



INDIANA COMMISSION *for*  
HIGHER EDUCATION

# Indiana Board for Proprietary Education

## AGENDA

Thursday, December 1, 2022

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

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# AGENDA

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

December 1, 2022  
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: 481 828 777#

- 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 the September 14, 2022, Board Meeting ..... 1**
  
- II. **Decision Items**
  - A. Academic Degree Programs
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      - Associate of Applied Science in Information Systems and Cybersecurity Management ..... 89
      - Associate of Applied Science in Logistics, Warehousing, and Supply Chain Management .....121
      - Bachelor of Science in Healthcare Administration and Leadership .....153
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Management .....219

**III. INFORMATION ITEM**

A. Calendar of Tentative Meeting Dates of the Board..... 255

**OLD BUSINESS**  
**NEW BUSINESS**  
**ADJOURNMENT**

\*\*\*\*\*

The next meeting of the Board is tentatively scheduled for **March 8, 2023, in Indianapolis, Indiana.**

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

**Minutes of Meeting**

**Wednesday, September 14, 2022**

**I. CALL TO ORDER**

The Board for Proprietary Education met in regular session starting at 10:00 A.M. (Eastern) at 101 West Ohio Street, Suite 300, Kent Weldon Board Room, with Chairman Sauer presiding.

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

*Members Present:* Scott Bogan, Rod Haywood, Jr., Ken Konesco, Jean Putnam (virtual), and Ken Sauer, Ph.D., Anne Shane.

*Members Absent:* None

*Guests:* Rob Boone, John Gould, Toni Herron, Amanda Leffler, June McElroy (virtual), Dusti Schnedler (virtual), Jean Simmons, and Victoria Steel, Ph.D. (virtual).

It was determined that there was a quorum for the September 14, 2022, Board meeting.

**CONSIDERATION OF THE MINUTES OF THE June 1, 2022 BOARD MEETING**

**R-22-09.01**      **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the June 1, 2022 regular meeting  
(Motion – Konesco, second – Haywood, unanimously approved)

**II. EXECUTIVE DIRECTOR'S REPORT**

Ken Sauer, Ph.D. began by welcoming representatives of Columbia College and Leffler Academy to the Board for Proprietary Education business meeting.

The Commission raised the fee structure in March 2022 in order to generate funding for a consulting firm to conduct financial reviews of BPE authorized institutions. The previous financial reviews were conducted by the firm Plante Moran. A Request for Proposal (RFP) was issued. A contract was awarded to Plante Moran for future financial reviews.

**III. TIME-SENSITIVE ACTION ITEM**

**A. Academic Degree Programs**

1. Associate of General Studies and Bachelor of General Studies to be offered by Columbia College.

Representing Columbia College: Rob Boone, Associate Vice President for CC Global – CC Global Military; June McElroy, Compliance Officer; Dusti Schnedler, Assistant Director; Jean Simmons, Senior Regional Director; and Victoria Steel, Director of Institutional Compliance.

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

**R-22-09.02**      **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.  
(Motion – Haywood, second – Kenesco, unanimously approved)

2. Associate of Science in Nursing to be offered by Leffler Academy.

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

Representing Leffler Academy: John Gould, Chief Operating Officer and Chief Financial Officer; Amanda Leffler, Chief Executive Officer and Director of Nursing.

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

**R-22-09.03**      **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.  
(Motion – Haywood, second – Shane, 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**

Thursday, December 1, 2022

<b>DECISION ITEM A-1:</b>	<b><u>Ascension St. Vincent College of Health Professions:</u></b> <b><u>One Associate Degree Program</u></b> <b><u>at One Location</u></b>
<b>Institutional Profile</b>	See Attachment
<b>Staff Recommendation</b>	That the Board for Proprietary Education approve the Associate of Applied Science (A.A.S.) in Surgical Technology in accordance with the background discussion of this agenda item and the Application for Degree Approval.
<b>Background</b>	<b><u>Degree Program Profile</u></b>  <i>Associate of Applied Science (A.A.S.) in Surgical Technology at Indianapolis</i>  This program consists of 90 semester credit hours, with 90 percent of the courses in the specialty. Students would transfer 15 semester credit hours from a regionally (institutionally) accredited institution to complete the general education requirements. The program faculty consists of one individual, who is full-time. That individual has a baccalaureate degree and is a Registered Nurse.
<b>Stipulation</b>	Submission of a financial responsibility composite score using the Department of Education standards for calculation of composite scores (found at <u>34 CFR 668.172</u> ), using the three ratios: Primary Reserve, Equity, and Net Income.
<b>Supporting Document</b>	Degree Application

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## **Institutional Profile for Ascension St. Vincent College of Health Professions**

**Background** Ascension St. Vincent College of Health Professions originally began as St. Joseph School of Radiologic Technology in 1966. The institution voluntarily pursued BPE authorization as it is a requirement of the institutional accrediting agency. The BPE board granted the institution authorization at its June 2019 meeting.

**Institutional Control** Private, non-profit institution.

**Institutional Accreditation** The institution is accredited nationally by the Accrediting Bureau of Health Education Schools (ABHES). The accreditor conducted an on-site evaluation of the institution in September of 2016. As a result of the evaluation, no program deficiencies were found. In a letter dated November 9, 2016, ABHES placed Ascension St. Vincent College of Health Professions on initial institutional status. The ABHES full accreditation was granted on February 8, 2017. At the July 2019 meeting of the ABHES Commission, the institution was granted continued accreditation through February 2026.

The institution has specialized accreditation with the Joint Review Committee on Education in Radiological Technology (JRCERT). The JRCERT is the only accreditor recognized by the US D.O.E. for specialized accreditation of radiography, radiation therapy, magnetic resonance, and medical dosimetry education programs. At the September 2020 meeting of the Joint Review Committee on Education in Radiologic Technology, the institution was awarded continued accreditation through 2028.

The institution has specialized accreditation with the Joint Review Committee on Diagnostic Medical Sonography (JRC-DMS). The JRC-DMS has been a member of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) since 1983. The JRC-DMS is the only programmatic accreditor of Sonography programs in the nation. In November 2020 the JRC-DMS awarded the institution accreditation of the Diagnostic Medical Sonography program in both vascular and general sonography.

**Participation in NC-SARA** N/A

**Participation in Student Financial Aid** Students attending the institution are not eligible to receive Title IV funding. However, some students receive tuition assistance from the Indiana Department of Workforce Development (WorkOne).

**Campuses** Educational experiences are done within the Ascension St. Vincent health system. Clinical experiences are also provided at Ascension St. Vincent hospitals in Kokomo and Anderson.

**Enrollment** The National Center for Education Statistics (NCES) does not presently list enrollment data for Ascension St. Vincent College of Health Professions.

**Programs** The institution offers programs at the associate level. Program offerings include the Associate of Applied Science (A.A.S.) in Cardiac Sonography, Medical Sonography, and Radiography. The institution offers a Certificate in Central Sterile Processing.

**Financial Responsibility Composite Score (FRCS)** The US D.O.E. does not publish a FRCS for Ascension St. Vincent College of Health Professions as it exists as a budgeted department within Ascension St. Vincent.

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New Program Proposal Form  
For BPE Authorized Institutions

Associates of Applied Science in Surgical Technology  
To Be Offered by Ascension St. Vincent College of Health  
Professions at Indianapolis Campus

Degree Award Level<sup>2</sup>: Associate Degree

Mode of Delivery (In-person or Online<sup>3</sup>): In-person Only

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Clinical

Suggested CIP Code<sup>5</sup> for Program: 51.0909

Name of Person Preparing this Form: Mark Adkins

Telephone Number and Email Address: (317) 338-3879  
MEAdkins@ascension.org

Date the Form was Prepared (Use date last revised): September 30, 2022



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

### Program Objectives

The Surgical Technologist Program is designed to teach the objectives and goals below, which will prepare the student for entry level employment as a Certified Surgical Technologist and to pass their national certifying exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The Surgical Technology Program is structured to teach the students the recommended curriculum listed by the Association of Surgical Technologists (AST) as required by the Accrediting Bureau of Health Education Schools (ABHES). This curriculum will be taught didactically, practiced in the skills operating room lab and practiced during clinical rotations. The curriculum is structured to teach the students the basic skills needed to be a surgical technologist including didactic understanding and clinical practice of patient care, medical terminology, basic anatomy and physiology, surgical microbiology, surgical pharmacology and surgical procedures. The curriculum is listed herein in Section II.

### Program Goals and Outcomes

The Surgical Technology Program is committed to offering the highest quality education in surgical technology available. That commitment is carried out through the educational process and through the performance standards students are expected to meet. To measure the effectiveness of the education process, the Surgical Technology Program has established broad Goals and specific Outcomes, which are the foundation of a comprehensive Assessment Plan that details how these Goals and Outcomes are assessed annually.

#### **Goal 1. Students will be clinically competent.**

- 1.1 Students will be able to use anatomy and physiology to anticipate surgical needs and be able to assist the surgeon.
- 1.2 Students will use clinical judgement, teamwork and accountability.
- 1.3 Students will be able to know the appropriate setup for each procedure setup.

**Rationale:** Clinical competency is the performance of clinical procedures independently and without direction from external sources. Competent practice of scrubbing is built on a solid foundation of knowledge acquired through rigorous didactic learning and applied clinically under actual conditions. Most patients are not able to judge the competency of caregivers and instead trust that surgical procedures are performed to diagnostic standards. As such, the program expects students to balance the technical performance of scrubbing procedures with attending to the patient's needs and their readiness to respond to emergent situations.

#### **Goal 2. Students will demonstrate patient safety.**

- 2.1 Students will be able to apply principles of surgical technology to maintain a safe environment for oneself, surgical team and the patient.
- 2.2 Students will take all precautions to ensure safety against bloodborne pathogens.
- 2.3 Students will be to apply principles of infection control.

**Rationale:** Rationale: Surgical technologists are in direct contact with patients and their safety is always the priority. Students will be able to maintain a safe environment for the patients and surgical team including oneself. Maintaining a safe environment includes blood borne pathogens and infection control.

#### **Goal 3. Students will demonstrate the ability to critically think.**

- 3.1. Students will be able to adapt to unusual circumstances.
- 3.2. Students will be able to adapt to varying patient conditions.

**Rationale:** Competent practice of scrubbing requires the adaptation to unusual circumstances and varying patient conditions. This adaptation comes from the ability to think critically. True competency is achieved not by remembering facts or approaching clinical practice as a set of recipes to be recalled, but rather by the application of critical thinking to achieve understanding of why surgical technologists do what we do. In short, to uphold the public trust in the delivery of surgical technology services, Surgical Technologists must be able to think critically to achieve mastery of the profession.

**Goal 4:** Students will **communicate** effectively.

- 4.1. Students will communicate in an effective and professional manner.
- 4.2. Students will be able to advocate for patients to care team members.

**Rationale:** Surgical Technologists communicate daily with a variety of individuals, from surgeons, anthropologists, surgical teammates and patients. The manner and complexity of communication will likewise vary with each situation. Surgical technologists must be able to communicate effectively to improve patient care, assure patient safety, advance interdisciplinary teamwork, and improve patient satisfaction.

**Goal 5:** The program will prepare students to challenge the **National Board of Surgical Technology and Surgical Assisting (NBSTSA) Certifying Exam.**

- 5.1 An adequate percentage of program graduates will successfully pass the NBSTSA examination on the first attempt upon graduation.
- 5.2. Program graduates will demonstrate *overall* mastery on the NBSTSA exam.

**Rationale:** Upon graduation, successful completion of the CST examination is necessary to obtain a certification to be a Certified Surgical Technologist, which allows you to work safely anywhere in the US. We realize the CST exam is not a measure of clinical competency, but the exam is a critical step in the pathway to professional practice. As such, we expect our students to be highly prepared to take the CST exam upon graduation.

**Goal 6:** The program will maintain a **positive learning environment.**

- 6.1. Students will express satisfaction with clinical education sites.
- 6.2. Students will express satisfaction with academic courses.
- 6.3. Graduating students will express overall satisfaction with the program prior to graduation.
- 6.4. Alumni will express overall satisfaction with the program quality.

**Rationale:** To maximize learning and facilitate competent application of knowledge, the classroom and clinical environments in which students learn must be positive. Students must feel free to ask questions, be self-directed, and make mistakes without compromising patient and personnel safety. Only then can learning truly take place.

**Goal 7:** The program will demonstrate a **positive effect on the community.**

- 7.1. Students will graduate from the program.
- 7.2. Program graduates actively seeking employment will be gainfully employed.
- 7.3. Employers of program graduates will express overall satisfaction with graduate quality.

**Rationale:** Rationale: The program is ever mindful of our role to safeguard the community by graduating only highly skilled surgical technologists who, when hired following graduation, fulfill a need to deliver quality care. The program is committed to assuring that the Ascension St. Vincent Health community and other providers are well served by hiring our graduates.

**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: 1,951

Check one: Quarter Hours

Semester Hours

Clock Hours

Tuition: \$4,600

Length of Program: 17 Months

Special Fees: \$391 (Textbooks, Printed Resources)

**SPECIALTY COURSES:**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
SURG 111	Medical Terminology	2.0
SURG 112	Patient Care	2.5
SURG 113	Anatomy & Physiology I	8.0
SURG 114	Fundamentals of Surgical Technology	9.0
SURG 121	Anatomy & Physiology II	4.5
SURG 122	Surgical Procedures I	8.0
SURG 131	Surgical Microbiology	6.0
SURG 132	Surgical Procedures II	13.0
SURG 133	Surgical Pharmacology	5.0
SURG 139	Surgical Practicum I	1.5
SURG 211	Capstone	5.0
SURG 219	Surgical Practicum II	10.5

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
Transferred	Communications	3.0
Transferred	Mathematics	3.0
Transferred	Humanities/ Sociology/ Psychology	3.0
Transferred	Computer Science/ Information Systems	3.0
Transferred	Natural/ Physical Sciences	3.0

Number of Credit/Clock Hrs. in Specialty Courses: 75.0 / 1,951 Percentage: 89.7%

Number of Credit/Clock Hrs. in General Courses: 15.0 / 225 Percentage: 10.3%

If applicable:

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

A physical library is maintained at Ascension St. Vincent Indianapolis Hospital that serves the entire Ascension St. Vincent state-wide system. Likewise, online knowledge-based resources exist to meet the clinical, research, and educational needs of physicians, associates and students. Online resources are available 24/7 on all networked computers anywhere in Ascension St. Vincent. In the Ascension St. Vincent Indianapolis Hospital library, 10 networked PCs are available for physician, associate and student use. The library also provides group and individual quiet study space. The physical library is open Monday through Friday from 8a-4p. The student is also able to access the Library via badge access from 6a-8a and 4p-6p. The physical library at Ascension St. Vincent Indianapolis is staffed by a fulltime librarian.

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

The physical library collection contains 1,785 books. Although the main collection is clinical in focus, the library also contains special collections in leadership, research, and spirituality. More than 200 of the clinical books are available full text online in Ovid and Medline via the hospital's intranet.

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

The library's online A-Z listing contains links to over 1,100 full text journals. Access to the full text articles is also made available through links in Ovid and Medline via the hospital's intranet. A listing of all subscribed electronic and print resources is included below.

**St. Vincent Library Electronic Resources**

CINAHL Nursing & Allied Health journal index  
ClinicalKey Elsevier medical books/journals  
Ovid Medical and EBM databases including Medline and Cochrane  
UpToDate Clinical decision support  
Library Catalog Book locator tool  
EBSCO Publication Finder Journal locator tool  
AccessMedicine Medical ebooks  
Neil M Davis Abbreviations  
R2 ebooks  
StatRef ebooks  
Inspire Multi-disciplinary databases  
Pubmed Medline  
ProceduresConsult medical procedures for Medical Education  
Lippincott Procedures & Advisor Nursing and Allied Health resource  
LexiComp Pharmacy & Patient Education  
JMAAEvidence Evidence-based medicine Resource

**St. Vincent Hospital Library Journals**

Radiology/Radiography/Imaging/Ultrasound/Echo/MRI/CT  
AACN Bold Voices electronic 2005-  
Academic Radiology electronic 2007-  
Acta Radiologica electronic 1999-2015  
Angiology electronic 1999-2014  
Australasian Radiology electronic 1998-2013  
BMC Medical Imaging electronic 2001-  
BMC Medical Physics electronic 2001-  
Cancer Imaging electronic 2014-  
Cardiovascular Ultrasound electronic 2003-  
Circulation: Cardiovascular Imaging electronic 2008-  
Clinical Imaging electronic 2007-  
Clinical Physiology & Functional Imaging electronic 1998- 1 yr delay for full text  
Clinical Radiology electronic 2007-  
Computer Methods and Programs in Biomedicine electronic 2007-  
Computerized Medical Imaging and Graphics electronic 1997-  
Contemporary Diagnostic Radiology electronic 2000-  
Current Problems in Diagnostic Radiology electronic 2007-



Diagnostic and Interventional Imaging electronic 2012-  
 Digestive Endoscopy electronic 2000- 1 yr delay for full text  
 Echocardiography electronic 2003- 1 yr delay for full text  
 EJMIMI Research electronic 2011-  
 European Journal of Nuclear Medicine and Molecular Imaging electronic 1997- 1 yr delay for full text  
 European Journal of Radiology electronic 2007-  
 Gastrointestinal Endoscopy electronic 2007-  
 Gastrointestinal Endoscopy print 1990-2007  
 Health Physics The Radiation Safety Journal electronic 1999-  
 IET Image Processing electronic 2007-  
 The Imaging Science Journal electronic 1999- 1 yr delay for full text  
 Imaging Update electronic 1999-  
 International Journal of Image and Graphics electronic 2001- 1 yr delay for full text  
 International Journal of Radiation Biology electronic 1997- 18 month delay for full text  
 Investigative Radiology electronic 1996-  
 JACC Cardiovascular Imaging electronic 2008-  
 Journal of Cardiovascular Computed Tomography electronic 2007-  
 Journal of Cardiovascular Magnetic Resonance electronic 2008-  
 Journal of Medical Imaging and Radiation Sciences electronic 2008-  
 Journal of Medical Imaging & Radiation Oncology electronic 2008- 1 yr delay for full text  
 Journal of Neurosurgery electronic 2008-  
 Journal of Neurosurgery print 1980-  
 Journal of the American College of Radiology electronic 2007-  
 Journal of the American Society of Echocardiography electronic 2007-  
 Journal of Therapeutic Ultrasound electronic 2013-  
 Journal of Thoracic Imaging electronic 2000-  
 Journal of Vascular and Interventional Radiology electronic 2007-  
 Journal of X-Ray Science and Technology electronic 1997- 6 month delay for full text  
 Magnetic Resonance Imaging electronic 2007-  
 Magnetic Resonance Imaging Clinics of North America electronic 2007-  
 Medical & Biological Engineering & Computing electronic 2003- 1 yr delay for full text  
 Molecular Imaging electronic 2002-  
 Molecular Psychiatry electronic 1997- 1 yr delay for full text  
 Neuro-ophthalmology electronic 1998- 18 month delay for full text  
 Oral Surgery, Oral Medicine, Oral Pathology and Oral  
 Radiology  
 electronic 2012-  
 Oral Surgery, Oral Medicine, Oral Pathology and Oral  
 Radiology and Endodontology  
 electronic 2007-  
 Orbit electronic 1997- 18 month delay for full text

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

The Indianapolis Public Library – Central Library  
 40 East St. Clair Street  
 Indianapolis, IN 46204

Indiana State Public Library  
 315 West Ohio Street  
 Indianapolis, IN 46202

<b>4. FACULTY: Attach completed Instructor’s Qualification Record for each instructor.</b>					
<b>** Include all required documentation pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	1	<b>Full-time:</b>	1	<b>Part-time:</b>	0
<b>Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL ORDER.</u>)</b>					

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
Carly Nowaczyk	BS, RN, CST	5	0	0	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?

Ascension St. Vincent College is proposing a Surgical Technology Program to help produce more highly trained Certified Surgical Technologists that our community desperately needs. In creating this program, not only would the program help the workforce but ultimately patients that are in of need surgery, that our current operating rooms cannot staff, causing patient delays. The Surgical Technology Program builds upon our institutional strengths through serving our community needs through making positive differences in lives and delivery of care. Our current institution other programs currently produce highly trained individuals that are making a positive impact on the community healthcare systems.

- 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 Ascension St. Vincent College's Mission statement is as follows.

*Our Mission is to make a positive difference in the lives and health delivery status of our students, the people we serve, and the community. This is accomplished through a commitment of excellence by our faculty and staff, Advisory Board, and the sponsoring institutions in the delivery of quality training and education opportunities in surgical sciences. We will display compassion and dignity to all. Our paradigms will be open to all aspects of education that do not violate the Mission or Core Values of our sponsoring and affiliated institutions.*

The Surgical Technology Program is an extension of the College's Mission Statement by meeting a critical healthcare need of the patients we serve. The CST Program will be modeled after highly successful Radiography, Diagnostic Sonography and Cardiac Sonography programs in upholding the institution's commitment of excellence.

The College's strategic plan is to develop new healthcare programs that address professions where significant shortages of skilled professionals exist. The College is likewise committed to developing programs that will lead to a meaningful career and provide a living wage.

### 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?](#)

Ascension St. Vincent Surgical Technology Program goals align with the priorities that are reflected in the

Commission's most recent strategic plan. The Reaching Higher Education Strategic Plan emphasizes "With new and growing pressures emerging, driving our systems of higher learning to respond and adapt to the needs of learners today to adjust to the expanding and diversifying economy." The Surgical Technology Program creation was to support the growing pressures needed in our healthcare system. Ascension St. Vincent College Surgical Technology Program will be the only hospital-based surgical tech program in Indiana that will award students an associate degree. Having a degree along with completion of the Surgical Technology Program will help prepare students for the rapid change in today's job market and transformation of skill needed to be highly skilled surgical technologists. A strong education background and skill training is essential because jobs of today and tomorrow require higher levels of critical and creative thinking.

Even beyond supporting the Reaching Higher Education Strategic Plan globally, the CST Program support key metrics in the state's blueprint, specifically *Pathways and Transitions*, *Affordability* and *Community Engagement*.

*Pathways and Transitions:* A key difference between associate degree Surgical Technology Programs compared to Certification Surgical Technology Programs is the additional required general education college level courses that help students obtain a strong educational background. General education courses help students develop higher level of thinking and prepares them to continue onto a bachelor's degree if they desire. The Surgical Technology Program being an associate degree, builds on the strengths of higher education while fostering innovation to encourage learning as continual for both human development and career success. The program is a bridge for individuals who have a certification who want to obtain an associate degree to further their education. Ascension St. Vincent College Surgical Technology Program goal is to create an emphasis on educational pipelines by helping move learners from one phase of education and careers to the next, while assuring their successful passage through each phase. The program strives to focus on the mindset of a commitment to lifelong learning and continuing education.

*Affordability:* Stated in the Commission's most recent strategic plan, "States and institutions are facing expectations to prove the value of a credential in terms of wage outcomes and job placement—all in relation to the issues of affordability and student debt". Ascension St. Vincent College Surgical Technology Program aims to be affordable for all students by keeping the tuition and fees low. The program is the most affordable Surgical Technology associate degree program in the state of Indiana which supports the mission of the Commission's most recent strategic plan. The entire 17-month program costs a student \$4,600 for their tuition in addition to their materials and book fees. This also allows for more equity and diversity by reaching students who could not otherwise afford college and have an opportunity to higher education and lifelong success. Along with being financially affordable for more students, Ascension St. Vincent College structures their programs to assist learners in completing college courses and programs on time. The structure of the 17-month program will foster a very high on-time completion rate and will build on the success of the college's other established programs: Radiography Program, Diagnostic Medical Sonography Program and Cardiac Sonography Program.

*Community Engagement:* With the college being owned by Ascension St. Vincent, there is an integration between the college and employer to benefit both the learner and hiring organization and their values. Ascension St. Vincent has a strategic initiative and commitment known as *ABIDE*, which stands for Appreciation, Belongingness, Inclusivity, Diversity and Equity. *ABIDE* initiative is to increase and diversify the workforce that better reflects our demographics. "We are committed to promoting and explaining the *ABIDE* framework and Ascension's commitment to stand against racism and systemic injustice. Inclusivity and Diversity are demonstrations of Ascension's Mission, Values and commitment to social justice. Inclusion is active and culturally transformative. Within Ascension, inclusion shows up in how we value differences,

welcome individuals to serve with us, and ensure that each associate has the opportunity to attain their full potential and flourish in dignity as human persons. This requires a mutually safe space for conversation focused on changing hearts and minds.” Additionally, Ascension St. Vincent College has recently developed the Allied Health Immersive Pipeline (AHIP) initiative. This is a commitment of the college to promote healthcare opportunities to minorities and marginalized communities in Indiana. As an example, the college recently hosted a career day for students at Metropolitan School District of Lawrence Township high school students. In which the college hosted the students for a hands-on experience to learn more about each programs career field. Another instance of the college continuing promote healthcare opportunities is by participating in the 2022 Education Summit and College & Career Fair sponsored by the Indiana Latino (<http://indianalatinoinstitute.org/upcomingevents/>). This event helped promote medical career opportunities to a minority of high school Latino students in Central Indiana. AHIP welcomes all students but especially targets minority and underrepresented youth. Allied Health Immersive Pipeline (AHIP) is an extension of Ascension’s ABIDE program and is committed to Connecting Kids to Careers in Healthcare toward the goal of providing an opportunity for to earn a living wage in a meaningful allied health career.

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?

Achievement gaps are result of income status, ethnicities, race and gender. In 2018, Commission released its first College Equity report showing opportunity and completion gaps for the underrepresented and at-risk population. The report did show that the achievement gaps were over halfway closed for low-income and minority learners, but significant gaps remain. Ascension St. Vincent College Surgical Technology Program helps lessen the achievement gaps through community outreach and by hosting events for local high school students to help inspire their educational pathways beyond high school through the college’s Allied Health Immersive Pipeline (AHIP) initiative. These events show students that there are affordable programs and options available.

d. Evidence of Labor Market Need

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

The Ascension St. Vincent Surgical Technology Program will be serving a national, state and regional labor market need. The state of current operating rooms is strained when it comes to the lack of Surgical Technologists and desperate for skilled, trained Surgical Technologists with experience in multiple surgical specialties. The Indiana Department of Workforce Development predicts a 11.2% growth in CST jobs in Indiana by 2028, one of the fastest growing occupations tracked by IDWD (<https://ddwsuat.dwd.in.gov/home/lmi>). Additionally, the U.S. Bureau of Labor Statistics predicts a rapid 6% increase in job outlook between 2020-2030 (<https://www.bls.gov/ooh/healthcare/surgical-technologists.htm>). Locally, Ascension St. Vincent statewide currently has over 21 CST positions open which takes anywhere from 84 to 146 days to fill. Furthermore, the CST position vacancies is a barrier to returning to pre-pandemic surgical case numbers that were limited due to the previous covid restrictions. The shortage of CSTs is taking a toll on current surgical

technologists by forcing them to work more shifts and cover more call for emergent surgeries which further results in hospitals hiring travel surgical technologists to fill their staffing needs.

e. Placement of Graduates

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

Surgical Technologist's primary occupations are currently in the operating room assisting surgeons in surgery and labor and delivery, managing sterility and setting up for surgical procedures as Certified Surgical Technologists (CIP 51.0909). Additionally, CSTs also support sterile processing departments which is responsible for sterilizing instruments for surgery which includes hospitals, surgery centers or medical offices.

- 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.

Ascension St. Vincent College does not anticipate the Surgical Technology Program to be a primary feeder for graduate programs.

f. Job Titles

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

Certified Surgical Technologist (CST), Surgical Technologist (ST).

## **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.

To successfully complete the Ascension Surgical Technology program, graduates must the following goals.

#### **Competent Practice**

1. Apply knowledge of anatomy and physiology to competently anticipate surgical needs and maintain patient safety.
2. Apply surgical values in which one uses clinical judgment, teamwork and accountability to be a competent surgical technologist.
3. Evaluate and anticipate the needs of the procedure to setup and assist during surgery.
4. Apply problem solving and critical thinking skills in the academic and clinical settings.

#### **Safety**

5. Apply principles of surgical technology to maintain a safe environment for oneself, surgical team members and the foremost the patient.
6. Use of precautions to ensure safety of self and others against bloodborne pathogens as standard practice of the Association of Surgical Technologists (AST).
7. Apply principles of infection control and maintain sterility of the surgical field for the protection of patients, self and others.

#### **Patient Care**

8. Provide basic patient care and comfort to patients across the age continuum.
9. Recognize emergency patient conditions and initiate life-saving first-aid and basic life-support procedures.

#### **Professional Practice**

10. Recognize when surgical equipment and instrumentation is not operating properly and report equipment malfunctions to the proper authority.
11. Demonstrate understanding of the role quality assurance and continual quality improvement play in surgery.
12. Demonstrate effective verbal, non-verbal and written medical communication in providing patient care and maintaining professional relationships with other members of the health care team.
13. Exercise independent judgment and discretion in the technical performance of surgical procedures.
14. Comply with the profession's Code of Ethics and Practice Standards and perform clinically within the industry's standard of care.
15. Develop professionally beyond the program's clinical and academic performance expectations (see Professional Development policy).
16. Demonstrate professionalism and reliability.

#### **Qualifications**

17. Demonstrate NBSTSA examination readiness when eligible.

a. Assessment

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

The Surgical Technology Program is designed to teach the objectives and goals stated above, which will prepare students to pass their certification and provide them with a strong skillset to be a safe and competent Surgical Technologist. Student assessment of goals attainment occurs in each of the 3 aspects of the program's curriculum; didactic, lab and clinical.

Student competency is initially evaluated through course exams and projects. Each course has many written exams during the duration of the semester and one final cumulative exam over all content. The way exams are structured requires students to critically think and apply the content rather than memorization of terms. Alongside exams each course has at least one course project which requires students to either work as a team or advocate for a topic on their own. Utilizing course projects in the curriculum is another way to foster and assess program competencies and learning outcomes.

In addition to didactic testing and course projects, students are evaluated weekly on surgical skills in the lab setting to ensure safe and competent practice. Skill testing must be completed in a set chronological order to create a strong foundation of basic surgical skills before progressing forward. Passing all mandatory skill testing in each surgical lab course is required before students can enter the clinical setting.

In the clinical setting students are evaluated by Certified Surgical Technologists that are certified by the NBSTSA and are in good standing with the Association of Surgical Technologists (AST) and selected based on approval of the respective Clinical Coordinator or Program Director. Evaluators will complete competency assessment training to ensure all students are evaluated the same way. Supervising Certified Surgical Technologists will fill out evaluation forms for each surgical procedure that the student completed and provide feedback on student's skill, sterility and understanding of the procedure. The Clinical Coordinator will also globally evaluate students in the clinical setting, receive feedback from supervising CSTs, managers and surgeons. The Clinical Coordinator will meet with students biweekly to give feedback and assist in any additional training. Through this process students will be thoroughly evaluated to assess student's mastery of program competencies.

## **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 Ascension St. Vincent College of Health Professions operates as a DBA of and is financially supported by Ascension St. Vincent Indianapolis Hospital. Furthermore, the Ascension St. Vincent College of Health Professions does not participate in Title IV (FAFSA) funding and as such does not have a Financial Responsibility Composite Score. Below is the financial information for Ascension St. Vincent Indianapolis Hospital from the audited Ascension financial report for fiscal year ending 2021 (the audited FY2022 report has not been released as of this application).

Total Current Assets: \$323,353,568



Total Current Liabilities:	\$429,762,270
Current Ratio:	0.8
Equity:	\$48,396,690
Net Income:	\$292,152,901
Cash End Year:	\$564,847
Total Revenue:	\$1,437,397,024
Profit at Year End:	\$292,152,901
Loss at Year End:	\$0

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, Surgical Technologists are not licensed by the state of Indiana.

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

a. Professional Certification

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

Certified Surgical Technologists (CST) are certified through the National Board of Surgical Technology and Surgical Assisting (NBSTSA) (<https://www.nbstsa.org/>).

- 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:

CST students will be prepared and eligible for their NBSTSA certification exam. The curriculum of the program follows the Association of Surgical Technology (AST) guidelines ([www.ast.org](http://www.ast.org)) in which the core curriculum prepares students for their certification exam. Additionally, in the final semester of the program, students will take a Capstone course which is an intense review to further prepare students for the certification exam. This certification will allow them to seek employment in any operating room nationally and in the state of Indiana.

- Each specific professional certification:

Certified Surgical Technologist (CST)

- The national organization issuing each certification:

National Board of Surgical Technology and Surgical Assisting (NBSTSA) <https://www.nbstsa.org/>

- Please explain the rationale for choosing each professional certification:

Ascension St. Vincent Surgical Technology Program chose the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification because it is the only certification for Certified Surgical Technologist. NBSTSA certification exam is only available to students who graduate from an Accrediting Bureau of Health Education Schools (ABHES) ([www.abhes.org](http://www.abhes.org)) program. Ascension St. Vincent College values the importance of programmatic accreditation to uphold the standards of the profession and provide the community with qualified Certified Surgical Technologists.

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

The entire 17-month CST program is designed to prepare students for the NBSTSA certification exam. The CST program curriculum is included herein pages 4 and 5. In addition to the curriculum preparing students for the certification exam, in the final semester we incorporated a core Capstone course as a final review of all information to further prepare students for their certification exam.

b. Professional Industry Standards/Best Practices

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
- If so, please identify:

Yes, Ascension St. Vincent Surgical Technology Program is structured to follow the Association of Surgical Technology (AST) curriculum ([www.ast.org](http://www.ast.org)). The curriculum is based off evidence-base guidelines for best practice and to prepare students for their certification exam. Below are the Surgical Technologist evidence-base guidelines for best practice that is incorporated in the curriculum.

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

AST Guidelines for Surgical Procedure Counts	AST developed the following Recommended Standards of Practice to support facilities in the reinforcement of best practices, related to performing the sponge, needle and instrument counts in the perioperative setting. The purpose of the Recommended Standards is to provide an outline that surgical team members can use to develop and implement policies and procedures for counts. <a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Counts.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Counts.pdf</a>
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<p>AST Guidelines for Patient Identification, Correct Surgery Site and Correct Surgical Procedure</p>	<p>AST developed the following Standards of Practice to provide support to healthcare facilities in the reinforcement of proper surgical patient identification, and confirmation of the correct surgery site and procedure in the perioperative setting. The purpose of the Standards is to provide an outline that the surgical team in the perioperative setting can use to develop and implement policies and procedures for surgical patient identification, and confirmation of the correct surgery site and procedure.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Patient%20Identification,%20Correct%20Site%20Surgery,%20Correct%20Surgical%20Procedure.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Patient%20Identification,%20Correct%20Site%20Surgery,%20Correct%20Surgical%20Procedure.pdf</a></p>
<p>AST Guidelines for Sharps Safety and Use of the Neutral Zone</p>	<p>AST developed the Guidelines to support healthcare delivery organizations (HDO) reinforce best practices in sharps safety and use of the neutral zone as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information OR supervisors, risk management, and surgical team members to use in the development and implementation of policies and procedures for sharps safety and use of the neutral zone in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard_Sharps_Safety_Use_of_the_Neutral_Zone.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard_Sharps_Safety_Use_of_the_Neutral_Zone.pdf</a></p>
<p>AST Guidelines for Patient Transportation</p>	<p>AST developed the Guidelines to support healthcare delivery organization’s (HDO) reinforce best practices in patient transport as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information that OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for patient transportation in the surgery department.</p> <p><a href="https://www.ast.org/webdocuments/ASTGuidelinesforPatientTransportation/">https://www.ast.org/webdocuments/ASTGuidelinesforPatientTransportation/</a></p>
<p>AST Guidelines for Safe Use of Pneumatic Tourniquets</p>	<p>AST developed the Guidelines to support healthcare delivery organization’s (HDO) reinforce best practices in the use of pneumatic tourniquets as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for the safe use of pneumatic tourniquets in the surgery department.</p> <p><a href="https://www.ast.org/webdocuments/ASTGuidelineSafeUseofPneumaticTourniquets/">https://www.ast.org/webdocuments/ASTGuidelineSafeUseofPneumaticTourniquets/</a></p>
<p>AST Guidelines for Surgical Positioning</p>	<p>AST developed the Standards of Practice to support healthcare facilities in the reinforcement of best practices, related to positioning the surgical patient on the OR table. The purpose of the Standards is to provide information that healthcare workers (HCWs) in the perioperative setting can</p>

	<p>use to develop and implement policies and procedures for positioning the surgical patient on the OR table.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Surgical%20Positioning.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Surgical%20Positioning.pdf</a></p>
AST Guidelines for Laser Safety	<p>AST developed the guidelines to support health care delivery organization's (HDO) reinforce best practices in laser safety as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the guidelines is to provide information surgery department supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for laser safety in the surgery department</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Laser%20Safety.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Laser%20Safety.pdf</a></p>
AST Guidelines for Electrosurgery Unit (ESU)	<p>AST developed the following Standards of Practice to support healthcare facilities (HCF) reinforce best practices related to electrosurgery safety in the perioperative setting. The purpose of the Standards is to provide an outline that surgical team members can use to develop and implement policies and procedures for electrosurgery safety. The Standards are presented with the understanding that it is the responsibility of the HCF to develop, approve and establish policies and procedures for electrosurgery safety, according to established HCF protocols.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Electrosurgery.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Electrosurgery.pdf</a></p>
AST Guidelines for Ionizing Radiation Exposure in the Perioperative Setting	<p>AST developed the following Standards of Practice to support health care facilities in the reinforcement of best practices related to ionizing radiation exposure (subsequently referred to as X-rays or radiation) in the perioperative setting. The purpose of the Standards is to provide an outline that health care providers in the perioperative setting can use to develop and implement policies and procedures for minimizing radiation exposure.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Ionizing%20Radiation%20Exposure.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Standard%20Ionizing%20Radiation%20Exposure.pdf</a></p>
AST Guidelines for Transfer of Care During Intraoperative Case Management	<p>AST developed the Guidelines to support healthcare delivery organization's (HDO) reinforce best practices in transferring patient care during the intraoperative phase of the surgical procedure as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information that OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for the transfer of patient care during intraoperative case management in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/RSOP_Transfer_of_Care_11.21.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/RSOP_Transfer_of_Care_11.21.pdf</a></p>

<p>AST Guidelines on the Roles and Duties of the Surgical Technologist During Robotic Surgical Procedures</p>	<p>AST developed the guidelines to support healthcare delivery organizations (HDO) reinforce best practices in the role and duties of the surgical technologist during robotic surgical procedures as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for the role and duties of the CST during robotic surgical procedures in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesRoboticSurgicalProcedures.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesRoboticSurgicalProcedures.pdf</a></p>
<p>AST Guidelines for Maintenance of Normothermia in the Perioperative Patient</p>	<p>AST developed the guidelines to support healthcare delivery organizations (HDO) reinforce best practices in maintaining normothermia in the perioperative patient as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The purpose of the guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for maintaining normothermia in the perioperative patient in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesNormothermia.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesNormothermia.pdf</a></p>
<p>AST Guidelines for Environmental Practices in the Operating Room</p>	<p>AST developed the guidelines to support healthcare delivery organizations (HDO) reinforce best practices in environmental practices as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The purpose of the guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for environmental practices in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesEnvironmentalPracticesintheOR.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesEnvironmentalPracticesintheOR.pdf</a></p>
<p>AST Guidelines for Use of Mobile Information Technology in the Operating Room</p>	<p>AST developed the following guidelines to support healthcare delivery organizations (HDO) reinforce best practices in the use of mobile information technology (MIT) in the operating room (OR) as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for the use of MIT in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesUseofMobileDevices.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesUseofMobileDevices.pdf</a></p>

<p>AST Guidelines for Alarm Management in the Operating Room</p>	<p>AST developed the following Guidelines to support healthcare delivery organizations (HDO) reinforce best practices in alarm management as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The purpose of the Guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for alarm management in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesAlarmMgmtinOR.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/ASTGuidelinesAlarmMgmtinOR.pdf</a></p>
<p>AST Guidelines for Safe Medication Practices in the Perioperative Area</p>	<p>AST developed the following Guidelines to support healthcare delivery organization’s (HDO) reinforce best practices in safe medication as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for safe medication practices in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/AST%20Guidelines%20Safe%20Medication%20Practices.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/AST%20Guidelines%20Safe%20Medication%20Practices.pdf</a></p>
<p>AST Guidelines for Treatment of Anaphylactic Reaction in the Surgical Patient</p>	<p>AST developed the Guidelines to support healthcare delivery organizations (HDO) reinforce best practices in treating anaphylactic reaction in the surgical patient as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for treating a surgical patient experiencing anaphylactic reaction in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Anaphylactic_Reaction.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Anaphylactic_Reaction.pdf</a></p>
<p>AST Guidelines for the Surgical Technologist During a Code Blue in the Operating Room</p>	<p>AST developed the Guidelines to support healthcare delivery organization’s (HDO) reinforce best practices in Code Blue as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information OR supervisors, risk management and surgical team members can use in the development and implementation of policies and procedures for Code Blue in the surgery department. The Guidelines are presented with the understanding that it is the responsibility of the HDO to develop, approve and establish policies and procedures for the surgery department regarding Code Blue practices per HDO protocols.</p>

	<a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Code_Blue.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Code_Blue.pdf</a>
AST Guidelines for Treatment of Disseminated Intravascular Coagulation	<p>AST developed the Guidelines to support healthcare delivery organizations (HDO) reinforce best practices in treating disseminated intravascular coagulation (DIC) in the surgical patient as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for treating DIC in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Disseminated_Intravascular_Coagulation.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Disseminated_Intravascular_Coagulation.pdf</a></p>
AST Guidelines for Intraoperative Cell Salvage	<p>AST developed the Guidelines to support healthcare delivery organization's (HDO) reinforce best practices in performing intraoperative cell salvage (ICS) in the operating room (OR) as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information OR supervisors, risk management and surgical team members can use in the development and implementation of policies and procedures for ICS in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Disseminated_Intravascular_Coagulation.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Disseminated_Intravascular_Coagulation.pdf</a></p>
AST Guidelines for the Natural Rubber Latex Allergic Patient	<p>AST developed the guidelines to support healthcare delivery organization's (HDO) reinforce best practices in the natural rubber latex (NRL) allergic patient as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the guidelines is to provide information operating room (OR) supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures (P&amp;P) for NRL allergic patients in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Latex_Allergy.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Latex_Allergy.pdf</a></p>
AST Guidelines for Massive Transfusion of the Surgical Patient	<p>AST developed the Guidelines to support healthcare delivery organization's (HDO) reinforce best practices in massive transfusion as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the Guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for massive transfusion in the surgery department.</p>

	<a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Massive_Transfusion.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Massive_Transfusion.pdf</a>
AST Guidelines for Treatment of Surgical Patients Experiencing Malignant Hyperthermia in the OR	<p>AST developed the Guidelines to support healthcare delivery organization's (HDO) reinforce best practices in treating the patient experiencing an episode of malignant hyperthermia (MH) in the operating room (OR) as related to the role and duties of the Certified Surgical Technologist (CST®), the credential conferred by the National Board of Surgical Technology and Surgical Assisting. The purpose of the guidelines is to provide information OR supervisors, risk management, and surgical team members can use in the development and implementation of policies and procedures for treating the patient experiencing an episode of MH in the surgery department.</p> <p><a href="https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Malignant_Hyperthermia.pdf">https://www.ast.org/uploadedFiles/Main_Site/Content/About_Us/Guideline_Malignant_Hyperthermia.pdf</a></p>

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

Association of Surgical Technologists (AST) [www.ast.org](http://www.ast.org)

c. Institutional Accreditation

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

The Ascension St. Vincent College is currently accredited by and in good standing with the Accrediting Bureau of Health Education Schools (ABHES) [www.abhes.org](http://www.abhes.org). The CST program will pursue ABHES approval once ICHE/BPE authorization has been granted.

- Reason for seeking accreditation.

It is a requirement that Surgical Technologists Program must be accredited by Accrediting Bureau of Health Education Schools (ABHES) for a graduate to be eligible to sit for the national professional certification exam. The CST Program will be seeking accreditation through ABHES once ICHE/BPE authorization has been granted.

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

The Surgical Technology Program is seeking specialized accreditation through Accrediting Bureau of Health Education Schools (ABHES) to ensure students can sit for the national certification exam. NBSTSA specifically required that graduates complete an ABHES-accredited CST program. Indiana does not license Certified Surgical Technologists.



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?

Ascension St. Vincent College does not offer baccalaureate degree programs at our institution. Transfer of academic credits to another college or university will be at the discretion of the transfer institution.

- 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. Microsoft Excel.

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

N/A

- What is the beginning year of digitized student transcripts?

All Ascension St. Vincent College students have digital transcripts since 2003. The first CST program cohort will have digital transcripts upon enrollment in January 2023. The CST program transcript templated is included as the last page.

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

Academic transcripts are permanent digital records. The Ascension SV College also maintains paper student records that include clinical and academic evaluations, admissions documents, onboarding documentation, and financial receipts of tuition and fees paid.

- b. How are the digital student records stored?

Permanently on the Ascension St. Vincent network accessible to only program faculty.

- Where is the computer server located?

Ascension St. Vincent network server is managed by Google, Inc. All organizational files, including academic transcripts, are permanently stored on the ASV-Google network drive. Access to any drive folder is strictly managed by ASV based on the role and responsibilities of the ASV associate. The ASV College drive is accessible to all College faculty.

- What is the name of the system that stores the digital records?

The Ascension St. Vincent network shared drive managed by Google, Inc.

- c. Where are the paper student records located?

Paper student records include clinical and academic evaluations, admissions documents, onboarding documentation, and financial receipts of tuition and fees paid. Paper records are maintained and secured by the program director in the director's locked office.

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

The Ascension SV College academic transcripts are permanently archived as digital records since 2016 when the college was authorized by ICHE/BPE.

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

The Ascension SV College has digital student records on every enrolled student since 2016 for all programs totaling 152 records.

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

The Ascension SV College maintains paper records on every enrolled student for 3 years following graduation totaling 136 paper records.

- 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?

No.

- 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?

No.

- 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?

Not often, perhaps once or twice weekly.

***This Section Applies to All Institutions***

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

No. As stated, all student academic transcripts will be permanently digitally maintained on the Ascension St. Vincent Network. Student paper records are maintained for three years following graduation securely by the program director.

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

Yes. Microsoft Excel.

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

No.

- n. Attach a sample transcript specifically for the program being proposed as the last page of 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									
September 30, 2022									
Institution/Location: Ascension St. Vincent College/ Indianapolis									
Program: Ascension St. Vincent Surgical Technology Program									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2025	FY2027	
Enrollment Projections (Headcount)									
	Full-Time			6	8	12	12	12	
	Part-Time			0	0	0	0	0	
	Total			6	8	12	12	12	
Enrollment Projections (FTE*)									
	Full-Time			6	8	12	12	12	
	Part-Time			0	0	0	0	0	
	Total			6	8	12	12	12	
Degrees Conferred Projections				0	5	6	10	10	
Degree Level: 03-Associates Degree									
CIP Code: 51.0909; State 0000									
<b>FTE Definitions:</b>									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Student Name (last, first, MI): **Doe, Jane**  
 Student ID#: **12345**  
 DOB (Month/Day): **01/01**

Date Issued: **9/29/2022**  
 Last Date Attended:  
 Current Program: **Surgical Technology**

Transfer Coursework				
General Education Category	Course Code	Course Title	Institution	Credit Hours
Mathematics				
Communication				
Social/Behavioral Sciences				
Social/Behavioral Sciences				
Social/Behavioral Sciences				
<b>Total General Educ Credits Transferred</b>				<b>0</b>

Institutional Coursework					
		Semester	Spring 2023		
Course	Title	Credit Hours	% Score	Grade	Earned Credits
SURG 111	Medical Terminology	2.0	100.00%	A+	4.00
SURG 112	Patient Care	2.5	100.00%	A+	4.00
SURG 113	Anatomy and Physiology I	8.0	100.00%	A+	4.00
SURG 114	Fundamentals of Surgical Technology	9.0	100.00%	A+	4.00
<b>Semester Total:</b>		<b>21.5</b>	<b>100.00%</b>	<b>4.00</b>	<b>16.00</b>
<b>Cumulative Total:</b>		<b>21.5</b>	<b>100.00%</b>	<b>4.00</b>	<b>86.00</b>

Institutional Coursework					
		Semester	Summer 2023		
Course	Title	Credit Hours	% Score	Grade	Earned Points
SURG 121	Anatomy and Physiology II	4.5	100.00%	A+	18.00
SURG 122	Surgical Procedures I	8.0	100.00%	A+	32.00
<b>Semester Total:</b>		<b>12.5</b>	<b>100.00%</b>	<b>4.00</b>	<b>50.00</b>
<b>Cumulative Total:</b>		<b>34.0</b>	<b>100.00%</b>	<b>4.00</b>	<b>136.00</b>

Institutional Coursework					
		Semester	Fall 2023		
Course	Title	Credit Hours	% Score	Grade	Earned Points
SURG 131	Surgical Microbiology	6.0	100.00%	A+	24.00
SURG 132	Surgical Procedures II	13.0	100.00%	A+	52.00
SURG 133	Surgical Pharmacology	5.0	100.00%	A+	20.00
SURG 139	Surgical Practicum I	1.5	100.00%	A+	6.00
<b>Semester Total:</b>		<b>25.5</b>	<b>100.00%</b>	<b>4.00</b>	<b>102.00</b>
<b>Cumulative Total:</b>		<b>59.5</b>	<b>100.00%</b>	<b>4.00</b>	<b>238.00</b>

Institutional Coursework					
		Semester	Spring 2024		
Course	Title	Credit Hours	% Score	Grade	Earned Points
SURG 211	Capstone	5.0	100.00%	A+	20.00
SURG 219	Surgical Practicum II	10.5	100.00%	A+	42.00
<b>Semester Total:</b>		<b>15.5</b>	<b>100.00%</b>	<b>4.00</b>	<b>62.00</b>
<b>Cumulative Total:</b>		<b>75.0</b>	<b>100.00%</b>	<b>4.00</b>	<b>300.00</b>
<b>Transfer Credits</b>		<b>0.00</b>			
<b>Total Credits</b>		<b>75.00</b>			

END OF TRANSCRIPT



College Seal

Program Director Signature

Credential Awarded: Associate of Applied Science Degree  
 Date Awarded: 1/1/2024  
 Major: Surgical Technology

\* Official paper transcript is authentic only if physically embossed with the College seal and it contains the program director's signature \*  
 \* Official electronic transcript is authentic only if digitally embossed with the College seal and it contains the program director's signature \*

### Mission Statement

*Our Mission is to make a positive difference in the lives the people we serve, our St. Vincent Health ministries and their respective communities by delivering high-quality education and training in allied health professions. We exist to safeguard our patients and the communities we serve by graduating individuals who exhibit caring, compassionate and highly competent patient care. This is accomplished through a commitment of excellence from our faculty and staff, Board of Directors, and our affiliated St. Vincent Health institutions. Our paradigms are open to all aspects of education that do not violate the Mission or Core Values of St. Vincent Health and our affiliated institutions.*

### College Name Change

In 2021, the St. Vincent College of Health Professions became known as the Ascension St. Vincent College of Health Professions. In 2015, the St. Vincent Health Radiography Program became the St. Vincent College of Health Professions. All academic transcripts of graduates May 2004 to May 2017 will bear the name "St. Vincent Health Radiography Program." Academic transcripts from June 2018 to current will bear the name "St. Vincent College of Health Professions."

### Accreditations/Approvals

The Ascension St Vincent College of Health Professions is accredited by:  
 Accrediting Bureau of Health Education Schools (ABHES)  
 7776 Leesburg Pike, Suite 314 N  
 Falls Church, VA 22042

The Ascension St. Vincent College of Health Professions is authorized by:  
 Indiana Board for Proprietary Education  
 98 West Ohio Street, Suite 300  
 Indianapolis, IN 46204-4205

### Academic Standards

#### Course grades (2002 to June 2018):

A = Excellent Performance = 4 points  
 C = Satisfactory Performance = 2 points  
 I = Incomplete

B = Good Performance = 3 points  
 F = Unsatisfactory Performance = 0 points  
 W = Withdrew from Course

#### Course grades (July 2018 - current):

A+ = Outstanding Performance (100% – 98.0%) = 4 points  
 A = Excellent Performance (97.99% – 96.0%) = 4 points  
 A- = Near Excellent Performance (95.99% – 93.0%) = 3.7 points  
 B+ = Very Good Performance (92.99% – 90.0%) = 3.3 points  
 B = Good Performance (89.99% – 87.0%) = 3 points  
 B- = Marginally Good Performance (86.99% – 84.0%) = 2.7 points  
 C+ = Above Satisfactory Performance (83.99% – 80.0%) = 2.3 points  
 C = Satisfactory Performance (79.99% – 75.0%) = 2 points  
 F = Unsatisfactory Performance (74.99% and lower) = 0 points  
 P = Pass (Pass/Fail courses only)      I = Incomplete  
 T = Transferred      W = Withdrew from Course

*Incomplete:* The College issues incomplete course grades only for certain courses as defined in the respective course syllabus. Failure to complete the course requirements by the specified date will result in the student receiving a failing grade for the course.

*Transferred:* Transferred (T) course grades are assigned to courses transferred into the College from other accredited institutions. The final course grade must be a letter grade of "C" or higher to be accepted as a transferred course. Transferred course grades do not factor into grade point average calculation. Only general education courses necessary to meet graduation requirements are transferred.

*Bankruptcy:* All course grades are final. The St. Vincent College of Health Professions does not issue academic bankruptcy/forgiveness.

#### Re-enrollment

Students dismissed from the College for academic purposes is eligible to re-enroll upon application. Students dismissed from the College for disciplinary purposes is not eligible for re-enrollment.

#### Academic Level

100-199 courses denote the first year of enrollment; 200-299 courses denote the second year.

#### Grade Point Average (GPA)

Grade point average is the numerical average of all course grades completed during the semester (term GPA) or entire program tenure (Cumulative GPA) and is calculated as follows:

#### Sum of all points earned

Sum of all credit hours earned

**BOARD FOR PROPRIETARY EDUCATION**

Thursday, December 1, 2022

**DECISION ITEM A-2:**

**Denmark College:**  
**One Associate Degree Program**  
**at One Location**

**Institutional Profile**

See Attachment

**Staff Recommendation**

That the Board for Proprietary Education approve the Associate of Applied Science (A.A.S.) in Medical Laboratory Technician 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 Laboratory Technician at  
Merrillville*

This program consists of 90 quarter credit hours, with 77 percent of the courses in the specialty. The program faculty consists of eight individuals, of whom five are part-time and the remaining three are full-time. Of the eight individuals, three have a master's degree, and three have a baccalaureate degree.

**Supporting Document**

Degree Application

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## **Institutional Profile for Denmark College**

**Background** Denmark College began as Success Schools in July 2002. After a change of ownership in 2016, the name was changed to Denmark College. Denmark Education, LLC is doing business as Denmark College. The institution has been operating in Merrillville, Indiana since inception.

**Institutional Control** Private, for-profit institution.

**Institutional Accreditation** The institution is accredited by the Council on Occupational Education (COE). The accreditor originally granted the Merrillville campus candidacy status in October 2006 for a period of 6 years. In September 2019, the Merrillville campus accreditation was reaffirmed for a period of six years.

**State License** Denmark College is licensed by the Indiana State Board of Cosmetology and Barber Examiners, a division of the Indiana Professional Licensing Agency (PLA).

**Participation in NC-SARA** Denmark 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 Work One benefits.

**Campuses** COE accredits Denmark College at Merrillville, Indiana and Chicago, Illinois.

**Enrollment** The National Center for Education Statistics (NCES) lists a total enrollment of 191 students in the fall of 2021 at Denmark College in Merrillville.

**Programs** The institution offers programs at the certificate, and diploma level. The institution currently offers three diploma programs: Diploma in Barber, Diploma in "Instructor", and Diploma in Cosmetology. In addition, Denmark College offers the Certificate in Medical Assistant. The A.S. in Nursing was granted BPE authorization in September 2017 and Indiana State Board of Nursing accreditation on June 20, 2019. Implementation of the nursing program was never commenced.

**Financial Responsibility Composite Score (FRCS)** In Fiscal Year (FY) ending December 31, 2019, the institution had a published FRCS of 1.8. In FY ending December 31, 2021, the institution had an unpublished FRCS of 1.8.

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New Program Proposal Form  
For BPE Authorized Institutions

**AAS in Medical Laboratory Technician**  
To Be Offered by Denmark College at Merrillville, Indiana campus

Degree Award Level<sup>2</sup>: Associate's Degree (Associate of Applied Science)

Mode of Delivery (In-person or Online<sup>3</sup>): In-person

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Externship/Clinical Internship

Suggested CIP Code<sup>5</sup> for Program: 51.1099

Name of Person Preparing this Form: Megan Guess

Telephone Number and Email Address: 219-736-9999/mguess@denmarkcollege.edu

Date the Form was Prepared (Use date last revised): September 14, 2022



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



<sup>1</sup> 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.

<sup>2</sup> 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

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

<sup>4</sup> 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.

<sup>5</sup> 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 objective of the Medical Laboratory Technician program is to provide a high quality, educational program that prepares the student to achieve entry-level competencies in all routine medical laboratory areas. Through a combination of hands-on training and classroom theory students learn the basic skills and knowledge needed to obtain entry-level employment as a medical laboratory technician. The program is designed to produce graduates who:

1. through general and technical education, are qualified to perform with minimal supervision, the tests routinely performed in clinical laboratories,
2. are able to collect, label, identify, and log in specimens accurately,
3. have a working knowledge of the principles of the tests they are performing,
4. perform laboratory test procedures accurately and efficiently,
5. keep accurate and legible records and are able to communicate reports clearly to fellow medical personnel,
6. correlate laboratory test results with patient diagnosis and treatment,
7. are skillful in the operation of laboratory instruments and are able to recognize instrument failures and take appropriate actions by problem solving and troubleshooting,
8. perform quality assessment within the clinical laboratory; recognize interferences with pre-analytical, analytical, and post-analytical test factors and take appropriate actions,
9. demonstrate knowledge of infection control and safety practices and follow established guidelines and regulations,
10. demonstrate technical training sufficient to orient new employees within the clinical laboratory,
11. will take responsibility for their own work and are able to organize their work to make the most efficient use of time,
12. will adapt well to various work situations by cooperating with their coworkers and all members of the health care team,
13. maintain the confidentiality of patient results,
14. are able to perform efficiently under stress,
15. will pursue certification and strive to keep their competence and knowledge current in relation to the changing work environment with continued professional development.



Bio 230	Hematology	3
Bio 250	Blood Bank	3
Med 310	Externship	4

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
Den 101	Student Achievement	1
Den 102	Professionalism	1
Med 150	Office Administration	5
Med 280	Certification Review	5
Phy 101	Psychology	3
Mat 120	Quantitative Reasoning	3
Eng 120	English Composition	3

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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Number of Credit/Clock Hrs. in Specialty Courses: 69 / 90 Percentage: 77%

Number of Credit/Clock Hrs. in General Courses: 12 / 90 Percentage: 13%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 9 / 90 Percentage: 10%

**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 Merrillville branch of the Lake County Public Library is next door to the Campus and all Denmark College students have full access to its facilities. The Lake County Public Library is open Monday through Thursday 9am to 9pm, Friday 9am to 6pm, Saturday 9am to 5pm, and Sunday 12pm to 4pm. In addition, Denmark College maintains an on-site library located on the second floor of the building which is where the Medical Laboratory Technician program classrooms and laboratories are located. The library is available during normal business hours, Monday - Friday and is staffed by full-time and part-time faculty members.

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

The Denmark College on-site library has more than 100 volumes of professional material related to the courses included in the Medical Laboratory Technician program. The Lake County Public Library has a Health and Wellness Resource Center, INSPIRE, Psychology and Science Reference Books.

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

The Lake County Library has print journals, including New England Journal of Medicine, Journal of the American Medical Association, and Psychology Today plus physical copies of many periodicals. Digital resources available to students include Academic Search Premier (MEDLINE, Alt Health Watch, Biomedical Reference Collection, Health Source Consumer, & Health Source Nursing), EBSCO, General OneFile (Anatomy, Chemistry, Health Reference Center, Nursing & Allie Health), and Gale.

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

See a. above.

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

<b>Total # of Faculty in the Program:</b>	8	<b>Full-time:</b>	3	<b>Part-time:</b>	5
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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
Faisal Rao	Bachelors in Medicine and Surgery	5	1.5 yrs	13	X	
Shetani Frye	MS Business Admin & Med Assistant	27	1.5 yrs	16	X	
John Hochstetler	BA Mathematics	6	10 yrs	6	X	
Lynnellen Miller	BS Business Mgmt Associate Medical Assist	20	7 months	16		X
Kelly Cole	BS Nursing	23	2 months			X
Carly Ashton	Masters in Biological Science	6		5		X
Raymond Bloomer	MS Psychology	20		14		X
Mable Christine Weatherby	BA English	1.5		10		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?*  
 There is a great need for medical laboratory technicians in the NW Indiana area. There are over 75 job listings for Lab Techs on Linked-In and over 30 on Indeed within a 25 mile radius of the campus. In addition our Professional Advisory Committee members communicated a need in our area. The campus currently offers a Medical Assistant certificate program and graduates from that program will be eligible to enroll in this program with all of their credits transferring into the MLT program.
- 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)?*  
 Denmark College's mission is to educate students for employment through a combination of classroom theory and hands-on training; and further, to provide them with the tools necessary to locate and retain a rewarding career in a high demand industry for which they have a passion. The MLT program is designed to provide students with the training needed to obtain an entry level position in allied healthcare.
- 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](#)?*  
 This program is a short duration program and takes only 70 weeks to earn an associate degree. We believe shorter duration programs have higher completion rates than longer duration programs.
- 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?*  
 Denmark College currently serves a diverse population with 50% of its population African-American, 24% Caucasian and 23% Hispanic. Over 60% of the current population is Pell eligible. The MLT program will be eligible for federal financial aid making it affordable to the underserved communities. In addition, Denmark College participates in Indiana's Work One Program.
- d. Evidence of Labor Market Need  
*Is the program serving a national, state, or regional labor market need? Please describe.*  
 The program is serving a national and regional market need. Based on US Bureau of Labor Statistics, "employment of medical laboratory technologists and technicians is projected to grow 11 percent from 2020 to 2030, faster than the average for all occupations. About 25,900 openings for clinical laboratory technologists and technicians 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 retire." In addition as discussed in a. above, there is a real need for medical lab technicians in the northwest Indiana region.
- e. Placement of Graduates  
*Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.*  
 Medical Laboratory Technicians can be expected to work in, but not limited to, general medical and surgical hospitals, medical and diagnostic laboratories, offices of physicians, and outpatient care centers.
- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.*  
 This is not primarily a feeder for a graduate program.
- f. Job Titles  
*List specific job titles and broad job categories that would be appropriate for a graduate of this program.*  
 Medical laboratory technician, Clinical laboratory technician, Medical Technologist, Sample processor, Laboratory information systems 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.*

Upon graduation and initial employment, the Medical Laboratory Technician should be able to demonstrate entry-level competencies in the areas of professional practice listed below:

1. Collecting and processing biological specimens and other substances for analysis;
2. Performing analytical tests on body fluids, cells, and other substances;
3. Recognizing factors that affect procedures and results, and taking appropriate actions within predetermined limits when corrections are indicated;
4. Performing and monitoring quality control within predetermined limits;
5. Performing preventive and corrective maintenance of equipment and instruments or referring to appropriate source for repairs;
6. Applying principles of safety;
7. Demonstrating professional conduct and interpersonal communication skills with patients, laboratory personnel, other healthcare professionals, and with the public;
8. Recognizing the responsibilities of other laboratory and healthcare personnel and interacting with them with respect for their jobs and patient care;
9. Applying basic scientific principles in learning new techniques and procedures;
10. Relating laboratory findings to common disease processes;
11. Establishing and maintaining continuing education as a function of growth and maintenance of professional competence.

### **b. Assessment**

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

Students will be assessed by the following methods which include, but are not limited to, participation, observation, assignments, quizzes, labs, competencies, or other appropriate methods. Failure to meet the minimum grade of 75% for the quarter will result in a failure of the course. Examinations will test material presented in theory, lab, and textbooks. The examinations are created to test the student's conceptual knowledge of the material, and not rote memorization. Information on Competencies, Learning Outcomes, and Assessment.

## **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 College's most recent Federal Financial Responsibility Composite Score was 1.8 and is included in the December 31, 2021 audited financial statements of the College.

### **b. State Licensure**

*Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?* No

*If so, please identify:* N/A

*The specific license(s) needed:* N/A

*The State agency issuing the license(s):* N/A

c. Professional Certification

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

Medical Laboratory Technician

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

Graduates of this program will not need a professional certification in order to find employment however, they will be prepared to obtain national professional certification if they so choose.

*If so, please identify:*

*Each specific professional certification:*

Medical Laboratory Technician

*The national organization issuing each certification:*

American Medical Technologists (AMT)

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

Students can take the AMT as soon as they graduate. Because the externship includes clinical rotations, students do not have to wait until they have work experience to take the exam. In our experience taking a certification exam as close to graduation as possible improves pass rates.

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

Student must complete an associate degree in medical laboratory technology from college that is accredited by a regional or national accreditation agency and includes a clinical rotation through sections of the laboratory that includes blood banking, microbiology, chemistry, and hematology testing. The externship includes a clinical rotation through sections of the laboratory that includes blood banking, microbiology, chemistry, and hematology testing.

d. Professional Industry Standards/Best Practices

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

Yes

*If so, please identify:*

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

We considered the ABHES Standards for Medical Laboratory Technology. This included the Curriculum, Competencies, Externship and Internal Clinical Experience. In addition as required by our accrediting agency, The Council on Occupational Education, we formed a professional advisory committee of employers in our geographic area who hire medical laboratory technicians, and used their input in designing the program.

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

Accrediting Bureau of Health Education Schools (ABHES) and the Council on Occupational Education (COE)

e. Institutional Accreditation

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

Denmark College is institutionally accredited by the COE. This program will be submitted to COE for approval after it is approved by IBPE. No students will be enrolled in the program until it is approved by COE.

*Reason for seeking accreditation.*

All programs offered by the Institution must be approved by COE.

### 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. Graduates from this program do not need to become licensed by the State or earn a national professional certification to obtain employment. See c. Professional Certification for opportunities for graduates to obtain a national professional certification.

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

### f. Transferability of Associate of Science Degrees

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

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

N/A as this program is not an A.S. Degree, it is an Associate of Applied Sciences degree.

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

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

All transcripts of students in programs accredited by IBPE are in a digital format. Transcripts of students from the barber and cosmetology programs (accredited by the Indiana Barber and Cosmetology Board of Examiners) from years prior to 2016 are not in a digital format but the barber and cosmetology programs aren't accredited by IBPE.

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

100% of student transcripts for IBPE accredited programs are in a digital format.

*What is the beginning year of digitized student transcripts?*

Denmark College began offering its first IBPE program, the Medical Assistant program, in March 2021 and all related student transcripts have been in a digital format since then.

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

Physical copies of student transcripts are stored with the overall student records for 5 years, after which they are moved to a separate file. Electronic copies of the student transcripts are stored separately from the overall student records.

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

Digital student records are stored in the College's student information system.

*Where is the computer server located?*

The computer server is located on-site at the Campus and is backed up off-site.

*What is the name of the system that stores the digital records?*

The College's student information system is Diamond D.

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

Paper student records are maintained on-site at the campus in the file room of the administrative office while the student is enrolled and for 1 year after enrollment, then the paper student records are moved to the basement of the administrative office.

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

2021

- e. *What is the estimated number of digital student records held by the institution?*  
16
- f. *What is the estimated number of paper student records held by the institution?*  
16
- 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?*  
*If so, what is the name, title, and contact information for that individual?*  
Megan Guess, Campus Director, has overall responsibility and authority over student records. Her email address is mguess@denmarkcollege.edu.
- i. *Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced?* No
- 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?* Less than 1 a week.

***This Section Applies to All Institutions***

- k. *Is there anything that the Commission should consider with regard to the institutional student records?*  
No
- l. *What is the digital format of student transcripts?*  
Formats are maintained in the student information system, Diamond D.
- m. *Is the institution using proprietary software, if so what is the name?*  
No
- n. *Attach a sample transcript specifically for the program being proposed as the last page of the this program application.*  
See attached.

## **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										
Date: September 15, 2022										
Institution/Location: Denmark College at Merrillville, Indiana										
Program: AAS in Medical Laboratory Technician										
				Year 1	Year 2	Year 3	Year 4	Year 5		
				FY2022	FY2023	FY2024	FY2025	FY2026		
Enrollment Projections (Headcount)										
Full-Time				0	2	5	8	10		
Part-Time				0	0	0	0	0		
Total				0	2	5	8	10		
Enrollment Projections (FTE*)										
Full-Time				0	2	5	8	10		
Part-Time				0	0	0	0	0		
Total				0	2	5	8	10		
Degrees Conferred Projections				0	2	4	6	8		
Degree Level: AAS										
CIP Code: 51.1099; State - IN										
<b>FTE Definitions:</b>										
Undergraduate Level: 39 Quarter Hrs. = 1 FTE										



8101 Polo Club Dr  
Merrillville, IN 46410

(219) 736-9999

www.denmarkcollege.edu

## Test Lead, MLT

123 Test Street  
Merrillville, IN 46410

Program: MLT - Medical Laboratory Technology

Status: FutureStart Exp. Grad: 02/20/2024

First Term: 10/10/2022

ID: 2010M395

DOB: 01/01/2000

Phone: (219) 123-4567

FT/PT: Full Time

Session: D

## Student Transcript

<u>Course</u>	<u>Grade</u>	<u>Units Attempted</u>	<u>Units Completed</u>	<u>GPA</u>	
<i>Term: Winter 2021</i>					
BIO110 (D-2) Anatomy & Physiology	A	4	0		
DEN101 (D-2) Student Achievement	A	1	0		
MED120 (D-2) Medical Terminology	A	5	0		
MED140 (D-2) Patient Care I	A	4	0		
		<i>Term Winter 2021 Total:</i>	14	0	0.00
		<i>Cumulative Total:</i>	14	0	0.00
<i>Term: Winter 2022</i>					
DEN102 (D-2) Professionalism	A	1	0		
MED150 (D-2) Office Administration	A	5	0		
MED160 (D-2) Pharmacology	A	4	0		
MED240 (D-2) Patient Care II	A	4	0		
		<i>Term Winter 2022 Total:</i>	14	0	0.00
		<i>Cumulative Total:</i>	28	0	0.00
<i>Term: SPRING 2022</i>					
MED130 (D-2) Medical Ethics	A	1	0		
MED170 (D-2) Medical Office Technology	A	4	0		
MED260 (D-2) Basic Surgical Assisting	A	4	0		
MED280 (D-2) Certification Review	A	5	0		
		<i>Term SPRING 2022 Total:</i>	14	0	0.00
		<i>Cumulative Total:</i>	42	0	0.00
<i>Term: 05/23/2022</i>					
MED290 (D-2) Clinical Internship/Externship	A	9	0		
		<i>Term 05/23/2022 Total:</i>	9	0	0.00
		<i>Cumulative Total:</i>	51	0	0.00

A 92-100(Excellent) B 83-91.99(Above Average) C 75-82.99(Average) F 74.99 or below(Failing)  
TR-Transfer Credit I-Incomplete A-Active W-Withdrawal while passing

*Test Lead, MLT*

*Student Transcript*

<u>Course</u>	<u>Grade</u>	<u>Units Attempted</u>	<u>Units Completed</u>	<u>GPA</u>
<i>Term: 08/01/2022</i>				
BIO130 (D-1) Human Biology	A	3	0	
CHM140 (D-1) General Chemistry	A	4	0	
ENG120 (D-1) English Composition	A	3	0	
MAT120 (D-1) Quantative Reasoning	A	3	0	
<i>Term 08/01/2022 Total:</i>		13	0	0.00
<i>Cumulative Total:</i>		64	0	0.00

<i>Term: 10/10/2022</i>				
BIO210 (D-1) Microbiology	A	4	0	
CHM150 (D-1) Clinical Chemistry	A	3	0	
MED180 (D-1) Laboratory Information Systems	A	3	0	
PSY 101 (D-1) PSYCOLOGY	A	3	0	
<i>Term 10/10/2022 Total:</i>		13	0	0.00
<i>Cumulative Total:</i>		77	0	0.00

<i>Term: 01/02/2023</i>				
BIO230 (D-1) Hematology	A	3	0	
BIO250 (D-1) Blood Bank	A	3	0	
CHM220 (D-1) Biochemistry	A	3	0	
MED310 (D-1) Externship	A	4	0	
<i>Term 01/02/2023 Total:</i>		13	0	0.00
<i>Cumulative Total:</i>		90	0	0.00
<i>Student Transcript Total:</i>		90	0	0.00

A 92-100(Excellent) B 83-91.99(Above Average) C 75-82.99(Average) F 74.99 or below(Failing)  
 TR-Transfer Credit I-Incomplete A-Active W-Withdrawal while passing

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## BOARD FOR PROPRIETARY EDUCATION

Thursday, December 1, 2022

### BUSINESS ITEM A-3:

**South College:**  
**One Certificate Program at One Location or Distance Education**

#### Institutional Profile

See Attachment

#### Staff Recommendation

That the Board for Proprietary Education approve the Certificate in Practical Nursing in accordance with the background discussion in this agenda item and the Application for program Approval.

#### Background

**Certificate Program Profile**

*Certificate in  
Practical Nursing at  
Indianapolis*

This program consists of 59 quarter credit hours, with 100 percent of the courses in the specialty. The program faculty currently identified consists of three individuals, of whom all are full-time. Of the three individuals, two have a doctoral degree and one has a master's degree.

An additional five faculty members are to be identified. Of the five, four would be full-time and the remaining individual would be part-time. Three would have a master's degree and one would have a baccalaureate degree.

**Clinical Site Agreements**

- Community Health Network, Inc., MOU signed August 2021
- Eskenazi Health, MOU signed January 2022
- Especially Kidz Health and Rehabilitation, MOU signed October 2022
- Indiana Internal Medicine Consultants, MOU signed October 2021
- Indianapolis Rehabilitation Hospital, LLC, MOU signed September 2021
- Witham Health Services, MOU signed January 2021

**Stipulation**

Submission of Instructor Qualification Record (IQR) and transcript of highest degree earned of each new faculty member prior to first cohort.

**Supporting Documents**

Certificate Application

## **Institutional Profile for South College**

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

**Institutional Control** Private, for-profit institution.

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

In September 2018, the Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted programmatic accreditation for the Bachelor of Science (B.S.) in Nursing and Master of Science (M.S.) in Nursing. Accreditation was awarded for the Doctor of Nursing (DNP) program and post-graduate certificate programs in September of this year.

**Participation in NC-SARA** South College has been a State Authorization Reciprocity Agreement (SARA) institutional partner since August 2015.

**Participation in Student Financial Aid** Students attending the institution are eligible to receive Title IV Federal Student Aid. The institution does not currently participate in Indiana state financial aid. The institution does participate in financial aid in other states where they currently have a physical presence. For instance, South College participates in Tennessee Hope Scholarship, Tennessee Promise Scholarship, Tennessee Reconnect Scholarship, and Tennessee Assistance Grant Program.

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

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

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

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

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form  
For BPE Authorized Institutions

**Certificate in Licensed Practical Nurse<sup>1</sup>  
To Be Offered by South College at Indianapolis**

Degree Award Level<sup>2</sup>: Award of at Least One but Less than Two Academic Years

Mode of Delivery (In-person or Online<sup>3</sup>): Online (Blended)

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Clinicals

Suggested CIP Code<sup>5</sup> for Program: 51.3901

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

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

Date the Form was Prepared (Use date last revised): October 1, 2022



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



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

The South College Practical Nursing program is designed to prepare practical nurses for the unique challenges of the 21st century. Major courses are delivered in four consecutive quarters of full-time enrollment (44 weeks).

The curriculum provides a balance of theoretical and practical coursework that further develops the critical thinking and analytical skills needed in today's competitive and evolving healthcare environments. Students are challenged through coursework and collaborative interaction with faculty and fellow students to identify, develop, and enhance their understanding in traditional and cutting-edge nursing courses relating to the challenges of practical nursing in today's healthcare environments.

The South College School of Nursing Practical Nursing Student Handbook (PN Student Handbook) provides students with specific information about the PN program. The PN students at South College are required to be familiar with the information in the PN Student Handbook, South College Catalog, and South College Student Handbook. Students are expected to be aware of and satisfy all regulations governing their work and study at the college.

**Philosophy of the PN Program**

The PN program at South College is guided by the core values of caring, diversity, ethics, excellence, holism, patient-centered and integrity (National League for Nursing, 2014b). These values are integrated throughout the program by demonstrating, teaching, and building respect for dignity and the moral wholeness of every person; valuing differences among people, ideas, values, and ethnicities; and by implementing transformative strategies to advance excellence and innovation in practical nursing education. Furthermore, the PN program embraces the integrating concepts for practical nursing education: context & environment, knowledge & science, personal & professional development, quality and safety, relationship-centered, teamwork and collaboration, and systems-based care. These integrating concepts structure the content, competencies, and outcomes for courses and the curriculum.

**Student Learning Outcomes of the PN Program**

Based on the National League for Nursing Practical/Vocational Nursing Program Outcomes (2014c), the student learning outcomes for the Practical Nursing program at South College are as follows:

- Human flourishing - Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care (National League for Nursing, 2014d).
- Nursing judgment - Make judgments in practice, substantiated with evidence, which integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the healthcare team (National League for Nursing, 2014e).
- Professional identity - Articulate a unique role as a member of the healthcare team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal care for diverse patients and their families (National League for Nursing, 2014f).
- Spirit of inquiry - By collaborating with healthcare team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status (National League for Nursing, 2014g).

## Minimum Academic Requirements for Admission

Cohorts will begin depending upon enrollment and approvals from the associated state board of nursing. All applicants must meet the requirements for general admission to South College. General admission to South College does not guarantee admission to the School of Nursing. Application deadlines are available in the School of Nursing and the Admissions Department.

Applicants must meet the following requirements to be admitted without stipulation:

1. Submit a School of Nursing application by the applicable deadline.
2. Achieve a minimum ATI TEAS Assessment score at the academic preparedness level of BASIC.

Applicants who are not in good academic standing from a previous nursing or allied health program (e.g., Medical Assisting, Dental Assisting, EMT, etc.) or who have been dismissed from such a program must submit the required School of Nursing Mitigating Circumstances Form and provide supporting documentation of the mitigating circumstances to be considered eligible to apply to the South College School of Nursing. Admission is not guaranteed, and the School of Nursing may require a letter from the former program explaining the circumstances.

Applicants who are not in good academic standing from two previous nursing or allied health programs (e.g., Medical Assisting, Dental Assisting, EMT, etc.) or who have been dismissed from two such programs will not be considered for admission or readmission to the South College Nursing program.

### *TEAS Assessment*

TEAS Assessment requirements and procedures:

- Applicants are required to take the ATI TEAS Assessment as part of the application process. The TEAS Assessment schedule and additional information is available in the Admissions Department, Student Services Department, and/or School of Nursing.
- Applicants have two attempts to achieve the required score of BASIC for their desired cohort start date. Two weeks must lapse between the first and second attempt.
- Applicants who have completed the TEAS Assessment within 12 months prior to the date of application, may opt to submit their TEAS Assessment transcript directly from ATI.
- An applicant who has not achieved the required BASIC score on his/her first two attempts, may take the test one more time within a year from their first attempt, but he/she must wait and apply for the next available cohort start date.
- If an applicant does not achieve the required score in three attempts, he/she may wait one year from the date of the first attempt and begin the application and testing process again.

### *Competitive Admissions and Ranking Criteria*

Admission to the School of Nursing is competitive and dependent upon class size. Applicants will be ranked based on an approved ranking system that includes, but not limited to, GPA and TEAS score.

### *Transfer Credit from Previous Nursing Programs*

For a nursing class (or classes) to be considered for transfer into a South College Nursing program, the class must have been completed within the past 18 months prior to the cohort start date. Only nursing courses with a grade of A or B are considered for transfer and a course description or syllabus may be required to evaluate equivalency. Please refer to the transfer timeframes on the South College website.

## **Requirements for Admission (Other than Academic)**

Prospective students must meet the following requirements to be admitted without stipulation. Stipulations must be met as described below or the offer of admission may be withdrawn:

1. Complete the required drug test before the 1st day of class\*.
2. Complete the background check application before the 1st day of class\*.
3. Attend the nursing orientation on the scheduled date in its entirety.

\*Prospective students who fail either the drug test or background check will be cancelled.

In addition, each prospective student must provide proof of ability to perform the skills needed to practice nursing effectively. Health care facilities must meet federal guidelines, and students must also meet these requirements in order to be allowed to gain clinical experience. All nursing students must comply with communicable diseases/blood-borne pathogen requirements that the clinical agencies require. Therefore, proof of the following are minimum requirements for the nursing applicant (additional requirements may apply depending on clinical agency requirements):

1. Health history and physical exam certifying ability to function in the required capacity prior to admission to upper level courses.
2. Common communicable disease immunization or immunity, including MMR (2 in series if born after 1957), Tdap (booster required every 10 years) and varicella vaccine (2 in series). Some clinical facilities may require titers for MMR, HBV, and Varicella even though you have proof of previous immunization.
3. Hepatitis B immunization (3 in series) or the HEPLISAV-B, (2 in a series one month apart) or completed Declination Form for Hepatitis B Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by student's primary care provider. A vaccine titer test showing immunity is also acceptable.
4. Annual Flu immunization or completed Declination Form for Influenza Vaccination depending on the requirements of the clinical affiliate. The Declination Form must only be used for medical reasons and must be documented by student's primary care provider.
5. Annual screening for tuberculosis.
6. Acceptable drug screen. Students may be required to obtain more than one acceptance drug screen per year depending on the requirements of the clinical affiliate. In any case where a drug screen is positive and no authorized prescription is produced to validate the presence of the drug in the individual's system, continuation in the program will be denied. Upon notification of the drug screen results, the student will have 5 working days to provide prescription validation. Students are responsible for costs associated with any required testing.
7. Acceptable criminal background check for a minimum of past 15 years. Students may be required to obtain more than one acceptance criminal background check per year depending on the requirements of the clinical affiliate. If the background check reveals previous criminal convictions, admittance into the program will be made on a case-by-case basis. Students who are denied clinical experiences due to past convictions may be unable to progress in the program which will result in failure to complete the required courses for the program.
8. Proof of health insurance coverage throughout the entire nursing program.
9. Annual training on blood-borne pathogens.
10. Valid American Heart Association Basic Life Support (BLS) for Healthcare Providers Course Completion Card or Certificate.

Prospective students or students who do not comply with all communicable disease/bloodborne pathogen requirements and accurately maintain their records in the institution's clinical tracking portal will be cancelled or withdrawn.

Prospective students must demonstrate the following functional capacities. Prospective students who believe that they will not be able to meet one or more of these requirements without accommodation or modification must notify the PN Program Director, and a determination will be made on a case-by-case basis whether reasonable accommodation may be made. In no instance will an accommodation be made which will compromise nursing care, or that will put patients or other students at risk. Accommodation granted when a student is generally admitted to South College does not guarantee that this modification will apply to admission to the nursing program.

<b>Function</b>	<b>Requirement</b>	<b>Examples of Tasks For</b>
Vision	Adequate to ensure safety of self and others in classroom and clinical settings.	Patient assessment; response to treatment; medication preparation and administration; reading of patient charts and physician orders.
Hearing	Adequate to allow effective communication with patients and others in person and by electronic means, and to ensure safety of self and patients.	Face-to-face communication with patients, families and the health care team; telephone consultations; heart tones; breath sounds; bowel sounds and other assessments.
Tactile Sensory	Adequate to allow effective evaluation and therapeutic intervention related to nursing care, and to ensure safety of self and others in providing care.	Palpation used in assessment; vital signs; medication administration, IV starts.
Gross motor strength and coordination	Adequate to ensure safety of self and others in class and lab sessions and clinical activities.	Patient positioning and transfer; walking, standing, bending, and/or stooping for extended periods involving patient care; moving of equipment/beds.
Fine motor strength and coordination	Adequate to allow mastery of activities requiring detailed movements.	Multiple skills in patient care; treatments; medication preparation and administration.
Critical thinking ability	Adequate to allow mastery of basic course content and to demonstrate sound judgment in simulated and real life nursing situations.	Effective use of nursing process; planning and implementation of the nursing care plan; identification of cause and effect relationship in order to modify nursing care plan; determination of unsafe situations; planning course of actions to meet needs of patient, family, community and nursing profession.
Interpersonal Skills	Adequate to allow establishment of effective working and/or therapeutic relationship with patients, families and professionals.	Establishing therapeutic relationship with patients and families; working with health care team; collaboration with other disciplines.
Communication	Adequate to allow completion of course work and effective verbal and written communication with patients,	Class activities; therapeutic communication; writing/research at the bachelor's level; documentation of patient care; education of patient/family/community.

Function	Requirement	Examples of Tasks For
	families, communities, peers, and others.	

### Progression Requirements

For a PN student to progress academically, the student must meet the minimum requirements for progression as follows:

1. A numeric test average of 80% or better is required in each nursing course in order to continue in the nursing program. This grade is calculated based on written/online tests and the final exam, equally weighted.
2. An overall course average of 80% or better is required in nursing courses in order to continue in the nursing program. This grade is calculated based on the grading criteria in each course syllabus. Students who achieve less than an 80% overall course average in any course are ineligible to enroll in subsequent courses.
3. Students are required to pass both the clinical and laboratory components associated with a didactic course. Failure in any component of a nursing course requires the repeating of all components of that course. No credit will be given unless all components of a course are successfully completed.
4. Students requesting or receiving a grade of incomplete (“I”) in any nursing course(s) may not enroll in subsequent courses. Continued progression in the nursing major is contingent upon successful removal of the grade of “I” as described in the *South College Catalog*.

### Grading Scale

The grading scale used by the School of Nursing for all administered courses is as follows:

Letter Grade	Q.P.	Percentage Score Range
A	4.00	94-100%
B	3.00	87-93%
C	2.00	80-86%
D	1.00	73-79%
F	0.00	Below 73%

### Clinical Conduct and Evaluation

Clinical performance is an integral component of the educational process in nursing. Satisfactory clinical performance is an overriding concern in professional practice. Clinical objectives and student behaviors for evaluating these objectives are defined for each clinical nursing course and are located in the course syllabus. A student’s clinical performance is evaluated by the clinical faculty in each course.

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

### Curricular Design

Satisfactory completion of 59 quarter credit hours is required for PN program. Course sequence promotes building on, adding to, and reinforcing nursing knowledge so the students move from knowledge to application of knowledges and skills, and finally evaluation through assessment.

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

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

The program is focused on providing students with access to a wide variety of inpatient and community-based clinical sites within the immediate area. The clinical setting provides students with opportunities to apply knowledge learned in the classroom and skills laboratory, analyze real-practice problems, and practice clinical reasoning and mental and psychomotor skills. Students will rotate through clinical sites to meet their clinical and program objectives including acute care areas (Med/Surg, Peds, Obstetrics, Mental Health). Each rotation builds on the previous rotation and the level of competency is increased. Faculty members in the School of Nursing supervise students clinically and are responsible for them in the clinical areas. They serve as educators, advocates, and mentors to the students; helping them learn and comfortably grow into their new role. The students practice under the supervision of the faculty and the registered professional nurse who is assigned to the student's patient. The clinical instructors are always available to the student nurse for any help, guidance, or support that might be necessary. The primary responsibility of evaluating the students' clinical performance lies with the School of Nursing faculty. Clinical rotations, pre- and post- conferences, grand rounds, morning conferences, and specialty conferences enhance students' clinical learning. Two courses in the curriculum are specifically designated as simulation courses which add to the clinical development of students.

The School of Nursing utilizes a remediation process for any student scoring below an 80 on any exam or course assignment. The student is required to attend a concept review with the associated faculty member within one week of the grade receipt. The faculty member reviews concepts missed and provides insight as to study techniques, test taking strategies, or additional support on the key concept. In addition, students are required to complete remediation assignments to help reinforce the concepts missed. Students are encouraged to meet individually with the Academic Specialist or their faculty members for additional academic support. Remediation on key concepts can also be accomplished through the use of ATI resources. ATI is utilized throughout the program. Students are assigned various activities and assignments which helps supplement their learning objectives

Throughout the program, various evaluative data are collected to monitor student progress toward course and program outcomes including course performance. Additionally, ATI specialty exam results, ATI Exit exam results, and National Council of State Boards of Nursing NCLEX-PN program reports are used to identify areas of strengths and opportunities within the program. The Systematic Evaluation Plan (SEP) provides a framework and guidelines for the evaluation of all aspects of the School operation and delivery of programs. The Plan designates the components; delineates specific questions that further define the component and guide data collection; assigns data collection responsibilities; and indicates a timetable. The approach is multidimensional and incorporates formative, summative, quantitative, and qualitative data that are collected and analyzed. Required courses in the BSN curriculum facilitate progressive

development of individual student learning outcomes and preparation for the role of professional nurse generalist.

Please see **Appendix A** for the program course descriptions.

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

Total Course Hours: 59 Check one: Quarter Hours X  
 Semester Hours —  
 Clock Hours —

Tuition: \$22,000 Length of Program: 12 months (4 quarters FT)

**SPECIALTY COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
NSG 1020	Human Body in Health & Disease for Practical Nursing	4
NSG 1110	Vocational Relations I	2
NSG 1125	Fundamental Concepts & Skills for Practical Nurses I	6
NSG 1210	Pharmacology I	3
NSG 1220	Fundamental Concepts & Skills for Practical Nurses II	6
NSG 1230	Geriatric Nursing & Issues at the End of Life	2
NSG 1240	Medical Surgical Nursing I	5
NSG 2310	Pharmacology II	3
NSG 2320	Mental Health Nursing	3
NSG 2330	Pediatric Nursing	3
NSG 2340	Medical Surgical Nursing II	6
NSG 2350	Mental Health & Pediatric Simulation	1
NSG 2410	Pharmacology III	2
NSG 2420	Maternal Infant Nursing	4
NSG 2430	Vocational Relations II	2
NSG 2440	Medical Surgical Nursing III	6
NSG 2450	Maternal Infant & Medical Surgical Simulation	1

**GENERAL EDUCATION / LIBERAL ARTS COURSES:**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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Not Applicable – Certificate Program

Number of Credit/Clock Hrs. in Specialty Courses: 59/59 Percentage: 100%

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

If applicable:

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



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

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

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

Hours of the Resource Center:

Monday – Thursday 8:00am – 7:00pm

Friday 8:00am – 5:00pm

Saturday 9:00am – 12:00pm

Staffed Hours:

Monday – Thursday 9:00am – 6:00pm

Friday 8:00am – 5:00pm

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

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

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

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

**Library Subscription Resources 2022 (Exhibit B)**

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

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

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

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

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

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

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

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

<b>4. FACULTY: Attach complete Instructor's Qualification Record for each instructor.</b>					
<b>**Include all required documentation pertaining to the qualifications of each instructor.</b>					
<b>Total # of Faculty in the Program:</b>	3 + TBD	<b>Full-time:</b>	3 + TBD	<b>Part-time:</b>	TBD
<b>Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)</b>					

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
Horton, Wendy	MS Nursing	22	Just Started	7	X	
Patton, Lynn	Doctor of Nursing Practice	36	1.25	6+	X	
Watkins, Vanessa	Doctor of Nursing Practice	25	.5	11	X	
TBD 1/2023	Graduate Degree in Nursing				X	
TBD 8/2023	LPN with BSN (MSN Preferred)				X	
TBD 9/2023	Graduate Degree in Nursing				X	
TBD 10/2023	Graduate Degree in Nursing				X	
TBD Adjuncts						X

## 5. Rationale for the Program

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

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

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

The institution has demonstrated success in working with needs of employers to implement and operate programs to address workforce needs. Successful program implementation has occurred with positive record of meeting both state and accreditation requirements, Many of the programs offered require graduates to pass licensure/certificate exams in order to practice and the institution has demonstrated effectiveness in preparing students for this achievement. Graduates of programs have been successful in becoming employed in their field. South College currently offers the Certificate in LPN at its Knoxville, Nashville, and Atlanta campuses. NCLEX-PN Pass Rate results to date are as follows:

Year	Knoxville NCLEX-PN 1 <sup>st</sup> Time Pass Rate	Nashville NCLEX-PN 1 <sup>st</sup> Time Pass Rate	Atlanta NCLEX-PN 1 <sup>st</sup> Time Pass Rate
2019	95%	NA	NA
2020	89.6%	100%	NA
2021	94.4%	100%	100%

Offering of the certificate program in Licensed Practical Nursing contributes to the achievement of the institutional mission, vision, and the strategic goals.

#### ***EDUCATIONAL EXCELLENCE/DIRECTION (GOAL 1)***

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

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

#### ***GROWTH (GOAL 2)***

*South College seeks to maintain optimal learning environments that are conducive to positive educational outcomes and the ability of the college to positively recruit and develop students, staff, and faculty. The institution strives to admit students who possess career goals in alignment with*

*programmatic offerings and who will, as graduates, represent the institution positively. Faculty focus on teaching, scholarly activity, and service with an emphasis on student success and learning. Staff provide additional support services designed to enhance student academic and career success. The institution seeks to maintain/enhance student retention and new student enrollment through its instruction, programs, and services. Exploration into new programs and additional learning sites is expected as the institution looks to the future.*

The projected job growth, stable salaries, and wide range of job opportunities, settings, and client base are reasons for practical nursing to be an in-demand career in Indiana and support the readiness for program a program Indianapolis.

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

### **b. State Rationale: General**

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

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

The proposed Practical Nursing program is a short-term program (12 months) which leads to opportunity for graduates to become gainfully employed to meet the rising needs of employers in the healthcare industry. This role is recognized as one important to the provision of quality healthcare across the continuum of patients. US News and World Reports rank the LPN/LVN as #4 in the Best Jobs Without a College degree (<https://money.usnews.com/careers/best-jobs/licensed-practical-and-licensed-vocational-nurse>). Opportunities are varied for those who are credentialed as an LPN – meeting the desire for success in jobs today and in future. Opportunities also exist for LPNs to continue in their educational growth if so desired.

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

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

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

As each student is an individual with different needs, South College is committed to providing services that meet the needs of students, promote student learning, support academic pursuits, enhance student development, and are consistent with the college’s mission. The institutional mission statement

acknowledges support services as a significant component of the educational experience at South College. These supports promote educational equity.

Many one-on-one advising processes have been established in order to best determine the needs of each student and the associated learner-focused supports. Those interested in a program at South College first meet individually with a member of the admissions staff. The Admissions Department is responsible for implementing the college's admissions policies and communicating the mission and objectives of the college and its programs to prospective students. The admissions staff works with students to promote a successful start at South College, easing their transition from high school, from another college, or from the working world to South College. Applicants meet individually with a Financial Aid Advisor, and then regularly after matriculation. The Financial Aid Department seeks to enhance the development and performance of South College students by providing information about financial resources available. The meetings enable students to make informed decisions to maximize their educational experience and to learn about all possible financial aid support. South College provides a number of institutional grant opportunities such as those for veterans, active military, military spouses/dependents, and first responders. The institution also participates in the Yellow Ribbon program and has been designated as a Top 5 Military Friendly institution.

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

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

- The Department coordinates and oversees the student Orientation program in order to provide comprehensive information to students before they begin classes. A portion of the orientation is completed by students online and then a campus Welcome Session reinforces this information.
- In addition to the advising provided by the staff, an online counseling service, called ComPsych, is available via telephone or by internet to all students. The service is available 24/7 and provides phone-based and in person counseling with licensed counselors and access to online resources to address mental health needs and to promote wellness.
- Students with documented disabilities are entitled to receive approved accommodations or modifications, auxiliary aids, or appropriate academic adjustments that will enable them to participate in and have the opportunity to benefit from all educational programs and activities of the college. Examples of accommodations or services that South College may provide include additional time for test taking, a separate and quiet testing space, use of a tape recorder during class, special parking arrangements, exceptions or modifications to policies or procedures when appropriate, priority registration each quarter, enlarged printing of class materials, note takers, audio recording of tests accompanied by a written copy of the test, oral testing, use of special equipment or computer programs, and approval of specific requests when appropriate.

- Ways for recognition of student achievement are regularly sought and implemented. Students who achieve a 4.0 grade point average are acknowledged by publicizing the student's name on the President's List. Those who achieve a grade point average of 3.5-3.99 are recognized on the Dean's List. At graduation, students are honored in several ways through honors and awards. Students may be selected for membership in various honor societies. Others may join clubs and seek election to officer positions. Good Samaritan nominations are regularly sought to recognize students who exhibit service to others.
- As students have varying needs for communication and information levels, South College seeks to meet these needs through multiple resources. To supplement the Student Portal and institutional website, which is available on-line, the distributes a quarterly newsletter with associated news and information.
- Self-help materials for both academic support and mental/emotional health issues are available 24/7 on the Student Portal under Student Services. Topics include time-management, note-taking, and stress management. These resources are not meant to be a substitute for therapy but can be an excellent source of information to help students with a variety of personal concerns or needs.
- All students degree-seeking students are required to complete SCC 1010 College Management at the beginning of their educational program. This course focuses on the transition to college and works to ensure that all students understand use of their resources available, including technology tools, student services resources, and library resources.
- Tutoring is provided to students in multiple ways. Online tutoring is provided online through Smarthinking 24/7/365. The Writing Lab, under the direction of the General Studies Department, offers students the opportunity to develop and/or enhance their written communication skills and to receive feedback on course papers and other academic assignments. Services provided by the Writing Lab Staff are available by e-mail for those students who cannot attend during the regular hours or who are online students. The Math Lab, also directed by the General Studies Department, provides math tutoring to students who wish to improve their math skills. In addition to peer tutors, Math faculty tutor students and are available by email. Additionally, specific sessions using Skype can be set up so the student can view how math problems are solved step-by-step. Tutoring may also be provided by faculty members and peers.
- The Career Services Office, a unit within Student Services, provides students with career counseling, instruction on resume preparation, and assistance with job search strategies. Students may seek advice on resumes and cover letters in person or by e-mailing these documents to the Career Services Coordinator. Tools to assist students' preparation for job interviews are available at the South College student portal. Students are offered the opportunity to participate in a mock interview to develop interviewing skills.

South College works diligently to promote maximum success of its students. In addition to the above examples of services provided, the institution utilized ATI for nursing programs. This complete package begins in the first quarter, continues throughout each quarter, and culminates in a comprehensive review of material at the end (both online and onground). Institutions commonly charge a fee to students for the ATI package – South College does not. In addition, the institution supports those completing programs requiring licensure/certification exams to assist with the costs of taking these exams. We do not want the cost of the exam delaying the attempt and thus the ability to seek/gain professional positions.

#### **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 Certificate program in Licensed Practical Nursing is designed to support needs in the healthcare industry for qualified employees. According to the U.S. Bureau of Labor Statistics (<https://www.bls.gov/ooh/healthcare/licensed-practical-and-licensed-vocational-nurses.htm>), the national 2021 median pay for LPN/LVNs was \$48,070. The number of jobs projected is expected to grow by 6% from 2021-2031. The average salary for Indiana LPN/LVNs is also reported as \$48,070.

In 2014, the National League of Nurses published *A Vision of Recognition of Licenses Practical/Vocational Nurses in Advancing the Nation's Health* indicating full support of the critical role of the licensed practical/vocational nurse “in providing quality patient-centered, evidenced-based care to vulnerable groups across the health care continuum ([https://www.nln.org/docs/default-source/uploadedfiles/about/nlnvision\\_7.pdf?sfvrsn=c7e06e45\\_30](https://www.nln.org/docs/default-source/uploadedfiles/about/nlnvision_7.pdf?sfvrsn=c7e06e45_30)). The report stated that with the focus on RNs and advancing the number of nurses with doctoral degrees, the lack of focus on the LPN role may lead to a void in the health care provider continuum and the conclusion states that “It is imperative that PN graduates be educated for safe practice in settings consistent with current workforce demands and that pathways to academic progression to BSN and advanced practice roles are developed and promoted nationally. In this way, LPN/LVN graduates will take their rightful place alongside their nursing colleagues, and with other members of the health care team (pg. 5).”

In 2017, the US Department of Health and Human Services published the *Supply and Demand Projections of the Nursing Workforce: 2014-2030* (<https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/nchwa-hrsa-nursing-report.pdf>). According to this report, assuming LPN demand equals supply in 2014 at the national level, by 2030 LPN demand is projected to reach 1,168,200 LPN FTEs, an increase of 358,500 (44 percent). Growth in demand is driven primarily by a growing and aging population, resulting in increased health service needs in nursing homes, residential care and hospital settings. At the national level, the demand for LPNs is projected to start growing faster than supply starting in about 2022. By 2030, a projected national shortage of about 151,500 LPN FTEs (13 percent of 2030 demand) could develop. The supply projected as needed in Indiana is projected to be deficient by 26% by 2030. It is important to note that this report was completed prior to the COVID-19 pandemic which has increased needs relating to healthcare professions.

With the shortage of nurses being experienced, many healthcare systems are revisiting the duties assigned to different nursing levels including registered nurses and licensed practical nurses. Innovations are being sought. For example, recognizing the needs for education of nurses and the increased number of nurses needed, the state of Indiana recently enacted the Nursing Indiana Back to Health law which includes the ability of programs to use simulation for the completion of up to 50% of clinical hours.

#### **e. Placement of Graduates**

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

Licensed practical and licensed vocational nurses work in many settings, including nursing homes and extended care facilities, hospitals, physicians' offices, and private homes.

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

Not Applicable

#### **f. Job Titles**

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

Licensed Practical Nurse  
Practical Nurse

### **6. Information on Competencies, Learning Outcomes, and Assessment**

#### **a. Program Competencies or Learning Outcomes**

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

#### **Student Learning Outcomes of the PN Program**

Based on the National League for Nursing Practical/Vocational Nursing Program Outcomes (2014c), the student learning outcomes for the Practical Nursing program at South College are as follows:

- Human flourishing - Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care (National League for Nursing, 2014d).
- Nursing judgment - Make judgments in practice, substantiated with evidence, which integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the healthcare team (National League for Nursing, 2014e).
- Professional identity - Articulate a unique role as a member of the healthcare team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal care for diverse patients and their families (National League for Nursing, 2014f).
- Spirit of inquiry - By collaborating with healthcare team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status (National League for Nursing, 2014g).

#### **End-of-Program, Role-Specific Competencies**

The practical nursing program prepares the graduate to:

1. Assume responsibility and accountability for the quality of nursing care provided to patients and their families in a variety of health care settings (quality).
2. Function to the full scope of safe nursing practice, inclusive of management/leadership opportunities, as dictated by specific state practical nursing regulation (safety).
3. Collaborate with other members of the interprofessional team to identify and access community resources with a focus on patients, families, and community health resources (team/collaboration).
4. Function, according to scope of practice requirements, as an ethical licensed practical/vocational nurse collaborating and communicating successfully with patients, families, and members of the interprofessional team (relationship-centered care).



5. Accept responsibility for the LPN's collaborative role within a community-based health care system, consistent with ethical and professional standards (system-based care).
6. Advocate for the LPN's unique role contributing to equal access to safe, high quality, affordable health care, with a special emphasis on management of long-term, chronic care for underserved and other vulnerable populations (personal and professional development) (National League of Nurses, 2014).

**b. Assessment**

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

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

**7. Information on Composite Science, Licensure, Certification, and Accreditation**

**a. Federal Financial Composite Score**

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

The South College Composite Score for the FY2020-2021 year was 2.4.

**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?

Yes and Yes

If so, please identify:

- The specific license(s) needed: Licensed Practical Nurse
- The State agency issuing the license(s): Indiana State Board of Nursing

**c. Professional Certification**

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

Graduates of PN Nursing programs seek to pass the NCLEX-PN exam in order to become licensed to practice nursing in the state.

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

Yes

- If so, please identify:
- Each specific professional certification: Practical Nurse
- The national organization issuing each certification: State Agency – Indiana Board of Nursing
- Please explain the rationale for choosing each professional certification: Graduates must pass the NCLEX-PN in order to gain state licensure as a Practical Nurse.
- Please identify the single course or a sequence of courses that lead to each professional certification?  
The curriculum of the South College LPN Nursing program is based on National League for Nursing, 2014b

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

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

Yes

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

The South College Certificate in Licensed Practical Nursing is based upon the *National League of Nursing* (2014) Guiding Principles. See **Appendix D** for details of these Principles.

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

National League of Nursing

**e. Institutional Accreditation**

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

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

- Reason for seeking accreditation.

NA

Specialized Program Accreditation

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

No

- If so, please identify the specialized accrediting agency:

Programmatic accreditation is not required for graduates to sit for the NCLEX-PN exam. However, South College values accreditation and plans to seek accreditation from ACEN.

**f. Transferability of Associate of Science Degrees**

Not applicable – Certificate program

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

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

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

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

NA

- What is the beginning year of digitized student transcripts?

2021

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

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

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

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

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

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

NA for Indiana

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

2021

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

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

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

NA for Indiana

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

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

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

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

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

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

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

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

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

*All Institutions*

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

No

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

Transcripts are available through Parchment in pdf format.

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

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

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

See last page for Sample Transcript.

## **9. Projected Headcount and FTE Enrollments and Degrees Conferred**

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

Projected Headcount and FTE Enrollments and Degrees Conferred  
January 2023

Institution/Location:  
South College Indianapolis Learning Site  
Program: Certificate Licensed Practical Nursing  
(Assumption of beginning two cohorts per year – Oct and April)

	Year 1 FY 2024	Year 2 FY 2025	Year 3 FY 2026	Year 4 FY 2027	Year 5 FY 2028
Enrollment Projections (Headcount)					
Full-Time	<u>60</u>	<u>92</u>	<u>93</u>	<u>93</u>	<u>93</u>
Part-Time	<u>0</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
	<u>60</u>	<u>97</u>	<u>98</u>	<u>98</u>	<u>98</u>
Enrollment Projections (FTE*)					
Full-Time	<u>60</u>	<u>92</u>	<u>93</u>	<u>93</u>	<u>93</u>
Part-Time	<u>0</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
	<u>60</u>	<u>95</u>	<u>96</u>	<u>96</u>	<u>96</u>
Certificates Conferred Projections	<u>21</u>	<u>42</u>	<u>42</u>	<u>42</u>	<u>42</u>

Degree Level: Certificate  
CIP Code: 51,3901; State –  
TBD

3904 Lonas Drive  
Knoxville, TN 37909  
[www.south.edu](http://www.south.edu)

**Student:** \_\_\_\_\_ **Student ID#:** \_\_\_\_\_ **DOB:** .. \_\_\_\_\_ **Original Start Date:** \_\_\_\_\_ **Student GPA:** \_\_\_\_\_

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
<b>Term: 202140 Fall 2021</b>					
10/6/2021 12/17/2021					
<b>Undergraduate Certificate - CERT Licensed Practical Nurse</b>					
NSG1020	Human Body in Health & Disease for PN	4.00	4.00	16.00	A
NSG1110	Vocational Relations I	2.00	2.00	8.00	A
NSG1125	Fund Concepts & Skills for PN 1	6.00	6.00	18.00	B
<b>Attempted/Earned</b>					
<b>Term GPA:</b>	3.50	<b>Term: Credits</b>	12.00 / 12.00	<b>Term Qual Pts:</b>	42.00
<b>Cum GPA:</b>	3.50	<b>Cum: Credits</b>	12.00 / 12.00	<b>Cum Qual Pts:</b>	42.00
<b>Term: 202210 Winter 2022</b>					
1/19/2022 3/30/2022					
<b>Undergraduate Certificate - CERT Licensed Practical Nurse</b>					
NSG1210	Pharmacology I	3.00	3.00	12.00	A
NSG1220	Fund Concepts & Skills for PN II	6.00	6.00	18.00	B
NSG1230	Geriatric Nur & Issues at End of Life	2.00	2.00	6.00	B
NSG1240	Medical Surgical Nursing I	5.00	5.00	15.00	B
<b>Attempted/Earned</b>					
<b>Term GPA:</b>	3.19	<b>Term: Credits</b>	16.00 / 16.00	<b>Term Qual Pts:</b>	51.00
<b>Cum GPA:</b>	3.32	<b>Cum: Credits</b>	28.00 / 28.00	<b>Cum Qual Pts:</b>	93.00
<b>Term: 202220 Spring 2022</b>					
4/13/2022 6/22/2022					
<b>Undergraduate Certificate - CERT Licensed Practical Nurse</b>					
NSG2310	Pharmacology II	3.00	3.00	9.00	B
NSG2320	Mental Health Nursing	3.00	3.00	9.00	B
NSG2330	Pediatric Nursing	3.00	3.00	9.00	B
NSG2340	Medical Surgical Nursing II	6.00	6.00	12.00	C
NSG2350	Mental Health & Pediatric Sim	1.00	1.00	4.00	A

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
<b>Attempted/Earned</b>					
<b>Term GPA:</b>	2.69	<b>Term: Credits</b>	16.00 / 16.00	<b>Term Qual Pts:</b>	43.00
<b>Cum GPA:</b>	3.09	<b>Cum: Credits</b>	44.00 / 44.00	<b>Cum Qual Pts:</b>	136.00
<b>Term: 202230 Summer 2022</b>					
6/29/2022 9/8/2022					
<b>Undergraduate Certificate - CERT Licensed Practical Nurse</b>					
NSG2410	Pharmacology III	2.00	2.00	6.00	B
NSG2420	Maternal Infant Nursing	4.00	4.00	12.00	B
NSG2430	Vocational Relations II	2.00	2.00	6.00	B
NSG2440	Medical Surgical Nursing III	6.00	6.00	18.00	B
NSG2450	Maternal Infant & Med Surgical Sim	1.00	1.00	4.00	A
<b>Attempted/Earned</b>					
<b>Term GPA:</b>	3.07	<b>Term: Credits</b>	15.00 / 15.00	<b>Term Qual Pts:</b>	46.00
<b>Cum GPA:</b>	3.08	<b>Cum: Credits</b>	59.00 / 59.00	<b>Cum Qual Pts:</b>	182.00
<b>CERT Licensed Practical Nurse</b>					
<b>Enrollment #:</b>	AB21092289	<b>GPA:</b>			
<b>Status:</b>	Graduate	<b>Grad Date:</b>			
<b>Start Date:</b>					
<b>Concentrations</b>					
<b>Honors:</b>					

**Credential Awarded:** Undergraduate Certificate - CERT Licensed Practical Nurse  
**Date Awarded:** 9/8/2022 **Date Cleared:** 9/8/2022

\*\*\* End of Transcript \*\*\*

Authorized Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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## BOARD FOR PROPRIETARY EDUCATION

Thursday, December 1, 2022

### DECISION ITEM A-4:

#### Stellar Career College:

#### Two Associate's Degree Programs and Three Baccalaureate Degree Programs at One Location or Distance Education

### Institutional Profile

See Attachment

### Staff Recommendation

That the Board for Proprietary Education approve the Associate of Applied Science (A.A.S.) in Information Systems and Cybersecurity Management, A.A.S. in Logistics, Warehousing and Supply Chain Management, 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

##### *Associate of Applied Science (A.A.S.) in Information Systems and Cybersecurity Management at Crown Point*

This program consists of 90 quarter credit hours, with 75 percent of the courses in the specialty. 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.

##### *Associate of Applied Science (A.A.S.) in Logistics, Warehousing, and Supply Chain Management at Crown Point*

This program consists of 90 quarter credit hours, with 75 percent of the courses in the specialty. Students choose five courses from the general education/liberal arts options. 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 doctoral degree, and 7 have a master's degree.

*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 inception. In July of 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 this year.

**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. More recently the Modesto campus accreditation was reaffirmed in March of 2018. The Chicago campus was granted ACCSC accreditation in September of 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 at Chicago is approved for the 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 at 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 at 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 level. The Crown Point location offers programs at associate degree and diploma level. The associate programs include 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. The institution offers multiple diploma program in subjects as diverse as Computed Tomography Technologist to a Diploma in Sterile Processing Technician.

**Financial Responsibility Composite Score (FRCS)** In Fiscal Year (FY) ending December 31, 2019, the institution had a published FRCS of 3.0.

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form  
For BPE Authorized Institutions

AAS Information Systems and Cybersecurity Management  
To Be Offered by Stellar Career College (SCC) at Crown  
Point, IN

Degree Award Level<sup>2</sup>: Associate Degree

Mode of Delivery (In-person or Online<sup>3</sup>): Blended, 100% online

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Capstone Project

Suggested CIP Code<sup>5</sup> 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): September 30, 2022



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



<sup>1</sup> 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.

<sup>2</sup> 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

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

<sup>4</sup> 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.

<sup>5</sup> 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.

### **Associate of Applied Science Information Systems and Cybersecurity Management**

The Associates in Applied Science in cybersecurity prepares students to apply security techniques to help organizations secure their software and networks. Graduates will be able identify security problems and assist professionals in securing those problems. Graduates will be able to assist in risk analysis and assist in the migration of those risks.

#### **Graduates of this Program will:**

- Be able to secure operating systems and recommend security solutions for networks.
- Have an understanding of programming languages and software risks.
- Understand security incidents and forensics.
- Understand networking standards and the OSI model.
- Be able to explain networking protocols, encryption, public keys, and data protection techniques.
- Be able to develop security policy and recovery plans.

**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: 90 Check one: Quarter Hours  Semester Hours \_\_\_\_\_ Clock Hours \_\_\_\_\_

Tuition: \$300 per credit, \$27,000 for the entire program Length of Program: 2 A Y

**SPECIALTY COURSES (a total of 67.5 quarter credit hours):**

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
BUS 115	Introduction to Business	4.5
		.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 450	Information Systems and Cybersecurity Management	4.5
	Capstone	4.5



**GENERAL EDUCATION / LIBERAL ARTS COURSES (a total of 22.5 quarter credit hours):**

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

Number of Credit/Clock Hrs. in Specialty Courses: 67.50\_ /1,012.5      Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 22.5\_ /337.5 \_\_\_\_      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.**

<b>Total # of Faculty in the Program:</b>	14	<b>Full-time:</b>	2	<b>Part-time:</b>	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		2			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

	<b>Psychology</b>					
<b>Dr. Satti, Zulfiqar</b>	<b>PhD, MS Computer Science</b>	28	2	8		X
<b>Dr. Wells-Mullin, Stephanie</b>	<b>Doctor of Education, Master of Healthcare Administration</b>	20	3	14		X
<b>Dr. Zahoorryuddin, Sharif</b>	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 Associate of Applied Science in Information Systems and Cybersecurity Management is designed to prepare associate-degree level education in the field of Information Systems, Information Security, Network Security, Software Development, 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 21<sup>st</sup> 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 Associate of Applied Science (AAS) in Information Systems and Cybersecurity Management degree will enable residents in Indiana and Midwest Census Region to acquire an associate degree that will enable them to start a career in information systems, database management, informatics, information security, and cybersecurity management. It will complete 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 AAS 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 associate degree aims to provide an opportunity for Hoosiers and other residents in the Midwestern Census Region to get an associate 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, AAS Information Systems and Cybersecurity Management associate 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, AAS Information Systems and Cybersecurity Management associate 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 AAS 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 Analyts**

**In United States:**

The Median Wages (2021): \$29.58 hourly, \$61,520 annual

Employment (2021): 157,220employees

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 AAS 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:**

AAS 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 associate 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, 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 AAS 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
<b>Primary Reserve Ratio (Adj Equity/Total Expenses)</b>		
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

<b>Equity Ratio (Modified Equity/Modified Assets)</b>		
Modified Equity		\$ 362,989
Modified Assets		\$ 913,891

<b>Net Income Ratio (Income Before Taxes/Total Revenue)</b>		
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
<b>Composite Score</b>				<b>2.8</b>

**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](http://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).

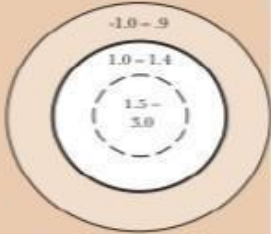
3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)

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**

- 1.5 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 =  $\frac{\text{Adjusted equity}}{\text{Total expenses}} = \frac{\$760,000}{\$9,500,000} = 0.080$

Equity Ratio =  $\frac{\text{Modified equity}}{\text{Modified expenses}} = \frac{\$810,000}{\$2,440,000} = 0.332$

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 =  $6 \times \text{Equity Ratio}$   
 $6 \times 0.332 = 1.992$

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 associate 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 associate 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 associate 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 associate 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 Associate of Applied Science (AAS) 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](mailto: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](mailto: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: AAS 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	20	20	20	
Degree Level: Associate CIP Code: - 11.1003; State – 11.1003									
<b>FTE Definitions:</b>									
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

<b>Student Name:</b>	John Doe	<b>Date of Issuance:</b>	September 30, 2022
<b>Social Security Number:</b>	***-**-1234	<b>Date of Entrance:</b>	September 29, 2022
<b>Program:</b>	AAS Information Systems and Cybersecurity Management	<b>Date of Graduation:</b>	
<b>Address:</b>	1234 University Lane, Chicago, Illinois-60615	<b>Last Date of Attendance :</b>	
		<b>Cumulative GPA:</b>	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				
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 450	Information Systems and Cybersecurity Management Capstone				
<b>Total</b>		<b>0.00</b>			

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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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form  
For BPE Authorized Institutions

AAS Logistics, Warehousing and Supply Chain Management  
To Be Offered by Stellar Career College (SCC) at Crown  
Point, IN

Degree Award Level<sup>2</sup>: Associate Degree

Mode of Delivery (In-person or Online<sup>3</sup>): 100% online and blended

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Capstone Project

Suggested CIP Code<sup>5</sup> 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): September 30, 2022



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



<sup>1</sup> 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.

<sup>2</sup> 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

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

<sup>4</sup> 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.

<sup>5</sup> 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.

## **Associate of Applied Science (AAS) in Logistics, Warehousing, & Supply Chain Management**

Graduates of this program will have a fundamental understanding of supply chain and operations, including international and domestic logistics, distribution, warehouse, inventory management. They will understand supply chain functions, such as inbound and outbound logistics, transportation, physical distribution, warehousing (pick, pack, put away), financial controls. Learners will also learn about operations functions, such as strategic sourcing, procurement, sales and operations and manufacturing (raw materials to finish goods).

Graduates will focus on the understanding of the total cost of ownership and efficient delivery of goods and services to the customer. In addition, learners will be able to identify the value chain, and critical processes to provide an efficient delivery of products or services to achieve a high level of customer satisfaction.

Graduates of this program will be qualified to serve as a business analyst, logistician, supply chain supervisor, or as a manager in logistics, warehouse, or buyer.

### **Graduates of this program will be able to:**

- Identify functions and processes in supply chain (logistics, warehousing, distribution, transportation, procurement, inventories) and provide possible opportunities for improvement.
- Work with all supply chain functions and operations, such as logistics, warehousing, inventory control, procurement, strategic sourcing, manufacturing and sales and operations (S&Op) to review and fulfill customer demand.
- Work with other functions, in operations and supply chain to identify raw materials and product replenishment.
- Provide opportunities for cost reduction
- Collaborate with others to solve operations and chain supply disruptions.
- Identify and implement an efficient storage for goods.
- Identify process risks in the value chain associated with operations and supply chain.

**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: 90 Check one: Quarter Hours  \_\_\_\_\_  
 Semester Hours \_\_\_\_\_  
 Clock Hours \_\_\_\_\_

Tuition: \$300 per credit, \$27,000 for the entire program Length of Program: 2 A Y

**SPECIALTY COURSES (a total of 67.5 quarter credits):**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Hours</b>
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 Mgt I	4.5
LWS124	Warehouse and Distribution Center Mgt II	4.5
LWS221	Introduction to Business Logistics and Supply Chain Management	4.5
LWS222	Supply Chain and Operations Mgt I	4.5
LWS223	Supply Chain and Operations Mgt II	4.5
LWS224	Contemporary Logistics, Transportation and Supply	4.5
LWS250	Logistics, Warehousing and Supply Chain Management Capstone	4.5



**GENERAL EDUCATION / LIBERAL ARTS COURSES: (a total of 22.5 quarter credit)**

<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
CIS115	Introduction to Computers and Computing	4.5
ENG212	English Composition II	4.5
HUM213	Culture and Values	4.5

Number of Credit/Clock Hrs. in Specialty Courses: 67.50\_ /1,012.5      Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 22.5\_ /337.5 \_\_\_\_      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 students. 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	
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. Zahoorryddin, 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 Associate of Applied Science in Logistics, Warehousing and Supply Chain Management is designed to prepare associate-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 21<sup>st</sup> 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 Associate of Applied Science (AAS) in Logistics, Warehousing and Supply Chain Management degree will enable residents in Indiana and Midwest Census Region to acquire an associate degree that will enable them to start a career in logistics, operations management, information systems and healthcare administration. It will complete 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 AAS 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 associate degree aims to provide an opportunity for Hoosiers and other residents in the Midwestern Census Region to get an associate 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, AAS Logistics, Warehousing and Supply Chain Management associate 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, AAS Logistics, Warehousing and Supply Chain Management associate 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 AAS 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 AAS 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:**

The AAS 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 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 associate degree program:

Logisticians, Logistics Specialist, Logistics Coordinator, Client Services Administrator, Logistician, Production Planner, Supply Management Specialist, 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 AAS 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
<b>Primary Reserve Ratio (Adj Equity/Total Expenses)</b>		
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
<b>Equity Ratio (Modified Equity/Modified Assets)</b>		
Modified Equity	\$ 362,989	Hint
Modified Assets	\$ 913,891	
<b>Net Income Ratio (Income Before Taxes/Total Revenue)</b>		
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
<b>Composite Score</b>				<b>2.8</b>

**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](http://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).

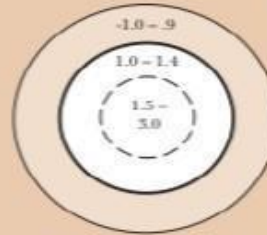
3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)

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

- 1.5 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

$$\text{Primary Reserve Ratio} = \frac{\text{Adjusted equity}}{\text{Total expenses}} = \frac{\$760,000}{\$9,500,000} = 0.080$$

$$\text{Equity Ratio} = \frac{\text{Modified equity}}{\text{Modified expenses}} = \frac{\$810,000}{\$2,440,000} = 0.332$$

$$\text{Net Income Ratio} = \frac{\text{Income before taxes}}{\text{Total revenues}} = \frac{\$510,000}{\$10,010,000} = 0.051$$

#### Calculation of Strength Factor Score

$$\text{Primary Reserve Strength Factor Score} = 20 \times \text{Primary Reserve Ratio} = 20 \times 0.080 = 1.600$$

$$\text{Equity Strength Factor Score} = 6 \times \text{Equity Ratio} = 6 \times 0.332 = 1.992$$

$$\text{Net Income Strength Factor Score} = 1 + (33.3 \times \text{Net Income Ratio}) = 1 + (33.3 \times 0.051) = 2.698$$

#### Calculation of Weighted Score

$$\text{Primary Reserve Weighted Score} = 30\% \times \text{Primary Reserve Strength Factor Score} = 0.30 \times 1.600 = 0.480$$

$$\text{Equity Weighted Score} = 40\% \times \text{Equity Strength Factor Score} = 0.40 \times 1.992 = 0.797$$

$$\text{Net Income Weighted Score} = 30\% \times \text{Net Income Strength Factor Score} = 0.30 \times 2.698 = 0.809$$

#### Composite Score

$$\text{Sum of All Weighted Scores} = 0.480 + 0.797 + 0.809 = 2.086 \text{ rounded to } 2.1$$

\* 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 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 associate degree program will prepare students for certification in Logistics, Warehousing 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 associate 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 associate 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 (CLTD)**

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 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 associate 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 Associate of Applied Science (AAS) 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](mailto: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](mailto: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: AAS 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	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	20	20	20	
Degree Level: Associate CIP Code: - 52.0203; State – 52.0203									
<b>FTE Definitions:</b>									
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

<b>Student Name:</b>	John Doe	<b>Date of Issuance:</b>	September 30, 2022
<b>Social Security Number:</b>	***-**-1234	<b>Date of Entrance:</b>	September 30, 2022
<b>Program:</b>	AAS Logistics, Warehousing and Supply Chain Management	<b>Date of Graduation:</b>	
<b>Address:</b>	1234 University Lane, Chicago, Illinois-60615	<b>Last Date of Attendance :</b>	
		<b>Cumulative GPA:</b>	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 250	Logistics, Warehousing and Supply Chain Management Capstone				
<b>Total</b>		<b>0.00</b>			

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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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 Level<sup>2</sup>: Bachelor's Degree

Mode of Delivery (In-person or Online<sup>3</sup>): 100% online and blended

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Practicum

Suggested CIP Code<sup>5</sup> 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



<sup>1</sup> 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.

<sup>2</sup> 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

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

<sup>4</sup> 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.

<sup>5</sup> 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
	<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)**

<b><u>Course Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Hours</u></b>
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.

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.**

<b>Total # of Faculty in the Program:</b>	15	<b>Full-time:</b>	4	<b>Part-time:</b>	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 21<sup>st</sup> 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		
<b>Primary Reserve Ratio (Adj Equity/Total Expenses)</b>				
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
<b>Equity Ratio (Modified Equity/Modified Assets)</b>				
Modified Equity		\$ 362,989		Hint
Modified Assets		\$ 913,891		
<b>Net Income Ratio (Income Before Taxes/Total Revenue)</b>				
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
<b>Composite Score</b>				<b>2.8</b>

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](http://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).

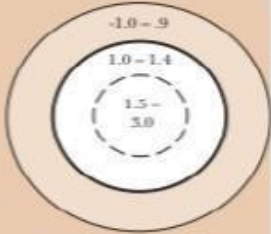
3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)

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**

- 1.5 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 =  $\frac{\text{Adjusted equity}}{\text{Total expenses}} = \frac{\$760,000}{\$9,500,000} = 0.080$

Equity Ratio =  $\frac{\text{Modified equity}}{\text{Modified expenses}} = \frac{\$810,000}{\$2,440,000} = 0.332$

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 =  $6 \times \text{Equity Ratio}$   
 $6 \times 0.332 = 1.992$

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 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](mailto: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](mailto: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									
<b>FTE Definitions:</b>									
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

<b>Student Name:</b>	John Doe	<b>Date of Issuance:</b>	October 01, 2022
<b>Social Security Number:</b>	***-**-1234	<b>Date of Entrance:</b>	October 31, 2022
<b>Program:</b>	BS Healthcare Administration and Leadership	<b>Date of Graduation:</b>	
<b>Address:</b>	1234 University Lane, Chicago, Illinois-60615	<b>Last Date of Attendance :</b>	
		<b>Cumulative GPA:</b>	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				
<b>Total</b>		<b>0.00</b>			

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 Level<sup>2</sup>: Bachelor's Degree

Mode of Delivery (In-person or Online<sup>3</sup>): Blended, 100% online

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Capstone Project

Suggested CIP Code<sup>5</sup> 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



<sup>1</sup> 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.

<sup>2</sup> 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

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

<sup>4</sup> 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.

<sup>5</sup> 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

<b>Concentration in Data Analytics</b>			
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.

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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.**

<b>Total # of Faculty in the Program:</b>	14	<b>Full-time:</b>	2	<b>Part-time:</b>	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

	<b>Psychology</b>					
<b>Dr. Satti, Zulfiqar</b>	<b>PhD, MS Computer Science</b>	28	2	8		X
<b>Dr. Wells-Mullin, Stephanie</b>	<b>Doctor of Education, Master of Healthcare Administration</b>	20	3	14		X
<b>Dr. Zahoorryuddin, Sharif</b>	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 21<sup>st</sup> 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
<b>Primary Reserve Ratio (Adj. Equity/Total Expenses)</b>		
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
Post-Emp or Rtrmnt Liab	\$ -	Hint
Adjusted Equity		\$ 362,989
Total Expenses	\$ 935,938	\$ 935,938
<b>Equity Ratio (Modified Equity/Modified Assets)</b>		
Modified Equity		\$ 362,989
Modified Assets		\$ 913,891
<b>Net Income Ratio (Income Before Taxes/Total Revenue)</b>		
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
<b>Composite Score</b>				<b>2.8</b>

**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](http://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).

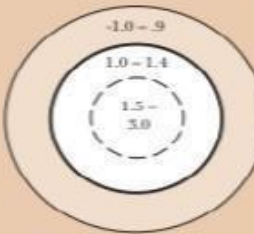
3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)

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**

- 1.5 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 =  $\frac{\text{Modified equity}}{\text{Modified expenses}} = \frac{\$810,000}{\$2,440,000} = 0.332$

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 =  $6 \times \text{Equity Ratio}$   
 $6 \times 0.332 = 1.992$

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 rational 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](mailto: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](mailto: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									
<b>FTE Definitions:</b>									
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

<b>Student Name:</b>	John Doe	<b>Date of Issuance:</b>	September 30, 2022
<b>Social Security Number:</b>	***-**-1234	<b>Date of Entrance:</b>	September 29, 2022
<b>Program:</b>	BS Information Systems and Cybersecurity Management	<b>Date of Graduation:</b>	
		<b>Last Date of Attendance :</b>	
<b>Address:</b>	1234 University Lane, Chicago, Illinois-60615	<b>Cumulative GPA:</b>	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				
<b>Total</b>		<b>0.00</b>			

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 Level<sup>2</sup>: Bachelor's Degree

Mode of Delivery (In-person or Online<sup>3</sup>): 100% online and blended

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: Capstone Project

Suggested CIP Code<sup>5</sup> 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



<sup>1</sup> 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.

<sup>2</sup> 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

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

<sup>4</sup> 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.

<sup>5</sup> 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):**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Hours</b>
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)

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

<b>Concentration in Logistics and Transportation</b>				
<b>Logistics and Transportation Courses:</b> (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	

<b>Concentration in Warehousing &amp; Distribution</b>				
<b>Warehousing &amp; Distribution Courses:</b> (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	

<b>Concentration in Supply Chain Management</b>				
<b>Supply Chain Courses:</b> (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

<b>Dr. Wells-Mullin, Stephanie</b>	<b>Doctor of Education, Master of Healthcare Administration</b>	20	3	14		X
<b>Dr. Zahoorruddin, Sharif</b>	<b>MD</b>	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 student 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 21<sup>st</sup> 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
<b>Primary Reserve Ratio (Adj Equity/Total Expenses)</b>		
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

<b>Equity Ratio (Modified Equity/Modified Assets)</b>		
Modified Equity		\$ 362,989
Modified Assets		\$ 913,891

<b>Net Income Ratio (Income Before Taxes/Total Revenue)</b>		
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
<b>Composite Score</b>				<b>2.8</b>

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](http://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**

- 1.5 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 =  $\frac{\text{Modified equity}}{\text{Modified expenses}} = \frac{\$810,000}{\$2,440,000} = 0.332$

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 =  $6 \times \text{Equity Ratio}$   
 $6 \times 0.332 = 1.992$

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 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](mailto: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](mailto: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									
<b>FTE Definitions:</b>									
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

<b>Student Name:</b>	John Doe	<b>Date of Issuance:</b>	September 30, 2022
<b>Social Security Number:</b>	***-**-1234	<b>Date of Entrance:</b>	September 28, 2022
<b>Program:</b>	BS Logistics, Warehousing and Supply Chain Management	<b>Date of Graduation:</b>	
		<b>Last Date of Attendance :</b>	
<b>Address:</b>	1234 University Lane, Chicago, Illinois-60615	<b>Cumulative GPA:</b>	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				
<b>Total</b>		<b>0.00</b>			

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**

Thursday, December 1, 2022

**INFORMATION ITEM A:**

**Calendar of Tentative Meeting Dates of the Board**

**Staff Recommendation**

For information only.

**Background**

The following is a tentative schedule of dates for the 2023 Board for Proprietary Education Business Meetings:

Wednesday, March 8, 2023	10:00 am - 12:30 pm
Wednesday, June 7, 2023	10:00 am - 12:30 pm
Wednesday, September 13, 2023	10:00 am - 12:30 pm
Wednesday, December 6, 2023	10:00 am - 12:30 pm

**Supporting Documents**

None.