

# AGENDA

Board for Proprietary Education

## **BOARD MEETING**

101 West Ohio St.  
Kent Weldon Board Room  
Indianapolis, IN 46204

**Tuesday, December 8, 2015**

- I. CALL TO ORDER –10:00 a.m.**
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**
- III. CONSIDERATION OF THE MINUTES OF THE SEPTEMBER BOARD MEETING ..... 1**
- IV. EXECUTIVE DIRECTOR’S REPORT**
- V. DECISION ITEMS**
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**VI. INFORMATION ITEM**

A. Calendar of Tentative Meeting Dates of the Board. .... 185

**VII. OLD BUSINESS**

None.

**VIII. NEW BUSINESS**

None.

**IX. ADJOURNMENT --12:30 p.m.**

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**STATE OF INDIANA**  
**Board for Proprietary Education**

**Minutes of Meeting**

**Tuesday, September 8, 2015**

**I. CALL TO ORDER**

The Board for Proprietary Education met in regular session starting at 10:00 a.m. at 101 West Ohio Street, 7<sup>th</sup> Floor Conference Room, with Chairman Dr. Ken Sauer presiding.

**II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:*

Rod Haywood, Jr., Ken Konesco, Joe Pearson, Kimberly Perkins and Dr. Ken Sauer.

*Members Absent:*

None

*Members Present by Conference Call:*

Eric Ogle

*Guests Present:*

Alan Bacon, Orville Blackman, Jeff Biltz, Lauren Budrow, Michael Crowley, Marc Getty, Ann Harbeson, Jill Karn, Eric Kirkland, Kathy Kump, Marty Mehringer, Dan Nelant, Alisa Perkins, Stephanie Perez, Glenna Shelby, and Lori Ann Stretch.

It was determined that there was a quorum for the September 8, 2015 Board meeting.

**III. CONSIDERATION OF THE MINUTES OF THE DECEMBER BOARD MEETING**

The Board for Proprietary Education approved the Minutes of the June 9, 2015 meeting.

Mr. Ken Konesco moved for acceptance and Joe Pearson seconded the motion. The motion was unanimously approved.

**IV. EXECUTIVE DIRECTOR'S REPORT**

Dr. Sauer provided an update on BPE staff. He stated that Ms. Tara Wilkerson is no longer with the Commission and that Ms. Noelle Wikert would be assisting with the Board meetings. Dr. Sauer provided information on the progress of BPE rules. Mr. Ross Miller provided an overview of the timeline and meetings held thus far. Mr. Miller has made a request to the Office of Management and Budget (OMB) for an exemption to the regulatory moratorium. Dr. Sauer stated that BPE is now waiting for the formal exemption from the OMB. Mr. Eric Ogle stated in his experience promulgating rules would take over a year to complete, and that BPE was in the normal time range for promulgating rules.

Dr. Sauer introduced the topic of the Policy on Institutions that are Seeking Accreditation. Mr. Miller further detailed the policy, in particular accreditation as recognized by the USDOE. Mr. Miller updated the Board on the current status of those institutions that were seeking accreditation at the time of policy passage. Mr. Miller stated that one institution, AC/C Tech has

yet to obtain accreditation. Dr. Sauer stated that the topic of institutional accreditation could be a topic of more detailed conversation at a meeting of the Planning Commission.

Dr. Sauer stated that Harrison College has been accepted an institutional partner in the State Authorization Reciprocity Agreement (SARA). Harrison College is the third proprietary institutional SARA partner after American College of Education and the Indiana College of Court Reporting.

Dr. Sauer told the Board that the BPE Academic Program Inventory (API) is currently being incorporated into the Commission's Student Information System or data warehouse. Dr. Sauer stated that BPE is currently 64% complete in migrating the BPE institutional programs into the data warehouse. By December all BPE programs should be migrated into the data warehouse. Unit record data will be collected over the next year and be uploaded into the data warehouse. The program inventory will eventually be open to public view.

## **V. TIME – SENSITIVE ACTION ITEMS**

### **A. Academic Degree Programs**

#### **1. Harrison College:**

##### **New Degree Requests**

Representing Harrison College was: Alan Bacon, Campus President of Indianapolis Northwest, Jeff Biltz, Director of Accreditation Compliance, and Michael Crowley, Vice President of Legal and Compliance.

Mr. Ross Miller presented the staff report recommending that Harrison College be granted approval to offer four Associate of Applied Science degree programs at one location, two Associate of Applied Science degree programs at one location, one Bachelor of Science degree program at one location, and one Bachelor of Science degree program at one location.

- *A.A.S. in Accounting*
- *A.A.S. in Business Management*
- *A.A.S. in Medical Reimbursement Technology*
- *A.A.S. in Paralegal*
- *A.A.S. in Information Technology*
- *A.A.S. in Web Application Development*
- *B.S. in Health Care Management*
- *B.S. in Information Technology Leadership*

Mr. Joe Pearson made the motion to approve the staff recommendation to grant approval to Harrison College to award the above mentioned programs. Ms. Kimberly Perkins seconded the motion. Mr. Ken Konesco abstained from voting.

The motion was approved by Rod Haywood, Eric Ogle, Joe Pearson, Kimberly Perkins and Dr. Ken Sauer.

#### **2. Mid-America College of Funeral Service:**

##### **New Degree Request**

Representing Mid-America College of Funeral Service was: Ms. Lauren Budrow, President, Ms. Jill Karn, COO of Pierce Mortuary Colleges, and Ms. Alisa Perkin, Dean of Students.

Mr. Ross Miller presented the staff report recommending that Mid-America College of Funeral Service be authorized to offer one Bachelor of Science degree program at one location.

- *B.S. in Funeral Service Management*

Ms. Kimberly Perkins made the motion to approve the staff recommendation to grant approval to Mid-America College of Funeral Service to award the above mentioned program. Mr. Rod Haywood seconded the motion.

The motion was approved by Rod Haywood, Ken Konesco, Eric Ogle, Joe Pearson, Kimberly Perkins, and Dr. Ken Sauer.

**3. Ottawa University:  
New Degree Requests**

Representing Ottawa University was: Dr. Orville Blackman, Dean of Angell Synder School of Business, Dr. Ann Harbeson, Community Development Executive, and Ms. Kathy Kump, Director of Nursing.

Mr. Ross Miller presented the staff report recommending that Ottawa University be authorized to offer two Baccalaureate degree programs at one location.

- *B.A. in Marketing*
- *B.S. in Nursing*

Mr. Joe Pearson made the motion to approve the staff recommendation to grant approval to Ottawa University to award the above mentioned programs. Mr. Ken Konesco seconded the motion.

The motion was approved by Rod Haywood, Ken Konesco, Eric Ogle, Joe Pearson, Kimberly Perkins, and Dr. Ken Sauer.

**4. Salem International University:  
New Degree Request**

Representing Salem International University was: Dr. Marc Getty, Dean of Business School, Dr. Eric Kirkland, Executive Vice President, Mr. Marty Mehringer, VP of Financial Aid and Compliance, and Mr. Dan Nelant, President.

Mr. Ross Miller presented the staff report recommending that Salem International University be authorized to offer one Master's degree program at one location.

- *Master of Business Administration*

Mr. Ken Konesco made the motion to approve the staff recommendation to grant approval to Salem International University to award the above mentioned program. Ms. Kimberly Perkins seconded the motion.

The motion was approved by Rod Haywood, Ken Konesco, Eric Ogle, Joe Pearson, Kimberly Perkins, and Dr. Ken Sauer.

**5. The Chicago School of Professional Psychology:  
New Degree Request**

Representing the Chicago School of Professional Psychology was: Ms. Stephanie Perez, Director of State authorization, and Ms. Lori Ann Stretch, Department Chair of Clinical Mental Health Counseling.

Mr. Miller presented the staff report recommending that the Chicago School of Professional Psychology be authorized to offer one Master of Science degree program at one location.

- *M.A. in Clinical Mental Health Counseling*

Ms. Kimberly Perkins made the motion to approve the staff recommendation to grant approval to the Chicago School of Professional Psychology to award the above mentioned program. Mr. Rod Haywood seconded the motion.

The motion was approved by Rod Haywood, Ken Konesco, Eric Ogle, Joe Pearson, Kimberly Perkins, and Dr. Ken Sauer.

**VI. INFORMATION ITEM**

None

**VII. OLD BUSINESS**

None

**VIII. NEW BUSINESS**

None

**IX. ADJOURNMENT – approximately 12:24 p.m.**

The next meeting of the Board will be on Tuesday, December 8, 2015 at 10:00 am – 12:30 pm.

\_\_\_\_\_  
Dr. Ken Sauer, Chairman

\_\_\_\_\_  
Date

Submitted by Ross Miller

**BOARD FOR PROPRIETARY EDUCATION**

Tuesday, December 8, 2015

**DECISION ITEM A-1:**

**American College of Education:  
One Master’s Degree Program Offered Exclusively Via  
Distance Education**

**Staff Recommendation**

That the Board for Proprietary Education approve the Master of Education (M.Ed.) in STEM Leadership in accordance with the background discussion in this agenda item and the Application for Degree Approval.

**Background**

**Institution Profile**

American College of Education is regionally accredited by the Higher Learning Commission (HLC). The institution has offices in Indianapolis, Indiana and Dallas, Texas. The National Center for Education Statistics (NCES) lists a total enrollment of 2,589 students in the fall of 2014 at American College of Education.

**Degree Program Profile**

*Master of Education (M.Ed.) in  
STEM Leadership*

This program consists of 31 semester credit hours, with 100% of the courses in the specialty. The faculty consists of twelve individuals, of whom four are full-time and eight are part-time. Of the 12 individuals, each has a doctoral degree.

**Supporting Documents**

Degree Application

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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 or Renewal program)*

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

Name of Institution American College of Education

Name of Program Master of Education in STEM Leadership  
(CIP Code: 13.1316 Science Teacher Education)

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

Name of Person Preparing this Form Amber Nicole Ying, J.D.

Telephone Number 317.829.9417 Application Type

Date the Form was Prepared October 2, 2015 Initial or Renewal  
(Revise date after any revision)

**Program Description**

The STEM Leadership program prepares K-16 teachers to utilize digital resources to foster the innovative engagement of diverse learners associated with integrated science programs such as STEM. The courses offer a holistic overview of historical and current issues and trends impacting integrated science education while cultivating research-based strategies to improve student learning. The courses are designed to provide the educator experience with integrated curriculum utilizing the technological and didactic skill sets required for empowering 21<sup>st</sup> century learning in a global, digital society.

**Program Rationale**

As accountability standards rise and global competition continues to expand, schools across the nation are not only challenged with eliminating achievement gaps, improving student performance, preventing dropouts, and increasing graduation rates among diverse student populations, but also improving postsecondary college and career readiness for business and industry in the areas of science, technology, engineering, and mathematics (STEM). After making the transition from an agricultural, mechanical, and manufacturing economy to a knowledge-based society leaning on technological advances, there has been a major shift in focus to an economy, nation, and world that now relies heavily on science, technology, engineering and math.

During 2001, the *No Child Left Behind Act* sparked an increase in STEM education across the nation which was partly due to concern over low mathematics and science scores when compared to student achievement

in other countries. Another major concern was the critical shortage of mathematics and science teachers which presented not only a global, competitive challenge, but was viewed as posing a serious threat to the nation's economic and national security. During 2006, President Bush unveiled the American Competitiveness Initiative calling for additional research and development funding in the areas of STEM. Furthermore, it encouraged American universities to aggressively recruit additional students to pursue degrees in the areas of science, technology, engineering, and mathematics. Although some progress has been made, in 2015, a need still exists to improve equity and accessibility for diverse student populations in STEM education and areas of employment. According to the U.S. Census Bureau, only 6% African-American, 6.5% Hispanic, and 14.5% of Asians are employed in STEM areas in contrast to 71% white. The disparity in STEM education spills over across gender lines as well, with only 22% of female graduate students in engineering and 25% in computer sciences leading to represent 26% of STEM employees in the workforce during 2011 (Landivar, 2013).

A tremendous need exists for stronger collaboration between colleges and K-12 schools in order to address the growing need for STEM education. According to the STEM Education Coalition, less than 40% of students entering college planning to major in a STEM field graduates with a STEM degree (STEM Education Coalition, 2013). Butz et al., (2003) pointed out that the majority of advanced scientific degrees awarded by American colleges and universities were being awarded to international students who may not necessarily apply their skills in the states. This obviously leaves a major shortfall of qualified teachers who can lead the charge in promoting STEM education, as well as accentuates the need for STEM education training for qualified educators through an affordable, online institution such as American College of Education.

With At universities and other institutions of higher learning, STEM programs gain value and support from research and high-quality teacher preparation programs that focus on the needs of 21<sup>st</sup> century students and apply real-world applications, knowledge, and skills for teachers to take back to their classrooms, where students may become inspired to serve as future STEM leaders. Statistics show STEM fields are growing 1.7 times faster when compared to non-STEM occupations, and in order to properly address the needs as a result of this rapid growth, school districts need additional support from institutions of higher education that can provide teachers with the knowledge, skills, and experience that is needed to not only instruct, but also inspire 21<sup>st</sup> century students through STEM education and experienced teacher leadership.

## References

- Butz, W. P., Bloom, G. A., Gross, M. E., Kelly, T. K., Kofner, A., & Rippen, H. E. (2003). *Is there a shortage of scientists and engineers? How would we know?* Retrieved November 25, 2007, from the RAND Corporation website: <http://www.rand.org/content/dam/rand/pubs/issue%5Fpapers/2005/IP241.pdf>
- Johnson, C. C. (2013). Conceptualizing integrated STEM education. *School Science & Mathematics, 113*, 367–368. Retrieved December 30, 2013, from EBSCO Online Database Education Research Complete.
- Landivar, L. C. (2013). *Disparities in STEM employment by sex, race, and Hispanic origin*. Retrieved December 30, 2013, from the US Census Bureau website: <http://www.census.gov/prod/2013pubs/acs-24.pdf>
- Mervis, J. (2013). An invisible hand behind plan to realign U.S. science education. *Science, 341* (6144), 338–341. Retrieved December 30, 2013, from EBSCO Online Database Education Research Complete.
- Sadler, P. M., Sonnert, G., Hazari, Z., & Tai, R. (2012). Stability and volatility of STEM career interest in high school: A gender study. *Science Education, 96*, 411–427. Retrieved October 9, 2014, from EBSCO Online Database Education Research Complete.
- STEM Education Coalition. (2013). *The case for STEM education as a national priority: Good jobs and American competitiveness*. Retrieved December 30, 2013, from the STEM Education Coalition website: <http://www.stemedcoalition.org/wp-content/uploads/2013/10/Fact-Sheet-STEM-Education-Good-Jobs-and-American-Competitiveness-June-2013.pdf>

## **Program Outcomes and Institutional Academic Outcomes**

### **Academic Outcome 1 – Evidenced-Based Learning and Assessment**

1. Design - environments for scientific investigations, fostering integrated STEM curriculum which engages diverse learners in authentic problem solving through the utilization of resources.
2. Build capacity for accessing, evaluating, and utilizing learning resources which accurately reflect those used by the scientific and engineering community.

### **Academic Outcome 2 – Theory, Standards, and Frameworks**

3. Utilize theories and standards within a research framework to facilitate scientific inquiry through scaffolding, differentiation, and assessment strategies.
4. Construct a framework for the seamless integration of authentic technology to enhance scientific literacy in a variety of venues, including reading and writing, acquiring and managing information, and communicating ideas effectively.

### **Academic Outcome 3 – Intellectual Processes**

5. Employ strategies to promote intellectual skill development in selecting testable questions, establishing appropriate variables and controls, choosing the kind of data and method of collecting it, and utilizing appropriate tools to correctly make hypotheses and predictions.

### **Academic Outcome 4 – Communication and Collaboration**

6. Establish environments supporting the capacity for collaborative interactions to promote independence and interdependence which support conflict resolution, self-discipline, time management, and team-building.

### **Academic Outcome 5 – Civic and Global Learning**

7. Demonstrate evidence-based decision making appropriate for the needs of a global society.
8. Investigate relevant issues and problems which impact communities, regions, and beyond.

### **Academic Outcome 6 – Professional Skills and Performance**

9. Analyze research in the field of integrated science, technology, engineering, and mathematics education to identify best practices for engaging learners.

### **Academic Outcome 7 – Leadership**

10. Promote personal inquiry as an aspect of developing dynamic relationships between ideas and individuals supporting expectations within the fields of STEM.



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

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

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

**2. Number of volumes of professional material:**

ACE subscribes to specialized fee-based databases that provide students and faculty access to full-text books and journal articles. Using login ids and passwords, from the Library web page, students and faculty can access indices of 33,380 journals, full-text articles from 5,019 journals, 500,000 education documents, 300,000 full text documents, approximately 1,088 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 one (1) full-text education magazine.

**A. 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.

**B. Articles and E-Journals**

*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
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try EBSCO's Education Source or ProQuest Education Journals.

*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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage:
- Full-text: 1800+ journals; 1000+ eBooks, reports and monographs
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).

- To locate full-text of a specific article not available in this database, try EBSCO's Education Source or ProQuest Education Journals.

#### *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
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try EBSCO's Education Source or ProQuest Education Journals.

#### *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
- Full-text: None
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try EBSCO's Education Source or ProQuest Education Journals.

#### *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
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try EBSCO's Education Source or ProQuest Education Journals.

#### *Education Source*

Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all

levels of education from early childhood to higher education, and all educational specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.

- 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
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try ProQuest Education Journals.

#### *Education Week*

- Produced by: Editorial Projects in Education
- Vendor: <http://www.edweek.org/ew/index.html>
- Coverage: one journal
- Full-text: yes

#### *Educational Administration Quarterly*

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

#### *Google Scholar*

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

- Produced by: Google
- Vendor: [www.google.com](http://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
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try EBSCO's Education Source, ProQuest Education Journals, or Wilson Select Plus.

#### *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.
- To locate libraries that have government publications collections in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a journals published by government agencies, try the specific agency's web site, EBSCO's Education Source, ProQuest Education Journals, or Wilson Select Plus.

#### *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 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](http://www.pubmed.gov), FirstSearch
- Coverage: 19,000+ journals; 19+ million citations
- Full-text: Yes – some articles are linked to full-text sources
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try EBSCO's Education Source, ProQuest Education Journals, or Wilson Select Plus.

#### *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: 919+ journals published since 1991
- Full-text: Yes – 660 journals
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try EBSCO's Education Source or Wilson Select Plus.

### **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](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.
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try EBSCO's Education Source, ProQuest Education Journals, or Wilson Select Plus.

#### *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) 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

### *Tests in Print*

Tests in Print (TIP) 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]
- Included in another database? Yes – Mental Measurements Yearbook including Tests in Print

### **Books and E-Books**

#### *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

- Produced by: EBSCO
- Vendor: EBSCO
- Coverage:
- Full-text: 1800+ journals; 1000+ eBooks, reports and monographs
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try EBSCO's Education Source or ProQuest Education Journals.

#### *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

- To locate libraries that own specific eBooks in your zip code, go to [www.worldcat.org](http://www.worldcat.org).

### *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
- To locate libraries that own specific e-books in your zip code, go to [www.worldcat.org](http://www.worldcat.org).

### *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.
- To locate libraries that have government publications collections in your zip code, go to [www.worldcat.org](http://www.worldcat.org).

To locate full-text of a journals published by government agencies, try the specific agency's web site, EBSCO's Education Source or ProQuest Education Journals.

### *Education Source*

Education Source is an authoritative online resource for Education research. According to EBSCO, this massive file offers the world's largest and most complete collection of full-text education journals. It is a bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational

specialties, such as leadership, curriculum, instruction, multilingual education, health education, testing, administration, policy, funding, and related social issues.

- 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
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try ProQuest Education Journals.

#### *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.
- To locate libraries that own specific journals in your zip code, go to [www.worldcat.org](http://www.worldcat.org).
- To locate full-text of a specific article not available in this database, try Ebsco Education Source or ProQuest Education 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.

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

#### *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
- Full-text: none
- Producer: OCLC
- Vendor: OCLC FirstSearch

- To locate libraries that own specific papers in your zip code, go to [www.worldcat.org](http://www.worldcat.org).

#### *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
- To locate libraries that own specific conference proceedings in your zip code, go to [www.worldcat.org](http://www.worldcat.org).

#### *ProQuest Dissertations & Theses Full Text – Volume A*

- Producer: ProQuest and UMI
- Vendor: ProQuest
- Coverage: 1,000,000 citations
- 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.)

- Producer: OCLC and 72,000 libraries worldwide
- Vendor: [www.oclc.org](http://www.oclc.org) and OCLC FirstSearch
- 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](http://www.oclc.org) and OCLC FirstSearch
- Coverage: 8+ million records; abstracts are not included
- Full-text: none

### **3. Number of professional periodicals subscribed to: See Above**

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

While most of the information resources required of students are contained in the full-text, online professional journals and e-books subscribed to by the Library, all ACE students are encouraged to obtain 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.**

<b>Total # of Faculty in the Program:</b>	<b>12</b>	<b>Full-time:</b>	<b>4</b>	<b>Part-time:</b>	<b>8</b>
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

\*Faculty are listed alphabetically by Concentration.

List Faculty Names (Alphabetical Order)	Concentration	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
Bridgette Davis	Science	Ph.D.	26.2	4.2	22.0	x	
Crystal Gomillion	Science	Ph.D.	30.5	1.5	29.0		x
Dennis Debay	Math	Ph.D.	13.9	.9	13.0		x
Terrance Harrington	Math	Ph.D.	26.9	3.9	23.0		x
Ellen Brewer	Technology	Ed.D.	29.2	4.2	25.0		x
Jacqueline Cahill	Technology	Ph.D.	31.2	1.2	30.0	x	
Jason Caudill	Technology	Ph.D.	29.8	3.8	26.0	x	
Susan Hart	Technology	Ph.D.	12.7	.7	12.0		x
Keith Higa	Technology	Ph.D.	19.1	1.1	18.0		x
Rebekah McPherson	Technology	Ph.D.	25.7	4.7	21.0		x
Angie Parker	Technology	Ph.D.	47.0	1.0	46.0	x	
Jennifer Summerville	Technology	Ph.D.	25.2	2.2	23.0		x

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

Institution: **American College of Education**  
Degree Program: **Master of Education in Advanced Studies**  
Locations: **Online/Distance**

**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?

**Yes, as applicable or according to Senate Bill Act 566, which “requires the Indiana Department of Education to establish a program for individuals to receive a license to teach a “STEM” (Science, Technology, Engineering, and/or Mathematics) content area in an Indiana public or charter school if they hold a bachelor’s degree or graduate degree with a grade point average of at least a 2.5 on a 4.0 scale from an accredited postsecondary educational institution. They must hold a major in any combination of Science, Technology, Engineering, and Mathematics and an education minor or concentration from an accredited teacher preparation program recognized by the state board of education as preparing educators to meet requirements for licensure. The program must allow the individual to teach in a school corporation or charter school while in the process of obtaining the license. This program must be established no later than August 1, 2015.”**

**The M.Ed. in STEM Leadership program is designed to prepare certified K-16 teachers in Indiana for STEM licensure by utilizing digital resources to foster the innovative engagement of diverse learners associated with integrated science programs such as STEM. The courses offer a holistic overview of historical and current issues and trends impacting integrated science education while cultivating research-based strategies to improve student learning. The courses are designed to provide the educator experience with integrated curriculum utilizing the technological and didactic skill sets required for empowering 21st century learning in a global, digital society.**

**According to Senate Bill Act 566, the State of Indiana is required to provide a program of licensure for individuals to teach STEM content areas. Additionally, the M.Ed. program is designed for individuals who are currently certified as teachers in the State of Indiana.**

**Our program provides the foundation for individuals to receive a license to teach “STEM” content areas in Indiana public or charter schools if they hold a bachelor’s or graduate degree with a grade point average of at least a 2.5 on a 4.0 scale from an accredited postsecondary institution. This applies to individuals holding a major in any combination of Science, Technology, Engineering, and Mathematics and a minor in education from an accredited teacher preparation program recognized by the state board of education as preparing educators to meet requirements for licensure. Our program will support the initiative of allowing the individual to teach in a school while in the process of obtaining the STEM license from the state of Indiana.**

If so, please identify:

The specific license(s) needed:

**Indiana State Certification/Licensure for STEM through IDOE as applicable to Senate Bill Act 566**

The State agency issuing the license(s)

**Indiana Department of Education.**

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**Professional Certification**

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

**Certifications/Licensure in Science, Engineering, Technology and Math (STEM)**

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?

**Graduates of the M.Ed. in STEM Leadership program will be prepared to have substantially better prospects for employment in related jobs within Indiana due to the requirements of Senate Bill Act 566 as the courses are designed to provide the educator experience with integrated curriculum in the content areas of Science, Technology, Engineering, and Math by utilizing the technological and didactic skill sets required for empowering 21<sup>st</sup> century learning in a global, digital society.**

If so, please identify:

**To be determined by IDOE for Indiana Educator STEM Certification requirements according to Senate Bill Act 566.**

The national organization issuing each certification:

**Not applicable, IDOE would be the state organization issuing certification.**

Please explain the rationale for choosing each professional certification:

**Senate Bill Act 566, the State of Indiana is required to provide a program of licensure for individuals to teach STEM content areas.**

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

**Not Applicable.**

++++

**Professional Industry Standards/Best Practices**

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

**Yes, the program supports several recognized standards within the given fields.**

If so, please identify:

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

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

- **Next Generation Science Standards:**
  - **The National Research Council (NRC), and the National Science Teachers Association**
  - **The American Association for the Advancement of Science**
  - **Achieve collaboratively developed the Next Generation Science Standards**

- **Common Core State Standards**
  - **Council of Chief State School Officers (CCSSO)**
  - **National Governors Association Center for Best Practices (NGA Center)**
- **ISTE Standards (International Society for Technology in Education)**
- **Principles and Standards for Mathematics (National Council of Teachers of Mathematics)**
- **Standards and Certification (American Society of Mechanical Engineers)**

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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? If so, please identify the specialized accrediting agency:

**No, specialized accreditation is not needed.**

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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?

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

**Not Applicable**

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**Job Titles**

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

- **Teachers of STEM subjects**
- **Department Heads in STEM areas**
- **Instructional or Academic Coaches in STEM areas**
- **Career and Technology Leaders**
- **Campus Higher Education Coordinators**
- **Instructional Specialists in STEM areas**
- **Academic Deans of STEM Programs**

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## **BOARD FOR PROPRIETARY EDUCATION**

Tuesday, December 8, 2015

### **DECISION ITEM A-2:**

### **Florida Institute of Technology: One Master's Degree Program at One Location**

#### **Staff Recommendation**

That the Board for Proprietary Education approve the Master of Arts (M.A.) in Professional Behavior Analysis in accordance with the background discussion in this agenda item and the Application for Degree Approval.

#### **Background**

#### **Institution Profile**

The Florida Institute of Technology is regionally accredited by the Southern Association of Colleges and Schools (SACS). SACS lists accreditation for the Florida Institute of Technology at Melbourne, Florida. The Fishers campus would be considered an "off-campus site" by SACS once approved. The National Center for Education Statistics (NCES) does not presently list enrollment data for the Florida Institute of Technology at Fishers.

#### **Degree Program Profile**

*Master of Arts in  
Professional Behavior Analysis at  
Fishers*

This program consists of 45 semester credit hours, with 100% of the courses in the specialty. The Fishers program faculty consists of one full-time individual. That individual has a doctoral degree.

#### **Supporting Documents**

Degree Application

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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 ~~or~~ Renewal program)*

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

Name of Institution Florida Institute of Technology located at the Behavior Analysis Center for Autism, 9929 E. 126<sup>th</sup> Street, Fishers, IN 46038

Program name and Suggested CIP Code: Master of Arts in Professional Behavior Analysis. CIP code is 42.2814

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

Name of Person Preparing this Form Bryon Neff

Telephone Number 813-267-2213 Application Type

Date the Form was Prepared October 1, 2015 Initial or Renewal  
(Revise date after any revision)

Revised 10-26-2015

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

The rate of children diagnosed with Autism Spectrum Disorder is rising steadily and is now at 1 in 68 (Center for Disease Control, 2015). Due to the state of Indiana's supportive stance in the treatment of autism, families from around the country are relocating to receive high-quality Applied Behavior Analysis (ABA) services. As a result, the need for graduate level ABA clinicians is growing at a rate faster than universities can produce. In order to serve this vulnerable population and address the shortfall of providers, FL Tech wishes to offer a Master of Arts in Professional Behavior Analysis (MA in PBA) in the state of Indiana. The MA in PBA program aids FL Tech's mission to provide state of the art programs to the global workforce and prepare students to serve in their community.

The Behavior Analysis Programs at Florida Tech have built a solid reputation, offering several accredited degree and professional development programs. Due to the growing demand for ABA practitioners worldwide, FL Tech expanded the outreach of its degree programs by offering a hybrid MA in PBA. The MA in PBA program provides non-traditional /working professional students with a high-quality, hands-on education at their place of employment. This program combines 24 semester credit hours of coursework from FL Tech's Applied Behavior Analysis (ABA) online program with 21 in-residence semester credit hours. The in-residence component is completed at one of several behavior analysis hybrid site affiliate agencies located across the country. In Indiana, the identified host agency is the Behavior Analysis Center for Autism (BACA) <http://thebaca.com> in Fishers. FL Tech houses a full-time faculty member at each host agency to help students integrate academic curricula with practical experience. The MA in PBA program accommodates the schedule of working professionals by offering clinical supervision during the day and courses during non-work hours. Students complete the first half of the program online and then finish by learning how to apply behavioral principles and techniques with people receiving autism services at their host agency. The program is designed so that students do not have to quit their job and relocate to one of the few masters programs throughout the country that offer a degree in behavior analysis. As per the Behavior Analyst Certification Board® (BACB®) <http://bacb.com>, only one university in Indiana offers an approved graduate-level course sequence in behavior analysis, Ball State. Indiana University offers undergraduate courses in ABA.

The BACB® approved Florida Tech’s Board Certified Behavior Analyst (BCBA®) 24-credit online course sequence as meeting all instructional requirements for national certification as a BCBA®. The in-residence component at BACA expands upon the foundational knowledge by adding advanced specialty coursework, a capstone research project and on-site supervised practica. The supervised clinical experience meets the BACB’s requirements for BCBA certification. Upon graduation, students meet all requirements to sit for the national BCBA examination. FL Tech’s MA in PBA program also meets the 2015 accreditation standards of the Association for Behavior Analysis International (ABAI).

**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 Arts in Professional Behavior Analysis. CIP code 42.2814**

Total Course Hours: **45** Check one: Quarter Hours \_\_\_\_\_  
 Semester Hours **X**  
 Clock Hours \_\_\_\_\_

Tuition : **\$26,865** Length of Program: **24-36 months**

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
<b>BEH 5011</b>	Foundations, Concepts and Principles of Behavior Analysis	3
<b>BEH 5012</b>	Basic Elements of Applied Behavior Analysis	3
<b>BEH 5013</b>	Developing, Strengthening and Maintaining Behavior	3
<b>BEH 5014</b>	Introduction to Ethical and Professional Conduct of Behavior Analysis	1
<b>BEH 5015</b>	Decreasing, Eliminating and Replacing Problem Behavior	2
<b>BEH 5016</b>	Ethical and Professional Conduct of Behavior Analysis	2
<b>BEH 5017</b>	Targeted Topics in Behavior Analysis	1
<b>BEH 5018</b>	Advanced Topics in Behavior Analysis	3
<b>BEH 5020</b>	Current Topics in Behavior Analysis	1 x 5
<b>BEH 5021</b>	Coordinating Behavior Analysis with Psychiatric and Other Medical Services	1
<b>BEH 5022</b>	Using Measurement, Graphs and Single-Case Design in Behavior Analysis Practice	3
<b>BEH 5023</b>	Introduction to the Experimental Analysis of Behavior	3
<b>BEH 5024</b>	Conceptual Analysis of Behavior	3
<b>BEH 5025</b>	Intensive Practicum in Professional Behavior Analysis	3 x 3
<b>BEH 5027</b>	Capstone Project in Professional Behavior Analysis	3

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

**Course  
Number**

**Course  
Title**

**Course  
Hours**

N/A

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
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Number of Credit/Clock Hrs. in Specialty Courses:     45 / 45     Percentage:     100

Number of Credit/Clock Hrs. in General Courses:     N/A /            Percentage:           

If applicable:

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

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

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

Evans Library is located in Melbourne Florida on the main campus of the Florida Institute of Technology. Hours of operation are:

Monday - Thursday	7:45 a.m. - Midnight
Friday	7:45 a.m. - 6:00 p.m.
Saturday	10:00 a.m. - 6:00 p.m.
Sunday	10:00 a.m. - Midnight

Online access is available 24 hours a day

Evans Library employs 30 full time librarians/staff

**2. Number of volumes of professional material:**

Electronic resources available through the Evans Library at the Florida Institute of Technology include over 200 databases, 46,000 e-books, 40,000 electronic journals, and over 77,000 government documents. Services include Ask a Librarian for communicating directly with a librarian via email, chat, or telephone; Document Delivery for borrowing items from the print collection, and interlibrary loan for requesting articles not available in the Evans Library collection. For this program specifically, all relevant journals are available online for student access.

**3. Number of professional periodicals subscribed to:**

FL Tech library has access to the Department of APA's Psych INFO database offered via ProQuest. ProQuest includes Psych-INFO, Psych-ARTICLES and Psych-BOOKS. These databases go back to the year 1806 and include over 8 million cited references and 185,000 articles, the majority offered electronically. To mention a few periodicals that are available and pertain to the science of behavior: The Journal of Applied Behavior Analysis, The Journal of the Experimental Analysis of Behavior, The Journal of Organizational Behavior Management, The Behavior Analyst and The Journal of Learning and Verbal Behavior. It also includes hard copies of books written by BF Skinner and other prominent behavior analytic authors.

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

Electronic resources are available 24/7 through the Evans Library at the Florida Institute of Technology. Current holdings by the library and available online services will be sufficient for remote hybrid sites.



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

Institution: Florida Institute of Technology  
Degree Program: Master of Arts  
Locations: 9929 E 126<sup>th</sup> St. Fishers, IN 46038

**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. The state of Indiana does not license behavior analysts.

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)?

The Board Certified Behavior Analyst® (BCBA®) certification is provided by the Behavior Analysis Certification Board® (BACB®). The BACB is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. The BACB adheres to international standards for boards that grant professional credentials. The BACB's certification procedures and content undergo regular psychometric review and validation pursuant to a job analysis survey of the profession and standards established by content experts in the discipline. The Behavior Analyst Certification Board's BCBA and BCaBA credentialing programs are accredited by the National Commission for Certifying Agencies in Washington, DC. NCCA is the accreditation body of the Institute for Credentialing Excellence.

Behavior Analysis is the scientific study of principles of learning and behavior. Two primary areas of study include the experimental analysis of behavior and applied behavior analysis. The experimental analysis of behavior is the basic science of the discipline and has, over many decades, accumulated a substantial and well-respected body of research literature on how behavior is learned and changes over time. The experimental analysis of behavior is the scientific foundation of Applied Behavior Analysis (ABA). ABA is a systematic approach for influencing socially important behavior through the identification of reliably related environmental variables and the production of behavior change techniques that make use of those findings.

The BCBA is a graduate-level certification in behavior analysis. Professionals who are certified at the BCBA level are independent practitioners who provide behavior analytic services. In addition, BCBA's supervise the work of Board Certified Assistant Behavior Analysts, Registered Behavior Technicians, and others who implement behavior-analytic interventions. Common services may include, but are not limited to, conducting behavioral assessments, analyzing data, writing and revising behavior-analytic treatment plans, training others to implement components of treatment plans, and overseeing the implementation of treatment plans. Behavior analysts are qualified to provide services to clients with a variety of needs, including improvements in organizational functioning (e.g., staff performance, leadership training), skill deficits (e.g., communication, adaptive behavior), and problem behavior (e.g., aggression, self-injurious behavior), among others.

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:

Board Certified Behavior Analyst (BCBA)

The national organization issuing each certification:

Behavior Analysis Certification Board (BACB)

The BACB currently has three options to qualify for BCBA certification. FL Tech meets the criteria for the most rigorous option. FL Tech provides a qualifying degree, qualifying coursework and qualifying practical experience. FL Tech also requires the passing of a comprehensive examination. This exam is similar in format and content to the certification exam required by the BACB. Obtaining these three criteria allows FL Tech graduates to sit for the BACB's BCBA examination.

To sit for the BACB exam, applicants must possess a minimum of a graduate degree (e.g., master's or doctoral) in an acceptable field of study from an acceptable accredited institution. Acceptable degrees are those conferred in behavior analysis, natural science, education, human services, engineering, medicine or a field related to behavior analysis and approved by the BACB. As per the BACB, FL Tech is an accredited institution that provides a graduate degree in behavior analysis. Effective January 1, 2016 new requirements for this pathway to BCBA certification will go into effect. FL Tech already meets the new BACB standards.

Coursework must come from an acceptable institution and cover the required content outlined in the BACB's Fourth Edition Task List and Course Content Allocation documents. Only courses where the applicant was enrolled for graduate credit (i.e., master's or doctoral courses) and earned a passing grade ("C" or better for graded courses) are acceptable. FL Tech is BACB accredited university and requires a grade of "B" or higher to pass a course.

The BACB works with institutions to identify and approve course sequences of classes that meet the BACB's coursework requirements. When presented on a transcript with a passing grade, students do not need to submit the course syllabi with their applications for examination. As mentioned above, FL Tech has worked with the BACB and has an approved course sequence. [Listing of Approved Course Sequences](#)

#### BCBA Course Content Requirements

Coursework: The applicant must complete 270 classroom hours of graduate-level instruction in the following content areas and for the number of hours specified:

A. Ethical and Professional Conduct – 45 hours.

B. Concepts and Principles of Behavior Analysis – 45 hours

The content should be based on the BACB Foundational Knowledge List.

C. Research Methods in Behavior Analysis

The content should be based on the BACB Fourth Edition Task List.

- Measurement (including Data Analysis) – 25 hrs

- Experimental Design – 20 hrs

D. Applied Behavior Analysis

The content should be based on the BACB Fourth Edition Task List.

- Fundamental Elements of Behavior Change & Specific Behavior Change Procedures – 45 hrs

- Identification of the Problem & Assessment – 30 hrs

- Intervention & Behavior Change Considerations – 10 hrs
- Behavior Change Systems – 10 hrs
- Implementation, Management and Supervision – 10 hrs

E. Discretionary – 30 hours

All of the BCBA required coursework hours are provided in the (24 credit) online portion of FL Tech’s MA in PBA program.

Please explain the rationale for choosing each professional certification:

Meeting the criteria set forth by the BACB increases the likelihood that the provision of ABA services will produce desired effects for recipients. The vast majority of funding agents (state/government entities and insurance companies) require the oversight of “billable” behavior analytic services by a BCBA or a licensed psychologist.

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

5011, 5012, 5013, 5014, 5015, 5016, 5017, 5018. This course sequence covers the BACB’s 270 hours of required course content. Students must also complete practical experience that fully complies with all of the current BACB [Experience Standards](#). As per the BACB, FL Tech’s supervised experience falls under the category of “INTENSIVE PRACTICUM.” To qualify under this standard at the BCBA level, supervisees must complete, with a passing grade, 750 hours of Intensive Practicum in behavior analysis within a university practicum program approved by the BACB and taken for graduate academic credit. A supervisory period is one week. In order to count experience hours within any given supervisory period, supervisees must be supervised at least twice during that period for no less than 10% of the total hours spent in Intensive Practicum. For example, 20 hours of experience would include at least 2 supervised hours. No fewer than 10 hours but no more than 30 hours, including supervision, may be accrued per week.

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**Professional Industry Standards/Best Practices**

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

Yes

If so, please identify:

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

The BACB requires a minimum of 270 hours of academic coursework that covers a specified number of course hours across critical content areas in behavior analysis. The BACB also requires master’s level BCBA’s to receive practicum supervision. FL Tech’s MA in PBA meets and/or exceeds the board’s expectations regarding required academic and experiential learning.

FL Tech’s ABA online courses are 10 weeks in duration and provide 45 hours of course content. Each week, students complete the following: watch 5-6 hours of videotaped lectures provided by Jose Martinez-Diaz, the Associate Dean for the School of Behavior Analysis, and other prominent guest lecturers whom are experts in the field of behavior analysis. Active Student Responds (questions and answers) are embedded into the videotaped lectures and require a response to advance the videotaped lecture. Guided notes and other aids are provided to students to assist in preparing for weekly unit tests. Prior to each weekly test, students meet in a live, online classroom with a graduate-level co-instructor (teaching assistant) and a group of 10-12 students. This provides students an opportunity to review content and ask/answer questions. At the end of the term, students must pass a proctored final exam. To pass an online class, a student must earn a 70% or higher on the

final exam and have a achieved an 80% or higher overall in the course. FL Tech requires a grade of “B” or higher to pass graduate-level courses.

Following the online portion of the MA in PBA program, students begin the in-residence component at their host agency. In-residence includes advanced coursework in ABA and supervised clinical experience. Intensive practicum includes supervised meetings twice a week. One meeting is conducted on an individual basis between the student and a BCBA-level supervisor. The second weekly meeting is conducted in a small group format (3-6 students and the site faculty member). Students earn 20-25 hours of supervised clinical experience per week for a total of 250 hours per semester. Students enroll in Intensive Practicum for three consecutive semesters, thus earning a minimum of 750 hours of supervised clinical experience.

The Professional and Ethical Compliance Code for Behavior Analysts addresses the following criteria and expectations: Responsible conduct of behavior analysts, behavior analysts’ responsibility to clients, assessing behavior, behavior-change programs, behavior analysts as supervisors, behavior analysts’ ethical responsibility to the profession and to colleagues, making public statements, research and behavior analysts’ ethical responsibility to the BACB. For more specific details, go to the following BACB link: [Professional and Ethical Compliance Code for Behavior Analysts](#). Once certified as a BCBA, the BACB requires 36 continuing education credits every three years to remain certified and in good standing.

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

The Behavior Analysis Certification Board (BACB) <http://bacb.com>

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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

If so, please identify the specialized accrediting agency:

+++++

**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):

+++++

**Job Titles**

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

Board Certified Behavior Analyst (BCBA), Behavior Technician, Behavior Consultant, Manager/Supervisor, Clinical Director, Chief Operating Officer

## BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 8, 2015

### DECISION ITEM A-3:

**Harrison College:**  
**One Associate of Applied Science Degree Programs at One Location**

### Staff Recommendation

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

### Background

#### **Institution Profile**

Harrison College is nationally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The institution has 10 campuses in Indiana: Anderson, Columbus, Elkhart, Evansville, Fort Wayne, Indianapolis, Indianapolis East, Lafayette, Northwest, and Terre Haute. The National Center for Education Statistics (NCES) lists a total enrollment of 3,498 students in the fall of 2014 at the Indianapolis campus. NCES lists student enrollment data as zero for the nine other Harrison College campuses in Indiana.

### **Degree Program Profile**

*Associate of Applied Science (A.A.S) in  
Business at  
Indianapolis Northwest*

This program consists of 90 quarter credit hours, with 78% of the courses in the specialty. The Indianapolis Northwest program faculty consists of nine individuals, of whom five are full-time and four are part-time. Of the nine individuals, eight have a master's degree, and one has a graduate certificate.

### Supporting Documents

Degree Application

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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 or Renewal program)

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

Name of Institution	<u>Harrison College</u>	<u>Indianapolis Northwest</u>
Program name and Suggested CIP Code:	<u>Business 52.0101</u>	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<u>AAS</u>	
Name of Person Preparing this Form	<u>Kristen Akers</u>	
Telephone Number	<u>317-447-6893</u>	<b><u>Application Type</u></b>
Date the Form was Prepared (Revise date after any revision)	<u>10/8/2015</u>	<input checked="" type="checkbox"/> Initial

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

This program seeks to provide students with an extensive business background, focusing on multifunctional principles of business. The program includes courses in the accounting, business, finance, human resources, management, marketing and entrepreneurship specialty areas. Students may elect to concentrate their professional electives in one of five functional areas or remain generalized. Graduates of the program are prepared to begin careers as manager trainees or project assistants in any number of industries.

PROGRAM OBJECTIVES

Upon graduation, a student will:

1. Demonstrate a working knowledge of business terminology.
2. Identify and contrast business roles in a global context.
3. Evaluate the implication of ethical problem solving in business situations.
4. Evaluate the importance of business data to organizational decisions.
5. Produce effective business communication for various audiences.

**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: Business

Total Course Hours: 90 Check one: Quarter Hours  Semester Hours \_\_\_\_\_ Clock Hours \_\_\_\_\_

Tuition: \$36,000 Length of Program: 21 Months

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ACC1010	Accounting I	4
ACC1020	Accounting II	4
BUS1000	Principles of Business	4
BUS1050	Business Math	4
BUS2000	Business Communication	4
BUS2500	Global Business & Culture	4
FIN2000	Introduction to Finance	4
HR2100	Human Resource Law	4
MGT2000	Management	4
MGT2700	Entrepreneurship	4
MKG1200	Marketing	4
Elective	Professional Elective/Concentration I	4
Elective	Professional Elective/Concentration II	4
Elective	Professional Elective/Concentration III	4
INT2990 OR BUS2990	Internship OR Lower Division Capstone	4
CPU1000	Computers and Office Automation	4
GS1000	Success Strategies	6

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
COM1050	Composition I	4
ECN2000	Macroeconomics	4
MAT1500	Introductory Algebra	4
SPC1010	Presentation Skills	4
SOC1050 OR PSY1060	Sociology OR Psychology	4



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

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

Ground floor of the Indianapolis Northwest campus facing the main front desk. All Harrison College students can also retrieve library resources and services from the Harrison website from any Internet-connected device. The Harrison Library website is: [www.harrison.edu/library](http://www.harrison.edu/library). This site includes links to a catalog that contains over 20,000 full-text eBooks, as well as citations for traditional print materials located at any of Harrison's campuses and institutions world-wide.

Hours: Monday through Thursday 7AM-9PM, Friday 8AM-4PM

In addition, a LIVE online chat reference service is available during normal hours as well as Saturday 9AM-1PM and Sunday 5PM-9PM.

Staff: One professional full-time librarian as well as access to over fifteen full time professional librarians around the state of Indiana and the region who participate in the aforementioned live chat reference.

**2. Number of volumes of professional material:**

There are currently over 500 print volumes in the NW Campus location. Students also have access to items collected at 13 other Harrison College campus libraries, as well as over 47,000 full-text eBook titles, and additional resources through our Interlibrary Loan service from other institutions.

**3. Number of professional periodicals subscribed to:**

Currently, there are 15 professional subscriptions available in the library along with thousands of full-text periodicals available electronically through various database subscriptions, including: EBSCO, ProQuest, LexisNexis, and Gale. Harrison subscribes to many business-related publications. For instance, Full-Text options are available from the following publications: Inc., Fortune, Forbes, Fast Company, The Economist, Harvard Business Review, Investor's Business Daily, The Financial Times

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

The Pike Branch of the Indianapolis Marion County Public Library is located 3.9 miles from the NW Campus. There are 20 other branches of IMCPL as well as the Main Branch located downtown Indianapolis. This system also has an online catalog and databases available to cardholders.

The Hussey-Mayfield Public Library in Zionsville is located 2.5 miles away, just north of the NW campus.

**IV. FACULTY:** Attach completed Instructor's Qualification Record for each instructor.  
**\*\* Include all required documentation pertaining to the qualifications of each instructor.**

<b>Total # of Faculty in the Program:</b>	9	<b>Full-time:</b>	5	<b>Part-time:</b>	4
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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
Albin, Todd	Grad Cert	11	1	12	X	
Ballinger, Stanley	M.A.	23	6	23		X
Best, Norman	M.A.	11	7	2		X
Bradberry, Nicol	M.S.	10	7	0	X	
Byrd, Richard	M.P.A.	22	10	0	X	
Gurevitz, Maire	M.L.S.	9	3	0		X
Heavin, Diane	M.A.	35	29	6	X	
McPhail, Claudia	M.B.A.	17	8	8		X
Walker, Stephen	M.S.	17	1	10	X	

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

Institution: Harrison College  
Degree Program: Business AAS  
Locations: Indianapolis Northwest

**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?

If so, please identify  
The specific license(s) needed:  
The State agency issuing the license(s):

Graduates of this program do not need to be licensed by the State to practice their profession in Indiana.

+++++

**Professional Certification**

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

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

If so, please identify  
Each specific professional certification:  
The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

The Associate Degree in Business graduates at Harrison College cover a broad-based, multi-functional curriculum. The curriculum lends itself to a variety of career paths in business and may offer a student greater opportunity to seek recognized certificates such as the Professional in Human Resources (PHR), Project Management Professional (PMP), and/or Microsoft Office Specialist (MOS) or in individual Microsoft programs. Each certificate has unique qualifications that may require additional education or work experience to successfully and properly utilize the certificate designation.

+++++

**Professional Industry Standards/Best Practices**

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

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

See Exhibit 1

+++++

**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?

If so, please identify the specialized accrediting agency:

No, there is no specialized accreditation for this program.

+++++

**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? Yes.

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

Bachelor of Science, Business Management.

+++++

**Job Titles**

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

Graduates of the program are prepared to begin careers as manager trainees or project assistants in any number of industries.

## Exhibit 1

### **Professional Industry Standards/Best Practices**

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

**Each business course taught within the program focuses on a different concentration or group of industry standards and/or best practices. Certifications and licensure is not required for entry level business positions. Harrison College continually reaches out to business and community representatives to help guide the ongoing review of the program.**

If so, please identify

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

**The following are examples of key summary level Business program concepts that incorporate professional industry standards and/or best practices:**

- **Global business awareness**
- **Stakeholder satisfaction**
- **Critical thinking and research skills**
- **Environmental considerations and factors**
- **Accounting**
- **Marketing and sales**
- **Quantitative methods**
- **Principles of economics**
- **Human resources and law**
- **Finance**
- **Strategic management**
- **Quality assurance**
- **Project management standards**
- **Business ethics**

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

**Standards and best practices emanate from the Project Management Institute (PMI), Society for Human Resource Management (SHRM), Small Business Administration (SBA), Financial Accounting Standards Board (FASB), Generally Accepted Accounting Principles (GAAP), American Accounting Association, the Securities and Exchange Commission (SEC) and the Internal Revenue Service (IRS).**

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## BOARD FOR PROPRIETARY EDUCATION

Tuesday, December 8, 2015

### DECISION ITEM A-4:

#### Kaplan University:

**Three Associate of Applied Science Degree Programs, Eight Bachelor of Science Degree Programs, and Two Master of Science Degree Programs at One Location**

### Staff Recommendation

That the Board for Proprietary Education approve the Associate of Applied Science (A.A.S.) in Criminal Justice and Criminology, A.A.S. in Legal Support and Services, A.A.S. in Public Safety and Security, Bachelor of Science (B.S.) in Corrections, B.S. in Cybersecurity, B.S. in Early Childhood Administration, B.S. in Finance, B.S. in Health Information Management, B.S. Psychology in Addictions, B.S. in Psychology and Applied Behavior Analysis, B.S. in Psychology and Industrial/Organizational Psychology, Master of Science (M.S.) in Cybersecurity Management, and M.S. in Human Services in accordance with the background discussion in this agenda item and the Applications for Degree Approval.

### Background

#### Institution Profile

Kaplan University is regionally accredited by the Higher Learning Commission (HLC). HLC accredits Kaplan University in five states including Indiana. HLC considers Kaplan University at Indianapolis a “course location.” The National Center for Education Statistics (NCES) does not presently list enrollment data for Kaplan University at Indianapolis.

### Degree Program Profiles

*Associate of Applied Science (A.A.S) in  
Criminal Justice and Criminology at  
Indianapolis*

This program consists of 90 quarter credit hours, with 78% of the courses in the specialty. The program faculty consists of a Board staff count of 88 individuals, of whom 5 are full-time and 83 are part-time. Of the 88 individuals, 62 have a master’s degree, 10 have a doctoral degree, and 16 have a juris doctor degree.

*Associate of Applied Science (A.A.S) in  
Legal Support and Services at  
Indianapolis*

This program consists of 90 quarter credit hours, with 78% of the courses in the specialty. The program faculty consists of 93 individuals, of whom are 7 full-time and 86 are part-time. Of the 93 individuals, each has a juris doctor degree.

*Associate of Applied Science (A.A.S) in  
Public Safety and Security at  
Indianapolis*

This program consists of 90 quarter credit hours, with 78% of the courses in the specialty. The program faculty consists of a Board staff count of 61 individuals, of whom 3 are full-time and 58 are part-time. Of the 61 individuals, 41 have a master's degree, 6 have a doctoral degree, and 14 have a juris doctor degree.

*Bachelor of Science (B.S.) in  
Corrections at  
Indianapolis*

This program consists of 180 quarter credit hours, with 49% of the courses in the specialty. The program faculty consists of 62 individuals, of whom 4 are full-time and the remaining 58 are part-time. Of the 62 individuals, 46 have a master's degree, 9 have a doctoral degree, and 7 have a juris doctor degree.

*Bachelor of Science (B.S.) in  
Cybersecurity at  
Indianapolis*

This program consists of 180 quarter credit hours, with 65% of the courses in the specialty. The program faculty consists of 16 individuals, of whom 3 are full-time and the remaining 13 are part-time. Of the 16 individuals, each has a master's degree.

*Bachelor of Science (B.S.) in  
Early Childhood Administration at  
Indianapolis*

This program consists of 180 quarter credit hours, with 57% of the courses in the specialty. The program faculty consists of a Board staff count of 70 individuals, of whom 4 are full-time and the remaining 66 are part-time. Of the 70 individuals, 57 have a master's degree, and 13 have doctoral degree.

*Bachelor of Science (B.S.) in  
Finance at  
Indianapolis*

This program consists of 180 quarter credit hours, with 49% of the courses in the specialty. The program faculty consists of a Board staff count of 75 individuals, of whom 14 are full-time and the remaining 61 are part-time. Of the 75 individuals, 34 have a master's degree, and 41 have a doctoral degree.

*Bachelor of Science (B.S.) in  
Health Information Management at  
Indianapolis*

This program consists of 180 quarter credit hours, with 65% of the courses in the specialty. The program faculty consists of 12 individuals, of whom 2 are full-time and the remaining 10 are part-time. Of the 12 individuals, 9 have a master's degree, and 3 have a doctoral degree.

*Bachelor of Science (B.S.) in  
Psychology in Addictions at  
Indianapolis*

This program consists of 180 quarter credit hours, with 67% of the courses in the specialty. The program faculty consists of 83 individuals, of whom 2 are full-time and the remaining 81 are part-time. Of the 83 individuals, 68 have a master's degree, and 15 have a doctoral degree.

*Bachelor of Science (B.S.) in  
Psychology and Applied Behavior Analysis at  
Indianapolis*

This program consists of 180 quarter credit hours, with 65% of the courses in the specialty. The program faculty consists of 115 individuals, of whom 4 are full-time and the remaining 111 are part-time. Of the 115 individuals, 95 have a master's degree, and 20 have a doctoral degree.

*Bachelor of Science (B.S.) in  
Psychology and Industrial/Organizational Psychology at  
Indianapolis*

This program consists of 180 quarter credit hours, with 65% of the courses in specialty. The program faculty consists of 82 individuals, of whom 3 are full-time and the remaining 79 are part-time. Of the 82 individuals, 66 have a master's degree, and 16 have a doctoral degree.

*Master of Science (M.S.) in  
Cybersecurity Management at  
Indianapolis*

This program consists of 60 quarter credit hours, with 100% of the courses in the specialty. The program faculty consists of 8 individuals, of whom 2 are full-time and the remaining 6 are part-time. Of the 8 individuals, 4 have a master's degree, and 4 have a doctoral degree.

*Master of Science (M.S.) in  
Human Services at  
Indianapolis*

This program consists of 45 quarter credit hours, with 100% of the courses in the specialty. The program includes two specialties: Family and Community Services, and Organizational and Social Services. The program faculty consists of 29 individuals, of whom 2 are full-time and the remaining 27 are part-time. Of the 29 individuals, 27 have a doctoral degree, 1 has a juris doctor degree, and 1 has a master's degree.

**Supporting Documents**

Degree Applications

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)

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

Name of Institution      Kaplan University

Name of Program      Associates of Applied Science in Criminal Justice and Criminology (45.0401)

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

Name of Person Preparing this Form      Kelly Karki

Telephone Number      312-385-1416      Telephone Number

Date the Form was Prepared      October 7, 2015 (Revised  
(Revise date after any revision)      11/23/2015)      Date the Form was Prepared

**I. 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 Applied Science in Criminal Justice and Criminology program provides a foundation in criminological, sociological, and psychological theories. Applied knowledge, technical skills, and communication skills gained within this program offers students the ability to pursue or advance career opportunities in a wide range of positions in the field of criminal justice, including law enforcement, criminological research, crime analysis, the courts, adult and juvenile justice, and public safety.

**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: \_\_\_\_\_ AAS Criminal Justice and Criminology

Total Course Hours: 90 Quarter Check one: Quarter Hours X  
 \_\_\_\_\_ Semester Hours \_\_\_\_\_  
 \_\_\_\_\_ Clock Hours \_\_\_\_\_

Tuition : 35,239 Length of Program: 90 Weeks

**SPECIALTY COURSES:**

CJ100	Preparing for a career in public safety	5
CJ 101	Introduction to the Criminal Justice System	5
CJ 102	Criminology I	5
SS 144	Sociology	5
CJ 140	Introduction to Constitutional Law	5
CJ 110	Introduction to Crime Analysis	5
CJ 266	Deviance and Violence	5
CJ 200	Fundamentals of Psychological Profiling	5
CJ 233	Introduction to Forensic Psychology	5
CJ 289	Capstone	5
Major electives	Choose four from CJ, LS, SS, and/or PS. We recommend: CJ211 Police Operations CJ140 Introduction to Constitutional Law PS124 Introduction to Psychology or SS144 Sociology SS236 People, Power, Politics-An Introduction to American Government	20

**LIBERAL ARTS:**

CM 107	College Composition	5
CM 220	College Composition 2	5
Math	MM150: Survey of Mathematics OR MM212: College Algebra (Recommend MM212)	5

**General Courses**

Open	Elective	5
------	----------	---

Number of Credit/Clock Hrs. in Specialty Courses:	<u>70</u>	/	<u>90</u>	Percentage:	<u>78</u>
Number of Credit/Clock Hrs. in General Courses:	<u>5</u>	/	<u>90</u>	Percentage:	<u>5</u>
If applicable:					
Number of Credit/Clock Hrs. in Liberal Arts:	<u>15</u>	/	<u>90</u>	Percentage:	<u>17</u>

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University's website. At the beginning of 2013, Kaplan invested in improving the library's user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library's materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University's online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

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

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

<b>Total # of Faculty in the Program:</b>	90	<b>Full-time:</b>	5	<b>Part-time:</b>	85
<b>Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)</b>					

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
Anderson, Thomas	MS	6.4	0			X
Araujo, Katia	PsyD	8	0			X
Ayers, James	MA	5.5	0			X
Bashore, Thomas	MA	5.5	0			X
Berry Austin, Kitty	MS	4.7	0			X
Bilodeau, Daniel	MS	8	0			X
Block, Sara	JD	5.5	0			X
Boone, Kelly	EdD	10	0			X
Brown, Dawn	MCJ	10.5	0			X
Bryant, Michael	MS	2.8	12			X
Buonano, George	MA	7.2	0			X
Bushway, Scott	MA	6.2	0			X
Call, Matthew	MS	7.9	0			X
Campbell, Terry	MPA	11.9	0			X
Contino, Gregory	MS	2.8	0			X
Crowther, Andrew	MS	7.7	0			X
Cuevas, Jessie	MCJ	10.7	0			X
Dahl, Patricia	PhD	7.2	0			X
Danigole, Brian	MS	5.5	0			X
DeSpain, George	MEd	6.2	0			X
Denner, Maryann	MS	4.9	0			X
Effler, Chet	MA	5.1	0			X
Fernandez, Alvaro	MPA	5.6	0			X
Findley, Jerry	PhD	3	2.9		X	
Foley, Martin	MEd	5.5	0			X
Forbes, William	MPA	10.6	0			X
Fox, Andrew	JD	6.9	0			X
Genovese, Thomas	JD	5.4	0			X
Gibbons Jr., John	MS	5.3	0			X
Gill, Jeffrey	MPA	2.8	7			X
Globokar, Julie	PhD	11.2	0			X
Hadley, Jared	MS	4.9	0			X
Halley, Fred	MS	10.5	0			X
Hanlon, Jim	JD	5.5	0			X
Hicks, Theresa	MPA	2.6	0			X

Horton, Nancy	PhD	7.4	0			X
Horwath, Cheryl	MS	10.7	0			X
Hulvat, Jennifer	JD	10.5	0		X	
Humber, Roger	MS	7.7	0			X
Hynes, Laura	JD	6.2	0			X
Iglio, Michael	MS	2.6	0			X
Johnson, Cindy	MS	12.7	0			X
Kirchgraber, Todd	MCJ	9	0			X
Kozyra, Timothy	JD	11.1	0		X	
Lafond, Blake	MS	2.8	0			X
Lagerwall, Thodore	JD	7.8	0			X
Lebreck, Paul	MA	11	0			X
Legursky, Candida	MS	9.5	0			X
Lenefsky, Allan	JD	6.4	0			X
Leonard, Rodney	MS	7.2	0			X
Levit, Jodi	MA	9	0			X
London, Charmaine	MS	6.3	2.6			X
Major, Aline	MA	10.6	0			X
Maloney, Daniel	JD	6.6	0			X
Matoesian, Gregory	PhD	11.7	0			X
McCarty, Alan	MPA	10.9	0			X
McCoy, Jack	MS	10.5	0			X
McGovern, Carolyn	MS	10.7	0			X
Miles, Paul	MS	5.2	0			X
Miller, Kim	MSCJ	5.4	0			X
Minella, Joseph	MS	11.9	0			X
Mitchell, Ami	MA	7.2	0			X
Perez, Ann Marie	JD	10.6	0			X
Pinter, Kelly	MA	5.4	0			X
Post, William	MS	9.5	3.9			X
Quesinberry, Jeffrey	MBA	8	0			X
Robinson, Chloe	MA	8.6	0			X
Robinson, Douglas	MS	8.1	0			X
Robison, Brian	MS	10.7	0			X
Schroeder, Nicolle	MSM	2.8	7.8			X
Sellen, David	MA	3.3	0			X
Sever, Brion	PhD	8.2	0			X
Shiple, John	JD	10.2	0			X
Smith Chupik, Ellen	MPA	10.2	0			X
Sorich, Michael	JD	5.5	0			X
Sperling, Jonathan	MS	7.7	0			X
Stroud, Tony	JD	7.2	0			X
Stull, Jacob	MS	5.9	0			X
Tannahill, John	MA	10.6	0			X
Thakkar, Shital	JD	5.5	0			X
Townsend, Tracy	MS	7.7	0			X
Wade, Lee	MPA	5.6	0			X
Walton, Janice	PhD	7.3	0			X
Wardrop, Gerald	MS	12.2	0			X

Wegner, Jennifer	MA	6.4	0			X
Winters, Robert	JD	11.5	0		X	
Womer, Denise	PhD	2.8	0		X	
Yohman, Donna	MS	5.6	0			X

*Indiana Commission for Higher Education*  
*Indiana Board for Proprietary Education*  
**Supplementary Information on**  
**Licensure, Certification, and Accreditation**

Institution: Kaplan University

Degree Program: AAS Criminal Justice and Criminology

Locations: Indianapolis

**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?

This program will not prepare an individual to be certified as a police officer in Indiana or a Jail Officer, however not all positions individuals may be interested in will require a state certification such as private security or loss prevention.

If so, please identify

The specific license(s) needed:

Basic Law Enforcement Training, either Tier I, Tier II, or Tier III depending on the specific job.

To be a certified a police officer in Indiana, an individual must attend the Indiana Law Enforcement Academy for at least a portion of their training. They may complete other portions at other locations throughout the state. Jail Officers in Indiana are required to complete a 40 hour course.

The State agency issuing the license(s):

State of Indiana

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**Professional Certification**

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

AAS in Criminal Justice.

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?

This program does not prepare for specific certification.

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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**Professional Industry Standards/Best Practices**

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

If so, please identify :

We consulted with our Advisory Board members, faculty members and other staff who are current or former practitioners and also current researchers in the field. These individuals provided guidance into the best practices of the profession.

We also follow many of the guidelines set forth by the Academy of Criminal Justice Sciences for their academic programs. We are an institutional member of ACJS and members of our faculty and advisory board are individual members of ACJS. We consulted with these individuals in creating this degree

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

Best practices were derived from individuals active within the profession as well as the guidelines set by ACJS. Below is an example of the guidelines listed in the ACJS guide:

B.1 The program clearly specifies and publishes program goals, objectives, and requirements. The institution’s mission and purposes are reflected in the specific educational objectives of the program. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.

B.2 The program design is characterized by sufficient content, breadth, depth, coherence, and rigor appropriate to its higher education level. Individual courses and programs are dynamic and responsive to new developments in the field and modes of inquiry.

B.3 The program and courses provide an opportunity for reflection and for analysis of the subject matter. Programs and courses offered on other than the usual semester/quarter hour basis or through distance learning modalities (internet, television, video-conferencing, or other means) or through different divisions of the institution (e.g., day division, evening division, continuing education division) demonstrate that students completing these programs or courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities. ACJS Certification Standards—Associate 5/2/05; Amended 10/28/05 8 of 8

B.4 The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.

B.5 The broad scope of the field of criminal justice is reflected in the associate curriculum and is a balanced presentation of the issues of the field. All associate degree programs must demonstrate that the content areas below are substantively addressed in the curriculum. Individual courses may address multiple content areas.

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

Private organizations which employ our Advisory Board members, criminal justice researchers and the ACJS

The curriculum follows best practices of the industry:

Below are examples found within the ACJS guidelines for the Criminology area: Criminological Theory The nature and causes of crime, typologies, offenders, and victims.

Additionally ACJS recommends:

An associate program in criminal justice includes a systematic examination of the issues of diversity in criminal justice through either specific required courses and/or the integration of these issues within the program’s curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations.

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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? **N/A**

If so, please identify the specialized accrediting agency:

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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? **Yes**

If so, please list the baccalaureate degree(s): **BS Criminal Justice**

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**Job Titles**

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

**Police Officer**

**Detective**

**First Line CJ supervisor**

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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 or Renewal program)

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

Name of Institution	Kaplan University	
Name of Program	Associates of Applied Science in Legal Support (22.0399)	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	AAS	
Name of Person Preparing this Form	Kelly Karki	
Telephone Number	312-385-1416	Telephone Number
Date the Form was Prepared (Revise date after any revision)	October 7, 2015 (Revised 11/23/2015)	Date the Form was Prepared

**I. 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 Applied Science in Legal Support and Services program is designed to offer a broad-based foundation in the knowledge of the law and other related practical study areas, in conjunction with the practical and technical skills and competencies required of various professions in the legal field. Comprehensive study in areas such as legal research and writing, civil litigation, legal ethics, torts, and various legal disciplines help prepare you for diverse career opportunities.

Objectives:

1. Theory and Principles: Define the basic elements of specific areas of law.
2. Research: Find relevant primary and secondary legal sources to apply to specific fact scenarios.
3. Investigation: Describe the exploratory techniques used in the legal profession.
4. Communications: Draft communications using practical concepts from specific areas of law.
5. Critical Thinking: Assess the legal practices of various societal institutions.

**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: Associate of Applied Science in Legal Support and Services

Total Course Hours: 90 credits Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours 2700

Tuition : \$22,500.00 Length of Program: 24 months

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
LS100	Introduction to the Law and the Legal Profession	5
LS185	Introduction to American Jurisprudence	5
PA253	Legal Ethics	5
LS204	Legal Research and Writing	5
PA165	Introduction to Torts	5
PA230	Introduction to Legal Technology	5
PA110	Civil Litigation	5
PA250	Family Law	5
PA260	Criminal Law	5
LS298	Associates Applied Science in Legal Support and Services Capstone	5
Major electives	Choose four from PA and/or SS. We recommend: PA261: Bankruptcy and Debtor Creditor Law PA221: Wills, Trusts & Estate Planning PA106: Legal Terminology and Transcription SS236 People, Power, Politics-An Introduction to American Government	20

**LIBERAL ARTS:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
CM107	College Composition I	5
CM220	College Composition II	5
Math	MM150: Survey of Mathematics OR MM212: College Algebra (Recommend MM212)	5

**GENERAL COURSES:**

Open	Elective	5
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Number of Credit/Clock Hrs. in Specialty Courses:	70	/	90	Percentage:	78
Number of Credit/Clock Hrs. in General Courses:	5	/	90	Percentage:	5
If applicable:					
Number of Credit/Clock Hrs. in Liberal Arts:	15	/	90	Percentage:	17

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University’s website. At the beginning of 2013, Kaplan invested in improving the library’s user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library’s materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University’s online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

**IV. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.  
 \*\* Include all required documentation pertaining to the qualifications of each instructor.**

<b>Total # of Faculty in the Program:</b>	<b>93</b>	<b>Full-time:</b>	<b>7</b>	<b>Part-time:</b>	<b>86</b>
<b>Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)</b>					

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
Adam Pincus	JD					x
Alan Daniel	JD					x
Anne Phillips	JD					x
Annemarie Kelly	JD					x
Beverly Moravcik	JD					x
Brandon Truman	JD					x
Brandy Kreisler	JD					x
Brent Halbleib	JD					x
Brian Craig	JD					x
Carla Pruitt	JD					x
Carlene DiPrenda	JD					x
Charles Hall	JD					x
Clyde Craig	JD					x
Craig Jones	JD					x
Cristina Nolan	JD					x
Daniel Molnar	JD					x
Darla Johnson	JD					x
David Bondanza	JD					x
David Rakowski	JD					x
David Weigel	JD					x
Dean Poirier	JD					x
Dennis Kehm	JD					x
Donna Harwell	JD					x

Edward Romano	JD					x
Elenor Taylor	JD					x
Emily Rozwadowski	JD					x
Emily Ryan	JD					x
Heather Valdes	JD					x
Holly Buenger	JD					x
Jack Breiden	JD					x
Jacqueline Medenblik	JD					x
James Hazel	JD					x
James Kent	JD					x
James McNamara	JD					x
James Roche	JD					x
Jane McElligott	JD				x	
Janet Libby	JD					x
Jeffrey Gulley	JD					x
Jeffrey McGaffick	JD					x
Jessica Gauvin	JD					x
Jim Grim	JD					x
Jodi Gill	JD					x
John Berube	JD				x	
Jonathan McGovern	JD					x
Joseph Marchionda	JD					x
Joshua Dalrymple	JD					x
Joy Tootle	JD					x
Julie Dennis	JD					x
Kristin Johnson	JD					x
LaShawn Piquant	JD					x
Laura Catron	JD					x
Leah Westerman	JD					x

Linda Ashar	JD					x
Lorri Scott	JD					x
Maria Toy	JD					x
Marie Smith	JD					x
Mark Baum	JD					x
Meegan Zickus	JD					x
Michael Wilson	JD					x
Michelle Bowman	JD					x
Michelle Young	JD					x
Monique Chiacchia	JD				x	
Myra Navarro	JD					x
Nadia Brunetto	JD					x
Necole Turner	JD					x
Nikki Harris	JD					x
Nnena Odum	JD					x
Patrick Cleveland	JD					x
Paul Croushore	JD					x
Paula Gentius	JD					x
Preston Mighdoll	JD					x
Ramona Atkins	JD				x	
Randee Breiter	JD					x
Robert Allen	JD					x
Robert Morse	JD					x
Roberta Katz	JD					x
Sait Reese Tarhan	JD					x
Scott Pearce	JD					x
Scott Strauss	JD					x
Seth Hopkins	JD					x
Sherry Olsen	JD				x	

<b>Stacey Callaway</b>	JD					x
<b>Stephen Renick</b>	JD					x
<b>Steven Hardgrave</b>	JD					x
<b>Susanne Kinsella</b>	JD				x	
<b>Timothy Carlin</b>	JD					x
<b>Toni Starcher</b>	JD				x	
<b>Tracy Nothnagel</b>	JD					x
<b>Victoria Anderson Ferrin</b>	JD					x
<b>Victoria Corbo</b>	JD					x
<b>Wendi Cline</b>	JD					x
<b>William Muniak</b>	JD					x
<b>Zara Roach</b>	JD					x

*Indiana Commission for Higher Education*  
*Indiana Board for Proprietary Education*  
**Supplementary Information on**  
**Licensure, Certification, and Accreditation**

Institution: Kaplan University

Degree Program: AAS Legal Support and Services

Locations: Indianapolis

**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:

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)? NALA, NFPA and NALS

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?

At this time we do not have information as it pertains to Indiana.

The courses in the program do lend themselves to prepare students for the possibility of taking the certification exam.

If so, please identify

Each specific professional certification: NALA, NFPA and NALS

The national organization issuing each certification: NALA, NFPA and NALS

Please explain the rationale for choosing each professional certification: These national organizations are for legal assistants, paralegal and legal support staff.

Please identify the single course or a sequence of courses that lead to each professional certification? The combination of the entire degree plan as identified here.

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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):

Per our advisory board’s (which is consistent of legal practitioners, educators, employment agency staff) guidance and our intent to follow ABA standards for curriculum Our program is in line with ABA’s definition of legal assistant/paralegal: “A legal assistant or paralegal is a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.”

The program is designed using ABA standards as a guide and is designed to combine the technical skills of various specialized areas of law with research, practical, technological, and analytical skills.

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

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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? N/A.

If so, please identify the specialized accrediting agency:

+++++

**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? Yes.

If so, please list the baccalaureate degree(s): BS Legal Studies.

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**Job Titles**

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

Legal Support Team Members in the following organizations:

- Private Law Firms
- Corporations
- Government Agencies
- Health Care Institutions
- Administrative Agencies

Job Titles:

- Legal Assistants
- Paralegals
- Legal Secretaries
- Court Clerks

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)

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

Name of Institution	<u>Kaplan University</u>	
Name of Program	<u>Associate of Applied Science in Public Safety and Security (43.0107)</u>	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)		<u>AAS</u>
Name of Person Preparing this Form	<u>Kelly Karki</u>	
Telephone Number	<u>312-385-1416</u>	<u>Application Type</u>
Date the Form was Prepared (Revise date after any revision)	<u>October 7, 2015 (Revised 11/23/2015)</u>	Initial X or Renewal

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

The Associate of Applied Science in Public Safety and Security is created around a variety of public service disciplines including emergency management, law enforcement, corporate security, loss prevention, private investigations and security. This program is designed to provide students with the foundational skills, knowledge, and communication abilities needed in today's fast paced world of public safety at the private and governmental levels.

**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: \_\_\_\_\_ AAS Public Safety and Security

Total Course Hours: 90 Quarter Check one: Quarter Hours X  
 \_\_\_\_\_ Semester Hours \_\_\_\_\_  
 \_\_\_\_\_ Clock Hours \_\_\_\_\_

Tuition : \$33,390 Length of Program: 90 Weeks

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
CJ100	Preparing for a Career in Public Safety	5
CJ101	Introduction to the Criminal Justice System	5
CJ180	Introduction to Private Security	5
CJ210	Criminal Investigation	5
CJ216	Computers, Technology, and CJ Information Systems	5
FS120	Introduction to Emergency Management	5
CJ212	Crime Prevention	5
FS225	Emergency Management Response	5
CJ103	Introduction to Corporate Security	5
CJ289	Capstone	5
Major electives	Choose four from CJ, LS, SS, and/or PS. We recommend: CJ103 Corporate Security CJ140 Introduction to Constitutional Law PS124 Introduction to Psychology or SS144 Sociology SS236 People, Power, Politics-An Introduction to American Government	20

**LIBERAL ARTS:**

CM 107	College Composition	5
CM 220	College Composition 2	5
Math	MM150: Survey of Mathematics OR MM212: College Algebra (Recommend MM212)	5

**GENERAL COURSES:**

Open	Elective	5
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Number of Credit/Clock Hrs. in Specialty Courses:	<u>70</u>	/	<u>90</u>	Percentage:	<u>78</u>
Number of Credit/Clock Hrs. in General Courses:	<u>5</u>	/	<u>90</u>	Percentage:	<u>5</u>
If applicable:					
Number of Credit/Clock Hrs. in Liberal Arts:	<u>15</u>	/	<u>90</u>	Percentage:	<u>17</u>

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University's website. At the beginning of 2013, Kaplan invested in improving the library's user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library's materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University's online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

<b>IV. FACULTY: Attach completed Instructor's Qualification Record for each instructor.</b>					
<b>** Include <u>all required documentation</u> pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	87	<b>Full-time:</b>	3	<b>Part-time:</b>	84

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
Genovese, Thomas	JD	5.4	0			
Gibbons Jr., John	MS	5.3	0			
Gill, Jeffrey	MPA	2.8	7			
Globokar, Julie	PhD	11.2	0			
Hadley, Jared	MS	4.9	0			
Halley, Fred	MS	10.5	0			
Hanlon, Jim	JD	5.5	0			
Hicks, Theresa	MPA	2.6	0			
Horton, Nancy	PhD	7.4	0			
Horwath, Cheryl	MS	10.7	0			
Hulvat, Jennifer	JD	10.5	0			
Humber, Roger	MS	7.7	0			
Hynes, Laura	JD	6.2	0			
Iglio, Michael	MS	2.6	0			
Johnson, Cindy	MS	12.7	0			
Kirchgraber, Todd	M CJ	9	0			
Kozyra, Timothy	JD	11.1	0			
Lafond, Blake	MS	2.8	0			
Lagerwall, Thoedore	JD	7.8	0			
Lebreck, Paul	MA	11	0			
Legursky, Candida	MS	9.5	0			
Lenefsky, Allan	JD	6.4	0			
Leonard, Rodney	MS	7.2	0			
Levit, Jodi	MA	9	0			
London, Charmaine	MS	6.3	2.6			
Major, Aline	MA	10.6	0			
Maloney, Daniel	JD	6.6	0			
Matoesian, Gregory	PhD	11.7	0			
McCarty, Alan	MPA	10.9	0			
McCoy, Jack	MS	10.5	0			
McGovern, Carolyn	MS	10.7	0			
Miles, Paul	MS	5.2	0			
Miller, Kim	MSCJ	5.4	0			
Minella, Joseph	MS	11.9	0			
Mitchell, Ami	MA	7.2	0			
Perez, Ann Marie	JD	10.6	0			
Pinter, Kelly	MA	5.4	0			
Post, William	MS	9.5	3.9			
Quesinberry, Jeffrey	MBA	8	0			
Robinson, Chloe	MA	8.6	0			
Robinson, Douglas	MS	8.1	0			
Robison, Brian	MS	10.7	0			
Schroeder, Nicolle	MSM	2.8	7.8			
Sellen, David	MA	3.3	0			

Sever, Brion	PhD	8.2	0			
Shipley, John	JD	10.2	0			
Smith Chupik, Ellen	MPA	10.2	0			
Sorich, Michael	JD	5.5	0			
Sperling, Jonathan	MS	7.7	0			
Stroud, Tony	JD	7.2	0			
Stull, Jacob	MS	5.9	0			
Tannahill, John	MA	10.6	0			
Thakkar, Shital	JD	5.5	0			
Townsend, Tracy	MS	7.7	0			
Wade, Lee	MPA	5.6	0			
Walton, Janice	PhD	7.3	0			
Wardrop, Gerald	MS	12.2	0			
Wegner, Jennifer	MA	6.4	0			
Winters, Robert	JD	11.5	0			
Womer, Denise	PhD	2.8	0			
Yohman, Donna	MS	5.6	0			

*Indiana Commission for Higher Education*  
*Indiana Board for Proprietary Education*  
**Supplementary Information on**  
**Licensure, Certification, and Accreditation**

Institution: Kaplan University

Degree Program: AAS Public Safety and Security

Locations: Indianapolis

**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?

This program will not prepare individuals to be certified as a police officer in Indiana or a Jail Officer, however not all positions individuals may be interested in will require a state certification such as private security or loss prevention.

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)?

AAS in Criminal Justice.

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?

This program does not prepare for specific certification.

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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**Professional Industry Standards/Best Practices**

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

If so, please identify:

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

We consulted with our Advisory Board members, faculty members and other staff who are current or former practitioners and also current researchers in the field. These individuals provided guidance into the best practices of the profession.

We also follow many of the guidelines set forth by the Academy of Criminal Justice Sciences for their academic programs. We are an institutional member of ACJS and members of our faculty and advisory board are individual members of ACJS. We consulted with these individuals in creating this degree.

B.1 The program clearly specifies and publishes program goals, objectives, and requirements. The institution’s mission and purposes are reflected in the specific educational objectives of the program. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.

B.2 The program design is characterized by sufficient content, breadth, depth, coherence, and rigor appropriate to its higher education level. Individual courses and programs are dynamic and responsive to new developments in the field and modes of inquiry.

B.3 The program and courses provide an opportunity for reflection and for analysis of the subject matter. Programs and courses offered on other than the usual semester/quarter hour basis or through distance learning modalities (internet, television, video-conferencing, or other means) or through different divisions of the institution (e.g., day division, evening division, continuing education division) demonstrate that students completing these programs or courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities. ACJS Certification Standards—Associate 5/2/05; Amended 10/28/05 8 of 8

B.4 The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.

B.5 The broad scope of the field of criminal justice is reflected in the associate curriculum and is a balanced presentation of the issues of the field. All associate degree programs must demonstrate that the content areas below are substantively addressed in the curriculum. Individual courses may address multiple content areas.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: Private organizations which employ our Advisory Board members, criminal justice researchers and the ACJS

The curriculum follows best practices of the industry:

ACJS does not have a special emphasis area listed for public safety and security.

Additionally ACJS recommends:

An associate program in criminal justice includes a systematic examination of the issues of diversity in criminal justice through either specific required courses and/or the integration of these issues within the program’s curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations.

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**Program Accreditation – N/A**

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? **N/A**

If so, please identify the specialized accrediting agency:

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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? Yes

If so, please list the baccalaureate degree(s): BS Criminal Justice

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**Job Titles**

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

Detective

First Line CJ supervisor

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)*

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

Name of Institution	<u>Kaplan University</u>	
Name of Program	<u>Bachelor of Science in Corrections (43.0113)</u>	
Level of Degree (AAS, AS, AA, BAS, BA, <b>BS</b> , MBA, MAS, MA, MS, Ph.D.)		<u>BS</u>
Name of Person Preparing this Form	<u>Kelly Karki</u>	
Telephone Number	<u>312-385-1416</u>	<b><u>Application Type</u></b>
Date the Form was Prepared (Revise date after any revision)	<u>October 7, 2015 (Revised 11/23/2015)</u>	Initial X or Renewal

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

The Bachelor of Science in Corrections program is designed to offer a level of academic study that provides you with a solid foundation in criminal justice and specialized knowledge in the field of corrections. The baccalaureate program focuses on the correctional professional, performing research, and utilizing analytical skills; characteristics that are much sought after by today's correctional staff and administrators.

The Bachelor of Science in Corrections is a practice-based program designed to enhance your current qualifications and aid you in pursuing an entry level or supervisory position upon graduation.



HU 200 OR	CRITICAL EVALUATION IN THE HUMANITIES	5
HU 245 OR	ETHICS	5
HU 250	HUMANITIES AND CULTURE	5
SC 200 OR	DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD	5
SC 235 OR	GENERAL BIOLOGY I—HUMAN PERSPECTIVES	5
SC 246 OR	FUNDAMENTALS OF MICROBIOLOGY	5
SC 250	SCIENCE FOR EVERYDAY LIFE	5
SS 236	PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT	5
SS 250	THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH	5
	<b>Total General Education/Liberal Arts Requirements:</b>	<b>33</b>

GENERAL COURSES:

	Open Electives	59
	<b>Total Open Electives</b>	<b>59</b>

Number of Credit/Clock Hrs. in Specialty Courses: 88 / 180 Percentage: 49

Number of Credit/Clock Hrs. in General Courses: 59 / 180 Percentage: 33

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 33 / 180 Percentage: 18

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University's website. At the beginning of 2013, Kaplan invested in improving the library's user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library's materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat

services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University's online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

<b>IV. FACULTY: Attach completed Instructor's Qualification Record for each instructor.</b>					
<b>** Include all required documentation pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	62	<b>Full-time:</b>	4	<b>Part-time:</b>	58
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

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
Anderson, Thomas	MS	6.4				X
Arnold, Victor	MA	6.9				X
Barrett, Deborah	MS	5.4				X
Bernholdt, Erik	MS	7.3				X
Bliss, Dennis	MA	12				X
Brannan, Misty	MS	5.9				X
Brown, Douglas	MPA	12.4				X
Brown, Russell	MS	7.3				X

Campbell, Terry	MPA	12			X	
Carpenter, John	MPA	9.6				X
Cotchery, Nia	MS	5.3				X
Dorriety, Jonathan	MSCJ	11				X
Edwards, Phillip	MA	6.2				X
Formby, William	PhD	12.2				X
Gavette, Christopher	MS	5.5				X
Gross, David	MS	5.5				X
Guaderrama, Tracy	MS	7.1				X
Gunther, Michelle	MS	4.8				X
Guyant, Christopher	MS	6.9				X
Hauck, Jeffrey-Peter	JD	7.6				X
Johnson, George	MA	12.7				X
Kaufman, Steven	MCJ	12.3				X
Keefauver, Raymon	MCJA	6.1				X
Kowalski, Michelle	PhD	10.7				X
Kozyra, Timothy	JD	11.1			X	
La Motte, Jennifer	MS	5.3				X
Libert, Thomas	MPA	11.7				X
Luckas, Alfred	MS	12				X
Madden, John	MA	6.6				X
Mainwaring, Tina	MS	7.3				X
Makin, David	PhD	8.2				X
Marsh, Clifford	EdS	7.1				X
Martz, Lacy	JD	7.9				X
McNamara, Lynn	JD	6.1				X
Mertens, Val	MPA	11.1				X
Mitchell, Barbara	PhD	7.6				X
Morley, Patrick	JD	10.2				X

Ng, Amy	MS	7.7				X
Niebusch, Richard	PhD	10.4				X
Niemann, Richard	MA	7.4			X	
Norwell, Mary	JD	4.7				X
Phillips, Lorraine	M.Phil	6.1				X
Ponzetti, Robert	MCJ	5.5				X
Pozesny, Michael	MSED	5.1				X
Price, Jamie	MCJ	7.2				X
Rego, Elise	JD	10.7				X
Robbins, Cory	MS	8.5				X
Robinson, Deborah	PhD	8.6				X
Salvador, Eric	MA	5.3				X
Sellers, Kathryn	MS	10.7				X
Selves, Matthew	MBA	6.1				X
Spencer, Monty	MA	8.3				X
Stewart, James	MS	5.9				X
Stone, William	MS	4.8				X
Teague, Anthony	MA	5.2				X
Thornton, Jesse	MPA	6.4				X
Trombley, Kelly	PhD	7.1				X
Warnock, Robert	MA	6.5				X
Washburn, James	MBA	6.3				X
Wind, Susan	MA	7.9				X
Wodka, Mark	MS	5.5				X
Womer, Denise	PhD	2.8			X	

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Kaplan University

Degree Program: Bachelor of Science in Corrections

Locations: Indianapolis

**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? This program will not prepare individuals to be certified as a police officer in Indiana or a Jail Officer, however not all positions individuals may be interested in will require a state certification such as private security or loss prevention.

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)? To be a certified police officer in Indiana, an individual must attend the Indiana Law Enforcement Academy for at least a portion of their training. They may complete other portions at other locations throughout the state. Jail Officers in Indiana are required to complete a 40 hour course. Our program does not certify individuals to be officers or jail officers, however it provides knowledge that will be useful to individuals who decide to seek this state certification

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

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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**Professional Industry Standards/Best Practices**

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

If so, please identify

The specific professional industry standard(s) and/or best practice(s): We consulted with our Advisory Board members, faculty members and other staff who are current or former practitioners and also current researchers in the field. These individuals provided guidance into the best practices of the profession.

We also follow many of the guidelines set forth by the Academy of Criminal Justice Sciences for their academic programs. We are an institutional member of ACJS and members of our faculty and advisory board are individual members of ACJS. We consulted with these individuals in creating this degree.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: Private organizations which employ our Advisory Board members, criminal justice researchers and the ACJS.

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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?

If so, please identify the specialized accrediting agency: No.

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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?

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

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**Job Titles**

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

Correctional Officer

Correctional Staff

Correctional Administrator or Supervisor

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)*

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

Name of Institution	<u>Kaplan University</u>	
Name of Program	<u>Bachelor of Science in Cybersecurity (11.1003)</u>	
Level of Degree (AAS, AS, AA, BAS, BA, <b>BS</b> , MBA, MAS, MA, MS, Ph.D.)	<u>BS</u>	
Name of Person Preparing this Form	<u>Kelly Karki</u>	
Telephone Number	<u>312-385-1416</u>	<b><u>Application Type</u></b>
Date the Form was Prepared <small>(Revise date after any revision)</small>	<u>October 17, 2015 (Revised 11/23/2015)</u>	Initial X or Renewal

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

The Bachelors of Science in Cybersecurity program will equip students to master the foundational goals of cybersecurity. Students will apply current technical tools and methodologies to solve security problems. Upon completion, students will be able to evaluate security trends, recognize best practices, and understand IT security products and threats.

Students will explore the depth and breadth of materials to enable them to pursue many of the critical certifications recognized by the Information Assurance community, and for Department of Defense (DoD) personnel, mandated by DoD Directive 8570.1.

The following educational objectives are approved by information technology faculty and the Advisory Board:

- Our graduates will be able to apply current industry-accepted practices and new and emerging practices when solving real-world information technology problems in the industry.
- Our graduates will be able to exhibit teamwork and effective communication skills.
- Our graduates will be able to ethically and appropriately apply knowledge of societal impacts of information technology in the course of career-related activities.

**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: Bachelor of Science in Cybersecurity

Total Course Hours: 180 Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$ 66,780.00 Length of Program: 170 weeks

<b><u>SPECIALTY COURSES:</u></b>			
<b><u>Course Number</u></b>	<b><u>Course Title</u></b>		<b><u>Course Hours</u></b>
	<b>MAJOR REQUIREMENTS</b>		
<b>IT 104</b>	INTRODUCTION TO CYBERSECURITY		5
<b>IT 262</b>	CERTIFIED ETHICAL HACKING I		5
<b>IT 273</b>	NETWORKING CONCEPTS		5
<b>IT 275</b>	LINUX SYSTEM ADMINISTRATION		5
<b>IT 277</b>	CERTIFIED INFORMATION SYSTEMS SECURITY PROFESSIONAL		5
<b>IT 279</b>	CERTIFIED INFORMATION SYSTEMS SECURITY PROFESSIONAL II		5
<b>IT 283</b>	NETWORKING WITH TCP/IP		5
<b>IT 286</b>	INTRODUCTION TO NETWORK SECURITY		5
<b>MT 140</b>	INTRODUCTION TO MANAGEMENT		5
<b>IT 316</b>	COMPUTER FORENSICS		6
<b>IT 331</b>	TECHNOLOGY INFRASTRUCTURE		6
<b>IT 374</b>	LINUX SYSTEM ADMINISTRATION II		6
<b>IT 388</b>	ROUTING AND SWITCHING I		6
<b>IT 390</b>	INTRUSION DETECTION AND INCIDENCE RESPONSE		6
<b>IT 395</b>	CERTIFIED ETHICAL HACKING II		6

IT 400	ETHICS IN CYBERSECURITY		6
IT 410	CERTIFIED INFORMATION SYSTEMS SECURITY PROFESSIONAL III		6
IT 411	DIGITAL FORENSICS		6
IT 412	INFORMATION SYSTEMS SECURITY		6
IT 484	NETWORKING SECURITY		6
IT 497	BACHELOR'S CAPSTONE IN CYBERSECURITY		6

**LIBERAL ARTS COURSES:**

<u>Course Number</u>	<u>Course Title</u>		<u>Course Hours</u>
CM 107	COLLEGE COMPOSITION I		5
CM 220	COLLEGE COMPOSITION II		5
CM 241	FOUNDATIONS OF TECHNICAL COMMUNICATION		2
CS 204	PROFESSIONAL PRESENCE		3
MM 212	COLLEGE ALGEBRA		5
MM 250	INTRODUCTORY DISCRETE MATHEMATICS		5
	<b>ARTS/HUMANITIES ELECTIVES (1 of 3) ↓</b>		
HU 200	CRITICAL EVALUATION IN THE HUMANITIES		5
HU 245	ETHICS		5
HU 250	HUMANITIES AND CULTURE		5
	<b>SCIENCE ELECTIVES (1 of 4) ↓</b>		
SC 200	DISCOVERING SCIENCE—CURRENT ISSUES IN A CHANGING WORLD		5
SC 235	GENERAL BIOLOGY I—HUMAN PERSPECTIVES		5
SC 246	FUNDAMENTALS OF MICROBIOLOGY		5
SC 250	SCIENCE FOR EVERYDAY LIFE		5
	<b>SOCIAL SCIENCE ELECTIVES (1 of 3) ↓</b>		
SS 211	THE 1960S—RESHAPING THE AMERICAN DREAM		5
SS 236	PEOPLE, POWER, AND POLITICS—AN INTRODUCTION TO AMERICAN GOVERNMENT		5

<b>SS 250</b>	THE TECHNOLOGICAL REVOLUTION—A SOCIAL SCIENTIFIC APPROACH		5
<b>GENERAL COURSES:</b>			
<b>100/200</b>	OPEN ELECTIVES		5
<b>300/400</b>	OPEN ELECTIVES		18

Number of Credit/Clock Hrs. in Specialty Courses:      117 / 180      Percentage:      65%

Number of Credit/Clock Hrs. in General Courses:      23 / 180      Percentage:      12.8%

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts:      40 / 180      Percentage:      22.2%

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University's website. At the beginning of 2013, Kaplan invested in improving the library's user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library's materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University's online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

**IV. FACULTY:** Attach completed Instructor's Qualification Record for each instructor.  
**\*\* Include all required documentation pertaining to the qualifications of each instructor.**

<b>Total # of Faculty in the Program:</b>	16	<b>Full-time:</b>	3	<b>Part-time:</b>	13
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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
Thomas Bertrand	MSIT, Kaplan University, Information Technology, 2013	Not Available	0.6	0		X
Laurent Boucard	MS, Bentley University, Management Information Systems, 1996	Not Available	6.7	0		X
Denis Dow	MS, University of Denver, Computer Information Systems, 2007	Not Available	7	0		X
Carlton Haycock	MS, Columbus State University, Applied Computer Science, 2005	Not Available	10	0		X
Ernest Johnson	MS, University of Memphis, Business Administration , 2000	Not Available	3.5	0		X
DAVE LECOMTE	MSIT, Dalhousie University, Information Technology,	Not Available	12.5	0	X	

	1998					
Romel Llarena	MS, Walsh College, Business Info Technology, 2007	Not Available	2.9	0		X
Denver Martin	MIT, American InterContinental University, Operating Systems & Networking, 2000	Not Available	10.3	0		X
DONALD MCCRACKEN	MS, Capella University, Network Architecture and Design, 2004	Not Available	10.8	0	X	
Kevin Rupert	MA, University of Phoenix, Computer Science, 2005	Not Available	7.4	0		X
STEVE SAVAGE	MSIT, Dalhousie University, Information Technology, 1999	Not Available	9.1	0	X	
RANDY STAUBER	MS, Capitol College, Network Security, 2004	Not Available	1.3	0.2		X
Marc Stroz	MS, Kaplan University, Information Technology, 2011	Not Available	2.7	0		X
Carol Tilden	MS, University of Phoenix, Computer Information Systems, 1998	Not Available	9.1	0		X
Maylon Walker	MSIT	Not Available	9.2	0		X
Howard Weinraub	MS, Florida Atlantic University, Engineering Computer Science, 2003	Not Available	7.4	0		X

Indiana Commission for Higher Education

*Indiana Board for Proprietary Education*  
**Supplementary Information on  
 Licensure, Certification, and Accreditation**

Institution: **Kaplan University**  
 Degree Program: **Bachelor of Science in Cybersecurity**  
 Locations: **Indianapolis**

**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? Possibly (certain areas of practice), and n/a. If so, please identify--The specific license(s) needed; The State agency issuing the license(s):

<b>Areas of Professional Practice</b>	<b>Specific License Needed</b>	<b>State Agency Issuing the License</b>
Security Guards	Yes	Indiana Private Investigator and Security Guard Licensing Board. <a href="http://www.in.gov/pla/pisq.htm">http://www.in.gov/pla/pisq.htm</a>
Private Investigator	Yes	Indiana Private Investigator and Security Guard Licensing Board. <a href="http://www.in.gov/pla/pisq.htm">http://www.in.gov/pla/pisq.htm</a>

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**Professional Certification**

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

The BS in Cybersecurity prepares students for the CISSP and CEH certifications.

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: CISSP - Certified Information Systems Security Professional and CEH – Certified Ethical Hacker.

The national organization issuing each certification: CISSP is (ISC)<sup>2</sup> and CEH is EC Council.

Please explain the rationale for choosing each professional certification: Our feasibility study for the cybersecurity degree indicated that these two certifications are those most sought after by employers hiring personnel in this profession.

Please identify the single course or a sequence of courses that lead to each professional certification? For CISSP students take IT 277 Certified Information Systems Security Professional I, IT 279 Certified Information Systems Security Professional II, and IT 410 Certified Information Systems Security Professional III. For CEH students take IT 262 Certified Ethical Hacking I and IT 395 Certified Ethical Hacking II.

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**Professional Industry Standards/Best Practices**

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? If so, please identify the specific professional industry standard(s) and/or best practice(s): The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

- IEEE - Secure Software Development and Maintenance
- ISC(2) - Concepts from the Certified Secure Software Development Life Cycle Professional (CSSLP) and Certified Information Systems Security Professional (CISSP)
- SEI (Software Engineering Institute) - Secure Coding Practices, Software Maturity Models
- OWASP (Open Web Application Security Project ) -Software Assurance Maturity Model

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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.

If so, please identify the specialized accrediting agency:

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**Transferability of Associate of Science Degrees:** N/A

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?

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

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## Job Titles

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

As excerpted from the website for the Bureau of Labor and Statistics:

<b>Title</b>	<b>Description</b>	<b>Entry Level Education</b>	<b>2012 Median Pay</b>
<b><u>Computer and Information Research Scientists</u></b>	Computer and information research scientists invent and design new approaches to computing technology and find innovative uses for existing technology. They study and solve complex problems in computing for business, medicine, science, and other fields.	Doctoral or professional degree	\$102,190
<b><u>Computer Network Architects</u></b>	Computer network architects design and build data communication networks, including local area networks (LANs), wide area networks (WANs), and intranets. These networks range from a small connection between two offices to a multinational series of globally distributed communications systems.	Bachelor's degree	\$91,000
<b><u>Computer Programmers</u></b>	Computer programmers write code to create software programs. They turn the program designs created by software developers and engineers into instructions that a computer can follow.	Bachelor's degree	\$74,280
<b><u>Computer Support Specialists</u></b>	Computer support specialists provide help and advice to people and organizations using computer software or equipment. Some, called computer network support specialists, support information technology (IT) employees within their organization. Others, called computer user support specialists, assist non-IT users who are having computer problems.	<a href="#">See How to Become One</a>	\$48,900
<b><u>Computer Systems Analysts</u></b>	Computer systems analysts study an organization's current computer systems and procedures and design information systems solutions to help the organization operate more efficiently and effectively. They bring business and information technology (IT) together by understanding the needs and limitations of both.	Bachelor's degree	\$79,680
<b><u>Database Administrators</u></b>	Database administrators (DBAs) use specialized software to store and organize data, such as financial information and customer shipping records. They make sure that data are available to users and are secure from unauthorized access.	Bachelor's degree	\$77,080
<b><u>Information Security Analysts</u></b>	Information security analysts plan and carry out security measures to protect an organization's computer networks and systems. Their responsibilities are continually expanding as the number of cyberattacks increase.	Bachelor's degree	\$86,170
<b><u>Network and Computer Systems Administrators</u></b>	Computer networks are critical parts of almost every organization. Network and computer systems administrators are responsible for the day-to-day operation of these networks.	Bachelor's degree	\$72,560

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)*

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

Name of Institution	<u>Kaplan University</u>	
Name of Program	<u>Bachelor of Science in Early Childhood Administration (13.0401)</u>	
Level of Degree (AAS, AS, AA, BAS, BA, <b>BS</b> , MBA, MAS, MA, MS, Ph.D.)	<u>BS</u>	
Name of Person Preparing this Form	<u>Kelly Karki</u>	
Telephone Number	<u>312-385-1416</u>	<b><u>Application Type</u></b>
Date the Form was Prepared (Revise date after any revision)	<u>October 7, 2015 (Revised 11/23/2015)</u>	Initial X or Renewal

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

The Bachelor of Science in Early Childhood Administration builds on the foundations of early childhood development best practices while preparing you to administer early childhood programs focusing on children from birth through age 8. Foundation coursework concentrates on growth and development, applied theory, health and nutrition, lesson planning, business administration, program leadership and advocacy, current issues and trends, ethics and professionalism, and strategies for building family and community relationships in a diverse society in the early childhood field.

The course curriculum blends theory and practice, and provides a general education foundation in ethics, critical thinking, and communication skills to support leadership roles and responsibilities in diverse environments.

**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: Bachelor of Science in Early Childhood Administration

Total Course Hours: 180 Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$66,780.00 Length of Program: 4 years

**SPECIALTY COURSES:**

**Course Hours**

	<b><u>SPECIALTY COURSES</u></b>	
CE100	Preparing for a Career In Early Childhood Development	5
CE101	Introduction to Early Childhood Education	5
CE114	Early Childhood Development	5
CE215	Early Childhood Curriculum Planning	5
PS124	Introduction to Psychology	5
CE220	Child Safety, Nutrition and Health	5
MT203	Human Resource Management	5
CM206	Interpersonal Communication.	5
AC113	Accounting for Non-accounting Majors	5
CE240	Young Children with Special Needs	5
PS220	Child and Adolescent Psychology	5
CE300	Observation and Assessment in Early Childhood	6
CE371	Early Childhood Administration	6
CM410	Organizational Communication	6
CE370	Funding Development and Financial Planning in Early Childhood Programs	6
CE401	Current Issues and Trends in Early Childhood Administration	6
LI410	Leadership in Practice	6
CE402	Early Childhood Family, Community, and Diversity	6
CE490	Bachelor's Capstone in Early Childhood Administration	6
	<b>Total Specialty Requirements</b>	<b>103</b>
	<b><u>General Course Requirements</u></b>	
	Open Electives (See the available elective courses on pp. 515-519 of the Kaplan University catalog.)	44
	<b>Total General Course Requirements</b>	<b>44</b>
	<b><u>Liberal Arts Requirements</u></b>	
CM 107	College Composition I	5
CM 220	College Composition II	5

MM150 <b>OR</b>	Survey of Mathematics	5
MM212	College Algebra	5
CS204	Professional Presence	3
SS 211 <b>OR</b>	The 1960's – Reshaping the American Dream	5
SS 236 <b>OR</b>	People, Power and Politics – An Introduction to American Government	5
SS 250	The Technological Revolution – A Social Scientific Approach	5
SC200 <b>OR</b>	Discovering Science – Current Issues in a Changing World	5
SC 235 <b>OR</b>	General Biology I – Human Perspectives	5
SC 246 <b>OR</b>	Fundamentals of Microbiology	5
SC 250	Science for Everyday Life	5
HU200 <b>OR</b>	Critical Evaluation in the Humanities	5
HU 245 <b>OR</b>	Ethics	5
HU 250	Humanities and Culture	5
	<b>Total Liberal Arts Requirements</b>	<b>33</b>
	<b>TOTAL:</b>	<b>180</b>

Number of Credit/Clock Hrs. in Specialty Courses: 103 / 180 Percentage: 57%

Number of Credit/Clock Hrs. in General Courses: 44 / 180 Percentage: 24%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 33 / 180 Percentage: 19%

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University's website. At the beginning of 2013, Kaplan invested in improving the library's user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library's materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University’s online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

<b>IV. FACULTY: Attach completed Instructor’s Qualification Record for each instructor. ** Include all required documentation pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	79	<b>Full-time:</b>	5	<b>Part-time:</b>	74
<b>Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)</b>					

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
Alvarez, Danielle	MA		3.2	0		X
Ball, Mary	MA		7.3	0		X
Bass, Christina	MEd		6.4	0		X
Battista, Ludmila	MA		12.7	0	X	
Baughman, Patricia	MA		6.9	0		X
Becker, Lori	MS		9.5	0	X	
Berry, Katherine	MS		6.3	0		X

Brantley, Janet	MEd		6.4	0		X
Britton, Karen	MEd		1.9	0		X
Bugda, Gena	MS		6.5	0		X
Bullock, Kara	MA		7.6	0		X
Burge-Blackshear, La Toya	MA		6.4	0		X
Busta, Holly	MA		1.9	0		X
Carreno, Susan	MEd		2.7	0		X
Cayuela, Tammy	MA		7.6	0		X
Clark, Breanne	MS		2.2	0		X
Cline, Kenneth	EdS		7.3	2		X
Cooper, Himilse	MS		7.5	0		X
Cordett, Sarah	MA		5.6	0		X
Crawford, Marsha	MEd		7.5	0		X
Cunningham, Kimberly	MA		1.9	0		X
Dahn, Constance	MS		3.1	0		X
Doocy, Ruth	MA		2.4	0		X
Dowden, Kelly	MA		3.2	0		X
Erdakos, Susan	MA		9.3	0		X
Estes (Estes-Del Re), Darlene	PhD		3.2	11.6	X	
Figueroa, Rhonda	MS		2.7	0		X
Fontana, Terresa	MS		3.2	0		X
Gellens, Suzanne	MSED		0.3	0		X
Goldstein, Ronit	MEd		1.9	0		X
Govea, Kimberly	MA		5.6	0		X
Hall, Kristin	MS		2.2	0		X
Hayden, Virginia	EdS		5.6	0		X
Hurless, Bonnie	PhD		6.9	0		X
Hurley, Jill	MEd		2.8	0		X

Jenkins, Cynthia	EdS		2.3	0		X
Keith, Sandra	MA		5.1	0		X
Kennedy, Sara	MA		8.2	0		X
Kimbrell, Misty	MA		8.2	0		X
Laman, Carol	MS		2.2	0		X
Mahoney, Opal	EdD		3.2	0		X
Mann, Kerri	EdS		7.5	0		X
Manock, Micheal	EdS		11.3	0		X
Marton, Staci	MEd		6.4	0		X
Mastrorocco, Sarah	MEd		4.9	0		X
Matlock, Jeryl	PhD		6.9	0		X
McCorvey, Keri	MS		5.2	0		X
McGuire, Nicole	MS		6.2	0		X
McKeon, Carolyn	PhD		8.3	3.9		X
Miller, Melissa	EdD		5.6	0		X
Moretti, Nancy	MS		8.3	6.6		X
Morrison, Lynn	MS		6.1	0		X
Person, Wanda	EdD		7.8	0		X
Prentice, Catherine	MA		7.9	0		X
Richard-Jones, Anjanette	MS		7.5	0		X
Rico-Lawhorn, Rechilda	MA		6.4	0		X
Rodriguez, Jay	MS		0.4	0		X
Rodriguez, Jessica	MS		8.8	0		X
Romanowski, Tara	MS		5.2	0		X
Ruble, Verlinda	MA		8.2	0	X	
Rudas, Michelle	MS		5	0		X
Schwartz, Joseph	MEd		9.5	0		X
Schwartz, Lauren	MEd		7.9	0		X
Shimony, Eileen	MA		8	0		X

Shumrak, Danielle	MEd		6.4	0		X
Stember, Stacey	MEd		8.1	0		X
Syregelas, Sophia	MA		5	0		X
Taddei, Laura	EdD		3.1	0		X
Terrill, Christine	MA		7	0		X
Torres, Julie	MEd		7.5	0		X

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Kaplan University

Degree Program: Bachelor of Science in Early Childhood Administration

Locations: Indianapolis

**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. The BS in Early Childhood Administration meets the requirements outlined by the State of Indiana Rule 4.7 Section 21.

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)? There is not a formal directors/administrators certification or credential; however, the BS in ECA prepares students to complete the National Child Development Associate Credential, which is recognized in all states and by the National Association for the Education of Young Children.

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? N/A

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

+++++

**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):

Ten NAEYC Program Standards: relationships, curriculum, teaching, assessment of child progress, health, teachers, families, community relationship, physical environment, leadership and management.

Retrieved from <http://families.naeyc.org/accredited-article/10-naeyc-program-standards-on-October-21-2015>.

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

The curriculum adheres to the standards outlined by the National Association for the Education of Young Children (NAEYC).

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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

If so, please identify the specialized accrediting agency:

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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):

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**Job Titles**

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

Education Administrators

Preschool and Childcare Center/Program

Education Administrators

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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 or Renewal program)

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

Name of Institution	<u>Kaplan University</u>	
Name of Program	<u>Bachelor of Science in Finance (52.0801)</u>	
Level of Degree (AAS, AS, AA, BAS, BA, <b>BS</b> , MBA, MAS, MA, MS, Ph.D.)	<u>BS</u>	
Name of Person Preparing this Form	<u>Kelly Karki</u>	
Telephone Number	<u>312-385-1416</u>	<b><u>Application Type</u></b>
Date the Form was Prepared (Revise date after any revision)	<u>October 7, 2015 (Revised 11/23/2015)</u>	Initial X or Renewal

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

The Bachelor of Science in Finance program focuses on helping students gain technical knowledge and skills in a range of financial areas. Students should develop an understanding of the factors that influence financial decision making and are provided with opportunities to develop and implement their critical thinking skills to solve in depth financial problems.

The general program is designed to aid students in the development of specific skills in the areas of financial planning, corporate finance, banking, insurance, real estate, financial markets, and investment management. Students have the option to select from one of the six specializations. Completion of this program may be especially beneficial for those who wish to pursue opportunities in corporate finance or pursue a variety of financial service sector occupations.

This program will include six specializations: Investments, Wealth Management, Insurance, Real Estate, General Finance and an Accelerated MSF track.

**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: Bachelor of Science in Finance

Total Course Hours: 180 Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$ 69,780.00 Length of Program: 150 weeks

<b><u>SPECIALTY COURSES:</u></b>			
<b><u>Course Number</u></b>	<b><u>Course Title</u></b>		<b><u>Course Hours</u></b>
<b>AC114</b>	Accounting I		5
<b>AC116</b>	Accounting II		5
<b>BU204</b>	Macroeconomics		5
<b>BU224</b>	Microeconomics		5
<b>FI490 OR FI499</b>	Finance Experiential Learning--Career Engagement OR Bachelor's Capstone in Finance		6
<b>LS311</b>	Business Law		6
<b>MM255</b>	Business Math and Statistical Measures		5
<b>MM305</b>	Quantitative Analysis		6
<b>MT140</b>	Introduction to Management		5
<b>MT217</b>	Finance		5
<b>MT219</b>	Marketing		5
<b>MT302</b>	Organizational Behavior		6
<b>MT480</b>	Corporate Finance		6
<b>MT481</b>	Financial Markets		6
<b>MT482</b>	Financial Statement Analysis		6
<b>MT483</b>	Investments		6
	<b>TOTAL SPECIALTY COURSES:</b>		<b>88</b>
<b><u>LIBERAL ARTS COURSES:</u></b>			

<u>Course Number</u>	<u>Course Title</u>		<u>Course Hours</u>
CM107	College Composition I		5
CM220	College Composition II		5
CS204	Professional Presence		3
HU200 OR HU245 OR HU250	Critical Evaluation in the Humanities; OR Ethics; OR Humanities and Culture		5
MM150 OR MM212	Survey of Mathematics OR College Algebra—		5
SC200 OR SC250 OR SC235 OR SC246	Discovering Science: Current Issues in a Changing World OR Science for Everyday Life OR General Biology I –Human Perspectives OR Fundamentals of Microbiology		5
SS211 OR SS236 OR SS250	The 1960's—Reshaping the American Dream OR People, Power, & Politics—An Introduction to American Government OR The Technological Revolution Professional Presence		5
<b><u>GENERAL COURSES:</u></b>			
Major Elective #1 [upper division]	Major Elective #1 [upper division]		6
Major Elective #2 [upper division]	Major Elective #2 [upper division]		6
Major Elective #3 [upper division]	Major Elective #3 [upper division]		6
Open Elective #1	Open Elective #1		5
Open Elective #2 [upper division]	Open Elective #2 [upper division]		6
Open Elective #3 [upper division]	Open Elective #3 [upper division]		6
Open Elective #4 [upper division]	Open Elective #4 [upper division]		6

<b>Open Elective #5 [upper division]</b>	Open Elective #5 [upper division]			6
<b>Open Elective #6 [upper division]</b>	Open Elective #6 [upper division]			6
<b>Open Elective #7 [upper division]</b>	Open Elective #7 [upper division]			6

Number of Credit/Clock Hrs. in Specialty Courses: 88 / 180 Percentage: 48.9%

Number of Credit/Clock Hrs. in General Courses: 59 / 180 Percentage: 32.8%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 33 / 180 Percentage: 18.3%

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University's website. At the beginning of 2013, Kaplan invested in improving the library's user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library's materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University's online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

**IV. FACULTY:** Attach completed Instructor's Qualification Record for each instructor.  
**\*\* Include all required documentation pertaining to the qualifications of each instructor.**

<b>Total # of Faculty in the Program:</b>	76	<b>Full-time:</b>	14	<b>Part-time:</b>	62
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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
Alex, Theodore	PhD		9.3	0	Full Time	
Anweiler, Larry	MBA		11.1	0	Full Time	
Ayanou, Tilahun	PhD		5.6	0	Full Time	
Baldon-Gutter, Janice	MS		9	0		Part Time
Bellamy, Patty-Jo	PhD		5.1	0		Part Time
Biasca, Rodolfo	MS		9.4	0		Part Time
Cade, Ronald	MBA		6.4	0		Part Time
Chavarria, Marlo	MA		5.6	0		Part Time
Choi, Kunsoo	PhD		4.6	0		Part Time
Coote Martin, Gillian	DBA		6.1	0		Part Time
Craymer, Mark	MBA		6	0		Part Time
DeCossio, Francisco	PhD		6.8	0		Part Time
Dooley, Carol	PhD		10.3	0		Part Time
Dowdy, Terry	PhD		6.5	0		Part Time
Doyle, Sean	PhD		10.3	0	Full Time	
Escobedo, Ernesto	PhD		5.9	0		Part Time
Escudier, Blake	PhD		6	0	Full Time	

Essary, Michael	DBA		4.9	0		Part Time
Evans, Gregory	PhD		2.7	0		Part Time
Fail, Charles	PhD		9.7	0		Part Time
Felder-Strauss, Jaclyn	MAC		7.8	0	Full Time	
Ferguson, Beverley	MBA		9.1	0		Part Time
Friesen, Samia	PhD		12.5	0		Part Time
Galla, Donna	DBA		4.7	2.7		Part Time
Gallagher, Lisa	DBA		4.3	8		Part Time
Gilchrist, Thomas	MS		7.2	0		Part Time
Gotwalt, Eugene	PhD		2.7	0		Part Time
Grove, Leon	DBA		3.7	0	Full Time	
Hoover, Jessica	MBA		7.6	0		Part Time
Kelly, Kathryn	PhD		4.8	0		Part Time
Kuhlman, Bruce	PhD		3.9	0	Full Time	
Kyriakopoulos, Laura	MBA		7	0		Part Time
Lacewell, Stephen	PhD		5.9	0		Part Time
Lamer, Robert	MS		9	0		Part Time
Lenard, Shani	MA		10.2	0		Part Time
Lipka, Erin	MS		5.9	0		Part Time
Locker, Carol	PhD		10.2	0		Part Time
Martinez, Broderick	DBA		4.6	0	Full Time	
Mayberry, Craig	PhD		5.9	0		Part Time
McCullough, Tonjua	DBA		3.1	0		Part Time
McDermott, Martin	DBA		10.2	0	Full Time	

McDonald, Sandy	MBA		6.4	0		Part Time
Mehta, Rhusabh	MBA		5.1	0		Part Time
Minor, Maria	DM		6.6	0	Full Time	
Morrisette, Scott	MS		10.4	0		Part Time
Mulnix, Michael	PhD		5.9	4.6		Part Time
Nardi, Nazly	DIBA		10.4	0		Part Time
Ness, Suzanne	MA		6.3	0		Part Time
Offill, Tommy	MBA		10	0		Part Time
Perez, Sapham	MBA		6.3	0		Part Time
Piva, Mark	MBA		12.5	0		Part Time
Pouraryan, Siamak Michael	MBA		10	0		Part Time
Price, Tim	PhD		4.6	0		Part Time
Rakovalis, Christopher	MA		5.8	0		Part Time
Roussas, Steve	PhD		12.5	0		Part Time
Rubin, Jonathan	MBA		10.7	0		Part Time
Sahlin, Julie	MS		9.6	0		Part Time
Scarcia-King, Trisha	PhD		7.6	0		Part Time
Schaefer, John	MBA		7.4	0		Part Time
Schoenherr, Denise	MBA		9.8	0	Full Time	
Sjuib, Fahlino	PhD		4.7	0		Part Time
Stogsdill, Margie	MS		9.8	0		Part Time
Stringham, Carrie	DM		4.1	0		Part Time
Swanson, Andree	EdD		5.9	0		Part Time
Taylor, Jerry	MBA		9	0	Full Time	

Teague, Jennifer	PhD		6.6	0		Part Time
Tustin, Michael	MIM		6	0		Part Time
Vanderpal, Geoffrey	DBA		6.2	0	Full Time	
Velarde, Hernan	MA		6.4	0		Part Time
Wade, Keith	PhD		7.2	0		Part Time
Weiss, Daniel	MIM		9.1	0		Part Time
Wessel, Cynthia	MS		6.5	0		Part Time
Whitley, William	EdD		12	0		Part Time
Young, James	EdD		12.5	0		Part Time
Zhao, Hong	MS		6.4	0		Part Time

*Indiana Commission for Higher Education*  
*Indiana Board for Proprietary Education*  
**Supplementary Information on**  
**Licensure, Certification, and Accreditation**

Institution: Kaplan University  
 Degree Program: Bachelor of Science in Finance  
 Locations: Indianapolis

**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? If so, please identify--The specific license(s) needed; The State agency issuing the license(s):

A state licensure is dependent upon the area of specialty the student chooses. Some regulating agencies are listed below.

Areas of Professional Practice	Specific License Needed	State Agency Issuing the License
Consumer loans maker, non-mortgage loan brokers	Indiana Loan License	Indiana Department of Financial Institutions <a href="http://www.in.gov/dfi/files/18542.pdf">http://www.in.gov/dfi/files/18542.pdf</a> , <a href="http://www.in.gov/dfi/">http://www.in.gov/dfi/</a> , and see also <a href="http://www.in.gov/core/bg_licenses.html">http://www.in.gov/core/bg_licenses.html</a>
Investment or Financial Adviser	Securities Representatives License	Central Registration Depository <a href="http://www.finra.org/industry/crd">http://www.finra.org/industry/crd</a>
Insurance [Agent] and Seller of Fixed Annuities	Varies	Indiana Department of Insurance (which authorizes licensing agents at <a href="http://www.financialplannerworld.com/indiana/">http://www.financialplannerworld.com/indiana/</a> and <a href="https://www.sircon.com/resource/layout.jsp?page=indianaLps&amp;type=indiana">https://www.sircon.com/resource/layout.jsp?page=indianaLps&amp;type=indiana</a>

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**Professional Certification** – This program does not prepare students for licensure exams.

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

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

If so, please identify Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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**Professional Industry Standards/Best Practices**

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

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

The Bachelor of Science in Finance does promote professional industry standards and best practices in the curriculum. For example, the American Institute of Certified Public Accountants' (AICPA) ruling bodies via statements, standards, and guidelines would directly or indirectly dictate MT 217 and MT 480 finance textbook presentation of industry best practices and standards. In a more global context, the Securities and Exchange Commission also sets the standards for corporate public financial reporting. In addition, specializations such as Real Estate and Insurance teach to the national requirements for real estate brokers and insurance agents.

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

The American Institute of Certified Public Accountants' (AICPA) and Securities and Exchange Commission.

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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?

If so, please identify the specialized accrediting agency:

No, there is no direct specialized accreditation associate with a Bachelors of Science in Finance.

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**Transferability of Associate of Science Degrees:      N/A**

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?

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

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**Job Titles**

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

Taken from the Bureau of Labor and Statistics:

Appraisers and Assessors of Real Estate	Appraisers and assessors of real estate estimate the value of land and the buildings on the land usually before it is sold, mortgaged, taxed, insured, or developed.	Bachelor's degree	\$49,540
Budget Analysts	Budget analysts help public and private institutions organize their finances. They prepare budget reports and monitor institutional spending.	Bachelor's degree	\$69,280
Claims Adjusters, Appraisers, Examiners, and Investigators	Claims adjusters, appraisers, examiners, and investigators evaluate insurance claims. They decide whether an insurance company must pay a claim, and if so, how much.		\$59,850
Compensation, Benefits, and Job Analysis Specialists	Compensation, benefits, and job analysis specialists help conduct an organization's compensation and benefits programs. They also evaluate job positions to determine details such as classification and salary.	Bachelor's degree	\$59,090
Cost Estimators	Cost estimators collect and analyze data in order to estimate the time, money, materials, and labor required to manufacture a product, construct a building, or provide a service. They generally specialize in a particular industry or type of product.	Bachelor's degree	\$58,860
Financial Analysts	Financial analysts provide guidance to businesses and individuals making investment decisions. They assess the performance of stocks, bonds, and other types of investments.	Bachelor's degree	\$76,950
Financial Examiners	Financial examiners ensure compliance with laws governing financial institutions and transactions. They review balance sheets, evaluate the risk level of loans, and assess bank management.	Bachelor's degree	\$75,800
Fundraisers	Fundraisers organize events and campaigns to raise money and other donations for an organization. They may design promotional materials and increase awareness of an organization's work, goals, and financial needs.	Bachelor's degree	\$50,680
Human Resources Specialists and Labor Relations Specialists	Human resources specialists recruit, screen, interview, and place workers. They often handle other human resources work, such as those related to employee relations, payroll and benefits, and training. Labor relations specialists interpret and administer labor contracts regarding issues such as wages and salaries, employee welfare, healthcare, pensions, and union and management practices.	Bachelor's degree	\$55,640
Insurance Underwriters	Insurance underwriters decide whether to provide insurance and under what terms. They evaluate insurance applications and determine coverage amounts and premiums.	Bachelor's degree	\$62,870
Loan Officers	Loan officers evaluate, authorize, or recommend approval of loan applications for people and businesses.	Bachelor's degree	\$59,820
Logisticians	Logisticians analyze and coordinate an organization's supply chain—the system that moves a product from supplier to consumer. They manage	Bachelor's degree	\$72,780

	the entire life cycle of a product, which includes how a product is acquired, distributed, allocated, and delivered.		
Management Analysts	Management analysts, often called management consultants, propose ways to improve an organization's efficiency. They advise managers on how to make organizations more profitable through reduced costs and increased revenues.	Bachelor's degree	\$78,600
Market Research Analysts	Market research analysts study market conditions to examine potential sales of a product or service. They help companies understand what products people want, who will buy them, and at what price.	Bachelor's degree	\$60,300
Meeting, Convention, and Event Planners	Meeting, convention, and event planners coordinate all aspects of professional meetings and events. They choose meeting locations, arrange transportation, and coordinate other details.	Bachelor's degree	\$45,810
Personal Financial Advisors	Personal financial advisors give financial advice to people. They help with investments, taxes, and insurance decisions.	Bachelor's degree	\$67,520
Purchasing Managers, Buyers, and Purchasing Agents	Purchasing managers, buyers, and purchasing agents buy products for organizations to use or resell. They evaluate suppliers, negotiate contracts, and review product quality.	See How to Become One	\$60,550
Tax Examiners and Collectors, and Revenue Agents	Tax examiners and collectors, and revenue agents ensure that federal, state, and local governments get their tax money from businesses and citizens. They review tax returns, conduct audits, identify taxes owed, and collect overdue tax payments.	Bachelor's degree	\$50,440
Training and Development Specialists	Training and development specialists help plan, conduct, and administer programs that train employees and improve their skills and knowledge.	Bachelor's degree	\$55,930

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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 or Renewal program)

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

Name of Institution	<u>Kaplan University</u>	
Name of Program	<u>Health Information Management (51.0706)</u>	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<u>BS</u>	
Name of Person Preparing this Form	<u>Kelly Karki</u>	
Telephone Number	<u>312-385-1416</u>	<b><u>Application Type</u></b>
Date the Form was Prepared (Revise date after any revision)	<u>10/7/2015 (Revised 11/23/2015)</u>	X <b>Initial</b> or Renewal

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

The objective of the Bachelor of Science in Health Information Management program is to prepare students with the knowledge, technical skills, and work habits to be an innovative and adaptable critical thinkers and problem solvers. Individuals that possess these qualities are capable of using available services and technologies to support operations, management, and decision-making initiatives within the health information field. The curriculum encourages lifelong learning and addresses the evolving professional skills of baccalaureate degree students.

In addition to the discipline-specific outcomes, general education literacies and professional competencies are integrated throughout the academic program.

**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: Bachelor of Science in Health Information Management

Total Course Hours: 180 credits Check one: **Quarter Hours** X  
5400 hours Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$66,780.00 Length of Program: 170 weeks, 40 months

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
HS 111	Medical Terminology	5
HS 200	Diseases of the Human Body	5
HI 135	Legal Aspects of Health Information	5
HI 150	Automation of Health Information	5
SC 121	Human Anatomy and Physiology I	5
SC 131	Human Anatomy and Physiology II	5
HS140	Pharmacology	5
HI 230	Quality Assurance & Statistics in Health Information	5
HI 253	Medical Coding I	5
HI 255	Medical Coding II	5
HS 230	Health Care Administration	5
HA 255	Human Resources for Health Care Organizations	5
HI 215	Reimbursement Methodologies	3
HI 300	Information Technology and Systems for Health Care	6
HI 305	Management of Health Information	6
HI 410	Advanced Reimbursement Methodology	6
HS 305	Research Methods for Health Sciences	6
HS 311	Epidemiology & Biostatistics I	6

<b>HS312</b>	Epidemiology & Biostatistics I	6
<b>HS 420</b>	Advanced Health Informatics	6
<b>HS 450</b>	Strategic Planning & Organizational Development for Health Care	6
<b>HI 499</b>	Bachelor's Capstone in Health Information Management	6
	<b>Total Specialty Courses</b>	<b>117</b>
	<b><u>General Courses</u></b>	
	(See the available elective courses on pp. 486-493 of the Kaplan University catalog.)	30
	<b>Total General Courses</b>	<b>30</b>
	<b><u>Liberal Arts Requirements</u></b>	
<b>CM 107</b>	College Composition I	5
<b>CM 220</b>	College Composition II	5
<b>HU200</b> <b><u>OR</u></b>	Critical Evaluation in the Humanities	5
<b>HU 245</b> <b><u>OR</u></b>	Ethics	5
<b>HU 250</b>	Humanities and Culture	5
<b>MM150</b> <b><u>OR</u></b>	Survey of Mathematics	5
<b>MM212</b>	College Algebra	5
<b>SC200</b> <b><u>OR</u></b>	Discovering Science – Current Issues in a Changing World	5
<b>SC 235</b> <b><u>OR</u></b>	General Biology I – Human Perspectives	5
<b>SC 246</b> <b><u>OR</u></b>	Fundamentals of Microbiology	5
<b>SC 250</b>	Science for Everyday Life	5
<b>CS 204</b>	Professional Presence	3

<b>SS 211</b> <b><u>OR</u></b>	The 1960's – Reshaping the American Dream	5
<b>SS 236</b> <b><u>OR</u></b>	People, Power and Politics – An Introduction to American Government	5
<b>SS 250</b>	The Technological Revolution – A Social Scientific Approach	5
<b>Total General Education Requirements</b>		<b>33</b>
		<b>TOTAL: 180</b>

Number of Credit/Clock Hrs. in Specialty Courses: 117 / 180 Percentage: 65%

Number of Credit/Clock Hrs. in General Courses:  
Note: students can choose any elective in the School of Health Sciences 30 / 180 Percentage: 17%

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts: 33 / 180 Percentage: 18%

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

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

Students enrolled in one of the University's educational delivery systems are assured access to educational resources and services. The Kaplan University Online Library maintains and develops information resources and services that support the education goals of students, faculty, and staff.

Because library skills are an integral part of academic achievement, guidance on the use of research tools and resources is available through interactions with library staff, video demonstrations, and other instructional aids. The development of library skills is strengthened by research components built into the University's curriculum. Professional librarians and trained support personnel are available to assist by email, live chat, and telephone.

Normal staff hours are Monday-Friday: 9:30 am–7:00 pm ET

Chat assistance hours:  
 Monday–Tuesday: 11:00 am–9:00 pm ET  
 Wednesday–Friday: 11:00 am–7:00 pm ET

**2. Number of volumes of professional material:**

Through the Kaplan University Online Library’s website, students have access to thousands of e-books and periodicals, including professional, scholarly, and trade journals, and other monographs.

**3. Number of professional periodicals subscribed to:**

Through the Kaplan University Online Library’s website, students have access to thousands of e-books and periodicals, including professional, scholarly, and trade journals, and other monographs.

**4. Other library facilities in close geographical proximity for student access:**  
 not applicable

<b>IV. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.</b> <b>** Include all required documentation pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	12	<b>Full-time:</b>	2	<b>Part-time:</b>	10
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

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
Shazia Ashraf	MS Administration	9	5	0		X
Cynthia Glewwe (Edgerton)	MS Leadership for Higher Education	28	5	8		X

Karalea Fisher	MS Information Technology	18	6	12	X	
Zakevia Green	Doctor of Philosophy Human Services	10	6	10		X
Melody Hoskins	Master of Business Administration	10	7	7		X
Monique Johnson	Master of Business Administration Health Care Management	17	4	13		X
Regina Kraus	MS Health Care Administration	32	5	27	X	
Louise Murray	MS Organizational Management	24	8	10		X
Cheryl Plettenberg	EdD Curriculum & Instruction	43	7	23		X
Robert Tedeschi	PhD Business General / Operational Management/Technology	41	5	19		X
Karen Tepe	Master of Health Service Administration	24	5	5		X
Kelly Williams	Master of Business Administration	13	7	10		X

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Kaplan University  
Degree Program: BS Health Information Management  
Locations: Indianapolis

**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 they do not.

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

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**Professional Certification - Not applicable**

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

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

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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**Professional Industry Standards/Best Practices**

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

Yes.

If so, please identify: The curriculum is based on the standards of the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

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

Knowledge Base: Demonstrate foundational knowledge of the principles of planning, designing, managing, and evaluating electronic information systems.

Research Methods and Critical Thinking Skills: Apply research skills and critical thinking to create solutions for health care issues.

Health Care Administration: Demonstrate knowledge of the forces affecting health care delivery and health information systems.

Operations: Apply best practices in decision making regarding the management of health information.

Ethics and Professionalism: Employ the professional, ethical, and legal standards of health information management.

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

They emanate from the American Health Information Management Association.

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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.

If so, please identify the specialized accrediting agency:

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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):

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**Job Titles**

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

Upon graduation, students may pursue positions that require them to perform either technical or management duties within the health information field. Typical duties may include overall department management; generation and analysis of health care data; implementation of quality improvement processes, risk management techniques, compliance strategies, and reimbursement procedures; research; and evaluation of legal issues. Employment opportunities may exist within hospitals, long-term care facilities, physicians' offices, health maintenance organizations, insurance companies, home health care, consulting companies, computer software companies, and government agencies.

**Careers Attainable with this Degree:**

- Health information department director
- Medical data analyst
- Patient information director
- Quality management coordinator
- Medical practice manager

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**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: Bachelor of Science in Psychology in Addictions

Total Course Hours: 180 Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$66,780.00 Length of Program: 4 years

Course Number	Course Title	Credit Hours	
<b><u>SPECIALTY COURSES</u></b>			
PS115	Psychology Program and Profession	5	
PS124	Introduction to Psychology	5	
PS200	Introduction to Cognitive Psychology	5	
CJ101	Introduction to the Criminal Justice System	5	
CM206	Interpersonal Communications	5	
PS220	Child and Adolescent Psychology	5	
SC121	Human Anatomy and Physiology I	5	
HN144	Human Behavior and the Environment	5	
HN200	Survey of Social Problems	5	
MM207	Statistics	5	
PS300	Research Methods I	6	
PS215	Neuroscience	5	
PS330	Personality Development	6	
PS370	Health Psychology	6	
PS440	Abnormal Psychology	6	
PS375	Psychology of Addiction	6	
HW410	Stress-Critical Issues in Management & Prevention	6	
PS450	Case Management in Clinical Settings	6	
PS452	Psychopharmacology of Alcohol and Drugs	6	
PS311	Ethical Practice in a Diverse World	6	
PS380	Clinical Psychology	6	
PS497	Bachelor's Capstone in Addictions	6	
	<b>Total Major Requirements</b>	<b>121</b>	
	<b>General Course Requirements</b>		
	Open Electives (See the available elective courses on pp. 545-549 of the Kaplan University catalog.)	26	
	<b>General Course Requirements</b>	<b>26</b>	
	<b>Liberal Arts Requirements</b>		

CM107	Communication - College Composition I	5	
CM220	Communication - College Composition II	5	
CS204	Professionalism and Career Development-Professional Presence	3	
	<b>Total of above listed courses is 13 Quarter Credit Hours</b>		<b>13</b>
MM150 <b>OR</b>	Survey of Mathematics	5	
MM212	College Algebra	5	
	<b>Two course choices – 5 Quarter Credit Hours</b>		<b>5</b>
HU200 <b>OR</b>	Critical Evaluation in the Humanities	5	
HU 245 <b>OR</b>	Ethics	5	
HU 250	Humanities and Culture	5	
	<b>Three course choices – 5 quarter credit hours</b>		<b>5</b>
SS 211 <b>OR</b>	The 1960's – Reshaping the American Dream	5	
SS 236 <b>OR</b>	People, Power and Politics – An Introduction to American Government	5	
SS 250	The Technological Revolution – A Social Scientific Approach	5	
	<b>Three course choices – 5 quarter credit hours</b>		<b>5</b>
SC200 <b>OR</b>	Discovering Science – Current Issues in a Changing World	5	
SC 235 <b>OR</b>	General Biology I – Human Perspectives	5	
SC 246 <b>OR</b>	Fundamentals of Microbiology	5	
SC 250	Science for Everyday Life	5	
	<b>Four course choices – 5 quarter credit hours</b>		<b>5</b>
	<b>Total Liberal Arts Requirements</b>		<b>33</b>
	<b>TOTAL:</b>	<b>180</b>	

Number of Credit/Clock Hrs. in Specialty Courses: 121 / 180 Percentage: 67%

Number of Credit/Clock Hrs. in General Courses: 26 / 180 Percentage: 15%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 33 / 180 Percentage: 18%

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University's website. At the beginning of 2013, Kaplan invested in improving the library's user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library's materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University's online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

**IV. FACULTY:** Attach completed Instructor's Qualification Record for each instructor.  
**\*\* Include all required documentation pertaining to the qualifications of each instructor.**

<b>Total # of Faculty in the Program:</b>	83	<b>Full-time:</b>	2	<b>Part-time:</b>	81
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

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
Adamson, Gerald	PhD	6.4	0			X
Aleem, Yasmeen	MS	11.5	0			X
Ayala, Chrystal	MS	3.6	0			X
Bachman, Joleen	PhD	11.4	0			X
Balawejder, Teresa	MS	4.2	0			X
Bar-Navon, Donna	PhD	7.5	0			X
Barnett, Sara	MS	6.4	1.6			X
Bonnevier, Nancy	MA	12.6	0			X
Brewer, Kenneth	MA	5.6	0			X
Christine, Allison	MEd	7.7	0			X
Chusid, Howard	EdD	3.2	0			X
Cohen, Nichola	PhD	5.5	0			X
Copeland, Heather	MEd	5.5	0			X
Cresap-Blomquist, Candace	MS	6.9	0			X
Crowley, Kristy	MA	6.3	0			X
Crush, Deborah	MA	12.3	0			X
Dolecki, Constance	MS	6.7	0			X
Donnellan, Elizabeth	MEd	11.4	3.1		X	
Eastwood, Deborah	MS	7.5	0			X
Evans, Cynthia	MA	6.9	0			X
Fox, Amanda	MA	8.4	0			X

Frank, Harla	MS	4.7	0			X
Garcia, Arlene	MS	4.9	0			X
Gill, Sally	MS	7.4	0			X
Giovannelli, Lisa	PhD	3.5	0			X
Glazer, Maggie	MS	7	0			X
Griner, Karen	MA	6.7	0			X
Hawf, Cassidy	MS	7.5	0			X
Henderson, Lance	EdS	5.3	0			X
Huber, Stephen	MS	5.8	0			X
Humphreys, Alison	MS	5.5	0			X
Kelley, Brian	MA	8.5	0			X
King-Carr, Leia	MA	6.2	0			X
Lance, Martin	MS	5.6	0			X
Lang, Sharon	MA	6.9	0			X
Latimer, Kelsey	PhD	5.6	0			X
Leiva, Myeisha	MS	6	0			X
Leon-Veiguela, Maritza	MS	8.9	0			X
Linkin, Lisa	MA	5.5	0			X
Littell, Tim	MS	6.7	9			X
Madden, Missy	MA	7.2	0			X
Maring, Kimberly	MA	6.5	0			X
Marsh, Keith	MEd	7.4	0			X
Maschio, Jill	MS	5.5	0			X
Mauri, Monica	MA	9.5	0			X
McElwee, Lisa	MS	5.6	0			X
Mellott, Laura	MEd	6	0			X
Meyerhofer, Russell	PhD	3.5	0.2			X
Mitton, Lynda	MS	6.6	0			X
Moskalewicz, James	MEd	5.7	0			X

Mueller, Eve	MS	6.6	0			X
Ngwako, Abigail	MEd	7.8	0			X
Noriega, Kristina	MS	3.2	0			X
Oland, Alyssa	PhD	14.9	0			X
Palmer, Sara	MS	1.8	0			X
Paul, Sanjay	MA	7.8	7.7			X
Pedersen, Jean	MA	6.9	5.6			X
Pover, Evi-Luise	MA	7.1	0			X
Powell, Veronica	PhD	1.7	0			X
Rivera, Bridget	PhD	6.6	0		X	
Robertson, Jennifer	MS	6	0			X
Rocha, Erin	MS	6	0			X
Rodriguez, Tara	MS	7.6	0			X
Rollins, Nicole	MA	1.7	0			X
Sabo, Gail	MA	6.6	0			X
Savarese, Karen	MA	5.9	0			X
Scherry, Albert	MS	5.6	0			X
Semcesen, Tanya	PhD	6.5	0			X
Seward, Tara	PsyD	6.7	0			X
Simpkins, Michelle	MS	6.5	0			X
Smith, Linda	MS	3	0			X
Smulley, Crystal	MA	2.7	0			X
St. Germain, Erica	PsyD	5.1	0			X
Stebbins, Janet	MA	5.4	0			X
Strbiak, Dee	MA	7.1	0			X
Testani, Christine	MA	6	0			X
Thompson, Angela	Master of Health Science	1.7	0			X
Tretiak-Carmichael, Helen	MA	7	0			X

Vandemark, Marjorie	MA	4.9	0			X
Walker, Kevin	MA	5.3	0			X
Watson, Karen	MS	6.6	0			X
Weiss, Shannon	MS	3.4	0			X
York, Mary	MS	6.5	0			X

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Kaplan University

Degree Program: Bachelor of Science in Psychology in Addictions

Locations: Indianapolis

**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 license is only required if the student pursues the LAC (Licensed Addictions Counselor). There are careers, such as case management, that students can pursue that do not require a license.

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

+++++

**Professional Certification**

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

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

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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**Professional Industry Standards/Best Practices**

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

If so, please identify

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

Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice (TAP 21) <https://store.samhsa.gov/shin/content/SMA12-4171/SMA12-4171.pdf>

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

U.S. Department of Health and Human Services  
Substance Abuse and Mental Health Services Administration  
Center for Substance Abuse Treatment  
[www.samhsa.gov](http://www.samhsa.gov)

We are also an approved education provider with NAADAC, the Association for Addiction Professionals  
1001 N. Fairfax Street, Suite 201  
Alexandria, VA 22314  
703.741.7686 | 800.548.0497  
fax: 703.741.7698 | 800.377.1136

[www.naadac.org](http://www.naadac.org)

+++++

**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? N/A

If so, please identify the specialized accrediting agency:

+++++

**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):

+++++

**Job Titles**

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

Case Manager- psychosocial and mental status assessments, assessment updates and assisting clients with daily living & social skills, vocational issues, psychiatric and/or physical health matters.

Outreach Specialist-provides outreach on services offered within community to assist individuals with mental health and drug and alcohol issues.

Addictions Tech-works with patients in an inpatient setting assisting with case management, Participates in admission procedures; orients patient and family (significant others) to unit and program, Escorts patients to off campus to appointments, Provides care and supervision of patients needing to be in the seclusion room.

Peer Recovery Specialist-Assisting in new patient orientation, Assessing history and current involvement with fellowship organizations (NA, MA, AA), Developing community resources for activities supportive of ongoing recovery free time utilization, education, volunteer opportunities, etc.

Prevention Counselor- works collaboratively with schools and agencies to educate youth on implications of substance use, along with healthcare risks such as HIV and AIDs education.

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**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: Bachelor of Science in Psychology in Applied Behavioral Analysis

Total Course Hours: 180 Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$66,780 Length of Program: 4 years

Course Code	Course Title	Credits
<b><u>SPECIALTY COURSES</u></b>		
PS115	Psychology Program and Profession	5
PS124	Introduction to Psychology	5
PS 210	History of Psychology	5
CM206	Interpersonal Communications	5
PS220	Child and Adolescent Psychology	5
HN144	Human Behavior and the Environment	5
HN200	Survey of Social Problems	5
MM207	Statistics	5
PS300	Research Methods I	6
PS215	Neuroscience	5
PS330	Personality Development	6
PS340	Exceptional Needs Children	6
PS360	Applied Behavior Analysis I	6
PS365	Applied Behavior Analysis II	6
PS410	Screening and Assessment	6
PS430	Program Design and Evaluation	6
PS440	Abnormal Psychology	6
PS385	Targeted Topics in Applied Behavior Analysis	6
CE340	Introduction to Autism Spectrum Disorders in Young Children	6
PS380	Clinical Psychology	6
PS498	Bachelor's Capstone in Applied Behavior Analysis	6
	<b>Total Major Requirements</b>	<b>117</b>
<b><u>General Course Requirements</u></b>		
	Open Electives (See the available elective courses on pp. 545-549 of the Kaplan University catalog.)	30
	<b>Total General Course Requirements</b>	<b>30</b>

	<b>Liberal Arts Requirements</b>	
CM107	Communication - College Composition I	5
CM220	Communication - College Composition II	5
CS204	Professionalism and Career Development-Professional Presence	3
MM150	Survey of Mathematics	5
<b>OR</b>		
MM212	College Algebra	5
HU200	Critical Evaluation in the Humanities	5
<b>OR</b>		
HU 245	Ethics	5
<b>OR</b>		
HU 250	Humanities and Culture	5
SS 211		
<b>OR</b>	The 1960's – Reshaping the American Dream	5
SS 236	People, Power and Politics – An Introduction to American Government	5
<b>OR</b>		
SS 250	The Technological Revolution – A Social Scientific Approach	5
SC200	Discovering Science – Current Issues in a Changing World	5
<b>OR</b>		
SC 235	General Biology I – Human Perspectives	5
<b>OR</b>		
SC 246	Fundamentals of Microbiology	5
<b>OR</b>		
SC 250	Science for Everyday Life	5
	<b>Total Arts Requirements</b>	33
	<b>TOTAL:</b>	<b>180</b>

Number of Credit/Clock Hrs. in Specialty Courses: 117 / 180 Percentage: 65%

Number of Credit/Clock Hrs. in General Courses: 30 / 180 Percentage: 17%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 33 / 180 Percentage: 18%

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University's website. At the beginning of 2013, Kaplan invested in improving the library's user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library's materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University's online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

<b>IV. FACULTY: Attach completed Instructor's Qualification Record for each instructor. ** Include all required documentation pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	115	<b>Full-time:</b>	4	<b>Part-time:</b>	111
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

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
Adamson, Gerald	PhD	6.4				X
Aleem, Yasmeen	MS	11.5				X
Bachman, Joleen	PhD	11.4				X
Bar-Navon, Donna	PhD	7.5				X
Barnett, Sara	MS	6.4	1.6			X
Beck, Christine	MS	1.8				X
Bonnevier, Nancy	MA	12.6				X

Brewer, Kenneth	MA	5.6				X
Christine, Allison	MEd	7.7				X
Chusid, Howard	EdD	3.2				X
Cohen, Nichola	PhD	5.5				X
Copeland, Heather	MEd	5.5				X
Cresap-Blomquist, Candace	MS	6.9				X
Crowley, Kristy	MA	6.3				X
Crush, Deborah	MA	12.3				X
Adamson, Gerald	PhD	6.4				X
Aleem, Yasmeen	MS	11.5				X
Alstot, Crystal	MS	4.3				X
Ammer, Mark	MA	3.8				X
Ayala, Chrystal	MS	3.6				X
Bachman, Joleen	PhD	11.4				X
Balawejder, Teresa	MS	4.2				X
Bar-Navon, Donna	PhD	7.5				X
Barnett, Sara	MS	6.4	1.6			X
Beck, Christine	MS	1.8				X
Bonnevier, Nancy	MA	12.6				X
Brewer, Kenneth	MA	5.6				X
Bryant, Terrence	MA	6.4			X	
Carotti, Corrina	MS	2.9				X
Christine, Allison	MEd	7.7				X
Chusid, Howard	EdD	3.2				X
Cohen, Nichola	PhD	5.5				X
Copeland, Heather	MEd	5.5				X
Cresap-Blomquist, Candace	MS	6.9				X
Crowley, Kristy	MA	6.3				X

Crush, Deborah	MA	12.3				X
Donnellan, Elizabeth	MEd	11.4	3.1		X	
Eastwood, Deborah	MS	7.5				X
Eckman, Nicholas	MA	3				X
Evans, Cynthia	MA	6.9				X
Fowler (Dolecki), Constance		6.7		0		X
Fox, Amanda	MA	8.4				X
Frank, Harla	MS	4.7				X
Garcia, Arlene	MS	4.9				X
Gill, Sally	MS	7.4				X
Giovannelli, Lisa	PhD	3.5				X
Glazer, Maggie	MS	7				X
Griner, Karen	MA	6.7				X
Hawf, Cassidy	MS	7.5				X
Henderson, Lance	EdS	5.3				X
Huber, Stephen	MS	5.8				X
Humphreys, Alison	MS	5.5				X
Jaras, Nicole	MS	3				X
Jared, Cara	MA	3				X
Jurowski, Kimberly	MS	4.3				X
Kelley, Brian	MA	8.5				X
King-Carr, Leia	MA	6.2				X
Kingsdorf, Sheri	MA	4.8				X
Koehler, Leah	MS	3.5				X
Labrie, Monica	MA	3.2				X
Lance, Martin	MS	5.6				X
Lang, Sharon	MA	6.9				X
Latimer, Kelsey	PhD	5.6				X
Leiva, Myeisha	MS	6				X

Leon-Veiguela, Maritza	MS	8.9				X
Linkin, Lisa	MA	5.5				X
Littell, Tim	MS	6.7	9			X
Madden, Missy	MA	7.2				X
Magnuson, Jennifer	MS	4.2				X
Maring, Kimberly	MA	6.5				X
Marsh, Keith	MEd	7.4				X
Maschio, Jill	MS	5.5				X
Mauri, Monica	MA	9.5				X
McElwee, Lisa	MS	5.6				X
Mellott, Laura	MEd	6				X
Meyerhofer, Russell	PhD	3.5	0.2			X
Mitton, Lynda	MS	6.6				X
Moskalewicz, James	MEd	5.7				X
Mueller, Eve	MS	6.6				X
Ngwako, Abigail	MEd	7.8				X
Noriega, Kristina	MS	3.2				X
Oland, Alyssa	PhD	14.9				X
Palmer, Robert			1.9		X	
Palmer, Sara	MS	1.8				X
Paul, Sanjay	MA	7.8	7.7			X
Pedersen, Jean	MA	6.9	5.6			X
Pover, Evi-Luise	MA	7.1				X
Raduazo, Luran	MA	1.8				X
Rivera, Bridget	PhD	6.6			X	
Robertson, Jennifer	MS	6				X
Rocha, Erin	MS	6				X
Rodriguez, Tara	MS	7.6				X
Rollins, Nicole	MA	1.7				X

Sabo, Gail	MA	6.6				X
Savarese, Karen	MA	5.9				X
Scherry, Albert	MS	5.6				X
Semcesen, Tanya	PhD	6.5				X
Seward, Tara	PsyD	6.7				X
Simpkins, Michelle	MS	6.5				X
Smith, Linda	MS	3				X
St. Germain, Erica	PsyD	5.1				X
Stebbins, Janet	MA	5.4				X
Strbiak, Dee	MA	7.1				X
Smulley, Crystal	MA	2.7	0			X
Taber, Traci	MS	2.8				X
Testani, Christine	MA	6				X
Thompson, Angela	Master of Health Science	1.7				X
Tretiak-Carmichael, Helen	MA	7				X
Vandemark, Marjorie	MA	4.9				X
Walker, Kevin	MA	5.3				X
Watson, Karen	MS	6.6				X
Weiss, Shannon	MS	3.4				X
Williams, Juanita	MS	3				X
Yeagley, Milissa	MS	3.3				X
York, Mary	MS	6.5				X

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Kaplan University

Degree Program: Bachelor of Science in Applied Behavioral Analysis

Locations: Indianapolis

**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:

The State agency issuing the license(s):

+++++

**Professional Certification**

What are the professional certifications that exist for graduates of similar program(s)? Yes, Board Certified Assistant Behavior Analyst (BCaBA).

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: Board Certified Assistant Behavior Analyst (BCaBA).

The national organization issuing each certification: BACB <http://bacb.com/>

Please explain the rationale for choosing each professional certification: This certification will allow students who graduate from the program to pursue various career opportunities where the credential is required to be employed.

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

PS340 Exceptional Needs Children

PS360 Applied Behavior Analysis I

PS365 Applied Behavior Analysis II

PS410 Screening and Assessment

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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): Kaplan University’s Bachelor of Science in Applied Behavior Analysis program is course sequenced by the BACB allowing students to receive the educational needs to prepare them for the BACB’s BCaBA certification examination. Further, our program is designed to help prepare students to pursue a myriad of career opportunities in such areas as education, developmental disabilities, mental health, and business.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: BACB: <http://bacb.com/bcaba/>

The course sequence curriculum adheres to the standards outlined by the Behavior Analyst Certification Board.

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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, no other additional accreditation is required beyond the BACB’s course sequenced as outlined above.

If so, please identify the specialized accrediting agency:

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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):

+++++

## **Job Titles**

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

Direct Support Aide-Supervise and instruct in daily living such as food shopping, cooking, housekeeping, budgeting, money management, social awareness, interpersonal relationships, personal hygiene, doctor's appointments.

Applied Behavior Analysis Technician-Has training in ABA and will work under the general supervision of the unit supervisor and the BCBA and follow the behavior treatment plan.

Applied Behavior Support Specialist-Provide intensive, one-on-one services to children with autism in our Autism Early Intervention Center, Use Applied Behavior Analysis techniques to teach skills that focus on supporting children with autism as they gain higher levels of independence, including skills related to: hygiene, personal care, building social relationships and networks, communication, vocational, and community involvement as needed.

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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 or Renewal program)*

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

Name of Institution	<u>Kaplan University</u>	
Name of Program	<u>Bachelor of Science in Psychology in Industrial/Organizational Psychology (52.1003)</u>	
Level of Degree (AAS, AS, AA, BAS, BA, <b>BS</b> , MBA, MAS, MA, MS, Ph.D.)		<u>BS</u>
Name of Person Preparing this Form		<u>Kelly Karki</u>
Telephone Number	<u>312-385-1416</u>	<b><u>Application Type</u></b>
Date the Form was Prepared (Revise date after any revision)	<u>October 7, 2015 (Revised 11/23/2015)</u>	Initial X or Renewal

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

The Bachelor of Science in Psychology in Industrial/Organizational Psychology program provides foundational preparation for a variety of roles in business, government, and non-profit organizations utilizing rigor and methods of psychology as applied to issues of critical relevance and to organizational effectiveness: talent management, coaching, assessment, selection, training, organizational development, performance (i.e., improvement, management), and work-life balance.

**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: Bachelor of Science in Psychology in Industrial/Organizational Psychology

Total Course Hours: 180 Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$66,780.00 Length of Program: 4 years

Course Code	Course Title	Credits
<b><u>SPECIALTY COURSES</u></b>		
PS115	Psychology Program and Profession	5
PS124	Introduction to Psychology	5
PS200	Introduction to Cognitive Psychology	5
MT140	Introduction to Management	5
PS210	History of Psychology	5
CM206	Interpersonal Communications	5
MT220	Global Business	5
MT203	Human Resource Management	5
MM207	Statistics	5
PS300	Research Methods I	6
PS330	Personality Development	6
PS390	Introduction to Industrial/Organizational Psychology	6
MT302	Organizational Behavior	6
PS391	Psychology of Leadership	6
CM350	Public Relations Strategies	6
PS392	Attitudes and Motivation in the Workplace	6
CM460	Strategic Communication	6
PS451	Selection and Assessment in Organizations	6
HR400	Employment and Staffing	6
LI410	Leadership in Practice	6
PS496	Bachelor's Capstone in Industrial Organizational Psychology	6
	<b>Total Major Requirements</b>	<b>117</b>
<b><u>General Course Requirements</u></b>		
	Open Electives (See the available elective courses on pp. 545-549 of the Kaplan University catalog.)	30
	<b>Total General Course Requirements</b>	<b>30</b>

	<b>Liberal Arts Requirements</b>	
CM107	Communication - College Composition I	5
CM220	Communication - College Composition II	5
CS204	Professionalism and Career Development-Professional Presence	3
MM150	Survey of Mathematics	5
<b>OR</b>		
MM212	College Algebra	5
HU200	Critical Evaluation in the Humanities	5
<b>OR</b>		
HU 245	Ethics	5
<b>OR</b>		
HU 250	Humanities and Culture	5
SS 211		
<b>OR</b>	The 1960's – Reshaping the American Dream	5
SS 236	People, Power and Politics – An Introduction to American Government	5
<b>OR</b>		
SS 250	The Technological Revolution – A Social Scientific Approach	5
SC200	Discovering Science – Current Issues in a Changing World	5
<b>OR</b>		
SC 235	General Biology I – Human Perspectives	5
<b>OR</b>		
SC 246	Fundamentals of Microbiology	5
<b>OR</b>		
SC 250	Science for Everyday Life	5
	<b>Total Liberal Arts Requirements</b>	<b>33</b>
	<b>TOTAL:</b>	<b>180</b>

Number of Credit/Clock Hrs. in Specialty Courses: 117 / 180 Percentage: 65

Number of Credit/Clock Hrs. in General Courses: 30 / 180 Percentage: 17

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 33 / 180 Percentage: 18

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

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

Links to the Library are available from within the Kaplan University Campus student portal, or students and faculty may go directly to Kaplan University's website. At the beginning of 2013, Kaplan invested in improving the library's user experience by adding EBSCO Discovery Service, bringing the Library a modern web-scale search engine that allows users to search the library's materials through a single point. Students and faculty may access library resources from anywhere 24 hours per day, 7 days per week.

The Online Library staff is available to answer reference questions by e-mail, instant message, and telephone. The library guarantees response times to student emails within one business day, and chat

services are available at set times posted on the library website, Monday - Friday. Reference services are well used, with thousands of questions coming to Library staff annually.

Kaplan University's online library holdings offer a range and quantity of materials sufficient to support student learning. Students can search and open the full text of thousands of articles from over 18,000 subscribed serial publications that cover a wide variety of subjects relevant to our degree programs. Students can also search and read the full text of over 148,000 e-book titles, and hundreds more open access journals and e-books published on the web.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

<b>IV. FACULTY: Attach completed Instructor's Qualification Record for each instructor. ** Include all required documentation pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	82	<b>Full-time:</b>	3	<b>Part-time:</b>	79
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

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
Adamson, Gerald	PhD	6.4	0			X
Aleem, Yasmeen	MS	11.5	0			X
Bachman, Joleen	PhD	11.4	0			X
Bar-Navon, Donna	PhD	7.5	0			X
Barnett, Sara	MS	6.4	1.6			X
Beck, Christine	MS	1.8	0			X
Bonnevier, Nancy	MA	12.6	0			X
Brewer, Kenneth	MA	5.6	0			X

Christine, Allison	MEd	7.7	0			X
Chusid, Howard	EdD	3.2	0			X
Cohen, Nichola	PhD	5.5	0			X
Copeland, Heather	MEd	5.5	0			X
Cresap-Blomquist, Candace	MS	6.9	0			X
Crowley, Kristy	MA	6.3	0			X
Crush, Deborah	MA	12.3	0			X
Dixon, Rae	MFS	5.4	2.4			X
Donnellan, Elizabeth	MEd	11.4	3.1		X	
Eastwood, Deborah	MS	7.5	0			X
Evans, Cynthia	MA	6.9	0			X
Forbes, Mary	MS	5.8	0			X
Fowler (Doleck), Constance	MS	6.7	0	0		X
Fox, Amanda	MA	8.4	0			X
Garcia, Arlene	MS	4.9	0			X
Gill, Sally	MS	7.4	0			X
Giovannelli, Lisa	PhD	3.5	0			X
Glazer, Maggie	MS	7	0			X
Griner, Karen	MA	6.7	0			X
Hawf, Cassidy	MS	7.5	0			X
Henderson, Lance	EdS	5.3	0			X
Huber, Stephen	MS	5.8	0			X
Humphreys, Alison	MS	5.5	0			X
Kelley, Brian	MA	8.5	0			X
King-Carr, Leia	MA	6.2	0			X
Lance, Martin	MS	5.6	0			X
Lang, Sharon	MA	6.9	0			X
Latimer, Kelsey	PhD	5.6	0			X

Leiva, Myeisha	MS	6	0			X
Leon-Veiguela, Maritza	MS	8.9	0			X
Linkin, Lisa	MA	5.5	0			X
Littell, Tim	MS	6.7	9			X
Madden, Missy	MA	7.2	0			X
Maring, Kimberly	MA	6.5	0			X
Marsh, Keith	MEd	7.4	0			X
Maschio, Jill	MS	5.5	0			X
Mauri, Monica	MA	9.5	0			X
McElwee, Lisa	MS	5.6	0			X
Mellott, Laura	MEd	6	0			X
Meyerhofer, Russell	PhD	3.5	0.2			X
Moskalewicz, James	MEd	5.7	0			X
Mueller, Eve	MS	6.6	0			X
Ngwako, Abigail	MEd	7.8	0			X
Noriega, Kristina	MS	3.2	0			X
Oland, Alyssa	PhD	14.9	0			X
Palmer, Robert	PhD	1.9	0		X	
Palmer, Sara	MS	1.8	0			X
Paul, Sanjay	MA	7.8	7.7			X
Pedersen, Jean	MA	6.9	5.6			X
Pover, Evi-Luise	MA	7.1	0			X
Powell, Veronica	PhD	1.7	0			X
Raduazo, Luran	MA	1.8	0			X
Rivera, Bridget	PhD	6.6	0		X	
Robertson, Jennifer	MS	6	0			X
Rocha, Erin	MS	6	0			X
Rodriguez, Tara	MS	7.6	0			X

Rollins, Nicole	MA	1.7	0			X
Sabo, Gail	MA	6.6	0			X
Savarese, Karen	MA	5.9	0			X
Scherry, Albert	MS	5.6	0			X
Semcesen, Tanya	PhD	6.5	0			X
Seward, Tara	PsyD	6.7	0			X
Simpkins, Michelle	MS	6.5	0			X
Smith, Linda	MS	3	0			X
St. Germain, Erica	PsyD	5.1	0			X
Stebbins, Janet	MA	5.4	0			X
Strbiak, Dee	MA	7.1	0			X
Testani, Christine	MA	6	0			X
Tretiak-Carmichael, Helen	MA	7	0			X
Vandemark, Marjorie	MA	4.9	0			X
Walker, Kevin	MA	5.3	0			X
Watson, Karen	MS	6.6	0			X
Weiss, Shannon	MS	3.4	0			X
York, Mary	MS	6.5	0			X

*Indiana Commission for Higher Education  
Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Kaplan University

Degree Program: Bachelor of Science in Psychology in Industrial/Organizational Psychology

Locations: Indianapolis

**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 license is required.

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)? No certifications exist at the state level, only independently owned certifications exist. Example, MBTI, Coach etc.

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

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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**Professional Industry Standards/Best Practices**

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

If so, please identify

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

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

+++++

**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? N/A

If so, please identify the specialized accrediting agency:

+++++

**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):

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**Job Titles**

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

Human Resources Specialist-The Human Resources Specialist reports to the Human Resources Manager and is responsible for supporting employees, managers, and the HR Department in facilitation and management of various employee related activities and specialist projects

Human Resources Manager-developing and studying systems for recruiting, interviewing, hiring, evaluating, managing, and promoting people.

Talent Manager-Source, attract, recruit, screen, and onboard exceptional talent to fill current and future client requirements.

Coach-Providing on-site support and building relationships with businesses.

Training and Development Specialist-understanding and engaging in executive coaching, management development, mentoring, leadership training, and team building.

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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 or Renewal program)

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

Name of Institution	<u>Kaplan University</u>	
Name of Program	<u>Master of Science in Cybersecurity Management (11.1003)</u>	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<u>MS</u>	
Name of Person Preparing this Form	<u>Kelly Karki</u>	
Telephone Number	<u>312-385-1416</u>	<b><u>Application Type</u></b>
Date the Form was Prepared (Revise date after any revision)	<u>October 7, 2015 (Revised 11/23/2015)</u>	Initial X or Renewal

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

**Description**

The Master of Science in Cybersecurity Management will prepare graduates for leadership roles directing and protecting critical information infrastructures. Students will learn to develop, implement, evaluate, and update the cybersecurity policies and practices that allow an organization to effectively respond to the dynamic cybersecurity landscape. Graduates will be adept in the management of information continuity, asset classification and control, compliance management, and the secure administration of IT infrastructure, as well as incident response.

**Program Outcomes**

1. Theory and Principles: Evaluate the theories, frameworks, principles, and best practices related to the management and leadership of cybersecurity technology efforts.
2. Project Management: Employ project management skills to construct strategies and policies for managing cyber threat anticipation, identification, evaluation, prevention, defense, and mitigation.
3. Decision Analysis: Analyze data to determine cybersecurity management strategies, plans, policies, and procedures in order to handle crises ethically and cost-effectively.
4. Cybersecurity Framework and Management: Apply appropriate technologies within a cybersecurity framework to evaluate and mitigate risk in contexts of uncertainty.

**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 Science in Cybersecurity

Total Course Hours: 60 Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$ 24,120.00 Length of Program: 150 weeks

<b><u>SPECIALTY COURSES:</u></b>			
<b><u>Course Number</u></b>	<b><u>Course Title</u></b>		<b><u>Course Hours</u></b>
<b>IT 513:</b>	WRITING AND CRITICAL THINKING FOR THE IT PROFESSIONAL		4
<b>IT 527:</b>	FOUNDATIONS IN DATA ANALYTICS		4
<b>IT 528:</b>	QUANTITATIVE RISK ANALYSIS		4
<b>IT 530:</b>	COMPUTER NETWORKS		4
<b>IT537</b>	INTRODUCTION TO CYBERSECURITY		4
<b>IT540:</b>	MANAGEMENT OF INFORMATION SECURITY		4
<b>IT541:</b>	COMPUTER AND NETWORK SECURITY		4
<b>IT542</b>	ETHICAL HACKING AND NETWORK DEFENSE		4
<b>IT544</b>	Platforms, Applications and Data Security		4
<b>IT545</b>	Wireless, Mobile, and Cloud Security		4
<b>IT 550:</b>	COMPUTER FORENSICS AND INVESTIGATIONS		4
<b>IT 590:</b>	LEGAL AND ETHICAL ISSUES IN IT		4
<b>IT591</b>	IT Security Auditing and Assessments		4
<b>IT592</b>	Financial Management of Cybersecurity		4
<b>IT595</b>	Master's Capstone in Cybersecurity Management		4
<b><u>LIBERAL ARTS COURSES:</u></b>			

<u>Course Number</u>	<u>Course Title</u>		<u>Course Hours</u>
NA	NA		NA

Number of Credit/Clock Hrs. in Specialty Courses: 60 / 60 Percentage: 100%

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

If applicable:

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

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

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

Students enrolled in one of the University's educational delivery systems are assured access to educational resources and services. The Kaplan University Online Library maintains and develops information resources and services that support the education goals of students, faculty, and staff. Through the Kaplan University Online Library's website, students have access to thousands of e-books and periodicals, including professional, scholarly, and trade journals, and other monographs.

Because library skills are an integral part of academic achievement, guidance on the use of research tools and resources is available through interactions with library staff, video demonstrations, and other instructional aids. The development of library skills is strengthened by research components built into the University's curriculum.

Professional librarians and trained support personnel are available to assist by email, live chat, and telephone. Normal staff hours are Monday-Friday: 9:30 am-7:00 pm ET. There are 8 full-time librarian staff members and 1 part-time member.

**2. Number of volumes of professional material:**

See Above

**3. Number of professional periodicals subscribed to:**

See Above

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

Not Applicable

**IV. FACULTY: Attach completed Instructor's Qualification Record for each instructor.  
\*\* Include all required documentation pertaining to the qualifications of each instructor.**

<b>Total # of Faculty in the Program:</b>	<b>8</b>	<b>Full-time:</b>	<b>2</b>	<b>Part-time:</b>	<b>6</b>
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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
Chicone, Rhonda	PhD, Northcentral University, Business Administration, 2010		5.1	0	X	
Cohen, Mark	MS, University of Louisville, Human Resource Education, 2011		5.2	0		X
Flick, Kenneth	MS, Capella University, Education, 2007		5.8	0		X
North, Matthew	MA, Uyo of South Florida, Business Economics, 2004		11	0		X
Rizvi, Syed	PhD, University of Virginia, Economics, 1990		10	0		X
Robinson, Jeffrey	MBA, Troy University, Accounting, 2008		12.5	0		X
Watts, Thomas	PhD, University of South Carolina, Business Administration, 1988		1.2	0		X
Williams, Lynne	PhD, Northcentral University, Business Administration, 2008		7.7	0	X	

*Indiana Commission for Higher Education*  
*Indiana Board for Proprietary Education*  
**Supplementary Information on**  
**Licensure, Certification, and Accreditation**

Institution: Kaplan University  
 Degree Program: Master of Science in Cybersecurity Management  
 Locations: Indianapolis

**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? Possibly (certain areas of practice), and n/a. If so, please identify--The specific license(s) needed; The State agency issuing the license(s):

Areas of Professional Practice	Specific License Needed	State Agency Issuing the License
Security Guards	Yes	Indiana Private Investigator and Security Guard Licensing Board. <a href="http://www.in.gov/pla/pisg.htm">http://www.in.gov/pla/pisg.htm</a>
Private Investigator	Yes	Indiana Private Investigator and Security Guard Licensing Board. <a href="http://www.in.gov/pla/pisg.htm">http://www.in.gov/pla/pisg.htm</a>

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**Professional Certification**

What are the professional certifications that exist for graduates of similar program(s)? This degree is intended to prepare students for management roles in the industry and does not provide any certification preparation. The assumption is that students are likely to have some industry certifications upon entry (not required).

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana? No.

If so, please identify

Each specific professional certification:

The national organization issuing each certification:

Please explain the rationale for choosing each professional certification:

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

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**Professional Industry Standards/Best Practices**

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? If so, please identify the specific professional industry standard(s) and/or best practice(s): The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

- IEEE - Secure Software Development and Maintenance
- ISC(2) - Concepts from the Certified Secure Software Development Life Cycle Professional (CSSLP) and Certified Information Systems Security Professional (CISSP)
- SEI (Software Engineering Institute) - Secure Coding Practices, Software Maturity Models
- OWASP (Open Web Application Security Project ) -Software Assurance Maturity Model

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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.

If so, please identify the specialized accrediting agency:

+++++

**Transferability of Associate of Science Degrees:** N/A

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?

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

+++++

## Job Titles

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

As excerpted from the website for the Bureau of Labor and Statistics:

<b>Title</b>	<b>Description</b>	<b>Entry Level Education</b>	<b>2012 Median Pay</b>
<b><u>Computer and Information Research Scientists</u></b>	Computer and information research scientists invent and design new approaches to computing technology and find innovative uses for existing technology. They study and solve complex problems in computing for business, medicine, science, and other fields.	Doctoral or professional degree	\$102,190
<b><u>Computer Network Architects</u></b>	Computer network architects design and build data communication networks, including local area networks (LANs), wide area networks (WANs), and intranets. These networks range from a small connection between two offices to a multinational series of globally distributed communications systems.	Bachelor's degree	\$91,000
<b><u>Computer Programmers</u></b>	Computer programmers write code to create software programs. They turn the program designs created by software developers and engineers into instructions that a computer can follow.	Bachelor's degree	\$74,280
<b><u>Computer Support Specialists</u></b>	Computer support specialists provide help and advice to people and organizations using computer software or equipment. Some, called computer network support specialists, support information technology (IT) employees within their organization. Others, called computer user support specialists, assist non-IT users who are having computer problems.	<a href="#">See How to Become One</a>	\$48,900
<b><u>Computer Systems Analysts</u></b>	Computer systems analysts study an organization's current computer systems and procedures and design information systems solutions to help the organization operate more efficiently and effectively. They bring business and information technology (IT) together by understanding the needs and limitations of both.	Bachelor's degree	\$79,680
<b><u>Database Administrators</u></b>	Database administrators (DBAs) use specialized software to store and organize data, such as financial information and customer shipping records. They make sure that data are available to users and are secure from unauthorized access.	Bachelor's degree	\$77,080
<b><u>Information Security Analysts</u></b>	Information security analysts plan and carry out security measures to protect an organization's computer networks and systems. Their responsibilities are continually expanding as the number of cyberattacks increase.	Bachelor's degree	\$86,170
<b><u>Network and Computer Systems Administrators</u></b>	Computer networks are critical parts of almost every organization. Network and computer systems administrators are responsible for the day-to-day operation of these networks.	Bachelor's degree	\$72,560

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)

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

Name of Institution	<u>Kaplan University</u>	
Name of Program	<u>Master of Science in Human Services (44.0000)</u>	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)	<u>MS</u>	
Name of Person Preparing this Form	<u>Kelly Karki</u>	
Telephone Number	<u>312-385-1416</u>	<b><u>Application Type</u></b>
Date the Form was Prepared (Revise date after any revision)	<u>October 7, 2015 (Revised 11/23/2015)</u>	X Initial or Renewal

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

The Master of Science in Human Services program is designed for professionals who are committed to improving the quality of life for all people in the growing field of human services in the twenty-first century. The curriculum prepares human services professionals for leadership positions and to become advocates for change. The curriculum focuses on the delivery of services, accessibility, the design, implementation, and evaluation of interventions, as well as the planning, administration, and coordination of programs.

**Specializations**

Students will select one of two areas of specialization: family and community services or organizational and social services. Students will complete both core courses and specialization courses, which will provide a comprehensive education in theory and practice. Students will work on developing critical thinking and problem-solving skills that will assist them in meeting their personal and professional goals in the chosen specialization area.

The family and community services specialization addresses the complexities of the roles involved in developing and administering services for children and families. Emphasis on human development, resiliency, family theories, and advocacy will be the foundation of this program.

The organizational and social services specialization is designed to prepare students with the knowledge and skills to work with diverse funding sources, influence policy, supervise staff, and to develop and administer programs and interventions that address the needs within communities.

In any of the specializations, students may elect to complete an internship, which is an important component to help gain relevant skills and experience in the field.

**Program Length**

The Master of Science in Human Services consists of a minimum 45 quarter credit hours. Upon successful completion of the program, students will be awarded a master of science degree.

## **Program Outcomes**

- Knowledge Base: Examine broad organizational roles and functions, and various methods of advocacy.
- Historical Impact: Explore the history of the human services profession, and the impact of past and present policies and legislation.
- Theory: Apply appropriate strategies using a theoretical and philosophical framework built on values of the human services profession.
- Research: Assess information related to service delivery, including data analysis, and the interpretation and evaluation of findings.
- Values, Ethical Practices, and Self-Care: Evaluate personal expectations, values, ethics, and self-care strategies as they relate to professional practice.
- Critical Thinking: Analyze scope of populations served and appropriate methods of service delivery based on individual needs.
- Application: Apply skills, strategies, and knowledge related to design, implementation, and evaluation of human services programs.

**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 Science in Human Services

Total Course Hours: 45 Check one: Quarter Hours X  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition : \$17,325 Length of Program: 90 Weeks

<u>SPECIALTY COURSES:</u>			
<u>Course Number</u>	<u>Course Title</u>		<u>Course Hours</u>
HN 501	HUMAN DEVELOPMENT AND HUMAN BEHAVIOR IN CONTEXT		5
HN 502	HISTORY, MULTICULTURALISM, AND DIVERSITY IN HUMAN SERVICES		5
HN 505	SKILLS AND PRACTICE IN HUMAN SERVICES		5
HN 510	PROFESSIONAL ETHICS AND PERSONAL VALUES		5
HN 599	MASTER'S CAPSTONE IN HUMAN SERVICES		5
	<b><u>CHOOSE ONE OF THE FOLLOWING</u></b>		
HN 598	MASTER'S INTERNSHIP IN HUMAN SERVICES		5
	OPEN ELECTIVE		5
	<b><u>TOTAL CORE REQUIREMENTS</u></b>		<b>30</b>
	<b><u>OPEN ELECTIVE REQUIREMENTS</u></b>		
	SPECIALIZATION COURSES		15
	<b><u>TOTAL OPEN ELECTIVE REQUIREMENTS</u></b>		<b>15</b>
	<b><u>SPECIALIZATION REQUIREMENTS – FAMILY AND COMMUNITY SERVICES</u></b>		

HN 520	FAMILY RESILIENCE ACROSS THE LIFE SPAN			5
HN 521	DEVELOPING AND DELIVERING FAMILY SERVICES			5
HN 522	ADVOCACY FOR CHILDREN AND FAMILIES			5
	TOTAL SPECIALIZATION REQUIREMENTS			0
	Specialization courses are completed within the open electives requirement of the degree plan			
	<b><u>TOTAL PROGRAM REQUIREMENTS</u></b>			<b>45</b>
	<b><u>SPECIALIZATION REQUIREMENTS - ORGANIZATIONAL AND SOCIAL SERVICES</u></b>			
HN 530	RESEARCH, GRANT WRITING, AND FUNDING			5
HN 531	PROGRAM DEVELOPMENT AND ADMINISTRATION			5
HN 532	ORGANIZATIONAL NONPROFIT MANAGEMENT			5
	TOTAL SPECIALIZATION REQUIREMENTS			0
	Specialization courses are completed within the open electives requirement of the degree plan			
	TOTAL PROGRAM REQUIREMENTS			<b>45</b>

GENERAL EDUCATION/LIBERAL ARTS CCOURSES

COURSE HOURS

Number of Credit/Clock Hrs. in Specialty Courses: 45 / 45 Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: N/A /          Percentage:         

If applicable:  
Number of Credit/Clock Hrs. in Liberal Arts: N/A /          Percentage:

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

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

Students enrolled in one of the University's educational delivery systems are assured access to educational resources and services. The Kaplan University Online Library maintains and develops information resources and services that support the education goals of students, faculty, and staff. Through the Kaplan University Online Library's website, students have access to thousands of e-books and periodicals, including professional, scholarly, and trade journals, and other monographs.

Because library skills are an integral part of academic achievement, guidance on the use of research tools and resources is available through interactions with library staff, video demonstrations, and other instructional aids. The development of library skills is strengthened by research components built into the University's curriculum.

Professional librarians and trained support personnel are available to assist by email, live chat, and telephone. Normal staff hours are Monday-Friday: 9:30 am-7:00 pm ET. There are 8 full-time librarian staff members and 1 part-time member.

**2. Number of volumes of professional material:**

See above.

**3. Number of professional periodicals subscribed to:**

See above.

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

Not applicable.

**IV. FACULTY:** Attach completed Instructor's Qualification Record for each instructor.  
**\*\* Include all required documentation pertaining to the qualifications of each instructor.**

<b>Total # of Faculty in the Program:</b>	29	<b>Full-time:</b>	2	<b>Part-time:</b>	27
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)</b>					

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
Alloway-Higgins, Alonda	PhD		2.5	0		Part Time
Belfield, Lisa	EdD		6.1	0		Part Time
Berry, Diane	JD		3.9	2.4	Full Time	
Borland, Mark	PhD		1	0		Part Time
Bradley, Juliet	PhD		6	0	Full Time	
Craft, Jackie	PhD		2.7	0		Part Time
Crook, Tylon	PhD		0.7	0		Part Time
Crossley, Michelle	PhD		0.6	0		Part Time
Day, Rebecca	EdD		5.8	0		Part Time
Dennis, Toi	PhD		4.9	0		Part Time
Embaye, Nikayo	PhD		5.7	0		Part Time
Farmer, Philip	PhD		2.5	0		Part Time
Gates-Crandall, Trevor	PhD		2.1	0		Part Time
Hale, Lynne	PhD		0.9	0		Part Time
Houston, Jessica	PhD		2.5	0		Part Time
Howser, Michele	PhD		0.6	0		Part Time

Jackson, Tracy	PhD		5.1	0		Part Time
James, Ramona	EdD		2.1	0		Part Time
Jones, Lisa-Marie	Doctor of Behavioral Health		1.9	0		Part Time
Jordan, Masica	EdD		2.6	0		Part Time
Limoges, Clint	PhD		0.7	0		Part Time
Orpustan-Love, Denise	PhD		5.9	0		Part Time
Quarles, Valerie	PhD		1.9	0		Part Time
Rhoades, Jason	PhD		6.2	0		Part Time
Santos, Tad	MA		6	0		Part Time
Simon, Linda	EdD		1	0		Part Time
Smith, Deborah	PhD		5.4	0		Part Time
Stewart, Carla	PhD		1	0		Part Time
Sullivan-Ham, Katheryn	PhD		3.9	0		Part Time

*Indiana Board for Proprietary Education*  
**Supplementary Information on  
Licensure, Certification, and Accreditation**

Institution: Kaplan University  
Degree Program: Master of Science in Human Services  
Locations: Indianapolis

**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:

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)?

Human Services-Board Certified Practitioner

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: Human Services-Board Certified Practitioner

The national organization issuing each certification: The Center for Credentialing and Education

Please explain the rationale for choosing each professional certification: This is a national certification developed by the Center for Credentialing and Education with the assistance of the National Organization for Human Services and the Council for Standards in Human Services.

Please identify the single course or a sequence of courses that lead to each professional certification? Students are required to have an associates, bachelors or masters degree in human services.

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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 curriculum incorporates the standards of the Council for Standards in Human Service Education.

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

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

The curriculum adheres to the standards outlined by the Council for Standards in Human Service Education (CSHSE)

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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

If so, please identify the specialized accrediting agency:

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**Transferability of Associate of Science Degrees**

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

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

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

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**Job Titles**

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

**Case Manager**- working closely with behavioral technicians and counselor’s to support a client’s participation in the case plan.

**Program Director**- Typically reports to Executive Director or Vice President

**Development Director (Fundraiser)**- Typically reports to Executive Director

**Executive Director (President)**- Typically establish a presence in the community and have the ability to bring staff, volunteers, board members and community together to achieve a common goal. Typically reports to the Board of Directors.

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## **BOARD FOR PROPRIETARY EDUCATION**

Tuesday, December 8, 2015

### **INFORMATION ITEM A:**

### **Calendar of Tentative Meeting Dates of the Board**

#### **Staff Recommendation**

For information only.

#### **Background**

The following is a tentative schedule of dates for the 2016 Board for Proprietary Education Business Meetings:

Tuesday, March 9, 2016	10:00 am - 12:30 pm
Tuesday, June 8, 2016	10:00 am - 12:30 pm
Tuesday, September 13, 2016	10:00 am - 12:30 pm
Tuesday, December 13, 2016	10:00 am - 12:30 pm

#### **Supporting Documents**

None.