mobile app or room device
[Click here to join the meeting](#)
Or call in (audio only)
[+1 317-552-1674](tel:+13175521674), Phone Conference ID: 674 343 14#

- 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 December 1, 2022, Board Meeting 1**

- II. **Decision Items**
 - A. **Initial Institutional Authorization**
 - 1. **Keystone Nursing Academy: Institutional Authorization at One Location..... 5**
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 - B. **Academic Degree Programs**
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- III. **INFORMATION ITEM**
 - OLD BUSINESS**
 - NEW BUSINESS**
 - ADJOURNMENT**
 - ADJOURNMENT**

The next meeting of the Board is tentatively scheduled for **June 7, 2023, in Indianapolis, Indiana.**

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Thursday, December 1, 2022

I. CALL TO ORDER

The Board for Proprietary Education met in a 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; Ken Konesco (virtual); Jean Putnam (virtual); Ken Sauer, Ph.D.; and Anne Shane (virtual).

Members Absent: Rod Haywood, Jr.

Guests: Mark Adkins; Brad Adams, Ph.D. (virtual); Carly Barkowski; AK Buss (virtual); Kenneth Davis, Ph.D.; Shetani Frye; Megan Guess; Kim Hall, Ph.D. (virtual); Toni Herron; Dr. Amer Khan; Lynn Patton; John Tucker, Ph.D.; Zulfiqar Satti, Ph.D.; Steve South (virtual); Turner South (virtual).

It was determined that there was a quorum for the December 1, 2022, Board meeting.

CONSIDERATION OF THE MINUTES OF THE September 14, 2022, BOARD MEETING

R-22-12.01 **Resolved:** The Board for Proprietary Education hereby approves the Minutes of the September 14, 2022, regular meeting (Motion – Konesco, second – Bogan, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Ken Sauer, Ph.D. began by announcing that the American College of Education appears in a Newsweek article regarding the best online learning schools. The institution appears as number two on the list of two hundred institutions that were compared.

The Commission for Higher Education received a grant from the National Governors Association (NGA). A dozen states had been selected to participate in the Community of Practice on skills-based hiring. The real focus of this is on learning and employment records. Presentations on digital wallets, digital credentials, and the community of practice culminated in October. NGA invited the 12 states that had participated in the community of practice to apply for a grant.

The formal project is to start soon with a team representing the Department of Education, Department of Workforce Development, Chamber of Commerce, Indiana Economic Development Corporation, and the Governor's office. Part of the team will also represent Western Governors University, which is in partnership with Ivy Tech Community College and Goodwill Industries.

III. TIME-SENSITIVE ACTION ITEM

A. Academic Degree Programs

1. Associate of Applied Science in Surgical Technology to be offered by Ascension St. Vincent College of Health Professions.

Representing Ascension St. Vincent College of Health Professions: Mark Adkins, Dean of Accreditation and Compliance/Radiography Program Director; and Carly Barkowski, Surgical Technology Program Director.

Ross Miller presented the staff report recommending that Ascension St. Vincent College of Health Professions be granted approval to offer one associate degree program.

R-22-12.02 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Putnam, second – Shane, Konesco – Abstention, motion approved)

2. Associate of Applied Science in Medical Laboratory Technician to be offered by Denmark College.

Representing Denmark College: Megan Guess, Campus Director; and Shetani Frye, Medical Assistant Instructor.

Ross Miller presented the staff report recommending that Denmark College be granted approval to offer one associate degree program.

R-22-12.03 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Konesco, second – Shane, unanimously approved)

3. Certificate in Licensed Practical Nursing to be offered by South College.

Representing Indiana State Board of Nursing: Toni Herron, Nursing Education Compliance Officer.

Representing South College: Brad Adams, COO; Kim Hall, Vice Chancellor for Institutional Advancement and Effectiveness; Lynn Patton, Associate Dean of Nursing Indianapolis; Steve South, Chancellor; and Turner South, Campus President.

Ross Miller presented the staff report recommending that South College be granted approval to offer one certificate program.

R-22-12.04 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background

information provided in this agenda item.

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

4. Associate of Applied Science in Information Systems and Cybersecurity Management, Associate of Applied Science in Logistics, Warehousing, and Supply Chain Management, Bachelor of Science in Healthcare Administration and Leadership, Bachelor of Science in Information Systems and Cybersecurity Management, and Bachelor of Science in Logistics, Warehousing, and Supply Chain Management to be offered by Stellar Career College.

Representing Stellar Career College: Ak Buss, Registrar; Kenneth Davis, Director of Externship and Placement; Amer Khan, Director of Academic Affairs and Distance Education; John Tucker, Director of Curriculum Development; and Zulfiqar Satti, President.

Ross Miller presented the staff report recommending that Stellar Career College be granted approval to offer two associate and three baccalaureate degree programs.

R-22-12.05 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Shane, second – Bogan, unanimously approved)

**IV. DECISION ITEM
 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

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BOARD FOR PROPRIETARY EDUCATION

Wednesday, March 8, 2023

DECISION ITEM A-1:	<u>Keystone Nursing Academy: Initial Institutional Authorization</u>
Institutional Profile	See Attachment
Staff Recommendation	That the Board for Proprietary Education grant Keystone Nursing Academy in Indianapolis institutional authorization in accordance with the background discussion of this agenda item and the Application for Institutional Authorization.
Background	<u>Institutional Profile</u> Keystone Nursing Academy is seeking institutional authorization to offer a Diploma in Practical Nursing. It is anticipated that Keystone Nursing Academy will seek authorization for the Diploma in Practical Nursing at the following Board meeting.
Supporting Document	Application for Initial Institutional Authorization

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Institutional Profile for Keystone Nursing Academy

Background The Keystone Nursing Academy is an institution begun in 2022, directed by Rebecca Bartle in Indianapolis, Indiana. The institution is currently offering a Qualified Medical Aid (QMA) program regulated by the Indiana Department of Health Long-term Care Division. The Keystone Nursing Academy is seeking BPE institutional authorization and would seek approval to offer a Diploma in Practical Nursing at the following Board meeting.

Ms. Rebecca Bartle earned a Master of Science (M.S.) in Nursing after having earned a Bachelor of Science (B.S.) in Nursing. She currently teaches continuing education units for member facilities of Hoosier Owners and Providers for the Elderly (a non-profit trade association for for-profit nursing homes and assisted living facilities). In addition, she teaches registered nurses and health facility administrators regulatory guidelines at Leading Age Indiana (a non-profit trade association of non-profit long-term care and assisted living facilities), and Magnolia Health Systems.

The proposed institution has obtained signed affiliation agreements with the following entities to offer clinical experiences for students in a licensed practical nurse program:

- Alexandria Care Center
- Brooke Knoll Village
- Brookville Healthcare Center
- Camelot Care Center
- The Belmont Health and Rehab
- Especially Kidz Health and Rehab
- Grand Valley Health and Rehab
- Persimmon Ridge Rehabilitation Centre
- Pineknoll Rehabilitation Centre
- Twin City Health Care
- Vermillion Convalescent Center
- Whitewater Commons Senior Living
- Willow Crossing Health and Rehabilitation Center
- Willowbend Living Center
- Witham Memorial Hospital

Institutional Control Private, non-profit institution; 501 (c) (3), overseen by a Board of Directors.

Institutional Accreditation A plan for seeking institutional accreditation through the Accreditation from the Council of Occupational Education (COE) was submitted with the application. The outline proposes attendance at an accreditation workshop in February 2024. Eligibility to attend a COE workshop includes submission of a one-year enrollment history, one graduate, and an audited financial statement.

Participation in Student Financial Aid Students who are attending Keystone Nursing Academy are not eligible to receive Title IV federal financial aid. Keystone Nursing Academy participates in the Workforce Innovation and Opportunity Act (WIOA) funding for the QMA program.

Enrollment Keystone Nursing Academy does not currently submit data to the National Center for Education Statistics (NCES). Keystone Nursing Academy reported 20 QMA students in 2022.

Programs Keystone Nursing Academy currently offers only the QMA program.

Financial Responsibility Composite Score (FRCS) Keystone Nursing Academy does not currently submit audited financials to the U.S. DOE and thus does not have an FRCS.

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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:

Keystone Nursing Academy

2. Address of campus:

8455 Keystone Crossing
Indianapolis, IN 46240

3. The institution is accredited by or seeking accreditation from:

Keystone Nursing Academy will be seeking initial approval for institutional authorization from the Indiana Commission for Higher Education/ Indiana Board of Proprietary Education and accreditation from the Council of Occupational Education. Eligibility for accreditation requires the Academy send a representative to attend a candidacy workshop, produce a one-year enrollment history, have one graduate of the program, and provide an audited financial statement. The Academy intends to enter pre-candidacy status by attending a candidacy workshop in February 2024. The first cohort of practical nursing students will tentatively graduate from Keystone Nursing Academy in October 2024, at which time the Academy will continue to pursue accreditation by completing a self-study report and will welcome an accreditation visit from the Council of Occupational Education. An audited financial statement will be prepared by Somerset CPAs and Advisors. The Academy hopes to be awarded accreditation by February 2025.

4. Provide information on the current status of any approvals needed by licensing boards.

Keystone Nursing Academy is seeking approval for initial institutional authorization from the Indiana Commission for Higher Education/ Indiana Board of Proprietary Education.

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.

As Keystone Nursing Academy does not currently have a Federal Financial Responsibility Composite Score, a three-year projected prospective balance has been included with the application. Future Federal Financial Responsibility Composite Scores will be prepared by Somerset CPAs and Advisors.

Please see attachment #1.

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]

<u>CIPCode</u>	<u>Program Name</u>	<u>Level</u>	<u>Length</u>	<u>Cr. Hrs.</u>	<u>Annual Tuition</u>
51.3901	Practical Nursing	02 Diploma	12 months	49	\$16,000

8. The institution is submitting payment in the amount of \$2,500.00 (check made payable to the State of Indiana).
9. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department.

The Academy has been initially inspected by Koorsen Fire and Security, as it was a remodel of an existing structure. Koorsen will provide services to ensure the structure meets applicable codes. Contracts for said services have been provided.

Please see attachment #2.

10. Provide documentation of liability insurance to cover students.

Please see attachment #3.

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 #4.

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.

Keystone Nursing Academy is a non-profit institution.

13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter.

As Keystone Nursing Academy is a prospective new program, a Financial Responsibility Composite Score is not yet available. Future Financial Responsibility Composite Scores will be prepared by Somerset CPAs and Advisors. Please see attached three-year prospective balance sheet.

Please see attachment #5.

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.

Keystone Nursing Academy is currently approved to provide the Indiana Qualified Medication Aide (QMA) training.

Keystone Nursing Academy’s proposed catalogue is located within the Student Handbook. Please see attachment #6 for the proposed catalogue.

The Statement of Authorization is located on page 3 of the Keystone Nursing Academy Student Handbook. Please see attachment #7 for an excerpt from the Student Handbook including this statement.

The Indiana Uniform Refund Policy is located on page 5 of the Keystone Nursing Academy Student Handbook. Please see attachment #8 for an excerpt containing the Indiana Uniform Refund Policy.

Please see attached #9 for student enrollment contract.

15. Campus director information:

Name of Campus Director: Rebecca Bartle, MSN, RN, HFA

Title of Campus Director: Program Director

Phone Number of Campus Director: 765-749-7111 (cell)

Email of Campus Director: rbartle@keystonenursingacademy.com

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: Rebecca Bartle

Position title of person submitting this form: Program Director, Keystone Nursing Academy

Phone number contact of person submitting this form: 765-749-7111 (cell)

Email contact of person submitting this form: rbartle@keystonenursingacademy.com

+++++
+ * 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;*

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BOARD FOR PROPRIETARY EDUCATION

Wednesday, March 8, 2023

BUSINESS ITEM B-1:

**American College of Education:
One Education Specialist Degree Program and One Doctorate
Degree Program are Offered Exclusively through Distance
Education**

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approves the Doctor of Education (Ed.D.) in Early Childhood Education, and Education Specialist (Ed.S.) in Early Childhood Education in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

Background

Degree Program Profiles

*Doctor of Education (Ed.D.) in
Early Childhood Education
Offered Through Distance Education*

This program consists of 64 semester credit hours, with 33 percent of the courses in the specialty. The program offers 10 focus of study areas: Curriculum and Instruction, Higher Education, Health and Wellness, Instructional Leadership, Instructional Technology, Leadership, Literacy, Second Language Instruction, Special Education, STEM Education, and a General Track. The program faculty consists of six individuals, of whom four are full-time, and the remaining two are part-time. Each of the six individuals has a doctoral degree.

*Education Specialist (Ed.S.) in
Early Childhood Education
Offered Through Distance Education*

This program consists of 34 semester credit hours, with 70 percent of the courses in the specialty. The program is offered to individuals with a master's or post-masters degree who are seeking advanced credentials without completing a dissertation. The program faculty consists of six individuals, of whom four are full-time, and the remaining two are part-time. Each of the six individuals 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 in Lake Forest, Illinois. In October 2005 the institution adopted its 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 in 2024-2025, during which a comprehensive evaluation will occur.

In September 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 8,766 students in the fall of 2021 at the 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

Doctor of Education in Early Childhood Education

To Be Offered by American College of Education / Online

Degree Award Level¹: Ed.D.

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

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

Suggested CIP Code: 13.1210

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): 1/13/2023

Application Type (Initial or Renewal): Initial



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HIGHER EDUCATION
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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 Ed.D. in Early Childhood Education provides an in-depth approach to research-based methods and theories in the field of early childhood development and learning. The degree emphasizes developmentally appropriate practices and research-based strategies to promote the learning needs of young children. Students completing the Ed.D. will gain experience as a scholar practitioner with the necessary skills to support other professionals in the early childhood field as well as support educational settings centered on early childhood. This program is not designed for licensure and is best suited for individuals currently in the early childhood profession. The focus of study allows students to select an additional concentration which will support their professional goals. Students will engage in scholarly research throughout the coursework to support their final dissertation.

Program Mission: The mission of the Ed.D. in Early Childhood Education is to provide individuals with an in-depth knowledge of research and best practices in the field to better serve children, families, and other professionals across early childhood settings.

Program Overview: The addition of an Ed.D. in Early Childhood Education program will attract new students who are seeking a specialization in early childhood education or provide ACE graduates with the option of continuing their education at the doctoral level. The target population for this program are individuals who are already working in the early childhood education field and wish to move into administration or higher education. The degree does not lead to licensure and is best suited for individuals who seek to work as an administrator or scholar practitioner in this field.

The Ed.D. in Early Childhood provides an advanced degree specifically targeting research, theory, and best practices in the field of early childhood. Graduate students' complete coursework focused on developmentally appropriate practice, advocacy, diversity and research and scholarship. Students complete a final dissertation at the end of their program. This degree is not designed for licensure and is best suited for individuals who seek to work as an administrator or scholar practitioner in this field.

Specialty Courses

Early Childhood Education Specific Credits 21 credits

General Courses

Leadership credits 3 credits

Research/Dissertation Credits 22 credits

Focus of Study Credits 18 credits

Total Program Credits 64 credits

Admissions Requirements

- Master's or Doctoral level Degree required for admission
- 3.0 GPA
- Provisional admission is not permitted
- Submit a current curriculum vitae (preferred) or resume.
- Submit a goal statement, in response to department-specific prompts.
- Complete an Interview.
- Applicants must achieve and maintain a 3.00 GPA throughout their program.

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: 64 Check one: Quarter Hours _____
 Semester Hours x
 Clock Hours _____
 Tuition: \$23,914 Length of Program: 36 months
 Special Fees: N/A

SPECIALTY COURSES:		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
EC6043	Early Childhood Assessment and Intervention	3
EC6013	Research and Trends in Early Childhood Education	3
EC6023	Theories and Foundations of Child Development	3
EC6033	Collaborative Partnerships in Early Childhood Practices	3
EC6053	Advocacy and Leadership in Early Childhood	3
EC6073	Language and Literacy in Early Childhood	3
EC6083	Curriculum and Instruction in Early Childhood	3
Total Specialty Course Credits		21
GENERAL COURSES:		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
Multiple	Focus of Study Courses (See attached FOS course listings) (10 FOS choices or a General Track choice. FOS courses contain 6 courses at 3 credits for each course)	18
LEAD6001	Introduction to Advanced Studies	1
LEAD6011	Leadership as a Reflective Practice	1
LEAD6021	Doctoral Leadership Seminar I	3
RES6003	Applied Statistics	3
RES6013	Research Methods	3
RES6023	Quantitative Research Designs	3
RES6033	Qualitative Research Designs	3
RES6041	Scholarly Writing and Research Strategies	1
RES6302	Defending the Dissertation	2
RES6512	Research Concept Paper	2
RES6521	Research Methodology	1
RES6531	Literature Review	1
RES6541	Finalizing the Dissertation Proposal	1
RES6551	Analyzing the Dissertation Research	1
RES6561	Interpreting the Dissertation Research	1
RES6500	Dissertation Workspace	0
Total General Course Credits		43
GENERAL EDUCATION / LIBERAL ARTS COURSES:		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Not Applicable	

Number of Credit/Clock Hrs. in Specialty Courses:	_____ / <u>21</u>	Percentage:	<u>33%</u>
Number of Credit/Clock Hrs. in General Courses:	_____ / <u>43</u>	Percentage:	<u>67%</u>
If applicable:			
Number of Credit/Clock Hrs. in Liberal Arts:	<u>0</u> / <u>0</u>	Percentage:	<u>0%</u>

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:	6	Full-time:	4	Part-time:	2
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> 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
Etheridge, Lauri	Ph.D. in Educational Psychology - Human and Family Studies	22	8	8	X	
Hamlett, Tiffany	Ph.D. in Child Development	4	13	19	X	
Krummick, Juliet	Ed.D. in Organizational Leadership	17	2	17		X
Landa, Katrina	Ed.D. in Special Ed. and Ed. Leadership	7	9	5	X	
Moore, Marsha	Ph.D. in Child Development	9	13	24	X	
Myers, Joyce	Ed.D. Early Childhood Education	10	13	17		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?

This program builds on ACE's strength in delivering education-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 Ed.D. in Early Childhood Education 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 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 Ed.D. in Early Childhood Education and its mission aligns seamlessly with the equity section of Reaching Higher in a State of Change. This program trains educational leaders in early childhood to build inclusive environments that support underrepresented and at-risk populations.

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 Bureau of Labor Statistics indicates that the anticipated growth for preschool teachers is expected to grow 2% through 2029. It should be noted, that the BLS forecast does not capture all the ancillary employment opportunities within the early childhood education field and therefore should not be the determining factor for determining the growth potential in this field.

While the BLS data indicates modest growth potential, additional research in the investing sector indicates otherwise. A 2021 market study conducted by EdSurge reported that, “In 2019, total U.S. public and private spending on childcare reached an estimated \$45 billion, and is projected to grow 4.1 percent annually through 2024, according to investment bank BMO Capital Markets.”¹ In the same study, it was reported that since 2018, early childhood startups accounted for 5.7% of all venture capital invested in educational startups during this time. It is reasonable to conclude that the amount of money invested in the early childhood education sector indicates that this industry is expected to grow significantly over the next four years. Supporting this assertion is the recent bill passed through the U.S. House of Representatives that accounts for more than \$60 billion dollars to support the industry due to COVID-19.² Much of this can be attributed to parents increased awareness of the importance of early childhood education and the impact it has on the development of their children. Additionally, the continued increase in the number of households with two working parents, demonstrates the need for quality early childhood services.

References:

¹ Wan, Tony. What Investors See in a ‘Highly Fragmented and Under-Teched’ Early Childhood Education Market. (March 11, 2021). Retrieved from <https://www.edsurge.com/news/2021-03-11-what-investors-see-in-a-highly-fragmented-and-under-teched-early-childhood-education-market>

² Leonhardt, Megan. House passes set of bills that give childcare industry a more than \$60 billion bailout. (July 29, 2020). Retrieved from <https://www.cnbc.com/2020/07/29/house-passes-bailout-for-child-care-industry.html>

e. Placement of Graduates

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

Graduates will be prepared for leadership roles in school districts, classrooms, nonprofits, and other settings that deliver early childhood education.

- 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.

This is a terminal degree and is not a feeder to any other program.

f. Job Titles

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.
 - Early Childhood Director.
 - Preschool Director.
 - Childcare Director.
 - Early Childhood Policy & Development Director.

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.
 1. Design developmentally appropriate curriculum methods to support diverse learning needs and developmental growth of young children across all developmental domains.
 2. Analyze, synthesize, and apply seminal and current research to support scholarly work and classroom practices.
 3. Examine and implement appropriate assessments to support developmental growth for individual student needs.
 4. Construct models to support positive collaborative relationships with diverse stakeholders in the early childhood field.
 5. Develop strategies to support advocacy efforts in early childhood
 6. Evaluate the role of professional development and lifelong learning for early childhood professionals
 7. Conduct research to support leadership, scholarship, best practices and address real world needs in the early childhood field.

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?

Licensure is not required to work in early childhood education leadership roles.

- 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)?

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 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 Ed.D. in Early Childhood Education program is guided by The National Association for the Education of Young Children (NAEYC) Standards

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

Standard 1: Relationships

Standard 2: Curriculum

Standard 3: Teaching

Standard 4: Assessment of Child Progress

Standard 5: Health

Standard 6: Staff Competencies, Preparation, and Support

Standard 7: Families

Standard 8: Community Relationships

Standard 9: Physical Environment

Standard 10: Leadership and Management

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 doctoral level early childhood education 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 C**

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: Ed.D. in Early Childhood Education									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			4	7	9	14	16	
	Part-Time			0	0	0	0	0	
	Total			4	7	9	14	16	
Enrollment Projections (FTE*)									
	Full-Time			4	7	9	14	16	
	Part-Time			0	0	0	0	0	
	Total			4	7	9	14	16	
Degrees Conferred Projections									
				0	0	4	5	10	
Degree Level: Doctoral									
CIP Code: - 13.1210; 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: Ed.D. in Early Childhood Education									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			21	36	44	70	77	
	Part-Time			0	0	0	0	0	
	Total			21	36	44	70	77	
Enrollment Projections (FTE*)									
	Full-Time			21	36	44	70	77	
	Part-Time			0	0	0	0	0	
	Total			21	36	44	70	0	
Degrees Conferred Projections									
				0	0	21	26	32	
Degree Level: Doctoral									
CIP Code: - 13.1210; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

American College of Education

Date: 1/12/2023

Page 1 of 1

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

Student: Test Hinshaw6612test **Student ID:** 1709062290 **DOB:** 07/22 **Original Start Date:** 4/6/2020 **Student GPA:** 0.000000

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Ed.D. in Early Childhood Education											
Enrollment #: HI23012437		Status: Active									
Start Date:											
Term: None											
EC6013	Research and Trends in Early Childhood Education	3.00	3.00	A	12.00						
EC6023	Theories and Foundations of Child Development	3.00	3.00	B	9.00						
Term GPA:		Cum GPA:									
Ed.D. in Early Childhood Education		GPA: 3.50	6.00	6.00							
*** End of Transcript ***											

** Indicates Retaken Course
R* Indicates Retaken Override

Indicates Pass/Fail Course
◆ Indicates Associated Course

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

Education Specialist in Early Childhood Education

To Be Offered by American College of Education / Online

Degree Award Level¹: Ed.S.

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

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

Suggested CIP Code: 13.1210

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): 1/13/2023

Application Type (Initial or Renewal): Initial



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

SPECIALTY COURSES:		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
EC6043	Early Childhood Assessment and Intervention	3
EC6013	Research and Trends in Early Childhood Education	3
EC6023	Theories and Foundations of Child Development	3
EC6033	Collaborative Partnerships in Early Childhood Practices	3
EC6053	Advocacy and Leadership in Early Childhood	3
EC6073	Language and Literacy in Early Childhood	3
EC6083	Curriculum and Instruction in Early Childhood	3
EC6093	Capstone in Early Childhood Education	3
Total Specialty Course Credits		24
GENERAL COURSES:		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
LEAD6001	Introduction to Advanced Studies	1
RES6003	Applied Statistics	3
RES6013	Research Methods	3
RES6041	Scholarly Writing and Research Strategies	3
Total General Course Credits		10
GENERAL EDUCATION / LIBERAL ARTS COURSES:		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Not Applicable	

Number of Credit/Clock Hrs. in Specialty Courses: _____ / 24 Percentage: 70%
 Number of Credit/Clock Hrs. in General Courses: _____ / 10 Percentage: 30%
 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:	6	Full-time:	4	Part-time:	2
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> 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
Etheridge, Lauri	Ph.D. in Educational Psychology - Human and Family Studies	22	8	8	X	
Hamlett, Tiffany	Ph.D. in Child Development	4	13	19	X	

Krummick, Juliet	Ed.D. in Organizational Leadership	17	2	17		X
Landa, Katrina	Ed.D. in Special Ed. and Ed. Leadership	7	9	5	X	
Moore, Marsha	Ph.D. in Child Development	9	13	24	X	
Myers, Joyce	Ed.D. Early Childhood Education	10	13	17		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?

This program builds on ACE’s strength in delivering education-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 Ed.D. in Early Childhood Education 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 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 Ed.D. in Early Childhood Education and its mission aligns seamlessly with the equity section of Reaching Higher in a State of Change. This program trains educational leaders in early childhood to build inclusive environments that support underrepresented and at-risk populations.

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 Bureau of Labor Statistics indicates that the anticipated growth for preschool teachers is expected to grow 2% through 2029. It should be noted, that the BLS forecast does not capture all the ancillary employment opportunities within the early childhood education field and therefore should not be the determining factor for determining the growth potential in this field.

While the BLS data indicates modest growth potential, additional research in the investing sector indicates otherwise. A 2021 market study conducted by EdSurge reported that, "In 2019, total U.S. public and private spending on childcare reached an estimated \$45 billion, and is projected to grow 4.1 percent annually through 2024, according to investment bank BMO Capital Markets."¹ In the same study, it was reported that since 2018, early childhood startups accounted for 5.7% of all venture capital invested in educational startups during this time. It is reasonable to conclude that the amount of money invested in the early childhood education sector indicates that this industry is expected to grow significantly over the next four years. Supporting this assertion is the recent bill passed through the U.S. House of Representatives that accounts for more than \$60 million dollars to support the industry due to COVID-19. Much of this can be attributed to parents increased awareness of the importance of early childhood education and the impact it has on the development of their children. Additionally, the continued increase in the number of households with two working parents, demonstrates the need for quality early childhood services.

References:

¹ Wan, Tony. What Investors See in a 'Highly Fragmented and Under-Teched' Early Childhood Education Market. (March 11, 2021). Retrieved from <https://www.edsurge.com/news/2021-03-11-what-investors-see-in-a-highly-fragmented-and-under-teched-early-childhood-education-market>

² Leonhardt, Megan. House passes set of bills that give childcare industry a more than \$60 billion bailout. (July 29, 2020). Retrieved from <https://www.cnbc.com/2020/07/29/house-passes-bailout-for-child-care-industry.html>

e. Placement of Graduates

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

Graduates will be prepared for leadership roles in school districts, classrooms, nonprofits, and other settings that deliver early childhood education.

- 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.

Graduates of the Ed.S. in Early Childhood Education program may continue to the Ed.D. in Early Childhood Education program.

f. Job Titles

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.
 - Early Childhood Director.
 - Preschool Director.
 - Childcare Director.
 - Early Childhood Policy & Development Director.

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.
 1. Design developmentally appropriate curriculum methods to support diverse learning needs and developmental growth of young children across all developmental domains.
 2. Analyze, synthesize, and apply seminal and current research to support scholarly work and classroom practices.
 3. Examine and implement appropriate assessments to support developmental growth for individual student needs.
 4. Construct models to support positive collaborative relationships with diverse stakeholders in the early childhood field.
 5. Develop strategies to support advocacy efforts in early childhood
 6. Evaluate the role of professional development and lifelong learning for early childhood professionals
 7. Conduct research to support leadership, scholarship, best practices and address real world needs in the early childhood field.

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?

Licensure is not required to work in early childhood education leadership roles.

- 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)?

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 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 core courses in the Ed.S. in Early Childhood Education program are guided by The National Association for the Education of Young Children (NAEYC) Standards

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

Standard 1: Relationships

Standard 2: Curriculum

Standard 3: Teaching

Standard 4: Assessment of Child Progress

Standard 5: Health

Standard 6: Staff Competencies, Preparation, and Support

Standard 7: Families

Standard 8: Community Relationships

Standard 9: Physical Environment

Standard 10: Leadership and Management

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 doctoral level early childhood education 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 C**

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: Ed.S. in Early Childhood Education									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			0	1	1	2	2	
	Part-Time			0	0	0	0	0	
	Total			0	1	1	2	2	
Enrollment Projections (FTE*)									
	Full-Time			0	1	1	2	2	
	Part-Time			0	0	0	0	0	
	Total			0	1	1	2	4	
Degrees Conferred Projections									
				0	0	1	1	2	
Degree Level: Doctoral									
CIP Code: - 13.1210; 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: Ed.S. in Early Childhood Education								
				Year 1	Year 2	Year 3	Year 4	Year 5
				FY2023	FY2024	FY2025	FY2026	FY2027
Enrollment Projections (Headcount)								
	Full-Time			1	2	2	4	4
	Part-Time			0	0	0	0	0
	Total			1	2	2	4	4
Enrollment Projections (FTE*)								
	Full-Time			0	1	2	4	4
	Part-Time			0	0	0	0	0
	Total			0	1	2	4	4
Degrees Conferred Projections								
				0	0	1	2	2
Degree Level: Doctoral								
CIP Code: - 13.1210; State - 000000								
FTE Definitions:								
Undergraduate Level: 30 Semester Hrs. = 1 FTE								
Undergraduate Level: 24 Semester Hrs. = 1 FTE								

American College of Education

Date: 1/12/2023

Page 1 of 1

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

Student: Test Hinshaw6612test **Student ID:** 1709062290 **DOB:** 07/22 **Original Start Date:** 4/6/2020 **Student GPA:** 0.000000

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Ed.D. in Early Childhood Education											
Enrollment #: HI23012437		Status: Active									
Start Date:											
Term: None											
EC6013	Research and Trends in Early Childhood Education	3.00	3.00	A	12.00						
EC6023	Theories and Foundations of Child Development	3.00	3.00	B	9.00						
Term GPA:		Cum GPA:									
Ed.D. in Early Childhood Education		GPA: 3.50	6.00	6.00							

*** End of Transcript ***

** Indicates Retaken Course
R* Indicates Retaken Override

Indicates Pass/Fail Course
◆ Indicates Associated Course

BOARD FOR PROPRIETARY EDUCATION

Wednesday, March 8, 2023

DECISION ITEM B-2:

South College:
One Associate Degree Program at One Location or Distance Education

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approves the Associate of Science (A.S.) in Surgical Technology in accordance with the background discussion of this agenda item and the Application for Degree Approval.

Background

Degree Program Profile

*Associate of Science (A.S.) in
Surgical Technology at
Carmel*

This program consists of 95.5 quarter credit hours, with 50 percent of the courses in the specialty. The program faculty consists of nine individuals, of whom seven are full-time, and the remaining two are part-time. Of the nine individuals, one has a doctoral degree, seven have a master's degree, and one has a baccalaureate degree.

An additional faculty member is to be hired to teach specialty courses.

Clinical Site Agreements

- Community Health Network, Inc., MOU signed August 2021
- Eskenazi Health, MOU signed January 2022
- Indiana Internal Medicine Consultants, MOU signed October 2021
- Witham Health Services, MOU signed January 2021

Supporting Document

Degree Application

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Institutional Profile for South College

Background South College began as Knoxville Business College in 1882. In October 2001 the institution was renamed to its current name. The institution offers over 60 certificate and degree programs, both in-person and via distance education. The Carmel, Indiana campus received BPE authorization in June 2021.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges. The accreditor was originally granted institutional candidacy status in December 2000. More recently accreditation was reaffirmed in 2015. SACS accreditation normally extends for 10 years; however, the institution merged the Asheville, North Carolina campus as a learning site. Therefore, the SACS considered South College a new institution requiring re-evaluation. As a new institution, accreditation may only be granted for five years with the re-evaluation having occurred in 2021. Reaffirmation of accreditation was granted in December 2021 for a decade.

In September 2018, 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. Accreditation was awarded for the Doctor of Nursing (DNP) program and post-graduate certificate programs in September of this year.

Participation in NC-SARA South College has been a State Authorization Reciprocity Agreement (SARA) institutional partner since August 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, South College participates in Tennessee Hope Scholarship, Tennessee Promise Scholarship, Tennessee Reconnect Scholarship, and Tennessee Assistance Grant Program.

Campuses The SACS accredits the main South College in Knoxville, Tennessee. In addition, SACS accredits learning sites in Orlando, Florida; Atlanta, Georgia; Carmel, Indiana; Asheville, North Carolina; Pittsburgh, Pennsylvania; Knoxville (different from the main), Tennessee; and Nashville, Tennessee.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 5,796 students in the fall of 2021 at South College in Knoxville, Tennessee. The NCES does not presently list enrollment data for South College at Carmel, Indiana.

Programs The institution offers programs at the certificate, associate, baccalaureate, master's, education specialist, and doctoral levels. Programs offered at various campuses range from an Associate of Science (A.S.) in Diagnostic Medical Sonography to a Doctor of Pharmacy. The institution also offers programs in non-health related fields such as an A.S. in Paralegal Studies and a B.S. in Legal Studies. The Carmel campus offers a Certificate in Medical Assisting, A.S. in Diagnostic Medical Sonography, Radiography, and Health Science (Pre-Nursing), B.S. in Health Science, and a B.S. in Nursing. A Certificate in Practical Nurse program received BPE authorization in December 2022.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending September 30, 2021, the institution had an unpublished FRCS of 2.3. In FY ending September 30, 2019, the institution had a published FRCS of 2.1. The latter FRCS is currently posted by the US D.O.E.

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

**Associate of Science in Surgical Technology
To Be Offered by South College at Indianapolis**

Degree Award Level²: Associate

Mode of Delivery (In-person or Online³): Online (Blended)

Career Relevant/Out-of-Classroom Experiences⁴: Clinicals

Suggested CIP Code⁵ for Program: 51.0909

Name of Person Preparing this Form: Kimberly B. Hall, EdD

Telephone Number and Email Address: (865)251-1811/khall@south.edu

Date the Form was Prepared (Use date last revised): January 4, 2023



INDIANA COMMISSION *for*
HIGHER EDUCATION
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.

The Associate of Science in Surgical Technology program requires successful completion of 95.5 total quarter credit hours and is designed to be completed in six quarters over 18 months by full-time students. The curriculum requires a variety of general education courses, as well as foundational courses in anatomy and physiology, pharmacology, and microbiology for the Surgical Technologist.

Goals/Learning Outcomes

The goal of the South College Surgical Technology program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Graduates of this program of study will:

1. Demonstrate competency in the background information, content, and skills required for performance as a surgical technologist in the operating room.
2. Demonstrate the ability to communicate effectively with all members of the health care team in terms of staff and patient needs.
3. Exhibit conduct that reflects practice standards that are legal, ethical, and safe.

Admission Requirements

Students applying to this program must:

1. Be generally admitted to South College;
2. Meet specific health and/or essential functions pertinent to the responsibilities performed by the Surgical Technologist;
3. Successfully complete STE 1100 Patient Care Concepts I and STE 1101 Patient Care Concepts I Lab courses.
4. Complete a drug screening and background check prior to beginning clinical rotations. Failure to pass the screenings may disqualify a student as a candidate for admission.
5. Clinical sites are dispersed; students may have to drive outside of the immediate area for clinical rotations.

Students are accepted on a conditional basis until all admission requirements are met. Readmission to the program is limited to one time on a space available basis.

Grading Scale

The grading scale used by the program for all administered courses is as follows:

Letter Grade	Q.P.	Percentage Score Range
A	4.00	90-100%
B	3.00	80-89%
C	2.00	70-79%
D	1.00	60-69%
F	0.00	Below 60%

A grade of C or better is required in each major course.

Clinical Conduct and Evaluation

Clinical performance is an integral component of the educational process. Satisfactory clinical performance is an overriding concern in professional practice. Clinical objectives and student behaviors for

evaluating these objectives are defined for each clinical course and are located in the course syllabus. A student's clinical performance is evaluated by the clinical faculty in each course.

Professional behaviors expected of the student are confidentiality, respect, accountability, valuing of people's differences, preparation to ensure safe clinical practice, and adherence to South College and agency policies and procedures. All students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to their clinical faculty.

Curricular Design

Satisfactory completion of 95.5 quarter credit hours is required for program. Course sequence promotes building on, adding to, and reinforcing knowledge so the students move from knowledge to application of knowledges and skills, and finally evaluation through assessment.

Planning of didactic, laboratory, and clinical activities for the major that advance from basic to complex facilitate the development of competencies that allow the graduate to practice, providing care as a Surgical Technologist.

Teaching and learning practices within the program promote behaviors consistent with standards and guidelines. Students are exposed to multiple learning strategies including interactive discussions, individual and small group projects, case scenarios, presentations, simulations, and clinical experiences. Faculty embrace simulation as a teaching methodology to provide students with opportunities to demonstrate the achievement of expected individual student learning outcomes and aggregate student outcomes. Most clinically focused courses include simulated session(s) in which students learn critical thinking and clinical judgment and acquire the knowledge and skills essential to provide safe quality care. In addition, these experiences provide the classroom instructor with a means to evaluate practical application of student learning. A variety of resources are used for the Simulation Scenarios.

The clinical setting provides students with opportunities to apply knowledge learned in the classroom and skills laboratory, analyze real-practice problems, and practice clinical reasoning and cognitive and psychomotor skills.

The faculty utilize a remediation process for any student scoring below a 70 on any exam or course assignment. The student is required to attend a concept review with the associated faculty member within one week of the grade receipt. The faculty member reviews concepts missed and provides insight as to study techniques, test taking strategies, or additional support on the key concept.

Throughout the program, various evaluative data are collected to monitor student progress toward course and program outcomes including course performance. The Assessment Plan provides a framework and guidelines for the evaluation of all aspects of the program delivery. The Plan designates the components; delineates specific questions that further define the component and guide data collection; assigns data collection responsibilities; and indicates a timetable. The approach is multidimensional and incorporates formative, summative, quantitative, and qualitative data that are collected and analyzed. Required courses in the curriculum facilitate progressive development of individual student learning outcomes and preparation for the role of professional nurse generalist.

Please see [Appendix A](#) for the program course descriptions.

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: 95.5 Check one: Quarter Hours X
 Semester Hours
 Clock Hours

Tuition: \$33,000 Length of Program: 18 months (6 quarters FT)

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
MAS 1870	Pharmacology	4
STE 1000	Introduction to Surgical Technology	3
STE 1100	Patient Care Concepts I	3
STE 1101	Patient Care Concepts I Lab	2
STE 1105	Surgical Clinical Care I	7
STE 1200	Patient Care Concepts II	3
STE 1201	Patient Care Concepts II Lab	2
STE 1205	Surgical Procedures I	5
STE 1300	Surgical Procedures II	5
STE 1305	Surgical Clinical Care II	7
STE 1405	Surgical Clinical Care III	7
STE 1500	Microbiology for Surgical Technologists	3
STE 2100	Surgical Procedures III	5

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
AHS 1200	Anatomy & Physiology for Allied Health	4
COM 1261	Effective Speaking	4.5
ENG 1201	English Composition	4.5
ENG 1211	English Composition w/Research	4.5
MAT 1100	College Algebra	4.5
SCC 1010	College Management	2
SCC 1031	Computer & Information Literacy	4.5
SCC 2120	Professional Development	2
	Approved Humanities Elective	4.5
	Approved Social Science Elective	4.5

Number of Credit/Clock Hrs. in Specialty Courses: 56/95.5 Percentage: 59%

Number of Credit/Clock Hrs. in General Courses: 39.5/95.5 Percentage: 41%

If applicable:
 Number of Credit/Clock Hrs. in Liberal Arts: 27/39.5 Percentage: 68%

2. 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 South College library collection is provided in digital format with only a small number of holdings in physical copy. This allows for maximum access for students and faculty. The Department of Library Services employs six full-time librarians to support student learning at all campuses and online. Librarians are available in person, via telephone, via chat, via email, and via Zoom. A full-time clerk is employed at each learning site that does not have an on-ground librarian to provide services to students in the Resource Centers. The Resource Center Clerk for the Indianapolis campus is responsible for the day-to-day operations of the Resource Center on campus, providing assistance with library resources, circulation duties, and clerical duties including statistics tracking and making ID cards. The clerk helps students and faculty with research and refers them to a librarian for additional assistance as appropriate. The Resource Center for the Indianapolis campus is located on the first floor of the facility.

Hours of the Resource Center:

Monday – Thursday 8:00am – 7:00pm

Friday 8:00am – 5:00pm

Saturday 9:00am – 12:00pm

Staffed Hours:

Monday – Thursday 9:00am – 6:00pm

Friday 8:00am – 5:00pm

b. Number of volumes of professional material:

The library serves the mission of South College by providing users access to a broad range of information and learning resources. The library collection is made up of print and electronic books, print and electronic journals, other periodicals, CDs, DVDs, streaming videos, and online databases. The library provides access to 108 databases and journal collections which include over 109,000 online, full-text journals, magazines, newspapers, and other publications. In addition to 8,000 books in the print collections, the library has access to over 497,000 full text electronic books. To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and LYRASIS. The library filled 400 interlibrary loan requests in the 2021-22 academic year. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth.

South College Library Online Catalog (<http://destiny.south.edu/>)

South College Library Website (<https://library.south.edu/home>)

Library Subscription Resources 2022 (Exhibit B)

The library and its collections have continued to grow over the years in order to adequately support all of its graduate and undergraduate curricula, including business, computer science, engineering technology, nursing, allied health, medical, and education programs. The librarians continually work with faculty to add new resources to support South College academic programs, basing selections on faculty recommendations, standard selection tools and bibliographies, benchmarking with other institutions, and reviews in professional journals and listservs.

Librarians at South College use nationally recognized selection tools to build library collections. In addition to program-specific bibliographies, librarians also employ additional selection tools in general and specific subject areas. Librarians consult *Library Journal*, *Journal of the Medical Library Association*,

Doody's Core Titles, professional online discussion lists, and refereed journals in specific subject areas to keep informed about the newest publications.

Faculty members play an active role in developing library collections. The library department staff believes that this is vital to sustaining and enhancing adequate collections that are appropriate to the curricula. The Director of Library Services oversees collection development policies for the library and has assigned the librarians on staff to be the collection development library liaisons for specific departments. Librarians contact the full-time and adjunct faculty of their assigned programs at least once every quarter to discuss academic resource needs for the upcoming quarter. Department chairs are contacted each spring to discuss the needs of their programs for the annual library budget proposal. Requests from faculty are accepted year-round.

c. Number of professional periodicals subscribed to:

The library provides access to 108 databases and journal collections which include over 109,000 online, full-text journals, magazines, newspapers, and other publications. Please see Exhibit A.

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

To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and LYRASIS. The library filled 400 interlibrary loan requests in the 2021-22 academic year. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth.

4. FACULTY: Attach complete 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:	7	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
Blevins, Chris	BS Criminal Justice AAS Surgical Technology Certificate Surgical Technology Certified Surgical Technologist	15	1.25	6	X	
Charles, Angela	MA Sociology	6	1.5	1.75	X	
Cook, Joshua	MFA Creative Writing	1.5	.75	1.5		X
Hagy, Jonathan	Master of Mathematics	11	1.5	9	X	
Hammitt, Roger Norman	MS Communications/Public Relations	26	17	NA	X	
Jones, Whitney	PhD English Literature	11	6	1	X	
Malidor, Cameron	MFA Studio Art Film	6	1.75	2	X	
Maxfield, Tanner	MS Biomedical Science	7	.25	1.5		X
McGrath, Mick	MA English Language/ Creative Writing	10	1.25	8	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?
- 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)?

South College offers professional and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively. Through comprehensive academic programs, innovative and contemporary in content and mode of delivery, students are exposed to diverse perspectives and skills essential to independent and lifelong learning. Because academic programs are professional and career focused, South College responds to local, regional, and national employment needs and supports current workforce trends (*from South College Mission*). As the United States is experiencing a shortage of healthcare professionals, South College continues to work to assist in addressing the needs in the states in which its campuses are located.

The institution has demonstrated success in working with needs of employers to implement and operate programs to address workforce needs. Successful program implementation has occurred with positive record of meeting both state and accreditation requirements, Many of the programs offered require graduates to pass licensure/certificate exams in order to practice and the institution has demonstrated effectiveness in preparing students for this achievement. Graduates of programs have been successful in becoming employed in their field. South College currently offers the AS Surgical Technology program at its Knoxville and Asheville campuses. The classes that have graduated in 2022 have a 90% first-time pass rate in Knoxville and a 100% pass rate in Asheville on the certification exam for Surgical Technologist.

Offering of the program in Surgical Technology contributes to the achievement of the institutional mission, vision, and the strategic goals.

EDUCATIONAL EXCELLENCE/DIRECTION (GOAL 1)

South College strives to provide quality instruction, resources, and support services based on systematic and ongoing assessment and evaluation of objectives/outcomes to ensure the development of student abilities necessary for the achievement of positive student outcomes and the mission/vision of the college. The institution establishes policies and procedures to maintain compliance with applicable federal, state, and accrediting requirements.

New programs of study and revisions to existing programs of study are carefully reviewed for content relevancy and overall alignment with the institutional mission. Future program opportunities are considered across all educational levels from certificate to doctorate.

GROWTH (GOAL 2)

South College seeks to maintain optimal learning environments that are conducive to positive educational outcomes and the ability of the college to positively recruit and develop students, staff, and faculty. The institution strives to admit students who possess career goals in alignment with programmatic offerings and who will, as graduates, represent the institution positively. Faculty focus on teaching, scholarly activity, and service with an emphasis on student success and learning. Staff provide additional support services designed to enhance student academic and career success. The institution seeks to maintain/enhance student retention and new student enrollment through its instruction, programs, and services. Exploration into new programs and additional learning sites is expected as the institution looks to the future.

The projected job growth, stable salaries, and job opportunities for Surgical Technology are reasons to be an in-demand career in Indiana and support the readiness for a program Indianapolis.

See **Appendix C** for South College Mission, Vision, Strategic Planning Document.

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?*

The Commission’s strategic plan includes the Guiding Principle – FUTURE-FOCUSED indicating the need for “recognizing that changing workforce needs will require continuous education for a growing number of Hoosiers and increased innovation by our postsecondary institutions to meet the needs of an uncertain future economy.” Other concepts include the need for “the mindset of a commitment to lifelong learning” and “rapid turns and increased collaboration to meet the needs of employers.”

The proposed Surgical Technology program is a short-term program (18 months) which leads to opportunity for graduates to become gainfully employed to meet the rising needs of employers in the healthcare industry. US News and World Reports rank the Surgical Technology position in the top 25 Best Health Care Support Jobs (<https://money.usnews.com/careers/best-jobs/surgical-technologist>). Opportunities are varied for those who are credentialed – meeting the desire for success in jobs today and in future. Opportunities are growing for Surgical Technologists as to education level as the needed credential has moved from a certificate to an associate level in recent months.

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 state, gender, and geography?

As addressed in the *Reaching Higher In a State of Change* plan, South College expects its student population to reflect the projections for diversity in the state population. Our recruitment of students focuses in many areas in order to attract both recent high school graduates and adult learners. This includes working closely with high school guidance counselors in order to meet with upcoming graduates and providing regular information sessions for any interested applicants. Media advertisements, such as television and social media, are focused on inclusion of characteristics of diverse populations to represent the Indiana population.

As each student is an individual with different needs, South College is committed to providing services that meet the needs of students, promote student learning, support academic pursuits, enhance student development, and are consistent with the college’s mission. The institutional mission statement acknowledges support services as a significant component of the educational experience at South College. These supports promote educational equity.

Many one-on-one advising processes have been established in order to best determine the needs of each student and the associated learner-focused supports. Those interested in a program at South College first meet individually with a member of the admissions staff. The Admissions Department is responsible for implementing the college’s admissions policies and communicating the mission and objectives of the college and its programs to prospective students. The admissions staff works with students to promote a successful start at South College, easing their transition from high school, from another college, or from

the working world to South College. Applicants meet individually with a Financial Aid Advisor, and then regularly after matriculation. The Financial Aid Department seeks to enhance the development and performance of South College students by providing information about financial resources available. The meetings enable students to make informed decisions to maximize their educational experience and to learn about all possible financial aid support. South College provides a number of institutional grant opportunities such as those for veterans, active military, military spouses/dependents, and first responders. The institution also participates in the Yellow Ribbon program and has been designated as a Top 5 Military Friendly institution.

Students are assigned a Student Success Advisory (SSA) upon enrollment who works individually with them in order to address specific needs during their educational journey. This is an important relationship and processes are in place for regular communications during each quarter with action steps specific to each student. This could include setting up tutoring sessions if a need arises in a course, assisting with needed counseling due to personal stress or issues, assisting with application for the federal college work student position, or maybe even providing a gas card to help with a short-term need. Whether the student is in need of assistance or not, the regular communication with the SSA serves to communicate the support of the institution and the desire for each student's success.

Overall, the Department of Student Services strives to provide activities and programs that enhance the educational experience of students, enable student learning, promote personal and professional development, offer opportunities to participate in new ventures, create a sense of community, engage students in meaningful pursuits, and enrich students' collegiate careers.

- The Department coordinates and oversees the student Orientation program in order to provide comprehensive information to students before they begin classes. A portion of the orientation is completed by students online and then a campus Welcome Session reinforces this information.
- In addition to the advising provided by the staff, an online counseling service, called ComPsych, is available via telephone or by internet to all students. The service is available 24/7 and provides phone-based and in person counseling with licensed counselors and access to online resources to address mental health needs and to promote wellness.
- Students with documented disabilities are entitled to receive approved accommodations or modifications, auxiliary aids, or appropriate academic adjustments that will enable them to participate in and have the opportunity to benefit from all educational programs and activities of the college. Examples of accommodations or services that South College may provide include additional time for test taking, a separate and quiet testing space, use of a tape recorder during class, special parking arrangements, exceptions or modifications to policies or procedures when appropriate, priority registration each quarter, enlarged printing of class materials, note takers, audio recording of tests accompanied by a written copy of the test, oral testing, use of special equipment or computer programs, and approval of specific requests when appropriate.
- Ways for recognition of student achievement are regularly sought and implemented. Students who achieve a 4.0 grade point average are acknowledged by publicizing the student's name on the President's List. Those who achieve a grade point average of 3.5-3.99 are recognized on the Dean's List. At graduation, students are honored in several ways through honors and awards. Students may be selected for membership in various honor societies. Others may join clubs and seek election to officer positions. Good Samaritan nominations are regularly sought to recognize students who exhibit service to others.
- As students have varying needs for communication and information levels, South College seeks to meet these needs through multiple resources. To supplement the Student Portal and institutional

website, which is available on-line, the distributes a quarterly newsletter with associated news and information.

- Self-help materials for both academic support and mental/emotional health issues are available 24/7 on the Student Portal under Student Services. Topics include time-management, note-taking, and stress management. These resources are not meant to be a substitute for therapy but can be an excellent source of information to help students with a variety of personal concerns or needs.
- All students degree-seeking students are required to complete SCC 1010 College Management at the beginning of their educational program. This course focuses on the transition to college and works to ensure that all students understand use of their resources available, including technology tools, student services resources, and library resources.
- Tutoring is provided to students in multiple ways. Online tutoring is provided online through Smarthinking 24/7/365. The Writing Lab, under the direction of the General Studies Department, offers students the opportunity to develop and/or enhance their written communication skills and to receive feedback on course papers and other academic assignments. Services provided by the Writing Lab Staff are available by e-mail for those students who cannot attend during the regular hours or who are online students. The Math Lab, also directed by the General Studies Department, provides math tutoring to students who wish to improve their math skills. In addition to peer tutors, Math faculty tutor students and are available by email. Additionally, specific sessions using Skype can be set up so the student can view how math problems are solved step-by-step. Tutoring may also be provided by faculty members and peers.
- The Career Services Office, a unit within Student Services, provides students with career counseling, instruction on resume preparation, and assistance with job search strategies. Students may seek advice on resumes and cover letters in person or by e-mailing these documents to the Career Services Coordinator. Tools to assist students' preparation for job interviews are available at the South College student portal. Students are offered the opportunity to participate in a mock interview to develop interviewing skills.

South College works diligently to promote maximum success of its students. In addition to the above examples of services provided, the students utilize assignments through Board Vitals software during which provides multiple practice exams with over 1500 questions to include detailed explanations of correct and incorrect responses that follow the certification exam outline for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) content. Students attend a full-day weekly review session with each week during the final quarter of the major curriculum. The program purchases two forms of mock exams from NBSTSA. NBSTSA mock exams replicate the formatting for the certification exam and student results with response feedback to include areas of weakness/strength. This feedback is used to send instructional resources in areas of weakness to each student. After studying, the student takes the second form of the NBSTSA mock exam. Board Vitals, mock exams, and the NBSTSA certification exam are purchased by the program

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 Surgical Technology program is designed to support needs in the healthcare industry for qualified employees. According to the U.S. Bureau of Labor Statistics (<https://www.bls.gov/ooh/healthcare/surgical-technologists.htm>), the national 2021 median pay for Surgical Technologists was \$48,510. The number of jobs projected is expected to grow by 6% from 2021-2031. The average mean salary for Indiana Surgical Technologists is also reported as \$50,510.

In June 2022, the Executive Director of ARC/STSA indicated that “Two years of low enrollments, delayed graduations, higher-than-normal student attrition, and professional burnout have led to severe shortages of surgical technologists around the country” (<https://arcstsa.org/message-from-the-executive-director-the-nationwide-surgical-technologist-shortage/>). As South College continues its communications with clinical affiliates, a common request is being made regarding the need for more trained Surgical Technologists to fill positions in this area.

e. Placement of Graduates

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

Surgical Technologists primarily work in hospitals.

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

Not Applicable

f. Job Titles

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

Surgical Technologist
Surgical Assistant

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.

Student Learning Outcomes of the Surgical Technology Program

The goal of the South College Surgical Technology program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Graduates of this program of study will:

1. Demonstrate competency in the background information, content, and skills required for performance as a surgical technologist in the operating room.
2. Demonstrate the ability to communicate effectively with all members of the health care team in terms of staff and patient needs.
3. Exhibit conduct that reflects practice standards that are legal, ethical, and safe.

End-of-Program, Role-Specific Competencies

The Surgical Technologist program prepares the graduate to:

1. The student will demonstrate the integration of critical thinking skills and technical skills into daily practice as a surgical technologist.

2. The student will practice personal and professional accountability as a health care provider.
3. The student will exercise self-direction in learning activities or required behaviors.
4. The student will analyze and utilize effective communication skills with patients, their families, other health care providers, colleagues, and instructional personnel.
5. The student will exhibit at all times a surgical conscience as regards care of the patient, aseptic technique, and collaborative working relationships.
6. The student will apply a knowledge base of surgical procedures, instrumentation, anatomy, and expected behaviors of the surgical technologist within the sterile field (Adapted ARC-STSA).

b. Assessment

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

South College is committed to continuous quality improvement, including evidence-based decision making and a systematic approach to program assessment. The approach is multidimensional and incorporates formative, summative, quantitative, and qualitative data that are collected and analyzed. The Department of Surgical Technology works with the Office of Institutional Advancement and Effectiveness to ensure program quality, faculty effectiveness, and student success. All programs follow an annual assessment cycle with annual program assessment reports. The Annual Assessment Report describes data which are or will be examined quarterly/annually and reviewed with leadership. Multiple evaluation tools are or planned to be used to assess student learning outcomes systematically and continuously. Assessment of program student learning outcomes are achieved through course assessments aligned with specific program learning outcomes and practica evaluation tools. Student satisfaction is evaluated through end of course evaluations, student satisfaction surveys, and graduating student surveys. Community of interest satisfaction is evaluated through an employer survey. Program completion rates, certification pass rates, and employment rates of available graduates on an annual basis are all crucial in the evaluation of program outcomes. The evaluation process is ongoing and comprehensive. Faculty meetings provide the regular foundation for assessments/evaluation and review of instruments/methods to ensure program compliance, effectiveness, and student success.

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

a. Federal Financial 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.

The South College Composite Score for the FY2021-2022 year was 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?

No

If so, please identify:

- The specific license(s) needed: NA
- The State agency issuing the license(s): NA

c. Professional Certification

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

Graduates of Surgical Technology programs seek to pass the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification examination in order to practice.

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

Yes

- If so, please identify:
- Each specific professional certification: Certified Surgical Technologist
- The national organization issuing each certification: National Board of Surgical Technology and Surgical Assisting (NBSTSA)
- Please explain the rationale for choosing each professional certification: Indiana requires must maintain the NSSTSA certification to practice in the state.
- Please identify the single course or a sequence of courses that lead to each professional certification?

The curriculum of the South College Surgical Technology program is based on requirements of the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (AR/STSA). Accreditation from this agency is required in order for graduates of the program to sit for the NBSTSA examination.

d. 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 industry standard(s) and/or best practice(s):

The curriculum of the South College Surgical Technology program is based on requirements of the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and

Surgical Assisting (AR/STSA). Accreditation from this agency is required in order for graduates of the program to sit for the NBSTSA examination.

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

National Board of Surgical Technology and Surgical Assisting (NBSTSA)

e. Institutional Accreditation

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

South College is a regionally accredited (SACSCOC) institution (Level VI Doctoral Granting). Reaffirmation of accreditation was awarded in 2021 for 10 years (2031).

- Reason for seeking accreditation.

NA

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 graduate of this program can work in their profession or have substantially better prospects for employment.

Yes

- If so, please identify the specialized accrediting agency:

Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (AR/STSA)

f. Transferability of Associate of Science Degrees

Yes – Bachelor of Science in Health Science

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

a. Are all student transcripts in digital format?

Yes - South College transcripts are available through Parchment in digital format.

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

NA

- What is the beginning year of digitized student transcripts?

2021

- Are student transcripts stored separately from the overall student records?

All student records are maintained in the SIS CampusNexus which is a Student-Centric Academic and Administrative Platform – each student has an individual record for all documents. The transcript for each student is generated through the transcript module.

b. How are the digital student records stored?

- Where is the computer server located?
- What is the name of the system that stores the digital records?

All student records are maintained in the SIS CampusNexus. The CampusNexus Student environment is made up of a Portal server, Microsoft SQL server, 3 COM Servers, 2 RDS Server, a SAN storage server, and Broadleaf API server. The CampusNexus environment is located in the Knoxville Lonas Campus server room. Data that is currently backed up includes CampusNexus SQL database and Portal database. This information is backed up each night and transferred to 2 SAN servers.

c. Where are the paper student records located?

NA for Indiana

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

2021

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

South College has over 60,000 digital student transcripts maintained. Began for Indiana in 2021.

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

NA for Indiana

g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?

- If so, what is the most significant format?

NA for Indiana

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

NA

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

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

The Institutional Registrar is Michelle Priddy (mpriddy@south.edu/629.802.3014).

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

South College maintains its own records but does work with Parchment. Requests for student transcripts are made through our south.edu site that then is directed to a Parchment site for the institution. The requester indicates if he/she would like the transcript digitally or through mail and Parchment fills the request.

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?

Institutionally, the average number of requests per day is 10 and 50 per week.

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?

Transcripts are available through Parchment in pdf format.

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

All student records are maintained in the SIS CampusNexus which is a Student-Centric Academic and Administrative Platform – each student has an individual record for all documents. The transcript for each student is generated through the transcript module or through Parchment.

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

See last page for Sample Transcript.

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
January 2023

Institution/Location:
South College Indianapolis Learning Site
Program: AS Surgical Technology (Assumption of
beginning two cohorts per year – Oct and April)

	Year 1 FY 2023	Year 2 FY 2024	Year 3 FY 2026	Year 4 FY 2027	Year 5 FY 2028
Enrollment Projections (Headcount)					
Full-Time	12	35	50	50	50
Part-Time	0	5	5	5	5
	12	40	55	55	55
Enrollment Projections (FTE*)					
Full-Time	12	35	50	50	50
Part-Time	0	3	3	3	3
	12	38	53	53	53
Degrees Conferred Projections	0	10	20	20	20

Degree Level: Associate
CIP Code: 51.0909; State –
TBD

3904 Lonas Drive
Knoxville, TN 37909
www.south.edu

Student: / Student ID: DOB: 11/4/2020 Original Start Date: 11/4/2020 Student GPA: 2.95

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade	Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202045 Fall Mid 2020						Term: 202130 Summer 2021					
Associate of Science - AS Surgical Technology						Associate of Science - AS Surgical Technology					
11/4/2020			12/11/2020			6/30/2021			9/10/2021		
SCC1010	College Management	2.00	2.00	8.00	A	AHS1200B	A&P for Allied Health	2.00	2.00	4.00	C
SCC1031	Computer & Information Literacy	4.50	4.50	18.00	A	MAT1100	College Algebra	4.50	4.50	9.00	C **
Attempted/Earned						Attempted/Earned					
Term GPA:	4.00	Term: Credits	6.50 / 6.50	Term Qual Pts:	26.00	STE1050	Pharmacology for the ST	4.00	4.00	8.00	C
Cum GPA:	4.00	Cum: Credits	6.50 / 6.50	Cum Qual Pts:	26.00	STE1200	Patient Care Concepts II	3.00	3.00	9.00	B
Term: 202110 Winter 2021						Term: 202135 Summer Mid 2021					
Associate of Science - AS Surgical Technology						Associate of Science - AS Surgical Technology					
1/13/2021			3/25/2021			8/4/2021			9/10/2021		
COM1261	Effective Speaking	4.50	4.50	4.50	D	Attempted/Earned					
ENG1201	English Composition	4.50	4.50	18.00	A	Term GPA:	2.32	Term: Credits	15.50 / 15.50	Term Qual Pts:	36.00
HUM1860	Introduction to Film Studies	4.50	4.50	18.00	A	Cum GPA:	2.79	Cum: Credits	47.50 / 47.50	Cum Qual Pts:	132.50
MAT1000	Mathematical Concepts & Applications	2.00	2.00	8.00	A	Attempted/Earned					
Attempted/Earned						Term GPA:	4.00	Term: Credits	3.00 / 3.00	Term Qual Pts:	12.00
Term GPA:	3.13	Term: Credits	15.50 / 15.50	Term Qual Pts:	48.50	Cum GPA:	2.86	Cum: Credits	50.50 / 50.50	Cum Qual Pts:	144.50
Cum GPA:	3.39	Cum: Credits	22.00 / 22.00	Cum Qual Pts:	74.50	Term: 202140 Fall 2021					
Term: 202120 Spring 2021						Term: 202140 Fall 2021					
Associate of Science - AS Surgical Technology						Associate of Science - AS Surgical Technology					
4/7/2021			6/17/2021			10/6/2021			12/17/2021		
AHS1200A	A&P for Allied Health	2.00	2.00	4.00	C	COM1261	Effective Speaking	4.50	0.00	0.00	W
MAT1100	College Algebra	4.50	0.00	0.00	F	STE1105	Surgical Clinical Care I	7.00	7.00	21.00	B
STE1000	Introduction to Surgical Technology	3.00	3.00	6.00	C	STE1205	Surgical Procedures I	5.00	5.00	20.00	A
STE1100	Patient Care Concepts I	3.00	3.00	6.00	C	Attempted/Earned					
STE1101	Patient Care Concepts I Lab	2.00	2.00	6.00	B	Term GPA:	3.42	Term: Credits	16.50 / 12.00	Term Qual Pts:	41.00
Attempted/Earned						Cum GPA:	2.97	Cum: Credits	67.00 / 62.50	Cum Qual Pts:	185.50
Term GPA:	1.52	Term: Credits	14.50 / 10.00	Term Qual Pts:	22.00	Term: 202210 Winter 2022					
Cum GPA:	2.64	Cum: Credits	36.50 / 32.00	Cum Qual Pts:	96.50	Associate of Science - AS Surgical Technology					
						1/19/2022			3/30/2022		

** Indicates Retaken Course
R* Indicates Retaken Override
Indicates Pass/Fail Course

3904 Lonas Drive
Knoxville, TN 37909
www.south.edu

Student: Ashley M Black
 Student ID: 2008405394
 DOB: 16/May
 Original Start Date: 11/4/2020
 Student GPA: 2.95

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202210 Winter 2022					
COM1261	Effective Speaking	4.50	0.00	0.00	W
STE1300	Surgical Procedures II	5.00	5.00	15.00	B
STE1305A	Surgical Clinical Care II A	3.50	3.50	10.50	B
Attempted/Earned					
Term GPA:	3.00	Term: Credits	13.00 / 8.50	Term Qual Pts:	25.50
Cum GPA:	2.97	Cum: Credits	80.00 / 71.00	Cum Qual Pts:	211.00

AS Surgical Technology

Enrollment #: BL20082164 **GPA:** 2.95
Status: Graduate **Grad Date:** 9/8/2022
Start Date: 11/4/2020
Concentrations:
Honors:

Credential Awarded: Associate of Science - AS Surgical Technology

Date Awarded: 9/8/2022 **Date Cleared:** 9/8/2022

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202220 Spring 2022					
Associate of Science - AS Surgical Technology					
PSY1811	General Psychology	4.50	4.50	9.00	C
STE1305B	Clinical Surgical Care II B	3.50	3.50	7.00	C
STE2100	Surgical Procedures III	5.00	5.00	15.00	B
Attempted/Earned					
Term GPA:	2.38	Term: Credits	13.00 / 13.00	Term Qual Pts:	31.00
Cum GPA:	2.88	Cum: Credits	93.00 / 84.00	Cum Qual Pts:	242.00

*** End of Transcript ***

 Authorized Signature Date

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
Term: 202230 Summer 2022					
Associate of Science - AS Surgical Technology					
COM1261	Effective Speaking	4.50	4.50	9.00	C **
ENG1211	English Composition w/Research	4.50	4.50	9.00	C
SCC2120	Professional Development	2.00	2.00	4.00	C
STE1405	Surgical Clinical Care III	7.00	7.00	28.00	A
Attempted/Earned					
Term GPA:	2.78	Term: Credits	18.00 / 18.00	Term Qual Pts:	50.00
Cum GPA:	2.95	Cum: Credits	106.50 / 97.50	Cum Qual Pts:	287.50

** Indicates Retaken Course
 R* Indicates Re-taken Course
 # Indicates Pass/Fail Course

Exhibit A

Course Descriptions



**Associate of Science
SURGICAL TECHNOLOGY**

Total Curriculum.....95.5 quarter credits

Area I - Core Curriculum: 43.5 Credits

Communications

- COM 1261 Effective Speaking **Credits: 4.5**

Computer Literacy

- SCC 1031 Computer and Information Literacy **Credits: 4.5**

Humanities

- Approved Humanities Elective **Credits: 4.5**

Mathematics

- MAT 1100 College Algebra **Credits: 4.5**

Personal Development

- SCC 1010 College Management **Credits: 2**
- SCC 2120 Professional Development **Credits: 2**

Science

- AHS 1200 Anatomy & Physiology for Allied Health **Credits: 4**
- MAS 1870 Pharmacology **Credits: 4**

Social Science

- Approved Social Science Elective **Credits: 4.5**

Written Communication

- ENG 1201 English Composition **Credits: 4.5**
- ENG 1211 English Composition with Research **Credits: 4.5**

Area II - Major Curriculum: 52 Credits

- STE 1000 Introduction to Surgical Technology **Credits: 3**
- STE 1100 Patient Care Concepts I **Credits: 3**
- STE 1101 Patient Care Concepts I Lab **Credits: 2**
- STE 1105 Surgical Clinical Care I **Credits: 7**
- STE 1200 Patient Care Concepts II **Credits: 3**
- STE 1201 Patient Care Concepts II Lab **Credits: 2**
- STE 1205 Surgical Procedures I **Credits: 5**

- STE 1300 Surgical Procedures II Credits: 5
- STE 1305 Surgical Clinical Care II Credits: 7
- STE 1405 Surgical Clinical Care III Credits: 7
- STE 1500 Microbiology for Surgical Technologists Credits: 3
- STE 2100 Surgical Procedures III Credits: 5

MAS 1870 Pharmacology

Lecture: 4 Lab: 0 Practica: 0 Total Credits: 4

This course provides an introduction to the fundamentals of safe and correct drug administration, including drug laws, principles of pharmacology, drug handling procedures, physician's orders, charting, routes of administration, dosage calculation, and drug actions related to specific body systems and disorders.

Prerequisite(s): [AHS 1200](#) with a grade of C or better

STE 1000 Introduction to Surgical Technology

Lecture: 3 Lab: 0 Practica: 0 Total Credits: 3

This course presents an introduction to the field of Surgical Technology. Content topics include the history of the surgical technologist, professional organizations related to the profession, medical terminology, professional, legal, ethical and moral responsibilities of the surgical technologist, health care organizations as well as environmental safety in the surgical field and the importance of teamwork in the operating room setting. This course also introduces the terminology used in the profession.

STE 1100 Patient Care Concepts I

Lecture: 3 Lab: 0 Practica: 0 Total Credits: 3

This course presents an overview of the principle and practice of surgical technology and the roles and responsibilities of the Surgical Technologist. Emphasis is placed on basic patient care concepts.

Prerequisite(s): Program Admission

Co-requisite(s): STE 1101

STE 1101 Patient Care Concepts I Lab

Lecture: 0 Lab: 2 Practica: 0 Total Credits: 2

In this course, students demonstrate the ability to perform the basic functions of a surgical technologist in scrubbing, gowning, gloving, and opening supplies. The student identifies various types of instruments and demonstrate patient preparation for surgery. While demonstrating these skills, the principles of asepsis are followed. Students are videotaped demonstrating the required skills.

Prerequisite(s): Program Admission

Co-requisite(s): STE 1100

STE 1105 Surgical Clinical Care I

Lecture: 0 Lab: 0 Practica: 7 Total Credits: 7

Surgical Clinical Care I introduces the student to the roles and responsibilities of the perioperative team members. Emphasis is placed shadowing the circulator and anesthesia provider as a member of the non-sterile team. This includes assisting in patient transfer and transport, opening sterile supplies and instrumentation. The student is assigned a surgical preceptor and begins participating as a sterile member of the operating room team while in an observation and second scrub role. The student also learns the daily operation of decontamination and sterile processing of instrumentation and equipment. These clinical experiences take place at various hospitals and out-patient surgery centers.

Prerequisite(s): [AHS 1200](#), [STE 1000](#), [STE 1100](#), [STE 1101](#)

STE 1200 Patient Care Concepts II

Lecture: 3 Lab: 0 Practica: 0 Total Credits: 3

This course continues the theoretical study and practical application of the skills necessary for the surgical technologist to provide quality patient care. These concepts are related to the surgical technologist's role in the perioperative environment. The lab portion of this course provides for practical demonstration of the discussed skills.

Prerequisite(s): [STE 1100](#), [STE 1101](#)

STE 1201 Patient Care Concepts II Lab

Lecture: 0 Lab: 2 Practica: 0 Total Credits: 2

In this course, students continue to demonstrate the ability to perform as a surgical technologist in the sterile scrub role and non-sterile role during basic surgical procedures in the skills lab. This includes setting up a back table and mayo stand to prepare for a procedure, performing surgical counts of sponges, sharps, and instruments, prepping and draping the patient, proper handling of instrumentation, supplies, medications and fluids. During demonstration of these skills, the principles of asepsis are followed during pre, intra, and postoperative activities.

Prerequisite(s): [STE 1100](#), [STE 1101](#)

STE 1205 Surgical Procedures I

Lecture: 5 Lab: 0 Practica: 0 Total Credits: 5

This course introduces the student to concepts of diagnostic procedures. Emphasis is placed on the relevant anatomy and physiology related to the diagnostic or surgical interventions the patient undergoes. Topics include diagnostic studies, preoperative testing, anesthesia considerations, positioning principles and methods to determine needed supplies, equipment and instrumentation for these procedures. The sequence of the events for these types of surgeries will also be discussed along with pre, post and intraoperative responsibilities of the surgical technologist in the scrub role (STSR).

Prerequisite(s): [STE 1200](#), [STE 1201](#)

STE 1300 Surgical Procedures II

Lecture: 5 Lab: 0 Practica: 0 Total Credits: 5

This course provides a comprehensive study of surgical procedures. Emphasis is placed on the relevant anatomy and physiology related to the diagnostic or surgical interventions the patient undergoes. Topics include how to prepare the necessary equipment, supplies, and instrumentation for these procedures. The sequence of events is discussed along with how pre-, post-, and intra-operative procedures will impact the Surgical Technologist.

Prerequisite(s): [STE 1205](#)

STE 1305 Surgical Clinical Care II

Lecture: 0 Lab: 0 Practica: 7 Total Credits: 7

Surgical Clinical Care II advances the student's understanding of the roles and responsibilities of the surgical technologist during surgical procedures. Emphasis is placed on more complex cases, while improving speed and accuracy. The student is precepted by a Surgical Technologist or a Registered Nurse working in scrub or circulating roles. These clinical experiences take place at various local hospitals.

Prerequisite(s): [STE 1105](#)

STE 1405 Surgical Clinical Care III

Lecture: 0 Lab: 0 Practica: 7 Total Credits: 7

This course continues to develop the student's understanding of the roles and responsibilities of the surgical technologist during surgical procedures. Emphasis is placed on more complex cases, while

improving speed and accuracy. The student is precepted by a Surgical Technologist or a Registered Nurse working in scrub or circulating roles. These clinical experiences take place at various local hospitals or surgical centers.

Prerequisite(s): [STE 1305](#)

STE 1500 Microbiology for Surgical Technologists

Lecture: 2 Lab: 1 Practica: 0 Total Credits: 3

Microbiology for the surgical technologist is designed to give the student an understanding of basic microbiology and how disease-causing organisms may affect their patient or their patient's course of post-operative treatment. Emphasis is placed on how to integrate this knowledge into the student's practice as a surgical technologist in the surgical environment. Factors possibly contributing to infection and approaches for providing the best aseptic practices pre-, post-, and intra-operatively are discussed.

STE 2100 Surgical Procedures III

Lecture: 5 Lab: 0 Practica: 0 Total Credits: 5

This course continues with a comprehensive study of surgical procedures. Emphasis is placed on the relevant anatomy and physiology related to the diagnostic or surgical interventions the patient undergoes. Topics will include how to prepare the necessary equipment, supplies and instrumentation for these procedures. The sequence of events for these types of surgeries will be discussed along with how pre-, post-, and intra-operative procedures impact the Surgical Technologists. Employment skills are also discussed and practiced in detail.

Prerequisite(s): [STE 1300](#)

Appendix B

Library Subscription Resources

South College Library Subscription Resources 2022

Databases & Electronic Resources

5MinuteClinical
Academic Video Online
AccessAnesthesiology
AccessEmergency Medicine
AccessMedicine
AccessPediatrics
AccessPharmacy
AccessPhysiotherapy
AccessSurgery
Acland's Video Atlas of Human Anatomy
Aquifer Family Medicine
ASHP Ebook Collection
APhA Pharmacy Library
AtoZ Business
Business School Resource Center
Bates' Visual Guides
Cochrane Library
Complete Anatomy
Credo Reference & Ebooks
Draw It to Know It
EBSCO Academic Search Complete
EBSCO Atla Religion Database with AtlaSerials
EBSCO Business Source Complete
EBSCO CINAHL Complete
EBSCO Criminal Justice Abstracts with Full Text
EBSCO Dental & Oral Sciences Source
EBSCO Ebook Academic Collection
EBSCO Education Full Text
EBSCO Engineering Source
EBSCO HBR Case Studies
EBSCO HBR Core Collection
EBSCO Health Source - Consumer
EBSCO Health Source Nursing/Academic
EBSCO MEDLINE Complete
EBSCO Political Science Complete
EBSCO PrepSTEP for Colleges & Universities
EBSCO Nursing Reference Center Plus
EBSCO Regional Business News
EBSCO Science Reference Center
EBSCO SocINDEX Full Text
Gale Chilton Library
Gale Academic OneFile
Gale Books and Authors

Gale Business Insights: Global
Gale Business: Entrepreneurship
Gale General OneFile
Gale Health And Wellness
Gale In Context: Biography
Gale In Context: College
Gale In Context: Environmental Studies
Gale In Context: Global Issues
Gale In Context: Opposing Viewpoints
Gale In Context: Science
Gale In Context: U.S. History
Gale In Context: World History
Gale Literature Resource Center
Gale Literature: Book Review Index
Gale Literature: Contemporary Authors Online
Gale Literature: Lit Finder
Gale OneFile: Agriculture
Gale OneFile: Business
Gale OneFile: Communications and Mass Media
Gale OneFile: Computer Science
Gale OneFile: Contemporary Women's Issues
Gale OneFile: Criminal Justice
Gale OneFile: Culinary Arts
Gale OneFile: Diversity Studies
Gale OneFile: Economics and Theory
Gale OneFile: Educators Reference Complete
Gale OneFile: Entrepreneurship
Gale OneFile: Environmental Studies and Policy
Gale OneFile: Fine Arts
Gale OneFile: Gardening and Horticulture
Gale OneFile: Gender Studies
Gale OneFile: Health and Medicine
Gale OneFile: Hospitality and Tourism
Gale OneFile: Information Science
Gale OneFile: Informe Academico
Gale OneFile: Legaltrac
Gale OneFile: Military and Intelligence
Gale OneFile: News
Gale OneFile: Nursing and Allied Health
Gale OneFile: Physical Therapy and Sports Medicine
Gale OneFile: Pop Culture Studies
Gale OneFile: Psychology
Gale OneFile: Religion and Philosophy
Gale OneFile: U.S. History
Gale OneFile: Vocations and Careers
Gale OneFile: War and Terrorism

Gale OneFile: World History
Gale World Scholar
Global Road Warrior
HSTalks: The Biomedical & Life Sciences Collection
ICE Video Library + StrokeHelp
Incision
Lexicomp
LWW PA and Registered Nurse Journal Collection
Micromedex plus Martindale
Natural Medicines
Ovid Emcare
Pharmacotherapy Principles & Practice
RadReview
Sage Premier Collection
SpringerNature Optimum Collection
Sanford Guide
STAT!Ref
Statista Pro
Swank Digital Campus
UpToDate
VisualDx
Westlaw Proflex

Direct Journal Subscriptions

BMJ
American Journal of Physical Medicine & Rehabilitation
American Journal of Obstetrics & Gynecology
American Journal of Psychology
Annals of Physical and Rehabilitation Medicine
Archives of Physical Medicine and Rehabilitation
British Journal of Sports Medicine
CHEST
Chronicle of Higher Education
Clinical Biomechanics
Clinical Pharmacology & Therapeutics
Clinical Simulation in Nursing
Currents in Pharmacy Teaching and Learning
Developmental Medicine and Child Neurology
Early Childhood Research Quarterly
European Journal of Pain
Geriatric Nursing
Health Affairs
IEEE Computing in Science and Engineering
IEEE Industrial Electronics Magazine
International Journal of Dental Hygiene
International Journal of Pharmacy Practice

International Journal of Pharmaceutical Compounding
JAMA
Journal of the American Pharmacist Association
Journal of Advanced Nursing
Journal of Applied Physiology
Journal of Bone & Joint Surgery
Journal of Business Research
Journal of College Student Development
Journal of Community Health Nursing
Journal of Dental Education
Journal of Dental Hygiene
Journal of Higher Education
Journal of Human Nutrition & Dietetics
Journal of Information Technology Research
Journal of Interprofessional Education & Practice
Journal of Manual & Manipulative Therapy
Journal of Marketing Management
Journal of Medical Insight
Journal of Medicinal Chemistry
Journal of Midwifery & Women's Health
Journal of Nuclear Medicine
Journal of Nuclear Medicine Technology
Journal of Nursing Management
Journal of Nursing Regulation
Journal of Obstetric, Gynecologic, & Neonatal Nursing
Journal of Orthopaedic & Sports Physical Therapy
Journal of Pediatric Health Care
Journal of Pediatric Nursing
Journal of Pharmaceutical Sciences
Journal of Professional Nursing
Journal of Psychology
Journal of the American College of Cardiology
Journal of the American College of Radiology
Journal of the American Dental Association
Journal of Vascular and Interventional Radiology
MIS Quarterly
Musculoskeletal Science & Practice
New England Journal of Medicine
Nurse Education Today
Nursing Outlook
Nursing for Women's Health
Pain Management Nursing
Pain Medicine
Pediatrics
Pharmacotherapy
Physical Therapy

Physiotherapy Research International
Physiotherapy Theory and Practice
Policing and Society
Public Health
Public Health Nursing
Radiography
Radiology
Reading Research Quarterly
Reading Teacher
Research in Nursing & Health
Social Studies & the Young Learner
The American Journal of Cardiology
The Spine Journal
Wall Street Journal digital
WFOT Bulletin

Exhibit C
South College Institutional Planning Document



South College

Mission Statement

South College is a private, co-educational, non-sectarian academic institution that embraces the traditional higher education mission triad of teaching, scholarly contribution, and service. Consistent with its long history, the institution places primary emphasis on providing quality undergraduate and graduate educational opportunities and associated student support services, for the intellectual, social, and professional development of a diverse student body.

South College offers professional and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively. Through comprehensive academic programs, innovative and contemporary in content and mode of delivery, students are exposed to diverse perspectives and skills essential for independent and life-long learning. Because academic programs are professional and career-focused, South College responds to local, regional, and national employment needs and supports current workforce trends.

In addition to providing quality educational opportunities, South College promotes the advancement of knowledge by supporting and recognizing the scholarly activities of its faculty and students and the use of scholarship in education and service. The South College faculty seeks to advance knowledge by conducting research and publishing research results as appropriate, creating artistic and literary works, presenting at professional and scientific meetings, and participating in professional development activities, as consistent with the role of each faculty member.

As an institution of higher education, South College recognizes its responsibility to society and supports both institutional and individual commitments to service. Therefore, South College encourages its administration, faculty, and staff to invest their knowledge, experience, and expertise in community, professional, and institutional service.

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Vision

South College strives to be a college of choice for students seeking quality career-focused educational programs offered at multiple levels and through a variety of deliveries. High academic standards and focus on excellence result in graduates from a growing and diverse range of academic disciplines who are prepared to enter the workforce.

Strategic Goals

EDUCATIONAL EXCELLENCE/DIRECTION (GOAL 1)

South College strives to provide quality instruction, resources, and support services based on systematic and ongoing assessment and evaluation of objectives/outcomes to ensure the development of student abilities necessary for the achievement of positive student outcomes and the mission/vision of the college. The institution establishes policies and procedures to maintain compliance with applicable federal, state, and accrediting requirements.

New programs of study and revisions to existing programs of study are carefully reviewed for content relevancy and overall alignment with the institutional mission. Future program opportunities are considered across all educational levels from certificate to doctorate.

Objectives:

- **Programs** - Offer relevant educational choices and opportunities through multiple modes of delivery at diverse levels that are strengthened by ongoing assessment and evaluation of student learning outcomes and student performance.
- **Technology** - Use innovative technology/learning/equipment resources to enhance teaching and learning and simplify processes for support services.
- **Services** - Maintain and expand as appropriate support services and co-curricular activities to facilitate student development and graduation.
- **Interprofessional Activities** - Facilitate appropriate interprofessional educational activities that promote mutual understanding and improved communication among students in diverse disciplines.
- **Student Outcomes** - Promote positive student outcomes including retention, licensure/certification pass rates, and employment rate of graduates.
- **Compliance** - Meeting compliance expectations of federal, state, and accrediting partners.
- **Innovation** - Seek innovation in academic programs, delivery, and support services (modular course sequences and new modes of team-based academic and career advising).

Key Performance Indicators:

- Average Quarter Student Progression/Annual Retention Rate/5 Yr Average Retention Rate
- Available Annual Graduate Employment Rate (July 1-June 30)/5 Yr Average Available Graduate Employment Rate

- Annual Licensure/Certification Pass Rates/5 Yr Average Licensure/Certification Pass Rates
- Annual Cohort Program Graduation Rates/5 Yr Average Cohort Program Graduation Rates
- Overall Annual Course Completion Rate/5 Yr Average Course Completion Rate
- Overall D/F/W Course Rate/5 Yr Overall Average D/F/W Rate
- Compliance with Accrediting/State/Federal Agencies
- Student Satisfaction Survey Results (Academic Programs)

GROWTH (GOAL 2)

South College seeks to maintain optimal learning environments that are conducive to positive educational outcomes and the ability of the college to positively recruit and develop students, staff, and faculty. The institution strives to admit students who possess career goals in alignment with programmatic offerings and who will, as graduates, represent the institution positively. Faculty focus on teaching, scholarly activity, and service with an emphasis on student success and learning. Staff provide additional support services designed to enhance student academic and career success. The institution seeks to maintain/enhance student retention and new student enrollment through its instruction, programs, and services. Exploration into new programs and additional learning sites is expected as the institution looks to the future.

Objectives:

- **Locations** – Identify optimal locations and implement additional learning sites to expand educational opportunities to a growing student body.
- **Student Population** - Ensure portion of programs and campuses and retention efforts for current students in order to achieve student population growth.
- **Physical Facilities and Online Platforms** – Provide physical facilities and online platforms that efficiently serve and sustain a student body of over 5,000.
- **Additional Programs** – Expand educational program offerings specifically in online delivery.

Key Performance Indicators:

- Annual Student Enrollment/5 Yr Average Student Enrollment
- New/Expansion of Programs/Concentrations with 25 or more students (3 annually over 5 years).
- Expansion of Locations (3 over 5 years)

FISCAL HEALTH (GOAL 3)

South College seeks to maintain fiscal health through its continued commitment to responsible stewardship of all resources while evaluating appropriate ways to enhance programs and services as appropriate.

Objectives:

- **Annual Operational Budget** – Continue sound financial management through creation and adherence to annual operating budget.
- **Annual Audit** – Receive unqualified annual financial audit.
- **Oversight of Financial Resources** – Establish and maintain efficient process for review and oversight of financial resources.

- **Maintenance** – Continue maintenance plans for all campuses to attractive and modern facilities to support institutional mission.
- **Technologies and Infrastructure** – Ensure technologies and infrastructure that contribute to the core academic mission of the institution.
- **Efficiencies of Processes** – Focus on efficiency in services and programs provided to employees and students.
- **Financial Project Planning** – Ensure effective financial planning for facility, program, and technology projects.

Key Performance Indicators:

- Meeting Administrative/Academic Units Budget
- Meeting 90/10 requirement
- Meeting Composite Score Requirement (1.5 or above)
- Meeting annual Cohort Default Rate benchmark (15%/10%)
- Error Rate for Annual Independent FA Audit below 5%.

THE COLLEGE COMMUNITY (GOAL 4)

South College strives to cultivate a community atmosphere, both internally and externally, that promotes teamwork and shared vision of the institutional mission/vision.

Objectives:

- **Faculty and Staff** – Attract and retain outstanding faculty and staff who embrace the South College culture of entrepreneurship and innovation.
- **Benefits** – Provide resource plans that assist in the attraction and retention of qualified faculty and staff.
- **Professional Development/Service** – Encourage and support faculty and staff in scholarly, community, and institutional activities that promote the college and its individual programs.
- **Communication** – Employ methods to build and maintain effective communication among staff, faculty, and students.
- **Alumni** – Expand outreach to alumni as continuing members of the South College community.
- **Partnerships** – Expand and strengthen clinical, internship, fieldwork, practicum, and student teaching partnerships with associated facilities.

Key Performance Indicators:

- Full-time Faculty Retention
- Full-time Staff Retention
- Filling of Leadership Vacancies by Internal Candidates
- Growing External Education Rotations to meet needs of programs and employment needs.
- Growing Community Partnership
- Student Satisfaction Survey Results (Administrative/Service Departments)