AGENDA

Meeting of the Board for Proprietary Education

March 8, 2016
10:00 – 12:30

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

(For Conference Call Participants)
1-877-422-1931 Conference Code: 2867447421

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The next meeting of the Board is tentatively scheduled for **June 7, 2016, in Indianapolis, Indiana**.

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STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Tuesday, December 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, Kent Weldon Board Room, with Chairman Dr. Ken Sauer presiding.

II.   ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present:
Rod Haywood, Jr., Ken Konesco, Eric Ogle, Joe Pearson, and Dr. Ken Sauer.

Members Absent:
None

Members Present by Conference Call:
None

Guests Present:
Alan Bacon, Tricia Berry, Jeff Biltz, Miranda Brand, Michael Crowley, Kelly Karki, Shawntel Landry, Jose Martinez-Diaz, Bryon Neff, Timothy Pardue, Josh Pritchard, Sara Sander, Lee Tincher, Amber Nicole Ying.

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

III.   CONSIDERATION OF THE MINUTES OF THE SEPTEMBER BOARD MEETING

The Board for Proprietary Education approved the Minutes of the September 8, 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. Ken Sauer notified the Board members that Kimberly Perkins had resigned as a Board member. He complemented Ms. Perkins on her membership with the Board since inception.

Dr. Ken Sauer informed the Board that Kaplan College at Hammond and Indianapolis had been purchased by Education Corporation of America. As a result of the new ownership, Kaplan College at Hammond and Indianapolis will be renamed Brightwood College on January 8, 2016.

Dr. Ken Sauer updated the Board on the drafted BPE rules. He stated that BPE is waiting for the formal exemption from the Office of Management and Budget (OMB).

Dr. Ken Sauer told the Board that he had done an interview with Indianapolis radio talk show host Amos Brown. The interview centered on students attending proprietary institutions, and program outcomes. In particular, programs in which a student is required to seek licensure after

graduation in order to be employed.

Dr. Ken Sauer introduced the topic of the class action lawsuit settlement with Education Management Corporation (EDMC); which owns The Art Institute of Indianapolis and Brown Mackie College.   As a result of the settlement EDMC must pay Indiana, four other states and the federal government a combined $95.5 million.

V. TIME – SENSITIVE ACTION ITEMS

A. Academic Degree Programs

1. American College of Education:
New Degree Request

Representing American College of Education was: Shawntel Landry, Provost and Interim President, Lee Tincher, Academic Dean, and Amber Nicole Ying, Associate Counsel and VP of Regulatory Affairs and Compliance.

Mr. Ross Miller presented the staff report recommending that American College of Education be granted approval to offer one Master's degree program via distance education.
* *M. Ed. in STEM Leadership*

Mr. Joe Pearson made the motion to approve the staff recommendation to grant approval to American College of Education to award the above mentioned program with the stipulation that the institution must submit course descriptions, and a cross-walk between the course outcomes and the STEM requirements of the Indiana Department of Education. Mr. Rod Haywood seconded the motion.

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

2. Florida Institute of Technology:
New Degree Request

Representing Florida Institute of Technology was: Mr. Jose Martinez-Diaz, Associate Dean, Bryon Neff, Assistant Professor and Site Director, and Josh Pritchard, Assistant Professor and Program Manager

Mr. Ross Miller presented the staff report recommending that the Florida Institute of Technology be granted approval to offer one Master's degree program at one location.
* *M.A. in Professional Behavior Analysis*

Mr. Rod Haywood made the motion to approve the staff recommendation to grant approval to the Florida Institute of Technology to award the above mentioned program. Mr. Joe Pearson seconded the motion.

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

3. **Harrison College:**
   New Degree Request

   Representing Harrison College was: Alan Bacon, Campus President, Jeff Biltz, Director of Accreditation Compliance, and Michael Crowley, Executive VP, General Counsel and Chief Compliance Officer.

   Mr. Ross Miller presented the staff report recommending that Harrison College be authorized to offer one Associate's degree program at one location.
   - *A.A.S. in Business*

   Mr. Eric Ogle made the motion to approve the staff recommendation to grant approval to Harrison College to award the above mentioned program. Mr. Rod Haywood seconded the motion. Mr. Ken Konesco abstained from voting.

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

4. **Kaplan University:**
   New Degree Requests

   Representing Kaplan University was: Tricia Berry, Associate Dean and Director of Clinical and Practicum Programs, Miranda Brand, Associate Dean, Kelly Karki, Regulatory Filings Project Manager, Timothy Pardue, Associate Dean, and Sara Sander, Dean and Vice President.

   Mr. Ross Miller presented the staff report recommending that Kaplan University be authorized to offer three Associate degree programs, eight Baccalaureate degree programs, and two Master's degree programs at one location.
   - *A.A.S. in Criminal Justice and Criminology*
   - *A.A.S. in Legal Support and Services*
   - *A.A.S. in Public Safety and Security*
   - *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. in Psychology in Addictions*
   - *B.S. in Psychology and Applied Behavior Analysis*
   - *B.S. in Psychology and Industrial/Organizational Psychology*
   - *M.S. in Cybersecurity Management*
   - *M.S. in Human Services*

   Mr. Eric Ogle made the motion to approve the staff recommendation to grant approval to Kaplan University to award the above mentioned programs with the stipulation that Kaplan University submit information demonstrating that the B.S. in Early Childhood Administration degree program is aligned with the Indiana Department of Education standards. Mr. Rod Haywood seconded the motion.

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

VI.   **INFORMATION ITEM**

Calendar of Tentative Meeting Dates of the Board

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, March 8, 2016 at 10:00 am – 12:30 pm.

_____   _____

Dr. Ken Sauer, Chairman   Date

Submitted by Ross Miller

DISCUSSION ITEM A:	**Nursing Licensure Exam Pass Rate Data**
Staff Recommendation	For discussion only.
Background	The discussion of nursing licensure exam pass rate data fits into two broad strands of Commission for Higher Education/Board for Proprietary Education activity and interest: return on investment and consumer protection.
	With respect to the former, the Commission has produced many reports that are intended to provide students with information about the outcomes, especially those relating to employment and earnings, a graduate of a particular program might realize, so that the prospective student can make a more informed decision about where to enroll, where to invest the time and money required to complete a degree. Since someone graduating from a nursing program must also become licensed in order to practice their profession, a discussion of how well graduates of programs fair on the nursing licensure examinations can help to inform the prospective student about their potential return on investment.
	The Board for Proprietary Education, as well as its predecessor agency, has had a strong emphasis on consumer protection. The recent closing of Indiana Dabney University, which offered a nursing program, and whose students were greatly disadvantaged by its closing, provided the impetus for this broader review of pass rates on the nursing licensure exams.
	The pass rate data for this discussion comes from the Indiana State Board of Nursing, which receives data on individuals who took one of two licensure examinations in Indiana: (1) the NCLEX-RN exam, which is one of the requirements to become licensed as a Registered Nurse (RN) in Indiana or (2) the NCLEX-PN exam, a requirement to become a Licensed Practical Nurse (LPN or PN, for short) in Indiana. NCLEX stands for the National Council Licensure Examination, a product of the National Council of State Boards of Nursing (NCSBN). Graduates of Associate of Science in Nursing (ASN) or Bachelor of Science in Nursing (BSN) accredited programs seeking to become RNs take exactly the same NCLEX-RN examination.
Supporting Documents	(1) Annual Pass Rate Data for First-Time Takers of the NCLEX-RN and NCLEX-PN Licensure Exams for Indiana Nursing Programs, 2012-2015, in National Context

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Indiana Commission for Higher Education

Annual Pass Rate Data for First-Time Takers of the NCLEX-RN and NCLEX-PN Licensure Exams for Indiana Nursing Programs, 2012-2015, in National Context

	2012			2013			2014			2015			Total, 2012-2015		
	Number Who		*Pass Rate*	Number Who		*Pass Rate*	Number Who		*Pass Rate*	Number Who		*Pass Rate*	Number Who		*Pass Rate*
	Passed	**Attempted**		**Passed**	**Attempted**		**Passed**	**Attempted**		**Passed**	**Attempted**		**Passed**	**Attempted**	
RN Programs - Associate															
Indiana -															
Public Sector	1,351	1,481	*91.2%*	1,066	1,220	*87.4%*	995	1,173	*84.8%*	1,142	1,313	*87.0%*	4,554	5,187	*87.8%*
Not-For-Profit Sector	259	300	*86.3%*	273	323	*84.5%*	205	257	*79.8%*	199	244	*81.6%*	936	1,124	*83.3%*
For-Profit Sector	337	505	*66.7%*	354	565	*62.7%*	368	732	*50.3%*	311	547	*56.9%*	1,370	2,349	*58.3%*
National - All Sectors	75,491	84,517	*89.3%*	70,658	86,772	*81.4%*	68,462	86,377	*79.3%*	69,191	84,379	*82.0%*	283,802	342,045	*83.0%*
RN Programs - Bachelor's															
Indiana															
Public Sector	1,164	1,253	*92.9%*	1,149	1,323	*86.8%*	1,245	1,415	*88.0%*	1,305	1,428	*91.4%*	4,863	5,419	*89.7%*
Not-For-Profit Sector	607	638	*95.1%*	675	786	*85.9%*	710	810	*87.7%*	770	847	*90.9%*	2,762	3,081	*89.6%*
For-Profit Sector										27	33	*81.8%*	27	33	*81.8%*
National - All Sectors	57,320	62,535	*91.7%*	55,713	65,406	*85.2%*	57,901	68,175	*84.9%*	61,993	70,857	*87.5%*	232,927	266,973	*87.2%*
LPN Programs															
Indiana -															
Public Sector	558	577	*96.7%*	473	485	*97.5%*	401	412	*97.3%*	373	385	*96.9%*	1,805	1,859	*97.1%*
For-Profit Sector	435	554	*78.5%*	368	468	*78.6%*	303	390	*77.7%*	227	326	*69.6%*	1,333	1,738	*76.7%*
National - All Sectors	53,360	63,350	*84.2%*	49,571	58,574	*84.6%*	**45,590**	**55,489**	*82.2%*	41,730	50,958	*81.9%*	190,251	228,371	*83.3%*

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BOARD FOR PROPRIETARY EDUCATION
Tuesday, March 8, 2016

BUSINESS 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 School Counseling 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
School Counseling

This program consists of 49 semester credit hours, with 100% of the courses in the specialty. The faculty consists of three individuals, of whom each are part-time. Of the three 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

<u>DEGREE APPLICATION</u>
(*New or Renewal program*)

Name of Institution	**American College of Education**	
Name of Program	**M.Ed. in School Counseling** **(CIP Code: 13.1101 Counselor Education/School Counseling and Guidance)**	
Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.)		**M.Ed.**
Name of Person Preparing this Form	**Karen Swenson, Sr. VP Regulatory Affairs** **Karen.Swenson@ace.edu**	
Telephone Number	**317-829-9376**	**Application Type**
Date the Form was Prepared	**January 7, 2016**	✓ **Initial** or Renewal

(Revise date after any revision)

Program Description
School counselors are professionals embracing the role and responsibilities of an advocate for change within the dynamic setting of a K-12 environment. This program is designed for experiential learning, through the exploration of counseling theories and models embedded in real contexts which challenge current understandings. By examining values, beliefs, and attitudes; and through the use of standards and principles, learners engage in activities to enhance leadership and collaboration which shapes the culture and dynamics of the school environment.

Program Rationale
According to the Indiana School Counselor Association, Indiana currently ranks 44th nationally in the ratio of counselors to students. Nationally, the U.S. Department of Labor indicates 248,000 school counseling jobs were available in 2004, 262,300 available in 2012, and is projecting a need of an additional 31,200 by 2022 due to a 12% increase in demand.

In addition to providing a variety of social and emotional support for students, and responding to the need for intervention and prevention of bullying and other school violence situations, counselors are charged with student scheduling and a variety of other academic issues.

At the high school level, nearly 20% of all incoming freshman are required to take remedial courses (Complete College America, 2012) which are scheduled by school counselors. Effective school counselors will need to be in place in order to provide support critical for student success.

With Indiana now requiring high schools to offer at least two dual credit courses for students, and dual credit enrollment expanding nationally from 12,000 to 30,000 students in a three-year span between

2011 and 2014, there will be an increased need for school counselors who are qualified to effectively schedule and support students, teachers, administrators, and parents through the challenges of successfully managing the more complex requirements.

As schools continue to experience increasing enrollments of diverse student populations with unique academic, social, and emotional needs, school counselors must demonstrate the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in state standards, and to apply that knowledge to the tasks of serving diverse populations of students in educational settings.

For example, to help meet the national STEM focus, school counselors are important. According to U.S. Census Bureau, statistics indicate only 6% of African-American, 6.5% Hispanic, and 14.5% of Asians are currently employed in STEM areas in contrast to 71% white. The disparity in STEM 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). Balancing the issues of equity and accessibility in schools across the nation will depend heavily on qualified school counselors, who are effective in promoting and communicating educational opportunities while guiding students and their families.

As accountability standards for schools continue to rise in conjunction with growing social and emotional needs of students and school communities, licensed school counselors who can effectively embrace the role and responsibilities of serving as an advocate for positive change within their dynamic and diverse K-12 settings will play a critical role in the overall level of academic, social, and emotional health of students. Furthermore, their support will enable diverse student populations to experience higher levels of postsecondary college and career readiness.

The effectiveness of school counselors depend on their exposure to experiential learning prior to setting foot on campus. This can be done through the exploration of counseling theories and models embedded in real contexts which challenge current understandings. Ultimately, aspiring school counselors who embrace the examination of values, beliefs, and attitudes through the use of standards and principles, and have engaged in activities to enhance leadership and collaboration, will be able to effectively assist school leaders, teachers, students, and the school community in shaping the culture and dynamics of the school environment.

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

Program Outcomes

1. Evaluate key components of a school counseling program formulated from results-based processes which analyze individual and responsive services, direct and indirect student services, and approaches to collaboration and consultation strategies.
2. Establish foundational philosophies and principles to deliver effective individual, group, and classroom guidance, serving a range of critical issues by assessing, designing, and creating planned engagement.
3. Utilize foundational knowledge and understanding of theories and models to shape interaction, relationship building, and application of techniques and strategies as a means to influence change.
4. Demonstrate appropriate attitudes through the use of essential abilities and skills required for the roles and responsibilities of a school counselor including integrating the knowledge of human growth and development by planning, developing, and implementing appropriate levels of interaction for children and adolescents.
5. Integrate the knowledge of human growth and development by planning, developing, and implementing appropriate levels of interaction for children and adolescents.
6. Establish assessable methodologies to engage individuals, groups, and classes in direct experiences relevant to life.
7. Design ways to assess, counsel, and inform stakeholders of historical, present, and future issues and concerns influencing current choices and behaviors.
8. Apply and model ethical standards framed by principles integral to the counseling profession which ensures and promotes academic achievement, career potential and planning, and individual development on a personal and social level.
9. Select techniques and strategies to empower diversity in perspectives, understanding of cultural and social characteristics as an avenue to identify and eliminate barriers to personal and social interaction.
10. Engage in activities demonstrating a commitment to personal and professional growth within the field of school counseling.
11. Utilize a systems approach to program analysis and evaluation, conceptualizing ways to integrate theories, models, and strategies which measure outcomes, assess the value of intervention, and use of technology while promoting relationships.
12. Demonstrate the ability to manage, direct, deliver and report on program components supporting academic achievement, career development, and personal/social qualities essential for learning, occupational planning, and relevant lifespan values.

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

Name of Program:	**Master of Education in School Counseling**			
Total Course Hours:	**49**	Check one:	Quarter Hours	
			Semester Hours	✓
			Clock Hours	
Tuition :	**$12,155**	Length of Program:	24 months	

Course Number	Course Title	Course Hours
COUN5343	Principles of School Counseling This overview investigates the roles, functions, and responsibilities of school counselors as an aspect of a broader community of service, including health care systems, external agencies and interorganizational relationships. Theories, principles and models are introduced in their historical context as a contrast to the growing need for specializations. A personal examination of beliefs, attitudes, and philosophy is conducted as part of a professional self-evaluation. Note: *Counselor specialists who focus on given areas: virtual school, ensuring all children can learn, career development, personal development, basic communication, decision-making and problem-solving, interpersonal relationship, school/home/community partnerships.*	3
ED5543	Foundations of Ethical Practice Examining personal beliefs and values helps to shape an ethical stance required of professionals. In this course, legal and professional issues frame approaches to handling sensitive materials, incorporating technology, and ways to evaluate, assess and interpret data. This requires understanding the ethical nature of working within a diverse environment formed by a pluralistic society. Learners compare leadership and decision-making models as a framework for modeling ethical behavior.	3
CI5313	Curriculum and Instruction Design for Diversity This course assists students in developing rigorous, appropriate curriculum and instruction. Multiculturalism, culturally relevant pedagogy, differentiated instruction, and thematic, interdisciplinary unit planning are emphasized. Using a curricular framework, students plan, evaluate, reflect on, and adapt curricula experiences that build successful learning environments for all learners including English language learners.	3
ED5553	Crossing the Lifespan of Human Development Utilizing theories and principles, critical issues related to human development across the lifespan are considered. These concerns are woven into physical and social, affective and cognitive domain changes influenced by family dynamics, education, relationships, and individual perspectives. This course addresses the impact of change across time and circumstances as a way to guide life choice responses.	3

Course Number	Course Title	Course Hours
RES5323	**Research Design and Application** This course enables students to become informed consumers of research and to develop skills to prepare them to carry out action research in their schools and organizations. An emphasis is placed on providing students with knowledge they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research. The course places action research within the context of various types of research and examines research in terms of basic concepts and various purposes, methods, data, and paradigms. Emphasis is placed on how research can become a vital and relevant tool for educational and organizational leaders.	3
LEAD5403	**Leadership in School Counseling** School counselors establish the level of student services critical for assessing student needs, designing intervention options, and analyzing the effectiveness of programs. This course utilizes leadership principles and theories as a framework for developing skills in collaboration, implementation, evaluation, and review of program components including the fidelity of recording keeping, use of database resources and referrals, gathering information to inform decisions. Academic performance, college and career guidance, and personal/social perspectives, including multicultural concerns are contrasted with program delivery, abilities and skills, and attitudes which influence outcomes.	3
COUN5303	**Counseling and Career Program Development** This course examines theories and models to foster college readiness and career development by considering assessment options, strategies for guiding career decisions, and utilizing technology. Elements of program design are evaluated, serving as a framework for delivering guidance lessons to special populations, small groups, and individuals within the context of a multicultural, global environment.	3
ED5023	**Assessment Strategies** Embracing the value of assessment and evaluation is the first step in improving learner outcomes through data-driven decision-making. This course develops relevant competencies and promotes a healthy balance of utilizing formative and summative assessments, evaluation practices, and data to inform and guide integrated curriculum development and instructional delivery. Assessments can provide facilitators with the knowledge and skills required to meet the needs of diverse learners in a variety of school and organizational settings.	3
COUN5353	**Programs in School Counseling** Counseling practice, performance, and research is regulated. This requires accountability, resource management, and a commitment to ensuring all students have appropriate services for their needs. This course explores current and future program issues impacting classrooms and schools, teachers and students in order to align practices and procedures. Consideration is given to ways schools function as advocates for social justice while encouraging higher aspirations for students. The role of technology is examined as an aspect of data-driven decisions focused on student support.	3

Course Number	Course Title	Course Hours
COUN5363	**Techniques in School Counseling** Utilizing theories and models, techniques and strategies are aligned for a selected audience. Hands-on applications are designed for rapport building, intervention, problem clarification, and establishing goals to create optional paths for success. This course is practical, guiding learners to use creative, student-focused approaches to assess issues in a timely manner through simple strategies and engage children and adolescence to foster genuine change.	3
COUN5333	**Counseling Children and Adolescents** Evidence-based counseling theories and techniques are researched to inform professional practice in recognizing and alleviating frequent issues experienced by children and adolescents. This course critiques ways to assess needs, build and establish relationships, and measure outcomes of a counseling plan. Common issues include depression caused by broken relationships, divorce, social and emotional problems. Consideration is given to ways the family, school, peer groups, and the community can identify and support healthy relationships.	3
COUN5323	**Group Encounters** This course explores the range of therapeutic factors influencing the types and functions of groups. A theoretical foundation is established to assess the approaches for creating an appropriate group environment, questioning strategies to engage, clarify, confront or interpret information, and techniques for measuring progress. The qualities of effective facilitation are evaluated as an aspect of continued relationship building. ***Requires 10 hours of face-to-face or synchronous participation in small groups***.	3
COUN5313	**Responsive Counseling** Responding to life events is an aspect of school counseling, including crisis management, trauma intervention, conflict resolution, and emergencies impacting individuals or the school as a whole. Research-based models, theories and strategies are examined as learners consider issues of exceptionality and diversity, family and community, and societal concerns such as divorce, suicide, grief, violence, abuse, neglect and terminal illness.	3
COUN5373	**Practicum in School Counseling** This practicum is formatted to provide specific practice with targeted situations in order to build and enhance skills and abilities when working with individual and group settings. Fees Apply. National Counselor Examination (NCE) – 100 hour practicum.	3
COUN5301	**Internship in School Counseling** **(1 credit increments for a minimum of 6)** Designed to apply the knowledge, skills, and abilities acquired through the program, the internship identifies a range of experiences in direct service to students in a school setting, including individual counseling, small group intervention, classroom guidance, and consultation with specialists and families. Fees Apply. National Counselor Examination (NCE) – 600 hour internship.	6

Course Number	Course Title	Course Hours
COUN5091	Capstone Experience for School Counseling The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of studies related to School Counseling.	1

Program of Study

	T1	**T2**	**T3**	**T4**	T5	T6	**T7**	**T8**
Year 1	Principles of School Counseling	Foundations of Ethical Practice	Curriculum and Instructional Design for Diversity	Crossing the Lifespan of Human Development	Research Design and Application	Leadership in School Counseling	Counseling and Career Program Development	Assessment Strategies
Year 2	Programs in School Counseling	Techniques in School Counseling	Counseling Children and Adolescents	Group Encounters	Responsive Counseling			
	Practicum (100 clock hours in 11 weeks)		Internship (20 clock hours/week)	Internship (20 clock hours/week)	Internship (20 clock hours/week)	Internship (20 clock hours/week)	Internship (20 clock hours/week)	Internship (20 clock hours/week)

Program Alignment to Outcomes

School Counseling Program Outcomes	School Counseling Program Courses – Year 1										
	COUN 5343	ED 5543	CI 5313	ED 5553	RES 5323	LEAD 5403	COUN 5303	ED 6023	COUN 5353	COUN 5363	COUN 5333
1				X	X	X		X		X	X
2	X	X			X	X	X	X	X	X	
3	X	X			X	X				X	
4				X					X		X
5											
6			X	X					X	X	
7		X	X						X	X	X
8	X	X				X					
9			X	X			X	X	X	X	
10	X				X						
11	X		X		X		X	X		X	X
12			X		X	X		X	X		X

School Counseling Program Outcomes	School Counseling Program Courses – Year 2										
	COUN 5323	COUN 5313	COUN 5373	COUN 5301	COUN 5091						
1		X	X	X	X						
2	X		X	X	X						
3			X	X	X						
4	X		X	X	X						
5			X	X	X						
6	X		X	X	X						
7	X		X	X	X						
8		X	X	X	X						
9	X	X	X	X	X						
10			X	X	X						
11		X	X	X	X						
12	X	X	X	X	X						

Number of Credit/Clock Hrs. in Specialty Courses:	49	/		Percentage:	100%
Number of Credit/Clock Hrs. in General Courses:	0	/	0	Percentage:	0%
If applicable:					
Number of Credit/Clock Hrs. in Liberal Arts:	0	/	0	Percentage:	0%

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

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

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

Number of professional periodicals subscribed to:

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Articles and E-Journals

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

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

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

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

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

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

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

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

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

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

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

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

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

Education Week

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

Educational Administration Abstracts

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

Educational Administration Quarterly

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

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

- Produced by: U. S. Dept. of Education, 1966-
- Vendors: http://www.eric.ed.gov, EBSCO, ProQuest, and OCLC
- Coverage: 1,100+ journals; 500,000+ other publications; 1.3+ million citations
- Full-text: Yes - 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have copyright restrictions placed by the author or publisher.

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

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

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

GPO Monthly Catalog

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

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

JSTOR Current Education Collection

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

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

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

Medline

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

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

OAIster

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

- Producer: OCLC and University of Michigan University Library

- Vendor: OCLC FirstSearch

- Coverage: 23+ million records

- Full-text: Yes

ProQuest Education Journals

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

- Producer: ProQuest

- Vendor: ProQuest

- Coverage: 1020+ journals published since 1991

- Full-text: Yes – 640 journals

ERIC Documents and Educational Tests

ERIC

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

All ERIC journal articles and ERIC documents are assigned subject headings from the Thesaurus of ERIC Descriptors: http://www.eric.ed.gov/ERICWebPortal/resources/html/thesaurus/about_thesaurus.html.

- Produced by: U. S. Dept. of Education, 1966-

- Vendors: http://www.eric.ed.gov, EBSCO, ProQuest, and others

- Coverage: 1,160+ journals; 500,000+ other publications; 1.3+ million citations

- Full-text: Yes - 244 journals (EJ) and 330,000+ ERIC documents (ED). Some publications have
  copyright restrictions placed by the author or publisher.

Mental Measurements Yearbook including Tests in Print

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

Tests in Print (TIP)

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

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

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

IV. **Books and E-Books**

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

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

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

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

Education Source (EBSCO)

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

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

Ebooks

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

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

EBooks (EBSCOhost)

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

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

Future-Focused Leadership by Marx

- Vendor: EBSCO
- Full-text: Yes

GPO Monthly Catalog

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

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

Library, Information Science & Technology Abstracts with Full Text

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

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

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

PapersFirst

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

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

Proceedings

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

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

ProQuest Dissertations & Theses Full Text – Volume A

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

Trust Matters: Leadership for Successful Schools by Tschannen-Moran

- Vendor: EBSCO
- Full-text: yes

WorldCat

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

- Producer: OCLC and 72,000 libraries worldwide

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

WorldCat Dissertations

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

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

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

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

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

Total # of Faculty in the Program:	3	Full-time:	1 upon approval	Part-time:	2

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	Check one: Part-time
Becerra, Sarah	Ph.D.	10	5.5	21.5		x
Miller, Shenequa	Ed.D.	19	0.5	25.5		x
Ricketts, Ursula	Ed.D.	11	2.0	27.0		x

Supplementary Information on
Licensure, Certification, and Accreditation

Institution: American College of Education

Degree Program: M.Ed. in School Counseling

Locations: Online

<u>State Licensure</u>

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

If so, please identify

The specific license(s) needed: School Counselor

The State agency issuing the license(s):   Indiana Department of Education

+++

<u>Professional Certification</u>

What are the professional certifications that exist for graduates of similar program(s)? National Certified School Counselor (NCSC)

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: National Certified School Counselor

The national organization issuing each certification: National Board for Certified Counselors

Please explain the rational for choosing each professional certification: National Counselor Examination for Licensure and Certification leverages academic preparation with experience in counseling as one voluntarily meets national standards for a specialty certification.

Please identify the single course or a sequence of courses that lead to each professional certification? All courses in this program are required to effectively pass the national examination and document the required practicum and internship hours.

+++

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): American School Counselor Association, National Board for Professional Teaching Standards, and Council for Accreditation of Counseling and Related Education Programs.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
American School Counselor Association
https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

National Board for Professional Teaching Standards
http://boardcertifiedteachers.org/sites/default/files/ECYA-SC.pdf

Council for Accreditation of Counseling and Related Educational Programs
http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf

+++

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, it does not require specialized accreditation but American College of Education intends to seek accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) once the program is launched and we have student data, which is needed to apply for accreditation.

If so, please identify the specialized accrediting agency: See above.

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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? NA

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

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Job Titles

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

School Counselor

School Guidance Counselor

BOARD FOR PROPRIETARY EDUCATION
Tuesday, March 8, 2016

BUSINESS ITEM A-2: **Brightwood College:**
One Associate of Applied Science Degree Program at One
Location

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

The A.A.S. degree program in Medical Assistant at
Indianapolis is recommended for approval with the
stipulation that Instructor Qualification Records and
documentation be submitted to the Board staff prior to the
start date of the program.

Background **Institution Profile**

Brightwood College (formerly known as Kaplan College) is
nationally accredited by the Accrediting Council for
Independent Colleges and Schools (ACICS). The institution
has 2 campuses in Indiana; Hammond and Indianapolis. The
National Center for Education Statistics (NCES) lists a total
enrollment of 501 students in the fall of 2014 at the
Indianapolis campus. NCES lists student enrollment data as
299 at the Hammond, Indiana campus.

Degree Program Profile

Associate of Applied Science (A.A.S) in
Medical Assistant at
Indianapolis

This program consists of 105.5 quarter credit hours, with 76%
of the courses in the specialty. The Indianapolis program
faculty consists of two individuals, of whom each are part-
time. Of the two individuals, each has a master's degree.

Supporting Documents Degree Application

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

DEGREE APPLICATION

(*New or Renewal program*)

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

Name of Institution   Brightwood College

Program name and
Suggested CIP Code: Medical Assistant Degree   51.0801

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

Name of Person Preparing this Form   Brent Jenkins

Telephone Number   317-782-0315   **Application Type**

Date the Form was Prepared 1/25/16 Revised   X Initial or Renewal
Revised 2/1/2016

**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 Medical Assistant Associate's program is to provide students with the knowledge,
technical skills, and work habits required to pursue an entry-level position in the medical field. This
program concentrates on helping students acquire knowledge and develop skills in laboratory practices,
clinical procedures, medical office activities, professional communication, medical practice operational
assessment, financial accounting, personnel management, and medical software.

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: Medical Assistant Degree

Total Course Hours:	105.5	Check one: Quarter Hours	x
		Semester Hours	___
		Clock Hours	___

Tuition : 28,135   Length of Program: 77 weeks

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
AHK120	Allied Health Industry and Fundamentals	6
AHW120	Allied Health Careers and Communication	6
MAB160	Medical Front Office	5.5
MAG160	Musculoskeletal, Digestive, and Respiratory	5.5
MAP160	Nervous, Sensory, and Endocrine	5.5
MAR160	Circulatory, Immune, and Lymphatic	5.5
MAY160	Integumentary, Urinary, and Reproductive	5.5
MT203	Human Resource Management	5
HI181	Health Services Delivery and Legal Issues	4
MP200	Medical Records – EMR Management	3
MP210	Management in the Medical Office	4
HI240	Health Data Management	4
ANP30	Pathophysiology	4
MA291	Clinical Competencies	6
HS240	Medical Office Accounting	4
MAX290	Medical Assistant Externship	7

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GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
CM102	College Composition I	5
HU245	Ethics	5
SS124	Psychology	5
CM206	Interpersonal Communication	5
SC225	Environmental Science	5

Number of Credit/Clock Hrs. in Specialty Courses: 80.5 / 105.5 Percentage: 76.3

Number of Credit/Clock Hrs. in General Courses: 25 / 105.5 Percentage: 23.7

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: ___ / _____ Percentage: _____

10/15/2015

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:

Brightwood College Indianapolis Southeast carries appropriate materials commensurate with the institution's diploma level offerings. The institution's learning resource center holds materials appropriate to the Medical Assistant programs in sufficient quantity and scope to meet the program's educational objectives.

The local library holds over 2000 programmatic resource books, 86 general reference books and 30 DVD's and VHS tapes. In addition to the local library resources on campus, KHEC offers library services to students at Brightwood College Indianapolis Southeast through the Kaplan Online Library. The library offers access to 29 separate databases of content with 51,765 e-books, the Kaplan University onsite library catalog, and articles from over 17,000 professional, scholarly and trade journals. Services include book delivery and interlibrary loan services, reference assistance via toll free phone, e-mail and chat, real time and multimedia instructional materials, and research collaboration with online library staff.

2. Number of volumes of professional material:

Over 2000

3. Number of professional periodicals subscribed to:

CMA Today

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

        a. Indianapolis Public Library – Southport Branch
           i. 2630 E. Stop 11 Rd., Indianapolis, IN
        b. Indianapolis Public Library – Garfield Park Branch
           i. 2502 Shelby St., Indianapolis, IN
        c. Greenwood Public Library
           i. 310 S. Meridian St., Greenwood, IN

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

Total # of Faculty in the Program:	Faculty members will be hired at least 2 weeks prior to the start	Full-time:		Part-time:	2

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	Check one: Part-time
Grace Conyers	Degree		1			X
Kathy Welch-Martin	Degree		> 1	7		X

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Supplementary Information on
Licensure, Certification, and Accreditation

Institution: Brightwood College
Degree Program: Medical Assistant
Locations: Indianapolis, IN

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)?

- CMA (Certified Medical Assistant)
- CCMA (Certified Clinical Medical Assistant)

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:
The national organization issuing each certification:

- CMA (Certified Medical Assistant) issued by AAMA (American Association of Medical Assistants)
- CCMA (Certified Clinical Medical Assistant) issued by NHA (National Health Association)

Please explain the rational for choosing each professional certification:

- CMA – One of the most widely recognized national certification for medical assistants and has very specific guidelines. The CMA (AAMA) is the only medical assisting certification that requires

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graduation from a postsecondary medical assisting program accredited by an accrediting body recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

- CCMA – The CCMA allows our students to have an additional certification for employment, which is cheaper and have less renewal requirements.

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

- For both CMA and CCMA the following courses will lead to certification preparedness:
    a. MAB160
    b. MAG160
    c. MAP160
    d. MAR160
    e. MAY160
    f. MAX290

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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):

- In the MA field the following are the most relevant skills for a graduate to be employed as a Medical Assistant which are taught in the our program:
    - Human anatomy, physiology, and pathology
    - Medical terminology
    - Keyboarding and computer applications
    - Recordkeeping and accounting
    - Coding and insurance processing
    - Laboratory techniques
    - Clinical and diagnostic procedures
    - Pharmacology
    - Medication administration
    - First aid
    - Office practices
    - Patient relations
    - Medical law and ethics
- Preparing students for the completion of a certification exam that allows for more employment opportunities under the EHR "Meaningful Use" regulations.

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

- The program curriculum courses are recommend by the AAMA
- Meaningful Use is a mandate by the CMS

10/15/2015

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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:

The Medical Assistant diploma program offered at the school is currently accredited by Accredited by the Accrediting Bureau of Health Education Schools (ABHES). Students entering the Medical Assistant degree program will first complete the Medical Assistant diploma program and will have completed an ABHES accredited program, and thus available for any specialized licensing that requires programmatic accreditation.

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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):

- No, Brightwood College does not offer a baccalaureate degree at this time.

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Job Titles

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

- Clinical Medical Assistant
- Administrative Medical Assistant
- Specialized Medical Assistant

10/15/2015