



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Monday, June 19, 2023

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

www.in.gov/bpe

AGENDA

Meeting of the Board for Proprietary Education Indiana Commission for Higher Education

June 19, 2023
10:00 A.M. – 12:00 P.M.

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

Microsoft Teams meeting
Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Or call in (audio only)

[+1 317-552-1674](tel:+13175521674) Phone Conference ID: 493 201 080#

- I. **Call to Order – 10:00 A.M. (Eastern)**
 - Roll Call of Members and Determination of Quorum**
 - Executive Director’s Report**
 - Consideration of the Minutes of March 23, 2023, Board Meeting 1**

- II. **Decision Items**
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III. INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS
ADJOURNMENT

The next meeting of the Board is tentatively scheduled for **August 30, 2023, in Indianapolis, Indiana.**

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Thursday, March 23, 2023

I. CALL TO ORDER

The Board for Proprietary Education met in a regular session starting at 12:00 P.M. (Eastern) at 101 West Ohio Street, Suite 300, Kent Weldon Board Room, with Chairman Sauer presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Scott Bogan (in person); Rod Haywood, Jr. (in person); Ken Konesco (virtual); Jean Putnam (in person); and Ken Sauer, Ph.D. (in person).

Members Absent: Anne Shane

Guests: None

It was determined that there was a quorum for the March 23, 2023, Board meeting.

CONSIDERATION OF THE MINUTES OF THE December 1, 2022, BOARD MEETING

Jean Putnam asked that the minutes for the December 1, 2022, meeting reflect that she was present in person.

R-23.2.1 **Resolved:** The Board for Proprietary Education hereby approves the Minutes of the December 1, 2022, regular meeting.
(Motion – Haywood, second – Bogan, unanimously approved)

CONSIDERATION OF THE MINUTES OF THE March 8, 2023, BOARD MEETING

R-23.2.2 **Resolved:** The Board for Proprietary Education hereby approves the Minutes of the March 8, 2023, regular meeting.
(Motion – Haywood, second – Putnam, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

None.

III. TIME-SENSITIVE ACTION ITEM

A. Initial Institutional Authorization

1. Initial institutional authorization of Keystone Nursing Academy at Indianapolis.

Ross Miller presented the staff report recommending that Keystone Nursing Academy be granted initial institutional authorization at one location.

R-23-2.3 **Resolved:** The Board for Proprietary Education approves the

following recommendation by consent, per the background information provided in this agenda item.
(Motion – Konesco, second – Haywood, unanimously approved)

A. Academic Degree Programs

1. Doctor of Education in Early Childhood Education and Education Specialist in Early Childhood Education to be offered at the American College of Education.

Ross Miller presented the staff report recommending that American College Education be granted approval to offer one Doctor of Education and one Education Specialist.

R-23-2.4 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Bogan, second – Putnam, unanimously approved)

2. Associate of Science in Surgical Technology to be offered by South College.

Ross Miller presented the staff report recommending that South College be granted approval to offer one associate of science degree program with one stipulation: to hire one additional instructor with surgical technology credentials to teach specialty courses. The instructor qualification record and transcript of the highest degree earned are to be submitted to the Commission prior to the start of the third quarter of the program.

R-23-2.5 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion – Haywood, second – Bogan, unanimously approved)

**IV. DECISION ITEM
INFORMATION ITEM
OLD BUSINESS
NEW BUSINESS**

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 12:15 P.M.

Dr. Ken Sauer, Chairman

Date

BOARD FOR PROPRIETARY EDUCATION

Monday, June 19, 2023

DECISION ITEM A-1:

MathTrack Institute: Initial Institutional Authorization

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education grant MathTrack Institute in Indianapolis institutional authorization in accordance with the background discussion of this agenda item and the Application for Institutional Authorization.

Background

Institutional Profile

It is anticipated that MathTrack Institute will seek authorization for the Bachelor of Science (B.S.) in Applied Mathematics at the following Board meeting.

Supporting Document

Application for Initial Institutional Authorization
MathTrack Institute Mission Statement

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Institutional Profile for MathTrack Institute

Background The MathTrack Institute is an institution that began in 2021. The administrative staff is Mr. Andrew Salmon, President; Dr. Kevin Berkopes, CEO; Ms. Marian Bibb, COO; Dr. Christine Nemcik, Executive Director; and Nickolas Williams, Chief Revenue Officer (CRO). The institution also has a Board of Directors. Multiple administrative staff and Board members were co-founders of MathTrack Institute, a DBA of XR Technologies, Inc.

The institution currently offers a secondary transition to teaching preparation in mathematics program. The Indiana Department of Education (IDOE) approves the program to license graduates. The institution is proposing a Bachelor of Science in Applied Mathematics. The Department of Labor has recently approved the apprenticeship program.

Institutional Control Private, for-profit institution; overseen by a Board of Directors.

Institutional Accreditation The institution has initial professional (programmatic) accreditation through the Council for the Accreditation of Educator Preparation (CAEP) for the current licensure program. The institution will be seeking institutional accreditation from the Higher Learning Commission (HLC). The institution would submit a “letter of intent to submit eligibility filing” following a post-interview letter allowing MathTrack Institute to proceed in the HLC accreditation process.

Participation in Student Financial Aid Through the Indiana Department of Education, students are eligible to use Title II (teacher professional development), Title IV (teacher professional development only), Emergency Assistance for Non-Public Schools (EANS), and the Student Learning Loss Grant (state grant) to attend MathTrack Institute.

Enrollment The MathTrack Institute does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall headcount of 200 students currently enrolled.

Programs MathTrack Institute offers a secondary math education transition to a teaching preparation program. The institution is approved by the Indiana Department of Education to offer the pre-licensure math education teacher preparation program for grades 5 through 12.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2022, the institution had an unaudited, unpublished score of 1.8.

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

Application for Initial Institutional Authorization

1. Name of Institution: MathTrack Institute
2. Address of campus: Online Campus: Physical Location: 1702 W. Michigan St. Ste A-D, Indianapolis, IN 46222
3. The institution is accredited by or seeking accreditation from:
[MSCHE](#)- Middle States Commission on Higher Education

(Must be an accrediting agency that is recognized by the U.S. Department of Education or Secretary of Education)

Submit documentation from the accrediting body indicating the institution's current status.

- Current status is initiating application process for full regional accreditation by the submission of the pre-application document to MSCHE representatives.
- Timeline: Submission of pre-application documentation: Jul 1, 2023
- MSCHE Time-Line and Process:

Application and Candidacy Review Cycle and Monitoring

For Institutions Seeking Candidate for Accreditation Status



The timeframes provided are estimates and the length of each review may vary according to the readiness of the institution. The schedule may be adjusted at the discretion of the Commission staff. Please see Application and Candidacy Review Cycle and Monitoring Policy and Procedures (<https://go.msche.org/Application-Candidacy-Review-Cycle-and-Monitoring>) for more information.

4. Provide information on the current status of any approvals needed by licensing boards.
 - a. Department of Labor/Department of Workforce Development **Approved Apprenticeship**
 - b. Indiana State Board of Education [Approved EPP](#) to License Mathematics 5-12
 - c. Council for the Accreditation of Educator Preparation (CAEP) initial accreditation for national licensure accreditation **approved**

- d. BPE Institutional Approval- In-process
 - e. BPE Program of Study Approval- In-process
 - f. Middle States States Commission on Higher Education
5. The institution has its principal campus in the **State of Indiana**
6. Provide the institution's most recent [Federal Financial Responsibility Composite Score](#), whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.
- No Score; New Entity. Financials are provided for review in the document folder
7. The institution submits the following information for each certificate and diploma program to be offered [Do not submit degree programs; these require a separate application]:

<u>CIP Code</u>	<u>Program Name</u>	<u>Level</u>	<u>Length</u>	<u>Cr. or Cl. Hrs</u>	<u>Annual or Cr. Hr. Tuition</u>
27.0399	Bachelor of Science in Applied Mathematics	BS 13-16	2 year	120	\$153/Credit Hour

8. The institution **is submitting payment** in the amount of \$2,500.00 (check made payable to the State of Indiana).
9. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department. **No physical location for students.**
10. Provide documentation of liability insurance to cover students. **Shared in Folder**
11. If your institution is incorporated in the State of Indiana, please include a current copy of your *Articles of Incorporation* as filed with the Indiana Secretary of State. **Shared in Folder.**
12. For-profit institutions must list the names and addresses of the institution's stockholders owning 5% or more of stock in the institution or corporation. **Shared in Folder.**
13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter. **Financials Included, no FRCS score currently.**
14. Attach a copy of your current or proposed catalog, institutional student contract, or enrollment agreement. The Statement of Authorization and Indiana Uniform Refund Policy is

required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials. See Appendix I

15. Campus director information:

Name of Campus Director: _____Dr. Kevin Berkopes_____

Title of Campus Director: _____CEO_____

Phone Number of Campus Director: _____765-894-0093_____

Email of Campus Director: _____kevin@mathtrack.co_____

I affirm that the information submitted on this form is true and correct to the best of my knowledge and that all supportive statements and documents are true and factual:

Person submitting this form: _____Dr. Kevin Berkopes_____

Position title of person submitting this form: _____CEO_____

Phone number contact of person submitting this form: _____765-894-0093_____

Email contact of person submitting this form: _____kevin@mathtrack.co_____

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Appendix I

Statement of Authorization

The following statement will be the **only** authorized statement and is required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials.

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Mission Statement:

At MathTrack Institute (MTI), our mission is to provide equitable access to high-quality learning environments by removing historical and traditional educational barriers. With a focus on workforce-specific licenses and a Bachelor of Science in Applied Mathematics, we strive to empower individuals with the skills needed to excel will working in mathematics-related fields. By fostering an inclusive community, we aim to cultivate a generation of diverse and highly skilled mathematics professionals who will positively impact the education system and beyond*.

*Our commitment to diversity and inclusion is reflected in our current class, where more than 60% of students are people of color

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BOARD FOR PROPRIETARY EDUCATION

Monday, June 19, 2023

BUSINESS ITEM B-1:

Keystone Nursing Academy: One Diploma at One Location or Distance Education

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approves the Diploma in Practical Nursing in accordance with the background discussion in this agenda item and the Application for Program Approval.

Background

Diploma Program Profile

Diploma in Practical Nursing at Indianapolis

This program consists of 49 quarter credit hours, with 82 percent of the courses in the specialty. The program faculty currently identified consists of four individuals, of whom two are full-time and the remaining two are part-time. Of the four individuals, three have a master's degree and one has a baccalaureate.

Clinical Site Agreements

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

Supporting Documents

Diploma Application

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Institutional Profile for Keystone Nursing Academy

Background The Keystone Nursing Academy is an institution begun in 2022, directed by Rebecca Bartle in Indianapolis, Indiana. The institution is currently offering a Qualified Medical Aid (QMA) program regulated by the Indiana Department of Health Long-term Care Division. In February 2023, the institution was approved for an Indiana Nurse Aide Training program. The Keystone Nursing Academy was granted BPE institutional authorization in March and is seeking approval to offer a Diploma in Practical Nursing.

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

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

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

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

Enrollment Keystone Nursing Academy does not currently submit data to the National Center for Education Statistics (NCES). Keystone Nursing Academy reported 11 QMA students in 2022.

Programs Keystone Nursing Academy currently offers a 100 clock hour Certificate in QMA and a 105 clock hour Certificate in Indiana Nurse Aide.

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

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

**Diploma in Practical Nursing
To Be Offered by Keystone Nursing
Academy at 8455 Keystone Crossing –
Indianapolis, Indiana 46240**

Degree Award Level²: Award of at least one but less than two academic years

Mode of Delivery (In-person or Online³): Online interactive lecture with in-person clinical and laboratory experiences

Career Relevant/Out-of-Classroom Experiences⁴: Clinicals held in acute care and long term care settings

Suggested CIP Code⁵ for Program: 51.3901

Name of Person Preparing this Form: Rebecca Bartle, MSN, RN, HFA and Randi Steward, BSN, RN

Telephone Number and Email Address: (765) 749-7111 and rbartle@keystonenursingacademy.com

Date the Form was Prepared (Use date last revised): 1/31/2023



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che.IN.gov



New Program Proposal Form
For BPE Authorized Institutions

Diploma in Practical Nursing
To Be Offered by Keystone Nursing Academy at Keystone Nursing Academy

Degree Award Level²: **02 Diploma**

Mode of Delivery (In-person or Online³): **The delivery of educational experiences will be through both in-person and interactive video conferencing lectures with clinical practicum experiences in a multitude of healthcare settings.**

Career Relevant/Out-of-Classroom Experiences⁴: **Students will complete 180 hours of clinical at cooperating off-campus healthcare facilities.**

Suggested CIP Code⁵ for Program: **51.3901**

Name of Person Preparing this Form: **Rebecca Bartle, MSN, RN, HFA and Randi Steward BSN, RN**

Telephone Number and Email Address: **765-749-7111; rbrartle@keystonenursingacademy.com**

Date the Form was Prepared (Use date last revised): **01/31/2023**

The "program name" should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term "program" refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term "major" interchangeably with "degree program," in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term "program" does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

¹ The "Degree Award Level" refers to the following categories (see [Degree Award Level Definitions](#) for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate's Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor's Degree
6. Post-Baccalaureate Certificate
7. Master's Degree
8. Post-Master's Certificate

17. Doctor's Degree-Research/Scholarship
18. Doctor's Degree-Professional Practice
19. Doctor's Degree-Other

² For Commission purposes, "online" includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

³ Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

⁴ CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

Upon completion of the practical nursing program, students of Keystone Nursing Academy will be prepared to:

1. Use the nursing process to plan, implement, and evaluate the health outcomes and nursing care of clients while practicing within the legal boundaries of the profession.
2. Effectively collaborate with the interdisciplinary health care team to deliver safe and effective client care.
3. Effectively collaborate with the interdisciplinary health care team to provide clients with resources for healing, health promotion, health maintenance, establishing health goals, and reevaluating and modifying health goals.
4. Continue to pursue educational opportunities as a means for sustaining and growing competence within the nursing profession and pursue direction from fellow members of the health care team as needed when implementing nursing practices.
5. Demonstrate personal responsibility for nursing actions and accept those delegated tasks only of which the individual is prepared, qualified, and licensed to perform.
6. Provide non-discriminatory nursing care, while respecting and maintaining the dignity of clients.
7. Maintain the privacy and confidentiality of all clients.
8. Respect and protect property belonging to clients and employers.
9. Notify the appropriate governing body of unprofessional behaviors or actions which may endanger the safety and health of clients.
10. Review and appraise the quality and efficacy of nursing practice.

Practical nursing students of Keystone Nursing Academy have the opportunity to be immersed in a multitude of educational experiences, including in-person and interactive video conferencing lectures, interactive simulation skills practice, and clinical practicum experiences in hospital, skilled nursing, and rehabilitation settings. The curriculum is designed to teach and reinforce education through multiple instructional modalities, allowing students to build upon foundational knowledge concepts and progress to refined clinical skills that promote optimal client safety, wellness, and health.

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

Total Course Hours: 49 credits

Check one: Quarter Hours _____

Semester Hours _____

Clock Hours _____

Tuition: \$16,000

Length of Program: 12 months

Special Fees: N/A

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Fundamentals of Nursing	3 credits
	Fundamentals of Nursing Simulation Lab	2 credits
	Medical-Surgical Nursing I	2 credits
	Medical-Surgical Nursing I Simulation Lab	1 credit
	Adult/Geriatric Nursing	3 credits
	Adult/Geriatric Nursing Simulation Lab	2 credits
	Adult/Geriatric Nursing Clinical	2 credits
	Medical-Surgical Nursing II	3 credits
	Medical-Surgical Nursing II Simulation Lab	2 credits
	Medical-Surgical Nursing II Clinical	2 credits
	Intravenous Therapy/Phlebotomy	1 credit
	Community Nursing/Hospice	1 credit
	Maternal-Child Nursing	3 credits
	Maternal-Child Nursing Clinical	2 credits
	Introduction to Psychology/Mental Health Nursing	2 credits
	Practice Issues for Practical Nursing	2 credits
	Critical Thinking and Clinical Judgement	3 credits
	Comprehensive Review and NCLEX Preparation	0 credits

GENERAL EDUCATION/ LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Anatomy & Physiology I	4 credits
	Anatomy & Physiology II	1 credit
	Medical Terminology	1 credit
	Basic Math and Dosage Calculations	2 credits
	Introduction to Computer Software	1 credit
	Introduction to Pharmacology	1 credit
	Pharmacology II	2 credits

Number of Credit/Clock Hrs. in Specialty Courses: 36/600

Percentage: 82%

Number of Credit/Clock Hrs. in General Courses: 13/130

Percentage: 18%

If applicable:

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

Percentage: N/A

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

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

A library is located on campus at Keystone Nursing Academy. The library includes iPads to allow students access to online materials and sources. The physical library may be accessed by students Monday through Friday from 8:30am to 5:00pm. Students have open access to online library resources at all times. Keystone Nursing Academy does not have a librarian; however, students may contact Keystone Nursing Academy's Information Technology Specialist for support of online library resources.

b. Number of volumes of professional material:

Keystone Nursing Academy's on-campus library consists of approximately 80 volumes of professional books, covering a wide variety of topics specific to the practical nursing profession, as well as licensure examination review textbooks and flashcards. Included in Keystone Nursing Academy's online library resources is PDF Drive, which allows students access to more than 3,800 electronic volumes of nursing textbooks.

c. Number of professional periodicals subscribed to:

Keystone Nursing Academy currently subscribes to four online professional nursing periodicals. Additional online library periodical resources for students include articles from the *American Journal of Nursing*, *International Nursing Practice*, *Holistic Nursing Practice*, *Geriatric Nursing*, *BMC Nursing*, *Nursing and Health Sciences*, *Public Health Nursing*, and the articles contained within the Cochrane Library and Medscape Nurses databases.

Supplementary to professional volumes and periodicals, Keystone Nursing Academy students have access to UptoDate, a point-of-care resource database of evidence-based clinical resources.

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

Several public libraries are located in the Indianapolis area. In close proximity to Keystone Nursing Academy's campus are the Indianapolis Public Library- Nora Branch and the Indianapolis Public Library- Glendale Branch. Both public libraries are located less than three miles from campus. In addition, the Central Library of the Indianapolis Public Library offers open access to online electronic books and journal articles.

4. FACULTY: Attach completed Instructor's Qualification Record for each instructor.
**** Include all required documentation pertaining to the qualifications of each instructor. (See attachment #4).**

Total # of Faculty in the Program:	4	Full-time:	2	Part-time:	2
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Bartle, Rebecca	M.S. Nursing	35	0	21	<input checked="" type="checkbox"/>	
Gilyan, Dannielle	M.S. Nursing	22	0	3		<input checked="" type="checkbox"/>
Hunt, Brandon	M.S. Nursing	8	0	4		<input checked="" type="checkbox"/>
Steward, Randi	B.S. Nursing	14	0	3	<input checked="" type="checkbox"/>	

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- **Why is the institution proposing this program and how does it build upon institutional strengths?**

The mission of Keystone Nursing Academy is to provide a pathway for those seeking a career in nursing by providing learning experiences immersed in a supportive community of healthcare professionals. Keystone Nursing Academy pursues the promotion of the role of nursing through the preparation of caregivers who will be competent, empathetic, compassionate, and who will maintain honesty and integrity while remaining respectful of all cultures and the individual choices of each client.

- **How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?**

We believe each nurse can give back to the profession through individual willingness to impart knowledge, encourage learning, and to motivate others with the hope of positively impacting co-workers, clients, and the profession. We believe each nurse must accept the privilege to use skills and knowledge to help those in need of competent and confident care.

www.keystonenursingacademy.com

b. State Rationale: General

- **How does this program address state priorities as reflected in the Commission's most recent strategic plan [Reaching Higher In a State of Change](#)?**

Keystone Nursing Academy's practical nursing program contributes to the state's goal of postsecondary attainment and addresses the Commission's priorities of completion, equity, and talent in several ways.

Completion: Keystone Nursing Academy acknowledges the impact of higher education in strengthening individual and employer economies by producing skilled nurses. The Academy encourages the priority of completion of postsecondary education by offering a program that is twelve months in length. The program structure consists of four days of educational activities weekly. The number of days in which the student must commute to educational activities is typically limited to two days per week. With the exception of clinical days, educational activities begin mid-morning and end mid-afternoon. Students have access to online educational resources and recorded lectures. This design affords students the flexibility to fulfill family commitments and continue employment during the program,

allowing for sustained financial income and contributions to personal, employer, and community economies. Additionally, multiple methods of instructional delivery are utilized in order to ensure a learner-centered approach to education and reinforcement of knowledge and skills.

Equity: Keystone Nursing Academy recognizes the importance of equity in education and employment and seeks to address the effort of promoting educational equity. The Academy does not discriminate program admission or employment based on sex, sexual orientation, gender identity or expression, religion, race, national origin, ethnicity, disability, physical attributes, or age. The Academy is considerate of individuals in need of reasonable accommodations.

Talent: The curriculum of the practical nursing program offered by Keystone Nursing Academy is inclusive of both a state licensure examination review course and a critical thinking and clinical judgement course to enhance the quality of talented and skillful nursing care delivered by graduates. Students' clinical experiences are made possible by several local healthcare facilities who have agreed to partner with the Academy to meet the educational needs of students. In addition to collaborating with the Academy to provide clinical experiences, several clinical sites have offered information regarding tuition reimbursement benefit opportunities for students seeking prospective employment within clinical site organizations.

c. **State Rationale: Equity-Related**

- **How does this program address the Equity section of [Reaching Higher In a State of Change](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?**

Keystone Nursing Academy appreciates the importance of equity in the effort to promote changes in the achievement of postsecondary education. The Academy does not discriminate program admission or employment based on sex, sexual orientation, gender identity or expression, religion, race, national origin, ethnicity, disability, physical attributes, or age. The practical nursing program at Keystone Nursing Academy is intended to be an affordable program with tuition inclusive of textbooks, uniforms, other materials and equipment utilized for educational training, student physical examinations, influenza vaccinations, drug screens, PPD skin tests, criminal background checks, technology and library fees, liability insurance, and BLS certifications. The Academy is cognizant of educational barriers of adult learners, including the need to maintain economic success and fulfill family commitments, and feels confident that students will find the program structure to be accommodating of responsibilities outside of education. Educational activities of the practical nursing program are practical and purposeful, and various clinical experiences allow students the opportunity to gain exposure to potential career opportunities. As the Academy is committed to the success of students beyond graduation, licensure examination review, resume writing, and job interview skills are components included within the curriculum.

d. Evidence of Labor Market Need

- National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need? Please describe.

The shortage of qualified nurses impacts the national, state, and regional labor markets. It is projected that by 2030, the number of Americans over the age of 65 will account for nearly 20 percent of the population, and the number of people living in long-term care facilities is expected to more than double.¹ The Institute of Medicine forecasts that this increase in the aging population will require an additional 3.5 million healthcare workers in the long-term care industry just to maintain current staffing ratios.¹

In Indiana, the average number of vacant nursing positions is approximately 4,300 and is expected to grow by an additional 5,000 vacancies within the next eight years.² Indiana will be required to graduate approximately 1,300 new nurses annually in order to sustain the growing demand of the nursing workforce.²

The practical nursing program offered by Keystone Nursing Academy has the potential to serve the national, state, and regional labor markets, dependent on where the graduate chooses to pursue employment. More specifically, graduates of the practical nursing program have the ability to address the gap in the workforce of the long-term care industry, as approximately 35 percent of licensed practical nurses are employed by this setting.³

1. Spetz, J., Trupin, L., Bates, T., & Coffman, J. (2015). Future demand for long-term care workers will be influenced by demographic and utilization changes. *Health Affairs*, 34(6).

<https://doi.org/10.1377/hlthaff.2015.0005>

2. Indiana Hospital Association (2023). *Nursing Indiana back to health*.

<https://www.ihaconnect.org/member/newsroom/Pages/nursingindiana.aspx>

3. U.S. Bureau of Labor Statistics. (2022). *Licensed practical and licensed vocational nurses*.

<https://www.bls.gov/ooh/healthcare/licensed-practical-and-licensed-vocational-nurses.htm#tab-3>

e. Placement of Graduates

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

Graduates of Keystone Nursing Academy who pass the state licensure examination may find licensed practical nursing positions in a variety of healthcare settings, including hospitals, skilled nursing facilities, home health, treatment centers, schools, physician offices, and various clinics.

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

N/A

f. **Job Titles**

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

Specific job titles and job categories attainable to the licensed practical nurse may include staff nurse, charge nurse, unit manager, assistant director of nursing, wound care specialist, nurse liaison, occupational health nurse, clinical coordinator, and clinical assessor.

6. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**

- **List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.**

It is the objective of Keystone Nursing Academy to prepare students to achieve learning outcomes congruent with the program goals and objectives, which include:

1. Confidently and successfully applying the nursing process to include planning, implementing, and evaluating nursing care within the legal boundaries of the profession of nursing.
2. Collaborating with all members of the healthcare team in a way that is effective in providing clients with safe and effective care and adequate resources for healing, promoting, and maintaining health, and establishing and evaluating health-centered goals.
3. Sustaining and growing competence in the nursing profession through continual pursuit of educational opportunities and direction from other health care team members.
4. Respecting and maintaining the dignity, privacy, and confidentiality of clients while providing non-discriminatory nursing care.
5. Maintaining personal responsibility for nursing practices and actions.
6. Demonstrating respect and protecting any property belonging to employer and clients.
7. Reviewing and evaluating quality and efficacy as it pertains to nursing care and nursing practice.
8. Being studious in alerting appropriate governing bodies of unprofessional behaviors or actions with the potential to impact the safety or health of clients.

a. Assessment

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

The curriculum of Keystone Nursing Academy is designed to incorporate the program objectives into several courses throughout the program. Student performance on examinations, assignments, simulation experience activities, and clinical experiences will be evaluated using a standardized grading scale. Grading rubrics will be developed to include expectations for simulation activities and clinical performance.

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

a. Federal Financial Responsibility Composite Score

- **Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.**

As Keystone Nursing Academy does not yet have a Federal Financial Responsibility Score, we are providing a three-year prospective balance. Federal Financial Responsibility Composite Scores will be prepared by Somerset CPAs and Advisors.

See attachment #1.

b. State Licensure

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

Students of the practical nursing program must pass the licensure examination in order to practice within the profession of nursing in the state of Indiana.

- **If so, please identify:**

The curriculum of the practical nursing program at Keystone Nursing Academy incorporates the fundamental concepts needed to be prepared to pass the state licensure examination for licensed practical nursing. Near the conclusion of the program, a course is dedicated to state licensure examination review to promote the success of students.

- **The specific license(s) needed:**
Licensed Practical Nurse

- **The State agency issuing the license(s):**
Indiana State Board of Nursing

a. **Professional Certification**

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

Professional nursing certifications which exist for practical nurses may include case management, clinical research, correctional health, developmental disabilities, hospice and palliative care, nursing administration long-term care, wound care, urology, nephrology, managed care, gerontology, peritoneal dialysis, basic life support, advanced cardiovascular life support, pediatric advanced life support, and intravenous therapy.

- **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?**

National professional certifications are not required for licensed practical nurses to enter the nursing workforce in Indiana; however, additional certifications are available, if desired.

- **If so, please identify each specific professional certification:**

Although it is not mandated to gain employment, Keystone Nursing Academy will provide certification in Basic Life Support (BLS).

- **The national organization issuing each certification:**

BLS certification is issued by the American Heart Association.

- **Please explain the rationale for choosing each professional certification:**

Emergency nursing and basic life support education is included within the curriculum of Keystone Nursing Academy. The Academy is choosing to further education on this subject by incorporating Basic Life Support certification training into the curriculum to further prepare students to enter the workforce, as this certification is often a condition of employment.

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

The topic of emergency nursing and basic life support is discussed in the Medical-Surgical Nursing II and Community Nursing/Hospice courses.

b. **Professional Industry Standards/Best Practices**

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

Yes.

- **If so, please identify:**

Keystone Nursing Academy incorporates industry standards as outlined by the Indiana State Board of Nursing and best practice standards as determined by authoritative bodies, including, but not limited to, the Centers for Medicare and Medicaid Services, Centers for Disease Control and Prevention, and American Nurses Association.

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

Keystone Nursing Academy has incorporated curriculum standards consistent with Indiana Administrative Code 1-2-16 and 1-2-18.

Specific standards for competent practice incorporated into the practical nursing program include the responsibility to apply the nursing process, responsibility as a member of the health team, and the responsibility to refrain from unprofessional conduct.

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

Indiana State Board of Nursing and other authoritative bodies.

c. **Institutional Accreditation**

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

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

- **Reason for seeking accreditation.**

Keystone Nursing Academy believes that accreditation is an additional means to assure patient safety by reviewing educational standards for nursing practice and incorporating professionalism. In addition, accreditation ensures that the program is recurrently evaluated and opportunities for improvement are identified.

Specialized Program Accreditation

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

No.

- **If so, please identify the specialized accrediting agency:**

N/A

d. Transferability of Associate of Science Degrees

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

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

N/A

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

N/A

8. Student Records (Institutions that have Previously Operated)

- a. **Are all student transcripts in a digital format? N/A**

- **If not what is the percentage of student transcripts in a digital format? N/A**

- **What is the beginning year of digitized student transcripts? N/A**

- **Are student transcripts stored separately from the overall student records? N/A**

- b. **How are the digital student records stored? N/A**

- **Where is the computer server located? N/A**
 - **What is the name of the system that stores the digital records? N/A**
- c. **Where are the paper student records located? N/A**
- d. **What is the beginning year of the institutional student record series? N/A**
- e. **What is the estimated number of digital student records held by the institution? N/A**
- f. **What is the estimated number of paper student records held by the institution? N/A**
- g. **Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? N/A**
- **If so, what is the most significant format? N/A**
 - **If so, what is the estimated number of student records maintained in that format? N/A**
- h. **Does the institution maintain a staff position that has overall responsibility and authority over student records? N/A**
- **If so, what is the name, title, and contact information for that individual? N/A**
- i. **Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? N/A**
- j. **Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? N/A**

This Section Applies to All Institutions

- k. **Is there anything that the Commission should consider with regard to the institutional student records?**

The information technology of Keystone Nursing Academy is behind two firewalls. When outside the facility, access to digital files is through a two-tier virtual private network. Access to the Internet and wireless fidelity requires secure passwords. The service set identifier utilized by students of Keystone Nursing Academy, while on campus, is different than that which faculty utilize. In addition, faculty email addresses and domains are secured and encrypted by ProofPoint.

Paper records that are not yet digitized will be stored in a locked location within the program director's office.

l. What is the digital format of student transcripts?

The current format of student transcripts is password-protected Portable Document Format.

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

Keystone Nursing Academy is currently exploring options for proprietary software, including, but not limited to, Populi and Parchment.

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

See attachment #2.

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

See attachment #3.

Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 2023									
Institution/Location: Keystone Nursing Academy at 8455 Keystone Crossing, Indianapolis, IN 46240									
Program: Practical Nursing									
				Year 1 FY2024	Year 2 FY2025	Year 3 FY2026	Year 4 FY2027	Year 5 FY2028	
Enrollment Projections (Headcount)									
	Full- Time			20	24	29	35	42	
	Part- Time			0	0	0	0	0	
	Total			20	24	29	35	42	
Enrollment Projections (FTE*)									
	Full- Time			20	24	29	35	42	
	Part- Time			0	0	0	0	0	
	Total			20	24	29	35	42	
Degrees Conferred Projections				20	24	29	35	42	
Degree Level: Diploma									
CIP Code: 51.3901									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									



OFFICIAL ACADEMIC TRANSCRIPT (sample)

8455 Keystone Crossing
Indianapolis IN 46240

Student: John Doe

SSN: xxx-xxx-xxxx

Enrollment Period: Fall 2022- Fall 2023

Course Name:	Credit Hours Attempted:	Credit Hours Earned:	Grade:
Anatomy & Physiology I	4.00	4.00	A
Medical Terminology	1.00	1.00	A
Basic Math & Dosage Calculations	2.00	2.00	A
Introduction to Computer Software/ EMR	1.00	1.00	A
Fundamentals of Nursing	3.00	3.00	A
Fundamentals of Nursing Simulation Lab	2.00	2.00	A
Current Term:		13.00	
Cumulative:		13.00	
Current GPA:			4.00
Cumulative GPA:			4.00

Course Name:	Credit Hours Attempted:	Credit Hours Earned:	Grade:
Anatomy & Physiology II	2.00	2.00	A
Introduction to Pharmacology	1.00	1.00	A
Medical-Surgical Nursing I	2.00	2.00	A
Medical-Surgical Nursing Simulation Lab	1.00	1.00	A
Adult-Geriatric Nursing	3.00	3.00	A
Adult-Geriatric Nursing Simulation Lab	2.00	2.00	A
Adult-Geriatric Nursing Clinical	2.00	2.00	A
Current Term:		13.00	
Cumulative:		26.00	
Current GPA:			4.00
Cumulative GPA:			4.00

Course Name:	Credit Hours Attempted:	Credit Hours Earned:	Grade:
Pharmacology II	2.00	2.00	A
Medical-Surgical Nursing II	3.00	3.00	A
Medical-Surgical Nursing Simulation Lab	2.00	2.00	A
Medical-Surgical Nursing Clinical	2.00	2.00	A
Intravenous Therapy/Phlebotomy	1.00	1.00	A
Community Nursing/Hospice	1.00	1.00	A
Current Term:		11.00	
Cumulative:		37.00	
Current GPA:			4.00
Cumulative GPA:			4.00

Course Name:	Credit Hours Attempted:	Credit Hours Earned:	Grade:
Maternal-Child Nursing	3.00	3.00	A
Maternal-Child Nursing Clinical	2.00	2.00	A
Introduction to Psychology/Mental Health Nursing	2.00	2.00	A
Practice Issues for Practical Nursing	2.00	2.00	A
Critical Thinking & Clinical Judgement	3.00	3.00	A
Comprehensive Review & NCLEX Preparation	0.00	0.00	A
Current Term:		12.00	
Cumulative:		49.00	
Current GPA:			4.00
Cumulative GPA:			4.00

BOARD FOR PROPRIETARY EDUCATION

Monday, June 19, 2023

DECISION ITEM B-2:

Lincoln College of Technology:
One Associate Degree Program
at One Location

Institutional Profile

See Attachment

Staff Recommendation

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

Background

Degree Program Profile

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

This program consists of 63.5 semester credit hours, with 76 percent of the courses in the specialty. The program faculty consists of six individuals, of whom two are full-time, and the remaining four are part-time. Of the six individuals, four have a master's degree, one has an associate degree, and one has a diploma.

Supporting Document

Degree Application

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Institutional Profile for Lincoln College of Technology

Background Lincoln College of Technology has been in operation in Indianapolis since 1961. The first Lincoln College of Technology was begun in 1946 in New Jersey, where the corporate headquarters remains today. In January 2007 the institution previously named Lincoln Technical Institute was renamed Lincoln College of Technology. The name change was done to reflect the long-term goal of adding programs beyond the automotive and truck technology fields of study.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is accredited by the Accrediting Commission of Career Colleges and Schools (ACCSC). Accreditation was extended for five years in May 2023 retroactively to November 2021.

Participation in NC-SARA Lincoln College of Technology has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since March 2021.

Participation in Student Financial Aid Students attending the institution are eligible to receive Title IV Federal Financial Aid. The institution participates in State Financial Aid (SFA).

Campuses The ACCSC accredits the Indianapolis campus. In addition, ACCSC accredits additional locations in Colorado, Connecticut, Georgia, Illinois, Maryland, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee, and Texas. In all, 22 campuses, in 14 states.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 1,152 students in the fall of 2021 at Lincoln College of Technology in Indianapolis. NCES lists a total enrollment of 9,117 students in the fall of 2021 for all Lincoln College of Technology campuses.

Programs The institution offers programs at the certificate, diploma, and associate levels. Programs range from a Certificate in Welding and Fabrication Technology to an Associate of Applied Science (A.A.S.) in Electrical and Electronic Systems Technology. Currently, the institution offers one certificate program, nine diploma programs, and four Associate of Applied Science degree programs. Unique to Lincoln College of Technology is that most programs are in the field of automotive and truck technology. In addition, a Diploma in Medical Assistant has been offered since 2020.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2019, the institution had a published FRCS of 1.5. For the fiscal years that ended December 31, 2022, and December 31, 2021, the audited financials included composite scores of 2.9 and 3.0, respectively. The composite scores are subject to determination by the US D.O.E.

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

**A.A.S in Medical Assistant Technology To
Be Offered by Lincoln College of
Technology in Indianapolis, IN**

Degree Award Level²: Associate's Degree

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

Career Relevant/Out-of-Classroom Experiences⁴: Internship

Suggested CIP Code⁵ for Program: 51.0801

Name of Person Preparing this Form: Brent Jenkins

Telephone Number and Email Address: 317-632-5553 brentjenkins@lincolntech.edu

Date the Form was Prepared (Use date last revised): 4/7/2023



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



¹ The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

² The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

³ For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

⁴ Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

⁵ CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

The Medical Assistant Technology program prepares students to be multi-functional practitioners, thoroughly prepared to perform front office and clinical patient care duties, as well as, basic urgent care procedures. Topics covered include anatomy and physiology, medical terminology, insurance billing and coding, electronic health records, ethics, clinical procedures, aseptic technique, minor surgical procedures, universal precautions, general skills in document formatting, and EKG. This program delivers practical preparation in the healthcare environment.

In addition to the technical training, a critical aspect of a Lincoln education is developing the professional skills that are required by our employers. Students will need to demonstrate skill proficiency through a series of professional development activities and seminars which are integrated into each course. The modules include Student Success, Financial Literacy, Professional Development, and Career Success.

The degree program is designed to develop the student’s strength in areas that will assist in their personal and professional growth. Graduates of this program may find entry-level positions as Medical Assistants, Office Medical Assistant, EKG Technicians, or Unit / Ward Clerks (in a hospital setting). It also provides the diversity of other job options in the hospital, outpatient care centers or laboratory environment.

Students will be required to complete out-of-class assignment in each course, except internship.

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

Total Course Hours: 1465 _____ Check one: Quarter Hours _____
 _____ Semester Hours X _____
 Clock Hours _____

Tuition : 32,070 _____ Length of Program: 79 weeks _____

Special Fees: 3884 _____

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
MAP101	Introduction to Allied Health	120
MAP110	Cardiopulmonary Medical Procedures	120
MAP120	Musculoskeletal System and Medication Administration	120
MAP130	Clinical Lab Techniques	120
MAP140	Laboratory and Surgical Procedures	120
MAP150	Administrative Medical Office	120
MAP200	Medical Insurance and Billing	120
MAP210	Electronic Medical Records	120
MAP230	Medical Coding	120
MAP300	Medical Assisting Internship	160

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
GEN130V	Introduction to Critical Thinking	45
GEN150V	Environmental Science	45
GEN180V	College Algebra	45
GEN190V	English Composition I	45
GEN292V	Speech Communication	45

Number of Credit/Clock Hrs. in Specialty Courses: 48.5 / 124.0 Percentage: 76%

Number of Credit/Clock Hrs. in General Courses: 15_ / 225_ Percentage: 24%

If applicable:

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

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

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

The library (called Learning Resource Center - LRC) is located in the Education Administrative Office. The Office is open from 7am-10pm. Oversight of the library is provided by a FT Employee.

b. Number of volumes of professional material:

The physical library houses over 2000 books of professional material. Additionally, students can access on-line libraries through their Canvas learning management system. The on-line libraries contain over 65,000 volumes, articles and other resource materials.

c. Number of professional periodicals subscribed to:

The library subscribes to 12 professional publications. The on-line libraries provide access to numerous periodical publications.

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

The Indianapolis Marion County Public Library has many locations throughout its city. Any person who is a resident of or a student of a school in Marion County can acquire a library card to check out materials. Therefore, as students in Marion County at Lincoln College of Technology, they have full access to all branches of the Indianapolis Public Library. The closest branch to the school is:
 Pike Branch, 6525 Zionsville Road, Indianapolis, IN 46268
 (317) 275 – 4480

4. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.

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

Total # of Faculty in the Program:	6	Full-time:	2	Part-time:	4
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Janiece Blanchard	CMA Diploma	14 years total, Endocrinology, Primary Care, and Gastroenterology	<1	0		x
Brooke Boudreaux	Associates of Science MA Diploma CMA -AAMA	13 years, 2 years Pediatrics, 2 years Geriatrics, 9 years Dermatology	1	0	x	
Tasha Demery	MA Diploma, CMA Diploma NHA, AA in General Studies, BA in General Studies	16 years total CMA. 4 years Internal medicine, 2 years pediatrics, 10 years gastroenterology	<1	0	x	
Monique Harris	Master's Degree in Materials Science and Engineering & Bachelor's Degree in Physics	5 years of work experience in Environmental Science 16 years experience in teaching	5 years	16 years		x
John Logan Carpenter	M.S. History B.A. History	27 years	15 years	9 years		x
Agnes (Agnieszka) Aramowicz	MA in English and Literature. Higher Ed Professional in Online Teaching.	25+ years in the US	14 years	25 years		x

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program and how does it build upon institutional strengths?

This program provides medical assistants with the opportunity to pursue additional training that adds medical administrative training to the clinical skills. It allows students to graduate with an Associate's degree which provides additional career opportunities and progressions in the work place. Our Program Advisory Committee shared their interest in students trained in both clinical and clerical skills.

- How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

The program trains the students to a level of proficiency that qualifies them for entry level as a medical assistant. Students are trained to be multi-functional medical assistants, thoroughly prepared to perform front office and clinical patient care duties.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan [*Reaching Higher In a State of Change*](#)?

The associates program addresses a number of items in the *Reaching Higher in a State of change Strategic Plan Blueprint*. First, Lincoln Tech's pathway allows students enrolled in the medical assisting program to be awarded a diploma as they continue toward their associate degree. Following the completion of the program, students are prepared to sit for the RMA exam. In addition, LT Career Services offers Career Edge, an online learning experience in addition to guest speakers, field trips, and assistance with finding a job. The Career Edge program prepares students for the soft skill aspect of employment.

c. State Rationale: Equity-Related

- How does this program address the Equity section of [*Reaching Higher In a State of Change*](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

The graduation rate of LT's medical assisting program has shown success in closing the achievement gap among race and gender. The program has a gender breakdown of 92% female to 8% male. This program will provide female graduates with marketable skills to be employed.

Lincoln employs someone who focuses on Student Services. The position keeps a food pantry on campus, assists with finding local housing or helps set them up at the Extended Stay, local child- care services or 24-hour care, and provides bus passes. This position also helps students who live relatively close set-up carpooling. Lincoln also has gas cards for students in need. The Student Services Coordinator scours a variety of sources for scholarships, talks to classes, and helps students complete the scholarships.

All students are provided a laptop, stethoscope and scrubs on the first day of school to begin their professional journey. Students have an option to purchase a laptop as part of the program or they may bring their own. The skills and equipment position them for better hiring opportunities upon graduation.

The Internship class provides students with the opportunity for an employer to see the students skillset for five weeks, at no cost to the employer. Students may be offered hiring opportunities from their internship site.

For the Lincoln Medical Assistant program, in its diploma offering, 77% of students report their race description as non-white, much higher than the Indiana demographic breakdown. Lincoln has hired 4 of 8 faculty positions who report Black/African-American, to more closely represent the demographic breakdown of our community.

Geographically, Lincoln offers housing services for students from anywhere in the state to be able to move close to campus. Financial aid is available for those who qualify to assist in paying for housing. This opens up the program to students from all parts of the state.

d. Evidence of Labor Market Need

- National, State, or Regional Need
 - Is the program serving a national, state, or regional labor market need? Please describe.

Employment of medical assistants is projected to grow 16 percent from 2021 to 2031, much faster than the average for all occupations. About 123,000 openings for medical assistants are projected each year, on average, over the next decade.

e. Placement of Graduates

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

Medical Assistants are typically employed in the Healthcare Industry

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

N/A

f. Job Titles

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

Medical Assistant:

Clinical Assistant, Patient Care Technician, Practice Assistant, Register Assistant Front Desk Medical Assistant, Optometric Eye Care Assistant, Room Technicians Medical Office Assistant, Registered Medical Assistant, Med Tech, Medical Support Tech, Chiropractic Assistant, Certified Medical Assistant Home Visit Medical Assistant, Practice Assistant, EKG Technician, ER Technician

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

Utilize the lessons and exercises imparted in the course; define facts, opinions, ambiguous language, truth, and fallacies, while utilizing this knowledge to successfully understand and share accurate information in the appropriate forms of discourse; gain knowledge in dissecting and analyzing the types and characteristics of arguments, premises, and conclusions, while acquiring and applying problem solving skills to defend a position or analyze a scenario; gain an understanding of critical thinking concepts, the student will be able to apply these ideas and techniques in an analytical, structured, and rational method.

Describe several important environmental problems facing the world; describe the environmental systems: Matter, Energy, and Life; discuss environmental conservation of forests, grasslands, parks and nature preserves; describe environmental health and toxicology; explain the greenhouse effect and how it is changing our climate; discuss air pollution and how it affects humans; discuss water as a resource and pollution; explain environmental geology and earth resources; discuss our dominant sources of energy; discuss solid and hazardous waste and environmental policy.

Solve problems applying the concept/recognize real world applications of real numbers and algebraic equations
 Solve algebraic problems applying the concept/recognize real world applications of equations and inequalities
 Explain graphs and linear equations/recognize real world applications and their applications
 Solve algebraic problems/recognize real world applications involving polynomials, exponents and their applications
 Solve algebraic problems/recognize real world applications involving rational expressions
 Solve algebraic problems/recognize real world applications involving systems of equations
 Solve algebraic problems/recognize real world applications involving radical expressions and equations

Apply the steps of the writing process; Identify essay components; Write effective and grammatically correct paragraphs; Analyze the role of reading and writing in your academic and professional career; Write effective and grammatically correct essays; Apply strategies to achieve clarity and effective style in writing; Differentiate between the writing pattern types; Identify sentence types, parts of a sentence, and patterns; Discriminate between proper and improper use of punctuation in writing; Apply the proper use of punctuation in writing; Apply the proper use of spelling in writing; Examine strategies and guidelines for writing an effective research paper; Write an effective and grammatically correct research paper.

Understand the basic principles of oral communication; Select and adapt topics to meet the needs and interests of particular audiences; Demonstrate the ability to collect, analyze, and use information to develop and adapt messages for particular purposes and settings; Organize ideas and supporting materials in a coherent and captivating message; Develop delivery skills by using voice, body, and gestures effectively in presenting speeches; Develop the ability to speak competently, confidently, and ethically in public communication situations; Become a more effective supportive listener.

Identify basic structural organization of the human body, including positional and directional terms; Use basic medical terminology including prefixes, suffixes, and word roots; Demonstrate proper infection control; Obtain vital signs (T, P, R, and BP); Describe the difference between the provider's and the medial assistant's scope of practice and practice requirements; Describe compliance programs including financial, employment, and environmental safety concerns; Create a plan to separate personal and professional ethics; Explain the

requirements for a legal contract; Describe expressed, implied, and informed consent; Summarize the Occupational Safety and Health Act (OSHA); Professional Development.

To recognize and use terms related to the blood, cardiovascular and respiratory systems; List major organs, identify the anatomic location, describe the normal function and physiology and discuss diseases and disorders of the cardiovascular and respiratory systems; Discuss and assemble the equipment needed for a venipuncture and capillary puncture, including but not limited to safety needles, collection devices and vacuum tubes; Perform a venipuncture using evacuated tubes, and butterfly equipment and perform capillary puncture; Explain the purpose of commonly performed blood tests (ex. Microhematocrit, CBC, Sed Rate, PT, ESR); Prepare a patient for an ECG, and obtain an electrocardiogram; Measure the peak flow rate, and perform spirometry.

To recognize and use terms related to the Musculoskeletal, Integumentary and Sensory Systems; List major organs, identify the anatomic location, describe the normal function and physiology and discuss diseases and disorders of the Musculoskeletal, Integumentary and Sensory Systems; Demonstrate the patient interview, identifying barriers to communication, while using professional patient interviewing techniques; Prepare for and assist in the physical examination of a patient, correctly completing each step of the procedure in the proper sequence. Including, performing a visual acuity test using the Snellen Chart and assess color acuity using the Ishihara test; Describe drug legislation and how it impacts the medical assistant practice; Describe common drug classifications and reference information terminology; Solve medication-related math problems; Discuss the rules of medication administration, various types of medication forms; Prepare and administer (on a manikin) parenteral medications (intra dermal, subcutaneous and intramuscular injections); Apply first aid for environmental emergencies, including cold and heat illnesses, burns, poisonings, anaphylaxis, bites, foreign bodies in the eye, diabetic, neurological emergencies (vertigo, concussion, seizure and stroke), and respiratory emergencies. Also, apply first aid for cardiovascular emergencies, including syncope, bleeding, shock, and heart attack; Complete Basic Life Support;

To recognize and use terms related to the Digestive, Urinary and Reproductive Systems; List major organs, identify the anatomic location, describe the normal function and physiology and discuss diseases and disorders of the Digestive, Urinary and Reproductive Systems; Explain the various means and methods used to collect urine specimens, and instruct a patient on the collection of a clean-catch midstream urine specimen include discussion on handling and transporting specimens; Perform the physical examination of urine (physical aspects, color, turbidity), including preparing a urine specimen for microscopic evaluation; Explain and perform various CLIA waived urine tests (may include Glucose testing, Urine Pregnancy Test); Prepare and assist with the collection of specimens, including those for a Pap test, maturation index, and test for various types of vaginal infections; Discuss post-examination duties; Summarize the process of pregnancy and postpartum care, including describing the common specialized tests and procedures for obstetric patients; Discuss developmental patterns and therapeutic approaches for infants, toddlers, preschoolers, school-aged children, and adolescents, including the current immunization schedule for children from newborn to 18 years old. Also, detail guidelines for childhood immunizations and document immunizations; Describe the medical assistant's role in pediatric procedures, including measuring the circumference of an infant's head; Discuss the unique challenges and needs of the adolescent patient, including specify child safety guidelines for injury prevention and management.

To recognize and use terms related to the Lymphatic, Immune, Nervous and Endocrine Systems; List major organs, identify the anatomic location, describe the normal function and physiology and discuss diseases and disorders of the Lymphatic, Immune, Nervous and Endocrine Systems; Explain the changes in the anatomy and physiology along with summarizing the major related diseases and disorders faced by aging; Summarize the role of the medical assistant in caring for aging patients; also, list and describe the principles of effective

communication with older adults; Discuss the classification of microorganisms, including how to name them; Describe various characteristics of bacteria, including their staining properties, shapes, oxygen requirements, and physical structures. Also, explain the characteristics of common diseases caused by bacteria; Identify the characteristics of common diseases caused by fungi, protozoa, parasites, and pathogenic helminths (worms); Discuss specimen collection and transport in the physician office laboratory; Describe three microbiology CLIA-waived tests that use a rapid identification technique. Also, collect a specimen for a throat culture and perform a rapid strep test; Identify common surgical instruments, show what is required for various minor surgery tray setups, demonstrate how to properly sanitize instruments and prepare instruments for the autoclave; Prepare a patient for a minor surgical procedure, and assist the provider with a minor surgical procedure; Describe the different phases of wound healings, and properly apply a dressing and bandage to a wound; Perform common coaching as required for disease prevention, including cough hygiene, nicotine cessation, vaccinations, health maintenance, including self-exams, screenings, treatment plans, including medication administration and the use of casts, splints, cold and hot therapies, assistive devices, and other therapies; Identify dietary nutrients including carbohydrates, fat, protein, minerals/electrolytes, vitamins, fiber, and water, also, distinguish the special dietary needs of those with diabetes, cardiovascular disease, hypertension, cancer, and lactose sensitivity.

Document the health record (electronic and paper record system); Apply the indexing rules for alphabetic and numeric filing systems; Manage various types of incoming and outgoing calls; Differentiate among the various types of appointment scheduling, set up the appointment matrix; Compose a professional letter and email; Perform inventory on equipment and supplies including order supplies and to perform the procedures done when supplies are received; Identify the various government health insurance plans, identify private health insurance plans and recognize the different managed care organizations; Apply coding guidelines to coding situations that are seen in the healthcare facility; Apply coding guidelines necessary for procedural coding; Explain when to use a modifier for procedure codes; Complete a CMS-1500 claim form; Perform accounts receivable procedures, including posting charges, payments, and adjustments; Explain how the Truth in Lending Act affects collection policies, include a description of successful collection techniques for patient accounts; Describe the different methods for patient payments and the precautions needed with each; Describe payroll procedures.

Explain the life cycle of an insurance claim from date of service to third-party payer processing and payment; Discuss and list features of The Blue Plans, Private Insurance, Managed Care plans, Medicare, Medicaid, TRICARE, Veterans' Health Care and Workers' Compensation; Manage billing and insurance claims; Apply managed care policies and procedures to the processing of medical insurance claims; Identify third-party guidelines; Complete and submit insurance forms with accuracy via traditional and electronic mediums; Use Medical Terminology.

Categorize Health Data Structure to include collection of data and standards; Identify the content of a health record to include administrative data, past medical, surgical, family, and social history, and the care provider's responsibility; Apply insurance and billing functions in a practice management system; Analyze privacy, security, confidentiality and legal issues; Evaluate management of information and communication; Interpret decision and compliance support; Relate the future of health information and informatics; Apply clinical functions to electronic health record software.

Apply knowledge and understanding of various clinical classification systems and clinical vocabularies that may be used to support data collection, data processing and retrieval of health information; Demonstrate understanding of the structure and content of each volume of the International Classification of Diseases and the application of the steps of the coding process; Apply International Classification of Diseases coding conventions to accurately code a variety of diagnoses, conditions and procedures using diagnostic statements,

case studies and patient records; Apply guidelines relating to the prevention of fraud and abuse to coding policies and practices when provided an applicable case scenario; Determine the ethical and regulatory problems that coders might face and make appropriate suggestions for resolution; Discuss the factors that constitute quality data and how to determine whether data is of adequate quality; List ways to ensure high quality.

To utilize a variety of skills learned during the didactic session and apply them to the clinical office environment; establish good patient rapport through problem solving and listening skills; understand legal liability and prevent the employer from a lawsuit; demonstrate safety in the office and laboratory environment; demonstrate working knowledge of anatomical systems and functions and terminology relevant to any system Studied; demonstrate simple typing skills and office data entry through patient registration; demonstrate a knowledge of a patient's right to privacy.

a. Assessment

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

Assessment tools include skill demonstrations/check-offs, oral assessment and written assessment using quizzes, mid-terms and final exams. Additionally, we have an end-of-coursework skills assessment that must be completed prior to beginning the internship. Students that need additional help are offered tutoring, additional lab time, one-on-one, etc. The Internship assessment includes a site visit by the internship coordinator and observations by the site supervisor.

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

a. Federal Financial Responsibility Composite Score

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

2.9

b. State Licensure

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

No certification is required in the State of Indiana

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

a. Professional Certification

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

Registered Medical Assistant (RMA)

- 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, the graduates from this program will be eligible to take the RMA exam.

- If so, please identify

RMA

- Each specific professional certification:

RMA

- The national organization issuing each certification:

American Medical Technologist (AMT)

- Please explain the rationale for choosing each professional certification:

While not required, some employers prefer to hire Medical Assistants that have a certification. This certification provides graduates with more potential job opportunities.

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

The entire program comprehensively works to prepare for the RMA exam.

b. Professional Industry Standards/Best Practices

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

Yes

- If so, please identify:

Industry standards and best practices include patient care, hands-on training, internships, safety protocols, etc.

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

The specific program content that incorporates professional industry standards and best practices includes body systems, medical terminology, insurance, medical administration, law and ethics, human relations, asepsis, sterilization, instruments, lab procedures, minor surgery, patient education, vital signs and measurements, physical examinations, clinical pharmacology, therapeutic models, lab procedures, ECG and first aid/CPR/emergency response.

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

The program was modeled after the American Medical Technologist Registered Medical Assistant exam and OSHA blood borne pathogen guidelines.

c. Institutional Accreditation

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

Lincoln College of Technology - Indianapolis is accredited with the Accrediting Commission of Career School and Colleges.

- Reason for seeking accreditation.

Already accredited
Specialized Program Accreditation

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

No

- If so, please identify the specialized accrediting agency:

N/A

d. 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?

Our Institution does not offer Baccalaureate degrees

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

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

a. Are all student transcripts in a digital format?

Yes

- If not, what is the percentage of student transcripts in a digital format?
100%
- What is the beginning year of digitized student transcripts?
2019
- Are student transcripts stored separately from the overall student records?
Yes

- b. How are the digital student records stored?
In a Student Information System (SIS)
- Where is the computer server located?
Secaucus NJ
 - What is the name of the system that stores the digital records?
Campus Nexus Student
- c. Where are the paper student records located?
Paper Records are stored off campus at GRM 2002 S. East Street Indianapolis, IN 46225
- d. What is the beginning year of the institutional student record series?
1961
- e. What is the estimated number of digital student records held by the institution?
30,000
- f. What is the estimated number of paper student records held by the institution?
60,000
- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
No
- If so, what is the most significant format? N/A
 - If so, what is the estimated number of student records maintained in that format? N/A
- h. Does the institution maintain a staff position that has overall responsibility and authority over student records?
Yes
- If so, what is the name, title, and contact information for that individual?

Megan Sage; Registrar; msage@lincolntech.edu; 317-851-3264
- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?

Parchment services transcript requests only. It does not hold the majority of the transcripts, only those that have been requested.
- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?
20

This Section Applies to All Institutions

- k. Is there anything that the Commission should consider with regard to the institutional student records?

No

- l. What is the digital format of student transcripts?

Student transcripts are generated on demand as PDF. Until then the data is maintained in the SIS, Campus Nexus Student.

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

Campus Nexus Student

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

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred									
March 31, 2023									
Institution/Location: Lincoln College of Technology at Indianapolis									
Program: Medical Assistant Technology									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			5	20	25	30	35	
	Part-Time			0	0	0	0	0	
	Total			5	20	25	30	35	
Enrollment Projections (FTE*)									
	Full-Time			0	0	0	0	0	
	Part-Time			0	0	0	0	0	
	Total			0	0	0	0	0	
Degrees Conferred Projections				5	20	25	30	35	
Degree Level: AAS									
CIP Code: - 51.080; State – 31-9092									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

7225 Winton Drive, Bldg #128
 Indianapolis, IN 46268
 (317)632-5553
 www.lincolnedu.com

Student: [REDACTED] ID: [REDACTED] DOB: [REDACTED] LDA: 2/17/2023
 Phone No: [REDACTED] HS: 6/1/1994 Program GPA: 4.00

Grade History						
Course Code	Course Description	% Attended	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Medical Assistant						
Program Hours: 880 Program Credits: 33.50						
Enrollment #: ST22053802			Enroll Status: Graduate			
Start Date: 5/23/2022			Grad Date: 2/17/2023			
Term: 2022B04 2022-B		5/23/2022		8/6/2022		
MAP101	05/23/22 - 06/25/22					
	Introduction to Allied Health	90.00 %	5.00	5.00	A	20.00
MAP110	06/27/22 - 08/06/22					
	Cardiopulmonary Medical Procedures	100.00 %	5.00	5.00	A	20.00
Term GPA: 4.00		Cum GPA: 4.00		10.00	10.00	40.00
Term: 2022C04 2022-C		8/8/2022		10/15/2022		
MAP150	08/08/22 - 09/10/22					
	Administrative Medical Office	98.60 %	5.00	5.00	A	20.00
MAP120	09/12/22 - 10/15/22					
	Musculoskeletal System and Medication Administration	99.50 %	5.00	5.00	A	20.00
Term GPA: 4.00		Cum GPA: 4.00		10.00	10.00	40.00
Term: 2022D04 2022-D		10/17/2022		12/24/2022		
MAP130	10/17/22 - 11/19/22					
	Clinical Lab Techniques	100.00 %	5.00	5.00	A	20.00
MAP140	11/21/22 - 12/24/22					
	Laboratory and Surgical Procedures	99.10 %	5.00	5.00	A	20.00
Term GPA: 4.00		Cum GPA: 4.00		10.00	10.00	40.00
Term: 2023A04 2023A04		1/4/2023		2/4/2023		
MAP300	01/04/23 - 02/04/23					
	Medical Assisting Internship	100.00 %	3.50	3.50	P	0.00
Term GPA: 0.00		Cum GPA: 4.00		3.50	3.50	0.00

Grade History						
Course Code	Course Description	% Attended	Credits Attempted	Credits Earned	Grade	Quality Points
Medical Assistant		GPA: 4.00	33.50	33.50		120.00
		Attendance %: 98.3				
<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> Credentials awarded for Medical Assistant enrollment </div>						
		<u>Date Awarded</u>	<u>Date Cleared</u>			
Diploma		02/17/2023	02/17/2023			

*** End of Transcript ***

Authorized Signature Megan Sage Date 4/10/2023

** Indicates Retaken Course
 R Indicates course required for repeat

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BOARD FOR PROPRIETARY EDUCATION

Monday, June 19, 2023

DECISION ITEM B-3:

**John Patrick University of Health and Applied Sciences:
Three Associate Degree Programs, and One Baccalaureate
Degree Program at One Location and Distance Education**

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approves the Associate of Science (A.S.) in Diagnostic Medical Sonography, A.S. Natural Medicine, A.S. in Radiation Therapy, and Bachelor of Science (B.S.) in Medical Sonography in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

Background

Degree Program Profiles

*Associate of Science (A.S.) in
Diagnostic Medical Sonography at
South Bend or Distance Education*

This program consists of 69 semester credit hours, with 78 percent of the courses in the specialty. The program faculty consists of nine individuals, of whom all are part-time. Of the nine individuals, four have a doctoral degree, four have a master's degree, and one has an associate degree.

*Associate of Science (A.S.) in
Natural Medicine at
South Bend or Distance Education*

This program consists of 60 semester credit hours, with 50 percent of the courses in the specialty. The program faculty consists of seven individuals, all of whom are part-time. Of the seven individuals, four have a doctoral degree, and three have a master's degree.

*Associate of Science (A.S.) in
Radiation Therapy at
South Bend or Distance Education*

This program consists of 60 semester credit hours, with 75 percent of the courses in the specialty. The program faculty consists of seven individuals, of whom one is full-time and the remaining six are part-time. Of the seven individuals, three

have a doctoral degree, and four have a master's degree.

*Bachelor of Science (B.S.) in
Diagnostic Medical Sonography at
South Bend or Distance Education*

This program consists of 120 semester credit hours, with 75 percent of the courses in the specialty. The proposed program is a baccalaureate completion degree, meaning 60 credits are accepted for transfer through a required associate's degree, and 60 credits are delivered by the institution. The program includes two specializations: General Specialization, and Cardiovascular Specialization. The program faculty consists of four individuals, of whom all are full-time. Of the four, each has a master's degree.

Supporting Documents

Degree Applications

Institutional Profile for John Patrick University of Health and Applied Sciences

Background In August 2019 the institution previously named Radiological Technologies University VT was renamed John Patrick University of Health and Applied Sciences. The name change was done to better reflect the programs being offered. At that time, the institution had just been approved to offer Graduate Certificates within the School of Integrative and Functional Medicine. The institution has been in operation since 2009.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution was formerly accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The institution voluntarily withdrew from accreditation with ACICS in 2018 and was granted full accreditation with Accrediting Commission of Career Colleges and Schools (ACCSC) in the same year. Accreditation was extended for six years.

Student Financial Aid Students attending the institution are eligible to receive Title IV federal financial aid. The institution does not currently participate in state financial aid.

Enrollment The institution has one campus in South Bend, Indiana. The National Center for Education Statistics (NCES) lists a total enrollment of 205 students in the fall of 2021.

Programs The institution offers programs at the certificate, associate, baccalaureate, master's, and graduate certificate levels. Programs range from a Certificate in Magnetic Resonance Imaging to a Bachelor of Science in Radiation Therapy to a Master of Science in Integrative and Functional Medicine. Most of the programs offered are in the field of allied health, specifically radiological sciences. Currently, the institution offers over 21 programs in the allied health field. Unique to the John Patrick University of Health and Applied Sciences is that while programs are offered through distance education, many programs include on-site modules at the South Bend campus.

Financial Responsibility Composite Score (FRCS) In Fiscal Year ending June 30, 2021, the institution had a published FRCS of 3.0.

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AS in Diagnostic Medical Sonography To Be Offered by John Patrick University of Health and Applied Sciences at South Bend, Indiana Campus

Degree Award Level²: Associate of Science

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

Career Relevant/Out-of-Classroom Experiences⁴: Internship

Suggested CIP Code⁵ for Program: 51.0910

Name of Person Preparing this Form: Betsy Datema

Telephone Number: (574) 232-2408

Email Address: bdatema@jpu.edu

Date the Form was Prepared (Use date last revised): 3/28/2023



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



1 The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

2 The “Degree Award Level” refers to the following categories (see Degree Award Level Definitions for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
9. Doctor’s Degree-Research/Scholarship
10. Doctor’s Degree-Professional Practice
11. Doctor’s Degree-Other

3 For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

4 Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. The National Association of Colleges and Employers (NACE) Career Readiness Competencies and Statewide Career Relevance Definition provide additional information about student engagement experiences with career relevance.

5 CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

Goal #1:	To prepare graduates to meet the demands of the healthcare industry by providing them with the skills, knowledge, and competencies required for entry-level sonography positions.
Objective:	To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s) it offers: Abdominal sonography – extended, obstetrics & gynecology sonography, adult cardiac sonography and vascular sonography.
Learning Domain	<p>Cognitive Domain (knowledge-based learning): To ensure that students acquire knowledge of relevant subject matter, including anatomy and physiology, sonographic physics, and pathology, necessary to perform and interpret sonographic examinations in each of the four concentrations offered.</p> <p>Psychomotor Domain (skills-based learning): To ensure that students gain the necessary technical skills to operate ultrasound equipment, perform sonographic procedures accurately, and interpret sonographic images, in each of the four concentrations offered.</p> <p>Affective Domain (behavior-based learning): To ensure that students develop professional attitudes, values, and ethical behavior, including communication and interpersonal skills, necessary to work effectively with patients, physicians, and other healthcare professionals, in each of the four concentrations offered.</p>
Assessment(s)	<p>Attrition/retention rates</p> <p>Job placement rates</p> <p>Employer Satisfaction Surveys</p> <p>Graduate Satisfaction Surveys</p>
Goal #2:	Prepare students for certification and licensure exams.
Objective:	<p>Provide students with a comprehensive understanding of the principles and practices of diagnostic medical sonography</p> <p>Ensure that the program meets the industry standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and other relevant accrediting bodies.</p> <p>Prepare students to sit for relevant certification exams and to meet state licensure requirements.</p>
Learning Domain	Cognitive Domain: This domain covers knowledge-based learning, including anatomy and physiology, sonographic physics, and pathology.
Assessment(s)	<p>Content and summative evaluations throughout didactic course work.</p> <p>National credentialing examination(s) performance</p>
Goal #3:	Prepare students to perform ultrasound examinations accurately, efficiently, and safely.
Objective:	Equip students with the technical skills necessary to perform diagnostic medical

	<p>sonography examinations, including knowledge of the equipment, patient positioning, and image acquisition.</p> <p>Prepare students to analyze and interpret sonographic images accurately and effectively, and to communicate findings to other healthcare professionals.</p> <p>Provide students with opportunities to gain practical experience through clinical rotations and other hands-on learning experiences.</p>
Learning Domain	Psychomotor Domain: This domain focuses on hands-on learning, including how to operate ultrasound equipment and perform sonographic procedures accurately.
Assessment(s)	Clinical competencies and evaluations.
Goal #4:	Develop students' critical thinking and problem-solving skills to make sound clinical decisions and communicate findings effectively to healthcare providers
Objective:	Foster critical thinking and problem-solving skills in students, enabling them to adapt to new technologies and techniques as they emerge.
Learning Domain	Interpersonal Domain: This domain addresses communication and collaboration skills that are essential for working with patients, physicians, and other healthcare professionals.
Assessment(s)	Performance evaluations Case studies
Goal #5:	Foster professionalism, ethical behavior, and effective communication skills among students.
Objective:	Promote professionalism and ethical conduct in students, emphasizing the importance of patient-centered care, confidentiality, and the need for continuing education.
Learning Domain	Affective Domain: This domain addresses emotional and attitudinal learning, including the development of professional attitudes, values, and ethical behavior.
Assessment(s)	Performance evaluations Self-Reflections
Goal #6:	Provide opportunities for students to engage in research and continuing education to stay up-to-date with advances in the field of sonography.
Objective:	Provide students with access to ongoing professional development opportunities and resources to stay up-to-date on developments in the field. Ensure program curriculum and teaching practices align with industry standards and the evolving needs of the healthcare industry.
Learning Domain	Professional Domain: This domain covers topics related to professional development, including licensure and credentialing, continuing education, and career advancement.
Assessment(s)	Participation in local and national sonography groups Completion of continuing education Self-Reflections

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

Total Course Hours: 69

Check One: Quarter hours
 Semester Hours
 Clock hours

Tuition: \$40,020

Length of Program: 5 semesters

Special Fees: \$300 per semester

Specialty Courses:		
Course Number	Course Title	Hours
US101	Introduction to Sonography	2
US103	Patient Care & Professionalism in Sonography	2
US105	Ultrasound Physics	4
US122	Abdomen Ultrasound I	2
US124	Superficial & Small Parts Ultrasound I	2
US130	Gynecological Ultrasound	2
US132	OB Ultrasound I	2
US160	Vascular Ultrasound I	2
US190	Clinical A ^D	4
US222	Abdomen Ultrasound II	2
US224	Superficial & Small Parts Ultrasound II	2
US230	OB Ultrasound II	2
US192	Clinical B ^D	9
US223	Pediatric Ultrasound	2
US226	Advanced Abdomen Imaging	2
US234	Advanced OBGYN Imaging	2
US293	Clinical C ^D	9
US194	Clinical D ^D	6
US294	Clinical E ^D	6
US295	Clinical L ^D	6
SCI115	Medical Terminology	1
RTE120	Medical Ethics & Law	1

General Education / Liberal Arts Courses:		
Course Number	Course Title	Hours
BIOL150	Human Anatomy & Physiology I ^A	3
MATH105	Algebra I ^A	3
HUM109	English Composition ^B	3
PHY150	Descriptive Physics ^A	3
HUM111	Fundamentals of Public Speaking ^B	3
SOC105	Introduction to Psychology ^C	3
SOC107	Introduction to Sociology ^C	3

A total of 15 general education credits are required.

^ARequired general education course.

^BStudents must select one course from this category.

^C Students must select one course from this category.

^D The program requires 900 internship hours. Students select Route 1 or Route 2.

Route 1: Clinical A (100 hours), Clinical B (400 hours), and Clinical C (400 hours)

Route 2: Clinical A (100 hours), Clinical D (260 hours), Clinical E (260 hours), and Clinical L (280 hours)

Number of Credit/Clock Hours in Specialty Courses: 54 / 69 Percentage: 78%

Number of Credit/Clock Hours in General Courses: 15 / 69 Percentage: 22%

If applicable:

Number of Credit/Clock Hours in Liberal Arts: ___ / ___ Percentage: ___

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

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

b. Number of volumes of professional material:

c. Number of professional periodicals subscribed to:

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

Library Services Overview

Library services at John Patrick University of Health and Applied Sciences (JPU) consist of a physical library located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601 including books and periodicals which apply to the fields of Medical Physics, Medical Dosimetry, Medical Health Physics, Nanomedicine, Medical Imaging, Radiologic Science, Radiation Therapy, and Nutritional Health. JPU subscribes to EBSCO's Discovery Service and ELSEVIER ScienceDirect database platforms.

Students and faculty may access the online learning resource system 24 hours a day, seven days a week. The on-site library is accessible to students at any time they are on the campus. The on-site Library inventory can be accessed in Sycamore under "Info Center". Students who study remotely may have access to on-site library resources by having requested materials sent to them.

The library is staffed by a Librarian who holds a Master's Degree in Library Science and supervises and manages the library and instructional resources. The Librarian also provides support to both faculty and students in the use of the learning resource system and works to integrate library resources into all phases of the University's educational programs.

LibGuides

JPU's online library uses LibGuides, which is a content management and information sharing system designed specifically for libraries. It facilitates seamless navigation through, and instruction on, core and relevant resources in a particular subject field, class, or assignment. This allows JPU's library to showcase its resources and services to faculty and students for research and study. The LibGuides platform also invites partnerships between the Librarian and instructors to meet their course resource and research needs. The Guides can be accessed at <https://jpu.libguides.com>. To request a LibGuide contact the Librarian, Sheila Makala, at smakala@jpu.edu.

EBSCO Discovery Service

EBSCO's Discovery Service platform provides access to EBSCO's EDS (EBSCO Discovery Service) software, Full Text Finder and Medline with Full text through a single-entry point. These online resources include Full-text journals, electronic books, tutorials, subject guides, current news, and career development information.

EDS Open Access Collections are content-specific to post-secondary, higher education colleges. These collections feature academic/scholarly, industry/trade, and government resources collected from open

access sources such as university repositories, industry-specific websites, professional associations or organizations, non-governmental organizations and government agencies. Select resources are chosen for their content-rich value for academic research, career development, and curriculum and learning support. Content formats include websites, eBooks, PDF files, and/or videos. Collections featured in our profile include:

- Business Collection
- Health and Medicine Collection
- Information Technology and Security Collection
- Law and Criminal Justice Collection
- Trade and Vocational Collection

Full Text Finder (FTF)

Full Text Finder (FTF) is a next-generation knowledge base, holdings management tool, publication finder and link resolver. FTF integrates with *EBSCO Discovery Service (EDS)* to provide users fast and reliable access to full text and a better library experience.

Medline Full Text

The Medline with Full Text database provides full text indexing for journals indexed in MEDLINE. These journals cover a wide range of subjects within the biomedical and health fields with coverage dating back to 1949. This database contains information for health professionals and researchers engaged in clinical care, public health, and health policy development. *MEDLINE with Full Text* provides more than 360 active full-text journals not found in any version of *Academic Search*, *Health Source* or *Biomedical Reference Collection*.

ELSEVIER ScienceDirect

ELSEVIER ScienceDirect platform provides access to peer-reviewed literature that includes articles, journals, books and topic pages that assists in research. Through ELSEVIER ScienceDirect we have one Subject Collection and 2 individual titles.

Subject Collection:

College Edition Health and Life Sciences – This is a collection of over 1200 full-text, peer-viewed journals. The access goes back to 1995 and covers the areas below.

- Health Sciences
- Biochemistry, Genetics and Molecular Biology
- Agricultural & Biological Sciences
- Environmental Science
- Neuroscience
- Pharmacology, Toxicology and Pharmaceutics
- Immunology and Microbiology
- Veterinary Science and Veterinary Medicine
- Nursing and Health Professions

Individual Titles

- International Journal of Radiation Oncology, Biology, Physics
- Medical Dosimetry

4. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.

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

Total # of Faculty in the Program:	9	Full-time:	0	Part-time:	9
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Margaret Battin	Masters – Public Health BS – Mortuary Science AAS – Diagnostic Medical Sonography	11	0.25	6		X
Joseph Bradley	Doctorate – Chiropractic Doctorate – Psychology MS – Substance Abuse Counseling and Education	22	3.5	13		X
Liliana Braescu	Ph.D. – Mathematics MS – Modeling in Economy and Applied Science BS - Mathematics	23	11	23		X
Micah Hamanaka	Ph.D. – Biomedical Engineering MS – Mechanical Engineering BA - Physics	9	7	4		X
Moriah Hoover	AS - General Studies	21	3.5	6		X

Donald LaFleur	MS - Education MS – Medical Physics BS – Psychology Certificate - Diagnostic Medical Sonography	10	4	5		X
Nicole LaMaster	Doctor of Chiropractic BS – Human Biology	9	11	0		X
Scott McLean	MA – Communication BA - Communication	30	1	19		X
Isaak Miroshenko	MA – Higher Education Administration BS – Political Science	11	2.5	6		X

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- **Why is the institution proposing this program and how does it build upon institutional strengths?**
- **How is it consistent with the mission of the institution and how does this program fit into the institution’s strategic plan (please provide a link to the strategic plan)?**

The Diagnostic Medical Sonography program at the John Patrick University of Health and Applied Sciences is designed to train individuals to become skilled in using ultrasound technology. Diagnostic Medical Sonography is a rewarding career in healthcare, where the sonographer plays a critical role in helping healthcare providers diagnose and treat medical conditions.

The curriculum covers various topics such as anatomy and physiology, ultrasound physics, patient care and communication, and pathology. Students will learn how to operate ultrasound equipment, perform scans, and analyze images to identify abnormalities.

The program emphasizes the importance of patient care and communication skills, as sonographers work closely with patients to ensure their comfort and safety during the scanning process. Students will also learn about legal and ethical considerations in medical sonography, safety, and professional development.

This program requires an externship, where the student is placed in the clinical setting for college credit. During the externship, students will work under the supervision of licensed sonographers in healthcare settings such as hospitals, clinics, or imaging centers. This practical experience provides students with valuable hands-on training and the opportunity to apply their knowledge and skills in a real-world setting.

There is a shortage of healthcare workers in the United States and this includes allied healthcare workers that typically need specialized, technical training. JPU has the means to reduce the workforce shortages by offering new programs such as diagnostic medical sonography.

JPU has already proven successful in offering programs through distance learning formats. The DMS program will use online classroom instruction, ultrasound simulation technology, and a hands-on clinical externship, to present a distinctive and comprehensive learning experience. JPU's dedication to sound educational infrastructure and teaching practices ensures the quality of education and maximizes students' learning outcomes.

The DMS program clearly aligns with the mission statement as it will help students develop ultrasound skills, building competent entry-level scanners by the end of the program. The DMS program aligns with industry standards in curriculum to ensure student success in this technical field.

Strategically, as a school with a strong focus on becoming a comprehensive institution in the field of radiological science, the addition of dedicated ultrasound program is of utmost importance. This program will not only support our strategic goal of program growth but also bring about positive changes in terms of community recognition and vendor relationships. By adhering to industry standards and providing students with a clear understanding of the pathways to credentials, JPU aims to establish itself as a leading institution in the ultrasound education field.

[JPU's Strategic Plan is available here.](#)

b. State Rationale: General

- **How does this program address state priorities as reflected in the Commission's most recent strategic plan *Reaching Higher In a State of Change*?**

JPU's online Diagnostic Medical Sonography program is well equipped to meet the CHE's priorities of completion, equity, and talent.

Completion: An online ultrasound program can help students complete their education by providing a flexible and convenient way to earn the necessary qualifications for a career in ultrasound. Online programs can offer asynchronous learning, allowing students to study on their own time and at their own pace. This can be particularly helpful for students who are working or have other commitments that make traditional classroom learning difficult. JPU offers classes year-round, allowing students more flexibility in their pathway to completion, be it at an accelerated pace or as a part-time student.

Equity: JPU's Online ultrasound program can also help promote equity in higher education by reducing barriers to entry. For example, students who may not have access to a physical ultrasound program in their area can still pursue their education and career goals through an online program. Additionally, online programs can often be more affordable than traditional programs, which can help make education more accessible to a wider range of students. JPU is dedicated to creating an environment that is learner-centric, including personalization of

education and tools students need to succeed.

Talent: JPU's online ultrasound program can help Indiana and other states develop and retain talented individuals in the healthcare industry by providing high-quality education and training. By attracting and retaining skilled healthcare professionals, Indiana can strengthen its healthcare system and improve patient outcomes. The program aims to bring high-quality sonography education that exceeds accreditation standards.

c. State Rationale: Equity-Related

- **How does this program address the Equity section of Reaching Higher In a State of Change (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?**

When considering equity in higher education JPU's online Diagnostic Medical Sonography program removes or reduces barriers in many ways.

Accessibility: Anyone with access to a device and the internet can attend classes at JPU. This reduces barriers to education for those who live in rural areas and have mobility, or transportation struggles.

Diversity: As an online program, students will have the opportunity to learn in an environment that allows students to connect with others from different backgrounds, geographical locations, abilities, and cultures. JPU will create an inclusive environment, encouraging students to connect their learning with their own experiences and share those experiences so others can gain insight and understanding.

Socioeconomic: JPU offers many tuition, loan and scholarship options for students. Care has been taken to find affordable learning material and class design to optimize credit hours. The online component improves affordability by not requiring on-campus living or relocation to attend.

d. Evidence of Labor Market Need

- **National, State, or Regional Need**
 - **Is the program serving a national, state, or regional labor market need? Please describe.**

The U.S. Bureau of Labor Statistics projected growth in Diagnostic Medical Sonography from 2021-2031 to be 10% or about 14,700 jobs. This is faster than the average growth in other occupations. In-person programs and online programs cap their enrollment, thus limiting the current number of students able to enter the field each year. To meet the growing needs, programs need to increase their enrollment, or new programs need to be developed.

Additionally, many schools are in or near high-population areas to maximize enrollment, which creates barriers for rural and low-population areas. An online program can bring ultrasound education to places that need it. There are currently only 5 programs in the United States that

are fully online, and only one of these programs offers a degree.

With new simulation ultrasound technology, portable ultrasound units, and high-quality internet-based learning platforms, creating an online ultrasound program will fill workforce gaps throughout the country.

e. **Placement of Graduates**

- **Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.**
- **If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.**

Diagnostic medical sonographers are employed in multiple healthcare settings such as hospitals, clinics, imaging centers, and mobile imaging services.

Students may also find opportunities in related fields such as research, development, and education.

f. **Job Titles**

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

Students graduating from JPU with an AAS in Diagnostic Medical Sonography will mainly find employment as a diagnostic medical sonographer, which goes under many titles such as sonographer, ultrasound technologist, or ultrasound technician.

6. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**

- **List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.**
- **Knowledge of anatomy and physiology:** Students will have a deep understanding of the human anatomy and physiology, particularly the structures and functions of the organs and tissues that are imaged using ultrasound.
- **Technical proficiency:** Students will be proficient in operating ultrasound equipment, including selecting appropriate transducers and settings, positioning the patient, and acquiring high-quality images.
- **Image interpretation:** Students will be able to interpret ultrasound images to identify normal and abnormal structures and identify potential pathologies and artifacts.
- **Patient care and safety:** Students will know the importance of patient care and safety, utilizing good communication skills, appropriate patient positioning techniques, and

proper use of infection control measures.

- Professionalism and ethics: Students will exhibit professional and ethical behaviors, paying special attention to HIPAA regulations, patient confidentiality, and professional boundaries / scope of practice.
- Problem-solving and critical thinking: Students will be able to apply critical thinking skills and problem-solving techniques to analyze images, make diagnostic decisions, and evaluate the effectiveness of interventions.
- Professional development: Students will be prepared to continue learning and professional development throughout their career, including staying current with new technologies, techniques, and research in the field of ultrasound.

b. Assessment

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**
- Written exams: Written exams will be used to assess knowledge of anatomy, physiology, physics, and ultrasound instrumentation.
- Practical exams: Practical exams will be used to assess technical proficiency, patient care, and safety. Students will be evaluated on their ability to perform ultrasound exams on live or simulated patients, and their ability to identify normal and abnormal structures in images.
- Clinical evaluations: Clinical evaluations will be used to assess a student's ability to apply their knowledge and skills in a clinical setting. Clinical instructors will evaluate a student's performance on a variety of tasks, including image acquisition, patient care, image interpretation, and communication with patients and healthcare providers.
- Case studies: Case studies will be used to assess a student's problem-solving and critical thinking skills. Students will be presented with real or hypothetical cases and asked to analyze images and make diagnostic decisions.
- Portfolios: Portfolios will be used to assess a student's professional development and growth. Students can compile evidence of their learning, such as reflective writing, case studies, and images, to demonstrate their competence and professional growth.
- Self-assessment: Self-assessments will be used to encourage students to reflect on their learning and progress. Students will be asked to evaluate their own performance, identify strengths and weaknesses, and develop goals for improvement.

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

a. Federal Financial Responsibility Composite Score

- **Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department**

of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

The most recent Federal Financial Responsibility Composite Score is 3.00. This is reported on the most recent audited financial statements calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

b. State Licensure

- **Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?**
- **If so, please identify:**
- **The specific license(s) needed:**
- **The State agency issuing the license(s):**

State Licensure is not required in Indiana. However, state licensure is required in other states.

c. Professional Certification

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

Professional certifications include:

American Registry of Diagnostic Medical Sonography (ARDMS) credentials:

- Registered Diagnostic Medical Sonographer (RDMS) in abdomen, breast, fetal echocardiography, obstetrics & gynecology, and pediatric sonography
- Registered Diagnostic Cardiac Sonographer (RDCS) in adult, fetal, and pediatric echocardiography
- Registered Vascular Technologist (RVT) in vascular technology
- Registered Musculoskeletal Sonographer (RMSKS) in musculoskeletal sonography

Cardiovascular Credentialing International (CCI) credentials:

- Advanced Cardiac Sonographer (ACS)
- Registered Congenital Cardiac Sonographer (RCCS)
- Registered Cardiac Sonographer (RCS)
- Registered Vascular Specialist (RVS)

American Registry of Radiologic Technologists (ARRT) credentials:

- Registered Technologist (Sonography) (RT-S)
- Registered Technologist (Vascular Sonography) (RT-VS)
- Registered Technologist (Breast Sonography) (RT-BS)

- **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:**

Initially, graduates of the program will be able to obtain their ARRT (RT-S) credentials. After the ARRT is awarded, ARDMS and CCI credentials can also be obtained.

- **The national organization issuing each certification:**

American Registry of Radiologic Technologists

- **Please explain the rationale for choosing each professional certification:**

In most places of employment, credentials are required at the time of employment or within the first year. ARRT is accepted, but if ARDMS or CCI are required, the ARRT works as a pathway to obtaining other credentials

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

All of the DMS courses are needed to be prepared for certification exams. DMS 105 – Ultrasound Physics is an important facet to obtaining ultrasound credentials for all modalities and organizations

d. **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:**

The program will use standards and guidelines published by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). These standards have been reviewed and revised by:

- American College of Cardiology
- American College of Radiology
- American Institute of Ultrasound in Medicine
- American Society of Echocardiography
- American Society of Radiologic Technologists
- Society of Diagnostic Medical Sonography
- Society for Vascular Surgery
- Society for Vascular Ultrasound
- Joint Review Committee on Education in Diagnostic Medical Sonography
- Commission on Accreditation of Allied Health Education Programs

The entire guidelines can be viewed [HERE](#).

e. **Institutional Accreditation**

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

Accrediting Commission of Career Schools and Colleges (ACCSC) – July 2023

- **Reason for seeking accreditation.**

ACCSC accreditation allows JPU graduates to sit for the ARRT national exam to earn credentials.

f. **Specialized Program Accreditation**

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

Yes, but not required.

- **If so, please identify the specialized accrediting agency:**

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

g. 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):**

Yes. Graduates of this program have the ability to transfer all or almost all of their credits to a related baccalaureate degree. Baccalaureate degrees include:

- Bachelor of Science in Medical Imaging
- Bachelor of Science in Radiation Therapy
- Bachelor of Science in Radiologic Science
- Bachelor of Science in Medical Dosimetry
- Bachelor of Science in Integrative Health and Lifestyle Medicine

8. Student Records (Institutions that have Previously Operated)

a. Are all student transcripts in a digital format?

- **If not what is the percentage of student transcripts in a digital format?**
- **What is the beginning year of digitized student transcripts?**
- **Are student transcripts stored separately from the overall student records?**

All student transcripts are stored in a digital format. 2009 is the beginning year of digitized student transcripts. Student transcripts are stored through JPU's student information system which is backed up in multiple locations.

b. How are the digital student records stored?

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

Student records are stored the JPU's online student information system called Populi. Populi servers store backup information on multiple servers across the United States. JPU utilizes Canvas as its Learning Management System. Canvas stores course data. In addition, gradebook data from each term is downloaded at the conclusion and stored on JPU's local server located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601.

c. **Where are the paper student records located?**

Paper student records are stored at JPU's office located at 100 E. Wayne Street, Suite 140 South Bend, IN 46601. Files are stored in fireproof cabinets stored behind locked doors.

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

2009

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

500

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

500

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

JPU does not maintain student records in other formats such as microfiche.

- **If so, what is the most significant format?**

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

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

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

The President and CEO have overall responsibility and authority over student records.

Brent Murphy
CEO
Phone: 574-232-2408
Email: bmurphy@jpu.edu

Michael Dubanewicz
President
Phone: 574-232-2408
Email: mdubanewicz@jpu.edu

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

JPU does not contracted with a third party servicer to have records digitized, maintained, and serviced.

j. **Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?**

Approximately 2 per week.

This Section Applies to All Institutions

k. **Is there anything that the Commission should consider with regard to the institutional student records?**

No comments at this time.

I. What is the digital format of student transcripts?

Digital student transcripts are viewable to the student through JPU's student information system, Populi. Students can generate a PDF of their unofficial transcript. Official transcripts can be requested and send via mail or email. Emailed transcripts are in PDF format.

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

JPU utilizes Populi as its student information system and Canvas as its Learning Management System.

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

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- **Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System**
- **Report a table for each campus or off-campus location at which the program will be offered**
- **If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.**
- **Round the FTE enrollments to the nearest whole number**
- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**

Projected Headcount and FTE Enrollments and Degrees Conferred									
March 28, 2023									
Institution/Location: John Patrick University of Health and Applied Sciences at South Bend, IN									
Program: AS Diagnostic Medical Sonography									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			6	24	24	24	24	
	Part-Time			2	8	14	16	16	
	Total			8	32	40	40	40	
Enrollment Projections (FTE*)									
	Full-Time			6	24	24	24	24	
	Part-Time			1	4	7	8	8	
	Total			7	28	31	32	32	
Degrees Conferred Projections				0	6	18	24	24	
Degree Level: AS									
CIP Code: - 51.0910; State – 51.0910									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

John Patrick University of Health and Applied Sciences

Official Transcript

100 E. Wayne Street, Suite 140, South Bend, IN 46601
Phone: (574)232-2408, Fax: (574)232-2200

RECIPIENT:**STUDENT:**

Student, Test
Student ID: 2022000005
Birthdate:
Enrollment Date: Sep 4, 2023

Degrees/Certificates

Associate of Science in Diagnostic Medical Sonography (Track: AS DMS Route 1 - Granted 4/21/2025)
Granted 4/21/2025

Transcript

2023-2024: Fall 2023 - 09/04/2023 - 12/18/2023

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
BIOL150	Anatomy & Physiology I	3.00	3.00	B	9.00
HUM109	English Composition	3.00	3.00	C	6.00
MATH105	Algebra I	3.00	3.00	B	9.00
PHY150	Descriptive Physics	3.00	3.00	A	12.00
US101	Introduction to Sonography	2.00	2.00	A	8.00
Totals		14.00	14.00	Term GPA: 3.14	Cum. GPA: 3.14

2023-2024: Spring 2024 - 01/08/2024 - 04/22/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
RTE120	Medical Ethics and Law	1.00	1.00	B	3.00
SCI115	Medical Terminology	1.00	1.00	A	4.00
SOC105	Introduction to Psychology	3.00	3.00	A	12.00
US103	Patient Care & Professionalism in Sonography	2.00	2.00	A	8.00
US105	Ultrasound Physics	4.00	4.00	A	16.00
Totals		11.00	11.00	Term GPA: 3.91	Cum. GPA: 3.48

2023-2024: Summer 2024 - 05/06/2024 - 08/19/2024

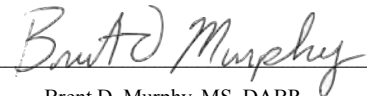
Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US122	Abdomen Ultrasound I	2.00	2.00	A	8.00
US124	Superficial and Small Parts Ultrasound I	2.00	2.00	B	6.00
US130	Gynecological Ultrasound	2.00	2.00	A	8.00
US132	OB Ultrasound I	2.00	2.00	A	8.00
US160	Vascular Ultrasound I	2.00	2.00	B	6.00
US190	Clinical A	4.00	4.00	P	16.00
Totals		14.00	14.00	Term GPA: 3.71	Cum. GPA: 3.56

2024-2025: Fall 2024 - 09/02/2024 - 12/16/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US192	Clinical B	9.00	9.00	P	36.00
US222	Abdomen Ultrasound II	2.00	2.00	A	8.00
US224	Superficial & Small Parts Ultrasound II	2.00	2.00	A	8.00
US230	OB Ultrasound II	2.00	2.00	B	6.00
Totals		15.00	15.00	Term GPA: 3.87	Cum. GPA: 3.65



Elizabeth M Datema
Office of the Registrar



Brent D. Murphy, MS, DABR

President

2024-2025: Spring 2025 - 01/06/2025 - 04/21/2025

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US223	Pediatric Ultrasound	2.00	2.00	A	8.00
US226	Advanced Abdomen Imaging	2.00	2.00	A	8.00
US234	Advanced OBGYN Imaging	2.00	2.00	A	8.00
US293	Clinical C	9.00	9.00	P	36.00
Totals		15.00	15.00	Term GPA: 4.00	Cum. GPA: 3.72

Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	69.00	69.00	257.00	3.72
Transfer	0.00	0.00	0.00	0.00
Overall	69.00	69.00	257.00	3.72



Elizabeth M Datema
 Elizabeth M Datema
 Office of the Registrar

Brent D Murphy
 Brent D. Murphy, MS, DABR
 President

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

Note: The following explanation reflects information found on the John Patrick University of Health and Applied Sciences (JPU) **Official Transcript** produced from the Student Information System implemented June 2011. Prior to August 5, 2019, JPU was doing business as Radiological Technologies University VT.

I. *Grade and Credit Point System*

The following grades are considered in computing semester or cumulative grade averages. Course hours with a grade of "F" are counted when computing grade point averages but do not count toward the earned hours required for degrees.

Graduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)
C (0.0 Pts) Unsatisfactory	WF (0.0 Pts) Withdrawn – Failing
D (0.0 Pts) Unsatisfactory	

Undergraduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)
C (2.0 Pts) Satisfactory	WF (0.0 Pts) Withdrawn - Failing
D (0 Pts) Unsatisfactory	

Repeated Courses

Repeated courses are counted in the John Patrick University of Health and Applied Sciences grade point average and may also be counted in the student's primary program GPA (Student Program GPA), depending on the policies of the student's program. The first attempt to complete a course is listed as attempted credits not earned.

The following grades are not considered in computing semester or cumulative grade point averages:

AU	Audit - No Credit
I	Incomplete/Pending
T	Denotes credits transferred from another Institution
W	Withdrawn
R	Repeated Course

Abbreviations and Symbols

EHRS	Credit hours earned
QPts	Quality Points Earned
GPA	Grade point average (computed by dividing QPts by EHRS)

Credit Types

Regular Credit – All John Patrick University of Health and Applied Sciences credit is reported in terms of semester hours.

II. *Record Format*

The "Official Transcript" standard format lists course history, grade and GPA information in chronological order sorted by the student's career level. The "Official Transcript with Enrollment" provides the same information as the standard transcript but also includes all courses in which a student is currently enrolled or registered. "Official Transcript" or "Official Transcript with Enrollment" (Without career level designation) indicates that the document contains all work completed at John Patrick University of Health and Applied Sciences.

The JPU GPA reflects the student's GPA according to standard university-wide rules. A Semester JPU GPA and a cumulative to date JPU GPA are calculated at the end of each semester. The overall JPU GPA summary statistics are reflected at the end of each student career level.

The Student Program GPA is calculated according to the rules determined by the student's primary academic program at the time of printing. The cumulative Student Program GPA summary statistics are reflected at the end of each student career level and are based on the student's last active primary program at that level.

III. *Transfer, Test and Special Credit*

Courses accepted in transfer from other institutions are listed under a Transfer Credit heading. Generally, a grade of "T" (transfer grade) is assigned and course numbers, titles and credit hours assigned reflect JPU Equivalents. Transfer hours with a grade of "T" are not reflected in the cumulative grade averages; however, the hours are included in the "Hrs Earned" Field.

IV. *Accreditation*

This Institution is authorized by: the Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300 Indianapolis, Indiana 46204-4206. Phone (317) 464-4400 Ext. 138.

This Institution is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302 Arlington, VA 22201. Phone (703) 247-4212. Website: www.accsc.org. ACCSC is recognized by the United States Department of Education.

This Institution holds programmatic accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182. Phone (312) 704-5300. Email: mail@jrcert.org. Programs Accredited: Bachelor of Science in Medical Dosimetry and Master of Science in Medical Dosimetry.

V. *Validation*

A transcript issued by John Patrick University of Health and Applied Sciences is official when it displays signatures. Printed official transcripts display signatures and are printed on SCRIP-SAFE Security paper. A raised seal is not required.

VI. *Registrar Contact*

Questions about the content of this record should be referred to the Office of the Registrar where it was printed.

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AS in Natural Medicine
To Be Offered by John Patrick University of Health and Applied Sciences at South Bend, Indiana Campus

Degree Award Level²: Associate of Science

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

Career Relevant/Out-of-Classroom Experiences⁴: Not applicable

Suggested CIP Code⁵ for Program: 51.3300

Name of Person Preparing this Form: Betsy Datema

Telephone Number: (574) 232-2408

Email Address: bdatema@jpu.edu

Date the Form was Prepared (Use date last revised): 3/28/2023



1 The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

2 The “Degree Award Level” refers to the following categories (see Degree Award Level Definitions for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
9. Doctor’s Degree-Research/Scholarship
10. Doctor’s Degree-Professional Practice
11. Doctor’s Degree-Other

3 For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

4 Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. The National Association of Colleges and Employers (NACE) Career Readiness Competencies and Statewide Career Relevance Definition provide additional information about student engagement experiences with career relevance.

5 CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

This program prepares individuals to assume roles as health and wellness professionals in private business and industry, community organizations, public health and alternative care settings.

The fulfillment of our mission and goals through an integrated curriculum ensures students attain the following learning outcomes:

- Apply the principle of Primum non nocere- First, Do No Harm
- Incorporate appropriate and legal scope of services
- Display effective management and communication skills, both verbal and written
- Demonstrate critical thinking and problem-solving skills
- Demonstrate professional work standards in the field of natural medicine
- Acquire the professional tools and experience for entry-level integrative wellness and public health positions
- Evaluate, analyze, and synthesize information to become more skillful at creating solutions in an integrative wellness and public health career environment
- Incorporate the role genetic and genomic sciences play in natural medicine
- Apply integrative nutrition therapies and practices
- Apply ethical and professional care and practices to integrative wellness and public health positions
- Utilize the principles of general, organic, and biochemistry
- Apply principles of pharmacology, homeopathy, vitamin, mineral and herbal remedies for wellness
- Demonstrate a foundational understanding of the structure and function of the nervous system and its relationship to typical and disordered human behavior
- Incorporate foundational concepts of complementary and alternative medical modalities such as Acupressure, Acupuncture, Chinese Medicine, Hypnotherapy, Hydrotherapy, Iridology, Light, Air, Ozone, Stress management, Breathing, Sleep, Sound, Naprapathy (Manual Medicine) and Exercise
- Utilize evidence-based science principles in cannabinoid medical sciences

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

Total Course Hours: 60

Check One: Quarter hours
 Semester Hours
 Clock hours

Tuition: \$25,000
 Special Fees: \$70 per semester

Length of Program: 4 semesters

Specialty Courses:		
Course Number	Course Title	Hours
SCI200	Complementary and Alternative Medicine Modalities	3
SCI211	Naturopathic Business Practices, Laws & Ethics	3
SCI201	Culinary Medicine	3
SCI106	Prebiotics, Probiotics and Psychobiotics	3
BIOL130	Functional Medicine Blood Lab Assessments	3
SCI212	Herbal, Vitamin & Mineral Therapies	3
SCI213	Medicinal Mushrooms and Psilocybin Therapies	3
SCI214	Homeopathy & Pharmacology Remedies	3
SCI215	Genetics and Genomics	3
SCI206	Cannabis and CBD Product Formulations	3
General Education / Liberal Arts Courses:		
Course Number	Course Title	Hours
BIOL150	Human Anatomy & Physiology I	3
SCI122	Chemistry	3
MATH103	Introduction to College Math	3
SCI202	Biology	3
SCI203	Biochemistry	3
SOC105	Introduction to Psychology	3
SCI120	Nutrition	3
HUM109	English Composition	3
HUM111	Fundamentals of Public Speaking	3
SCI204	Microbiology	3

Number of Credit/Clock Hours in Specialty Courses: 30 / 60 Percentage: 50%

Number of Credit/Clock Hours in General Courses: 30 / 60 Percentage: 50%

If applicable:

Number of Credit/Clock Hours in Liberal Arts: ___ / ___ Percentage: ___

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

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

b. Number of volumes of professional material:

c. Number of professional periodicals subscribed to:

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

Library Services Overview

Library services at John Patrick University of Health and Applied Sciences (JPU) consist of a physical library located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601 including books and periodicals which apply to the fields of Medical Physics, Medical Dosimetry, Medical Health Physics, Nanomedicine, Medical Imaging, Radiologic Science, Radiation Therapy, and Nutritional Health. JPU subscribes to EBSCO's Discovery Service and ELSEVIER ScienceDirect database platforms.

Students and faculty may access the online learning resource system 24 hours a day, seven days a week. The on-site library is accessible to students at any time they are on the campus. The on-site Library inventory can be accessed in Sycamore under "Info Center". Students who study remotely may have access to on-site library resources by having requested materials sent to them.

The library is staffed by a Librarian who holds a Master's Degree in Library Science and supervises and manages the library and instructional resources. The Librarian also provides support to both faculty and students in the use of the learning resource system and works to integrate library resources into all phases of the University's educational programs.

LibGuides

JPU's online library uses LibGuides, which is a content management and information sharing system designed specifically for libraries. It facilitates seamless navigation through, and instruction on, core and relevant resources in a particular subject field, class, or assignment. This allows JPU's library to showcase its resources and services to faculty and students for research and study. The LibGuides platform also invites partnerships between the Librarian and instructors to meet their course resource and research needs. The Guides can be accessed at <https://jpu.libguides.com>. To request a LibGuide contact the Librarian, Sheila Makala, at smakala@jpu.edu.

EBSCO Discovery Service

EBSCO's Discovery Service platform provides access to EBSCO's EDS (EBSCO Discovery Service) software, Full Text Finder and Medline with Full text through a single-entry point. These online resources include Full-text journals, electronic books, tutorials, subject guides, current news, and career development information.

EDS Open Access Collections are content-specific to post-secondary, higher education colleges. These collections feature academic/scholarly, industry/trade, and government resources collected from open

access sources such as university repositories, industry-specific websites, professional associations or organizations, non-governmental organizations and government agencies. Select resources are chosen for their content-rich value for academic research, career development, and curriculum and learning support. Content formats include websites, eBooks, PDF files, and/or videos. Collections featured in our profile include:

- Business Collection
- Health and Medicine Collection
- Information Technology and Security Collection
- Law and Criminal Justice Collection
- Trade and Vocational Collection

Full Text Finder (FTF)

Full Text Finder (FTF) is a next-generation knowledge base, holdings management tool, publication finder and link resolver. FTF integrates with *EBSCO Discovery Service (EDS)* to provide users fast and reliable access to full text and a better library experience.

Medline Full Text

The Medline with Full Text database provides full text indexing for journals indexed in MEDLINE. These journals cover a wide range of subjects within the biomedical and health fields with coverage dating back to 1949. This database contains information for health professionals and researchers engaged in clinical care, public health, and health policy development. *MEDLINE with Full Text* provides more than 360 active full-text journals not found in any version of *Academic Search*, *Health Source* or *Biomedical Reference Collection*.

ELSEVIER ScienceDirect

ELSEVIER ScienceDirect platform provides access to peer-reviewed literature that includes articles, journals, books and topic pages that assists in research. Through ELSEVIER ScienceDirect we have one Subject Collection and 2 individual titles.

Subject Collection:

College Edition Health and Life Sciences – This is a collection of over 1200 full-text, peer-viewed journals. The access goes back to 1995 and covers the areas below.

- Health Sciences
- Biochemistry, Genetics and Molecular Biology
- Agricultural & Biological Sciences
- Environmental Science
- Neuroscience
- Pharmacology, Toxicology and Pharmaceutics
- Immunology and Microbiology
- Veterinary Science and Veterinary Medicine
- Nursing and Health Professions

Individual Titles

- International Journal of Radiation Oncology, Biology, Physics
- Medical Dosimetry

4. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.

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

Total # of Faculty in the Program:	7	Full-time:	0	Part-time:	7
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Joseph Bradley	Doctorate – Chiropractic Doctorate – Psychology MS – Substance Abuse Counseling and Education	22	3.5	13		X
Liliana Braescu	Ph.D. – Mathematics MS – Modeling in Economy and Applied Science BS - Mathematics	23	11	23		X
Bonnie Brock	Masters – Public Health BS – Nutritional Biochemistry	29	4	2		X
Shawna Kunselman	MS- Applied Clinical Nutrition BS- Psychology, minor in Sociology	10	4	3		X
Scott McLean	MA – Communication BA - Communication	30	1	19		X
Mehrnaz Paydar	PhD-Nutritional Sciences iSSP- Dietetics Internship	11	4	4		X

	MS- Nutritional Sciences BS- Food Science					
Dawn Wilson-Kendall	DC- Doctor of Chiropractic BS- Life Sciences BS- Biology	19	4	15		X

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- **Why is the institution proposing this program and how does it build upon institutional strengths?**
- **How is it consistent with the mission of the institution and how does this program fit into the institution’s strategic plan (please provide a link to the strategic plan)?**

The Natural Medicine program at the John Patrick University of Health and Applied Sciences is designed to train individuals to become skilled in natural, complementary and alternative medical modalities and assume roles as health and wellness professionals in private business and industry, community organizations, and public health and alternative care settings.

The curriculum covers various topics such as anatomy and physiology, naturopathic principles, practices, laws, & ethics, nutritional biochemistry, functional medicine blood lab and herbal, vitamin & mineral therapies.

The program emphasizes the importance of client care and acquire the professional tools and experience for entry-level integrative wellness and public health positions.

This program does not require an externship.

This does require an on-campus practical experience during the first semester of studies and provides students with valuable hands-on training and the opportunity to apply their foundational knowledge of natural medicine and skills with their professors and classmates.

There is a shortage of healthcare workers in the United States and this includes allied healthcare workers that typically need specialized, technical training. JPU has the means to reduce the workforce shortages by offering new programs such as natural medicine.

Overall employment of healthcare practitioners and technical workers is at a growth rate of 6% (as fast as the national average), et al Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, October 2022. Additional employment in the fields of health education specialists and community health workers is projected to grow 12 percent from 2021 to 2031, much faster than the average for all occupations.

About 16,000 openings for health education specialists and community health workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor

force, such as to retire et al Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, October 2022.

JPU has already proven successful in offering programs through distance learning formats. The Natural Medicine program will use online classroom instruction, industry-relevant technologies and tools, and an on-campus practical experience to present a distinctive and comprehensive learning experience. JPU's dedication to sound educational infrastructure and teaching practices ensures the quality of education and maximizes students' learning outcomes.

The Natural Medicine program clearly aligns with the mission statement as it will help students evaluate, analyze, and synthesize information to become more skillful at creating solutions in an integrative wellness and public health career environment by the end of the program. The Natural Medicine program aligns with industry standards in curriculum to ensure student success in this occupational field.

Strategically, as a school with a strong focus on becoming a comprehensive institution in the field of allied health sciences, the addition of dedicated natural medicine program is of utmost importance. This program will not only support our strategic goal of program growth but also bring about positive changes in terms of community recognition and vendor relationships. By adhering to industry standards and providing students with a clear understanding of the pathways to credentials, JPU aims to establish itself as a leading institution in the natural medicine, complementary and alternative medicine education field.

[JPU's Strategic Plan is available here.](#)

b. State Rationale: General

- **How does this program address state priorities as reflected in the Commission's most recent strategic plan Reaching Higher In a State of Change?**

JPU's online Natural Medicine program is well equipped to meet the CHE's priorities of completion, equity, and talent.

Completion: An online natural medicine program can help students complete their education by providing a flexible and convenient way to earn the necessary qualifications for a career in natural medicine, complementary and alternative medicine. Online programs can offer asynchronous learning, allowing students to study on their own time and at their own pace. This can be particularly helpful for students who are working or have other commitments that make traditional classroom learning difficult. JPU offers classes year-round, allowing students more flexibility in their pathway to completion, be it at an accelerated pace or as a part-time student.

Equity: JPU's Online natural medicine program can also help promote equity in higher education by reducing barriers to entry. For example, students who may not have access to a physical natural medicine program in their area can still pursue their education and career goals through an online program. Additionally, online programs can often be more affordable than traditional programs, which can help make education more accessible to a wider range of students. JPU is dedicated to creating an environment that is learner-centric, including personalization of education and tools students need to succeed.

Talent: JPU's online natural medicine program can help Indiana and other states develop and retain talented individuals in the healthcare industry by providing high-quality education and training. By attracting and retaining skilled healthcare professionals, Indiana can strengthen its healthcare system and improve patient outcomes. The program aims to bring high-quality natural medicine, complementary and alternative medicine education that exceeds accreditation standards.

c. State Rationale: Equity-Related

- **How does this program address the Equity section of Reaching Higher In a State of Change (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?**

When considering equity in higher education JPU's online Natural Medicine program removes or reduces barriers in many ways.

Accessibility: Anyone with access to a device and the internet can attend classes at JPU. This reduces barriers to education for those who live in rural areas and have mobility, or transportation struggles.

Diversity: As an online program, students will have the opportunity to learn in an environment that allows students to connect with others from different backgrounds, geographical locations, abilities, and cultures. JPU will create an inclusive environment, encouraging students to connect their learning with their own experiences and share those experiences so others can gain insight and understanding.

Socioeconomic: JPU offers many tuition, loan and scholarship options for students. Care has been taken to find affordable learning material and class design to optimize credit hours. The online component improves affordability by not requiring on-campus living or relocation to attend.

d. Evidence of Labor Market Need

- **National, State, or Regional Need**
 - **Is the program serving a national, state, or regional labor market need? Please describe.**

The U.S. Bureau of Labor Statistics projected growth in overall employment of healthcare practitioners and technical workers is at a growth rate of 6% (as fast as the national average), et al Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, October 2022. Additional employment in the fields of health education specialists and community health workers is projected to grow 12 percent from 2021 to 2031, much faster than the average for all occupations.

About 16,000 openings for health education specialists and community health workers are projected each year, on average, over the decade. Many of those openings are expected to

result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire et al Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, October 2022. In-person programs and online programs cap their enrollment, thus limiting the current number of students able to enter the field each year. To meet the growing needs, programs need to increase their enrollment, or new programs need to be developed.

Additionally, many schools are in or near high-population areas to maximize enrollment, which creates barriers for rural and low-population areas. An online program can bring natural medicine education to places that need it.

e. Placement of Graduates

- **Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.**
- **If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.**

Natural Medicine graduates may seek employment in multiple healthcare settings such as public health departments, community wellness centers, integrative wellness clinics, traditional medical clinics incorporating complementary and alternative medicine guidance, fitness and wellness centers, natural and pharmaceutical research facilities, data science collection and research, health research and writing, and independent consultants (both in-person and virtual.)

The Natural Medicine program also provides a continued pathway to continue their education at JPU to earn their upper-division degrees in BS in Integrative Health & Lifestyle Medicine and MS in Integrative and Functional Medicine.

f. Job Titles

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

Students graduating from JPU with an AS in Natural Medicine may seek employment as:

Community Health Workers (21-1094.00): Community Health Outreach Worker, Community Health Program Coordinator, Community Health Program Representative (Community Health Program Rep), Community Health Promoter, Community Health Worker (CHW), Community Nutrition Educator, HIV CTS Specialist (Human Immunodeficiency Virus Counseling and Testing Services Specialist). ONetOnline, 2023.

Health Education Specialists (21-1091.00): Community Health Consultant, Education Coordinator, Health Education Coordinator, Health Education Specialist, Health Educator, Health Promotion Specialist, Public Health Educator, Public Information Officer. ONetOnline, 2023.

Fitness and Wellness Coordinators (11-9179.01): Clinical and Wellness Programs Manager, Fitness and Wellness Coordinator, Fitness and Wellness Director, Fitness Center Manager,

Fitness Coordinator, Fitness Director, Group Fitness Manager (GFM), Wellness and Coaching Manager, Wellness Director, Wellness Programs Director. ONetOnline, 2023.

Medical and Health Services Managers (11-9111.00): Healthcare System Director, Medical Records Director, Medical Records Manager. ONetOnline, 2023.

Patient Representatives (29-2099.08): Access Representative, Admissions Coordinator, Case Manager, Medicaid Service Coordinator (MSC), Patient Access Coordinator, Patient Access Specialist, Patient Advocate, Patient Navigator, Patient Resource Worker, Patient Service Representative. ONetOnline, 2023.

Health Informatics Specialists (15-1211.01): Clinical Informatics Analyst, Clinical Informatics Specialist, Clinical Informatics Systems Analyst. ONetOnline, 2023.

Health Information Technologists and Medical Registrars (29-9021.00): Medical Records Analyst, Medical Records Director. ONetOnline, 2023.

Healthcare Support Workers, All Other (31-9099.00): Health Coach, Health and Wellness Coach, Integrative Practitioner, Traditional Naturopath (non-physician), Naturopath (non-physician), Naturopathic Practitioner (non-physician), Naturopathic Counselor (non-physician), Natural Health Care Consultant. ONetOnline, 2023.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- **List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.**
- Incorporate appropriate and legal scope of services
- Display effective management and communication skills, both verbal and written
- Demonstrate critical thinking and problem-solving skills
- Demonstrate professional work standards in the field of natural medicine
- Acquire the professional tools and experience for entry-level integrative wellness and public health positions
- Evaluate, analyze, and synthesize information to become more skillful at creating solutions in an integrative wellness and public health career environment
- Incorporate the roles genetic and genomic sciences play in natural medicine
- Apply integrative nutrition therapies and practices
- Apply ethical and professional care and practices to integrative wellness and public

health positions

- Utilize the principles of general, organic, and biochemistry
- Apply principles of pharmacology, homeopathy, vitamin, mineral, and herbal remedies for wellness
- Demonstrate a foundational understanding of the structure and function of the nervous system and its relationship to typical and disordered human behavior
- Incorporate foundational concepts of complementary and alternative medical modalities such as Acupressure, Acupuncture, Chinese Medicine, Hypnotherapy, Hydrotherapy, Iridology, Light, Air, Ozone, Stress management, Breathing, Sleep, Sound, Naprapathy (Manual Medicine) and Exercise
- Utilize evidence-based science principles in cannabinoid medical sciences

b. Assessment

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**
- Written exams: Written exams will be used to assess knowledge of anatomy, physiology, chemistry, biology, biochemistry and microbiology and other natural medicine subject areas such as homeopathy, pharmacology, and probiotic remedies.
- Case studies will be used to assess a student's problem-solving and critical-thinking skills. Students will be presented with real or hypothetical cases and asked to analyze images and make diagnostic decisions.
- Discussion Posts: Specific topics will be presented based on specific disease-states. Students must then independently present a summarization of treatment protocols and then follow-up with a response-perspective on a fellow classmate with scientific evidence-based data.
- Functional Blood Lab Assessments and Evaluations: Functional laboratory testing provides the most comprehensive assessment of health. Functional laboratory testing evaluation and assessment through specialty labs provide further understanding of why dysfunction is occurring, and elucidate effective strategies to restore balance and improve symptoms and disease.
- Self-assessment: Self-assessments will be used to encourage students to reflect on their learning and progress. Students will be asked to evaluate their own performance, identify strengths and weaknesses, and develop goals for improvement.

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

a. Federal Financial Responsibility Composite Score

- **Provide the institution’s most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.**

The most recent Federal Financial Responsibility Composite Score is 3.00. This is reported on the most recent audited financial statements calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

b. State Licensure

- **Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?**
- **If so, please identify:**
- **The specific license(s) needed:**
- **The State agency issuing the license(s):**

State Licensure is not required in Indiana.

Students, and graduates, both US and international, must review and comply with their city, county, municipality, province, township, state, local, district, federal and state laws, and rules on scope of services permitted and business operations.

c. Professional Certification

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

Professional certifications include:

- **ACE Health Coach**
 - a. American Council on Exercise
- **ASFA Health Coach**
 - a. American Sports and Fitness Association
- **Board Certified Holistic Health Practitioner**
 - a. American Naturopathic Medical Association
- **Board Certified Nutrition Consultant**
 - a. American Naturopathic Medical Association
- **Natural Nutrition Clinical Practitioner**
 - a. Canadian Association of Natural Nutrition Professionals
- **Registered Naturopathic Counselor**
 - a. International Association of Natural Health Practitioners
- **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:**

- **ACE Health Coach**
 - a. American Council on Exercise
- **ASFA Health Coach**
 - a. American Sports and Fitness Association
- **Board Certified Holistic Health Practitioner**
 - a. American Naturopathic Medical Association
- **Board Certified Nutrition Consultant**
 - a. American Naturopathic Medical Association
- **Natural Nutrition Clinical Practitioner**
 - a. Canadian Association of Natural Nutrition Professionals
- **Registered Naturopathic Counselor**
 - a. International Association of Natural Health Practitioners

- **The national organization issuing each certification:**

American Council on Exercise
 American Sports and Fitness Association
 American Naturopathic Medical Association
 Canadian Association of Natural Nutrition Professionals
 International Association of Natural Health Practitioners

- **Please explain the rationale for choosing each professional certification:**

In most places of employment, credentials are suggested and or required at the time of employment or within the first year of employment.

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

All of the Natural Medicine courses are needed to be prepared for certification exams.

d. **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:**

The program will use standards aligned with the American Council on Exercise Health Coach degree requirements for board certification. Additional standards and practices have been aligned with the following board:

- American Naturopathic Medical Association

Consideration to additional practice guidelines for public awareness to natural medicine, complementary and alternative medicine are taught with standards and practices by the:

- American Naturopathic Medical Association
- Council of Holistic Health Educators
- International Association of Natural Health Professionals
- National Health Freedom Coalition

e. **Institutional Accreditation**

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

Accrediting Commission of Career Schools and Colleges (ACCSC) – July 2023

- **Reason for seeking accreditation.**

ACCSC accreditation allows JPU graduates to sit for the national exams to earn credentials.

f. **Specialized Program Accreditation**

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

No.

- **If so, please identify the specialized accrediting agency:**

Not applicable.

g. **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):**

Yes. Graduates of this program have the ability to transfer all or almost all of their credits to a related baccalaureate degree. Baccalaureate degrees include:

- Bachelor of Science in Integrative Health and Lifestyle Medicine

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

a. **Are all student transcripts in a digital format?**

- **If not what is the percentage of student transcripts in a digital format?**
- **What is the beginning year of digitized student transcripts?**
- **Are student transcripts stored separately from the overall student records?**

All student transcripts are stored in a digital format. 2009 is the beginning year of digitized student transcripts. Student transcripts are stored through JPU's student information system which is backed up in multiple locations.

b. **How are the digital student records stored?**

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

Student records are stored the JPU's online student information system called Populi. Populi servers store backup information on multiple servers across the United States. JPU utilizes Canvas as its Learning Management System. Canvas stores course data. In addition, gradebook data from each term is downloaded at the conclusion and stored on JPU's local server located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601.

c. **Where are the paper student records located?**

Paper student records are stored at JPU's office located at 100 E. Wayne Street, Suite 140 South Bend, IN 46601. Files are stored in fireproof cabinets stored behind locked doors.

- d. **What is the beginning year of the institutional student record series?**
2009
- e. **What is the estimated number of digital student records held by the institution?**
500
- f. **What is the estimated number of paper student records held by the institution?**
500
- g. **Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?**

JPU does not maintain student records in other formats such as microfiche.

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

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

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

The President and CEO have overall responsibility and authority over student records.

Brent Murphy
CEO
Phone: 574-232-2408
Email: bmurphy@jpu.edu

Michael Dubanewicz
President
Phone: 574-232-2408
Email: mdubanewicz@jpu.edu

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

JPU does not contracted with a third party servicer to have records digitized, maintained, and serviced.

- j. **Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?**

Approximately 2 per week.

This Section Applies to All Institutions

- k. **Is there anything that the Commission should consider with regard to the institutional student records?**

No comments at this time.

- l. **What is the digital format of student transcripts?**

Digital student transcripts are viewable to the student through JPU's student information system, Populi. Students can generate a PDF of their unofficial transcript. Official transcripts can be requested and send via mail or email. Emailed transcripts are in PDF format.

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

JPU utilizes Populi as its student information system and Canvas as its Learning Management System.

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

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- **Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System**
- **Report a table for each campus or off-campus location at which the program will be offered**
- **If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.**
- **Round the FTE enrollments to the nearest whole number**
- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**

Projected Headcount and FTE Enrollments and Degrees Conferred									
March 28, 2023									
Institution/Location: John Patrick University of Health and Applied Sciences at South Bend, IN									
Program: AS Natural Medicine									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			6	24	24	24	24	
	Part-Time			2	8	14	16	16	
	Total			8	32	40	40	40	
Enrollment Projections (FTE*)									
	Full-Time			6	24	24	24	24	
	Part-Time			1	4	7	8	8	
	Total			7	28	31	32	32	
Degrees Conferred Projections				0	6	18	24	24	
Degree Level: AS									
CIP Code: - 51.3300; State – 51.3300									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

John Patrick University of Health and Applied Sciences

Official Transcript

100 E. Wayne Street, Suite 140, South Bend, IN 46601
Phone: (574)232-2408, Fax: (574)232-2200

RECIPIENT:**STUDENT:**

Student, Test
Student ID: 2022000005
Birthdate:
Enrollment Date: Sep 4, 2023

Degrees/Certificates

Associate of Science in Natural Medicine

Granted 12/16/2024

Transcript

2023-2024: Fall 2023 - 09/04/2023 - 12/18/2023

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
BIOL150	Anatomy & Physiology I	3.00	3.00	B	9.00
HUM109	English Composition	3.00	3.00	C	6.00
MATH103	Introduction to College Math	3.00	3.00	A	12.00
SCI120	Nutrition	3.00	3.00	A	12.00
SCI200	Complementary and Alternative Medicine Modalities	3.00	3.00	B	9.00
Totals		15.00	15.00	Term GPA: 3.20	Cum. GPA: 3.20

2023-2024: Spring 2024 - 01/08/2024 - 04/22/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
HUM111	Fundamentals of Public Speaking	3.00	3.00	C	6.00
SCI122	Chemistry	3.00	3.00	B	9.00
SCI201	Culinary Medicine	3.00	3.00	A	12.00
SCI202	Biology	3.00	3.00	B	9.00
SCI215	Genetics and Genomics	3.00	3.00	A	12.00
Totals		15.00	15.00	Term GPA: 3.20	Cum. GPA: 3.20

2023-2024: Summer 2024 - 05/06/2024 - 08/19/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
SCI203	Biochemistry	3.00	3.00	B	9.00
SCI206	Cannabis and CBD Product Formulations	3.00	3.00	A	12.00
SCI211	Naturopathic Business Practices, Laws & Ethics	3.00	3.00	B	9.00
SCI214	Homeopathy and Pharmacology Remedies	3.00	3.00	A	12.00
SOC105	Introduction to Psychology	3.00	3.00	A	12.00
Totals		15.00	15.00	Term GPA: 3.60	Cum. GPA: 3.33

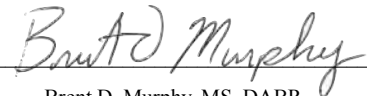
2024-2025: Fall 2024 - 09/02/2024 - 12/16/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
BIOL130	Functional Medicine Blood Lab Assessments	3.00	3.00	A	12.00
SCI106	Prebiotics, Probiotics, and Psychobiotics	3.00	3.00	A	12.00
SCI204	Microbiology	3.00	3.00	A	12.00
SCI212	Herbal, Vitamin & Mineral Therapies	3.00	3.00	B	9.00
SCI213	Medicinal Mushrooms and Psilocybin Therapies	3.00	3.00	B	9.00
Totals		15.00	15.00	Term GPA: 3.60	Cum. GPA: 3.40



Elizabeth M Datema

Office of the Registrar



Brent D. Murphy, MS, DABR

President

Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	60.00	60.00	204.00	3.40
Transfer	0.00	0.00	0.00	0.00
Overall	60.00	60.00	204.00	3.40



Elizabeth M Datema

Elizabeth M Datema
Office of the Registrar

Brent D Murphy

Brent D. Murphy, MS, DABR
President

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

Note: The following explanation reflects information found on the John Patrick University of Health and Applied Sciences (JPU) **Official Transcript** produced from the Student Information System implemented June 2011. Prior to August 5, 2019, JPU was doing business as Radiological Technologies University VT.

I. *Grade and Credit Point System*

The following grades are considered in computing semester or cumulative grade averages. Course hours with a grade of "F" are counted when computing grade point averages but do not count toward the earned hours required for degrees.

Graduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)
C (0.0 Pts) Unsatisfactory	WF (0.0 Pts) Withdrawn – Failing
D (0.0 Pts) Unsatisfactory	

Undergraduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)
C (2.0 Pts) Satisfactory	WF (0.0 Pts) Withdrawn - Failing
D (0 Pts) Unsatisfactory	

Repeated Courses

Repeated courses are counted in the John Patrick University of Health and Applied Sciences grade point average and may also be counted in the student's primary program GPA (Student Program GPA), depending on the policies of the student's program. The first attempt to complete a course is listed as attempted credits not earned.

The following grades are not considered in computing semester or cumulative grade point averages:

AU	Audit - No Credit
I	Incomplete/Pending
T	Denotes credits transferred from another Institution
W	Withdrawn
R	Repeated Course

Abbreviations and Symbols

EHRS	Credit hours earned
QPts	Quality Points Earned
GPA	Grade point average (computed by dividing QPts by EHRS)

Credit Types

Regular Credit – All John Patrick University of Health and Applied Sciences credit is reported in terms of semester hours.

II. *Record Format*

The "Official Transcript" standard format lists course history, grade and GPA information in chronological order sorted by the student's career level. The "Official Transcript with Enrollment" provides the same information as the standard transcript but also includes all courses in which a student is currently enrolled or registered. "Official Transcript" or "Official Transcript with Enrollment" (Without career level designation) indicates that the document contains all work completed at John Patrick University of Health and Applied Sciences.

The JPU GPA reflects the student's GPA according to standard university-wide rules. A Semester JPU GPA and a cumulative to date JPU GPA are calculated at the end of each semester. The overall JPU GPA summary statistics are reflected at the end of each student career level.

The Student Program GPA is calculated according to the rules determined by the student's primary academic program at the time of printing. The cumulative Student Program GPA summary statistics are reflected at the end of each student career level and are based on the student's last active primary program at that level.

III. *Transfer, Test and Special Credit*

Courses accepted in transfer from other institutions are listed under a Transfer Credit heading. Generally, a grade of "T" (transfer grade) is assigned and course numbers, titles and credit hours assigned reflect JPU Equivalents. Transfer hours with a grade of "T" are not reflected in the cumulative grade averages; however, the hours are included in the "Hrs Earned" Field.

IV. *Accreditation*

This Institution is authorized by: the Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300 Indianapolis, Indiana 46204-4206. Phone (317) 464-4400 Ext. 138.

This Institution is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302 Arlington, VA 22201. Phone (703) 247-4212. Website: www.accsc.org. ACCSC is recognized by the United States Department of Education.

This Institution holds programmatic accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182. Phone (312) 704-5300. Email: mail@jrcert.org. Programs Accredited: Bachelor of Science in Medical Dosimetry and Master of Science in Medical Dosimetry.

V. *Validation*

A transcript issued by John Patrick University of Health and Applied Sciences is official when it displays signatures. Printed official transcripts display signatures and are printed on SCRIP-SAFE Security paper. A raised seal is not required.

VI. *Registrar Contact*

Questions about the content of this record should be referred to the Office of the Registrar where it was printed.

AS in Radiation Therapy

To Be Offered by John Patrick University of Health and Applied Sciences at South Bend, Indiana Campus

Degree Award Level²: Associate of Science

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

Career Relevant/Out-of-Classroom Experiences⁴: Internship

Suggested CIP Code⁵ for Program: 51.0907

Name of Person Preparing this Form: Betsy Datema

Telephone Number: (574) 232-2408

Email Address: bdatema@jpu.edu

Date the Form was Prepared (Use date last revised): 3/31/2023



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



1 The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

2 The “Degree Award Level” refers to the following categories (see Degree Award Level Definitions for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
9. Doctor’s Degree-Research/Scholarship
10. Doctor’s Degree-Professional Practice
11. Doctor’s Degree-Other

3 For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

4 Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. The National Association of Colleges and Employers (NACE) Career Readiness Competencies and Statewide Career Relevance Definition provide additional information about student engagement experiences with career relevance.

5 CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

Goal #1:	To prepare graduates to meet the demands of the healthcare industry by providing them with the skills, knowledge, and competencies required for entry-level positions as radiation therapists.
Objective:	To prepare competent entry-level radiation therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
Learning Domain	<p>Cognitive Domain (knowledge-based learning): To ensure that students acquire knowledge of relevant subject matter, including anatomy and physiology, radiation physics, and clinical oncology, necessary to treat cancer patients.</p> <p>Psychomotor Domain (skills-based learning): To ensure that students gain the necessary technical and patient care skills to operate radiation therapy equipment; perform patient setups; and safely and accurately deliver treatment as prescribed by the radiation oncologist.</p> <p>Affective Domain (behavior-based learning): To ensure that students develop professional attitudes, values, and ethical behavior, including communication and interpersonal skills, necessary to work effectively with patients, physicians, and other healthcare professionals in the clinical setting.</p>
Assessment(s)	<p>Attrition/retention rates</p> <p>Job placement rates</p> <p>Employer Satisfaction Surveys</p> <p>Graduate Satisfaction Surveys</p>
Goal #2:	Prepare students for certification and licensure exams.
Objective:	<p>Provide students with a comprehensive understanding of the principles and practices of radiation therapy technology;</p> <p>Ensure that the program meets the industry standards of the Joint Review Committee on Education in Radiologic Technology (JRCERT) and other relevant accrediting bodies;</p> <p>Prepare students to sit for relevant certification exam administered by the American Registry of Radiologic Technologist (ARRT) and to meet state licensure requirements if required.</p>
Learning Domain	Cognitive Domain: This domain covers knowledge-based learning, including anatomy and physiology, radiation physics, and clinical oncology.
Assessment(s)	<p>Content and summative evaluations throughout didactic course work.</p> <p>National credentialing examination performance</p>
Goal #3:	Prepare students to simulate and perform treatment delivery accurately, efficiently, and safely.
Objective:	<p>Equip students with the technical skills necessary to perform treatment simulation and treatment delivery procedures, including knowledge of the equipment, patient positioning, and image acquisition.</p> <p>Prepare students to deliver the prescribed dose of radiation accurately, and to record treatment and relevant patient interactions daily in the patient medical record,</p>

	Provide students with opportunities to gain practical experience through clinical rotations and other hands-on learning experiences.
Learning Domain	Psychomotor Domain: This domain focuses on hands-on learning, including how to operate treatment simulation and treatment delivery equipment and perform radiation therapy technology procedures accurately.
Assessment(s)	Clinical competencies and evaluations.
Goal #4:	Develop students' critical thinking and problem-solving skills to make sound clinical decisions and communicate findings effectively to healthcare providers
Objective:	Foster critical thinking and problem-solving skills in students, enabling them to adapt to new technologies and techniques as they emerge.
Learning Domain	Interpersonal Domain: This domain addresses communication and collaboration skills that are essential for working with patients, physicians, and other healthcare professionals.
Assessment(s)	Performance evaluations Case studies
Goal #5:	Foster professionalism, ethical behavior, and effective communication skills among students.
Objective:	Promote professionalism and ethical conduct in students, emphasizing the importance of patient-centered care, confidentiality, and the need for continuing education.
Learning Domain	Affective Domain: This domain addresses emotional and attitudinal learning, including the development of professional attitudes, values, and ethical behavior.
Assessment(s)	Performance evaluations Self-Reflections
Goal #6:	Provide opportunities for students to engage in research and continuing education to stay up-to-date with advances in the field of radiation therapy and radiation oncology.
Objective:	Provide students with access to ongoing professional development opportunities and resources to stay up-to-date on developments in the field. Ensure program curriculum and teaching practices align with industry standards and the evolving needs of the healthcare industry.
Learning Domain	Professional Domain: This domain covers topics related to professional development, including licensure and credentialing, continuing education, and career advancement.
Assessment(s)	Participation in local and national radiologic technology professional organizations Completion of continuing education Self-Reflections

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

Total Course Hours: 60

Check One: Quarter hours
 Semester Hours
 Clock hours

Tuition: \$40,020
 Special Fees: \$70 per semester

Length of Program: 4 semesters

Specialty Courses:		
Course Number	Course Title	Hours
RTT100	Orientation to Radiation Therapy	2
RTT110	Professionalism in the Workplace	2
RS204	Radiation Biology and Protection	3
RTT115	Clinical Oncology I	2
RTT130	Principles & Practice of Radiation Therapy Technology I	2
RS116	Radiation Physics	3
BIOL152	Imaging & Sectional Anatomy	4
RTT120	Clinical Orientation ^D	4
RTT215	Clinical Oncology II	3
RTT230	Principles & Practice of Radiation Therapy Technology II	3
RTT210	Physics, Treatment Planning, & Quality Assurance	3
RTT220	Clinical Practice I ^D	6
RTT235	Research and Capstone	2
RTT221	Clinical Practice II ^D	6
General Education / Liberal Arts Courses:		
Course Number	Course Title	Hours
BIOL150	Human Anatomy & Physiology I ^A	3
MATH103	Introduction to College Math ^B	3
MATH190	Applied Mathematics ^B	3
MATH105	Algebra I ^B	3
HUM109	English Composition ^A	3
HUM111	Fundamentals of Public Speaking ^A	3
SOC105	Introduction to Psychology ^C	3
SOC107	Introduction to Sociology ^C	3

A total of 15 general education credits are required.

^ARequired general education course.

^BStudents must select one course from this category.

^C Students must select one course from this category.

^D The program requires 720 internship hours.

Number of Credit/Clock Hours in Specialty Courses: 45 / 60 Percentage: 75%

Number of Credit/Clock Hours in General Courses: 15 / 60 Percentage: 25%

If applicable:

Number of Credit/Clock Hours in Liberal Arts: ___ / ___ Percentage: ___

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

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

b. Number of volumes of professional material:

c. Number of professional periodicals subscribed to:

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

Library Services Overview

Library services at John Patrick University of Health and Applied Sciences (JPU) consist of a physical library located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601 including books and periodicals which apply to the fields of Medical Physics, Medical Dosimetry, Medical Health Physics, Nanomedicine, Medical Imaging, Radiologic Science, Radiation Therapy, and Nutritional Health. JPU subscribes to EBSCO's Discovery Service and ELSEVIER ScienceDirect database platforms.

Students and faculty may access the online learning resource system 24 hours a day, seven days a week. The on-site library is accessible to students at any time they are on the campus. The on-site Library inventory can be accessed in Sycamore under "Info Center". Students who study remotely may have access to on-site library resources by having requested materials sent to them.

The library is staffed by a Librarian who holds a Master's Degree in Library Science and supervises and manages the library and instructional resources. The Librarian also provides support to both faculty and students in the use of the learning resource system and works to integrate library resources into all phases of the University's educational programs.

LibGuides

JPU's online library uses LibGuides, which is a content management and information sharing system designed specifically for libraries. It facilitates seamless navigation through, and instruction on, core and relevant resources in a particular subject field, class, or assignment. This allows JPU's library to showcase its resources and services to faculty and students for research and study. The LibGuides platform also invites partnerships between the Librarian and instructors to meet their course resource and research needs. The Guides can be accessed at <https://jpu.libguides.com>. To request a LibGuide contact the Librarian, Sheila Makala, at smakala@jpu.edu.

EBSCO Discovery Service

EBSCO's Discovery Service platform provides access to EBSCO's EDS (EBSCO Discovery Service) software, Full Text Finder and Medline with Full text through a single-entry point. These online resources include Full-text journals, electronic books, tutorials, subject guides, current news, and career development information.

EDS Open Access Collections are content-specific to post-secondary, higher education colleges. These collections feature academic/scholarly, industry/trade, and government resources collected from open

access sources such as university repositories, industry-specific websites, professional associations or organizations, non-governmental organizations and government agencies. Select resources are chosen for their content-rich value for academic research, career development, and curriculum and learning support. Content formats include websites, eBooks, PDF files, and/or videos. Collections featured in our profile include:

- Business Collection
- Health and Medicine Collection
- Information Technology and Security Collection
- Law and Criminal Justice Collection
- Trade and Vocational Collection

Full Text Finder (FTF)

Full Text Finder (FTF) is a next-generation knowledge base, holdings management tool, publication finder and link resolver. FTF integrates with *EBSCO Discovery Service* (EDS) to provide users fast and reliable access to full text and a better library experience.

Medline Full Text

The Medline with Full Text database provides full text indexing for journals indexed in MEDLINE. These journals cover a wide range of subjects within the biomedical and health fields with coverage dating back to 1949. This database contains information for health professionals and researchers engaged in clinical care, public health, and health policy development. *MEDLINE with Full Text* provides more than 360 active full-text journals not found in any version of *Academic Search*, *Health Source* or *Biomedical Reference Collection*.

ELSEVIER ScienceDirect

ELSEVIER ScienceDirect platform provides access to peer-reviewed literature that includes articles, journals, books and topic pages that assists in research. Through ELSEVIER ScienceDirect we have one Subject Collection and 2 individual titles.

Subject Collection:

College Edition Health and Life Sciences – This is a collection of over 1200 full-text, peer-viewed journals. The access goes back to 1995 and covers the areas below.

- Health Sciences
- Biochemistry, Genetics and Molecular Biology
- Agricultural & Biological Sciences
- Environmental Science
- Neuroscience
- Pharmacology, Toxicology and Pharmaceutics
- Immunology and Microbiology
- Veterinary Science and Veterinary Medicine
- Nursing and Health Professions

Individual Titles

- International Journal of Radiation Oncology, Biology, Physics
- Medical Dosimetry

4. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.

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

Total # of Faculty in the Program:	6	Full-time:	1	Part-time:	7
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Joseph Bradley	Doctorate – Chiropractic Doctorate – Psychology MS – Substance Abuse Counseling and Education	22	3.5	13		X
Liliana Braescu	Ph.D. – Mathematics MS – Modeling in Economy and Applied Science BS - Mathematics	23	11	23		X
Michelle La Borde	MS – Radiologic Science BS – Radiologic Technology	15	1	6		X
Nicole LaMaster	Doctor of Chiropractic BS – Human Biology	9	11	0		X
Scott McLean	MA – Communication BA - Communication	30	1	19		X
Dave Phebus	MS – Medical Physics BS – Radiation Therapy	27	3	4	X	

Tracy White	MS – Vocational/ Technical Education and Administration 33	33	1	27		X
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5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- **Why is the institution proposing this program and how does it build upon institutional strengths?**
- **How is it consistent with the mission of the institution and how does this program fit into the institution’s strategic plan (please provide a link to the strategic plan)?**

The Radiation Therapy Technology program at the John Patrick University of Health and Applied Sciences is designed to train individuals to become skilled as members of the radiation oncology team in the role of radiation therapist. Radiation Therapy Technology is a rewarding career in healthcare, where the radiation therapist performs a critical role in helping healthcare providers treat cancer and other conditions in the patients they serve.

The curriculum covers various topics such as anatomy and physiology, radiation physics, patient care and communication, and clinical oncology. Students will learn how to operate treatment simulation and treatment delivery equipment to safely and effectively deliver radiation treatments to treat cancer and other conditions.

The program emphasizes the importance of patient care and communication skills, as radiation therapists work closely with patients to ensure their comfort and safety during the simulation and treatment processes. Students will also learn about legal and ethical considerations in radiation therapy, radiation safety, and professional development.

This program requires clinical practicum sessions, where the student is placed in the clinical setting for college credit. During each clinical practicum session, students will work under the supervision of licensed and registered radiation therapists and other qualified practitioners in radiation oncology in healthcare settings such as hospitals or free-standing cancer clinics. This practical experience provides students with valuable and required hands-on training and the opportunity to apply their knowledge and skills in a real-world setting.

There is a shortage of healthcare workers in the United States and this includes allied healthcare workers that typically need specialized, technical training. JPU has the means to reduce the workforce shortages by offering new programs such as radiation therapy at the Associate’s degree level.

JPU has already proven successful in offering programs through distance learning formats. The radiation therapy program will use online classroom instruction and hands-on clinical practicum sessions to present a distinctive and comprehensive learning experience. JPU's dedication to sound educational infrastructure and teaching practices ensures the quality of education and maximizes positive students learning outcomes.

The radiation therapy program clearly aligns with the JPU mission statement as it will help students develop skills in radiation therapy technology, developing competent entry-level radiation therapists by the end of the program. The radiation therapy program aligns with industry standards in using the curriculum developed by the American Society of Radiologic Technologists (ASRT) and required by the programmatic accrediting body [Joint Review Committee on Education in Radiologic Technology (JRCERT)] to ensure student success in this technical field.

Strategically, as a school with a strong focus on becoming a comprehensive institution in the field of radiological science, the addition of an Associate's-level radiation therapy technology option is significant. This additional level of degree will not only support our strategic goal of program growth but also bring about positive changes in terms of community recognition and vendor relationships. By adhering to industry standards and providing students with a clear understanding of the pathways to credentials, JPU aims to further establish itself as a leading institution in the education of radiation therapy technology at both the Associate's and Baccalaureate degree levels.

[JPU's Strategic Plan is available here.](#)

b. State Rationale: General

- **How does this program address state priorities as reflected in the Commission's most recent strategic plan Reaching Higher In a State of Change?**

JPU's online radiation therapy technology program is well equipped to meet the CHE's priorities of completion, equity, and talent.

Completion: An online Associate's-level radiation therapy program can help students complete their education by providing a flexible and convenient way to earn the necessary qualifications for a career as an entry-level radiation therapist. Online programs can offer asynchronous learning, allowing students to study on their own time and at their own pace. This can be particularly helpful for students who are working or have other commitments that make traditional classroom learning difficult. JPU offers classes year-round, allowing students more flexibility in their pathway to completion, be it at an accelerated pace or as a part-time student.

Equity: JPU's Online radiation therapy technology program can also help promote equity in higher education by reducing barriers to entry. For example, students who may not have access to a physical radiation therapy technology program in their area can still pursue their education and career goals through an online program. Additionally, online programs can often be more affordable than traditional programs, which can help make education more accessible to a wider range of students. JPU is dedicated to creating an environment that is learner-centric, including personalization of education and tools students need to succeed.

Talent: JPU's online radiation therapy technology program can help Indiana and other states develop and retain talented individuals in the healthcare industry by providing high-quality education and training. By attracting and retaining skilled healthcare professionals, Indiana can strengthen its healthcare system and improve patient outcomes. The program will educate high-

quality radiation therapy technology students who exceed accreditation standards.

c. State Rationale: Equity-Related

- **How does this program address the Equity section of Reaching Higher In a State of Change (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?**

When considering equity in higher education JPU's online radiation therapy technology program removes or reduces barriers in many ways.

Accessibility: Anyone with access to a device and the internet can attend classes at JPU. This reduces barriers to education for those who live in rural areas and have mobility or transportation struggles.

Diversity: As an online program, students will have the opportunity to learn in an environment that allows them to connect with others from different backgrounds, geographical locations, abilities, and cultures. JPU will create an inclusive environment, encouraging students to connect their learning with their own experiences and share those experiences so others can gain insight and understanding.

Socioeconomic: JPU offers many tuition, loan, and scholarship options for students. Care has been taken to find affordable learning materials while classes are designed to optimize credit hours. The online component improves affordability by not requiring on-campus living or relocation to attend. In addition, students complete clinical training at JPU affiliates at locations convenient to them.

d. Evidence of Labor Market Need

- **National, State, or Regional Need**
 - **Is the program serving a national, state, or regional labor market need? Please describe.**

The U.S. Bureau of Labor Statistics projected growth in radiation therapy technology from 2021-2031 to be 6% or about 800 jobs per year. This is comparable to the average growth in other occupations. Further, delays in graduating students throughout COVID has resulted in a current shortage of entry-level radiation therapists entering the workforce. In-person programs and online programs cap their enrollment, thus limiting the current number of students able to enter the field each year. To meet the growing needs, programs need to increase their enrollment, or new programs need to be developed.

Additionally, many schools are in or near high-population areas to maximize enrollment, which creates barriers for rural and low-population areas. An online program can bring radiation therapy technology education to underserved geographic regions.

e. Placement of Graduates

- **Please describe the principal occupations and industries, in which the majority of**

graduates are expected to find employment.

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

Radiation therapists are employed in multiple healthcare settings, including hospitals, free-standing cancer centers, and major university teaching facilities. Radiation therapists are also employed by manufacturers of radiation therapy equipment.

In addition, graduates may also find opportunities in related fields such as research, development, and education.

Many radiation therapists also advance their education and careers into the clinical field of medical dosimetry.

f. Job Titles

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

Students graduating from JPU with an AAS in radiation therapy will find employment as a radiation therapist. Once graduates pass the national certifying examination administered by the American Registry of Radiologic Technologists (ARRT), graduates use they designation radiation therapist [RT(T)(ARRT)].

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- **List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.**
- Knowledge of anatomy and physiology: Students will have a deep understanding of human anatomy and physiology since any human anatomy may develop malignancies.
- Technical proficiency: Students will be proficient in operating treatment simulation and treatment delivery equipment, consistent with the radiation oncologist's written prescription.
- Patient care and safety: Students will understand the importance of patient care and safety, including radiation safety; develop effective communication skills; demonstrate accurate patient positioning for treatment simulation and treatment delivery; and use appropriate infection control measures.
- Professionalism and ethics: Students will exhibit professional and ethical behaviors, paying special attention to HIPAA regulations, patient confidentiality, and professional boundaries / scope of practice.

- Problem-solving and critical thinking: Students will be able to apply critical thinking skills and problem-solving techniques to analyze images, make decisions, and evaluate the effectiveness of interventions.
- Professional development: Students will be prepared to continue learning and professional development throughout their career, including staying current with new technologies, techniques, and research in the field of radiation therapy and radiation oncology.

b. Assessment

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**
- Written exams: Written exams will be used to assess knowledge of subjects including anatomy, physiology, radiation physics, and clinical oncology, and principles and practice techniques in radiation therapy.
- Practical exams: Practical exams will be used to assess a student's technical proficiency, patient care, and radiation safety skills. Students will be evaluated on their ability to perform required competencies exams on live or simulated patients.
- Clinical evaluations: Clinical evaluations will be used to assess a student's ability to apply their knowledge and skills in a clinical setting. Clinical instructors will evaluate a student's performance on a variety of tasks, including patient care; treatment setup; dosimetry; treatment delivery; and communication with patients and healthcare providers.
- Case studies: Case studies will be used to assess a student's problem-solving and critical thinking skills. Students will be presented with real or hypothetical cases and asked to discuss their understanding of the prescribed treatment.
- Self-assessment: Self-assessments will be used to encourage students to reflect on their learning and progress. Students will be asked to evaluate their own performance, identify strengths and weaknesses, and develop goals for improvement.

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

a. Federal Financial Responsibility Composite Score

- **Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.**

The most recent Federal Financial Responsibility Composite Score is 3.00. This is reported on the most recent audited financial statements calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

b. State Licensure

- **Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?**
- **If so, please identify:**
- **The specific license(s) needed:**
- **The State agency issuing the license(s):**

State Licensure is not required in Indiana. However, state licensure is required in other states. Most states practice reciprocity with the American Registry of Radiologic Technologists (ARRT). Once graduates pass the ARRT national certifying examination, they may apply for state licensure if required without sitting a second, state-administered examination

c. Professional Certification

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

The professional certification for radiation therapists is administered by American Registry of Radiologic Technologists (ARRT). Upon passing the ARRT national certifying examination, graduates use the designation radiation therapist [RT(T)(ARRT)].

- **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:**

American Registry of Radiologic Technologists

- **The national organization issuing each certification:**

American Registry of Radiologic Technologists

- **Please explain the rationale for choosing each professional certification:**

In most places of employment, credentials are required at the time of employment or within the first year. ARRT is the accepted credential.

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

All the core radiation therapy courses are required to prepare graduates to sit and pass the ARRT certification exam. The radiation therapy program aligns with industry standards in using the curriculum developed by the American Society of Radiologic Technologists (ASRT) and required by the programmatic accrediting body [Joint Review Committee on Education in Radiologic Technology (JRCERT)] .

d. **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:

The program will use standards and guidelines published by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

The JRCERT Standards for programs in Radiation Therapy can be viewed [HERE](#).

e. **Institutional Accreditation**

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

Accrediting Commission of Career Schools and Colleges (ACCSC) – July 2023

- **Reason for seeking accreditation.**

ACCSC accreditation allows JPU graduates to sit for the ARRT national exam to earn credentials.

f. **Specialized Program Accreditation**

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

Programmatic accreditation is available but not required.

- **If so, please identify the specialized accrediting agency:**

Joint Review Committee on Education in Radiologic Technology (JRCERT).

g. **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):**

Yes. Graduates of this program can transfer all or almost all of their credits to a related baccalaureate degree. Baccalaureate degrees include:

- Bachelor of Science in Medical Imaging
- Bachelor of Science in Radiologic Science
- Bachelor of Science in radiation Therapy
- Bachelor of Science in Medical Dosimetry
- Bachelor of Science in Integrative Health and Lifestyle Medicine

8. Student Records (Institutions that have Previously Operated)

a. Are all student transcripts in a digital format?

- **If not what is the percentage of student transcripts in a digital format?**
- **What is the beginning year of digitized student transcripts?**
- **Are student transcripts stored separately from the overall student records?**

All student transcripts are stored in a digital format. 2009 is the beginning year of digitized student transcripts. Student transcripts are stored through JPU's student information system which is backed up in multiple locations.

b. How are the digital student records stored?

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

Student records are stored the JPU's online student information system called Populi. Populi servers store backup information on multiple servers across the United States. JPU utilizes Canvas as its Learning Management System. Canvas stores course data. In addition, gradebook data from each term is downloaded at the conclusion and stored on JPU's local server located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601.

c. Where are the paper student records located?

Paper student records are stored at JPU's office located at 100 E. Wayne Street, Suite 140 South Bend, IN 46601. Files are stored in fireproof cabinets stored behind locked doors.

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

2009

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

500

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

500

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

JPU does not maintain student records in other formats such as microfiche.

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

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

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

The President and CEO have overall responsibility and authority over student records.

Brent Murphy
CEO
Phone: 574-232-2408
Email: bmurphy@jpu.edu

Michael Dubanewicz
President
Phone: 574-232-2408
Email: mdubanewicz@jpu.edu

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

JPU does not contracted with a third party servicer to have records digitized, maintained, and serviced.

- j. **Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?**

Approximately 2 per week.

This Section Applies to All Institutions

- k. **Is there anything that the Commission should consider with regard to the institutional student records?**

No comments at this time.

- l. **What is the digital format of student transcripts?**

Digital student transcripts are viewable to the student through JPU's student information system, Populi. Students can generate a PDF of their unofficial transcript. Official transcripts can be requested and send via mail or email. Emailed transcripts are in PDF format.

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

JPU utilizes Populi as its student information system and Canvas as its Learning Management System.

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

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- **Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System**
- **Report a table for each campus or off-campus location at which the program will be offered**
- **If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.**
- **Round the FTE enrollments to the nearest whole number**
- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**

Projected Headcount and FTE Enrollments and Degrees Conferred									
March 28, 2023									
Institution/Location: John Patrick University of Health and Applied Sciences at South Bend, IN									
Program: AS Radiation Therapy									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			6	24	24	24	24	
	Part-Time			2	8	14	16	16	
	Total			8	32	40	40	40	
Enrollment Projections (FTE*)									
	Full-Time			6	24	24	24	24	
	Part-Time			1	4	7	8	8	
	Total			7	28	31	32	32	
Degrees Conferred Projections				0	6	18	24	24	
Degree Level: AS									
CIP Code: - 51.0907; State – 51.0907									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

John Patrick University of Health and Applied Sciences

Official Transcript

100 E. Wayne Street, Suite 140, South Bend, IN 46601
Phone: (574)232-2408, Fax: (574)232-2200

RECIPIENT:**STUDENT:**

Student, Test
Student ID: 2022000005
Birthdate:
Enrollment Date: Sep 4, 2023

Degrees/Certificates

Associate of Science in Radiation Therapy
Granted 12/16/2024

Transcript**2023-2024: Fall 2023 - 09/04/2023 - 12/18/2023**

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
BIOL150	Anatomy & Physiology I	3.00	3.00	B	9.00
MATH105	Algebra I	3.00	3.00	B	9.00
RS204	Radiation Biology and Protection	3.00	3.00	A	12.00
RTT100	Orientation to Radiation Therapy	2.00	2.00	A	8.00
RTT110	Professionalism in the Workplace	2.00	2.00	A	8.00
Totals		13.00	13.00	Term GPA: 3.54	Cum. GPA: 3.54

2023-2024: Spring 2024 - 01/08/2024 - 04/22/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
BIOL152	Imaging & Sectional Anatomy	4.00	4.00	A	16.00
RS116	Radiation Physics	3.00	3.00	B	9.00
RTT115	Clinical Oncology I	2.00	2.00	B	6.00
RTT120	Clinical Orientation	4.00	4.00	P	16.00
RTT130	Principles and Practices of Radiation Therapy I	2.00	2.00	A	8.00
Totals		15.00	15.00	Term GPA: 3.67	Cum. GPA: 3.61

2023-2024: Summer 2024 - 05/06/2024 - 08/19/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
HUM109	English Composition	3.00	3.00	B	9.00
RTT210	Physics, Treatment Planning, and QA	3.00	3.00	A	12.00
RTT215	Clinical Oncology II	3.00	3.00	A	12.00
RTT220	Clinical Practice I	6.00	6.00	P	24.00
RTT230	Principles and Practices of Radiation Therapy II	3.00	3.00	A	12.00
Totals		18.00	18.00	Term GPA: 3.83	Cum. GPA: 3.70

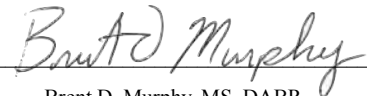
2024-2025: Fall 2024 - 09/02/2024 - 12/16/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
HUM111	Fundamentals of Public Speaking	3.00	3.00	A	12.00
RTT221	Clinical Practice II	6.00	6.00	P	24.00
RTT235	Research Methods and Capstone	2.00	2.00	A	8.00
SOC105	Introduction to Psychology	3.00	3.00	A	12.00
Totals		14.00	14.00	Term GPA: 4.00	Cum. GPA: 3.77



Elizabeth M. Datema

Office of the Registrar



Brent D. Murphy, MS, DABR

President

Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	60.00	60.00	226.00	3.77
Transfer	0.00	0.00	0.00	0.00
Overall	60.00	60.00	226.00	3.77



Elizabeth M Datema

Elizabeth M Datema
Office of the Registrar

Brent D Murphy

Brent D. Murphy, MS, DABR
President

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

Note: The following explanation reflects information found on the John Patrick University of Health and Applied Sciences (JPU) **Official Transcript** produced from the Student Information System implemented June 2011. Prior to August 5, 2019, JPU was doing business as Radiological Technologies University VT.

I. *Grade and Credit Point System*

The following grades are considered in computing semester or cumulative grade averages. Course hours with a grade of “F” are counted when computing grade point averages but do not count toward the earned hours required for degrees.

Graduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)
C (0.0 Pts) Unsatisfactory	WF (0.0 Pts) Withdrawn – Failing
D (0.0 Pts) Unsatisfactory	

Undergraduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)
C (2.0 Pts) Satisfactory	WF (0.0 Pts) Withdrawn - Failing
D (0 Pts) Unsatisfactory	

Repeated Courses

Repeated courses are counted in the John Patrick University of Health and Applied Sciences grade point average and may also be counted in the student’s primary program GPA (Student Program GPA), depending on the policies of the student’s program. The first attempt to complete a course is listed as attempted credits not earned.

The following grades are not considered in computing semester or cumulative grade point averages:

AU	Audit - No Credit
I	Incomplete/Pending
T	Denotes credits transferred from another Institution
W	Withdrawn
R	Repeated Course

Abbreviations and Symbols

EHRS	Credit hours earned
QPts	Quality Points Earned
GPA	Grade point average (computed by dividing QPts by EHRS)

Credit Types

Regular Credit – All John Patrick University of Health and Applied Sciences credit is reported in terms of semester hours.

II. *Record Format*

The “Official Transcript” standard format lists course history, grade and GPA information in chronological order sorted by the student’s career level. The “Official Transcript with Enrollment” provides the same information as the standard transcript but also includes all courses in which a student is currently enrolled or registered. “Official Transcript” or “Official Transcript with Enrollment” (Without career level designation) indicates that the document contains all work completed at John Patrick University of Health and Applied Sciences.

The JPU GPA reflects the student’s GPA according to standard university-wide rules. A Semester JPU GPA and a cumulative to date JPU GPA are calculated at the end of each semester. The overall JPU GPA summary statistics are reflected at the end of each student career level.

The Student Program GPA is calculated according to the rules determined by the student’s primary academic program at the time of printing. The cumulative Student Program GPA summary statistics are reflected at the end of each student career level and are based on the student’s last active primary program at that level.

III. *Transfer, Test and Special Credit*

Courses accepted in transfer from other institutions are listed under a Transfer Credit heading. Generally, a grade of “T” (transfer grade) is assigned and course numbers, titles and credit hours assigned reflect JPU Equivalents. Transfer hours with a grade of “T” are not reflected in the cumulative grade averages; however, the hours are included in the “Hrs Earned” Field.

IV. *Accreditation*

This Institution is authorized by: the Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300 Indianapolis, Indiana 46204-4206. Phone (317) 464-4400 Ext. 138.

This Institution is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302 Arlington, VA 22201. Phone (703) 247-4212. Website: www.accsc.org. ACCSC is recognized by the United States Department of Education.

This Institution holds programmatic accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182. Phone (312) 704-5300. Email: mail@jrcert.org. Programs Accredited: Bachelor of Science in Medical Dosimetry and Master of Science in Medical Dosimetry.

V. *Validation*

A transcript issued by John Patrick University of Health and Applied Sciences is official when it displays signatures. Printed official transcripts display signatures and are printed on SCRIP-SAFE Security paper. A raised seal is not required.

VI. *Registrar Contact*

Questions about the content of this record should be referred to the Office of the Registrar where it was printed.

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BS in Diagnostic Medical Sonography To Be Offered by John Patrick University of Health and Applied Sciences at South Bend, Indiana Campus

Degree Award Level²: Bachelor of Science

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

Career Relevant/Out-of-Classroom Experiences⁴: Internship

Suggested CIP Code⁵ for Program: 51.0910

Name of Person Preparing this Form: Betsy Datema

Telephone Number: (574) 232-2408

Email Address: bdatema@jpu.edu

Date the Form was Prepared (Use date last revised): 3/28/2023



1 The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

2 The “Degree Award Level” refers to the following categories (see Degree Award Level Definitions for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
9. Doctor’s Degree-Research/Scholarship
10. Doctor’s Degree-Professional Practice
11. Doctor’s Degree-Other

3 For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

4 Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. The National Association of Colleges and Employers (NACE) Career Readiness Competencies and Statewide Career Relevance Definition provide additional information about student engagement experiences with career relevance.

5 CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

Goal #1:	To prepare graduates to meet the demands of the healthcare industry by providing them with the skills, knowledge, and competencies required for entry-level sonography positions.
Objective:	To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s) it offers: Abdominal sonography – extended, obstetrics & gynecology sonography, adult cardiac sonography, and vascular sonography.
Learning Domain	<p>Cognitive Domain (knowledge-based learning): To ensure that students acquire knowledge of relevant subject matter, including anatomy and physiology, sonographic physics, and pathology, necessary to perform and interpret sonographic examinations in each of the four concentrations offered.</p> <p>Psychomotor Domain (skills-based learning): To ensure that students gain the necessary technical skills to operate ultrasound equipment, perform sonographic procedures accurately, and interpret sonographic images, in each of the four concentrations offered.</p> <p>Affective Domain (behavior-based learning): To ensure that students develop professional attitudes, values, and ethical behavior, including communication and interpersonal skills, necessary to work effectively with patients, physicians, and other healthcare professionals, in each of the four concentrations offered.</p>
Assessment(s)	<p>Attrition/retention rates</p> <p>Job placement rates</p> <p>Employer Satisfaction Surveys</p> <p>Graduate Satisfaction Surveys</p>
Goal #2:	Prepare students for certification and licensure exams.
Objective:	<p>Provide students with a comprehensive understanding of the principles and practices of diagnostic medical sonography.</p> <p>Ensure that the program meets the industry standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and other relevant accrediting bodies.</p> <p>Prepare students to sit for relevant certification exams and to meet state licensure requirements.</p>
Learning Domain	Cognitive Domain: This domain covers knowledge-based learning, including anatomy and physiology, sonographic physics, and pathology.
Assessment(s)	<p>Content and summative evaluations throughout didactic course work.</p> <p>National credentialing examination(s) performance</p>
Goal #3:	Prepare students to perform ultrasound examinations accurately, efficiently, and safely.
Objective:	Equip students with the technical skills necessary to perform diagnostic medical

	<p>sonography examinations, including knowledge of the equipment, patient positioning, and image acquisition.</p> <p>Prepare students to analyze and interpret sonographic images accurately and effectively, and to communicate findings to other healthcare professionals.</p> <p>Provide students with opportunities to gain practical experience through clinical rotations and other hands-on learning experiences.</p>
Learning Domain	Psychomotor Domain: This domain focuses on hands-on learning, including how to operate ultrasound equipment and perform sonographic procedures accurately.
Assessment(s)	Clinical competencies and evaluations.
Goal #4:	Develop students' critical thinking and problem-solving skills to make sound clinical decisions and communicate findings effectively to healthcare providers
Objective:	Foster critical thinking and problem-solving skills in students, enabling them to adapt to new technologies and techniques as they emerge.
Learning Domain	Interpersonal Domain: This domain addresses communication and collaboration skills that are essential for working with patients, physicians, and other healthcare professionals.
Assessment(s)	Performance evaluations Case studies
Goal #5:	Foster professionalism, ethical behavior, and effective communication skills among students.
Objective:	Promote professionalism and ethical conduct in students, emphasizing the importance of patient-centered care, confidentiality, and the need for continuing education.
Learning Domain	Affective Domain: This domain addresses emotional and attitudinal learning, including the development of professional attitudes, values, and ethical behavior.
Assessment(s)	Performance evaluations Self-Reflections
Goal #6:	Provide opportunities for students to engage in research and continuing education to stay up to date with advances in the field of sonography.
Objective:	Provide students with access to ongoing professional development opportunities and resources to stay up to date on developments in the field. Ensure program curriculum and teaching practices align with industry standards and the evolving needs of the healthcare industry.
Learning Domain	Professional Domain: This domain covers topics related to professional development, including licensure and credentialing, continuing education, and career advancement.
Assessment(s)	Participation in local and national sonography groups Completion of continuing education Self-Reflections

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

Total Course Hours: 120

Check One: Quarter hours _____
 Semester Hours X
 Clock hours _____

Tuition: \$40,020

Length of Program: 5 semesters

Special Fees: \$300 per semester

Specialty Courses:		
Course Number	Course Title	Hours
Transfer	30 technical/occupational credits accepted for transfer from Associate's degree	30
	Core Courses (40 credits)	
US301	Introduction to Sonography	2
US303	Patient Care & Professionalism in Sonography	2
US305	Ultrasound Physics	4
US360	Vascular Ultrasound I	2
US390	Clinical A	4
US394	Clinical B	6
US494	Clinical C	6
US495	Clinical D	6
RS300	Orientation to Advanced Modalities	1
RS390	Ethics & Law for Advanced Modalities	3
US410	Ultrasound Board Review	2
US480	Sonography Capstone	2
	General Specialization (20cr)	
US322	Abdomen Ultrasound I	2
US324	Superficial & Small Parts Ultrasound I	2
US330	Gynecological Ultrasound	2
US332	OB Ultrasound I	2
US422	Abdomen Ultrasound II	2
US424	Superficial & Small Parts Ultrasound II	2
US430	OB Ultrasound II	2
US423	Pediatric Ultrasound	2

US426	Advanced Abdomen Imaging	2
US434	Advanced OBGYN Imaging	2
	Cardiovascular Specialization (20cr)	
US340	Cardiovascular Anatomy & Physiology	2
US350	Foundations of Echocardiography	2
US351	Adult Cardiac Sonography I	2
US460	Vascular Ultrasound II	2
US451	Adult Cardiac Sonography II	2
US465	Physiological Vascular Testing	2
US456	Pediatric Echocardiography	2
US454	Advanced Cardiac Imaging	2
US466	Abdominal Vascular Imaging	2
US470	Advanced Vascular Imaging	2
General Education / Liberal Arts Courses:		
Course Number	Course Title	Hours
Transfer	30 technical/occupational credits accepted for transfer from Associate's degree	30

Program Prerequisites:

- Human Anatomy & Physiology
- Algebra I
- Descriptive Physics
- Medical Terminology
- Medical Ethics and Law

Number of Credit/Clock Hours in Specialty Courses: 90 / 120 Percentage: 75%

Number of Credit/Clock Hours in General Courses: 30 / 120 Percentage: 25%

If applicable:

Number of Credit/Clock Hours in Liberal Arts: ___ / ___ Percentage: ___

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

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

b. Number of volumes of professional material:

c. Number of professional periodicals subscribed to:

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

Library Services Overview

Library services at John Patrick University of Health and Applied Sciences (JPU) consist of a physical library located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601 including books and periodicals which apply to the fields of Medical Physics, Medical Dosimetry, Medical Health Physics, Nanomedicine, Medical Imaging, Radiologic Science, Radiation Therapy, and Nutritional Health. JPU subscribes to EBSCO's Discovery Service and ELSEVIER ScienceDirect database platforms.

Students and faculty may access the online learning resource system 24 hours a day, seven days a week. The on-site library is accessible to students at any time they are on the campus. The on-site Library inventory can be accessed in Sycamore under "Info Center". Students who study remotely may have access to on-site library resources by having requested materials sent to them.

The library is staffed by a Librarian who holds a Master's Degree in Library Science and supervises and manages the library and instructional resources. The Librarian also provides support to both faculty and students in the use of the learning resource system and works to integrate library resources into all phases of the University's educational programs.

LibGuides

JPU's online library uses LibGuides, which is a content management and information sharing system designed specifically for libraries. It facilitates seamless navigation through, and instruction on, core and relevant resources in a particular subject field, class, or assignment. This allows JPU's library to showcase its resources and services to faculty and students for research and study. The LibGuides platform also invites partnerships between the Librarian and instructors to meet their course resource and research needs. The Guides can be accessed at <https://jpu.libguides.com>. To request a LibGuide contact the Librarian, Sheila Makala, at smakala@jpu.edu.

EBSCO Discovery Service

EBSCO's Discovery Service platform provides access to EBSCO's EDS (EBSCO Discovery Service) software, Full Text Finder and Medline with Full text through a single-entry point. These online resources include Full-text journals, electronic books, tutorials, subject guides, current news, and career development information.

EDS Open Access Collections are content-specific to post-secondary, higher education colleges. These collections feature academic/scholarly, industry/trade, and government resources collected from open access sources such as university repositories, industry-specific websites, professional associations or organizations, non-governmental organizations and government agencies. Select resources are chosen for their content-rich

value for academic research, career development, and curriculum and learning support. Content formats include websites, eBooks, PDF files, and/or videos. Collections featured in our profile include:

- Business Collection
- Health and Medicine Collection
- Information Technology and Security Collection
- Law and Criminal Justice Collection
- Trade and Vocational Collection

Full Text Finder (FTF)

Full Text Finder (FTF) is a next-generation knowledge base, holdings management tool, publication finder and link resolver. FTF integrates with *EBSCO Discovery Service* (EDS) to provide users fast and reliable access to full text and a better library experience.

Medline Full Text

The Medline with Full Text database provides full text indexing for journals indexed in MEDLINE. These journals cover a wide range of subjects within the biomedical and health fields with coverage dating back to 1949. This database contains information for health professionals and researchers engaged in clinical care, public health, and health policy development. *MEDLINE with Full Text* provides more than 360 active full-text journals not found in any version of *Academic Search*, *Health Source* or *Biomedical Reference Collection*.

ELSEVIER ScienceDirect

ELSEVIER ScienceDirect platform provides access to peer-reviewed literature that includes articles, journals, books and topic pages that assists in research. Through ELSEVIER ScienceDirect we have one Subject Collection and 2 individual titles.

Subject Collection:

College Edition Health and Life Sciences – This is a collection of over 1200 full-text, peer-viewed journals. The access goes back to 1995 and covers the areas below.

- Health Sciences
- Biochemistry, Genetics and Molecular Biology
- Agricultural & Biological Sciences
- Environmental Science
- Neuroscience
- Pharmacology, Toxicology and Pharmaceutics
- Immunology and Microbiology
- Veterinary Science and Veterinary Medicine
- Nursing and Health Professions

Individual Titles

- International Journal of Radiation Oncology, Biology, Physics
- Medical Dosimetry

4. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.

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

Total # of Faculty in the Program:	4	Full-time:	0	Part-time:	4
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Margaret Battin	Masters – Public Health BS – Mortuary Science AAS – Diagnostic Medical Sonography	11	0.25	6		X
Rebecca Farmer	MS – Radiologic Science BS – Radiologic Science	30	1	22		X
Michelle La Borde	MS – Radiologic Science BS – Radiologic Science	16	1	6		X
Donald LaFleur	MS - Education MS – Medical Physics BS – Psychology Certificate - Diagnostic Medical Sonography	10	4	5		X

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- **Why is the institution proposing this program and how does it build upon institutional strengths?**
- **How is it consistent with the mission of the institution and how does this program fit into the institution’s strategic plan (please provide a link to the strategic plan)?**

The Diagnostic Medical Sonography program at the John Patrick University of Health and Applied Sciences is designed to train individuals to become skilled in using ultrasound technology. Diagnostic Medical Sonography is a rewarding career in healthcare, where the sonographer plays a critical role in helping healthcare providers diagnose and treat medical conditions.

The curriculum covers various topics such as anatomy and physiology, ultrasound physics, patient care and communication, and pathology. Students will learn how to operate ultrasound equipment, perform scans, and analyze images to identify abnormalities.

The program emphasizes the importance of patient care and communication skills, as sonographers work closely with patients to ensure their comfort and safety during the scanning process. Students will also learn about legal and ethical considerations in medical sonography, safety, and professional development.

This program requires an externship, where the student is placed in the clinical setting for college credit. During the externship, students will work under the supervision of licensed sonographers in healthcare settings such as hospitals, clinics, or imaging centers. This practical experience provides students with valuable hands-on training and the opportunity to apply their knowledge and skills in a real-world setting.

There is a shortage of healthcare workers in the United States, and this includes allied healthcare workers that typically need specialized, technical training. JPU has the means to reduce the workforce shortages by offering new programs such as diagnostic medical sonography.

JPU has already proven successful in offering programs through distance learning formats. The DMS program will use online classroom instruction, ultrasound simulation technology, and a hands-on clinical externship, to present a distinctive and comprehensive learning experience. JPU's dedication to sound educational infrastructure and teaching practices ensures the quality of education and maximizes students' learning outcomes.

The DMS program clearly aligns with the mission statement as it will help students develop ultrasound skills, building competent entry-level scanners by the end of the program. The DMS program aligns with industry standards in curriculum to ensure student success in this technical field.

Strategically, as a school with a strong focus on becoming a comprehensive institution in the field of radiological science, the addition of dedicated ultrasound program is of utmost importance. This program will not only support our strategic goal of program growth but also bring about positive changes in terms of community recognition and vendor relationships. By adhering to industry standards and providing students with a clear understanding of the pathways to credentials, JPU aims to establish itself as a leading institution in the ultrasound education field.

[JPU's Strategic Plan is available here.](#)

b. State Rationale: General

- **How does this program address state priorities as reflected in the Commission's most recent strategic plan Reaching Higher In a State of Change?**

JPU's online Diagnostic Medical Sonography program is well equipped to meet the CHE's priorities of completion, equity, and talent.

Completion: An online ultrasound program can help students complete their education by providing a flexible and convenient way to earn the necessary qualifications for a career in ultrasound. Online programs can offer asynchronous learning, allowing students to study on their own time and at their

own pace. This can be particularly helpful for students who are working or have other commitments that make traditional classroom learning difficult. JPU offers classes year-round, allowing students more flexibility in their pathway to completion, be it at an accelerated pace or as a part-time student.

Equity: JPU's Online ultrasound program can also help promote equity in higher education by reducing barriers to entry. For example, students who may not have access to a physical ultrasound program in their area can still pursue their education and career goals through an online program. Additionally, online programs can often be more affordable than traditional programs, which can help make education more accessible to a wider range of students. JPU is dedicated to creating an environment that is learner-centric, including personalization of education and tools students need to succeed.

Talent: JPU's online ultrasound program can help Indiana and other states develop and retain talented individuals in the healthcare industry by providing high-quality education and training. By attracting and retaining skilled healthcare professionals, Indiana can strengthen its healthcare system and improve patient outcomes. The program aims to bring high-quality sonography education that exceeds accreditation standards.

c. State Rationale: Equity-Related

- **How does this program address the Equity section of Reaching Higher In a State of Change (see pages 15-17), especially with respect to considerations of race/ ethnicity, socioeconomic status, gender, and geography?**

When considering equity in higher education JPU's online Diagnostic Medical Sonography program removes or reduces barriers in many ways.

Accessibility: Anyone with access to a device and the internet can attend classes at JPU. This reduces barriers to education for those who live in rural areas and have mobility, or transportation struggles.

Diversity: As an online program, students will have the opportunity to learn in an environment that allows students to connect with others from different backgrounds, geographical locations, abilities, and cultures. JPU will create an inclusive environment, encouraging students to connect their learning with their own experiences and share those experiences so others can gain insight and understanding.

Socioeconomic: JPU offers many tuition, loan, and scholarship options for students. Care has been taken to find affordable learning material and class design to optimize credit hours. The online component improves affordability by not requiring on-campus living or relocation to attend.

d. Evidence of Labor Market Need

- **National, State, or Regional Need**
 - **Is the program serving a national, state, or regional labor market need? Please describe.**

The U.S. Bureau of Labor Statistics projected growth in Diagnostic Medical Sonography from 2021-2031 to be 10% or about 14,700 jobs. This is faster than the average growth in other occupations. In-person programs and online programs cap their enrollment, thus limiting the current number of students able to enter the field each year. To meet the growing needs, programs need to increase their enrollment, or new programs need to be developed.

Additionally, many schools are in or near high-population areas to maximize enrollment, which creates barriers for rural and low-population areas. An online program can bring ultrasound education to places that need it. There are currently only 5 programs in the United States that are fully online, and only one of these programs offers a degree.

With new simulation ultrasound technology, portable ultrasound units, and high-quality internet-based learning platforms, creating an online ultrasound program will fill workforce gaps throughout the country.

e. Placement of Graduates

- **Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.**
- **If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.**

Diagnostic medical sonographers are employed in multiple healthcare settings such as hospitals, clinics, imaging centers, and mobile imaging services. Students may also find opportunities in related fields such as research, development, and education.

f. Job Titles

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

Students graduating from JPU with a BS in Diagnostic Medical Sonography (general concentration) will mainly find employment as a diagnostic medical sonographer, which goes under many titles such as sonographer, ultrasound technologist, or ultrasound technician. In addition, those graduation from the cardiovascular concentration will seek employment as echocardiographer, vascular technologist, or cardiovascular technologist.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- **List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.**
- Knowledge of anatomy and physiology: Students will have a deep understanding of the human anatomy and physiology, particularly the structures and functions of the organs and tissues that are imaged using ultrasound.
- Technical proficiency: Students will be proficient in operating ultrasound equipment, including selecting appropriate transducers and settings, positioning the patient, and acquiring high-quality images.
- Image interpretation: Students will be able to interpret ultrasound images to identify normal

and abnormal structures and identify potential pathologies and artifacts.

- Patient care and safety: Students will know the importance of patient care and safety, utilizing good communication skills, appropriate patient positioning techniques, and proper use of infection control measures.
- Professionalism and ethics: Students will exhibit professional and ethical behaviors, paying special attention to HIPAA regulations, patient confidentiality, and professional boundaries / scope of practice.
- Problem-solving and critical thinking: Students will be able to apply critical thinking skills and problem-solving techniques to analyze images, make diagnostic decisions, and evaluate the effectiveness of interventions.
- Professional development: Students will be prepared to continue learning and professional development throughout their career, including staying current with new technologies, techniques, and research in the field of ultrasound.

b. **Assessment**

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**
- Written exams: Written exams will be used to assess knowledge of anatomy, physiology, physics, and ultrasound instrumentation.
- Practical exams: Practical exams will be used to assess technical proficiency, patient care, and safety. Students will be evaluated on their ability to perform ultrasound exams on live or simulated patients, and their ability to identify normal and abnormal structures in images.
- Clinical evaluations: Clinical evaluations will be used to assess a student's ability to apply their knowledge and skills in a clinical setting. Clinical instructors will evaluate a student's performance on a variety of tasks, including image acquisition, patient care, image interpretation, and communication with patients and healthcare providers.
- Case studies: Case studies will be used to assess a student's problem-solving and critical thinking skills. Students will be presented with real or hypothetical cases and asked to analyze images and make diagnostic decisions.
- Portfolios: Portfolios will be used to assess a student's professional development and growth. Students can compile evidence of their learning, such as reflective writing, case studies, and images, to demonstrate their competence and professional growth.
- Self-assessment: Self-assessments will be used to encourage students to reflect on their learning and progress. Students will be asked to evaluate their own performance, identify strengths and weaknesses, and develop goals for improvement.

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

a. Federal Financial Responsibility Composite Score

- **Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.**

The most recent Federal Financial Responsibility Composite Score is 3.00. This is reported on the most recent audited financial statements calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

b. State Licensure

- **Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?**
- **If so, please identify:**
- **The specific license(s) needed:**
- **The State agency issuing the license(s):**

State Licensure is not required in Indiana. However, state licensure is required in other states.

c. Professional Certification

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

Professional certifications include:

American Registry of Diagnostic Medical Sonography (ARDMS) credentials:

- Registered Diagnostic Medical Sonographer (RDMS) in abdomen, breast, fetal echocardiography, obstetrics & gynecology, and pediatric sonography
- Registered Diagnostic Cardiac Sonographer (RDCS) in adult, fetal, and pediatric echocardiography
- Registered Vascular Technologist (RVT) in vascular technology
- Registered Musculoskeletal Sonographer (RMSKS) in musculoskeletal sonography

Cardiovascular Credentialing International (CCI) credentials:

- Advanced Cardiac Sonographer (ACS)
- Registered Congenital Cardiac Sonographer (RCCS)
- Registered Cardiac Sonographer (RCS)
- Registered Vascular Specialist (RVS)

American Registry of Radiologic Technologists (ARRT) credentials:

- Registered Technologist (Sonography) (RT-S)
- Registered Technologist (Vascular Sonography) (RT-VS)
- Registered Technologist (Breast Sonography) (RT-BS)

- **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:**

Initially, graduates of the BS – General concentration will be able to obtain their ARRT (RT-S) credentials. After the ARRT is awarded, ARDMS and CCI credentials can also be obtained.

Graduates of the BS – Cardiovascular concentration will be able to obtain their ARRT (RT-VS) or CCI (RCS or RVS) credentials. After the ARRT or CCI is awarded, ARDMS credentials can also be obtained.

- **The national organization issuing each certification:**

American Registry of Radiologic Technologists

- **Please explain the rationale for choosing each professional certification:**

In most places of employment, credentials are required at the time of employment or within the first year. ARRT and CCI are accepted, but if ARDMS is required, the ARRT and CCI work as pathways to obtaining other credentials.

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

All of the DMS courses are needed to be prepared for certification exams. US305 – Ultrasound Physics is an important facet to obtaining ultrasound credentials for all modalities and organizations

d. **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:**

The program will use standards and guidelines published by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). These standards have been reviewed and revised by:

- American College of Cardiology
- American College of Radiology
- American Institute of Ultrasound in Medicine
- American Society of Echocardiography
- American Society of Radiologic Technologists

- Society of Diagnostic Medical Sonography
- Society for Vascular Surgery
- Society for Vascular Ultrasound
- Joint Review Committee on Education in Diagnostic Medical Sonography
- Commission on Accreditation of Allied Health Education Programs

The entire guidelines can be viewed [HERE](#).

e. Institutional Accreditation

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

Accrediting Commission of Career Schools and Colleges (ACCSC) – July 2023

- **Reason for seeking accreditation.**

ACCSC accreditation allows JPU graduates to sit for the ARRT national exam to earn credentials.

f. Specialized Program Accreditation

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

Yes, but not required.

- **If so, please identify the specialized accrediting agency:**

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

g. 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):**

This is not applicable.

8. Student Records (Institutions that have Previously Operated)

- a. Are all student transcripts in a digital format?**

- **If not what is the percentage of student transcripts in a digital format?**
- **What is the beginning year of digitized student transcripts?**
- **Are student transcripts stored separately from the overall student records?**

All student transcripts are stored in a digital format. 2009 is the beginning year of digitized student transcripts. Student transcripts are stored through JPU's student information system which is backed up in multiple locations.

b. How are the digital student records stored?

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

Student records are stored on the JPU's online student information system called Populi. Populi servers store backup information on multiple servers across the United States. JPU utilizes Canvas as its Learning Management System. Canvas stores course data. In addition, gradebook data from each term is downloaded at the conclusion and stored on JPU's local server located at 100 E. Wayne Street, Suite 140, South Bend, IN 46601.

c. Where are the paper student records located?

Paper student records are stored at JPU's office located at 100 E. Wayne Street, Suite 140 South Bend, IN 46601. Files are stored in fireproof cabinets stored behind locked doors.

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

2009

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

500

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

500

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

JPU does not maintain student records in other formats such as microfiche.

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

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

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

The President and CEO have overall responsibility and authority over student records.

Brent Murphy
CEO
Phone: 574-232-2408
Email: bmurphy@jpu.edu

Michael Dubanewicz
President
Phone: 574-232-2408
Email: mdubanewicz@jpu.edu

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

JPU has not contracted with a third-party servicer to have records digitized, maintained, and serviced.

- j. **Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?**

Approximately 2 per week.

This Section Applies to All Institutions

- k. **Is there anything that the Commission should consider with regard to the institutional student records?**

No comments at this time.

- l. **What is the digital format of student transcripts?**

Digital student transcripts are viewable to the student through JPU's student information system, Populi. Students can generate a PDF of their unofficial transcript. Official transcripts can be requested and sent via mail or email. Emailed transcripts are in PDF format.

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

JPU utilizes Populi as its student information system and Canvas as its Learning Management System.

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

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- **Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System**
- **Report a table for each campus or off-campus location at which the program will be offered**
- **If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.**
- **Round the FTE enrollments to the nearest whole number**
- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**

Projected Headcount and FTE Enrollments and Degrees Conferred								
March 28, 2023								
Institution/Location: John Patrick University of Health and Applied Sciences at South Bend, IN								
Program: BS Diagnostic Medical Sonography - General & Cardiovascular Specializations								
				Year 1	Year 2	Year 3	Year 4	Year 5
				FY2023	FY2024	FY2025	FY2026	FY2027
Enrollment Projections (Headcount)								
	Full-Time			5	35	65	80	80
	Part-Time			0	0	0	0	10
	Total			5	35	65	80	80
Enrollment Projections (FTE*)								
	Full-Time			5	35	65	80	80
	Part-Time			0	0	0	0	0
	Total			5	35	65	80	80
Degrees Conferred Projections				0	0	15	30	30
Degree Level: BS								
CIP Code: - 51.0910; State – 51.0910								
FTE Definitions:								
Undergraduate Level: 30 Semester Hrs. = 1 FTE								
Undergraduate Level: 24 Semester Hrs. = 1 FTE								

John Patrick University of Health and Applied Sciences

Official Transcript

100 E. Wayne Street, Suite 140, South Bend, IN 46601

Phone: (574)232-2408, Fax: (574)232-2200

RECIPIENT:**STUDENT:**

Student, Test

Student ID: 2022000005

Birthdate:

Enrollment Date: Sep 4, 2023

Degrees/Certificates

Bachelor of Science in Diagnostic Medical Sonography (Concentration: Cardiovascular - Granted 4/21/2025)

Granted 4/21/2025

Transcript

2023-2024: Fall 2023 - 09/04/2023 - 12/18/2023

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
RS300	Orientation to Advanced Modalities	1.00	1.00	A	4.00
RS390	Ethics and Law for Advanced Modalities	3.00	3.00	A	12.00
US301	Introduction to Sonography	2.00	2.00	A	8.00
US303	Patient Care & Professionalism in Sonography	2.00	2.00	A	8.00
US305	Ultrasound Physics	4.00	4.00	B	12.00
Totals		12.00	12.00	Term GPA: 3.67	Cum. GPA: 3.67

2023-2024: Spring 2024 - 01/08/2024 - 04/22/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US340	Cardiovascular Anatomy & Physiology	2.00	2.00	B	6.00
US350	Foundations of Echocardiography	2.00	2.00	A	8.00
US351	Adult Cardiac Sonography I	2.00	2.00	A	8.00
US360	Vascular Ultrasound I	2.00	2.00	B	6.00
US390	Clinical A	4.00	4.00	P	16.00
Totals		12.00	12.00	Term GPA: 3.67	Cum. GPA: 3.67

2023-2024: Summer 2024 - 05/06/2024 - 08/19/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US394	Clinical B	6.00	6.00	P	24.00
US451	Adult Cardiac Sonography II	2.00	2.00	A	8.00
US460	Vascular Ultrasound II	2.00	2.00	B	6.00
US465	Physiological Vascular Testing	2.00	2.00	C	4.00
Totals		12.00	12.00	Term GPA: 3.50	Cum. GPA: 3.61

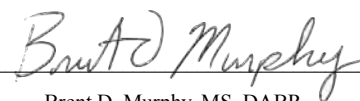
2024-2025: Fall 2024 - 09/02/2024 - 12/16/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US454	Advanced Cardiac Imaging	2.00	2.00	B	6.00
US456	Pediatric Echocardiography	2.00	2.00	B	6.00
US466	Abdominal Vascular Imaging	2.00	2.00	A	8.00
US494	Clinical C	6.00	6.00	P	24.00
Totals		12.00	12.00	Term GPA: 3.67	Cum. GPA: 3.63



Elizabeth M Datema

Office of the Registrar



Brent D. Murphy, MS, DABR

President

2024-2025: Spring 2025 - 01/06/2025 - 04/21/2025

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US410	Ultrasound Board Review	2.00	2.00	A	8.00
US470	Advanced Vascular Imaging	2.00	2.00	A	8.00
US480	Sonography Capstone	2.00	2.00	A	8.00
US495	Clinical D	6.00	6.00	P	24.00
Totals		12.00	12.00	Term GPA: 4.00	Cum. GPA: 3.70

Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	60.00	60.00	222.00	3.70
Transfer	0.00	0.00	0.00	0.00
Overall	60.00	60.00	222.00	3.70



Elizabeth M Datema
 Elizabeth M Datema
 Office of the Registrar

Brent D Murphy
 Brent D. Murphy, MS, DABR
 President

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

Note: The following explanation reflects information found on the John Patrick University of Health and Applied Sciences (JPU) **Official Transcript** produced from the Student Information System implemented June 2011. Prior to August 5, 2019, JPU was doing business as Radiological Technologies University VT.

I. *Grade and Credit Point System*

The following grades are considered in computing semester or cumulative grade averages. Course hours with a grade of "F" are counted when computing grade point averages but do not count toward the earned hours required for degrees.

Graduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)
C (0.0 Pts) Unsatisfactory	WF (0.0 Pts) Withdrawn – Failing
D (0.0 Pts) Unsatisfactory	

Undergraduate Courses

A (4.0 Pts) Excellent	F (0.0 Pts) Failing
B (3.0 Pts) Good	P (4.0 Pts) Passed (Pass/Fail Option)
C (2.0 Pts) Satisfactory	WF (0.0 Pts) Withdrawn - Failing
D (0 Pts) Unsatisfactory	

Repeated Courses

Repeated courses are counted in the John Patrick University of Health and Applied Sciences grade point average and may also be counted in the student's primary program GPA (Student Program GPA), depending on the policies of the student's program. The first attempt to complete a course is listed as attempted credits not earned.

The following grades are not considered in computing semester or cumulative grade point averages:

AU	Audit - No Credit
I	Incomplete/Pending
T	Denotes credits transferred from another Institution
W	Withdrawn
R	Repeated Course

Abbreviations and Symbols

EHRS	Credit hours earned
QPts	Quality Points Earned
GPA	Grade point average (computed by dividing QPts by EHRS)

Credit Types

Regular Credit – All John Patrick University of Health and Applied Sciences credit is reported in terms of semester hours.

II. *Record Format*

The "Official Transcript" standard format lists course history, grade and GPA information in chronological order sorted by the student's career level. The "Official Transcript with Enrollment" provides the same information as the standard transcript but also includes all courses in which a student is currently enrolled or registered. "Official Transcript" or "Official Transcript with Enrollment" (Without career level designation) indicates that the document contains all work completed at John Patrick University of Health and Applied Sciences.

The JPU GPA reflects the student's GPA according to standard university-wide rules. A Semester JPU GPA and a cumulative to date JPU GPA are calculated at the end of each semester. The overall JPU GPA summary statistics are reflected at the end of each student career level.

The Student Program GPA is calculated according to the rules determined by the student's primary academic program at the time of printing. The cumulative Student Program GPA summary statistics are reflected at the end of each student career level and are based on the student's last active primary program at that level.

III. *Transfer, Test and Special Credit*

Courses accepted in transfer from other institutions are listed under a Transfer Credit heading. Generally, a grade of "T" (transfer grade) is assigned and course numbers, titles and credit hours assigned reflect JPU Equivalents. Transfer hours with a grade of "T" are not reflected in the cumulative grade averages; however, the hours are included in the "Hrs Earned" Field.

IV. *Accreditation*

This Institution is authorized by: the Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300 Indianapolis, Indiana 46204-4206. Phone (317) 464-4400 Ext. 138.

This Institution is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302 Arlington, VA 22201. Phone (703) 247-4212. Website: www.accsc.org. ACCSC is recognized by the United States Department of Education.

This Institution holds programmatic accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182. Phone (312) 704-5300. Email: mail@jrcert.org. Programs Accredited: Bachelor of Science in Medical Dosimetry and Master of Science in Medical Dosimetry.

V. *Validation*

A transcript issued by John Patrick University of Health and Applied Sciences is official when it displays signatures. Printed official transcripts display signatures and are printed on SCRIP-SAFE Security paper. A raised seal is not required.

VI. *Registrar Contact*

Questions about the content of this record should be referred to the Office of the Registrar where it was printed.

BOARD FOR PROPRIETARY EDUCATION

Monday, June 19, 2023

DECISION ITEM B-4:

Stellar Career College:
Three Baccalaureate Degree Programs at One Location or
Distance Education

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approves the Bachelor of Science (B.S.) in Healthcare Administration and Leadership, B.S. in Information Systems and Cybersecurity Management, and B.S. in Logistics, Warehousing and Supply Chain Management in accordance with the background discussion of this agenda item and the Applications for Degree Approval.

Background

Degree Program Profiles

*Bachelor of Science (B.S.) in
Healthcare Administration and Leadership at
Crown Point*

This program consists of 180 quarter credit hours, with 75 percent of the courses in the specialty. The program includes 67.5 quarter hours of credit transfer from the A.A.S. in Diagnostic Medical Sonography (DMS), A.A.S. in Magnetic Resonance Imaging (MRI) Technology, or A.A.S. in Radiologic Technology programs offered by the institution. Students choose ten courses from the general education/liberal arts options. The program faculty consists of 15 individuals, of whom 11 are part-time and the remaining 4 are full-time. Of the 15 individuals, 8 have a doctoral degree, and 7 have a master's degree.

*Bachelor of Science (B.S.) in
Information Systems and Cybersecurity Management at
Crown Point*

This program consists of 180 quarter credit hours, with 75 percent of the courses in the specialty. Students choose ten courses from the general education/liberal arts options. Students choose a concentration in Ethical Hacking, Forensics, Architecture, or Data Analytics. The program faculty consists of 14 individuals, of whom 12 are part-time and the remaining

2 are full-time. Of the 14 individuals, 7 have a doctoral degree, and 7 have a master's degree.

*Bachelor of Science (B.S.) in
Logistics, Warehousing and Supply Chain Management at
Crown Point*

This program consists of 180 quarter credit hours, with 75 percent of the courses in the specialty. Students choose ten courses from the general education/liberal arts options. Students choose a concentration in Logistics and Transportation, Warehousing and Distribution, or Supply Chain Management. The program faculty consists of 15 individuals, of whom 12 are part-time and the remaining 3 are full-time. Of the 15 individuals, 8 have a doctoral degree, and 7 have a master's degree.

Supporting Documents

Degree Applications

Institutional Profile for Stellar Career College

Background Stellar Career College began as Computer Tutor in 1986. After the institution began offering allied health and accounting courses, the name was changed to Computer Tutor Business and Technical Institute. In February of 2018, the institution was renamed to its current name. The institution has been at two locations in Modesto, California since its inception. In July 2019, a Chicago, Illinois campus was approved by the Illinois Board of Higher Education. The Crown Point, Indiana campus received BPE authorization in March of 2022.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The accreditor originally granted the Modesto campus candidacy status in 2003 for a period of five years. The Modesto campus accreditation was reaffirmed in March of 2018. The Chicago campus was granted ACCSC accreditation in September 2019.

Participation in NC-SARA Stellar Career College does not participate in the State Authorization Reciprocity Agreement (SARA).

Participation in Student Financial Aid Students attending the institution are eligible to receive Title IV Federal Student Aid. The institution does not currently participate in Indiana state financial aid. The institution does participate in financial aid in other states where they currently have a physical presence. For instance, Stellar Career College in Chicago is approved for Workforce Innovation and Opportunity Act (WIOA). In addition, GI bill benefits through the State of Illinois Department of Veteran's Affairs.

Campuses The ACCSC accredits the main Stellar Career College in Modesto, California. In addition, ACCSC accredits the branch campuses in Chicago and Crown Point.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 115 students in the fall of 2021 at Stellar Career College in Modesto, California. The Chicago campus enrollment is included in the Modesto campus figure.

Programs The institution in Modesto offers programs at the certificate and diploma levels. The Crown Point location offers programs at the associate degree and diploma levels. The associate programs include an Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography, A.A.S. in Magnetic Resonance Imaging (MRI) Technology, and A.A.S. in Radiologic Technology. Most recently approved, the A.A.S. in Information Systems and Cybersecurity Management, and the A.A.S. in Logistics, Warehousing and Supply Chain Management. The institution offers multiple diploma programs in subjects as diverse as Computed Tomography Technologist and a Diploma in Sterile Processing Technician.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2020, the institution had a published FRCS of 2.8. The audited financials included a composite score of 2.1 (2.09) for the fiscal year ending December 31, 2021.

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

BS Healthcare Administration and Leadership
To Be Offered by Stellar Career College (SCC) at Crown
Point, IN

Degree Award Level²: Bachelor's Degree

Mode of Delivery (In-person or Online³): 100% online and blended

Career Relevant/Out-of-Classroom Experiences⁴: Practicum

Suggested CIP Code⁵ for Program: 51.0701

Name of Person Preparing this Form: Dr. Zulfiqar A. Satti

Telephone Number and Email Address: (773) 317-7284

Date the Form was Prepared (Use date last revised): September 30, 2022



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



¹ The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

² The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

³ For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

⁴ Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

⁵ CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

Bachelor of Science in Health Care Administration

The Bachelor of Science in Health Care Administration prepares the graduate with skills in health care administration, ethics, and principles of management and supervision. The graduate will have the competencies to manage, supervise, and work in various areas of health care. This degree concentrates in management, law, research, industry innovations, and long-term care in health care administration.

Graduates of this program will be able to:

- Apply critical thinking to health care administration.
- Understand and apply principles of management to diverse environments in health care administration.
- Understand and apply management techniques to industry advances in health care systems.
- Understand law as it relates to health care and manage it effectively.

Stellar Career College's Bachelor of Science in Healthcare Administration & Leadership program is a bachelor's degree completion program. A bachelor's degree completion program is an academic program specifically designed for students who have completed an associate's medical degree, or have 90 quarter hours (or equivalent) of study in the medical field but not finished, a four-year undergraduate degree. All credits transferred into this program must be from a Department of Education accredited college.

Students transferring into this program must have completed an Associate's degree in a medical science program such as Diagnostic Medical Sonographer, Magnetic Resonance Imaging (MRI) Technology, or Radiologic Technology. In addition, these students must complete the last two years of courses outlined in the program structure.

Graduates will qualify for positions as a Program Director, Healthcare Director, Business Analyst, and Healthcare Administrator, and other related job positions.

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

Total Course Hours: 180 Check one: Quarter Hours Semester Hours _____ Clock Hours _____

Tuition: \$300 per credit, \$54,000 for the entire program Length of Program: 4 A Y

SPECIALTY COURSES (a total of 135 quarter credits):

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
HCA 331	<u>Managing Healthcare Resources</u>	4.5
HCA 332	<u>Healthcare Administration Management</u>	4.5
HCA 333	<u>Healthcare Leadership and Change</u>	4.5
HCA 334	<u>Healthcare Law, Policy, and Regulations</u>	4.5
HCA 335	<u>Healthcare Research and Statistics</u>	4.5
HCA 336	<u>Global Pandemics and Public Health</u>	4.5
HCA 441	<u>Managing Healthcare Finances</u>	4.5
HCA 442	<u>Healthcare Assessment and Management</u>	4.5
HCA 443	<u>Long Terms Healthcare Systems</u>	4.5
HCA 444	<u>Healthcare Operations and Management</u>	4.5
HCA 445	<u>Healthcare Planning and Analysis</u>	4.5
HCA 446	<u>United States Healthcare Systems</u>	4.5
HCA 447	<u>Human Resources in Healthcare</u>	4.5
	<u>Administration</u>	4.5
HCA 448	<u>Healthcare Marketing</u>	4.5
	<u>AAS DMS, AAS RT, AAS MRI</u>	
	<u>Transfer Credit</u>	4.5
	<u>AAS DMS, AAS RT, AAS MRI</u>	
	<u>Transfer Credit</u>	4.5
	<u>AAS DMS, AAS RT, AAS MRI</u>	
	<u>Transfer Credit</u>	4.5
	<u>AAS DMS, AAS RT, AAS MRI</u>	
	<u>Transfer Credit</u>	4.5
	<u>AAS DMS, AAS RT, AAS MRI</u>	
	<u>Transfer Credit</u>	4.5
	<u>AAS DMS, AAS RT, AAS MRI</u>	
	<u>Transfer Credit</u>	4.5
	<u>AAS DMS, AAS RT, AAS MRI</u>	
	<u>Transfer Credit</u>	4.5
	<u>AAS DMS, AAS RT, AAS MRI</u>	
	<u>Transfer Credit</u>	4.5
	<u>AAS DMS, AAS RT, AAS MRI</u>	
	<u>Transfer Credit</u>	4.5

HCA 490	<u>AAS DMS, AAS RT, AAS MRI</u>	4.5
	Transfer Credit	
	<u>AAS DMS, AAS RT, AAS MRI</u>	4.5
	Transfer Credit	
	<u>AAS DMS, AAS RT, AAS MRI</u>	4.5
	Transfer Credit	
	<u>AAS DMS, AAS RT, AAS MRI</u>	4.5
	Transfer Credit	
	<u>AAS DMS, AAS RT, AAS MRI</u>	4.5
	Transfer Credit	
	<u>AAS DMS, AAS RT, AAS MRI</u>	4.5
	Transfer Credit	
	<u>Practicum in Healthcare Administration and Leadership</u>	4.5

GENERAL EDUCATION / LIBERAL ARTS COURSES: (a total of 45 quarter credit)

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ENG 112	English Composition I	4.5
MAT 113	Mathematics	4.5
PSY 114	Introduction to Psychology	4.5
CIS 115	Introduction to Computers and Computing	4.5
ENG 212	English Composition II	4.5
HUM 213	Culture and Values	4.5
MAT 214	College Algebra	4.5
CHE 214	College Chemistry	4.5
CIS 215	Integration of Software Applications	4.5
MAT 313	Probability and Statistics	4.5
ENG 312	Business Composition I	4.5
SOC 301	Introduction to Sociology	4.5
SOC 310	Science, Math and Technology	4.5

Number of Credit/Clock Hrs. in Specialty Courses: 135 /2025_____ Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 45__ /675_____ Percentage: 25%

If applicable:

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

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

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

SCC Response:

SCC maintains an online library through its subscription of Library and Information Resources Network (LIRN). Students, faculty, and staff can access this online library through SCC's Learning Management System. This access is available 24/7 from any internet-enabled computer. A part-time librarian and a trained full-time staff remain available for any technical assistance needed by the faculty, staff, and students.

LIRN provides access to millions of peer-reviewed and full-text journals, magazines, newspapers, eBooks, podcasts and audio and video content to support the academic studies of studies. LIRN is accessible in the dashboard of SCC's Moodle LMS. Current LIRN membership includes the following resources:

- Gale Health Bundle
- Gale Health and Wellness
- Gale OneFile: Health and Medicine
- Gale Interactive Science Bundle
- Gale Interactive Anatomy
- Gale Interactive Chemistry
- Gale OneFile: Nursing and Allied Health
- ProQuest Databases
- ProQuest Core
- ProQuest Central
- Gale eBooks

Students are also encouraged to use Google Scholar. Google Scholar is an online, freely accessible search engine that lets users look for both physical and digital copies of articles.

b. Number of volumes of professional material:

SCC Response:

As a member of LIRN, SCC stakeholders have access to millions of peer-reviewed and full-text journals, magazines, newspapers, eBooks, podcasts, and audio & video content to support your

academic studies. Also, SCC is subscribed to Elsevier Science Direct. This subscription also includes access to the topics covering Logistics, Warehouse operations, operations management, healthcare administration and information systems.

Health & Life Sciences College Edition College Edition is a new collection offering librarians, educators, and students the flexibility and freedom required to move across subjects and achieve interdisciplinary success. Science Direct College Edition is an affordable subscription option exclusively for very small 2-and 4-year undergraduate/technical community colleges and institutions. Users can tap into the knowledge and expertise of more than 47,000 respected authors.

c. Number of professional periodicals subscribed to:

SCC Response:

As a member of LIRN, SCC stakeholders have access to millions of peer-reviewed and full-text journals, magazines, newspapers, eBooks, podcasts, and audio & video content to support your academic studies. Also, SCC is subscribed to Elsevier Science Direct. This subscription also includes access to the topics covering Logistics, Warehouse operations, operations management, healthcare administration and information systems.

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

SCC Response:

The SCC Indiana is in close geographical proximity to the following:

1. Crown Point Community Library

122 N Main St, Crown Point, IN 46307

<https://crownpointlibrary.org/>

Hours

Monday -Thursday: 9 a.m. - 8 p.m.

Friday: 9 a.m. - 5 p.m.

Saturday: 9 a.m. - 5 p.m.

Sunday: 1 p.m. - 5 p.m.

2. Winfield Branch Library

10771 Randolph St, Winfield, IN 46307

<https://crownpointlibrary.org/>

Hours

Mon., Wed. & Friday: 10 a.m. to 5 p.m.

Tuesday & Thursday: 10 a.m. to 7 p.m.

Saturday: 10 a.m. - 2 p.m.

Sunday: Closed

3. Merrillville Branch of Lake County Public Library

1919 81st Ave, Merrillville, IN 46410

<https://www.lcplin.org/>

Monday -Thursday: 10 a.m. to 8:30 p.m.

Tuesday & Thursday: 10 a.m. to 7 p.m.

Saturday: 9 a.m. - 5 p.m.

Sunday: Closed

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

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

Total # of Faculty in the Program:	15	Full-time:	4	Part-time:	11
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Dr. Ajmal, Javaid	MD, Doctor of Management (DM)– Healthcare Management, Master of Public Health	5	1	11	X	
Dr. Ayala, Joel	MD	9	2	20	X	
Allen, Thomas	MBA, Master of Accountancy	5	2	5		X
Buss, Anatoly	MA Education, Master of Public Administration, MS Information Technology (earned 33 units)	7	2	7		X
Byrd, Akia	MBA, BS Health Care Leadership	11	1	1		X
Gatto, Michael	MS Training and Development	24	2	18		X
Gopalasesha, Sangeetha	MS Biochemistry	6	2	4		X
Dr. Khan, Amer	MD	5	2	8	X	
Moustafa, Adel	MS Education – Workforce Development	7	2	1		X
Valentin, Angelica	MA Social Sciences, BS Psychology	10	2	2		X
Dr. Santamaria, Margarita	PhD Global Leadership, MS	19	1	19		X
Dr. Santamaria, Rodolfo	PhD Global Leadership, MBA	9	1	9	X	

Dr. Satti, Zulfiqar	PhD, MS Computer Science	28	2	8		X
Dr. Wells-Mullin, Stephanie	Doctor of Education, Master of Healthcare Administration	20	3	14		X
Dr. Zahooruddin, Sharif	MD	3	1	11		X

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program and how does it build upon institutional strengths?

SCC Response:

The mission of Stellar Career College (SCC) is to provide consistent high-quality instruction and motivation in a positive learning environment. The welfare and education of students and employees is our primary focus. Together, we work toward building skilled individuals and a successful company to serve the needs of the community.

Consistent to its mission, the Bachelor of Science in Healthcare Administration and Leadership is designed to prepare baccalaureate-degree level education in the field of administration and leadership in healthcare facilities, hospitals and other healthcare centers.

- How is it consistent with the mission of the institution and how does this program fit into the institution’s strategic plan (please provide a link to the strategic plan)?

SCC Response:

Stellar Career College provides a student-centric educational environment. SCC delivers a convenient way for individuals to learn the skills needed to compete in today’s challenging job market. SCC seeks to admit individuals who have the capacity and determination to complete our hands-on training programs and graduate. The admission process is designed to help prospective students make an informed decision and possibility to start a career in logistics, operations management, information

systems and healthcare administration. At SCC, we want students to graduate and become employed. SCC maintains a diverse student population from fresh high school graduates to historically underserved adults who have low-income jobs and have been dislocated due to the COVID-19 pandemic and economic situation in their home state. Our student population also includes working adults who decided to start a career change.

SCC provides quality professional skill development to the 21st century workforce and beyond. Our professional technical school faculty will train students in their new careers using a hands-on, instructor-led learning environment. Upon successful completion of one of the training programs, students will be prepared to be employed in entry-level careers.

The Bachelor of Science (BS) in Healthcare Administration and Leadership degree will enable residents in Indiana and Midwest Census Region to acquire a bachelor's degree that will enable them to start a career in healthcare administration. It will complete the bachelor's degree and diploma programs that SCC intends to offer under the authority of Board of Proprietary Education (IBPE) and Indiana Commission of Higher Education (ICHE). It will also address the national, state, and regional labor needs for logistics, operations management, information systems and healthcare administration. The Strategic Plan of Stellar Career College is composed of two documents namely: Institutional Assessment and Improvement Plan (IAIP) and Distance Education Assessment Plan and Improvement Plan (EDAPIP). These documents are accessible using this link:

<https://drive.google.com/drive/folders/14kGXL4AO-i31u9PekbRL5tAML6CqzbBL?usp=sharing>.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan [Reaching Higher In a State of Change?](#)

SCC Response:

The offering of Healthcare Administration and Leadership is SCC's answer to the

growing demand for leaders, supervisors and administrators in the United States Healthcare System. This is also congruent with Indiana Commission for Higher Education (ICHE)'s three priorities – completion, equity, and talent. The Reaching Higher in a State of Change document identified 60% attainment goals for working-age Hoosiers by 2025. This bachelor's degree aims to provide an opportunity for Hoosiers and other residents in the Midwestern Census Region to get a bachelor's degree that will enable them to become professionals in Logistics, Warehousing and Supply Chain Management. According to Indeed (2022), there are 13,655 full-time, 693 part-time jobs in middle and high-level managers in the health sector. Specifically, there are 231 full time and 6 part time jobs for middle and higher-level managers in the State of Indiana (Indeed, 2022). Thus, BS Healthcare Administration and Leadership degree addresses the state priorities as reflected in ICHE's most recent strategic plan.

State Rationale: Equity-Related

- How does this program address the Equity section of [Reaching Higher In a State of Change \(RHSC\)](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

SCC Response:

SCC believes in equity and all its programs are available to all students regardless of race/ethnicity, socioeconomic status, gender, and geographical locality. SCC will continue to be aggressive in giving educational opportunities to all especially the students of color, historically underserved, low-income, first-generation students, students from rural communities, and other minorities. Moreover, 85.71% of our staff are people of color. Consequently, 90% of our faculty members are Asians, LatinX and Black. Faculty members are experts in their respective field of knowledge and regularly attend professional development webinars, conferences, and seminars to keep them updated in both academic and industry standards. Therefore, the faculty members prepare SCC

students to be employed in high-demand and well-paid professions. Therefore, BS Healthcare Administration and Leadership degree aims to address the equity section of RHSC document especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography.

c. Evidence of Labor Market Need

- National, State, or Regional Need
 - Is the program serving a national, state, or regional labor market need? Please describe.

SCC Response:

The BS Healthcare Administration and Leadership degree serves a national, state, and regional labor market need. The growth of this field is a product of the emergence of e-commerce. The conventional brick and mortar business model was drastically replaced by the e-commerce and internet. This is also one of the bright outlook jobs as designed by the O*Net Online. The following summary has been developed using the data provided by the US Department of Labor, Occupational Employment and Wage Statistics (OEWS), Projections Central and O*Net Online:

Medical and Health Services Managers

In United States:

The Median Wages (2021): \$48.72 hourly, \$101,340 annual

Employment (2021): 480,700 employees

Job Outlook (2021-2031): 28% (much faster than average) Bright outlook

Workers on average earn \$101,340

10% of workers earn 139,650 or more

10% of workers earn 78,820 or less

In Indiana:

Employment (2021): 42,198 employees

Projected Growth (2018-2028): 6%

Workers on average earn \$124,082

10% of workers earn 155,005 or more

10% of workers earn 97,267 or less

SCC Indiana through The BS Healthcare Administration and Leadership degree program will create additional and robust opportunities for the residents of the State of Indiana and Midwestern Census Region to earn a degree in this in-demand, well-paid profession and contribute to an economic demand.

d. Placement of Graduates

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

SCC Response:

Healthcare Administration and Leadership degree graduates are expected to find employment in hospitals, clinics, managed care organizations, public health agencies, or similar organizations.

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

SCC Response:

This program serves as a feeder for graduate programs especially in business and other related fields. These graduate programs include, but not limited, to Master of Healthcare Administration, MBA major in Healthcare administration.

e. Job Titles

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

SCC Response:

The following are the job titles and job categories for this bachelor's degree program: Cancer

Center Director, Clinical Director, Health Information Management Director (HIM Director), Health Information Manager (HIM Manager), Healthcare System Director, Medical Records Director, Medical Records Manager, Mental Health Program Manager, Nurse Manager, Nursing Director.

6. Information on Competencies, Learning Outcomes, and Assessment

- a. Program Competencies or Learning Outcomes
 - List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

SCC Response:

The following are the significant competencies or learning outcomes for The BS Healthcare Administration and Leadership:

- Communication and Relationship Management
- Leadership
- Professionalism
- Knowledge of the Healthcare Environment
- Business Skills and Knowledge

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

SCC Response:

SCC follows the traditional Quarter Credit system. SCC will continually monitor student progress. In each course, faculty and SCC administration personnel monitor the student's satisfactory academic progress during the entire quarter. When a student's General Point Average (GPA) falls below 2.0, the faculty member will counsel the student and record the counseling session. This will be recorded in interventional sheets. Faculty will also provide guidance to the student on how to improve their GPA. Likewise, SCC also reviews the student's progress every eight week through the review of all midterm and final course grades. SCC will conduct course assessments on all courses taught.

Students will be provided with a Course Survey Form and answer each of the questions. Questions on the course survey evaluate the course, the instructor, facilities, and the Learning Management System. The course assessment forms are processed and recorded. The results are used to improve the learning experience of the students by making changes and improving courses and student resources. The results are also given to each faculty member so that they may use them to improve the course they teach. SCC will select the implement a student administration system when the degree is approved. The Student Administration System contains a complete history of the student data. At the end of each term, students will also receive a copy of the unofficial transcript of record. This will enable the student to be updated in their term progress.

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

a. Federal Financial Responsibility Composite Score

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

SCC Response:

An independent auditing firm had completed SCC’s year 2020 financial audits using the methodology prescribed by the US Department of Education. A copy of this audit report has been submitted to the US Department of Education. According to this audit report, Federal Financial Responsibility Composite Score of Stellar Career College for the year 2022 is 2.8. This Composite Score is calculated by an independent auditor using the methodology prescribed by the US Department of Education.

COMPOSITE SCORE FORMULA		10-02-30.1		
Institution Reference No:	Stellar Career College LLC			
Fiscal Year End:	12/31/2020			
Financial Analyst:				
Review Date:				
Accounts	Enter Amounts	Calculated Fields		
Primary Reser/vs Ratio (Adj Equity/Total Expenses)				
Total Assets	\$ 913,891		Hint	
Total Liabilities	\$ 550,902		Hint	
Total Equity		\$ 362,989		
Intangibles	\$ -		Hint	
Unsecured Related Party Receivables	\$ -		Hint	
Net Fixed Assets	\$ 137,968			
Long-Term Debt	\$ 308,674	\$ 137,968	Hint	
Post-Emp or Rtrmnt Liab	\$ -		Hint	
Adjusted Equity		\$ 362,989		
Total Expenses	\$ 935,938	\$ 935,938	Hint	
Equity Ratio (Modified Equity/Modified Assets)				
Modified Equity		\$ 362,989		
Modified Assets		\$ 913,891		
Net Income Ratio (Income Before Taxes/Total Revenue)				
Income Before Taxes	\$ -	\$ 254,023		
Total Revenues	\$ 1,189,961	\$ 1,189,961		
	Ratios	Strength Factor	Weights	Composite Scores
Primary Reserve:	0.3878	3.0000	30%	0.9000
Equity:	0.3972	2.3831	40%	0.9533
Net Income:	0.2135	3.0000	30%	0.9000
Composite Score				2.8

PLEASE NOTE: This calculation is utilized to evaluate the financial viability of a school according to Title IV. The calculation is not intended to determine a school’s eligibility for federal Title IV funding programs. For information on Title IV student aid, visit the following website: www.ifap.ed.gov

If the school does NOT have a composite score of at least 1.5 it must meet all 3 of the following alternate criteria under Standard VII:

1. Current Assets must be at least equal to Current Liabilities (NOTE: Current Assets

for this calculation do not include unsecured related party receivables)

Current Assets	753,057
Current Liabilities	243,710
CA / CL	3.09

2. School must have net income for prior year or 2 out of 3 years (see income stmts).

3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)

Stated Net Worth on Balance Sheet	362,989
Less: Intangible Assets	0 (enter as negative number)
Less: Unsecured Related Party Receivables	0 (enter as negative number)
Tangible NW	<u>362,989</u>

Certain assets that are excluded for purposes of the composite score are also excluded for calculation of the alternative criteria, as indicated above.

Composite score scale

- 1.3 to 3.0 Financially responsible without further oversight.
- 1.0 to 1.4 In the "Zone." The school is considered financially responsible but additional oversight is required.
- 1.0 to .9 Not financially responsible. The school must submit letter of credit of at least 50% of its PSA funding. The school may be permitted to participate under provisional certification with smaller letter of credit—with a minimum of 10% of its PSA funding.

Example: Calculation of a composite score for a proprietary institution*

Calculation of Ratios

Primary Reserve Ratio = $\frac{\text{Adjusted equity}}{\text{Total expenses}} = \frac{\$750,000}{\$9,500,000} = 0.080$

Equity Ratio = $\frac{\text{Modified equity}}{\text{Modified expenses}} = \frac{\$870,000}{\$2,440,000} = 0.352$

Net Income Ratio = $\frac{\text{Income before taxes}}{\text{Total revenues}} = \frac{\$510,000}{\$10,010,000} = 0.051$

Calculation of Strength Factor Score

Primary Reserve Strength Factor Score = $20 \times \text{Primary Reserve Ratio} = 20 \times 0.080 = 1.600$

Equity Strength Factor Score = $6 \times \text{Equity Ratio} = 6 \times 0.352 = 1.992$

Net Income Strength Factor Score = $1 + (33.3 \times \text{Net Income Ratio}) = 1 + (33.3 \times 0.051) = 2.698$

Calculation of Weighted Score

Primary Reserve Weighted Score = $30\% \times \text{Primary Reserve Strength Factor Score} = 0.30 \times 1.600 = 0.480$

Equity Weighted Score = $40\% \times \text{Equity Strength Factor Score} = 0.40 \times 1.992 = 0.797$

Net Income Weighted Score = $30\% \times \text{Net Income Strength Factor Score} = 0.30 \times 2.698 = 0.809$

Composite Score

Sum of All Weighted Scores = $0.480 + 0.797 + 0.809 = 2.086$ rounded to 2.1

* The definitions of terms used in the ratios and the applicable strength factor algorithms and weighting percentages are found in the Student Assistance General Provisions (regulations) (34 CFR 668) Subpart L, Appendix A for proprietary schools and Appendix B for private nonprofit schools.

b. State Licensure

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

SCC Responses:

Graduates do not need to be licensed in the State of Indiana to practice in the field of Healthcare Leadership and Administration.

- If so, please identify:
 - The specific license(s) needed: **not applicable**
 - The State agency issuing the license(s): **not applicable**
- a. Professional Certification
- What are the professional certifications that exist for graduates of similar program(s)?

SCC Response:

The Association for Healthcare Administrative Professionals (AHAP) provides the Certified Healthcare Administrative Professional (cHAP) 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?

SCC Responses:

This bachelor's degree program will prepare students for certification in Certified Healthcare Administrative Professional (cHAP). Graduates of this program will be eligible to take AHAP exam to be certified as Certified Healthcare Administrative Professional (cHAP).

- If so, please identify
- Each specific professional certification Certified Healthcare Administrative Professional (cHAP).
- The national organization issuing each certification:

SCC Response:

The national organization issuing the cHAP certification is Association for Healthcare

Administrative Professionals (AHAP)

- Please explain the rationale for choosing each professional certification:

SCC Response:

The cHAP credential provides a measure of proficiency for administrative professionals who work within healthcare administration. It is based on up-to-date professional standards and are recognized globally. These credentials are highly desirable to employers. This bachelor's degree will prepare students for certification and graduates of this program will be eligible to take the cHAP exam.

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

SCC Response:

b. Professional Industry Standards/Best Practices

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

SCC Response:

Yes, this bachelor's degree program has been developed by following the guidelines of ACCSC (SCC's institutional accreditor). Moreover, the program objectives, contents, and competencies have been developed using the guidelines of AHAP. AHAP is a not-for-profit healthcare association dedicated to executive assistants, administrative assistants, and other professionals who support America's healthcare leader.

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

SCC Response:

The Certified Healthcare Administrative Professional (cHAP) certification provides a measure of proficiency for administrative professionals who work within healthcare organizations. cHAP designees are recognized as having superior skills, knowledge and experience within the field of

healthcare administration. Those who pass the cHAP examination, are granted use of the cHAP designation by the Association for Healthcare Administrative Professionals (AHCAP).

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

SCC Response:

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate is Association for Healthcare Administrative Professionals.

c. Institutional Accreditation

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

SCC Response:

Stellar Career College Indiana is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Specialized Program Accreditation

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

SCC Response:

Specialized accreditation is not required for a graduate to become licensed by the State or to earn a national professional certification. This bachelor's degree program prepares students to take Certified Healthcare Administrative Professional.

d. 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):

SCC Response:

SCC is applying for the Bachelor of Science (BS) degree. Therefore, an Associate of Science credit transfer requirement (as stated above) does not apply to this application. SCC has an articulation agreement with Ashworth College.

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

- a. Are all student transcripts in a digital format?

SCC Response:

Yes, all student transcripts are in digital format. The digital format of the student's transcript is stored in a cloud-based student information system of Stellar Career College.

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

SCC Response:

100% of student transcripts are in digital format.

- What is the beginning year of digitized student transcripts?

SCC Response:

SCC began the digitization process of student transcripts in 2003.

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

SCC Response:

No, all student transcripts and student records are stored in the same cloud-based student information system of SCC.

- b. How are the digital student records stored?

SCC Response:

Student records are stored in the cloud-based student information system of Stellar Career College. The institution also maintains a digital backup copy of all student records including student transcripts and certificates of completion in its local server.

- Where is the computer server located?

SCC Response:

SCC uses a cloud based third-party servers to store all data from its student information system. This third-party is in California, USA. SCC also used its own server for a local backup purpose. This local backup server is in our main campus in Modesto, California.

- What is the name of the system that stores the digital records?

SCC Response:

The name of the system that stores the digital records is Stellar Career College Student Information System (SIS).

- c. Where are the paper student records located?

SCC Response:

The paper student records are stored in fireproof file cabinets at each corresponding campus. Each campus location has its own fireproof file cabinets that stores paper student records.

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

SCC Response:

The institution maintains physical student record files for a minimum of five years and electronic student files are maintained for at least seven years. Permanent records, i.e. transcripts and certificates of completion are maintained permanently since 2003 (the original accreditation year of

SCC). SCC ensures compliance with the state regulations in which it operates as well as maintains compliance with the requirements for student records of its accreditor ACCSC. The institution currently has physical files since 2015 (last five years) and electronic student record files since the year 2013 (last seven years). A physical student file is created at the time of new admission. All physical student files are maintained in fire-safe cabinets. Effective September 1, 2020, SCC has also started scanning all files available at the institution on the last days of its fiscal year, i.e. December 31 for preparation of its annual Financial Aid Audits that is done for the US Department of Education. Upon graduation of students, all student files are scanned into electronic files. All electronic files are saved in the institution's secure server as well as are uploaded to a cloud-based secure backup system daily.

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

SCC Response:

As of September 16, 2022, the estimated number of digital student records held by the institution is 1579.

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

SCC Response:

As of September 16, 2022, the estimated number of digital student records held by the institution is 1266.

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

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

SCC Response:

SCC does not maintain student records in any other format.

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

SCC Response:

Stellar Career College maintains two staff positions for Chicago, IL, Crown Point, IN and Modesto, CA campuses.

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

SCC Response:

For Chicago, IL and Crown Point, IN Campuses:

Mr. AK Buss
Registrar
Stellar Career College
205 W. Randolph Street, Suite 200
Chicago, IL 60606
E: akbuss@stellarcollege.edu
T: (312) 687-3000
F: (312) 374-6223

For Modesto, CA Campus:

Ms. Kristina Nielsen
Campus Director, Registrar
Stellar Career College
4300 Sisk Rd., Modesto
CA 95356
E: kristina@stellarcollege.edu
T: (209) 545-5200
F: (209) 545-3995

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

SCC Response:

No, the institution has not contracted with a third-party vendor. All records are maintained in-house.

- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?

SCC Response:

At present, SCC received about 2 to 8 requests per week.

This Section Applies to All Institutions

- k. Is there anything that the Commission should consider with regard to the institutional student records?

SCC Response:

None, all records are maintained in-house. SCC does not have anything that the Commission should consider regarding institutional student records.

- l. What is the digital format of student transcripts?

SCC Response:

The digital format of the student's transcripts is stored in cloud-based student information system of Stellar Career College.

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

SCC Response:

SCC is not using any proprietary software. SCC has developed and maintains its own Student Information System.

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

SCC Response:

A sample transcript is attached as Attachment 1.

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred									
September 30, 2022									
Institution/Location: Stellar Career College at <u>Crown Point, IN</u>									
Program: BS Healthcare Leadership and Administration									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2025	FY2026	
Enrollment Projections (Headcount)									
	Full-Time			10	10	10	10	20	
	Part-Time			10	10	10	10	20	
	Total			20	20	20	20	40	
Enrollment Projections (FTE*)									
	Full-Time			10	10	10	10	20	
	Part-Time			10	10	10	10	20	
	Total			20	20	20	20	40	
Degrees Conferred Projections				0	0	0	20	20	
Degree Level: Bachelor's degree									
CIP Code: - 51.0701; State – 51.0701									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									



Stellar Career College

205 West Randolph Street, Suite 200, Chicago, IL 60606
 Tel: (312) 687-3000 Email: info@stellarcollege.edu

Official Transcript

Student Name:	John Doe	Date of Issuance:	October 01, 2022
Social Security Number:	***-**-1234	Date of Entrance:	October 31, 2022
Program:	BS Healthcare Administration and Leadership	Date of Graduation:	
Address:	1234 University Lane, Chicago, Illinois-60615	Last Date of Attendance :	
		Cumulative GPA:	0

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
HCA 331	Managing Healthcare Resources				
HCA 332	Healthcare Administration Management				
HCA 333	Healthcare Leadership and Change				
HCA 334	Healthcare Law, Policy, and Regulations				
HCA 335	Healthcare Research and Statistics				
HCA 336	Global Pandemics and Public Health				
HCA 441	Managing Healthcare Finances				
HCA 442	Healthcare Assessment and Management				
HCA 443	Long Terms Healthcare Systems				
HCA 444	Healthcare Operations and Management				
HCA 445	Healthcare Planning and Analysis				
HCA 446	United States Healthcare Systems				
HCA 447	Human Resources in Healthcare Administration				
HCA 448	Healthcare Marketing				
HCA 101	Transfer Credit 1				
	Transfer Credit 2				
	Transfer Credit 3				
	Transfer Credit 4				
	Transfer Credit 5				
	Transfer Credit 6				
	Transfer Credit 7				

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
	Transfer Credit 8				
	Transfer Credit 9				
	Transfer Credit 10				
	Transfer Credit 11				
	Transfer Credits 12				
	Transfer Credit 13				
	Transfer Credit 14				
	Transfer Credit 15				
HCA 490	Practicum in Healthcare Administration and Leadership				
Total		0.00			

Official Grading Scale: A/4.0:94%-100%, A-/3.7: 90%-93%, B+/3.3: 84%-89%, B-/3.0: 80%-83%, C+/2.5:70%-79%, F/0.0: 0%-69%, I: Incomplete, TC: Transfer Credit, W: Withdrawal. Externship courses are graded as Pass/Fail. For details, please refer to the College Catalog.

Prepared

College Registrar/Dean



Stellar Career College

205 West Randolph Street, Suite 200, Chicago, IL 60606

Tel: (312) 687-3000 Email: info@stellarcollege.edu

Transcript Ledger

Accreditation

Stellar Career College is accredited by Accrediting Commission of Career Schools and Colleges.

Grading System

The basic grading system consists of letter grades as follows, with a plus or minus if appropriate: A+/A- (superior), B+/- (excellent), C+ (satisfactory) and F (failure). A "P" (pass) is assigned for performance at the C-level or higher. Other letter grades are as follows: I denote an incomplete, TC denotes a transfer credit, PC denotes a proficiency credit, and W denotes a withdrawal. GPAs are calculated using only SCC courses with letter grades of A through F. The numerical equivalents of the grades as determined by the faculty are: A (A+) = 4.00; A minus = 3.7; B-plus = 3.3; B-minus = 3.00; C-plus = 2.50; and F = 0.00.

This table shows the summary of the grading system:

Letter Grade	Percentage	Quality	Quality Points	Letter Grade	Percentage	Quality	Quality Points
A+	94%-100%	Superior	4.0	A-	90%-93%		3.7
B+	84%-89%	Excellent	3.3	B-	80%-83%		3.0
C+	70%-79%	Satisfactory	2.5	F	0%-69%	Fail	0.0
I	N/A	Incomplete	0.0	TC	N/A	Transfer Credit	0.0
PC	N/A	Proficiency Credit	0.0	W	N/A	Withdrawal	0.0

Transfer Credit

Transfer credit is applied towards an associate degree upon submission of the transfer credit form, a copy of the transcript of records and an approval by the College Administration

Records Policy

As required by the Family Education Rights and Privacy Act of 1974 (FERPA), information contained in this document is confidential and may not be released to a third party without the written consent of the individual whose record it is

INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

BS Information Systems and Cybersecurity Management
To Be Offered by Stellar Career College (SCC) at Crown
Point, IN

Degree Award Level²: Bachelor's Degree

Mode of Delivery (In-person or Online³): Blended, 100% online

Career Relevant/Out-of-Classroom Experiences⁴: Capstone Project

Suggested CIP Code⁵ for Program: 11.1003

Name of Person Preparing this Form: Dr. Zulfiqar A. Satti

Telephone Number and Email Address: (773) 317-7284

Date the Form was Prepared (Use date last revised): November 02, 2022



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



¹ The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

² The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. AA's Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor's Degree
6. Post-Baccalaureate Certificate
7. Master's Degree
8. Post-Master's Certificate
17. Doctor's Degree-Research/Scholarship
18. Doctor's Degree-Professional Practice
19. Doctor's Degree-Other

³ For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

⁴ Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

⁵ CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

Bachelor of Science in Information Systems and Cybersecurity Management

Graduates from the Cybersecurity Bachelor's in Science will be able to design a security framework for organizations. The design includes security frameworks for software and networks. Graduates will be able to identify vulnerabilities and recommend solutions. Graduates will also be able to analyze and investigate security incidents.

Graduates of this program will be able to:

1. Apply critical thinking skills to the protection, design, and build secure systems for organizations.
2. Identify risks and vulnerabilities and mitigate those risks and vulnerabilities.
3. Review and evaluate information related to cybersecurity.
4. Participate in the design of recovery from cybersecurity incidents.

Concentrations:

1. Ethical Hacking
2. Forensics
3. Architectures
4. Data Analytics

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

Total Course Hours: 180 Check one: Quarter Hours _____
 Semester Hours _____
 Clock Hours _____

Tuition: \$300 per credit, \$54,000 for the entire program Length of Program: 4 AY

SPECIALTY COURSES (a total of 135 quarter credit hours):

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
BUS 115	Introduction to Business	4.5
ACC 111	Introduction to Accounting	4.5
ECO 111	Introduction to Economics	4.5
CIS 110	Fundamentals of Information Technology and Software Development	4.5
CIS 111	Database Concepts	4.5
CIS 113	Network Security	4.5
CSM 221	Security Fundamentals	4.5
CSM 222	Network Defense and Security	4.5
CIS 223	Information Systems Management	4.5
CSM 234	Ethical Hacking	4.5
CSM 235	Cybersecurity Management	4.5
CSM 236	Digital Forensics and Incident Response	4.5
CIS 238	Cloud Computing	4.5
CIS 224	Project Management	4.5
CIS 331	Operating Systems	4.5
CIS 332	Operating System Security	4.5
CIS 333	Network Defense and Security II	4.5
CIS 334	Python Programming I	4.5
CIS 441	Information Systems and Security Architectures	4.5
CIS 442	Security Assessment and Auditing	4.5
CIS 443	Security Risk Management	4.5
CIS 444	Legal and Human Factors of Cybersecurity	4.5
CIS 445	Incident Response and	4.5

CIS 446 Investigation
Applied Cryptography

Concentration Course 1
Concentration Course 2
Concentration Course 3
Concentration Course 4
Concentration Course 5

CIS 490 Information Systems and
Cybersecurity Management
Capstone

	4.5
	4.5
	4.5
	4.5
	4.5
	4.5

Concentration in Ethical Hacking			
Ethical Hacking Courses: (a total of 22.5 quarter credits)			
CSM 435	Web-Based Hacking	4.5	3.0
CSM 440	Server Hacking	4.5	3.0
CSM 450	Systems Hacking	4.5	3.0
CSM 460	Hacking Networks	4.5	3.0
CSM 470	Social Engineering and Hacking	4.5	3.0
Concentration in Forensics			
Forensics Courses: (a total of 22.5 quarter credits)			
CSM 433	Computer Forensics and the investigation Process	4.5	3.0
CSM 445	Operation Systems Forensics	4.5	3.0
CSM 455	Database and Cloud Forensics	4.5	3.0
CSM 465	Malware and Mobile Forensics	4.5	3.0
CSM 475	Web and Internet Forensics	4.5	3.0
Concentration in Architectures			
Architecture Courses: (a total of 22.5 quarter credits)			
CIS 420	Architecture Foundations	4.5	3.0
CIS 430	Information Systems Architectures	4.5	3.0
CIS 440	Data Architectures	4.5	3.0
CIS 460	Developing Architectures	4.5	3.0
CIS 470	Software and Hardware Architectures	4.5	3.0

Concentration in Data Analytics			
Data Analytics Courses: (a total of 22.5 quarter credits)			
DAT 420	Artificial Intelligence	4.5	3.0
DAT 430	Data Mining	4.5	3.0
DAT 440	Data Analytics	4.5	3.0
DAT 460	Data Integration, Warehousing, Provenance, and Analysis	4.5	3.0
DAT 470	Data Presentation and Visualization	4.5	3.0

GENERAL EDUCATION / LIBERAL ARTS COURSES (a total of 45 quarter credit hours):

Only 10 courses to be taken (10 of 13)

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ENG 112	English Composition I	4.5
MAT 113	Mathematics	4.5
PSY 114	Introduction to Psychology	4.5
CIS 115	Introduction to Computers and Computing	4.5
ENG 212	English Composition II	4.5
HUM 213	Culture and Values	4.5
MAT 214	College Algebra	4.5
CHE 214	College Chemistry	4.5
CIS 215	Integration of Software Applications	4.5
MAT 313	Probability and Statistics	4.5
ENG 312	Business Composition I	4.5
SOC 301	Introduction to Sociology	4.5
SOC 310	Science, Math and Technology	4.5

Number of Credit/Clock Hrs. in Specialty Courses: 135 / 2,025 Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 45 / 675 Percentage: 25%

If applicable:

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

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

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

SCC Response:

SCC maintains an online library through its subscription of Library and Information Resources Network (LIRN). Students, faculty, and staff can access this online library through SCC's Learning Management System. This access is available 24/7 from any internet-enabled computer. A part-time librarian and a trained full-time staff remain available for any technical assistance needed by the faculty, staff, and students.

LIRN provides access to millions of peer-reviewed and full-text journals, magazines, newspapers, eBooks, podcasts and audio and video content to support the academic studies of studies. LIRN is accessible in the dashboard of SCC's Moodle LMS. Current LIRN membership includes the following resources:

1. Gale Health Bundle
2. Gale Health and Wellness
3. Gale OneFile: Health and Medicine
4. Gale Interactive Science Bundle
5. Gale Interactive Anatomy
6. Gale Interactive Chemistry
7. Gale OneFile: Nursing and Allied Health
8. ProQuest Databases
9. ProQuest Core
10. ProQuest Central
11. Gale eBooks

Students are also encouraged to use Google Scholar. Google Scholar is an online, freely accessible search engine that lets users look for both physical and digital copies of articles.

b. Number of volumes of professional material:

SCC Response:

As a member of LIRN, SCC stakeholders have access to millions of peer-reviewed and full-text journals, magazines, newspapers, eBooks, podcasts, and audio & video content to support your

academic studies. Also, SCC is subscribed to Elsevier Science Direct. This subscription also includes access to the topics covering Logistics, Warehouse operations, operations management, healthcare administration and information systems.

Health & Life Sciences College Edition College Edition is a new collection offering librarians, educators, and students the flexibility and freedom required to move across subjects and achieve interdisciplinary success. Science Direct College Edition is an affordable subscription option exclusively for very small 2-and 4-year undergraduate/technical community colleges and institutions. Users can tap into the knowledge and expertise of more than 47,000 respected authors.

c. Number of professional periodicals subscribed to:

SCC Response:

As a member of LIRN, SCC stakeholders have access to millions of peer-reviewed and full-text journals, magazines, newspapers, eBooks, podcasts, and audio & video content to support your academic studies. Also, SCC is subscribed to Elsevier Science Direct. This subscription also includes access to the topics covering Logistics, Warehouse operations, operations management, healthcare administration and information systems.

Health & Life Sciences College Edition College Edition is a new collection offering librarians, educators and students the flexibility and freedom required to move across subjects and achieve interdisciplinary success. Science Direct College Edition is an affordable subscription option exclusively for very small 2-and 4-year undergraduate / technical community colleges and institutions. Users can tap into the knowledge and expertise of more than 47,000 respected authors.

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

SCC Response:

The SCC Indiana is in close geographical proximity to the following:

1. Crown Point Community Library

122 N Main St, Crown Point, IN 46307

<https://crownpointlibrary.org/>

Hours

Monday -Thursday: 9 a.m. - 8 p.m.

Friday: 9 a.m. - 5 p.m.

Saturday: 9 a.m. - 5 p.m.

Sunday: 1 p.m. - 5 p.m.

2. Winfield Branch Library

10771 Randolph St, Winfield, IN 46307

<https://crownpointlibrary.org/>

Hours

Mon., Wed. & Friday: 10 a.m. to 5 p.m.

Tuesday & Thursday: 10 a.m. to 7 p.m.

Saturday: 10 a.m. - 2 p.m.

Sunday: Closed

3. Merrillville Branch of Lake County Public Library

1919 81st Ave, Merrillville, IN 46410

<https://www.lcplin.org/>

Monday -Thursday: 10 a.m. to 8:30 p.m.

Tuesday & Thursday: 10 a.m. to 7 p.m.

Saturday: 9 a.m. - 5 p.m.

Sunday: Closed

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

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

Total # of Faculty in the Program:	14	Full-time:	2	Part-time:	12
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Dr. Ajmal, Javaid	MD, Doctor of Management (DM)– Healthcare Management, Master of Public Health	5	1	11		X
Dr. Ayala, Joel	MD	9	2	20		X
Allen, Thomas	MBA, Master of Accountancy	5	2	5		X
Buss, Anatoly	MA Education, Master of Public Administration, MS Information Technology (earned 33 units)	7	2	7		X
Byrd, Akia	MBA, BS Health Care Leadership	11	1	1		X
Gatto, Michael	MS Training and Development	24	2	18		X
Gopalasesha, Sangeetha	MS Biochemistry	6	2	4		X
Dr. Khan, Amer	MD	5	2	8	X	
Dr. Ljeoma, Frances	PHD Information Technology, MS Management Information Systems	15	1	1	X	X
Moustafa, Adel	MS Education – Workforce Development	7	2	1		X
Valentin, Angelica	MA Social Sciences, BS	10	2	2		X

	Psychology					
Dr. Satti, Zulfiqar	PhD, MS Computer Science	28	2	8		X
Dr. Wells-Mullin, Stephanie	Doctor of Education, Master of Healthcare Administration	20	3	14		X
Dr. Zahoorryuddin, Sharif	MD	3	1	11		X

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program and how does it build upon institutional strengths?

SCC Response:

The mission of Stellar Career College (SCC) is to provide consistent high-quality instruction and motivation in a positive learning environment. The welfare and education of students and employees is our primary focus. Together, we work toward building skilled individuals and a successful company to serve the needs of the community.

Consistent to its mission, the Bachelor of Science in Information Systems and Cybersecurity Management is designed to prepare bachelor-degree level education in the field of Information Systems, Information Security, Network Security, Software Development, and Database Management Systems. This is a response to the growing demand of IT professionals in Indiana and the Midwestern Census Region.

- How is it consistent with the mission of the institution and how does this program fit into the institution’s strategic plan (please provide a link to the strategic plan)?

SCC Response:

Stellar Career College provides a student-centric educational environment. SCC delivers a convenient way for individuals to learn the skills needed to compete in today’s challenging job market. SCC seeks to admit individuals who have the capacity and determination to complete our hands-on

training programs and graduate. The admission process is designed to help prospective students make an informed decision and possibility to start a career in logistics, operations management, information systems and healthcare administration. At SCC, we want students to graduate and become employed. SCC maintains a diverse student population from fresh high school graduates to historically underserved adults who have low-income jobs and have been dislocated due to the COVID-19 pandemic and economic situation in their home state. Our student population also includes working adults who decided to start a career change.

SCC provides quality professional skill development to the 21st century workforce and beyond. Our professional technical school faculty will train students in their new careers using a hands-on, instructor-led learning environment. Upon successful completion of one of the training programs, students will be prepared to be employed in entry-level careers.

The Bachelor of Science (BS) in Information Systems and Cybersecurity Management degree will enable residents in Indiana and Midwest Census Region to acquire a bachelor's degree that will enable them to start a career in information systems, database management, informatics, information security, and cybersecurity management. It will complement the associate degree and diploma programs that SCC intends to offer under the authority of Board of Proprietary Education (IBPE) and Indiana Commission of Higher Education (ICHE). It will also address the national, state, and regional labor needs for logistics, operations management, information systems and healthcare administration. The Strategic Plan of Stellar Career College is composed of two documents namely: Institutional Assessment and Improvement Plan (IAIP) and Distance Education Assessment Plan and Improvement Plan (EDAPIP). These documents are accessible using this link:

<https://drive.google.com/drive/folders/14kGXL4AO-i31u9PekbRL5tAML6CqzbBL?usp=sharing>.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent

strategic plan [Reaching Higher In a State of Change?](#)

SCC Response:

The offering of BS Information Systems and Cybersecurity Management is SCC’s answer to the growing demand for logisticians, warehouse managers and supply chain specialists in United States. This is also congruent with Indiana Commission for Higher Education (ICHE)’s three priorities – completion, equity, and talent. The Reaching Higher in a State of Change document identified 60% attainment goals for working-age Hoosiers by 2025. This bachelor’s degree aims to provide an opportunity for Hoosiers and other residents in the Midwestern Census Region to get a bachelor’s degree that will enable them to become professionals in Information Systems and Cybersecurity Management. According to Indeed (2022), there are 308 full-time, 39 part-time, 34 contractual and 11 temporary jobs as an IT specialist/professional in the State of Indiana. In the United States, there are 20,430 full-time and 1,181 part-time jobs for IT-related jobs (Indeed, 2022). Thus, BS Information Systems and Cybersecurity Management degree addresses the state priorities as reflected in ICHE’s most recent strategic plan.

State Rationale: Equity-Related

- How does this program address the Equity section of [Reaching Higher In a State of Change \(RHSC\)](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

SCC Response:

SCC believes in equity and all its programs are available to all students regardless of race/ethnicity, socioeconomic status, gender, and geographical locality. SCC will continue to be aggressive in giving educational opportunities to all especially the students of color, historically underserved, low-income, first-generation students, students from rural communities, and other minorities. Moreover, 85.71% of our staff are people of color. Consequently, 90% of our faculty members are Asians, LatinX and Black. Faculty members are experts in their respective field of

knowledge and regularly attend professional development webinars, conferences, and seminars to keep them updated in both academic and industry standards. Therefore, the faculty members prepare SCC students to be employed in high-demand and well-paid professions. Therefore, BS Information Systems and Cybersecurity Management degree aims to address the equity section of RHSC documents especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography.

c. Evidence of Labor Market Need

- National, State, or Regional Need
 - Is the program serving a national, state, or regional labor market need? Please describe.

SCC Response:

The BS Information Systems and Cybersecurity Management degree serves a national, state, and regional labor market need. The growth of this field is a product of the emergence of e-commerce. The conventional brick and mortar business model was drastically replaced by the e-commerce and internet. This is also one of the bright outlook jobs as designed by the O*Net Online. The following summary has been developed using the data provided by the US Department of Labor, Occupational Employment and Wage Statistics (OEWS), Projections Central and O*Net Online:

Information Security Analysts

In United States:

The Median Wages (2021): \$29.58 hourly, \$61,520 annual

Employment (2021): 157,220 employees

Job Outlook (2021-2031): 35% (much faster than average) **Bright Outlook**

Workers on average earn \$102,600

10% of workers earn 165, 920 or more

10% of workers earn 61, 520 or less

In Indiana:

Employment (2021): 4,784 employees

Projected Growth (2018-2028): 4%

Employment (2018): 2,260 employees

Job Outlook (2018-2028): 4%

Workers on average earn \$67,485

10% of workers earn 48,458 or more

10% of workers earn 93,981 or less

SCC Indiana through BS Information Systems and Cybersecurity Management degree program will create additional and robust opportunities for the residents of the State of Indiana and Midwestern Census Region to earn a degree in this in-demand, well-paid profession and contribute to an economic demand. Moreover, most IT jobs can be done remotely; graduates of these degrees can virtually work from any state in the country.

d. Placement of Graduates

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

SCC Response:

BS Information Systems and Cybersecurity Management graduates are expected to find employment in Tech and IT companies and e-commerce companies, i.e. Amazon, ebay, Target, Walmart, and CostCo.

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

SCC Response:

This program does not serve as a feeder for graduate program since the minimum

requirement for a graduate program is a bachelor's degree.

e. Job Titles

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

SCC Response:

The following are the job titles and job categories for this Bachelor's degree program: Information Security Officer, Information Security Specialist, Information Systems Security Analyst, Information Systems Security Officer (ISSO), Information Technology Security Analyst (IT Security Analyst), Network Security Analyst, Security Analyst, Systems Analyst, and Cyber Security Analyst.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

SCC Response:

The following are the significant competencies or learning outcomes for BS Information Systems and Cybersecurity Management:

- Security Management Frameworks
- Operating Systems Vulnerabilities
- Network Infrastructure
- Client-Facing Skills
- Business Acumen
- Data Privacy and Regulations
- Problem-Solving and Analytical Competencies

a. Assessment

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

SCC Response:

SCC follows the traditional Quarter Credit system. SCC will continually monitor student progress. In each course, faculty and SCC administration personnel monitor the student's satisfactory academic progress during the entire quarter. When a student's General Point Average (GPA) falls below 2.0, the faculty member will counsel the student and record the counseling session. This will be recorded in interventional sheets. Faculty will also provide guidance to the student on how to improve their GPA. Likewise, SCC also reviews the student's progress every eight week through the review of all midterm and final course grades. SCC will conduct course assessments on all courses taught. Students will be provided with a Course Survey Form and answer each of the questions. Questions on the course survey evaluate the course, the instructor, facilities, and the Learning Management System. The course assessment forms are processed and recorded. The results are used to improve the learning experience of the students by making changes and improving courses and student resources. The results are also given to each faculty member so that they may use them to improve the course they teach. SCC will select the implement a student administration system when the degree is approved. The Student Administration System contains a complete history of the student data. At the end of each term, students will also receive a copy of the unofficial transcript of record. This will enable the student to be update their term progress.

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

- a. Federal Financial Responsibility Composite Score
 - Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

SCC Response:

An independent auditing firm had completed SCC's year 2020 financial audits using the methodology prescribed by the US Department of Education. A copy of this audit report has been submitted to the US Department of Education. According to this audit report, Federal Financial Responsibility Composite Score of Stellar Career College for the year 2022 is 2.8. This Composite Score is calculated by an independent auditor using the methodology prescribed by the US Department of Education.

COMPOSITE SCORE FORMULA				10-02-30.1
Institution Reference No:	Stellar Career College LLC			
Fiscal Year End:	12/31/2020			
Financial Analyst:				
Review Date:				
Accounts	Enter Amounts	Calculated Fields		
Primary Reserve Ratio (Adj Equity/Total Expenses)				Hint
Total Assets	\$ 913,891			Hint
Total Liabilities	\$ 550,902			
Total Equity		\$ 362,989		
Intangibles	\$ -			Hint
Unsecured Related Party Receivables	\$ -			Hint
Net Fixed Assets	\$ 137,968			
Long-Term Debt	\$ 308,674	\$ 137,968		Hint
Post-Emp or Rtrmnt Liab	\$ -			Hint
Adjusted Equity		\$ 362,989		
Total Expenses	\$ 935,938	\$ 935,938		Hint
Equity Ratio (Modified Equity/Modified Assets)				Hint
Modified Equity		\$ 362,989		
Modified Assets		\$ 913,891		
Net Income Ratio (Income Before Taxes/Total Revenue)				
Income Before Taxes	\$ -	\$ 254,023		
Total Revenues	\$ 1,189,961	\$ 1,189,961		
	Ratios	Strength Factor	Weights	Composite Scores
Primary Reserve:	0.3878	3.0000	30%	0.9000
Equity:	0.3972	2.3831	40%	0.9533
Net Income:	0.2135	3.0000	30%	0.9000
Composite Score				2.8

PLEASE NOTE: This calculation is utilized to evaluate the financial viability of a school according to Title IV. The calculation is not intended to determine a school's eligibility for federal Title IV funding programs. For information on Title IV student aid, visit the following website: www.ifap.ed.gov

If the school does NOT have a composite score of at least 1.5 it must meet all 3 of the following alternate criteria under Standard VII:

1. Current Assets must be at least equal to Current Liabilities (NOTE: Current Assets

for this calculation do not include unsecured related party receivables)

Current Assets	753,057
Current Liabilities	243,710
CA / CL	3.09

2. School must have net income for prior year or 2 out of 3 years (see income stmts).

3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)

Stated Net Worth on Balance Sheet	362,989
Less: Intangible Assets	0 (enter as negative number)
Less: Unsecured Related Party Receivables	0 (enter as negative number)
Tangible NW	<u>362,989</u>

Certain assets that are excluded for purposes of the composite score are also excluded for calculation of the alternative criteria, as indicated above.

Composite score scale

- 1.3 to 3.0 Financially responsible without further oversight.
- 1.0 to 1.4 In the "Zone." The school is considered financially responsible but additional oversight is required.
- 1.0 to .9 Not financially responsible. The school must submit a letter of credit of at least 50% of its PSA funding. The school may be permitted to participate under provisional certification with smaller letter of credit—with a minimum of 10% of its PSA funding.

Example: Calculation of a composite score for a proprietary institution*

Calculation of Ratios

Primary Reserve Ratio = $\frac{\text{Adjusted equity}}{\text{Total expenses}} = \frac{\$250,000}{\$8,500,000} = 0.029$

Equity Ratio = $\frac{\text{Modified equity}}{\text{Modified expenses}} = \frac{\$870,000}{\$2,440,000} = 0.357$

Net Income Ratio = $\frac{\text{Income before taxes}}{\text{Total revenues}} = \frac{\$510,000}{\$10,010,000} = 0.051$

Calculation of Strength Factor Score

Primary Reserve Strength Factor Score = $20 \times \text{Primary Reserve Ratio}$
 $20 \times 0.029 = 1.600$

Equity Strength Factor Score = $6 \times \text{Equity Ratio}$
 $6 \times 0.357 = 1.992$

Net Income Strength Factor Score = $1 + (33.3 \times \text{Net Income Ratio})$
 $1 + (33.3 \times 0.051) = 2.698$

Calculation of Weighted Score

Primary Reserve Weighted Score = $30\% \times \text{Primary Reserve Strength Factor Score}$
 $0.30 \times 1.600 = 0.480$

Equity Weighted Score = $40\% \times \text{Equity Strength Factor Score}$
 $0.40 \times 1.992 = 0.797$

Net Income Weighted Score = $30\% \times \text{Net Income Strength Factor Score}$
 $0.30 \times 2.698 = 0.809$

Composite Score

Sum of All Weighted Scores = $0.480 + 0.797 + 0.809 = 2.086$ rounded to 2.1

* The definition of terms used in the ratios and the applicable strength factor algorithms and weighting percentages are found in the Student Assistance General Provisions (regulations) (34 CFR 668) Subpart L, Appendix A for proprietary schools and Appendix B for private nonprofit schools.

b. State Licensure

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

SCC Responses:

Graduates do not need to be licensed in the State of Indiana to practice in the field of Information Security, Cybersecurity and other related fields.

- If so, please identify:
- The specific license(s) needed: **not applicable**
- The State agency issuing the license(s): **not applicable**

a. Professional Certification

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

SCC Response:

There is a gamut of certifications for Information Systems and Cybersecurity Management graduates. These are the most common and in demand in the IT industry: CompTIA's Network+, CompTIA's Security+, CompTIA Cybersecurity Analyst, CompTIA Advanced Security Practitioner, CompTIA Security Analytics Expert, EC-Council Certified Ethical Hacker, Certified Security Analyst, Global Information Assurance Certification (GIAC) Security Fundamentals, Global Information Assurance Certification (GIAC) Security Essentials, and Certified Information Systems Security Professional (CISSP).

- 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?

SCC Responses:

This bachelor's degree program will prepare students for certification in Information Systems and Cybersecurity Management. Graduates of this program will be eligible to take CompTIA's Network+, CompTIA's Security+, CompTIA Cybersecurity Analyst, CompTIA Advanced Security

Practitioner, CompTIA Security Analytics Expert, EC-Council Certified Ethical Hacker, Certified Security Analyst, Global Information Assurance Certification (GIAC) Security Fundamentals, Global Information Assurance Certification (GIAC) Security Essentials, and Certified Information Systems Security Professional (CISSP).

- If so, please identify
- Each specific professional certification: Certified Supply Chain Professional, Certified in Logistics, Transportation and Distribution.
- The national organization issuing each certification:

SCC Response:

The national organization issuing CompTIA's Network+, CompTIA's Security+, CompTIA Cybersecurity Analyst, CompTIA Advanced Security Practitioner, CompTIA Security Analytics Expert is CompTIA Global; EC Council for EC-Council Certified Ethical Hacker; GIAC for Global Information Assurance Certification (GIAC) Security Essentials; and International Information System Security Certification Consortium for Certified Information Systems Security Professional (CISSP).

- Please explain the rationale for choosing each professional certification:

SCC Response:

These certification credentials are based on up-to-date professional standards and are recognized in United States and globally. These credentials are highly desirable to employers. This bachelor's degree will prepare students for certification and graduates of this program will be eligible to take the following credentials: CompTIA's Network+, CompTIA's Security+, CompTIA Cybersecurity Analyst, CompTIA Advanced Security Practitioner, CompTIA Security Analytics Expert, EC-Council Certified Ethical Hacker, Certified Security Analyst, Global Information

Assurance Certification (GIAC) Security Fundamentals, Global Information Assurance Certification (GIAC) Security Essentials, and Certified Information Systems Security Professional (CISSP).

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

SCC Response:

b. Professional Industry Standards/Best Practices

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

SCC Response:

Yes, this bachelor's degree program has been developed by following the guidelines of ACCSC (SCC's institutional accreditor). Moreover, the program objectives, contents, and competencies have been developed using the guidelines of International Information System Security Certification Consortium, Global Information Assurance Certification (GIAC) and EC-Council.

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

SCC Response:

The aforementioned certifications are for IT and cybersecurity graduates. These certifications aim to empower graduates to attain their certification goals and be up to date professionally in today's IT ecosystem. The specific professional industry standards and best practices for each certification are described below:

Computing Technology Industry Association (CompTIA)

The CompTIA certifications cover operating system, networking and security. CompTIA's Network+, CompTIA's Security+, CompTIA Cybersecurity Analyst, CompTIA Advanced Security Practitioner, CompTIA Security Analytics Expert certifications covers the core skills, infrastructure,

cybersecurity, data and analytics and professional.

Global Information Assurance Certification (GIAC)

The GIAC certifications are known as the highest standard in cyber security certifications. These certifications provide the highest and most rigorous assurance of cyber security knowledge and skill available to industry and government across the world.

EC-Council

The EC-Council certifications are known to be respected and trusted ethical hacking program in the industry. These certifications are also used as a hiring standard for Fortune 500 organizations, cybersecurity practices, and governments.

International Information System Security Certification Consortium (ISC2)

The ISC2 provides the Certified Information Systems Security Professional (CISSP) certification. This credential is ideal for information security graduates seeking to prove their understanding of cybersecurity strategy and hands-on implementation.

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

SCC Response:

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate are the following: Computing Technology Industry Association (CompTIA), Global Information Assurance Certification (GIAC), EC-Council, International Information System Security Certification Consortium (ISC2).

c. Institutional Accreditation

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

SCC Response:

Stellar Career College Indiana is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Specialized Program Accreditation

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

SCC Response:

Specialized accreditation is not required for a graduate to become licensed by the State or to earn a national professional certification. This bachelor's degree program prepares students to take CompTIA's Network+, CompTIA's Security+, CompTIA Cybersecurity Analyst, CompTIA Advanced Security Practitioner, CompTIA Security Analytics Expert, EC-Council Certified Ethical Hacker, Certified Security Analyst, Global Information Assurance Certification (GIAC) Security Fundamentals, Global Information Assurance Certification (GIAC) Security Essentials, and Certified Information Systems Security Professional (CISSP) certifications.

d. 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):

SCC Response:

SCC is applying for the Bachelor of Science (BS) degree. Therefore, an Associate of Science credit transfer requirement (as stated above) does not apply to this application. This institution does not

offer baccalaureate degree yet. SCC has an articulation agreement with Ashworth College.

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

- a. Are all student transcripts in a digital format?

SCC Response:

Yes, all student transcripts are in digital format. The digital format of the student's transcript is stored in a cloud-based student information system of Stellar Career College.

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

SCC Response:

100% of student transcripts are in digital format.

- What is the beginning year of digitized student transcripts?

SCC Response:

SCC began the digitization process of student transcripts in 2003.

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

SCC Response:

No, all student transcripts and student records are stored in the same cloud-based student information system of SCC.

- b. How are the digital student records stored?

SCC Response:

Student records are stored in the cloud-based student information system of Stellar Career College. The institution also maintains a digital backup copy of all student records including student transcripts and certificates of completion in its local server.

- Where is the computer server located?

SCC Response:

SCC uses a cloud based third-party servers to store all data from its student information system.

This third-party is located in California, USA. SCC also used its own server for a local backup purpose.

This local backup server is located in our main campus in Modesto, California.

- What is the name of the system that stores the digital records?

SCC Response:

The name of the system that stores the digital records is Stellar Career College Student Information System (SIS).

- c. Where are the paper student records located?

SCC Response:

The paper student records are stored in fireproof file cabinets at each corresponding campus. Each campus location has its own fireproof file cabinets that stores paper student records.

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

SCC Response:

The institution maintains physical student record files for a minimum of five years and electronic student files are maintained for at least seven years. Permanent records, i.e. transcripts and certificates of completion are maintained permanently since 2003 (the original accreditation year of SCC). SCC ensures compliance with the state regulations in which it operates as well as maintains compliance with the requirements for student records of its accreditor ACCSC. The institution currently has physical files since 2015 (last five years) and electronic student record files since the year 2013 (last seven years). A physical student file is created at the time of new admission. All physical student files are maintained in fire-safe cabinets. Effective September 1, 2020, SCC has also started scanning all files available at the institution on the last days of its fiscal year, i.e. December 31 for preparation of its annual Financial Aid Audits that is done for the US Department of Education. Upon graduation of students, all student files are scanned into electronic files. All electronic files are saved in the institution's secure server as well as are uploaded to a cloud-based secure backup system daily.

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

SCC Response:

As of September 16, 2022, the estimated number of digital student records held by the institution is 1579.

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

SCC Response:

As of September 16, 2022, the estimated number of digital student records held by the institution is 1266.

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

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

SCC Response:

SCC does not maintain student records in any other format.

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

SCC Response:

Stellar Career College maintains two staff positions for Chicago, IL, Crown Point, IN and Modesto, CA campuses.

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

SCC Response:

For Chicago, IL and Crown Point, IN Campuses:

Mr. AK Buss
Registrar
Stellar Career College
205 W. Randolph Street, Suite 200

Chicago, IL 60606
E: akbuss@stellarcollege.edu
T: (312) 687-3000
F: (312) 374-6223

For Modesto, CA Campus:

Ms. Kristina Nielsen
Campus Director, Registrar
Stellar Career College
4300 Sisk Rd., Modesto
CA 95356
E: kristina@stellarcollege.edu
T: (209) 545-5200
F: (209) 545-3995

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

SCC Response:

No, the institution has not contracted with a third-party vendor. All records are maintained in-house.

- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?

SCC Response:

At present, SCC received about 2 to 8 requests per week.

This Section Applies to All Institutions

- k. Is there anything that the Commission should consider with regard to the institutional student records?

SCC Response:

None, all records are maintained in-house. SCC does not have anything that the Commission should consider regarding institutional student records.

- l. What is the digital format of student transcripts?

SCC Response:

The digital format of the student's transcripts is stored in cloud-based student information system of Stellar Career College.

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

SCC Response:

SCC is not using any proprietary software. SCC has developed and maintains its own Student Information System.

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

SCC Response:

A sample transcript is attached as Attachment 1.

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred										
September 30, 2022										
Institution/Location: Stellar Career College at <u>Crown Point, IN</u>										
Program: BS Information Systems and Cybersecurity Management										
				Year 1	Year 2	Year 3	Year 4	Year 5		
				FY2023	FY2024	FY2025	FY2025	FY2026		
Enrollment Projections (Headcount)										
Full-Time				10	20	20	20	20		
Part-Time				10	20	20	20	20		
Total				20	40	40	40	40		
Enrollment Projections (FTE*)										
Full-Time				10	20	20	20	20		
Part-Time				10	20	20	20	20		
Total				20	40	40	40	40		
Degrees Conferred Projections				0	0	0	20	40		
Degree Level: Bachelor										
CIP Code: - 11.1003; State – 11.1003										
FTE Definitions:										
Undergraduate Level: 30 Semester Hrs. = 1 FTE										
Undergraduate Level: 24 Semester Hrs. = 1 FTE										



Stellar Career College

205 West Randolph Street, Suite 200, Chicago, IL 60606
 Tel: (312) 687-3000 Email: info@stellarcollege.edu

Official Transcript

Student Name:	John Doe	Date of Issuance:	September 30, 2022
Social Security Number:	***-**-1234	Date of Entrance:	September 29, 2022
Program:	BS Information Systems and Cybersecurity Management	Date of Graduation:	
		Last Date of Attendance :	
Address:	1234 University Lane, Chicago, Illinois-60615	Cumulative GPA:	0

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
BUS 115	Introduction to Business				
ACC 111	Introduction to Accounting				
ECO 111	Introduction to Economics				
CIS 110	Fundamentals of Information Technology and Software Development				
CIS 111	Database Concepts				
CIS 113	Network Security				
CSM 221	Security Fundamentals				
CSM 222	Network Defense and Security I				
CIS 223	Information Systems Management				
CSM 234	Ethical Hacking				
CSM 235	Cybersecurity Management				
CSM 236	Digital Forensics and Incident Response				
CIS 238	Cloud Computing				
CIS 224	Project Management				
CIS 331	Operating Systems				
CIS 332	Operating System Security				
CIS 333	Network Defense and Security II				
CIS 334	Python Programming I				
CIS 441	Information Systems and Security Architectures				
CIS 442	Security Assessment and Auditing				
CIS 443	Security Risk Management				
CIS 443	Legal and Human Factors of Cybersecurity				
CIS 444	Incident Response and Investigation				
CIS 445	Applied Cryptography				
CIS 490	Information Systems and Cybersecurity Management Capstone				
	Concentration Course 1				
	Concentration Course 2				

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
	Concentration Course 3				
	Concentration Course 4				
	Concentration Course 5				
Total		0.00			

Official Grading Scale: A/4.0:94%–100%, A-/3.7: 90%–93%, B+/3.3: 84%–89%, B-/3.0: 80%–83%, C+/2.5:70%–79%, F/0.0: 0%–69%, I: Incomplete, TC: Transfer Credit, W: Withdrawal. Externship courses are graded as Pass/Fail. For details, please refer to the College Catalog.

Prepared

College Registrar/Dean



Stellar Career College

205 West Randolph Street, Suite 200, Chicago, IL 60606

Tel: (312) 687-3000 Email: info@stellarcollege.edu

Transcript Ledger

Accreditation

Stellar Career College is accredited by Accrediting Commission of Career Schools and Colleges.

Grading System

The basic grading system consists of letter grades as follows, with a plus or minus if appropriate: A+/A- (superior), B+/- (excellent), C+ (satisfactory) and F (failure). A "P" (pass) is assigned for performance at the C-level or higher. Other letter grades are as follows: I denote an incomplete, TC denotes a transfer credit, PC denotes a proficiency credit, and W denotes a withdrawal. GPAs are calculated using only SCC courses with letter grades of A through F. The numerical equivalents of the grades as determined by the faculty are: A (A+) = 4.00; A minus = 3.7; B-plus = 3.3; B-minus = 3.00; C-plus = 2.50; and F = 0.00.

This table shows the summary of the grading system:

Letter Grade	Percentage	Quality	Quality Points	Letter Grade	Percentage	Quality	Quality Points
A+	94%-100%	Superior	4.0	A-	90%-93%		3.7
B+	84%-89%	Excellent	3.3	B-	80%-83%		3.0
C+	70%-79%	Satisfactory	2.5	F	0%-69%	Fail	0.0
I	N/A	Incomplete	0.0	TC	N/A	Transfer Credit	0.0
PC	N/A	Proficiency Credit	0.0	W	N/A	Withdrawal	0.0

Transfer Credit

Transfer credit is applied towards an associate degree upon submission of the transfer credit form, a copy of the transcript of records and an approval by the College Administration

Records Policy

As required by the Family Education Rights and Privacy Act of 1974 (FERPA), information contained in this document is confidential and may not be released to a third party without the written consent of the individual whose record it is

INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

**BS Logistics, Warehousing and Supply Chain Management
To Be Offered by Stellar Career College (SCC) at Crown
Point, IN**

Degree Award Level²: Bachelor's Degree

Mode of Delivery (In-person or Online³): 100% online and blended

Career Relevant/Out-of-Classroom Experiences⁴: Capstone Project

Suggested CIP Code⁵ for Program: 52.0203

Name of Person Preparing this Form: Dr. Zulfiqar A. Satti

Telephone Number and Email Address: (773) 317-7284

Date the Form was Prepared (Use date last revised): November 02, 2022



INDIANA COMMISSION *for*
HIGHER EDUCATION
che.IN.gov



¹ The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

² The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

³ For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

⁴ Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

⁵ CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

Bachelor of Science in Chain Supply Management

Graduates of this program will have the skills and competencies to manage organizations, methods, and processes used in chain supply management. Graduates will understand organizations, methods, and processes to move goods and services required to meet customer needs in a cost-effective and reliable manner. Graduates will have a working knowledge of what makes a quality chain supply management vital to organizations.

Graduates of this program will be able to:

- Apply skills in solving supply chain management issues.
- Analyze supply chain management processes and make recommendations on how to improve them such as optimization.
- Analyze sources of income and cost.
- Design chain supply management processes and implement them.
- Understand and be able to design the digitization of the supply chain.

Concentrations

1. Logistics and Transportation
2. Warehousing & Distribution
3. Supply Chain Management

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

Total Course Hours: 180 Check one: Quarter Hours _____
 Semester Hours _____
 Clock Hours _____

Tuition: \$300 per credit, \$54,000 for the entire program Length of Program: 4 A Y

SPECIALTY COURSES (a total of 135 quarter credits):

Course Number	Course Title	Course Hours
ACC111	Introduction to Accounting	4.5
ECO111	Introduction to Economics	4.5
BUS111	Management Principles	4.5
BUS112	Principles of Marketing	4.5
BUS113	Operations Management	4.5
BUS114	Business Law I	4.5
LWS121	Logistics, Transportation, and Distribution I	4.5
LWS122	Logistics, Transportation, and Distribution II	4.5
LWS123	Warehouse and Distribution Center Management I	4.5
LWS124	Warehouse and Distribution Center Management II	4.5
LWS221	Introduction to Business Logistics and Supply Chain Management	4.5
LWS222	Supply Chain and Operations Management I	4.5
LWS223	Supply Chain and Operations Management II	4.5
LWS224	Contemporary Logistics, Transportation and Supply	4.5
LWS330	Global Supply Chain Operations I	4.5
LWS331	Global Supply Chain Operations II	4.5
LWS332	Quality Management	4.5
ECO311	Microeconomics	4.5
ECO312	Macroeconomics	4.5
BUS311	Global Business	4.5
BUS312	Ethical and Legal Issues in Business	4.5
LWS441	Procurement and Global Supply	4.5

	Chain Management	
LWS442	Down Stream Supply Chain Management	4.5
LWS443	Negotiations Theory and Practice	4.5
LWS444	Global Logistics and Transportation Management	4.5
	Concentration 1	4.5
	Concentration 2	4.5
	Concentration 3	4.5
	Concentration 4	4.5
LWS490	Logistics, Warehousing and Supply Chain Management Capstone Course	4.5

GENERAL EDUCATION / LIBERAL ARTS COURSES: (a total of 45 quarter credit)

Only 10 courses to be taken (10 out 14)

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ENG112	English Composition I	4.5
MAT113	Mathematics	4.5
PSY114	Introduction to Psychology	4.5
MAT113	Mathematics	4.5
CIS 115	Introduction to Computers and Computing	4.5
ENG212	English Composition II	4.5
HUM213	Culture and Values	4.5
MAT214	English Composition II	4.5
CHE214	College Chemistry	4.5
CIS215	Integration of Software Applications	4.5
MAT313	Probability and Statistics	4.5
ENG312	Business Composition I	4.5
SOC 301	Introduction to Sociology	4.5
SOC310	Science, Math, and Technology	4.5

Number of Credit/Clock Hrs. in Specialty Courses: 135 /2025_____ Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 45___ /675_____ Percentage: 25%

If applicable:

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

Concentration in Logistics and Transportation				
Logistics and Transportation Courses: (a total of 18 quarter credits)				
LWS 435	Logistics & Transportation Economics	4.5	3.0	
LWS 440	Logistics & Transportation Management	4.5	3.0	
LWS 450	National & International Logistics & Transportation Management	4.5	3.0	
LWS 460	Land & Air Logistics & Transportation	4.5	3.0	

Concentration in Warehousing & Distribution				
Warehousing & Distribution Courses: (a total of 18 quarter credits)				
LWS 433	Warehousing & Distribution Strategy	4.5	3.0	
LWS 445	Hardware & Software Systems in Warehousing & Distribution	4.5	3.0	
LWS 455	Warehouse & Inventory Management	4.5	3.0	
LWS 465	Warehousing & Distribution Sustainability & Best Practices	4.5	3.0	

Concentration in Supply Chain Management				
Supply Chain Courses: (a total of 18 quarter credits)				
LWS 420	Supply Chain Strategy & Planning	4.5	3.0	
LWS 430	Supply Chain Operations Economics	4.5	3.0	
LWS 440	Supply Chain Operations Quality Management	4.5	3.0	
LWS 460	Supply Chain Operations Sustainability & Best Practices	4.5	3.0	

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

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

SCC Response:

SCC maintains an online library through its subscription of Library and Information Resources Network (LIRN). Students, faculty, and staff can access this online library through SCC's Learning

Management System. This access is available 24/7 from any internet-enabled computer. A part-time librarian and a trained full-time staff remain available for any technical assistance needed by the faculty, staff, and students.

LIRN provides access to millions of peer-reviewed and full-text journals, magazines, newspapers, eBooks, podcasts and audio and video content to support the academic studies of studies. LIRN is accessible in the dashboard of SCC's Moodle LMS. Current LIRN membership includes the following resources:

- Gale Health Bundle
- Gale Health and Wellness
- Gale OneFile: Health and Medicine
- Gale Interactive Science Bundle
- Gale Interactive Anatomy
- Gale Interactive Chemistry
- Gale OneFile: Nursing and Allied Health
- ProQuest Databases
- ProQuest Core
- ProQuest Central
- Gale eBooks

Students are also encouraged to use Google Scholar. Google Scholar is an online, freely accessible search engine that lets users look for both physical and digital copies of articles.

b. Number of volumes of professional material:

SCC Response:

As a member of LIRN, SCC stakeholders have access to millions of peer-reviewed and full-text journals, magazines, newspapers, eBooks, podcasts, and audio & video content to support your academic studies. Also, SCC is subscribed to Elsevier Science Direct. This subscription also includes access to the topics covering Logistics, Warehouse operations, operations management, healthcare administration and information systems.

Health & Life Sciences College Edition College Edition is a new collection offering librarians,

educators, and students the flexibility and freedom required to move across subjects and achieve interdisciplinary success. Science Direct College Edition is an affordable subscription option exclusively for very small 2-and 4-year undergraduate/technical community colleges and institutions. Users can tap into the knowledge and expertise of more than 47,000 respected authors.

c. Number of professional periodicals subscribed to:

SCC Response:

As a member of LIRN, SCC stakeholders have access to millions of peer-reviewed and full-text journals, magazines, newspapers, eBooks, podcasts, and audio & video content to support your academic studies. Also, SCC is subscribed to Elsevier Science Direct. This subscription also includes access to the topics covering Logistics, Warehouse operations, operations management, healthcare administration and information systems.

Health & Life Sciences College Edition College Edition is a new collection offering librarians, educators and students the flexibility and freedom required to move across subjects and achieve interdisciplinary success. Science Direct College Edition is an affordable subscription option exclusively for very small 2-and 4-year undergraduate / technical community colleges and institutions. Users can tap into the knowledge and expertise of more than 47,000 respected authors.

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

SCC Response:

The SCC Indiana is in close geographical proximity to the following:

1. Crown Point Community Library

122 N Main St, Crown Point, IN 46307

<https://crownpointlibrary.org/>

Hours

Monday -Thursday: 9 a.m. - 8 p.m.

Friday: 9 a.m. - 5 p.m.

Saturday: 9 a.m. - 5 p.m.

Sunday: 1 p.m. - 5 p.m.

2. Winfield Branch Library

10771 Randolph St, Winfield, IN 46307

<https://crownpointlibrary.org/>

Hours

Mon., Wed. & Friday: 10 a.m. to 5 p.m.

Tuesday & Thursday: 10 a.m. to 7 p.m.

Saturday: 10 a.m. - 2 p.m.

Sunday: Closed

3. Merrillville Branch of Lake County Public Library

1919 81st Ave, Merrillville, IN 46410

<https://www.lcplin.org/>

Monday -Thursday: 10 a.m. to 8:30 p.m.

Tuesday & Thursday: 10 a.m. to 7 p.m.

Saturday: 9 a.m. - 5 p.m.

Sunday: Closed

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

Total # of Faculty in the Program:	15	Full-time:	3	Part-time:	12
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Dr. Ajmal, Javaid	MD, Doctor of Management (DM)– Healthcare Management, Master of Public Health	5	1		11	X
Dr. Ayala, Joel	MD	9	2	20	X	X
Allen, Thomas	MBA, Master of Accountancy	5	2	5		X
Buss, Anatoly	MA Education, Master of Public Administration, MS Information Technology (earned 33 units)	7	2	7		X
Byrd, Akia	MBA, BS Health Care Leadership	11	1	1		X
Gatto, Michael	MS Training and Development	24	2	18		X
Gopalasesha, Sangeetha	MS Biochemistry	6	2	4		X
Dr. Khan, Amer	MD	5	2	8	X	
Moustafa, Adel	MS Education – Workforce Development	7	2	1		X
Valentin, Angelica	MA Social Sciences, BS Psychology	10	2	2		X
Dr. Santamaria, Margarita	PhD Global Leadership, MS	19	1	19		X
Dr. Santamaria, Rodolfo	PhD Global Leadership, MBA	9	1	9	X	
Dr. Satti, Zulfiqar	PhD, MS Computer Science	28	2	8		X

Dr. Wells-Mullin, Stephanie	Doctor of Education, Master of Healthcare Administration	20	3	14		X
Dr. Zahoorryuddin, Sharif	MD	3	1	11		X

5. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program and how does it build upon institutional strengths?

SCC Response:

The mission of Stellar Career College (SCC) is to provide consistent high-quality instruction and motivation in a positive learning environment. The welfare and education of students and employees is our primary focus. Together, we work toward building skilled individuals and a successful company to serve the needs of the community.

Consistent to its mission, the Bachelor of Science in Logistics, Warehousing and Supply Chain Management is designed to prepare baccalaureate-degree level education in the field of logistics, warehouse operations and management, operations management, and supply chain management.

- How is it consistent with the mission of the institution and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

SCC Response:

Stellar Career College provides a student-centric educational environment. SCC delivers a convenient way for individuals to learn the skills needed to compete in today's challenging job market. SCC seeks to admit individuals who have the capacity and determination to complete our hands-on training programs and graduate. The admission process is designed to help prospective students make an informed decision and possibility to start a career in logistics, operations management, information systems and healthcare administration. At SCC, we want students to graduate and become employed. SCC maintains a diverse student population from fresh high school graduates to historically underserved adults who have low-income jobs and have been dislocated due to the COVID-19 pandemic and economic situation in their home state. Our student population also includes working adults who decided to start a career change.

SCC provides quality professional skill development to the 21st century workforce and beyond. Our professional technical school faculty will train students in their new careers using a hands-on, instructor-led learning environment. Upon successful completion of one of the training programs, students will be prepared to be employed in entry-level careers.

The Bachelor of Science (BS) in Logistics, Warehousing and Supply Chain Management degree will enable residents in Indiana and Midwest Census Region to acquire a bachelor's degree that will enable them to start a career in logistics, operations management, information systems and healthcare administration. It will complete the bachelor's degree and diploma programs that SCC intends to offer under the authority of Board of Proprietary Education (IBPE) and Indiana Commission of Higher Education (ICHE). It will also address the national, state, and regional labor needs for logistics, operations management, information systems and healthcare administration. The Strategic Plan of Stellar Career College is composed of two documents namely: Institutional Assessment and Improvement Plan (IAIP) and Distance Education Assessment Plan and Improvement Plan (EDAPIP). These documents are accessible using this link:

<https://drive.google.com/drive/folders/14kGXL4AO-i31u9PekbRL5tAML6CqzbBL?usp=sharing>.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan [Reaching Higher In a State of Change?](#)

SCC Response:

The offering of BS Logistics, Warehousing and Supply Chain Management is SCC's answer to the growing demand for logisticians, warehouse managers and supply chain specialists in United States. This is also congruent with Indiana Commission for Higher Education (ICHE)'s three priorities – completion, equity, and talent. The Reaching Higher in a State of Change document identified 60% attainment goals for working-age Hoosiers by 2025. This bachelor's

degree aims to provide an opportunity for Hoosiers and other residents in the Midwestern Census Region to get a bachelor's degree that will enable them to become professionals in Logistics, Warehousing and Supply Chain Management. According to Indeed (2022), there are 1418 full-time, 114 part-time jobs as supply chain specialists. Consequently, there 1,332 full-time and 111 part-time jobs for logistics and supply chain jobs (Indeed, 2022). Finally, there are 3,472 full-time and 895 part-time jobs for warehouse associate and similar job titles (Indeed, 2022). Thus, BS Logistics, Warehousing and Supply Chain Management degree addresses the state priorities as reflected in ICHE's most recent strategic plan.

State Rationale: Equity-Related

- How does this program address the Equity section of [Reaching Higher In a State of Change \(RHSC\)](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

SCC Response:

SCC believes in equity and all its programs are available to all students regardless of race/ethnicity, socioeconomic status, gender, and geographical locality. SCC will continue to be aggressive in giving educational opportunities to all especially the students of color, historically underserved, low-income, first-generation students, students from rural communities, and other minorities. Moreover, 85.71% of our staff are people of color. Consequently, 90% of our faculty members are Asians, LatinX and Black. Faculty members are experts in their respective field of knowledge and regularly attend professional development webinars, conferences, and seminars to keep them updated in both academic and industry standards. Therefore, the faculty members prepare SCC students to be employed in high-demand and well-paid professions. Therefore, BS Logistics, Warehousing and Supply Chain Management bachelor's degree aims to address the equity section of RHSC document especially with respect to considerations of race/ethnicity, socioeconomic status,

gender, and geography.

c. Evidence of Labor Market Need

- National, State, or Regional Need
 - Is the program serving a national, state, or regional labor market need? Please describe.

SCC Response:

The BS Logistics, Warehousing and Supply Chain Management degree serves a national, state, and regional labor market need. The growth of this field is a product of the emergence of e-commerce. The conventional brick and mortar business model was drastically replaced by the e-commerce and internet. This is also one of the bright outlook jobs as designed by the O*Net Online. The following summary has been developed using the data provided by the US Department of Labor, Occupational Employment and Wage Statistics (OEWS), Projections Central and O*Net Online:

Logisticians, Warehouse Operators, Supply Chain Specialists

In United States:

The Median Wages (2021): \$37.03 hourly, \$77,030 annual

Employment (2021): 195,000 employees

Job Outlook (2021-2031): 28% (much faster than average) **Bright Outlook**

Workers on average earn \$77,030

10% of workers earn 122,390 or more

10% of workers earn 45,160 or less

In Indiana:

Employment (2021): 2,260 employees

Projected Growth (2018-2028): 6%

Employment (2018): 2,260 employees

Job Outlook (2018-2028): 6%

Workers on average earn \$35,372

10% of workers earn 52,000 or more

10% of workers earn 23,000 or less

SCC Indiana through BS Logistics, Warehousing and Supply Chain Management degree program will create additional and robust opportunities for the residents of the State of Indiana and Midwestern Census Region to earn a degree in this in-demand, well-paid profession and contribute to an economic demand.

d. Placement of Graduates

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

SCC Response:

BS Logistics, Warehousing and Supply Chain Management graduates are expected to find employment in businesses, transportation sector, Tech and IT companies and e-commerce companies, i.e. Amazon, ebay, Target, Walmart, and CostCo.

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

SCC Response:

This program serves as a feeder for graduate programs especially in business and other related fields. These graduate programs include, but not limited, to MBA major in Supply Chain Management, Logistics and Operations Management and MS Supply Chain Management

e. Job Titles

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

this program.

SCC Response:

The following are the job titles and job categories for this bachelor's degree program: Logisticians, Logistics Specialist, Logistics Coordinator, Client Services Administrator, Logistician, Production Planner, Supply Management Specialist, and Business Operation Specialist.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

SCC Response:

The following are the significant competencies or learning outcomes for BS Logistics, Warehousing and Supply Chain Management:

- Effective communication, including writing, speaking and interpersonal communication
- Quick critical thinking and problem-solving abilities
- Excellent customer service and client relations skills
- Keep organization and time management skills
- Good collaboration and teamwork abilities
- Great leadership and goal-setting skills
- Ability to work in a fast-paced environment
- Advanced data analysis and data visualization
- Expert inventory management
- Ability to use computers, software and other technology for inventory and communication purposes
- Understanding of the supply chain, including common obstacles and effective solutions

a. Assessment

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

SCC Response:

SCC follows the traditional Quarter Credit system. SCC will continually monitor student

progress. In each course, faculty and SCC administration personnel monitor the student's satisfactory academic progress during the entire quarter. When a student's General Point Average (GPA) falls below 2.0, the faculty member will counsel the student and record the counseling session. This will be recorded in interventional sheets. Faculty will also provide guidance to the student on how to improve their GPA. Likewise, SCC also reviews the student's progress every eight week through the review of all midterm and final course grades. SCC will conduct course assessments on all courses taught. Students will be provided with a Course Survey Form and answer each of the questions. Questions on the course survey evaluate the course, the instructor, facilities, and the Learning Management System. The course assessment forms are processed and recorded. The results are used to improve the learning experience of the students by making changes and improving courses and student resources. The results are also given to each faculty member so that they may use them to improve the course they teach. SCC will select the implement a student administration system when the degree is approved. The Student Administration System contains a complete history of the student data. At the end of each term, students will also receive a copy of the unofficial transcript of record. This will enable the student to be updated in their term progress.

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

- a. Federal Financial Responsibility Composite Score
 - Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

SCC Response:

An independent auditing firm had completed SCC's year 2020 financial audits using the methodology prescribed by the US Department of Education. A copy of this audit report has been submitted to the US Department of Education. According to this audit report, Federal Financial Responsibility Composite Score of Stellar Career College for the year 2022 is 2.8. This Composite

Score is calculated by an independent auditor using the methodology prescribed by the US Department of Education.

COMPOSITE SCORE FORMULA

10-02-30.1

Institution Reference No: Stellar Career College LLC
 Fiscal Year End: 12/31/2020
 Financial Analyst:
 Review Date:

Accounts	Enter Amounts	Calculated Fields
Primary Reserve Ratio (Adj Equity/Total Expenses)		
Total Assets	\$ 913,891	Hint
Total Liabilities	\$ 550,902	Hint
Total Equity		\$ 362,989
Intangibles	\$ -	Hint
Unsecured Related Party Receivables	\$ -	Hint
Net Fixed Assets	\$ 137,968	
Long-Term Debt	\$ 308,674	\$ 137,968
Post-Emp or Rtrmnt Liab	\$ -	Hint
Adjusted Equity		\$ 362,989
Total Expenses	\$ 935,938	\$ 935,938

Equity Ratio (Modified Equity/Modified Assets)		
Modified Equity		\$ 362,989
Modified Assets		\$ 913,891

Net Income Ratio (Income Before Taxes/Total Revenue)		
Income Before Taxes	\$ -	\$ 254,023
Total Revenues	\$ 1,189,961	\$ 1,189,961

	Ratios	Strength Factor	Weights	Composite Scores
Primary Reserve:	0.3878	3.0000	30%	0.9000
Equity:	0.3972	2.3831	40%	0.9533
Net Income:	0.2135	3.0000	30%	0.9000
Composite Score				2.8

PLEASE NOTE: This calculation is utilized to evaluate the financial viability of a school according to Title IV. The calculation is not intended to determine a school's eligibility for federal Title IV funding programs. For information on Title IV student aid, visit the following website: www.ifap.ed.gov

If the school does NOT have a composite score of at least 1.5 it must meet all 3 of the following alternate criteria under Standard VII:

1. Current Assets must be at least equal to Current Liabilities (NOTE: Current Assets

for this calculation do not include unsecured related party receivables)

Current Assets	753,057
Current Liabilities	243,710
CA / CL	3.09

2. School must have net income for prior year or 2 out of 3 years (see income stmts).

3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)

Stated Net Worth on Balance Sheet	362,989
Less: Intangible Assets	0 (enter as negative number)
Less: Unsecured Related Party Receivables	0 (enter as negative number)
Tangible NW	<u>362,989</u>

Certain assets that are excluded for purposes of the composite score are also excluded for calculation of the alternative criteria, as indicated above.

Composite score scale

- 1.3 to 3.0 Financially responsible without further oversight.
- 1.0 to 1.4 In the "Zone." The school is considered financially responsible but additional oversight is required.
- 1.0 to .9 Not financially responsible. The school must submit letter of credit of at least 50% of its PSA funding. The school may be permitted to participate under provisional certification with smaller letter of credit—with a minimum of 10% of its PSA funding.

Example: Calculation of a composite score for a proprietary institution*

Calculation of Ratios

Primary Reserve Ratio = $\frac{\text{Adjusted equity}}{\text{Total expenses}} = \frac{\$750,000}{\$9,500,000} = 0.080$

Equity Ratio = $\frac{\text{Modified equity}}{\text{Modified expenses}} = \frac{\$870,000}{\$2,440,000} = 0.352$

Net Income Ratio = $\frac{\text{Income before taxes}}{\text{Total revenues}} = \frac{\$510,000}{\$10,010,000} = 0.051$

Calculation of Strength Factor Score

Primary Reserve Strength Factor Score = $20 \times \text{Primary Reserve Ratio} = 20 \times 0.080 = 1.600$

Equity Strength Factor Score = $6 \times \text{Equity Ratio} = 6 \times 0.352 = 1.992$

Net Income Strength Factor Score = $1 + (33.3 \times \text{Net Income Ratio}) = 1 + (33.3 \times 0.051) = 2.698$

Calculation of Weighted Score

Primary Reserve Weighted Score = $30\% \times \text{Primary Reserve Strength Factor Score} = 0.30 \times 1.600 = 0.480$

Equity Weighted Score = $40\% \times \text{Equity Strength Factor Score} = 0.40 \times 1.992 = 0.797$

Net Income Weighted Score = $30\% \times \text{Net Income Strength Factor Score} = 0.30 \times 2.698 = 0.809$

Composite Score

Sum of All Weighted Scores = $0.480 + 0.797 + 0.809 = 2.086$ rounded to 2.1

* The definitions of terms used in the ratios and the applicable strength factor algorithms and weighting percentages are found in the Student Assistance General Provisions (regulations) (34 CFR 668) Subpart L, Appendix A for proprietary schools and Appendix B for private nonprofit schools.

b. State Licensure

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

SCC Responses:

Graduates do not need to be licensed in the State of Indiana to practice in the field of Logistics, Warehousing and Supply Chain Management.

- If so, please identify:
 - The specific license(s) needed: **not applicable**
 - The State agency issuing the license(s): **not applicable**
- a. Professional Certification
- What are the professional certifications that exist for graduates of similar program(s)?

SCC Response:

The Association for Supply Chain Management (ASCM) offers the certification for the graduates of similar programs in Logistics, Warehousing and Supply Chain Management.

- 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?

SCC Responses:

This bachelor's degree program will prepare students for certification in Logistics, Warehouse and Supply Chain Management. Graduates of this program will be eligible to take ASCM exam to be certified with the following: Certified Supply Chain Professional, Certified in Logistics, Transportation and Distribution.

- If so, please identify
- Each specific professional certification: Certified Supply Chain Professional, Certified in Logistics, Transportation and Distribution.

- The national organization issuing each certification:

SCC Response:

The national organization issuing Certified Supply Chain Professional, Certified in Logistics, Transportation and Distribution certifications is Association for Supply Chain Management (ASCM).

- Please explain the rationale for choosing each professional certification:

SCC Response:

The ASCM credentials are based on up-to-date professional standards and are recognized globally. These credentials are highly desirable to employers. This bachelor's degree will prepare students for certification and graduates of this program will be eligible to take the ASCM exam.

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

SCC Response:

b. Professional Industry Standards/Best Practices

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

SCC Response:

Yes, this bachelor's degree program has been developed by following the guidelines of ACCSC (SCC's institutional accreditor). Moreover, the program objectives, contents, and competencies have been developed using the guidelines of ASCM. ASCM is the global leader in supply chain organizational transformation, innovation, and leadership.

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

SCC Response:

The ASCM certification is the industry's first and only corporate supply chain designation that demonstrates environmental, ethical, and economic supply chain excellence. These certifications aim to empower graduates to attain their certification goals and be up to date professionally in today's global business world. The specific professional industry standards and best practices for each certification are as follows:

Certified Supply Chain Professional (CSCP)

Certified Supply Chain Professional (CSCP) is essential for businesses to run, consumers to get the goods they need and society to function. This certification is the playbook needed to understand and deliver this critical process. The CSCP content covers the following key topics:

- Supply Chains, Demand Management and Forecasting
- Global Supply Chain Networks
- Sourcing Products and Services
- Internal Operations and Inventory
- Forward and Reverse Logistics
- Supply Chain Relationships
- Supply Chain Risk
- Optimization, Sustainability and Technology.

Certified in Logistics, Transportation and Distribution

Certified in Logistics, Transportation and Distribution (CLTD) certification includes the latest strategies and trends to lead in logistics, transportation, and distribution sectors. This certification includes best practices and the latest strategies that covers the following key topics:

- Logistics overview and strategy
- Logistics network design

- Sustainability and reverse logistics
- Capacity planning and demand management
- Order management
- Inventory management
- Warehouse management
- Global logistics and transportation

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

SCC Response:

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate is Association for Supply Chain Management (ASCM).

c. Institutional Accreditation

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

SCC Response:

Stellar Career College Indiana is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Specialized Program Accreditation

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

SCC Response:

Specialized accreditation is not required for a graduate to become licensed by the State or to

earn a national professional certification. This bachelor's degree program prepares students to take Certified Supply Chain Professional, Certified in Logistics, Transportation and Distribution certifications.

d. 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):

SCC Response:

SCC is applying for the Bachelor of Science (BS) degree. Therefore, an Associate of Science credit transfer requirement (as stated above) does not apply to this application. SCC has an articulation agreement with Ashworth College.

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

- a. Are all student transcripts in a digital format?

SCC Response:

Yes, all student transcripts are in digital format. The digital format of the student's transcript is stored in a cloud-based student information system of Stellar Career College.

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

SCC Response:

100% of student transcripts are in digital format.

- What is the beginning year of digitized student transcripts?

SCC Response:

SCC began the digitization process of student transcripts in 2003.

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

SCC Response:

No, all student transcripts and student records are stored in the same cloud-based student information system of SCC.

- b. How are the digital student records stored?

SCC Response:

Student records are stored in the cloud-based student information system of Stellar Career College. The institution also maintains a digital backup copy of all student records including student transcripts and certificates of completion in its local server.

- Where is the computer server located?

SCC Response:

SCC uses a cloud based third-party servers to store all data from its student information system. This third-party is in California, USA. SCC also used its own server for a local backup purpose. This local backup server is in our main campus in Modesto, California.

- What is the name of the system that stores the digital records?

SCC Response:

The name of the system that stores the digital records is Stellar Career College Student Information System (SIS).

- c. Where are the paper student records located?

SCC Response:

The paper student records are stored in fireproof file cabinets at each corresponding campus. Each campus location has its own fireproof file cabinets that stores paper student records.

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

SCC Response:

The institution maintains physical student record files for a minimum of five years and electronic student files are maintained for at least seven years. Permanent records, i.e. transcripts and certificates of completion are maintained permanently since 2003 (the original accreditation year of SCC). SCC ensures compliance with the state regulations in which it operates as well as maintains compliance with the requirements for student records of its accreditor ACCSC. The institution currently has physical files since 2015 (last five years) and electronic student record files since the year 2013 (last seven years). A physical student file is created at the time of new admission. All physical student files are maintained in fire-safe cabinets. Effective September 1, 2020, SCC has also started scanning all files available at the institution on the last days of its fiscal year, i.e. December 31 for preparation of its annual Financial Aid Audits that is done for the US Department of Education. Upon graduation of students, all student files are scanned into electronic files. All electronic files are saved in the institution's secure server as well as are uploaded to a cloud-based secure backup system daily.

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

SCC Response:

As of September 16, 2022, the estimated number of digital student records held by the institution is 1579.

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

SCC Response:

As of September 16, 2022, the estimated number of digital student records held by the institution is 1266.

- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?
- If so, what is the most significant format?
 - If so, what is the estimated number of student records maintained in that format?

SCC Response:

SCC does not maintain student records in any other format.

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

SCC Response:

Stellar Career College maintains two staff positions for Chicago, IL, Crown Point, IN and Modesto, CA campuses.

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

SCC Response:

For Chicago, IL and Crown Point, IN Campuses:

Mr. AK Buss
Registrar
Stellar Career College
205 W. Randolph Street, Suite 200
Chicago, IL 60606
E: akbuss@stellarcollege.edu
T: (312) 687-3000
F: (312) 374-6223

For Modesto, CA Campus:

Ms. Kristina Nielsen
Campus Director, Registrar
Stellar Career College
4300 Sisk Rd., Modesto
CA 95356
E: kristina@stellarcollege.edu
T: (209) 545-5200
F: (209) 545-3995

- i. Has the institution contracted with a third party vendor such as Parchment to have student

records digitized, maintained, and serviced?

SCC Response:

No, the institution has not contracted with a third-party vendor. All records are maintained in-house.

- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?

SCC Response:

At present, SCC received about 2 to 8 requests per week.

This Section Applies to All Institutions

- k. Is there anything that the Commission should consider with regard to the institutional student records?

SCC Response:

None, all records are maintained in-house. SCC does not have anything that the Commission should consider regarding institutional student records.

- l. What is the digital format of student transcripts?

SCC Response:

The digital format of the student's transcripts is stored in cloud-based student information system of Stellar Career College.

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

SCC Response:

SCC is not using any proprietary software. SCC has developed and maintains its own Student Information System.

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

SCC Response:

A sample transcript is attached as Attachment 1.

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred									
September 30, 2022									
Institution/Location: Stellar Career College at <u>Crown Point, IN</u>									
Program: BS Logistics, Warehousing and Supply Chain Management									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2025	FY2026	
Enrollment Projections (Headcount)									
	Full-Time			10	10	10	10	20	
	Part-Time			10	10	10	10	20	
	Total			20	20	20	20	40	
Enrollment Projections (FTE*)									
	Full-Time			10	10	10	10	20	
	Part-Time			10	10	10	10	20	
	Total			20	20	20	20	40	
Degrees Conferred Projections				0	0	0	20	20	
Degree Level: Bachelor's degree									
CIP Code: - 52.0203; State – 52.0203									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									



Stellar Career College
 205 West Randolph Street, Suite 200, Chicago, IL 60606
 Tel: (312) 687-3000 Email: info@stellarcollege.edu

Official Transcript

Student Name:	John Doe	Date of Issuance:	September 30, 2022
Social Security Number:	***-**-1234	Date of Entrance:	September 28, 2022
Program:	BS Logistics, Warehousing and Supply Chain Management	Date of Graduation:	
Address:	1234 University Lane, Chicago, Illinois-60615	Last Date of Attendance :	
		Cumulative GPA:	0

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
ACC 111	Introduction to Accounting				
ECO 111	Introduction to Economics				
BUS 111	Management Principles				
BUS 112	Principles of Marketing				
BUS 113	Operations Management				
BUS 114	Business Law I				
LWS 121	Logistics, Transportation and Distribution I				
LWS 122	Logistics, Transportation and Distribution II				
LWS 123	Warehouse and Distribution Center Management I				
LWS 124	Warehouse and Distribution Center Management II				
LWS 221	Introduction to Business Logistics and Supply Chain Management				
LWS 222	Supply Chain and Operations Management I				
LWS 223	Supply Chain and Operations Management II				
LWS 224	Contemporary Logistics, Transportation and Supply				
LWS 330	Global Supply Chain Operations I				
LWS 331	Global Supply Chain Operations II				
LWS 332	Quality Management				
ECO 311	Microeconomics				
ECO 312	Macroeconomics				
BUS 311	Global Business				
BUS 312	Ethical and Legal Issues in Business				
LWS 441	Procurement and Global Supply Chain Management				
LWS 442	Down Stream Supply Chain Management				
LWS 443	Negotiations Theory and Practice				

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
LWS 444	Global Logistics and Transportation Management				
	Concentration Course I				
	Concentration Course II				
	Concentration Course III				
	Concentration Course IV				
LWS 490	Logistics, Warehousing and Supply Chain Management Capstone				
Total		0.00			

Official Grading Scale: A/4.0:94%–100%, A-/3.7: 90%–93%, B+/3.3: 84%–89%, B-/3.0: 80%–83%, C+/2.5:70%–79%, F/0.0: 0%–69%, I: Incomplete, TC: Transfer Credit, W: Withdrawal. Externship courses are graded as Pass/Fail. For details, please refer to the College Catalog.

Prepared

College Registrar/Dean



Stellar Career College

205 West Randolph Street, Suite 200, Chicago, IL 60606

Tel: (312) 687-3000 Email: info@stellarcollege.edu

Transcript Ledger

Accreditation

Stellar Career College is accredited by Accrediting Commission of Career Schools and Colleges.

Grading System

The basic grading system consists of letter grades as follows, with a plus or minus if appropriate: A+ /A- (superior), B+ /- (excellent), C+ (satisfactory) and F (failure). A "P" (pass) is assigned for performance at the C-level or higher. Other letter grades are as follows: I denote an incomplete, TC denotes a transfer credit, PC denotes a proficiency credit, and W denotes a withdrawal. GPAs are calculated using only SCC courses with letter grades of A through F. The numerical equivalents of the grades as determined by the faculty are: A (A+) = 4.00; A minus = 3.7; B-plus = 3.3; B-minus = 3.00; C-plus = 2.50; and F = 0.00.

This table shows the summary of the grading system:

Letter Grade	Percentage	Quality	Quality Points	Letter Grade	Percentage	Quality	Quality Points
A+	94%-100%	Superior	4.0	A-	90%-93%		3.7
B+	84%-89%	Excellent	3.3	B-	80%-83%		3.0
C+	70%-79%	Satisfactory	2.5	F	0%-69%	Fail	0.0
I	N/A	Incomplete	0.0	TC	N/A	Transfer Credit	0.0
PC	N/A	Proficiency Credit	0.0	W	N/A	Withdrawal	0.0

Transfer Credit

Transfer credit is applied towards an associate degree upon submission of the transfer credit form, a copy of the transcript of records and an approval by the College Administration

Records Policy

As required by the Family Education Rights and Privacy Act of 1974 (FERPA), information contained in this document is confidential and may not be released to a third party without the written consent of the individual whose record it is

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BOARD FOR PROPRIETARY EDUCATION

Monday, June 19, 2023

INFORMATION ITEM C:

BPE Authorized Pre-Licensure Nursing Programs

Background

This information item provides an update on the status of Indiana State Board of Nursing (ISBN) actions taken by programs authorized by BPE between 2012 and 2023.

The Board for Proprietary Education has authorized 16 pre-licensure nursing programs since July 1, 2012.

In addition to nursing programs offered by institutions that statutorily are overseen by BPE, the Indiana Code was amended in 2018 to require that all pre-licensure nursing programs outside of the Indiana public and independent sectors have the Board for Proprietary Education authorization. Previously, nursing programs at the diploma and certificate level were initially approved by the Office for Career and Technical Schools.

Supporting Documents

BPE Authorized Pre-Licensure Nursing Programs, 2012-2013,
Detail

BPE Authorized Pre-Licensure Nursing Programs, 2012-2013
Summary

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BPE Authorized Pre-Licensure Nursing Programs, 2012 - 2023

Detail

	<u>BPE Authorization</u>	<u>Institution</u>	<u>Program</u>	<u>ISBN* Program Status</u>	<u>Date</u>
New Programs - Recently Approved	2023-06-19	Keystone Nursing Academy	Diploma in Practical Nursing**	No Letter of Intent to Open Reieved	N/A
	2022-12-01	South College	Certificate in Licensed Practical Nursing	Letter of Intent to Open Received	2022-12-02
	2022-09-14	Leffler Academy	Associate of Science in Nursing	No Letter of Intent to Open Reieved	N/A
Existing Programs with ISBN Action Taken	2022-06-01	Hardon Educational Institute	Certificate in Practical Nursing	Initial Accreditation	2023-02-16
	2021-12-01	South College	Bachelor of Science in Nursing	Initial Accreditation	2022-07-21
	2021-06-16	Caris College	Diploma in Licensed Practical Nursing	Initial Accreditation	2022-07-21
	2020-12-08	Chamberlain University	Certificate in Practical Nursing	Letter of Intent Withdrawn - Business Decision	2021-07-19
	2020-09-16	ALR Educational Health Services	Certificate in Licensed Practical Nursing	Application Twice Denied	2021-02-18 2021-12-16

*Indiana State Board of Nursing

**Seeking BPE Program Authorization

BPE Authorized Pre-Licensure Nursing Programs, 2012 - 2023

Detail

<u>BPE Authorization</u>	<u>Institution</u>	<u>Program</u>	<u>ISBN* Program Status</u>	<u>Date</u>	
2019-12-11	ACL Medical Training Academy	Associate of Science in Nursing	3rd Application Submitted	2022-08-11	
2019-12-11	Leffler Academy	Diploma in Practical Nursing	Initial Accreditation	2021-05-20	
2019-12-11	Jersey College	Associate of Science in Registered Nursing	Initial Accreditation	2021-05-20	
2017-09-06	Denmark College	Associate of Science in Nursing	Initial Accreditation; Withdrawn - Business Decision	2019-07-17 2020-03-06	
2017-09-06	Hondros College	Diploma in Practical Nursing	Initial Accreditation	2019-01-21	
<u>BPE Authorization</u>	<u>Institution</u>	<u>Program</u>	<u>ISBN* Program Status</u>	<u>Date</u>	
Institutional Closure					
2018-09-11	Harrison College (Evansville)	Associate of Science in Nursing	Closed	2018-10-14	
2017-03-14	Harrison College (Indianapolis East and Fort Wayne)	LPN to ASN	Closed	2018-10-14	
*Indiana State Board of Nursing	2016-09-13	Harrison College (Indianapolis East and Fort Wayne)	Associate of Applied Science in Practical Nursing	Closed	2018-10-14

BPE Authorized Pre-Licensure Nursing Programs, 2012 - 2023 Summary

Institutions

Programs

3 New Programs with No ISBN* Action

Keystone Academy of Nursing
South College
Leffler Academy

Diploma in Practical Nursing
Certificate in Licensed Practical Nursing
Associate of Science in Nursing

2 Programs Denied by ISBN

ALR Educational Health Services
ACL Medical Training Academy

Certificate in Licensed Practical Nursing
Associate of Science in Nursing

8 Programs Accredited by ISBN

Hardon Educational Institute
South College
Caris College
Chamberlain University
Leffler Academy
Jersey College
Denmark College
Hondros College

Certificate in Practical Nursing
Bachelor of Science in Nursing
Diploma in Licensed Practical Nursing
Certificate in Practical Nursing
Diploma in Practical Nursing
Associate of Science in Registered Nursing
Associate of Science in Nursing
Diploma in Practical Nursing

*Indiana State Board of Nursing