

**Indiana Commission for Higher Education
Indiana Board for Proprietary Education**

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

DEGREE APPLICATION
(New or Renewal program)

Name of Institution	American College of Education	
Name of Program	M.Ed. in Educational Business Administration (CIP Code 13.0499 Educational Administration and Supervision, Other.)	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)		M.Ed.
Name of Person Preparing this Form	Karen Swenson, Sr. VP Regulatory Affairs	
Telephone Number	317-829-9376	<u>Application Type</u>
Date the Form was Prepared	April 6, 2016	Initial or Renewal

(Revise date after any revision)

Program Description

The M.Ed. in Educational Business Administration emerges in response to the critical demand for increased fiscal and ethical accountability to improve learning amid changing economic conditions on a local, national, and global scale. Designed for those seeking to possess or enhance business and leadership skills utilized in an educational setting, the program blends financial and operational insight with the foundations of effective learning environments for continuous improvement and sustainable growth. Students pursuing senior administrative roles are presented with opportunities to build the expertise that will assist them in navigating educational environments and making data-driven financial and operational decisions – while maximizing resources utilizing sound business strategies and practices. Framed by the standards from the Association of School Business Officials International (ASBO), the program leverages multiple perspectives to prepare strategic leaders for a variety of settings, including public, charter, and private schools, community colleges, and other educational institutions or learning organizations.

Program Rationale

The “business” side of education requires capable, educated, and experienced strategic leaders who understand their role in effectively managing all fiscal, material, technological, and human resources, while also being able to maintain alignment with the overall mission and vision in their respective organizations, school systems, and institutions. Educational and organizational institutions across the nation are faced with a greater degree of public scrutiny, fiscal accountability, and ethical responsibility when it comes to effectively and efficiently acquiring, managing, and maximizing all available resources in diverse educational, institutional, and organizational settings.

The Masters in Educational Business Administration program differs from traditional Masters in Education Administration programs as it aligns to national and state-specific association standards for school business officials. For example, in Indiana, the program effectively supports the goals of the Indiana Association of School Business Officials (IASBO), which has been a longstanding organization founded to promote ethical and appropriate management of public school finance, accounting, budgeting, auditing, purchasing, maintenance and operations, human resources, facility planning, risk management, cash management, food nutrition, technology, and transportation. Additionally, the program supports IASBO efforts to provide a certification program for individuals who manage school district financial, material, technological, and human resources by providing ongoing professional skill development that is necessary for school business officials to be able to meet the demanding responsibilities of their jobs.

From a national perspective, the majority of states across the nation also rely on support from state-specific associations for school business officials, as they clearly indicate the need for degreed, certified, and experienced financial leaders. Additionally, other states specifically describe the position as a School Business Administrator, Chief School Business Official, Chief School Financial Officer, or Chief Business Officer. Nationally, with an educational background and training based on standards from the Association of School Business Officials International (ASBO), coursework and professional development may include management of financial resources, statistics, education economics, human resource management, managerial accounting, leadership in communication and collaboration, marketing, operations and facility management, information systems, ethics, and risk management.

Starr (2014) points out that the work of school business managers has extended into the academic functions of schools, they now serve in roles previously only filled by educators, and through efficient fiscal management, can save their organization enough money to actually cover their own salaries within three years. According to National College (2011), school business managers have the ability to save up to 35% of the principal's time, while Price Waterhouse Coopers (2010) points out that business managers can provide a net return on investment up to 80% for the school system. Like Indiana, other states also require ongoing professional development and additional training for these individuals to be able to increase professional knowledge and to abide by strict and specific state requirements regarding fiscal accountability and transparency in public, charter, and private schools, community colleges, or other educational institutions and learning organizations. According to Weeks (2014), 657 charter schools across the nation closed down between 1992-2009, with 27% closed due to "mismanagement" and 41% closed due to financial deficiencies. The Center for Education Reform states 68% of charter schools have been closed due to financial mismanagement and deficiencies.

Serving as a financial leader in educational settings or institutions, the candidate must be prepared to effectively address varying degrees of public scrutiny from board members, stakeholders, and community members, as well as state and federal guidelines regarding the appropriate use of taxpayer dollars, federal funds, grants, and other resources for the purposes of educating students. With that being said, there is a tremendous need for school business administration programs that consistently rely on evidenced-based learning and assessment in order to employ proven strategies to collect, organize, assess, and disseminate appropriate financial and other institutional data necessary to support responsible fiscal and organizational decision making and the appropriate use of resources. It is highly

critical that school business administrators are able to effectively apply sound financial and business theories, standards, and frameworks to critically analyze and evaluate procedures established to measure operational and strategic benchmarks to remain aligned to ethical, evidence-based business practices identified by research.

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

Program Outcomes

1. Employ evidence-based strategies to collect, organize, assess, and disseminate appropriate data necessary to support responsible fiscal and organizational decision making in the use of resources.
2. Analyze and evaluate procedures established to measure operational and strategic benchmarks to remain aligned to ethical, evidence-based business practices identified by research to improve overall efficiency.
3. Engage in the pursuit of relevant intellectual understanding related to critical aspects of managing human resources and relationships to resolve conflicts, supporting problem solving, and maximizing the benefits of diverse thoughts.
4. Effectively communicate the mission and vision of the organization.
5. Utilize collaborative team building to strengthen professional relationships and facilitate strategic planning to improve institutional effectiveness.
6. Apply legal, ethical, and policy constraints and principles to financial and business operations to ensure the highest values of social interaction within the climate, culture, and diversity of learning environments.
7. Implement appropriate practices, using skills, concepts, and expertise in building and sustaining technology-enhanced, ethically managed facilities that promote the academic and social success of individuals.
8. Demonstrate sound leadership principles in managing financial resources, including budget planning, auditing, and reporting on institutional operations through the use of technology.
9. Analyze contributing economic factors related to the development, delivery, and evaluation of instruction including professional development, program changes, and continuous improvement.

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

Name of Program:	Master of Education in Educational Business Administration			
Total Course Hours:	35	Check one:	Quarter Hours	
			Semester Hours	✓
			Clock Hours	
Tuition :	\$8,225	Length of Program:	18-24 months	

Program Structure

Core courses: 10 courses = 26 semester credits

Focus of Study courses: 3 courses = 9 semester credits

Total semester credits: 35 semester credits

Number	Credits	Course Title	Description
CORE COURSES			
Number	Credits	Course Title	Description
EBUS5401	1	Introduction to Educational Business Administration	Students are prepared to appropriately apply philosophy and school business theories to the educational environment. By tracing the historic role of laws in education and government, students examine how a school culture is established through the organization's vision, mission, and goals to optimize student learning. Transparency, ethics, inclusiveness, and equity play a vital part in understanding the importance of gaining buy-in and support from employees, boards, and community members.
EBUS5203	3	Management of Financial Resources	Designed to explore fiscal and budget responsibilities, this course applies budgetary principles to interpret a range of funding and valuation models, including property tax levy. By analyzing the shifts in cash flow, students consider multiple theoretical approaches to effectively manage revenue sources, expenditures, budgetary constraints, and forecasts of resources, with respect to state and federal regulations. Emphasis is placed on the budget process including the support of technology resources, facilities, and applications as it relates to reporting the management and oversight of funds and financial services.
EBUS5213	3	Human Resource Management	Designed to assist leaders in gaining knowledge and experience of legal and ethical standards, this course provides opportunities for students to explore aspects of benefits and payroll administration, employment law and labor relations. Exploring the changing role of human resources, principles and strategies for gathering and communicating critical information are examined including ways to conduct job and compensation analyses, proactive planning and implementation for hiring, staff and faculty development, and resolving conflicts along with other workplace issues.

Number	Credits	Course Title	Description
LEAD5223	3	Communication and Collaboration through Ethical Leadership	Ways to develop and sustain a thriving school culture are examined through the utilization of effective communication and collaboration strategies within and beyond the community. Governance strategies for ethical and legal policies, organizational development and optimization, and decision making are covered. Students explore ways in which their ethical code protects and ensures equity, fairness, tolerance, and respect in various educational and organizational cultures.
LEAD5233	3	Cultural Leadership	This course focuses on establishing and maintaining the instructional vision and mission of an institution through effective use of student performance data to inform the selection of strategies and practices contributing to academic success. Through the development of district-wide initiatives and priorities, supported by effective communication, students learn to facilitate collaborative efforts, develop productive partnerships, promote academic rigor and empower leadership skills in others to create a culture of achievement.
EBUS5423	3	Data Analytics and Reporting	This course assists students in gaining the knowledge, experience, and resources needed to appropriately analyze and report organizational data to ensure quality, equitable, and informed decisions. To efficiently manage organizational needs, students examine ways to use technology to maintain, and retrieve relevant data, and prepare various documents for the purpose of maximizing resources in a variety of educational settings.
EBUS5433	3	Law, Labor, and Negotiations	This course establishes the legal foundation of public schooling by examining authority from constitutional through local governance. Issues related to school and public works law are examined in case studies focused on liabilities, disabilities, and facilities delivering educational services. This includes laws related to labor relationships and contract negotiations, and building and construction contracts.
EBUS5443	3	Risk Management	This course develops leaders in a wide range of educational and organizational settings, who can effectively forecast and evaluate financial risks challenging their institutions. To avoid or minimize risk in a proactive manner, students learn to utilize analysis, avoidance, minimization, or elimination of undesirable threats to protect present and future organizational interests. Through the identification, assessment, and prioritization of risks, students prepare to minimize, monitor, and control the probability and impact of negative events on an institution in a manner that does not detract from the institutional goals.

Number	Credits	Course Title	Description
RES5453	3	Research Methods for Educational Business Administrators	This course enables students to become informed consumers of educational research and to develop skills to understand collecting, analyzing, organizing, interpreting, and communicated data for educational and organizational decision making. An emphasis is placed on data-mining principles students can apply to determine whether particular scientifically based research findings are trustworthy and relevant for use within complex data sets. Emphasis is placed on how action research can become a vital tool for school leaders working to improve educational business operations and activities.
EBUS5091	1	Capstone Experience for Educational Business Administration	The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of, studies related to Educational Business Administration.
FOCUS OF STUDY COURSES			
<i>Focus of Study – School Business Official</i>			
ECON5203	3	Education Economics	By investigating the underlying structures of economics through the application of econometrics, students apply theories to topics such as human capital, institutional finance, and educational technology. As economics grows more complex and critical, educational choice, public funding, and policy trends impact the education production function. The economics of education is explored from a cost-and-benefit perspective as students learn to navigate operational challenges, make data-driven financial decisions, and maximize capital resources utilizing sound principles of management.
ACCT5303	3	Managerial Accounting	This course focuses on communicating the financial status of an educational organization or institution in alignment with governing policies and procedures. Applying sound accounting practices, students examine financial reporting, contractual services, cash flow analysis, purchases, investments, policies and procedures, and forecasting within the legal constraints established by state and federal agencies.

Number	Credits	Course Title	Description
EBUS5413	3	Operations and Facility Management	Based on the interdisciplinary study of business, operations, and facility management, this course effectively prepares students to coordinate people, budgets, infrastructure, logistics, spatial organization, purchasing, and other financial, material, and technological resources specific to educational settings. The concepts of operational efficiency, institutional resiliency, and contingency planning across departments is also explored to ensure academic continuity. The role of human resource management is considered with respect to communication, emergency planning, preparedness and recovery, environmental protection, property management, technology, and vendor management.
<i>Focus of Study – Human Resources</i>			
EBUS5463	3	Human Resources Management	A comprehensive course designed to provide students with the tools needed for successful management of the critical human resources functions, including employee relations, professional development, and conflict management. Students gain an understanding of the importance of employee performance and satisfaction to organizational culture. By providing fundamentals in managing all levels of the workforce, from professional development to conflict management and resolution, students will be confident administering evaluations, documentation, and disciplinary actions while becoming familiar with appropriate communication when managing difficult situations.
EBUS5473	3	Employment Law	Through an in-depth look at employment law and managing risk, this course will give students the tools needed to navigate a collective bargaining contract, along with required contractual policies and procedures. Students will gain a deeper understanding of workplace compliance laws, while exploring the differences between employees and independent contractors.
EBUS5483	3	Strategic HR Management	This course thoroughly studies how human resources function as a strategic partner to all lines of business. Students will learn a multitude of skills ranging from the basic administration of personnel records, employee handbooks and policies, to the entire recruiting and hiring process. By providing a comprehensive study into compensation and benefits administration, students will leverage understanding of specific laws and regulations, including ACA regulations as these relate to payroll functions.

Number	Credits	Course Title	Description
<i>Focus of Study – Information Systems</i>			
EBUS5493	3	Information Systems	Using research, students acquire and utilize multiple resources designed to effectively and efficiently create, collect, filter, process, and distribute data through well-managed information systems. The course provides a solid foundation for maximizing available technological and organizational resources through the enhancement of operations and information systems support while also providing the knowledge, skills, and experience to administer such functions. This course further helps to prepare educational business leaders to successfully analyze and evaluate trends and best practices in information systems.
DL5713	3	Digital Age Learning Environment	This course will examine various methods of learning in new media environments. In the 21st century, virtual communication and collaboration are crucial to understand how to participate and incorporate effectively. Also, understanding the similarities, differences, advantages, and disadvantages of online classrooms, blended classrooms, and flipped classrooms is needed. Lastly, learning about technology use, learning management systems, social media, and Web 2.0 tools will be examined. A key component of this course includes the opportunity for students to create with technology-based assignments.
ET5063	3	Professional Environments in a Virtual World	Framed by instructional design and adult learning, learners demonstrate a broad understanding of their professional environment by developing products to support continuous professional growth within the organization. Learners identify and evaluate technologies to facilitate and improve collaboration, productivity, communication, and instruction for all organizational stakeholders. They also design a professional development plan based on best practices and emphasizing legal and ethical guidelines specific to blended and online learning environments. Within the context of professional environments, academic integrity and dishonesty, personal and professional learning networks, and digital citizenship are major topics.
<i>Focus of Study – Educational Entrepreneurship</i>			
EBUS5253	3	Strategic Innovation and Educational Entrepreneurship	In this course, students evaluate models, theories, and evidence-based best practices related to strategic management and innovation in educational entrepreneurship. Students learn the fundamentals of business planning and design, develop, and implement strategic models facilitating innovation and creativity to be used in diverse entrepreneurial endeavors.

Number	Credits	Course Title	Description
MRKT5403	3	Marketing Management	As an introduction to foundational concepts of marketing, this course considers various perspectives from influencer to consumer. Marketing opportunities are explored for implementing strategic plans through the use of research and analysis. Students examine examples of brand development, positioning, and management of integrated marketing communications (IMC) campaigns, which can be highly beneficial for private and charter schools. Case studies and scenarios frame the examination of managed markets. The intersection of marketing with public and media relations is also explored.
EBUS5263		Innovative Learning Environments	Driven by organizational theory, this project-based course integrates aspects of sociology with adult learning theory to deliver on online option for staff or faculty development. Students identify a learning solution in response to an organizational problem. Utilizing research-based theories, principles, models, and practices, concepts related to application are tested to determine value and appropriate action.
Optional Internship Courses			
EBUS5556	6	<i>Internship in Educational Business Administration (Optional)</i>	The optional 600-hour internship is created for students in states requiring field-based experiences as a component of licensure. Guided by an approved mentor, interns apply theories and strategies to effectively perform the role, function, and responsibilities of a school business officer.
EBUS5553	3	<i>Internship in Educational Business Administration (Optional)</i>	The optional 300-hour internship is created for students in states requiring field-based experiences as a component of licensure. Guided by an approved mentor, interns apply theories and strategies to effectively perform the role, function, and responsibilities of a school business officer.

Program Alignment to Outcomes

M.Ed. in EBA Program Outcomes	Program Courses – Year 1									
	EBUS 5401 Intro	EBUS 5203 Finance	EBUS 5213 HR	LEAD 5223 Ethical Leadership	LEAD 5233 Cultural Leadership	EBUS 5423 Analytics	EBUS 5433 Law	EBUS 5443 Risk	RES 5453 Research	EBUS 5091 Capstone
1			X	X		X	X	X	X	X
2		X				X		X		X
3	X		X	X	X	X		X		X
4		X	X		X	X				X
5			X	X	X	X				X
6	X	X	X		X	X	X	X	X	X
7	X						X	X	X	X
8	X	X	X				X	X	X	X
9		X		X	X		X	X	X	X

M.Ed. in EBA Program Outcomes	Program Courses – Year 2					
	RES 5453 Research	EBUS 5091 Capstone	FOS - Business	FOS Human Resources	FOS - IT	FOS – Educational Entrepreneurship
1	X	X	X		X	X
2		X	X	X	X	X
3		X	X	X		X
4		X	X			
5		X	X			
6	X	X	X	X	X	X
7	X	X	X		X	
8	X	X	X		X	X
9	X	X	X	X		X

Program Schedule

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
Year 1	EBUS5401 Introduction to Educational Business Administration	EBUS5203 Management of Financial Resources	EBUS5213 Human Resource Management	LEAD5223 Communication and Collaboration through Ethical Leadership	LEAD5233 Cultural Leadership	EBUS5423 Data Analytics and Reporting	EBUS5433 Law, Labor, and Negotiations	EBUS5443 Risk Management
Year 2	RES5453 Research Methods for Educational Business Administrators	Focus of Study Course 1	Focus of Study Course 2	Focus of Study Course 3				
				EBUS5091 Capstone Experience for Educational Business Administration				

Number of Credit/Clock Hrs. in Specialty Courses:	35	/		Percentage:	100%
Number of Credit/Clock Hrs. in General Courses:	0	/	0	Percentage:	0%
If applicable:					
Number of Credit/Clock Hrs. in Liberal Arts:	0	/	0	Percentage:	0%

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

Location of library:	Online, no single physical location
Hours of student access:	24 hours/day; 7 days/week. Always "open"
Part-time, full-time librarian/staff:	One full-time Librarian

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

Number of professional periodicals subscribed to:**EBSCO Discovery Service**

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

Articles and E-Journals**Academic Search Complete**

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

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

ArticleFirst

ArticleFirst is an index of 27 million articles created from the tables-of-contents of multi-disciplinary journals.

- Produced by: OCLC
- Vendor: OCLC FirstSearch
- Coverage: 16,000+ journals
- Full-text: none

Business Source Complete (EBSCO)

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 2000 peer-reviewed journals; 3625 SWOT analyses; 57 faculty seminar videos; 10,270 case studies
- Full-text: 1800+ journals; 1000+ eBooks, reports and monographs

Child Development & Adolescent Studies (EBSCO)

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

- Produced by: National Information Services Corporation, MD. Previously published by Society for Research in Child Development, 1927-2001.
- Vendor: EBSCO
- Coverage: 238 journals
- Full-text: none

ECO Electronic Collections Online

ECO Electronic Collections Online database contains bibliographic records of scholarly electronic journals that are owned and cataloged by OCLC member libraries.

- Produced by: OCLC
- Vendor: OCLC FirstSearch
- Coverage: 4.2+ million records; 5000+ journals
- Full-text: None

Education Abstracts/Full-Text (Wilson)

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

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

Education Source

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

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

Education Week

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

Educational Administration Abstracts

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

Educational Administration Quarterly

- Produced by: Sage
- Vendor: EBSCO
- Coverage: one journal
- Full-text: yes

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.

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: <http://www.eric.ed.gov>, EBSCO, ProQuest, and OCLC
- Coverage: 1,100+ 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.

Google Scholar

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

- Produced by: Google
- Vendor: www.google.com
- Coverage: all Web pages on the Internet

- Full-text: Yes – full-text articles that are copyright-free; free full-text patents and federal legal opinions

GPO Monthly Catalog

GPO Monthly Catalog is the only comprehensive index of government publications. Established in 1876, the U. S. Government Printing Office is the world's largest publisher. Government publications are available on Education and every other subject in every academic discipline. Most are free from GPO or the issuing agency, and newer ones may be available on the Web. GPO estimates that today 50% of all U.S. government documents are now born digital.

- Produced by: U. S. Government Printing Office
- Vendor: <http://www.gpo.gov/> (1861 to date)
- Vendor: FirstSearch (1976 to date)
- Coverage: (GPO): government publications since 1861
- Coverage (FirstSearch): government publications since 1976
- Full-text: Yes – some links to full-text publications are provided by issuing agencies.

JSTOR Current Education Collection

- Produced by: Editorial Projects in Education
- Vendor: EBSCO
- Coverage: nine selected Education related journals
- Full-text: yes
Library, Information Science & Technology Abstracts (LISTA) with Full Text
- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 735+ Journals; 30+ eBooks, monographs, conference papers, and pamphlets
- Full-text: yes

Medline

Medline is the premier international bibliographic database covering all fields of medicine including psychology, psychiatry, nursing, dentistry, nutrition, education, and social services.

- Producer: U. S. National Library of Medicine
- Vendors: www.pubmed.gov, FirstSearch
- Coverage: 19,000+ journals; 19+ million citations
- Full-text: Yes – some articles are available from open source journals

OAIster

OAIster harvests Open Archives Initiative (OAI)-compliant resources in all subjects and disciplines from digital libraries, institutional repositories, and online journals. Its goal is to create a collection of freely available, previously difficult-to-access, academically-oriented digital resources that are easily searchable by anyone. Digital resources include books, articles, born-digital text, audio and image files, datasets, theses, technical and research papers, and image collections.

- Producer: OCLC and University of Michigan University Library

- Vendor: OCLC FirstSearch
- Coverage: 23+ million records
- Full-text: Yes

ProQuest Education Journals

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

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

ERIC Documents and Educational Tests

ERIC

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

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

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

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

Mental Measurements Yearbook including Tests in Print

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

Tests in Print (TIP)

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

- Producer: Buros Institute of Mental Measurements at the University of Nebraska - Lincoln

- Vendor: EBSCO
- Coverage: 7,000+ reviews
- Full-text: Yes – reviews only [no tests are available online]
- Includes other database? Yes – Tests in Print

IV. Books and E-Books

Academic Search Complete (EBSCO)

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

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

Business Source Complete (EBSCO)

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage:
- Full-text: 1800+ journals; 1000+ eBooks, reports and monographs

Education Source (EBSCO)

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

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

Ebooks

Ebooks contains bibliographic records of online electronic books (e-books) in all subjects that are owned and cataloged by OCLC member libraries.

- Produced by: OCLC
- Vendor: OCLC FirstSearch
- Coverage: 665,000+ cataloged e-books
- Full-text: none

EBooks (EBSCOhost)

EBooks is a collection of full-text education related e-books.

- Producer: EBSCO
- Vendor: EBSCO
- Coverage: 2009+ e-books in Education (88 e-books)
- Full-text: Yes

Future-Focused Leadership by Marx

- Vendor: EBSCO
- Full-text: Yes

GPO Monthly Catalog

GPO Monthly Catalog is the only comprehensive index of government publications. Established in 1876, the U. S. Government Printing Office is the world's largest publisher. Government publications are available on Education and every other subject in every academic discipline. Most are free from GPO or the issuing agency, and newer ones may be available on the Web. GPO estimates that today 50% of all U.S. government documents are now born digital.

- Produced by: U. S. Government Printing Office
- Vendor: <http://www.gpo.gov/> (1861 to date)
- Vendor: FirstSearch (1976 to date)
- Coverage: (GPO): government publications since 1861
- Coverage (FirstSearch): government publications since 1976
- Full-text: Yes – some links to full-text publications are provided by issuing agencies.

Library, Information Science & Technology Abstracts with Full Text

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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage: 400+ journals plus books, monographs, conference papers, and pamphlets.
- Full-text: Yes - 160+ journals and 550+ books and monographs plus numerous conference proceedings and pamphlets.

OAlster

OAlster harvests Open Archives Initiative (OAI)-compliant resources in all subjects and disciplines from digital libraries, institutional repositories, and online journals. Its goal is to create a collection of freely available, previously difficult-to-access, academically-oriented digital resources that are easily searchable by anyone. Digital resources include books, articles, born-digital text, audio and image files, datasets, theses, technical and research papers, and image collections.

- Producer: OCLC and University of Michigan University Library
- Vendor: OCLC FirstSearch
- Coverage: 23+ million records
- Full-text: Yes

PapersFirst

PapersFirst is an index of scholarly papers in all academic disciplines presented at worldwide conferences, symposia, expositions, workshops, and meetings that were received by The British Library Document Supply Centre.

- Coverage: 6.5+ million papers since 1993
- Producer: OCLC
- Vendor: OCLC FirstSearch
- Full-text: none

Proceedings

Proceedings is a multi-disciplinary index of proceedings of worldwide conferences, symposia, expositions, workshops, and meetings that were received by The British Library Document Supply Centre.

- Coverage: 192,000+ proceedings since 1993
- Full-text: none
- Producer: OCLC
- Vendor: OCLC FirstSearch

ProQuest Dissertations & Theses Full Text – Volume A

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

Trust Matters: Leadership for Successful Schools by Tschannen-Moran

- Vendor: EBSCO
- Full-text: yes

WorldCat

WorldCat is the online catalog of books and all types of other materials located in 72,000+ libraries worldwide. American College of Education is a member of OCLC and WorldCat (OCLC symbol is ILACE.) The URL for ACE is <http://americancollegeofeducation.worldcat.org/>.

- Producer: OCLC and 72,000 libraries worldwide

- Vendor: OCLC
- Coverage: 180+ million records dating before 1000 BC to present
- Full-text: none

WorldCat Dissertations

WorldCat Dissertations is a catalog of dissertations, theses, and published works based on them in all subjects that are owned and cataloged by OCLC member libraries worldwide.

- Producer: OCLC
- Vendor: www.oclc.org and OCLC FirstSearch
- Coverage: 8+ million records; abstracts are not included
- Full-text: none

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

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

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

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

Total # of Faculty in the Program:	11	Full-time:	5	Part-time:	6
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Jerry Ausburn	Ed.D.	10	1	6	x	
Catherine Beck	Ed.D.	25	1.5	26.5		x
Peggy Blood	Ph.D.	9	6	2		x
Audrey Donaldson	Ed.D.	35	5	9	x	
Nita Ellis	Ed.D.	41	5	5		x
Luster Fowler	Ph.D.	7	2	0		x
Michelle Howard-Schwind	Ph.D.	21	5	1		x
Jason Johnston	Ed.D.	3	new	12		x
Deborah Lee	Ed.D.	21	6	9	x	
Crystal Neumann	D.B.A.	9	1.5	3	x	
Alana Sloan	Ed.D.	17	6	10	x	

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

Institution: [American College of Education](#)
Degree Program: [M.Ed. in Educational Business Administration](#)
Locations: [Online](#)

State Licensure

Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?

[No, a state-issued license is not needed to be a school business officer.](#)

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

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Professional Certification

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

[National certification as a Certified Administrator of School Finance and Operations \(SFO\) is offered through the Association of School Business Officials International \(ASBO\). The program is designed to prepare students for the SFO exam. The Indiana Association of School Business Officials also offers a certification program. The courses are professional development in nature and do not carry any graduate credit. Our program is aligned to these courses and a potential partnership with the Indiana ASBO will be explored. The program is also designed to support the Indiana School Leader – District Level Standards. While this is not an actual certification for administrators, the program does support the standards.](#)

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. [See above.](#)

Each specific professional certification: [See above.](#)

The national organization issuing each certification: [See above.](#)

Please explain the rationale for choosing each professional certification: [This program is designed for these business officials that need additional training and understanding of how to use business practices in educational settings.](#)

Please identify the single course or a sequence of courses that lead to each professional certification? [The program will prepare students to take the SFO exam.](#)

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Professional Industry Standards/Best Practices

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

If so, please identify

The specific professional industry standard(s) and/or best practice(s): [See below.](#)

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

Association of School Business Officials International

<http://asbointl.org/>

Indiana Association of School Business Officials

<http://www.indiana-asbo.org/prof-development/certification-program/>

Illinois Association of School Business Officials

<https://www.iasbo.org/eweb/DynamicPage.aspx?Site=iasbo&WebCode=membership>

Illinois School Business Official Endorsement

<http://www.isbe.net/licensure/requirements/oos-pel-admin-end.pdf>

Ohio Standards for School Treasures and School Business Managers

<https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Treasurers-Standards.pdf.aspx>

The Consortium for School Networking (CoSN)

<http://www.cosn.org/about-cosn>

Indiana Department of Education School Leader – District Level

<http://www.doe.in.gov/sites/default/files/licensing/school-leader-district-level.pdf>

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Program Accreditation

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

No, specialized accreditation is not needed.

If so, please identify the specialized accrediting agency: N/A

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Transferability of Associate of Science Degrees

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

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

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

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Job Titles

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

School Business Officer

Chief Financial Officer

Treasurer

Business Manager

Chief Operations Officer

Chief Administrative Officer

Director of Human Resources

Director of Information Technology

Vice President of Academic Operations