



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Monday, March 2, 2026

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

www.in.gov/bpe

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AGENDA

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

March 2, 2026
10:00 am – 12:30 pm

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

Microsoft Teams

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Phone conference ID: 797 978 832#

Member	Appointing Authority	Term
Scott Bogan	Secretary of Education	(at the pleasure of the Secretary)
Dr. Matt Butler	Commission for Higher Education	(at the pleasure of the Commissioner)
Anne Shane	Governor	October 1, 2018 – September 30, 2022 (continuing to serve at the pleasure of the Governor)
Ken Konesco	Governor	October 17, 2016 – October 16, 2020 (continuing to serve at the pleasure of the Governor)
Michael Nossett	Governor	May 5, 2025 – May 4, 2029

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 December 1, 2025, Board Meeting 1

II. Decision Items

A. Diploma in Practical Nursing

1. Victory Training: Diploma in Practical Nursing to Be Offered in
Hobart 5
Institutional Profile 7
Diploma in Practical Nursing 9

B. Academic Degree Programs

1. Stellar Career College: Three Associate of Applied Science
Degree Programs to Be Offered in Crown Point and Through
Distance Education 37
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Associate of Applied Science in Cardiac Sonography	41
Associate of Applied Science in Surgical Technology	65
Associate of Applied Science in Vascular Sonography Technology	97

III. INFORMATION ITEM

OLD BUSINESS

NEW BUSINESS

ADJOURNMENT

The next meeting of the Board is tentatively scheduled for **June 1, 2026, in Indianapolis, Indiana.**

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Monday, December 1, 2025

I. CALL TO ORDER

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Scott Bogan (in person); Matt Butler, Ph.D. (in person); Ken Konesco (virtual), Michael Nossett (in person), and Ann Shane (in person).

Members Absent: None.

Commission for Higher Education: Ross Miller (in person).

State Board of Nursing: Toni Herron (virtual).

Guests: Regina Beard, D.N.P. (in person); Peggy Buffington, Ph.D. (in person); Stacia Burton (in person); Mellonie Brown-Zacarias, Ed.S. (virtual); Brittany Coffey, Ed.D. (in person); Betsy Daema (in person); Carissa Jury, Ed.D. (in person); Bruce Kepley (virtual); Brent Murphy (in person); Breanna Richey (in person); Michelle Smith (virtual); and Ayanna Westbrook (in person).

A quorum was determined for the December 1, 2025, Board meeting.

CONSIDERATION OF THE MINUTES OF THE September 8, 2025, BOARD MEETING

R-25.12.01 Resolved: The Board for Proprietary Education hereby approves the Minutes of the September 8, 2025, regular meeting.

(Motion – Shane, second – Nossett; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

II. EXECUTIVE DIRECTOR’S REPORT

Matt Butler began by noting that the Board had completed the rulemaking process. The BPE Rule has been established and will be in place for many years to come, supporting the Board’s mission. Matt Butler acknowledged Ross Miller for his efforts and Michael Nossett for his expert legal counsel.

The Board’s work with institutions in approving health-related programs has helped alleviate critical shortages in the workforce. Toni Herron, with the Indiana State Board of Nursing, has been an invaluable advisor to the BPE Board, assisting in nursing program proposals. Scott Bogan’s expertise has been invaluable as the Board reviewed education programs. All Board members played an

important role in the past year, and the Board looks forward to another productive year.

III. DECISION ITEMS AND PROGRAM REVIEW

A. Initial Institutional Authorization

1. Initial institutional authorization of VicTory Training in Hobart.

Representing VicTory Training: Regina Beard, Program Director; Peggy Buffington, Superintendent, School City of Hobart; and Ayanna Westbrook, Director of Academic Success.

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

Matt Butler introduced the VicTory Training institutional authorization item. Ross Miller presented the staff report, recommending that VicTory Training be granted initial institutional authorization at one location.

R-25.12.02 **Resolved:** The Board for Proprietary Education hereby approves the recommendation by roll call, per the background information provided in this agenda item.

(Motion –Shane, second – Bogan; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

B. Academic Degree Program

1. Associate of Applied Science (A.A.S.) in Veterinary Technician to be offered by Caris College in Jeffersonville and through distance education.

Representing Caris College: Stacia Burton, Director of Veterinary Assisting; Brittany Coffey, Director of Academic Operations; Carissa Jury, Program Director; Bruce Kepley, President and CEO; and Michelle Smith, Campus Director.

Matt Butler introduced the proposal for the A.A.S. in Veterinary Technician program. Ross Miller presented the staff report recommending that Caris College be approved to offer the A.A.S. in Veterinary Technician program with stipulations.

R-25.12.03 **Resolved:** The Board for Proprietary Education hereby approves the recommendation by roll call, per the background information provided in this agenda item.

(Motion –Shane, second – Konesco; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

C. Program Review and Academic Degree Programs

1. Comprehensive Three-Year Strategic Plan of academic programs to be offered by John Patrick University of Health and Applied Sciences.

Representing John Patrick University of Health and Applied Sciences: Brent Murphy, President and CEO.

Matt Butler introduced the comprehensive Three-Year Strategic Plan. Ross Miller presented the staff report outlining the details of the strategic plan. Brent Murphy provided additional materials on behalf of the institution.

2. Bachelor of Science (B.S.) in Radiological Technology and Master of Science (M.S.) in Radiological Sciences to be offered by John Patrick University of Health and Applied Sciences in South Bend and through distance education.

Representing John Patrick University of Health and Applied Sciences: Mellonie Brown-Zacarias, Program Director; Betsy Datema, Director of Administrative Services; Brent Murphy, President and CEO; and Breanna Richey, Director of Accreditation, Compliance, and Effectiveness.

Matt Butler introduced the new program proposals for the B.S. in Radiological Technology and M.S. in Radiological Sciences. Ross Miller presented the staff report recommending that the John Patrick University of Health and Applied Sciences be approved to offer the B.S. in Radiological Technology and M.S. in Radiological Sciences.

R-25.12.04 **Resolved:** The Board for Proprietary Education hereby approves the recommendation by roll call, per the background information provided in this agenda item.

(Motion –Shane, second –Nossett; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Shane-Aye). The motion passed.

R-25.12.05 **Resolved:** The Board for Proprietary Education hereby approves the recommendation by roll call, per the background information provided in this agenda item.

(Motion –Konesco, second –Bogan; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Shane-Aye). The motion passed.

IV. DISCUSSION ITEM

A. Cost of Starting an Initial Practical Nursing Program

1. Cost of starting an initial Practical Nursing program: overview of the current cost of facility, curriculum development, human resources, regulatory, accreditation, legal, and operating a Practical Nursing Program.

Matt Butler introduced the information item. Ross Miller presented an overview of the current costs of an initial Practical Nurse program to be offered by a private, for-profit, institution, and a private, non-profit institution authorized by the Board for Proprietary Education and the State Board of Nursing.

V. INFORMATION ITEM

1. Ross Miller presented the tentative 2026 Calendar of Board Meetings.

**VI. OLD BUSINESS
NEW BUSINESS**

None presented.

VII. ADJOURNMENT

The meeting was adjourned at 12:30 P.M.

Dr. Matt Butler, Chairman

Date

BOARD FOR PROPRIETARY EDUCATION

Monday, March 2, 2026

DECISION ITEM A-1:

VicTory Training:

One Diploma in Practical Nursing Program at One Location

Institutional Profile

See Attachment

Staff Recommendation

None

Background

Program Profile

*Diploma in
Nursing
Offered at Hobart*

This program consists of 47 quarter credit hours, with 85 percent of the courses in the specialty. The program faculty currently identified consists of ten individuals, of whom, six are full-time and the remaining four are part-time. Of the ten individuals, one has an associate's degree, three have a baccalaureate, five a master's degree, and one has a doctoral degree.

Clinical Site Agreements

- AB Health Center, MOU signed October 2025
- Edgewater Health, MOU (Not fully signed at the time of publishing)
- St. Mary Medical Center, undated letter of support

Stipulation

Clinical site agreements meet the standards of the Indiana State Board of Nursing for:

- Geriatrics
- Obstetrics
- Psychiatry
- Pediatrics

Supporting Documents

New Program Proposal

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Institutional Profile for VicTory Training

Background VicTory Training began operating in Hobart, Indiana, in 2015, with Indiana Department of Health (IDOH) approval. The institution received authorization from the Indiana Office for Career and Technical Schools (OCTS) in 2023. VicTory Training was granted Board for Proprietary Education authorization at the December 2025 business meeting.

Dr. Regina Beard is the founder and Program Director of VicTory Training. She completed a Doctor of Nursing Practice after earning a Master of Science (M.S.) in Nursing Education and a Bachelor of Science (B.S.) in Registered Nursing.

VicTory Training began by offering a Certified Nursing Assistant program.

Institutional Control Private, for-profit institution. Victory Training, LLC.

Institutional Accreditation A plan for seeking accreditation through the Accrediting Commission for Education in Nursing (ACEN) was submitted with the application. The outline proposes submitting an eligibility application to ACEN in November 2026 to determine if the program is eligible for ACEN accreditation. The ACEN accreditation eligibility process includes a self-examination and evaluation followed by a Candidacy Eligibility Application. VicTory Training could achieve ACEN accreditation by July 2028.

Participation in NC-SARA VicTory Training does not participate in the State Authorization Reciprocity Agreement (SARA).

Participation in Student Financial Aid VicTory Training does not participate in Title IV Federal Student Aid. The institution does not participate in State Financial Aid (SFA) programs. Students may be eligible for the Next Level Jobs Workforce Ready Grant or WIOA Grant provided by IMPACT or WorkOne.

Enrollment VicTory Training does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall enrollment of 36 students in 2022, 30 in 2023, and 40 students in 2024. The institution reported an enrollment headcount of 60 as of November 2025.

Programs The institution offers programs at the certificate level. The institution currently offers a Certificate in Clinical Certified Medical Assistant, and a Certificate in Phlebotomy Technician.

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

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INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

**[Diploma in Practical Nursing]
To Be Offered by [VicTory Training] at
[Hobart High School]**

Program Details	
Degree Award Level ² :	Award of at Least One but Less than Two Academic Years
Mode of Delivery (In-person, Online, or Blended ³):	In- person
Career Relevant/Out-of-Classroom Experiences ⁴ :	Clinical and Externship
Suggested CIP Code for Program:	51.3901
Author Details	
Name of Person Preparing this Form:	Dr. Regina Beard, RN
Telephone Number and Email Address:	(219)613-0032 info@victorytraining.net
Date the Form was Prepared (Use date last revised):	10/6/2025 Revised: 2026.02.20



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

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate's 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 certain circumstances, such as those related to workforce needs, economic development, accreditation requirements, and licensure/certification, the Commission may regard curricular subdivisions as programs that require approval by the Commission and listing in the API.

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

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

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

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

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

⁵ *CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes referred to as 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

a. Program Rationale

- Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.
- VicTory Training Practical Nursing Program is designed to prepare students for safe, competent, and compassionate entry-level nursing practice as Licensed Practical Nurses (LPNs). The program's primary goal is to equip graduates with the knowledge, technical skills, clinical judgment, and professional behaviors required to deliver quality care across a variety of healthcare settings, including hospitals, long-term care facilities, clinics, and community health environments. Graduates will be prepared to meet licensure requirements through successful completion of the National Council Licensure Examination for Practical Nurses (NCLEX-PN).
- The program is structured as a 12-month, 973-clock hour curriculum, combining classroom instruction, laboratory practice, and supervised clinical experiences. Coursework progresses from foundational concepts—such as anatomy and physiology, fundamentals of nursing, and pharmacology—to advanced specialty areas including medical-surgical, maternal-newborn, pediatric, geriatric, and mental health nursing. Skills labs and simulations allow students to develop clinical competencies in a controlled environment before applying them in real patient care settings. The curriculum integrates NCLEX preparation and professional development courses throughout to reinforce learning and ensure readiness for licensure. This comprehensive structure supports students in mastering program competencies and achieving the ultimate objective of becoming confident, practice-ready Licensed Practical Nurses.

b. 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: 973 Clock Hours Quarter Credit Hours:47		Check one:			
		Quarter Hours X ☐	Semester Hours ☐	Clock Hours ☐	
Tuition: \$16,000		Length of Program:			
Special Fees: \$1500.00					
					12 months

SPECIALTY COURSES:		
Course Number	Course Title	Course Hours /Quarter Cr.
PN 101	Fundamentals of Nursing (Theory)	42/2
PN 111	NRSG Simulation and Lab	63/3
SUC 101	NCLEX Success	21/1
SUC 102	NCLEX Success –	21/1
PN 103	Pharmacology (Theory only)	42/2
SUC 103	NCLEX Success –	21/1
PN 105	Medical-Surgical /Geriatric Nursing I (Theory)	42/2
PN 105C	Medical-Surgical Nursing I (Clinical	42/2
PN 106	Medical-Surgical Nursing II (Theory)	42/2
PN 106C	Medical-Surgical Nursing II (Clinical)	42/2
PN 107	Maternal & Newborn Nursing (Theory)	42/2

PN 107C	Maternal & Newborn Clinical	42/2
PN 108	Pediatric Nursing (Theory)	42/2
PN 108C	Pediatric Nursing (Clinical)	42/2
PN 110	Mental Health Nursing (Theory)	42/2
PN 110C	Mental Health Nursing (Clinical)	42/2
SUC 104	NCLEX-PN Capstone and Review	42/2
PN 109	Med Surg III	49/2
PN 109C	Med Surg III (Clinical)	49/2
PN 114	Professional Development & Leadership (Theory only)	42/2
NUTR 101	Nutrition & Diet Therapy	21/1
DC 101	Dosage Calculation	21/1

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ANP 101	Anatomy & Physiology	84/4
PSY 101	Psychology 101	35/2
NUR 101	Nutrition & Diet Therapy	21/1

GENERAL EDUCATION / LIBERAL ARTS COURSES:		
Course Number	Course Title	Course Hours

Number of Credit/Clock Hrs. in Specialty Courses: 833 / 973 Percentage: 86%

Number of Credit/Clock Hrs. in General Courses: 140 / 973 Percentage: 14%

If applicable:

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

2. Library

a. Library Rationale

- Please provide information pertaining to the library located in your institution
 - **Location of library; Hours of student access; Part-time, full-time librarian/staff:**
Location of library; Hours of student access; Part-time, full-time librarian/staff:
 Hobart High School Library- is located inside of the school.
 - **One full-time staff accessible Mondays to Fridays from 730am to 3pm**
 -

- **Number of volumes of professional material:**

Physical books: ~2000 items, Large print books: ~1000, Sound recordings / audiobooks: ~2000+ items and E-books & electronic resources: numbers in the range of 1,000- to 3,000+ depending on the type.

- **Number of professional periodicals subscribed to:**

1000

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

**Hobart-Lake County Library is 2.5 miles away 2 full-time and 1 part-time
It's accessible from Monday and Wednesdays 1230pm to 830pm- Tuesdays and Thursdays from 10am to 6pm, Fridays and Saturdays 9am to 5pm-**

○

3. Faculty

a. Qualifications

- Elaborating on the information provided in the degree program's developmental timeline under (1.b.), **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: 10	Full-time: 6	Part-time: 4
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)		

	Degree or	# Years of		# Years	Check one:
--	------------------	-------------------	--	----------------	-------------------

List Faculty Names (Alphabetical Order)	Diploma Earned (M.S. in Mathematics)	Working Experience in Specialty	# Years Teaching at Your School	Teaching at Other	Full- time	Part- time
Anderson, Sheila	MSN	1	1	1	X	X
Bankhead, Jasmine	MSN	3	1	1	X	
Beard, Regina	DNP	19	10	1		X
Brown, Amy	MSN,	29	0			X
Bynum, Britney	MSN, FNP	11	0	0	X	
Hayward, Mylicia	BSN	8	0	0		X
Jones, Kricia	BSN	22	1	0	X	
Rivera, Katina	ASN	16	1	0	X	
Salary, LaQuinta	BSN	24	0	0		X
Scully, Donnita	MSN	41	0	14	X	

b. Occupational Outlook: Projected Employment Trends

- As required under IC 21-18-9-5(b), summarize the current and projected labor market supply and demand for the occupations, occupational classifications, and industries identified as most relevant to the proposed degree program under (3.d.). Provide evidence in regional (if available), state, and national terms. The proposal must demonstrate that graduates of the proposed degree program should have promising career opportunities.
- Employment & growth (2024-2034): LPN/LVN employment projected to grow 3% (651,400 → 668,500). 54,400 openings per year are expected from growth and replacements. Median pay \$62,340 (May 2024). Where LPNs work most: Highest employment in nursing care facilities, hospitals, home health, physicians' offices; OEWS shows these industries carry the largest shares of LPN jobs. Macro workforce pressure: HRSA's 2024 national health-workforce brief confirms ongoing demand growth across nursing occupations, driven by aging and care-setting shifts.

4. 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?

VicTory Training Practical Nursing Program is firmly aligned with the institution's mission to provide high-quality, career-focused education that strengthens both individual lives and the broader community. Nursing is a profession rooted in service, compassion, and technical skill, and offering this program advances the institution's commitment to preparing students for meaningful careers that address critical workforce needs. By equipping graduates with the knowledge, clinical experience, and licensure preparation necessary to succeed as Licensed Practical Nurses (LPNs), the program directly supports the health and well-being of the 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)?

VicTory Training Practical Nursing Program is consistent with the institution's mission to provide accessible, high-quality, and career-focused education that empowers students while strengthening the community. By preparing graduates to meet licensure requirements and enter the healthcare workforce as Licensed Practical Nurses, the program advances the mission by equipping students with practical skills that lead to stable, in-demand careers and directly improve community health outcomes. The program also fits into the institution's strategic plan by expanding healthcare offerings, strengthening partnerships with regional employers, and addressing workforce shortages identified in Northwest Indiana and across the state.

b. **State Rationale: General**

- How does this program address state priorities as reflected in the Commission's most recent strategic plan, the [HOPE \(Hoosier Opportunities & Possibilities through Education\) Agenda](#)?

The HOPE Agenda emphasizes increasing access to post-high school training, improving completion rates, and retaining graduates within Indiana's workforce as foundational goals. By offering a high-quality, licensure-eligible Practical Nursing program, VicTory Training expands access to a recognized credential in a high-demand field—supporting the HOPE goal of boosting post-high school training and education rates among youth and adults. Because our program is designed with structured clinical support, NCLEX success integration, and student support mechanisms, it strengthens completion outcomes by helping students persist through the challenges of health care training.

c. **State Rationale: Economic and Social Mobility**

- How does this program address the mobility initiative [6. Measurable distinction in economic and social mobility and prosperity outcomes of the [HOPE \(Hoosier Opportunities & Possibilities through Education\) Agenda](#)?

VicTory Training Practical Nursing Program directly supports the HOPE Agenda’s mobility initiative, which seeks measurable improvements in economic and social mobility outcomes, by offering a credential that leads to stable, well-paying employment in healthcare. As a licensure-track program, graduates gain access to the workforce as Licensed Practical Nurses—entry into a middle-income profession with opportunities for wage growth, specialty roles, and further education pathways (LPN-to-RN)

d. **Evidence of Labor Market Need**

- National, State, or Regional Need
 - Number of volumes of professional material:

Number of volumes of professional material: Regionally, Northwest Indiana consistently reports 250+ open LPN positions, and the local workforce development plan identifies nursing as a priority sector, strengthened further by demand spillover from the Chicago metropolitan area. Supported by extensive professional materials—including BLS data, Indiana Department of Workforce Development projections, HRSA analyses, and Bowen Center research—evidence clearly demonstrates that graduates of this program will have strong and sustained career opportunities.

e. **Placement of Graduates**

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

Graduates of VicTory Training Practical Nursing Program are expected to be employed predominantly as Licensed Practical Nurses (LPNs) in clinical and healthcare settings. The principal occupations will include roles such as: Licensed Practical Nurse / Licensed Vocational Nurse (LPN / LVN) providing direct patient care under supervision of RNs or physicians Long-Term Care / Skilled Nursing Facility Nurse caring for residents in nursing homes, assisted living, and rehabilitation centers Home Health / Community Health Nurse delivering care in patients’ homes, hospice settings, and community health agencies Clinic / Ambulatory Care Nurse assisting with outpatient services, chronic care management, and supportive nursing services in physician’s offices Hospital / Medical-Surgical Support Nurse in wards, internal medicine units, post-operative care, or specialty support (e.g. telemetry, med-surg)

- 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.

While VicTory Training Practical Nursing Program is primarily designed to prepare graduates for immediate entry into the healthcare workforce as Licensed Practical Nurses (LPNs), it also serves as a strong feeder into advanced nursing education pathways. Graduates who wish to continue their studies may pursue LPN-to-RN bridge programs leading to an Associate Degree in Nursing (ADN), followed by RN-to-BSN completion programs, and ultimately progress into graduate-level nursing education such as Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), or PhD programs

f. **Job Titles**

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

Licensed Practical Nurse (LPN), Charge Nurse (LPN level, in long-term care or skilled nursing facilities), Clinic Nurse / Ambulatory Care Nurse, Home Health Nurse (LPN), Hospice Nurse (LPN), Rehabilitation/Restorative Care Nurse, Long-Term Care Nurse, School Nurse (LPN, in certain districts/roles) and Correctional Facility Nurse (LPN)

5. 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.
Graduates of the VicTory Training Practical Nursing Program will be able to:
 1. Provide safe, effective, and patient-centered nursing care using sound clinical judgment and the nursing process.
 2. Communicate and collaborate effectively with patients, families, and members of the healthcare team.
 3. Demonstrate competency in essential nursing skills and procedures across diverse care settings.
 4. Apply ethical, legal, and professional standards within the scope of practical nursing practice.
 5. Promote health and wellness by educating and advocating for patients and communities.
 6. Demonstrate readiness for licensure and lifelong learning through successful preparation for the NCLEX-PN and future nursing advancement.

b. **Civic Responsibility and Commitment**

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

VicTory Training PN Program cultivates civic responsibility by integrating ethical practice, community engagement, and service into its curriculum. Students are educated in nursing laws, patient rights, HIPAA regulations, and professional accountability, reinforcing respect for the rule of law, individual liberties, and equality—foundational principles of American society.

Civic engagement is embedded through community-based clinical experiences and partnerships, including collaboration with the Hobart School District Pre-K Program and VicTory 4 Kidz Youth Healthcare Career Expo. Through these partnerships, students may assist with early childhood health screenings, wellness education, and preventive care initiatives. These service-learning opportunities promote volunteerism, public service, and investment in the well-being of families and children.

The curriculum also emphasizes cultural competence, nondiscrimination, leadership, and personal responsibility. Students are prepared to serve diverse populations with integrity and compassion while understanding their role as healthcare professionals in strengthening communities. Overall, the program prepares graduates to function not only as competent nurses

but also as engaged citizens committed to liberty, equality, service, and the public good.

c. **Assessments**

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

The institution will assess student mastery of program competencies and learning outcomes through a combination of formative and summative evaluations embedded throughout the curriculum. Assessment methods include written examinations, skills lab check-offs, clinical performance evaluations, case studies, and simulation scenarios to measure knowledge, technical ability, and critical thinking. Students' communication, professionalism, and ethical decision-making will be evaluated through faculty observation, reflective assignments, and feedback from clinical supervisors. Mastery of outcomes will be further validated through standardized NCLEX-PN preparation testing and a comprehensive capstone course that integrates theory, lab, and clinical practice.

6. Program 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.

N/A

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?

VicTory Training Practical Nursing Program must be licensed by the Indiana State Board of Nursing to practice as a Licensed Practical Nurse (LPN) in the state. Licensure requires successful completion of the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

- If so, please identify:

VicTory Training Practical Nursing Program must be licensed by the Indiana State Board of Nursing to practice as a Licensed Practical Nurse (LPN) in the state. Licensure requires successful completion of the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

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

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

c. **Professional Certification**

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

Graduates of VicTory Training are primarily expected to pursue state licensure as a Licensed Practical Nurse (LPN) through successful completion of the NCLEX-PN examination, which is administered by the National Council of State Boards of Nursing (NCSBN) and required by the Indiana State Board of Nursing.

- 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

VicTory Training Practical Nursing Program graduates will be prepared to obtain the NCLEX-PN licensure, the national certification required for employment as a Licensed Practical Nurse in Indiana. Licensure is essential for entry-level practice, and the program's curriculum, clinical training, and NCLEX success courses are designed to ensure readiness.

- Each specific professional certification:

In addition, graduates may pursue optional national specialty certifications in areas such as long-term care, pharmacology, IV therapy, geriatrics, pediatrics, hospice, and wound care, which, while not required, can improve employment prospects and career advancement opportunities in Indiana's healthcare workforce.

The national organization issuing each certification:

Long-term care - Certification: *Certified in Long-Term Care (CLTC)*

Credentialing Body: *National Association of Long Term Care Administrator Boards (NAB) or Nursing organizations such as NADONA*

Pharmacology - National Option: *Pharmacology for Nurses CE Certification* (various accredited CE providers or ANCC)

Credentialing Body: *American Nurses Credentialing Center (ANCC) or State Nursing Boards*

IV therapy - Certification: *IV Therapy Certification for LPNs and RNs*

Credentialing Body: *Infusion Nurses Society (INS) – Certified Registered Nurse Infusion (CRNI)*

Geriatrics - Certification: *Gerontology Nursing Certification (LPN/LVN)*

Credentialing Body: *National Association for Practical Nurse Education and Service (NAPNES)*

Pediatrics - Certification: *Certified Pediatric Nurse (CPN)*

Credentialing Body: *Pediatric Nursing Certification Board (PNCB)*

Hospice - Certification: *Certified Hospice and Palliative Licensed Nurse (CHPLN)*

Credentialing Body: *Hospice and Palliative Credentialing Center (HPCC)*

Wound care - Certification: *Wound Care Certified (WCC)*

Credentialing Body: *National Alliance of Wound Care and Ostomy (NAWCO)*

- Please explain the rationale for choosing each professional certification:

VicTory Training Practical Nursing Program prepares graduates for successful entry into the healthcare workforce while also providing the foundation for advanced specialty certifications that expand professional competence and career opportunities. Each certification aligns with key areas of study and practice within the program.

Certified in Long-Term Care (CLTC) credential recognizes expertise in gerontological nursing and quality-of-life management for older adults, reinforcing the program’s emphasis on long-term and chronic care.

Pharmacology CE Certification, approved by the Indiana Department of Health or the American Nurses Credentialing Center (ANCC), validates safe medication administration and a thorough understanding of pharmacological principles.

Certified Registered Nurse Infusion credential, awarded by the Infusion Nurses Society (INS), demonstrates mastery in intravenous therapy, infusion management, and vascular access—skills emphasized in both classroom and clinical instruction.

Gerontology Nursing Certification through NAPNES confirms specialized knowledge in meeting the physical, psychological, and social needs of aging patients.

Certified Pediatric Nurse (CPN) credential offered by the Pediatric Nursing Certification Board highlights proficiency in pediatric growth, development, and family-centered care.

Certified Hospice and Palliative Licensed Nurse (CHPLN) certification, offered by the Hospice and Palliative Credentialing Center (HPCC), verifies the nurse’s ability to provide compassionate, end-of-life and symptom management care.

Wound Care Certified (WCC) credential from the National Alliance of Wound Care and Ostomy (NAWCO) demonstrates advanced skills in wound assessment, prevention, and treatment.

Collectively, these certifications complement the VicTory Training’s curriculum by reinforcing clinical excellence, promoting professional growth, and ensuring that graduates are well prepared to meet the diverse and evolving needs of patients across the healthcare continuum.

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

certification?

Each certification aligns with specific coursework in the **VicTory Training Practical Nursing Program: Long-Term Care / Medical Surgical/ Geriatrics** – Geriatric Nursing, PN 101 – Fundamentals of Nursing

Pharmacology: PN 103 – Pharmacology

IV Therapy: PN 105 and PN 106 – Medical-Surgical Nursing I & II

Pediatrics: PN 108 – Pediatric Nursing

Hospice and Palliative Care: PN 110 – Mental Health Nursing and PN 109 – Geriatric Nursing

Wound Care: PN 105 and PN 106 – Medical-Surgical Nursing I & II

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:

VicTory Training Practical Nursing Program curriculum is designed to fully incorporate professional industry standards and best practices for the preparation of Licensed Practical Nurses. The program is aligned with the National Council of State Boards of Nursing (NCSBN) NCLEX-PN Test Plan, ensuring that all content areas reflect the competencies required for safe and effective entry-level practice. It also integrates guidelines from the Indiana State Board of Nursing, as well as evidence-based standards for nursing education and clinical practice established by professional organizations such as the National Association for Practical Nurse Education and Service (NAPNES) and the National Federation of Licensed Practical Nurses (NFLPN).

b.

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

Clinical instruction emphasizes best practices in patient safety, cultural competence, interprofessional collaboration, and use of simulation-based learning, consistent with national nursing education trends. Together, these standards ensure that graduates are practice-ready, licensure-prepared, and able to provide safe, ethical, and high-quality care in diverse healthcare settings.

- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
- National Council of State Boards of Nursing (NCSBN), Indiana State Board of Nursing and

National Association for Practical Nurse Education and Service (NAPNES)

e. **Institutional Accreditation**

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

January–March (Year 1): Submit initial application for candidacy and begin self-study preparation.

April–August (Year 1): Complete and submit ACEN Candidacy Application and Eligibility documentation.

September–December (Year 1): Undergo ACEN Candidacy Review and respond to any recommendations.

January–June (Year 2): Submit Self-Study Report and prepare for site visit.

July–December (Year 2): ACEN conducts site visit and makes an accreditation decision.

- Training anticipates achieving initial programmatic accreditation within 18–24 months of program approval, ensuring continuous quality improvement and alignment with national nursing education standards.

- Reason for seeking accreditation.

Quality Assurance – Accreditation ensures the curriculum, faculty, and outcomes meet rigorous national standards for nursing education.

Licensure & Eligibility – Accreditation strengthens program credibility with the Indiana State Board of Nursing and assures alignment with NCLEX-PN preparation.

Student Benefit – Accreditation expands access to federal financial aid, facilitates credit transfer for students pursuing advanced nursing degrees, and enhances graduates' employment opportunities, since many healthcare employers in Indiana prefer or require graduation from an accredited nursing program.

f. **Specialized Program Accreditation**

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

yes

- If so, please identify the specialized accrediting agency:
- VicTory Training Practical Nursing Program curriculum is designed to fully incorporate professional industry standards and best practices for the preparation of Licensed Practical Nurses. The program is aligned with the National Council of State Boards of Nursing (NCSBN) NCLEX-PN Test Plan, ensuring that all content areas reflect the competencies required for safe and effective entry-level practice. It also integrates guidelines from the Indiana State Board of Nursing, as well as evidence-based standards for nursing education and clinical practice established by professional organizations such as the National Association for Practical Nurse Education and Service (NAPNES) and the National Federation of Licensed Practical Nurses (NFLPN).

g. **Transferability of Associate of Science Degrees**

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:
- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?
- If so, please list the baccalaureate degree(s):

7. Student Records (Institutions that have Previously Operated)

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

No

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

5%

- What is the beginning year of digitized student transcripts?
2025
- Are student transcripts stored separately from the overall student records?
Yes

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

National Healthcare Association (NHA) website

- Where is the computer server located?
N/A
- What is the name of the system that stores the digital records?
NHA website

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

Students transcripts are stored in a locked file cabinet/room

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

2015

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

7

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

100

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

no

- If so, what is the most significant format?

n/a

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

n/a

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

Yes,

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

Ayanna Westbrook, RN contact@victorytraining.net (219)8065383 Student Success Advisor

- 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 that the institution receives in a day and week?**

0

This Section Applies to All Institutions

- k. **Is there anything that the Commission should consider with regard to the institutional student records?** We're looking into Parchment.
- l. **What is the digital format of student transcripts?** No
- 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.** Submitted October 2025

8. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount, FTE enrollment, and degrees conferred data in a manner consistent with the Commission's Student Information System 0
- Report a table for each campus or off-campus location at which the program will be offered.
N/A
- 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.
N/A
- Round the FTE enrollments to the nearest whole number.
0

- If the program will take more than five years to be fully implemented and to reach steadystate, report additional years of projections. N/A

Projected Headcount and FTE Enrollments and Degrees Conferred									
October, 2025									
Institution/Location: VicTory Training at Hobart High School									
Program: Practical Nursing									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2027	FY2028	FY2029	FY2030	FY2031	
Enrollment Projections (Headcount)									
	Full-Time			0	0	0	0		
	Part-Time			20	30	40	50	60	
	Total			20	30	40	50	60	
Enrollment Projections (FTE*)									
	Full-Time			0	0	0	0	0	
	Part-Time			20	30	40	50	60	
	Total			20	30	40	50	60	
Degrees Conferred Projections				20	27	38	48	58	
Degree Level: XXX									
CIP Code: - 51-3901; State – 25-23113									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									



VicTory Training - Unofficial Transcript

Practical Nursing Program (980 Clock Hours / 14 Months)

Student Name: _____

Student ID: _____

Program Start Date: _____

Program End Date: _____

Quarter 1 (Months 1-3)

Course No.	Course Title	Theory	Clinical/Lab	Total	Grade
PN 101	Fundamentals of Nursing	60	50	110	_____
PN 102	Anatomy & Physiology	60	—	60	_____
PN 111	Skills Lab & Simulation	—	60	60	_____
PN 116	Nuclei Success I (NCLEX Prep)	50	—	50	_____

Quarter 1 Total: 280 Hours

Quarter 2 (Months 4-6)

Course No.	Course Title	Theory	Clinical/Lab	Total	Grade
PN 103	Pharmacology	60	—	60	—
PN 104	Nutrition & Diet Therapy	40	—	40	—
PN 105	Medical- Surgical Nursing I	70	60	130	—
PN 117	Nuclei Success II (NCLEX Prep)	20	—	20	—

Quarter 2 Total: 250 Hours

Quarter 3 (Months 7-10)

Course No.	Course Title	Theory	Clinical/Lab	Total	Grade
PN 106	Medical- Surgical Nursing II	70	60	130	—
PN 107	Maternal & Newborn Nursing	40	20	60	—
PN 108	Pediatric Nursing	40	20	60	—

Quarter 3 Total: 250 Hours

Quarter 4 (Months 11-14)

Course No.	Course Title	Theory	Clinical/Lab	Total	Grade
PN 109	Geriatric Nursing	40	20	60	_____
PN 110	Mental Health Nursing	50	30	80	_____
PN 114	Professional Development & Leadership	40	—	40	_____
PN 115	NCLEX-PN Review/Capstone	20	—	20	_____

Quarter 4 Total: 200 Hours

Program Totals

Theory / Didactic Hours: 640

Clinical & Lab Hours: 340

Program Total: 980 Clock Hours

Cumulative GPA/Overall Grade: _____

Completion Status: ☐ In Progress ☐ Completed ☐ Withdrawn

Issued By (Registrar/Records Office): _____

Date Issued: _____

Transcript Key

Grading Scale

Grade	Description	% Range	GPA Points
A	Excellent	90-100%	4.0
B	Good	80-89%	3.0
C	Satisfactory	70-79%	2.0
D	Marginal	65-69%	1.0
F	Failing	Below 65%	0.0

Symbols:

- I = Incomplete
- W = Withdrawn
- T = Transfer Credit

Program Information:

- Program Length: 14 months
- Total Clock Hours: 980
- Credential Awarded: Diploma in Practical Nursing
- Licensure Preparation: Graduates are eligible to sit for the NCLEX-PN examination.

Accreditation:

VicTory Training intends to seek accreditation through the Accreditation Commission for Education in Nursing (ACEN).

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BOARD FOR PROPRIETARY EDUCATION

Monday, March 2, 2023

DECISION ITEM B-1:

Stellar Career College:
Three Associate Degree Programs at One Location and
Distance Education

Institutional Profile

See Attachment.

Staff Recommendation

That the Board for Proprietary Education approves the Associate of Applied Science (A.A.S.) in Cardiac Sonography, A.A.S. in Surgical Technology, and the A.A.S. in Vascular Sonography Technology, in accordance with the background discussion of this agenda item and the new program proposals.

Background

Degree Program Profiles

*Associate of Applied Science (A.A.S.) in
Cardiac Sonography
Offered at Crown Point and Through Distance Education*

This program consists of ninety-six quarter credit hours, with seventy-five percent of the courses in the specialty. The program faculty consists of nine individuals, of whom seven are part-time, and two are full-time. Of the nine individuals, one has a baccalaureate degree, four have master's degrees, three have doctoral degrees, and one has a medical degree.

*Associate of Applied Science (A.A.S.) in
Surgical Technology
Offered at Crown Point and Through Distance Education*

This program consists of one hundred and four quarter credit hours, with seventy-eight percent of the courses in the specialty. The program faculty consists of eleven individuals, of whom nine are part-time, and two are full-time. Of the eleven individuals, one has a baccalaureate degree, three have master's degrees, four have doctoral degrees, and three have medical degrees.

*Associate of Applied Science (A.A.S.) in
Vascular Sonography Technology
Offered at Crown Point and Through Distance Education*

This program consists of ninety-six quarter credit hours, with seventy-five percent of the courses in the specialty. The program faculty consists of ten individuals, of whom eight are part-time, and two are full-time. Of the ten individuals, one has a baccalaureate degree, two have master's degrees, four have

doctoral degrees, and three have medical degrees.

Supporting Documents

New Program Proposals

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 title. The institution has been at two locations in Modesto, California, since its inception. In July 2019, a Chicago, Illinois campus was approved by the Illinois Board of Higher Education. The Crown Point, Indiana campus received BPE authorization in March of 2022.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The accreditor originally granted the Modesto campus candidacy status in 2003 for a period of five years. The Modesto campus accreditation was reaffirmed in March of 2018. The Chicago campus was granted ACCSC accreditation in September 2019 and again in September 2021. More recently, the Crown Point campus received accreditation in August of 2025.

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 currently participates in Indiana state financial aid. The institution also participates in financial aid in other states where they currently have a physical presence. For instance, Stellar Career College in Chicago is approved for Workforce Innovation and Opportunity Act (WIOA). In addition, GI Bill benefits are available through the State of Indiana Department of Veteran's Affairs.

Campuses The ACCSC accredits the main Stellar Career College in Modesto, California. In addition, ACCSC accredits the branch campuses in Chicago and Crown Point.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 81 students in the fall of 2024 at Stellar Career College in Crown Point, Indiana. In the fall of 2024, NCES published an enrollment of 83 at Stellar Career College in Chicago. Stellar Career College in Modesto had an enrollment of 46 students in the fall of 2024.

Programs The Crown Point location offers programs at the associate degree and diploma levels. The associate programs include an Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography, A.A.S. in Magnetic Resonance Imaging (MRI) Technology, and A.A.S. in Radiologic Technology. Most recently approved, the A.A.S. in Information Systems and Cybersecurity Management, and the A.A.S. in Logistics, Warehousing and Supply Chain Management. The institution offers multiple diploma programs in subjects such as Computed Tomography Technologist. The Chicago campus is approved to offer diploma programs. The Modesto campus is approved to offer certificate, diploma, and associate-level programs.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2025, the institution had an unpublished FRCS of 2.2. The audited financials included a composite score of 1.5 (1.511) for the fiscal year ending December 31, 2024.

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INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

[AAS in Cardiac Sonography¹]
To Be Offered by [Stellar Career College]
at [Crown Point]

Program Details	
Degree Award Level ² :	Associate's Degree
Mode of Delivery (In-person, Online, or Blended ³):	Online (Blended)
Career Relevant/Out-of-Classroom Experiences ⁴ :	Externship
Suggested CIP Code for Program:	51.0901
Author Details	
Name of Person Preparing this Form:	Zulfiqar Satti, PhD
Telephone Number and Email Address:	7733177284 and zsatti@stellarcollege.edu
Date the Form was Prepared (Use date last revised):	First Submission: November 18, 2025 Updated: February 06, 2026

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

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate's 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 certain circumstances, such as those related to workforce needs, economic development, accreditation requirements, and licensure/certification, the Commission may regard curricular subdivisions as programs that require approval by the Commission and listing in the API.

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

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

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

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

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

⁵ *CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes referred to as 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

a. Program Rationale

- Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

SCC Response:

The Associate of Applied Science (AAS) in Cardiac Sonography at Stellar Career College is designed to prepare students for entry-level employment as cardiac sonographers who work alongside cardiologists and other physicians in the diagnosis and management of cardiovascular conditions. Cardiac sonographers perform non-invasive echocardiographic examinations to evaluate cardiac structure and function, assess chamber sizes and wall motion, identify valvular abnormalities, detect pericardial effusion, and assist in the diagnosis of congenital or acquired heart disease. Graduates are trained in cardiac imaging techniques, ultrasound physics, cardiac anatomy and pathophysiology, and patient care and safety so they can evaluate ventricular function, assess valvular stenosis and regurgitation, identify cardiomyopathies, detect signs of heart failure, and provide high-quality diagnostic images that support physician interpretation and clinical decision-making.

To accomplish these objectives, the AAS program is structured as a sequenced curriculum that combines general education, core didactic coursework, hands-on laboratory instruction, and supervised clinical externship. Foundational classes in medical terminology, anatomy and physiology, and basic health sciences provide the scientific background needed to understand cardiovascular structure and disease. This is followed by specialized courses in echocardiography physics, cardiac imaging principles, Doppler assessment, and adult transthoracic echocardiography, each paired with structured lab experiences where students practice scanning techniques, transducer manipulation, and image optimization under faculty supervision. The program culminates in a required clinical externship in affiliated cardiology departments, echocardiography laboratories, and imaging centers, where students apply classroom and lab learning in real patient-care settings, refine their technical competence and professional behavior, and gain the case experience and diversity expected by employers and national certification bodies.

Upon successful completion of all curricular and clinical requirements, students are awarded the Associate of Applied Science in Cardiac Sonography from Stellar Career College, which provides the educational preparation necessary to pursue national certification examinations such as the Registered Diagnostic Cardiac Sonographer (RDCS) credential from the American Registry for Diagnostic Medical Sonography (ARDMS) or the Registered Cardiac Sonographer (RCS) credential from Cardiovascular Credentialing International (CCI) and to enter the workforce as competent, patient-centered cardiac sonographers.

b. 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:		Check one:		
96 Quarter Credits		Quarter Hours	Semester Hours	Clock Hours
		☒	☐	☐
Tuition: \$28,800		Length of Program:		
Special Fees: \$100 (Registration Fee)		24 months (8 quarters FT)		

<u>SPECIALTY COURSES: 72 Quarter Credits Hours</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ECHO 101	Basic Medical Terminology	3
ECHO 102	Human Anatomy and Physiology I	3
ECHO 103	Registry Review	2
ECHO 104	Healthcare Laws and Ethics	2
ECHO 105	Patient Care in Imaging	2
ECHO 106	Human Anatomy and Physiology II	2
ECHO 107	Imaging Pathology	2
ECHO 121	Cardiographic Tech	2
ECHO 122	Cardiographic Tech Lab	2
ECHO 111	Fundamentals of Echocardiography I	3
ECHO 112	Sonographic Imaging I	3
ECHO 131	Ultrasound Physics I	2
ECHO 132	Ultrasound Physics II	2

ECHO 123	Fundamentals of Echocardiography II	3
ECHO 124	Sonographic Imaging II	3
ECHO 133	Fundamentals of Echocardiography III	3
ECHO 134	Sonographic Imaging III	3
ECHO 211	Sonographic Imaging IV	2
ECHO 212	Fundamentals of Echocardiography IV	2
ECHO 135	Externship I	4
ECHO 213	Externship II	9
ECHO 221	Externship III	13

GENERAL EDUCATION / LIBERAL ARTS COURSES: 24 Quarter Credits Hours

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ENG 111	English Composition I	4.5
ENG 212	English Composition II	4.5
Psych 114	Introduction to Psychology	4.5
MAT 113	Mathematics	4.5
BIO 211	Healthcare Information Technology Management	6

Number of Credit/Clock Hrs. in Specialty Courses: 72 / 96 Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 24 / 96 Percentage: 25%

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

2. Library

a. Library Rationale

- Please provide information pertaining to the library located in your institution
 - o Location of library; Hours of student access; Part-time, full-time librarian/staff:
 - o Number of volumes of professional material:
 - o Number of professional periodicals subscribed to:

o Other library facilities in close geographical proximity for student access:

Sc Response:

Stellar Career College (SCC) maintains a comprehensive Learning Resource System (LRS) designed to fully support the instructional, research, and professional needs of students and faculty at the proposed Crown Point, Indiana, branch campus. SCC has made a substantial institutional investment in both physical and electronic library resources, and a dedicated program budget has been allocated for the continued expansion of these materials.

Learning Resource System (LRS) Components

The LRS provides access to:

- Current textbooks and professional reference materials
- Peer-reviewed journals and research databases
- Standard academic reference works
- Multimedia learning tools
- Advanced electronic research platforms

These resources collectively ensure that students have access to up-to-date, discipline-specific information aligned with the program's learning outcomes.

Online Library Access (LIRN + Elsevier + EBSCO)

SCC maintains a robust online library through the Library and Information Resources Network (LIRN), accessible 24/7 through SCC's Moodle Learning Management System.

LIRN provides access to millions of peer-reviewed and full-text:

- Academic journals
- Magazines and newspapers
- E-books
- Multimedia and video content
- Professional databases

Current LIRN resources available to SCC students include:

Gale Databases

- Gale Health Bundle
- Gale Health & Wellness
- Gale OneFile: Health and Medicine
- Gale OneFile: Nursing & Allied Health
- Gale Interactive Anatomy
- Gale Interactive Science

ProQuest Databases

- ProQuest Core
- ProQuest Central

Gale eBooks (discipline-specific online texts)

Students are also trained to use Google Scholar for locating freely accessible academic articles and research studies.

Additional Digital Resources (To Be Purchased Prior to Implementation)

Before program implementation (post-ACCSC approval), SCC will add:

1. Elsevier ScienceDirect

- Peer-reviewed journals, articles, and e-books in nursing, imaging, surgical technology, healthcare administration, logistics, cybersecurity, and general sciences
- Over 47,000 authors represented
- Full interdisciplinary support for AAS-level academic programs

2. EBSCO Discovery Service (EDS)

Provides unified access to:

- Full-text journals
- E-books
- Tutorials, subject guides, and educational videos
- Medline with Full Text
- Full Text Finder
- Business, Health, IT/Security, Criminal Justice, and Trade/Vocational collections

This platform consolidates all databases into a single, user-friendly search interface.

Library Staffing

The Learning Resource System is supported by:

- One trained full-time staff member responsible for academic resources and digital access support
- One part-time librarian, available for research assistance, citation support, and technical help

Physical Library Access Nearby

In addition to SCC's on-campus and online resources, students have access to several nearby public library systems:

1. Crown Point Community Library

122 N Main St, Crown Point, IN 46307

Mon–Thu: 9 AM–8 PM | Fri–Sat: 9 AM–5 PM | Sun: 1 PM–5 PM

2. Winfield Branch Library

10771 Randolph St, Winfield, IN 46307

Mon/Wed/Fri: 10 AM–5 PM | Tue/Thu: 10 AM–7 PM | Sat: 10 AM–2 PM

3. Merrillville Branch, Lake County Public Library

1919 81st Ave, Merrillville, IN 46410

Mon–Thu: 10 AM–8:30 PM | Tue/Thu: 10 AM–7 PM | Sat: 9 AM–5 PM

These facilities provide additional study space, general collections, and access to Indiana statewide interlibrary loan services.

3. Faculty

a. Qualifications

- Elaborating on the information provided in the degree program's developmental timeline under (1.b.), **Attach completed Instructor's Qualification Record for each instructor.**

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

Total # of Faculty in the Program: 9	Full-time: 2	Part-time: 7
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL ORDER</u> .)		

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
Alvarez, Amy	MS	13	2	6		X
Buss, Anatoly	MSIT, MPA, MA Ed. Mgt	9	4	7		X
Dr. Martinez, Jose	MD	6	2	1		X
McKnight, Brian	MFA	23	2	23		X
Dr. Santamaria, Margarita	PhD Global Leadership, MS	19	3	19		X
Dr. Santamaria, Rodolfo	PhD Global Leadership, MBA	19	3	19		X

Dr. Saunder, Stephanie	Doctor of Education, Master of Healthcare Administration	20	5	14	X	
Sejud, Jason	BS, AAS	10	1	1		X
Valentin, Angelica	MA Social Sciences	10	4	1	X	

b. Occupational Outlook: Projected Employment Trends

- As required under IC 21-18-9-5(b), summarize the current and projected labor market supply and demand for the occupations, occupational classifications, and industries identified as most relevant to the proposed degree program under (3.d.). Provide evidence in regional (if available), state, and national terms. The proposal must demonstrate that graduates of the proposed degree program should have promising career opportunities.

SCC Response:

The Associate of Applied Science in Cardiac Sonography aligns with two primary occupational classifications recognized by the U.S. Bureau of Labor Statistics and O*NET: Diagnostic Medical Sonographers (SOC 29-2032) and Cardiovascular Technologists and Technicians (SOC 29-2031). The labor market information included in Exhibits 1–4 demonstrates strong and ongoing demand for these professions nationally, statewide, and within Indiana’s regional healthcare systems.

As outlined in Exhibit 1 - U.S. Bureau of Labor Statistics – Occupational Outlook Handbook Diagnostic Medical Sonographers, employment for sonographers is projected to grow 13% from 2024–2034, significantly faster than the national average for all occupations. The median annual wage is \$89,340, and the occupation typically requires an associate degree for entry.

Further detail in Exhibit 2 - Diagnostic Medical Sonographers (O*NET: SOC 29-2032.00) identifies this field as a Bright Outlook occupation, reflecting rapid growth and sustained workforce demand.

According to Exhibit 3 - Cardiovascular Technologists & Technicians (BLS Occupational Outlook Handbook), this occupation is projected to grow approximately 3% between 2024–2034, with an estimated 3,800 annual openings nationally due to a combination of new job growth and workforce replacement.

Exhibit 4 - Cardiovascular Technologists & Technicians (O*NET: SOC 29-2031.00) supports this assessment and highlights the continued need for trained professionals in non-invasive cardiovascular diagnostics, including echocardiography.

Indiana’s healthcare systems continue to report a high need for professionals trained in diagnostic and cardiovascular imaging. Current workforce indicators show:

- Over 1,300 Diagnostic Medical Sonographers employed statewide, with strong wage levels ranging from \$75,000–\$82,000 annually, depending on region.
- Cardiovascular technologists and technicians earn between \$60,000–\$70,000 annually, with higher average earnings in the Indianapolis and Northwest Indiana/Chicagoland labor markets.
- Classification of Diagnostic Medical Sonographers as a high-demand, high-wage occupation by Indiana’s Department of Workforce Development.

Hospitals, outpatient imaging centers, and cardiology groups across Indianapolis, Crown Point/Northwest Indiana, Fort Wayne, and border-market facilities serving Chicagoland continue to advertise recurring vacancies due to population growth, increased cardiovascular disease prevalence, and expansion of non-invasive imaging services.

Stellar Career College anticipates graduating a modest number of students annually, far below the national and statewide replacement needs documented in Exhibits 1–4. Because these occupations experience continual demand and turnover, students completing the Associate of Applied Science in Cardiac Sonography should expect strong job prospects, upward mobility, and stable long-term employment opportunities within Indiana and across the region.

The evidence presented in the accompanying exhibits demonstrates that the proposed program directly supports workforce needs in a growing healthcare sector and aligns with the requirements outlined under IC 21-18-9-5(b).

Please see exhibit

Exhibit 1 - U.S. Bureau of Labor Statistics

Exhibit 2 - Diagnostic Medical Sonographers

Exhibit 3 - Cardiovascular Technologists & Technicians

Exhibit 4 - Cardiovascular Technologists & Technicians

4. 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)?

Scc Response:

The mission of Stellar Career College is to provide consistent, high-quality instruction and motivation in a positive learning environment. The welfare and education of students and employees are our primary focus. Together, we work toward building skilled individuals and a thriving company to serve the needs of the community.

The AAS in Cardiac Sonography program at the proposed branch campus is closely aligned with the mission of Stellar Career College, which is to provide career-focused training in a supportive and high-quality learning environment. This program is specifically designed to meet the growing demand for skilled Cardiac Sonographers in Indiana and the broader Midwestern region.

At the proposed branch campus, the curriculum is centered around practical, hands-on training that equips students with the necessary skills and knowledge for successful entry-level positions in Cardiac Sonography. With a strong focus on career readiness, students will gain real-world experience through expert-led instruction and clinical practice, ensuring they are fully prepared to contribute to the healthcare field upon graduation.

By delivering career-focused education that meets industry standards, the AAS in Cardiac Sonography degree program upholds Stellar Career College's commitment to developing a skilled and capable workforce, addressing both the needs of our students and the region's healthcare industry.

b. State Rationale: General

- How does this program address priorities as reflected in the Commission's most recent strategic plan, the [HOPE \(Hoosier Opportunities & Possibilities through Education\) Agenda](#)?

Scc Response:

Statewide labor market data from ProjectionsCentral (Indiana Long-Term Occupational Projections, 2022–2032) demonstrates a clear and continuing need for trained cardiac imaging professionals. Employment for Diagnostic Medical Sonographers, which includes echocardiography and cardiac imaging—is projected to grow from 1,330 positions in 2022 to 1,510 positions in 2032, an increase of 180 jobs or 13.5%, with approximately 90 annual openings. Cardiovascular Technologists and Technicians (SOC 29-2031), which directly includes Cardiac Sonographers, show an additional projected increase from 1,310 to 1,360 jobs, representing 3.8% growth and another 90 annual openings.

These data confirm a sustained statewide need for qualified cardiac sonographers to support Indiana’s expanding cardiovascular diagnostic services, directly aligning with the state’s workforce priorities under the HOPE Agenda.

Long-Term Data Browser						
Add other States/Occupations Restart						
Download all results as a .xlsx or a .csv						
Page 1 of 1						
Items Per Page						
100						
Area	Title	Base (2022)	Projected (2032)	Change	% Change	Avg. Annl Openings
Indiana	Cardiovascular Technologists and Technicians	1,310	1,360	50	3.8%	90
Indiana	Diagnostic Medical Sonographers	1,330	1,510	180	13.5%	90
Page 1 of 1						
Items Per Page						
100						
Download all results as a .xlsx or a .csv						
Selected States and Occupations:						
State Selection		Occupation Selection				
Remove	Indiana	Remove	Cardiovascular Technologists and Technicians			
Remove		Remove	Diagnostic Medical Sonographers			

c. State Rationale: Economic and Social Mobility

- How does this program address the mobility initiative [6. Measurable distinction in economic and social mobility and prosperity outcomes of the [HOPE \(Hoosier Opportunities & Possibilities through Education\) Agenda](#)?

SCC Response:

The AAS in Cardiac Sonography supports the HOPE Agenda’s mobility initiative by providing Indiana residents with access to a high-value credential that leads directly to well-paying, high-demand healthcare careers. Cardiac sonography offers strong wage potential and stable employment opportunities without requiring a four-year degree, creating an attainable pathway to upward economic mobility. By equipping students with industry-recognized skills and preparing them for entry-level cardiac imaging positions, this program enables graduates to achieve measurable improvements in income, job stability, and long-term career advancement. In this way, the program aligns with the HOPE Agenda’s goal of expanding prosperity and increasing economic and social mobility for Hoosiers through workforce-aligned education.

d. Evidence of Labor Market Need

- National, State, or Regional Need
 - Number of volumes of professional material:

SCC Response:

National, state, and regional labor market data demonstrate a clear and growing need for trained cardiac imaging professionals.

National Need:

According to the U.S. Bureau of Labor Statistics (BLS), employment of Diagnostic Medical Sonographers is projected to

grow 13% from 2024–2034, which is much faster than the average for all occupations. This national trend reflects the increasing demand for diagnostic cardiovascular imaging services across the country.

Statewide Need (Indiana):

Based on the Indiana Long-Term Occupational Projections (ProjectionsCentral, 2022–2032):

- **Diagnostic Medical Sonographers (SOC 29-2032):**
 - 2022 Employment: 1,330
 - 2032 Projected Employment: 1,510
 - Growth: +180 jobs (13.5%)
 - Annual Openings: 90
- **Cardiovascular Technologists and Technicians (SOC 29-2031):**
 - 2022 Employment: 1,310
 - 2032 Projected Employment: 1,360
 - Growth: +50 jobs (3.8%)
 - Annual Openings: 90

These projections show a sustained demand for cardiac sonographers and related cardiovascular imaging specialists within the state of Indiana. Combined annual openings of approximately 180 positions statewide demonstrate strong employment opportunities that exceed current workforce supply.

Regional Need (Northwest Indiana):

The Crown Point region serves a large and growing population with significant cardiovascular care needs. Regional hospitals and cardiac centers continue to expand diagnostic imaging services, increasing demand for credentialed cardiac sonographers. Employer job postings in Lake, Porter, and surrounding counties consistently reflect ongoing shortages of trained cardiac imaging personnel.

Collectively, national and state data confirm that employment opportunities for cardiac sonographers will continue to grow over the next decade. The introduction of the AAS in Cardiac Sonography directly responds to this demonstrated labor market need and supports Indiana's healthcare workforce development priorities.

e. Placement of Graduates

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

Scc Response:

Graduates of the AAS in Cardiac Sonography program are expected to find employment primarily in cardiac imaging and diagnostic healthcare settings. The principal occupations include Cardiac Sonographer, Echocardiography Technician, Cardiac Ultrasound Technologist, and other entry-level cardiovascular imaging roles. Graduates will be employed across hospitals, outpatient cardiac centers, physician practices, diagnostic imaging clinics, and specialty cardiovascular facilities.

This program is designed as a workforce-direct entry program rather than a feeder into graduate programs. However, graduates who wish to pursue further education may apply their training toward advanced certifications in echocardiography or pursue bachelor's-level healthcare or imaging programs. The primary intent of the AAS in Cardiac Sonography is to prepare students for immediate

employment in the cardiac imaging profession

f. Job Titles

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

SCC Response:

Job Titles:

- Cardiac Sonographer
- Echocardiography Technician
- Cardiac Ultrasound Technologist
- Echocardiography Technologist
- Cardiovascular Sonographer
- Cardiac Imaging Specialist
- Pediatric Echocardiography Technician* (with additional training)

Broad Job Categories:

- Diagnostic Medical Sonography
- Cardiovascular Technology
- Cardiac & Vascular Imaging
- Diagnostic Imaging and Radiologic Services
- Allied Health and Clinical Support Services

5. 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.

SCC Response:

The following are the program objectives:

1. Learn how to operate the machine,
2. Learn how to enter patient information,
3. Learn how to adjust depth measurement,
4. Learn how to adjust frequency,
5. Learn how to demonstrate indicator orientation,
6. Learn how to save images,
7. Learn how to establish objective criteria,
8. Learn how to position the patient for the specific test,
9. Learn the basic introduction to accreditation bodies, and
10. Learn the standards for ultrasound QC (quality control).

b. Civic Responsibility and Commitment

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

SCC Response:

The AAS in Cardiac Sonography cultivates civic responsibility by preparing students to enter a healthcare profession that serves the public, supports community well-being, and upholds the core values of American society. Through the curriculum, students learn the ethical, legal, and professional responsibilities associated with patient care, including respect for individual rights, nondiscrimination, confidentiality, and compassionate service. These values reflect the civic principles of fairness, accountability, and respect for human dignity.

The program incorporates general education courses such as English Composition, Psychology, Sociology, and Ethics which strengthen communication, cultural awareness, critical thinking, and ethical decision making. These skills support students in becoming informed and responsible contributors within their communities. The specialized cardiac sonography curriculum also emphasizes patient advocacy, teamwork, safety, and equitable access to quality healthcare, all of which reinforce the duties of citizenship in a free society.

Clinical training experiences further develop civic responsibility by placing students in diverse healthcare environments where they gain experience serving patients from varied cultural, socioeconomic, and demographic backgrounds. Students learn to participate in the healthcare system with integrity, to communicate respectfully, and to support the well-being of the populations they serve.

Through this combination of general education, professional training, and clinical experience, the AAS in Cardiac Sonography promotes civic engagement, ethical conduct, community service, and a commitment to improving the health and welfare of the broader society.

c. Assessments

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

SCC Response:

Student mastery of program competencies will be assessed through a combination of theoretical, practical, and clinical evaluations. Assessments will include written examinations, quizzes, and assignments to measure understanding of foundational cardiac sonography concepts. Hands-on skills will be evaluated through laboratory competency checklists, image acquisition assessments, and practical demonstrations using ultrasound equipment. Clinical performance will be assessed by preceptors and faculty through clinical evaluation forms, image quality reviews, and demonstration of professional behavior and patient care skills. Successful completion of all didactic, lab, and clinical requirements ensures that students have achieved the competencies necessary for safe and effective entry-level practice in cardiac sonography.

6. Program 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:

Please see below

SECTION 3: Composite Score Calculation

COMPOSITE SCORE				
	Ratio	Strength Factor	Weight	Composite Scores
Primary Ratio	0.33932	3.0000	30%	0.900000
Equity Ratio	0.20147	1.2088	40%	0.483530
Net Income Ratio	0.16681	3.0000	30%	0.900000
				2.283530

b. State Licensure

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

SCC Response: N/A

c. Professional Certification

- What are the professional certifications that exist for graduates of similar program(s)?
- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?
- If so, please identify
- Each specific professional certification:
- The national organization issuing each certification:
- Please explain the rationale for choosing each professional certification:
- Please identify the single course or a sequence of courses that lead to each professional certification?

SCC Response:

Professional certifications available to graduates of similar programs include:

1. Registered Cardiac Sonographer (RCS)
 - Issuing Organization: Cardiovascular Credentialing International (CCI)
2. Registered Diagnostic Cardiac Sonographer (RDMS)
 - Issuing Organization: American Registry for Diagnostic Medical Sonography (ARDMS)

Preparation for National Certification:

Graduates of the AAS in Cardiac Sonography will be academically prepared to pursue national certification examinations through CCI or ARDMS. While certification requirements are determined by each organization, completion of an accredited cardiac sonography program significantly enhances graduates' eligibility and employability in Indiana's healthcare workforce. National certification is widely preferred by employers and improves job prospects, mobility, and long-term career advancement.

Rationale for Choosing These Certifications:

The RCS (CCI) and RDMS (ARDMS) credentials are recognized nationwide as the standard qualifications for cardiac sonographers. These certifications validate competency in cardiac imaging, ensure adherence to professional standards, and are commonly required or strongly preferred for employment in hospitals, outpatient cardiology centers, and diagnostic imaging facilities.

Coursework Leading to Certification Preparation:

Preparation for certification is achieved through the program's full sequence of didactic, laboratory, and clinical courses. Key components include:

- Core didactic courses in cardiac anatomy, physiology, sonographic principles, and echocardiography theory
- Hands-on scanning labs focused on image acquisition, transducer manipulation, and quality optimization
- Clinical externship courses, where students perform supervised cardiac ultrasound examinations in professional healthcare settings

Completion of these courses provides the foundational knowledge and practical experience necessary to pursue national cardiac sonography certification examinations.

d. Professional Industry Standards/Best Practices

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

SCC Response:

Yes, the AAS in Cardiac Sonography program is intentionally designed around nationally recognized professional standards and best practices that govern the field of cardiac ultrasound. The curriculum, laboratory training, and clinical education experiences directly reflect the competencies, ethical guidelines, and technical expectations established by leading organizations in cardiovascular imaging.

The program incorporates the professional standards that define safe, accurate, and high-quality cardiac sonography practice. These standards guide the scope of practice, image acquisition protocols, measurement techniques, documentation requirements, and expected professional behaviors for cardiac sonographers. Integrating these expectations ensures that students are trained not only in the technical aspects of echocardiography but also in patient care, communication, clinical judgment, and adherence to ethical practice.

Specific Professional Industry Standards and Best Practices Integrated Into the Curriculum

The curriculum reflects the following best-practice domains:

- Standards for transthoracic echocardiography acquisition, including required cardiac views, Doppler techniques, and quantitative measurement protocols
- Patient safety principles including infection control, ergonomics, and clinical communication
- Image optimization standards including depth, frequency, gain, and Doppler adjustment
- Nationally recognized protocols for adult cardiac imaging
- Documentation and reporting guidelines used in accredited echocardiography laboratories
- Quality assurance and quality control standards for cardiac ultrasound equipment
- Professional conduct expectations including confidentiality, ethics, and patient-centered care

These practices ensure graduates meet employer expectations and can function effectively in accredited echocardiography laboratories.

Organizations From Which These Standards Emanate

The following national organizations provide the frameworks, competencies, and technical guidelines that shape the program:

1. American Registry for Diagnostic Medical Sonography (ARDMS)

ARDMS establishes the competency expectations and content outlines for the Registered Diagnostic Cardiac Sonographer (RDCS) credential. Their standards inform the program's learning objectives, assessment strategies, and required skill sets.

2. Cardiovascular Credentialing International (CCI)

CCI publishes national competency and ethical practice standards for the Registered Cardiac Sonographer (RCS) credential. These guidelines support the program's preparation of students for entry-level cardiac sonography practice.

3. Intersocietal Accreditation Commission (IAC) – Echocardiography

IAC standards outline essential requirements for accredited echocardiography laboratories, including image quality benchmarks, clinical protocols, measurement standards, and reporting expectations. These standards guide the program's lab competencies and clinical evaluation criteria.

4. American Society of Echocardiography (ASE)

ASE develops authoritative guidelines for cardiac imaging best practices, including standard views, measurements, Doppler protocols, and professional practice recommendations. The program's scanning labs and didactic instruction directly incorporate ASE-published protocols.

e. Institutional Accreditation

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

SCC Response:

Stellar Career College (SCC) Crown Point operates under the institutional accreditation of the Accrediting Commission of Career Schools and Colleges (ACCSC). Upon receiving state approval from the Indiana Board for Proprietary Education, SCC will formally submit an application to ACCSC to add the AAS in Cardiac Sonography program to the institution's existing grant of accreditation. This process will follow ACCSC's substantive program review procedures and required timelines.

- Reason for seeking accreditation.

SCC Response:

Institutional accreditation through ACCSC ensures that SCC maintains high standards of educational quality, institutional integrity, and student support services. Adding the AAS in Cardiac Sonography to SCC's ACCSC scope of accreditation affirms that the program meets national standards for curriculum, assessment, faculty qualifications, and student outcomes. Accreditation also promotes accountability, enhances student confidence, and supports eligibility for federal financial aid under Title IV. Maintaining accredited status is essential to SCC's mission of providing high-quality, career-focused education and preparing graduates for successful employment in the healthcare field.

f. Specialized Program Accreditation

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

SCC Response:

N/A

g. Transferability of Associate of Science Degrees

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:
- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?
- If so, please list the baccalaureate degree(s):

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 is approved by ICHE to offer BS degrees but still waiting for the approval of ACCSC. SCC will seek articulation agreement with other local and national institutions of higher learning for transfer credit.

7. 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 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:

Our student information system is hosted on cloud servers provided by DigitalOcean. The physical servers are located in DigitalOcean's U.S. data centers.

- 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 October 30, 2025, the institution estimates maintaining approximately 2,850 digital student records, reflecting annual increases in new applications, enrollments, and completions.

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

SCC Response: The institution estimates maintaining approximately 1,050 paper student records from 1989 to 2003. All records from 2003 to the present (approximately 2,850 records) are maintained in digital format.

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

SCC Response: SCC does not maintain student records in any other format.

- If so, what is the most significant format?

SCC Response: This is not applicable.

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

SCC Response: This is not applicable.

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

SCC Response: Yes and see below.

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

SCC Response:

For Chicago, IL and Crown Point, IN Campuses:

Mr. AK Buss
Registrar
Stellar Career College
205 W. Randolph Street, Suite 200
Chicago, IL 60606
E: akbuss@stellarcollege.edu
T: (312) 687-3000
F: (312) 374-6223

For Modesto, CA Campus:

Ms. Kristina Nielsen
Campus Director, Registrar
Stellar Career College
4300 Sisk Rd., Modesto
CA 95356
E: kristina@stellarcollege.edu
T: (209) 545-5200
F: (209) 545-3995

i. Has the institution contracted with a third-party vendor such as Parchment to have student

records digitized, maintained, and serviced?

SCC Response: No, the institution has not contracted with a third-party vendor. All records are maintained in-house.

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

SCC Response: At present, SCC received about 5 to 10 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 below.



Stellar Career College

205 West Randolph Street, Suite 200, Chicago, IL 60606, United States
Tel: (312) 687-3000 Email: info@stellarcollege.edu

Student Name: TEST Student
SSN: ***.5555
Program: Associate Of Applied Science In Cardiac Sonography
Award: Associate of Applied Science (AAS)

Enrollment ID: 2026-02-51.0901-001
Start Date: 02-10-2026
Enroll Status: Active
Last Att. Date: 02-10-2026

INSTITUTION CREDITS

02-10-2026 to 05-09-2026

Code	Description	Attempted	Earned	Grade	Points
ECHD 101	Basic Medical Terminology	3	3	A+	12.00
ECHD 102	Human Anatomy And Physiology I	3	3	A+	12.00
ECHD 103	Registry Review	2	2	A+	8.00
ECHD 104	Healthcare Laws And Ethics	2	2	A+	8.00
ECHD 105	Patient Care In Imaging	2	2	A+	8.00
Current Quarter		12	12		48.00
Cumulative		12	12		48.00

05-10-2026 to 08-09-2026

Code	Description	Attempted	Earned	Grade	Points
ECHD 106	Human Anatomy And Physiology II	2	2	A+	8.00
ECHD 107	Imaging Pathology	2	2	A+	8.00
ECHD 121	Cardiographic Tech	2	2	A+	8.00
ECHD 122	Cardiographic Tech Lab	2	2	A+	8.00
ENG 111	English Composition I	4.5	4.5	A+	18.00
Current Quarter		12.5	12.5		50.00
Cumulative		24.5	24.5		98.00

08-10-2026 to 11-09-2026

Code	Description	Attempted	Earned	Grade	Points
ECHD 111	Fundamentals Of Echocardiography I	3	3	A+	12.00
ECHD 112	Sonographic Imaging I	3	3	B-	9.00
BID 211	Healthcare Information Technology Management	6	6	A-	22.20
Current Quarter		12	12		43.20
Cumulative		36.5	36.5		141.20

11-10-2026 to 02-09-2027

Code	Description	Attempted	Earned	Grade	Points
ECHD 131	Ultrasound Physics I	2	2	A+	8.00
ECHD 132	Ultrasound Physics II	2	2	A+	8.00
ECHD 124	Sonographic Imaging II	3	3	A+	12.00
ECHD 123	Fundamentals Of Echocardiography II	3	3	A+	12.00
Current Quarter		10	10		40.00
Cumulative		46.5	46.5		181.20

02-10-2027 to 05-09-2027

Code	Description	Attempted	Earned	Grade	Points
ECHD 134	Sonographic Imaging III	3	3	B-	9.00
Psych 114	Introduction To Psychology	4.5	4.5	C+	11.25
ECHD 133	Fundamentals Of Echocardiography III	3	3	A+	12.00
Current Quarter		10.5	10.5		32.25
Cumulative		57	57		213.45

05-10-2027 to 08-09-2027

Code	Description	Attempted	Earned	Grade	Points
ECHD 211	Fundamentals Of Echocardiography IV	2	2	A+	8.00
ECHD 212	Sonographic Imaging IV	2	2	A-	7.40
ECHD 135	Externship I	4	4	B-	12.00
ENG 212	English Composition II	4.5	4.5	A+	18.00
Current Quarter		12.5	12.5		45.40
Cumulative		69.5	69.5		258.85

08-10-2027 to 11-09-2027

Code	Description	Attempted	Earned	Grade	Points
MAT 113	Mathematics	4.5	4.5	A+	18.00
ECHD 213	Externship II	9	9	A-	33.30
Current Quarter		13.5	13.5		51.30
Cumulative		83	83		310.15

11-10-2027 to 02-09-2028

Code	Description	Attempted	Earned	Grade	Points
ECHD 221	Externship III	13	13	A+	52.00
Current Quarter		13	13		52.00
Cumulative		96	96		362.15

Total credits earned, including 96 transfer credits:

*** End of Transcript ***

AK Buss, Registrar

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UNOFFICIAL
TRANSCRIPT



Stellar Career College

Modesto, CA, Main School:	4300 Sisk Road Modesto, CA, 95356	(209) 545-5200
Chicago, IL, Branch Campus:	205 W Randolph Street, Suite 200 Chicago, IL, 60606	(312) 687-3000
Crown Point, IN, Branch Campus:	5521 Lincoln Hwy Crown Point, IN, 46307	(219) 900-5700

HISTORY

Stellar Career College (formerly Computer Tutor Business & Technical Institute) was established in 1986 in Modesto, California by Lenore Hughes to improve children's reading, comprehension and mathematical skills. Computer Tutor began offering computer software training and clerical programs to adults in 1989. Accounting courses were added in 1992. In 1997, R. George Rawe became the Director of Computer Tutor. In 1998, medical and computer technical programs were added. Because of the expanded program offerings, the name was changed to Computer Tutor Business and Technical Institute in July 2002. Computer Tutor first received accreditation from ACCSC in March 2003. In February 2014, the Institution moved to a new location at 4300 Sisk Rd. Modesto, CA. Effective August 1, 2017 Stellar Career College, LLC became the new owner of the school with Zulfiqar Satti designated as President and CEO. In February 2018, Computer Tutor Business and Technical Institute changed its name to **Stellar Career College**.

On July 9, 2019 the Illinois Board of Higher Education approved the Chicago, Illinois campus of Stellar Career College. On September 26, 2019 ACCSC approved the Chicago Campus. On February 25, 2020 US Department of Education approved the Chicago Campus. Due to COVID-19 pandemic launch of classes at the Chicago campus were delayed. On October 26, 2020 first set of classes for various training programs was launched at the Chicago Campus. On March 08, 2022, Stellar Career College Indiana was granted authorization to offer 3 associate degree programs and 13 diploma programs by the Indiana Commission of Higher Education (ICHE). We are proud to continue providing consistent, high quality, instructor-led training as we have been offering for over 30 years.

RELEASE OF INFORMATION

This educational record is subject to the U.S. Family Education Rights and Privacy Act of 1974, as amended. It is furnished for official use only and may not be released to or accessed by outside agencies or third parties without the written consent of the student.

ACCREDITATION

Stellar Career College (SCC) is institutionally accredited by Accrediting Commission of Career Schools and Colleges (ACCSC).

COURSE NUMBERING LEGEND

001-099	Development Courses
100-199	Freshman-Level Courses
200-299	Sophomore-Level Courses

GRADING SYSTEM

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%, INC: Incomplete, TC: Transfer Credit, W: Withdrawal and in Quality Points if points do not apply it will be considered as 'n/a' (not applicable). For details, please refer to the College Catalog.

ACADEMIC HONESTY

Violations of the Academic Honesty Policy include, but are not limited to the following: cheating, fabrication, plagiarism, facilitation, falsification of injury and/or misrepresentation of external performances/commitments. A student found responsible for any act of academic dishonesty may be awarded a grade of "HF" for the course. However, they may petition to have the grade removed during their last term as long as there are no further incidents of dishonesty.

COURSE WITHDRAWALS

After the add/drop period, students may withdraw from a course and a grade of 'W' will appear on their transcript. A student can have no more than eight course withdrawals during his or her enrollment in the college without the approval of the Director of Academic Affairs/Program Director.

Family Educational Rights and Privacy Act of 1974: In accordance with federal law, the information in this transcript may not be copied, divulged or forwarded to parties other than the original addressee. If this transcript is no longer needed by the recipient, it must be either destroyed or returned to the Office of the Registrar at Stellar Career College.

Incomplete Grades: A student is eligible to receive an incomplete for a course: 1) The student must provide to the instructor a documentation of the extenuating circumstance(s) that prevent him/her from satisfying the course requirements and learning outcomes of that particular course. 2) The student, at the time of applying for an incomplete, must have completed two-thirds of the term and have a passing grade.

Transfer Credit: Transfer credit is awarded for courses successfully completed at a regionally accredited institution or an institution whose accrediting organization is recognized by the Council for Higher Education Accreditation (CHEA). Although credits transfer in from other institutions, grades do not. Transfer courses are listed on the transcript with a grade of "TC." A student's SCC grade point average is based solely on SCC courses.

8. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount, 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 numbers
- 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									
11/18/2025									
Institution/Location: Stellar Career College at Crown Point, IN									
Program: AAS Cardiac Sonography									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2026	FY2027	FY2028	FY2029	FY2030	
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	10	10	10	20	
Degree Level:									
Associate									
CIP Code: - 51.0901; State - 51.0901									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

**[AAS Surgical Technology]
To Be Offered by [Stellar Career College]
at [Crown Point]**

Program Details	
Degree Award Level ² :	<i>Associate</i>
Mode of Delivery (In-person, Online, or Blended ³):	<i>Online (Blended)</i>
Career Relevant/Out-of-Classroom Experiences ⁴ :	<i>Clinicals</i>
Suggested CIP Code for Program:	<i>51.0909</i>
Author Details	
Name of Person Preparing this Form:	<i>Zulfiqar Satti, MS, PhD</i>
Telephone Number and Email Address:	<i>7733177284 and zsatti@stellarcollege.edu</i>
Date the Form was Prepared (Use date last revised):	<i>First Submission: November 18, 2025; Update: February 05, 2026</i>

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

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate's 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 certain circumstances, such as those related to workforce needs, economic development, accreditation requirements, and licensure/certification, the Commission may regard curricular subdivisions as programs that require approval by the Commission and listing in the API.

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

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

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

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

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

⁵ *CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes referred to as 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

a. Program Rationale

- Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

SCC Response:

The Associate of Applied Science in Surgical Technology program at Stellar Career College prepares students to function as competent, entry-level members of the surgical team in hospitals, ambulatory surgery centers, and other clinical settings. Students learn how to work with surgeons, registered nurses, anesthesia professionals, and other healthcare workers to make sure that surgical care is safe and effective.

The curriculum includes comprehensive instruction in medical terminology, human anatomy and physiology, microbiology, pharmacology, aseptic technique, surgical instrumentation, sterile processing, surgical procedures, and perioperative patient care. Students develop strong communication and teamwork skills while learning to uphold legal, ethical, and professional standards in the operating room.

In alignment with national surgical technology standards, students become proficient in the preoperative, intraoperative, and postoperative responsibilities required of a Surgical Technologist.

Perioperative Responsibilities of the Surgical Technologist

1. Preoperative Phase (Preparing the Sterile Field)

During the preoperative phase, the Surgical Technologist is responsible for preparing the operating room and ensuring compliance with aseptic principles. Typical duties include:

- Donning proper surgical attire and personal protective equipment.
- Preparing, organizing, and maintaining the sterile field.
- Setting up surgical instruments, equipment, and supplies according to the specific procedure.
- Inspecting and arranging sterile supplies and instrumentation.
- Performing instrument and sponge counts with the circulating nurse.
- Ensuring the operating room environment is safe, sterile, and ready for patient arrival.

2. Intraoperative Phase (The Surgeon's "Third Hand")

During the intraoperative phase, the Surgical Technologist functions as a critical member of the surgical team by maintaining sterility and assisting the surgeon directly. Responsibilities include:

- Passing instruments, supplies, and equipment to the surgeon and surgical assistant efficiently.
- Anticipating the needs of the surgical team throughout the procedure.
- Preparing and handling medications, solutions, and sterile dressings under the direction of the surgeon or nurse.
- Maintaining retraction, exposure, and visualization of the surgical site when required.
- Protecting patient safety by upholding aseptic technique and reporting any break in sterility.
- Assisting with the operation of specialized surgical equipment when appropriately trained.

3. Postoperative Phase (Restoring the Environment of Care)

At the conclusion of the procedure, the Surgical Technologist supports safe transition and room turnover by performing:

- Final instrument, sponge, and sharp counts to verify nothing is retained.
- Application of sterile postoperative dressings under the surgeon's direction.
- Proper disposal of sharps, biohazardous materials, and contaminated supplies according to regulatory guidelines.
- Initial disassembly and decontamination of instruments before transport for sterilization.

- *Re-establishing a clean and organized operating room for the next procedure.*

b. 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: 104 Quarter Credits		Check one:		
		Quarter Hours X	Semester Hours ☐	Clock Hours ☐
Tuition: \$31,200		Length of Program: 24 months (8 quarters FT)		
Special Fees: \$100 (Registration Fee)				

<u>SPECIALTY COURSES (a total of 81.50 quarter credits):</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
BIO101	Basic Medical Terminology	3
BIO 102	Human Anatomy and Physiology I	2
BIO103	Fundamentals of Pharmacology and Microbiology	2
BIO 106	Human Anatomy and Physiology II	2
SUR 100	Introduction to Operating Room Fundamentals	1
SUR 111	Surgical Technology I	6
SUR 112	Surgical Instrumentation I	6
SUR 113	Surgical Technology II	6
SUR 114	Surgical Instrumentation II	6
SUR 211	Surgical Technology III	6
SUR 212	Surgical Instrumentation III	6
SUR 221	Surgical Technology IV	6
SUR 222	Surgical Instrumentation IV	6

SUR 223	Advanced Perioperative Concepts	6
SUR 224	Sterile Processing	3
SUR 230	Externship	8
SUR 231	Certification Review and Professional Practice	3
SUR 240	Surgical Technology Capstone Skills Lab	3.5

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

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ENG 111	English Composition I	4.5
ENG 212	English Composition II	4.5
Psych 114	Introduction to Psychology	4.5
CIS 115	Introduction to Computers and Computing	4.5
PHL 111	Ethics	4.5

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Not applicable	

Number of Credit/Clock Hrs. in Specialty Courses: 81.50 / 104.00 Percentage: 78%

Number of Credit/Clock Hrs. in General Courses: 22.50 / 104.00 Percentage: 22%

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

2. Library

a. Library Rationale

- Please provide information pertaining to the library located in your institution

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

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

**On Campus Library Hours: Mondays – Thursdays 11:00 AM – 8:00 PM
Fridays 1:00 – 8:00 PM**

o **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.

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.

o **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.lcpln.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

3. Faculty

a. Qualifications

- Elaborating on the information provided in the degree program's developmental timeline under (1.b.), **Attach completed Instructor's Qualification Record for each instructor.**

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

Total # of Faculty in the Program: 11	Full-time: 2	Part-time: 9
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL ORDER.</u>)		

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. Amos, Michael	Doctor of Psychology	10	3	5		X
Dr. Ayala, Joel	MD	9	4	20	X	

Buss, Anatoly	MSIT, MPA, MA Ed. Mgt	9	4	7		X
Lerio, Rovina	BSN	38	5	10		X
Mateo, Nelita	MA, BSN	54	5	15	X	
McKnight, Brian	MFA	23	2	23		X
Dr. Santamaria, Margarita	PhD, MS	19	3	19		X
Dr. Santamaria, Rodolfo	PhD, MBA	19	3	19		X
Dr. Saunder, Stephanie	Doctor of Education, Master of Healthcare Administration	20	5	14		X
Dr. Soto Avellanet, Fernando II	MD	17	1	2		X
Dr. Zahooruddin, Sharif	MD, Executive MBA in Healthcare	19	3	15		X

b. Occupational Outlook: Projected Employment Trends

- As required under IC 21-18-9-5(b), summarize the current and projected labor market supply and demand for the occupations, occupational classifications, and industries identified as most relevant to the proposed degree program under (3.d.). Provide evidence in regional (if available), state, and national terms. The proposal must demonstrate that graduates of the proposed degree program should have promising career opportunities.

SCC Response:

Evidence of Labor Market Need

The occupation of Surgical Technologist (SOC 29-2055) demonstrates sustained and growing labor market demand at the regional, state, and national levels. According to the U.S. Bureau of Labor Statistics (BLS), employment of surgical assistants and technologists is projected to grow 5% from 2024 to 2034, which is faster than the average for all occupations, with approximately 8,700 annual job openings from growth and replacement needs (Bureau of Labor Statistics, 2024a). National wage data further indicate a median annual salary of \$62,830 as of May 2024, positioning the role as a strong middle-skill healthcare occupation that delivers competitive earnings for associate-degree graduates (Bureau of Labor Statistics, 2024b).

State-level indicators in Indiana reinforce this positive outlook. According to Projections Central and Indiana's Occupational Employment & Wage Statistics, Indiana had about 2,610 surgical technologists working there in 2023, and they made an average of \$58,760 a year (Projections Central, 2023; Indiana Department of Workforce Development, 2023). Long-term occupational projections estimate an increase from 2,740 positions in 2022 to 2,890 positions by 2032, representing a 6% growth rate, with an estimated 180 annual openings driven by retirements, job changes, and new job creation (Projections Central, 2023). These trends indicate that Surgical Technology remains a high-demand pathway within Indiana's expanding healthcare sector.

The regional labor market surrounding Crown Point, part of the Chicago-Naperville-Elgin IL-IN-WI metropolitan area, one of the nation's largest healthcare markets, also demonstrates strong demand. BLS metropolitan data report approximately 2,230 surgical technologist positions in the Chicagoland region with an average annual wage of \$62,950,

exceeding both state and national averages (Bureau of Labor Statistics, 2024c). Data from the Illinois state workforce similarly indicate median wages exceeding \$65,000 for surgical technologists in the Chicago region (Illinois Department of Employment Security, 2024), confirming strong wage competitiveness near Crown Point. In addition, job postings analysis from major hospital systems and ambulatory surgery centers across Northwest Indiana and Chicagoland show persistent demand, with numerous full-time openings and sign-on incentives for Certified Surgical Technologists (Northwestern Medicine, 2024; Franciscan Health, 2024).

At the broader Midwestern Census Region, projected employment growth remains consistent. Between 2022 and 2032, Surgical Technology positions are projected to grow 3% in Illinois, 6% in Indiana, and 7% in Wisconsin, with each state generating 180–230 annual openings (Projections Central, 2023). Workforce researchers have identified Surgical Technology as an “accessible good job” in the Midwest due to strong wages, employer stability, and relatively low barriers to entry compared to other allied health roles requiring extensive clinical training (Vera Institute of Justice, 2022).

Collectively, these indicators demonstrate that graduates of the proposed Associate of Applied Science (AAS) in Surgical Technology at the Crown Point campus will enter a labor market with confirmed current demand, strong wage outcomes, and positive long-term growth projections. This evidence supports the conclusion that the degree program aligns with Indiana’s workforce needs and provides clear economic opportunities for future graduates.

References

Bureau of Labor Statistics. (2024a). Surgical assistants and technologists: Occupational outlook handbook. U.S. Department of Labor. <https://www.bls.gov/ooh/healthcare/surgical-assistants-and-technologists.htm>.

Bureau of Labor Statistics. (2024b). Occupational employment and wage statistics: Surgical technologists (29-2055). U.S. Department of Labor. <https://www.bls.gov/oes/>.

Bureau of Labor Statistics. (2024c). Metropolitan area occupational employment and wage estimates, Chicago-Naperville-Elgin IL-IN-WI. U.S. Department of Labor. https://www.bls.gov/oes/current/oes_16980.htm.

Franciscan Health. (2024). Careers: Certified Surgical Technologist job postings. <https://www.franciscanhealth.org>.

Illinois Department of Employment Security. (2024). Wage and occupational employment data: Surgical technologists. <https://www.ides.illinois.gov>.

Indiana Department of Workforce Development. (2023). Occupational employment and wage statistics: Indiana surgical technologists. <https://www.in.gov/dwd>.

Northwestern Medicine. (2024). Surgical technologist job postings. <https://jobs.nm.org>.

Projections Central. (2023). Long-term occupational employment projections, 2022–2032 (Indiana, Illinois, Wisconsin). <https://projectionscentral.org>.

4. 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:

Stellar Career College (SCC) is proposing the Associate of Applied Science (AAS) in Surgical Technology to address documented workforce shortages in perioperative services across Indiana and the broader Midwestern region. As regional healthcare systems continue to expand surgical capacity and replace retiring practitioners, employers increasingly seek well-prepared, credentialed surgical technologists who have completed a CAAHEP-aligned curriculum and are eligible for national certification. The College's long-standing mission—providing high-quality, career-focused education that responds to employer needs, positions SCC to meet this demand by offering a program directly aligned with state and regional labor market trends.

The proposed program builds upon SCC's established institutional strengths in health sciences education. SCC has a proven history of delivering allied health programs that prepare graduates for certification, clinical practice, and employment across local healthcare systems. The College currently operates multiple programs with substantial clinical components including Diagnostic Medical Sonography, Radiologic Technology, MRI Technology, and Surgical Assisting which demonstrates SCC's capacity to coordinate clinical placements, maintain active employer partnerships, and ensure compliance with accreditation and regulatory requirements. The development of an AAS in Surgical Technology represents a natural extension of these strengths, leveraging existing laboratory infrastructure, clinical relationships, and faculty expertise in surgical and imaging sciences.

Additionally, SCC's institutional emphasis on hands-on, competency-based training aligns directly with the performance-oriented expectations of the surgical technology profession. The College has established simulation laboratories, skills-based instructional models, and a robust clinical education framework that mirrors the environment required for CAAHEP-compliant surgical technology training. Faculty with experience in perioperative services, sterile processing, anatomy and physiology, and other relevant specialties are already part of SCC's academic team, offering a solid instructional foundation for the proposed program.

The introduction of the AAS in Surgical Technology also supports SCC's strategic growth plan. As the College expands its footprint in Northwest Indiana, the program complements existing allied health offerings and strengthens SCC's role as a regional workforce partner. Healthcare employers have expressed ongoing demand for certified surgical technologists, and SCC's Crown Point location is well positioned to serve both Indiana's workforce needs and the broader Chicago-Northwest Indiana metropolitan region.

In summary, SCC is proposing this program to respond to well-documented labor market demand, to broaden its portfolio of high-quality health science programs, and to leverage its proven strengths in clinical education, employer partnerships, and hands-on, workforce-driven training. The AAS in Surgical Technology is consistent with SCC's mission, builds upon its existing institutional capacity, and supports the state's goals for developing a highly skilled healthcare workforce.

- 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:

Mission Alignment and Fit Within the Institutional Strategic Plan

The proposed Associate of Applied Science (AAS) in Surgical Technology is fully consistent with the mission of Stellar Career College (SCC), which is committed to delivering high-quality, career-focused education that prepares students for gainful employment and supports the workforce needs of the communities it serves. SCC's mission emphasizes practical, hands-on learning; strong employer partnerships; and the advancement of students into meaningful technical and healthcare careers. The Surgical Technology program directly aligns with these priorities by preparing graduates for a high-demand allied health occupation that requires specialized, competency-based training and eligibility for national certification.

The program also reinforces SCC's commitment to expanding educational access for adult learners, career changers, and students seeking a direct pathway into the healthcare sector. Surgical Technology is a well-defined, middle-skill healthcare

profession that offers stable employment opportunities and clear career progression. By offering this program at the Crown Point campus, SCC further advances its mission to serve regional workforce needs and provide high-value credentials that contribute to individual economic mobility and community well-being.

From a strategic planning perspective, the AAS in Surgical Technology supports SCC's long-term objectives in several key areas:

1. Strengthening SCC's Health Sciences Portfolio

The College has identified expansion of allied health programming as a core strategic priority based on regional labor market analysis and employer feedback. Adding Surgical Technology complements existing programs such as Diagnostic Medical Sonography, Radiologic Technology, MRI Technology, and other imaging and perioperative programs. This coordinated portfolio strengthens SCC's reputation as a specialized provider of health science education and opens up more chances for people from different fields to work together.

2. Expanding Clinical Partnerships and Employer Engagement

SCC's strategic plan emphasizes deepening relationships with hospitals, ambulatory surgery centers, and healthcare networks. The Surgical Technology program expands SCC's clinical footprint and supports mutually beneficial partnerships by supplying a continuous pipeline of well-trained, certification-eligible graduates prepared to meet staffing shortages in surgical services.

0. Supporting Regional Workforce Development Priorities

The Northwest Indiana and greater Chicagoland region continue to experience demand for Certified Surgical Technologists, driven by the expansion of surgical procedures, retirement of existing staff, and workforce shortages across perioperative services. The program aligns with SCC's strategic commitment to serve as a workforce partner for the region and to respond proactively to employer-identified needs.

0. Leveraging Existing Institutional Capacity

SCC's strategic plan emphasizes responsible growth through efficient use of existing resources, including simulation labs, clinical education infrastructure, faculty expertise, and accreditation experience. Because SCC already supports multiple programs requiring clinical placements, laboratory training, and external accreditation compliance, the Surgical Technology program aligns with a well-established operational framework.

0. Enhancing Student Access and Programmatic Pathways

The program adds another high-demand allied health option to SCC's academic pathways, supporting the strategic goal of increasing student retention and completion by offering structured, stackable, and workforce-relevant credentials. It also creates future opportunities for articulation into SCC's bachelor's-level programs in healthcare leadership and administration, consistent with the College's long-term academic development plan.

In summary, the AAS in Surgical Technology is well aligned with SCC's mission and directly supports its strategic plan by expanding health science offerings, strengthening clinical partnerships, addressing regional workforce needs, and utilizing SCC's existing institutional strengths. The program advances the College's commitment to preparing students for high-demand healthcare careers while supporting sustainable institutional growth.

b. State Rationale: General

- How does this program address priorities as reflected in the Commission's most recent strategic plan, the [HOPE \(Hoosier Opportunities & Possibilities through Education\) Agenda](#)?

SCC Response:

Alignment with State Priorities: HOPE (Hoosier Opportunities & Possibilities through Education) Agenda

The proposed Associate of Applied Science (AAS) in Surgical Technology directly supports the Indiana Commission for Higher Education's **HOPE Agenda**, which emphasizes increasing educational attainment, strengthening the state's

workforce pipeline, and expanding opportunities for Hoosiers to access high-value, career-aligned postsecondary credentials. The program advances each of the Agenda's priority areas in the following ways:

1. Expanding Access to High-Value Postsecondary Credentials

The HOPE Agenda underscores the importance of ensuring that Hoosiers particularly adult learners and working students have access to shorter-term, affordable pathways that lead to high-demand careers. The AAS in Surgical Technology addresses this priority by offering a two-year, workforce-oriented credential that prepares students for immediate employment in a critical healthcare field. The program provides a clear route to national certification, which enhances employability and aligns with the HOPE Agenda's emphasis on credentials with strong labor market value.

2. Strengthening Indiana's Healthcare Workforce Pipeline

Indiana faces persistent shortages of surgical technologists across hospital systems, ambulatory surgery centers, and perioperative departments. The HOPE Agenda emphasizes addressing workforce shortages in essential sectors, including healthcare. By supplying trained, certification-eligible surgical technologists, the program helps alleviate a statewide shortage, supports hospital staffing stability, and contributes to improved patient care and surgical outcomes. This aligns directly with HOPE's call to prioritize talent development in industries critical to Indiana's economy and public well-being.

3. Supporting Economic Mobility and Career Advancement for Hoosiers

A core goal of the HOPE Agenda is to increase the number of Hoosiers earning credentials that lead to sustainable wages and long-term career pathways. Surgical Technology is recognized as a middle-skill healthcare occupation with competitive wages, strong entry-level opportunities, and clear advancement pathways into surgical assisting, nursing, and healthcare leadership. By preparing graduates for immediate employment with strong wage prospects, the program advances HOPE's vision for upward mobility and economic opportunity for Indiana residents.

4. Advancing Adult Education and Reskilling Opportunities

The HOPE Agenda highlights the need to bring adult learners back into the education system and to support reskilling, particularly in high-demand occupations. The Surgical Technology program is structured to attract adult learners, career changers, and individuals seeking accelerated entry into the healthcare workforce. Flexible scheduling, hands-on training, and career-focused curriculum support the HOPE priority of meeting learners "where they are" and reducing barriers to postsecondary participation.

5. Strengthening Regional Workforce Alignment

The HOPE Agenda calls for improved coordination between higher education institutions and regional employers to ensure programs align with workforce needs. The proposed program directly supports this by leveraging SCC's existing partnerships with hospitals, surgical centers, and clinical affiliates in Northwest Indiana and the greater Chicagoland metro area. These partnerships inform curriculum design and ensure that graduates are job-ready, meeting the HOPE goal of aligning educational offerings with regional economic priorities.

6. Promoting Efficient and Quality Educational Delivery

The HOPE Agenda emphasizes innovation, workforce relevance, and responsible program development. SCC's proposal meets these directives by:

- building upon existing clinical education infrastructure,
 - using experienced faculty already engaged in perioperative and allied health training,
 - integrating simulation-based learning that enhances skill development, and
 - maintaining alignment with CAAHEP and national certification standards.
- This ensures efficient use of resources and high-quality program delivery, consistent with the Commission's expectations for responsible institutional growth.

c. State Rationale: Economic and Social Mobility

- How does this program address the mobility initiative [6. Measurable distinction in economic and social mobility and prosperity outcomes of the [HOPE \(Hoosier Opportunities & Possibilities through Education\) Agenda](#)?

SCC Response:

Alignment with the HOPE Agenda Mobility Initiative (Priority 6: Economic and Social Mobility & Prosperity)

The proposed Associate of Applied Science (AAS) in Surgical Technology directly supports the HOPE Agenda's mobility initiative, which emphasizes ensuring that Indiana's postsecondary system produces measurable, equitable improvements in economic and social mobility for Hoosiers. The program strengthens this priority in several key ways:

1. Provides a High-Value Credential With Immediate Employment Potential

The mobility initiative highlights the importance of programs that lead directly to strong wage outcomes and career-relevant employment. Surgical Technology is classified as a high-demand, middle-skill healthcare occupation with competitive starting wages, strong benefits, and consistent hiring needs across the state. Graduates of the AAS program are prepared for national certification and immediate entry into a field with stable, family-sustaining income. This supports the HOPE Priority 6 objective of enabling students to achieve upward economic mobility through targeted, workforce-aligned education.

2. Eliminates Barriers to Entering High-Demand Healthcare Occupations

Indiana's mobility initiative particularly focuses on groups that are often underrepresented in higher education—adult learners, working parents, first-generation students, and individuals seeking career transition. The Surgical Technology program is intentionally designed to be accessible to these populations, offering structured didactic, laboratory, and clinical sequencing that supports students with varying levels of academic preparation. By reducing traditional barriers and providing clear pathways to employment, the program advances HOPE's goal of improving equitable access to economic opportunity.

3. Creates a Pathway to Long-Term Career Advancement and Increased Prosperity

Economic mobility is strengthened not only by initial employment, but by access to career ladders. Surgical Technologists can advance into roles such as Surgical First Assistant, Sterile Processing Supervisor, Clinical Coordinator, Operating Room Manager, or pursue bachelor's-level education in healthcare leadership. The AAS program therefore acts as an entry point to sustained upward progression, aligning with HOPE Priority 6's emphasis on long-term prosperity.

4. Strengthens Regional Economic Health by Filling High-Skill Workforce Shortages

HOPE connects individual mobility with statewide prosperity. By responding directly to documented shortages of certified surgical technologists in hospitals and surgical centers throughout Northwest Indiana and the greater Chicago-Indiana region, the program supports regional economic resilience. A stable healthcare workforce is essential to economic vitality, and producing well-trained surgical technologists contributes to the HOPE goal of increasing the state's competitiveness and community-level well-being.

5. Offers a Credential That Demonstrates Measurable Return on Educational Investment

The mobility initiative emphasizes accountability and measurable outcomes. The AAS in Surgical Technology is aligned with credential benchmarks that show strong return on investment—including employment rates, certification success rates, and earnings outcomes that exceed state median wages for similar educational levels. These measurable indicators support the Commission's priority of ensuring that programs demonstrably elevate students' economic and social standing.

6. Supports Intergenerational and Community Mobility

The HOPE Agenda recognizes that education-driven economic mobility strengthens families and communities. By preparing graduates for roles within essential healthcare systems, the program contributes to community stability and local prosperity. Increased earning potential and job security for graduates translate into improved long-term family outcomes, reinforcing HOPE's vision of education as a tool for statewide advancement.

d. Evidence of Labor Market Need

- National, State, or Regional Need

Evidence of Labor Market Need

National, State, and Regional Need for Surgical Technologists

National Need

National labor market indicators demonstrate a clear and sustained demand for Surgical Technologists (SOC 29-2055). According to the U.S. Bureau of Labor Statistics, employment for surgical technologists is projected to grow 5% from 2024 to 2034, faster than the average for all occupations. The nation is expected to generate approximately 8,700 job openings per year due to workforce expansion, retirements, and turnover. Surgical Technology remains a designated "Bright Outlook" occupation due to long-term stability, high employer demand, and the essential nature of perioperative services in hospitals and ambulatory surgery centers. Median national wages exceed \$62,000 annually, confirming that this is a strong middle-skill healthcare profession offering competitive wages and accessible entry points through associate-degree training.

State Need – Indiana

Indiana's healthcare workforce continues to experience shortages of surgical technologists, driven by increased surgical volumes, aging healthcare professionals, and staffing demands within hospital systems. Recent state labor market data show approximately 2,600–2,700 surgical technologists employed across the state, with projected growth of 6% from 2022 to 2032. This growth rate, combined with an estimated 180 annual openings, demonstrates sustained demand across Indiana's regions. Surgical technologists in Indiana earn an average salary of \$58,000–\$60,000, with higher wages in metropolitan areas. Employers in Northwest Indiana report persistent vacancies in operating rooms and perioperative

departments, confirming that the state's healthcare providers continue to rely on a steady pipeline of trained, certified professionals.

Regional Need – Crown Point, Northwest Indiana, and the Greater Chicago–Indiana Metro Area

The Crown Point region is part of the **Chicago-Naperville-Elgin IL-IN-WI metropolitan area**, one of the largest healthcare markets in the United States. This region alone employs more than **2,200 surgical technologists**, with average annual wages approaching **\$63,000–\$65,000**, exceeding both state and national averages. Hospitals and ambulatory surgery centers in Northwest Indiana including those in Crown Point, Merrillville, Hammond, Munster, and surrounding communities have continued to post openings for certified surgical technologists due to expanding surgical services and ongoing workforce shortages.

Regional employers report strong need for graduates who are:

- trained through ACCSC-aligned programs,
- eligible for NCCT certification, and
- prepared through hands-on clinical training.

The demand spans large hospital systems, specialty surgical centers, and outpatient facilities. The lack of sufficient regional training capacity contributes to job vacancies and increased recruitment from out-of-state programs underscoring the need for a locally accessible AAS in Surgical Technology.

- o Number of volumes of professional material:

SCC Response:

The College maintains a physical library with more than 1,000 professional texts and reference materials to support student learning and research. In addition, students have access to extensive online library resources through the Canvas Learning Management System, including the Library and Information Resources Network (LIRN). Through LIRN, students can access a comprehensive collection of more than 65,000 academic volumes, scholarly articles, journals, e-books, and other digital research materials. These combined resources ensure that students have robust and diverse information support for all coursework and academic projects.

e. Placement of Graduates

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

SCC Response: Graduates of the Associate of Applied Science in Surgical Technology are prepared for employment as entry-level Surgical Technologists, a critical member of the surgical team responsible for maintaining sterile fields, preparing instrumentation, anticipating surgeon needs, and supporting safe and efficient surgical procedures. The majority of graduates enter healthcare environments that perform operative and invasive procedures.

These roles involve preoperative preparation, intraoperative support, instrumentation management, sterile technique, and postoperative case processing.

- 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 is not applicable.

f. Job Titles

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

Graduates are qualified for positions such as:

- Surgical Technologist / Operating Room (OR) Technologist (SOC Code 29-2055)
- Surgical First Assistant (with additional training/certification)
- Central Sterile Processing Technician
- Sterile Processing & Distribution Technician
- Endoscopy/Procedure Technician
- Labor and Delivery Surgical Technologist
- Cardiovascular, Orthopedic, Neurosurgical, and General Surgery Technologist
- Materials Management / OR Supply Technician

5. 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.

SCC Response:

Graduates of the Associate of Applied Science in Surgical Technology will demonstrate the knowledge, skills, and professional behaviors necessary to function as competent entry-level surgical technologists in a variety of perioperative settings. Upon successful completion of the program, students will be able to:

1. Perioperative Environment & Professional Practice

- *Demonstrate a comprehensive understanding of the roles, responsibilities, and expectations of the surgical technologist before, during, and after surgical procedures.*
- *Apply ethical, legal, and professional standards consistent with ARC/STSA, AST, and CAAHEP guidelines.*
- *Perform effective communication and collaborative teamwork with surgeons, anesthesia providers, nurses, and allied health personnel.*
- *Comply with institutional policies, HIPAA regulations, and professional confidentiality standards.*

2. Sterile Technique & Infection Control

- *Apply principles of aseptic technique, sterile field maintenance, and infection prevention in all perioperative environments.*
- *Perform correct surgical scrub, gowning, and gloving procedures.*
- *Identify, prevent, and correct breaks in sterility using evidence-based practices.*
- *Implement CDC, AORN, and regulatory standards related to surgical asepsis and patient safety.*

3. Surgical Case Management

- *Prepare the operating room with appropriate equipment, instruments, supplies, and positioning devices for various surgical specialties.*

- *Anticipate the needs of the surgical team throughout all phases of an operation.*
- *Count instruments, sponges, and sharps accurately and participate in safety protocols to prevent retained surgical items.*
- *Demonstrate competency in preoperative case preparation, intraoperative participation, and postoperative case breakdown.*

4. Surgical Procedures & Specialties

- *Apply knowledge of anatomy, physiology, pathophysiology, and procedural steps across major surgical specialties, including:
General surgery, orthopedic, OB/GYN, genitourinary, ENT, cardiovascular, neurosurgery, endoscopy, and minimally invasive surgery*
- *Identify and select appropriate instruments, supplies, sutures, and implants for each procedure.*
- *Demonstrate proper patient positioning, skin preparation, and draping techniques based on specialty requirements.*

5. Surgical Instrumentation & Equipment Management

- *Identify, handle, and maintain surgical instruments, equipment, and powered devices safely and effectively.*
- *Demonstrate correct usage, troubleshooting, and care of specialized surgical tools, including laparoscopic, endoscopic, and energy-based devices.*
- *Operate suction, electrosurgical units, endoscopes, microscopes, tourniquets, and other operative equipment following manufacturer and facility standards.*

6. Sterile Processing & Instrument Reprocessing

- *Perform decontamination, cleaning, assembly, sterilization, and storage of surgical instruments according to AAMI and IAHCSCMM standards.*
- *Inspect instruments for functionality, integrity, and readiness before surgical use.*
- *Prepare instrument trays and maintain accurate tracking and documentation procedures.*

7. Pharmacology & Microbiology in Surgical Practice

- *Demonstrate foundational understanding of pharmacologic agents, anesthetic considerations, and medication safety in the perioperative environment.*
- *Apply microbiology, infection prevention, and wound healing principles to support patient safety and positive surgical outcomes.*
- *Correctly identify and handle medications, solutions, and contrast agents used during operative procedures.*

8. Patient Care & Safety

- *Apply basic principles of patient care, including safety, comfort, positioning, and physiological monitoring.*
- *Demonstrate respect for patient rights, dignity, and cultural sensitivity.*
- *Identify and respond to emergencies such as malignant hyperthermia, hemorrhage, anaphylaxis, and equipment failure.*

9. Clinical Externship Competencies (120+ Surgical Cases)

- *Perform as a first scrub and second scrub surgical technologist in general and specialty surgical procedures, meeting ARC/STSA minimum case requirements.*

- *Integrate didactic knowledge and psychomotor skills in real-world surgical settings.*
- *Demonstrate professionalism, reliability, teamwork, and clinical judgment in the operating room environment.*

10. Certification Readiness

- *Demonstrate mastery of the core content needed to successfully pass the National Board of Surgical Technology and Surgical Assisting (NBSTSA) Certified Surgical Technologist (CST) Examination.*
- *Apply knowledge of perioperative science, instrumentation, anatomy, and surgical procedures essential for certification and safe entry-level practice.*

b. Civic Responsibility and Commitment

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

SCC Response: The AAS in Surgical Technology cultivates civic responsibility by preparing students to enter a profession that directly supports public health, community well-being, and the ethical delivery of patient care. The curriculum includes both general education and specialty coursework that reinforce the core values of American society, including respect for individuals, service to others, integrity, and responsible participation in a diverse community.

General education courses such as English Composition I and II strengthen clear communication, critical reasoning, and thoughtful engagement, which are foundational to effective participation in a democratic society. Introduction to Psychology provides an understanding of human behavior and cultural diversity, helping students interact respectfully with individuals from different backgrounds. Mathematics and computer literacy courses reinforce problem solving and data competency, which support informed decision making and responsible use of information.

Specialty courses within the Surgical Technology curriculum emphasize ethics, patient safety, professionalism, and adherence to standards that reflect societal expectations for accountability and respect for human dignity. Courses such as Healthcare Laws and Ethics and Patient Care in Imaging teach students about legal responsibilities, confidentiality, cultural sensitivity, and the duty to protect patients' rights. Coursework in sterile processing, infection control, and perioperative practice reinforces responsibility to safeguard public health by maintaining safe environments, preventing harm, and ensuring high standards of care.

Clinical and laboratory experiences further strengthen civic responsibility by placing students in operating rooms and surgical departments where they serve diverse patient populations. In these settings, students practice teamwork, ethical conduct, empathy, respect, and accountability, all of which support the broader values of American society. By providing care in high-stakes environments, students learn the importance of responsibility, reliability, cooperation, and contributing positively to the well-being of the communities they serve.

Through this combination of general education, ethical instruction, specialty training, and supervised clinical practice, the AAS in Surgical Technology promotes civic engagement, personal responsibility, and a commitment to serving the public through safe, ethical, and compassionate healthcare practice.

c. Assessments

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

SCC Response: The institution utilizes a comprehensive assessment system to evaluate students' achievement in program competencies, learning outcomes, and professional readiness. Assessment occurs throughout the program using

multiple methods that measure cognitive knowledge, psychomotor skill development, and affective professional behaviors. Key assessment components include:

1. Didactic Examinations and Quizzes

Students complete written exams, quizzes, and case-based assessments designed to evaluate understanding of anatomy, physiology, microbiology, pharmacology, surgical procedures, instrumentation, and perioperative theory. These assessments ensure mastery of foundational and specialty knowledge aligned with CAAHEP Core Curriculum standards.

2. Laboratory Competency Check-Offs

Skills labs incorporate structured competency checklists in which students must demonstrate proficiency in:

- Aseptic technique
- Gowning, gloving, and sterile field setup
- Instrument handling
- Patient positioning and draping
- Equipment operation
- Basic and advanced surgical skills
- Faculty evaluate students through direct observation using standardized rubrics.

3. Practical Skills Assessments and Simulations

Students participate in instructor-supervised simulations and return demonstrations covering:

- Surgical case preparation
- Anticipation of intraoperative needs
- Emergency response scenarios
- Sterile processing practices
- Simulation-based evaluation measures readiness for clinical practice.

4. Clinical Externship Evaluations

During the externship course, students are assessed by preceptors and faculty using performance evaluations that measure:

- First scrub and second scrub competencies
- Application of sterile technique
- Surgical case management
- Professionalism, teamwork, and communication
- OR safety and patient care practices

Students must meet ARC/STSA requirements for 120 documented surgical cases across general and specialty areas.

5. Professionalism and Affective Domain Assessment

Faculty assess punctuality, communication, accountability, ethical behavior, adherence to policies, and teamwork as part of the affective competency evaluation. These behaviors are essential to safe surgical practice and employment readiness.

6. Capstone Skills Lab and Final Practical Examination

In the 8th quarter, students complete a capstone skills assessment demonstrating cumulative mastery of:

- Surgical procedures
- Instrumentation
- OR workflow
- Clinical judgment

A comprehensive practical exam validates overall readiness for entry-level practice.

7. Certification Examination Preparation & Benchmarking

Students complete a CST exam preparation course and practice exams. Program faculty monitor:

- CST mock examination performance
- Benchmark achievement against NBSTSA national standards and ACCSC Standards

This assessment verifies mastery of the knowledge required for the Certified Surgical Technologist credential.

8. Continuous Program Improvement

Assessment data such as didactic scores, lab check-offs, clinical evaluations, CST exam performance, and employer feedback, are systematically reviewed by:

- Program Director
- Surgical Technology Faculty
- Program Advisory Committee

6. Program 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: Please see below:

SECTION 3: Composite Score Calculation

COMPOSITE SCORE				
	Ratio	Strength Factor	Weight	Composite Scores
Primary Ratio	0.33932	3.0000	30%	0.900000
Equity Ratio	0.20147	1.2088	40%	0.483530
Net Income Ratio	0.16681	3.0000	30%	0.900000
				2.283530

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 Response: Yes. In Indiana, individuals may not practice as surgical technologists in a health care facility unless they meet the requirements in Indiana Code 25-36.1, which include being certified as a surgical technologist (CST) or meeting one of a small number of alternative pathways (e.g., military training). Although Indiana does not issue a separate “state license” for surgical technologists in the same way it does for nurses, this mandatory certification requirement effectively functions as a licensure/entry-to-practice standard.

- If so, please identify:

SCC Response: Graduates of this program must meet Indiana’s statutory requirements for practice as surgical technologists. Indiana regulates the profession under Indiana Code 25-36.1, which restricts the use of the title “Certified Surgical Technologist” (CST) and, with limited exceptions (such as certain grandfathered or military-trained personnel), requires individuals who practice surgical technology in health care facilities to hold and maintain the CST credential issued by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Although the State of Indiana does not issue a separate “license card” for surgical technologists, this mandatory certification requirement functions as the state’s entry-to-practice standard. The proposed Associate of Applied Science in Surgical Technology is being developed in alignment with the CAAHEP/ARC-STSA Standards and Guidelines and the AST Core Curriculum, including the required didactic coursework, laboratory skills, and supervised clinical case experiences. As a result, successful completion of this CAAHEP-accredited program will qualify graduates to sit for the NBSTSA Certified Surgical Technologist (CST) examination and, upon passing, to meet Indiana’s requirement for certification in order to practice as surgical technologists in Indiana health care facilities.

- The specific license(s) needed:

SCC Response: The specific license needed is the Certified Surgical Technologist (CST) credential issued by the National Board of Surgical Technology and Surgical Assisting (NBSTSA), which is required under Indiana Code 25-36.1 to practice surgical technology in Indiana health care facilities.

- The State agency issuing the license(s):

SCC Response: Indiana does not issue a separate state “license” for surgical technologists. Practice is regulated under Indiana Code 25-36.1, which requires individuals to hold the Certified Surgical Technologist (CST) credential issued by the National Board of Surgical Technology and Surgical Assisting (NBSTSA), a national certifying body, not a state agency.

c. **Professional Certification**

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

SCC Response: Graduates of similar Surgical Technology programs are typically eligible for, or may later pursue, the following professional certifications:

Certified Surgical Technologist (CST) –

National Board of Surgical Technology and Surgical Assisting (NBSTSA)

This is the primary national credential for surgical technologists and is the one referenced in Indiana statute.

CAAHEP-accredited surgical technology programs are specifically designed to prepare graduates for this exam.

Tech in Surgery – Certified (TS-C) –

National Center for Competency Testing (NCCT)

An alternative national certification for surgical technologists offered through NCCT; eligibility can be based on completion of an approved program, work experience, or military training.

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

Yes. The proposed Associate of Applied Science in Surgical Technology is specifically structured to prepare graduates to obtain national professional certification as a Certified Surgical Technologist (CST) through the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The curriculum is aligned with current CAAHEP/ARC-STSA standards and the AST Core Curriculum, including required didactic content, lab skills, and supervised clinical cases that support eligibility for the CST examination. In Indiana, employers in hospitals and surgical centers strongly prefer or require CST-credentialed surgical technologists; therefore, successful completion of this program will prepare graduates to sit for the CST exam and, upon certification, significantly improve their prospects for employment and advancement in related positions within Indiana health care facilities.

- If so, please identify

SCC Response: The primary national professional certifications are:

- Certified Surgical Technologist (CST)
 - o Certifying body: National Board of Surgical Technology and Surgical Assisting (NBSTSA)
 - o Examination: NBSTSA Certified Surgical Technologist (CST) Examination
- Tech in Surgery (NCCT)

Program alignment: The AAS in Surgical Technology is designed to meet CAAHEP/ARC-STSA standards so that graduates are academically prepared and *eligible* to sit for the CST exam, which is widely required or preferred by Indiana employers for entry-level surgical technologist positions.

- Each specific professional certification:

SCC Response: The following are specific professional certifications:

1. **Certified Surgical Technologist (CST)**

- Certifying body: National Board of Surgical Technology and Surgical Assisting (NBSTSA)
- Examination: NBSTSA *Certified Surgical Technologist (CST) Examination*

Program linkage: This AAS in Surgical Technology is specifically designed to prepare graduates for the CST examination, which is the primary national entry-level credential required or strongly preferred for employment as a surgical technologist in Indiana.

2. Tech in Surgery (NCCT)

- Certifying body: National Center for Competency Testing (NCCT)
- Examination: Tech in Surgery (NCCT) Examination
- The national organization issuing each certification:

SCC Response: National Board of Surgical Technology and Surgical Assisting (NBSTSA) and National Center for Competency Testing (NCCT)

- Please explain the rationale for choosing each professional certification:

SCC Response: The Certified Surgical Technologist (CST) credential was selected because it is the primary, nationally recognized entry-level certification for surgical technologists and is specifically referenced in Indiana statute as the required credential to use the CST title and to practice surgical technology in most health care facilities. It is administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA), which is the professional standard-setting body for the field. Eligibility for the CST examination is based on graduation from a CAAHEP-accredited surgical technology program, so aligning the AAS in Surgical Technology with CAAHEP/ARC-STSA standards directly supports graduates' exam eligibility.

Choosing the CST credential ensures that the program is tightly aligned with employer expectations and hiring preferences in Indiana and nationally, where hospitals and surgery centers commonly require or strongly prefer CST-certified applicants for surgical technologist positions. It also provides graduates with a portable, nationally recognized credential that enhances employment prospects, supports career mobility, and validates that they have achieved the knowle

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

SCC Response: For the Certified Surgical Technologist (CST) credential, there is no single standalone course that prepares graduates; rather, eligibility and preparation are based on successful completion of the full Surgical Technology technical sequence in the AAS program. In this curriculum, that sequence consists of the foundational science and perioperative courses (e.g., Basic Medical Terminology; Human Anatomy and Physiology I–II; Fundamentals of Pharmacology and Microbiology; Introduction to Operating Room Fundamentals), the progressive Surgical Technology and Surgical Instrumentation courses (Surgical Technology I–IV and Surgical Instrumentation I–IV, together with Advanced Perioperative Concepts and Sterile Processing), and the capstone clinical/externship and certification preparation experiences (Externship and the Certification Review course). Collectively, these didactic, lab, and supervised clinical courses deliver the CAAHEP-aligned content and required case experiences that prepare graduates to meet NBSTSA eligibility criteria and to sit for the CST examination.

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

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

SCC Response: Yes. The AAS in Surgical Technology curriculum is intentionally built around current professional industry standards and best practices for entry-level surgical technologists. The technical sequence follows the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Surgical Technology and the requirements of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA), using the AST Core Curriculum for Surgical Technology as the primary content framework for didactic, lab, and clinical learning. Course content and clinical competencies are further aligned with evidence-based perioperative practice standards from

organizations such as the Association of periOperative Registered Nurses (AORN), current guidelines from OSHA and the CDC for infection prevention and workplace safety, and sterile processing expectations consistent with AAMI/HSPA recommendations. By grounding the program in these nationally recognized standards and the NBSTSA CST exam content outline, the curriculum reflects contemporary best practices in surgical technology and prepares graduates to function safely and effectively in Indiana operating rooms and surgical settings.

- If so, please identify:

The curriculum incorporates the following professional industry standards and best practices:

- CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Surgical Technology, as implemented through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) requirements.
- The Association of Surgical Technologists (AST) Core Curriculum for Surgical Technology (current edition), which serves as the primary content framework for didactic, lab, and clinical instruction.
- The NBSTSA Certified Surgical Technologist (CST) Examination Content Outline, to ensure alignment with national entry-to-practice expectations.
- Evidence-based perioperative practice standards from the Association of periOperative Registered Nurses (AORN) Guidelines for Perioperative Practice.
- Current federal and national safety and infection-control standards, including OSHA regulations (e.g., Bloodborne Pathogens, Hazard Communication) and CDC guidelines for infection prevention, disinfection, and sterilization.
- Sterile processing best practices consistent with AAMI/HSPA (Healthcare Sterile Processing Association) recommendations for cleaning, decontamination, packaging, and sterilization of surgical instruments.
- The specific professional industry standard(s) and/or best practice(s):

SCC Response: The program is aligned with the following specific professional industry standards and best practices: the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Surgical Technology and associated ARC/STSA requirements; the Association of Surgical Technologists (AST) Core Curriculum for Surgical Technology (current edition); the NBSTSA Certified Surgical Technologist (CST) Examination Content Outline; the Association of periOperative Registered Nurses (AORN) Guidelines for Perioperative Practice; applicable OSHA workplace safety regulations (e.g., Bloodborne Pathogens, Hazard Communication) and CDC infection prevention, disinfection, and sterilization guidelines; and sterile processing practices consistent with AAMI/HSPA recommendations.

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

SCC Response: The professional standards and best practices used in this program come from the following organizations and agencies:

- Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)
- Association of Surgical Technologists (AST)
- National Board of Surgical Technology and Surgical Assisting (NBSTSA)
- Association of periOperative Registered Nurses (AORN)
- Occupational Safety and Health Administration (OSHA)
- Centers for Disease Control and Prevention (CDC)
- Association for the Advancement of Medical Instrumentation (AAMI) and the Healthcare Sterile Processing Association (HSPA)

e. Institutional Accreditation

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

SCC Response: Stellar Career College Indiana is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

- Reason for seeking accreditation.

SCC Response: This is not applicable.

f. Specialized Program Accreditation

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

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 Tech in Surgery (NCCT) and Certified Surgical Technologist of NBSTA.

- If so, please identify the specialized accrediting agency:

SCC Response: This is not applicable.

g. Transferability of Associate of Science Degrees

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

SCC Response: This is not applicable. This is an associate degree application.

- 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?

SCC Response: *This is not applicable. This is an associate degree application.*

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

SCC Response: *This is not applicable.*

7. 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 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 October 30, 2025, the institution estimates maintaining approximately 2,850 digital student records, reflecting annual increases in new applications, enrollments, and completions.

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

SCC Response: The institution estimates maintaining approximately 1,050 paper student records from 1989 to 2003. All records from 2003 to the present (approximately 2,850 records) are maintained in digital format.

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

SCC Response: SCC does not maintain student records in any other format.

- If so, what is the most significant format?

SCC Response: This is not applicable.

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

SCC Response: This is not applicable.

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

SCC Response: Yes and see below.

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

SCC Response:

For Chicago, IL and Crown Point, IN Campuses:

Mr. AK Buss
Registrar
Stellar Career College
205 W. Randolph Street, Suite 200
Chicago, IL 60606
E: akbuss@stellarcollege.edu
T: (312) 687-3000
F: (312) 374-6223

For Modesto, CA Campus:

Ms. Kristina Nielsen
Campus Director, Registrar
Stellar Career College
4300 Sisk Rd., Modesto
CA 95356
E: kristina@stellarcollege.edu
T: (209) 545-5200
F: (209) 545-3995

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

SCC Response: No, the institution has not contracted with a third-party vendor. All records are maintained in-house.

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

SCC Response: At present, SCC received about 5 to 10 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 shown below:



Stellar Career College

205 West Randolph Street, Suite 200, Chicago, IL 60606, United States
Tel: (312) 687-3000 Email: info@stellarcollege.edu

Student Name: TEST Student

SSN: ***-**-0000

Program: AAS Surgical Technology

Award: Associate of Applied Science (AAS)

Enrollment ID: 2026-02-AASCS-001

Start Date: 02-10-2026

Enroll Status: Active

Last Att. Date: 02-10-2026

INSTITUTION CREDITS

02-10-2026 to 05-09-2026

Code	Description	Attempted	Earned	Grade	Points
BIO 100	Human Anatomy And Physiology I	3	3	A+	12.00
BIO 104	Healthcare Laws And Ethics	3	3	A+	12.00
BIO 108	Patient Care In Imaging	3	3	A+	12.00
BIO 106	Human Anatomy And Physiology II	3	3	A+	12.00
		Attempted	Earned	Points	GPA
Current Quarter		12	12	48.00	4.00
Cumulative		12	12	48.00	4.00

05-10-2026 to 08-09-2026

Code	Description	Attempted	Earned	Grade	Points
BIO 107	Imaging Pathology	3	3	A+	12.00
VMS 111	Vascular Sonography I	3	3	A+	12.00
VMS 112	Vascular Sonography I Lab	4	4	A+	16.00
		Attempted	Earned	Points	GPA
Current Quarter		10	10	40.00	4.00
Cumulative		22	22	88.00	4.00

08-10-2026 to 11-09-2026

Code	Description	Attempted	Earned	Grade	Points
VMS 113	Vascular Sonography II	3	3	A+	12.00
VMS 114	Vascular Sonography II Lab	4	4	A+	16.00
ENG 111	English Composition I	4.5	4.5	A+	18.00
		Attempted	Earned	Points	GPA
Current Quarter		11.5	11.5	46.00	4.00
Cumulative		33.5	33.5	134.00	4.00

11-10-2026 to 02-09-2027

Code	Description	Attempted	Earned	Grade	Points
VMS 211	Vascular Sonography III	3	3	A+	12.00
VMS 221	Vascular Sonography III Lab	2	2	A+	8.00
VMS 230	Registry Review	3	3	A+	12.00
ENG 212	English Composition II	4.5	4.5	A+	18.00
		Attempted	Earned	Points	GPA
Current Quarter		12.5	12.5	50.00	4.00
Cumulative		46	46	184.00	4.00

06-10-2027 to 11-09-2027

Code	Description	Attempted	Earned	Grade	Points
VMS 120	Externship I	13	13	A+	52.00
		Attempted	Earned	Points	GPA
Current Quarter		13	13	52.00	4.00
Cumulative		89	89	332.00	4.00

02-10-2027 to 05-09-2027

Code	Description	Attempted	Earned	Grade	Points
DMT 221	Fundamentals Of Sonography V	3	3	A+	12.00
PSYC 114	Introduction To Psychology	4.5	4.5	A+	18.00
MAT 113	Mathematics	4.5	4.5	A+	18.00
		Attempted	Earned	Points	GPA
Current Quarter		12	12	48.00	4.00
Cumulative		98	98	392.00	4.00

05-10-2027 to 08-09-2027

Code	Description	Attempted	Earned	Grade	Points
DMT 231	Fundamentals Of Sonography VI	3	3	A+	12.00
DMT 241	Fundamentals Of Sonography VII	3	3	A+	12.00
BIO 211	Healthcare Information Technology Management	6	6	A+	24.00
		Attempted	Earned	Points	GPA
Current Quarter		12	12	48.00	4.00
Cumulative		110	110	440.00	4.00

11-10-2027 to 02-09-2028

Code	Description	Attempted	Earned	Grade	Points
VMS 222	Externship II	13	13	A+	52.00
		Attempted	Earned	Points	GPA
Current Quarter		13	13	52.00	4.00
Cumulative		96	96	384.00	4.00

Total credits earned, including transfer credits: **96**

*** End of Transcript ***

AK Buss, Registrar

**UNOFFICIAL
TRANSCRIPT**



Stellar Career College

Modesto, CA, Main School:	4300 Sisk Road Modesto, CA, 95356	(209) 545-5200
Chicago, IL, Branch Campus:	205 W Randolph Street, Suite 200 Chicago, IL, 60606	(312) 687-3000
Crown Point, IN, Branch Campus:	5521 Lincoln Hwy Crown Point, IN, 46307	(219) 900-5700

HISTORY

Stellar Career College (formerly Computer Tutor Business & Technical Institute) was established in 1986 in Modesto, California by Lenore Hughes to improve children's reading, comprehension and mathematical skills. Computer Tutor began offering computer software training and clerical programs to adults in 1989. Accounting courses were added in 1992. In 1997, R. George Rawe became the Director of Computer Tutor. In 1998, medical and computer technical programs were added. Because of the expanded program offerings, the name was changed to Computer Tutor Business and Technical Institute in July 2002. Computer Tutor first received accreditation from ACCSC in March 2003. In February 2014, the Institution moved to a new location at 4300 Sisk Rd. Modesto, CA. Effective August 1, 2017 Stellar Career College, LLC became the new owner of the school with Zulfiqar Satti designated as President and CEO. In February 2018, Computer Tutor Business and Technical Institute changed its name to Stellar Career College.

On July 9, 2019 the Illinois Board of Higher Education approved the Chicago, Illinois campus of Stellar Career College. On September 26, 2019 ACCSC approved the Chicago Campus. On February 25, 2020 US Department of Education approved the Chicago Campus. Due to COVID-19 pandemic launch of classes at the Chicago campus were delayed. On October 26, 2020 first set of classes for various training programs was launched at the Chicago Campus. On March 08, 2022, Stellar Career College Indiana was granted authorization to offer 3 associate degree programs and 13 diploma programs by the Indiana Commission of Higher Education (ICHE). We are proud to continue providing consistent, high quality, instructor-led training as we have been offering for over 30 years.

RELEASE OF INFORMATION

This educational record is subject to the U.S. Family Education Rights and Privacy Act of 1974, as amended. It is furnished for official use only and may not be released to or accessed by outside agencies or third parties without the written consent of the student.

ACCREDITATION

Stellar Career College (SCC) is institutionally accredited by Accrediting Commission of Career Schools and Colleges (ACCSC).

COURSE NUMBERING LEGEND

001-099	Development Courses
100-199	Freshman-Level Courses
200-299	Sophomore-Level Courses

GRADING SYSTEM

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%, INC: Incomplete, TC: Transfer Credit, W: Withdrawal and in Quality Points if points do not apply it will be considered as 'n/a' (not applicable). For details, please refer to the College Catalog.

ACADEMIC HONESTY

Violations of the Academic Honesty Policy include, but are not limited to the following: cheating, fabrication, plagiarism, facilitation, falsification of injury and/or misrepresentation of external performances/commitments. A student found responsible for any act of academic dishonesty may be awarded a grade of "WF" for the course. However, they may petition to have the grade removed during their last term as long as there are no further incidents of dishonesty.

COURSE WITHDRAWALS

After the add/drop period, students may withdraw from a course and a grade of 'W' will appear on their transcript. A student can have no more than eight course withdrawals during his or her enrollment in the college without the approval of the Director of Academic Affairs/Program Director.

Family Educational Rights and Privacy Act of 1974: In accordance with federal law, the information in this transcript may not be copied, divulged or forwarded to parties other than the original addressee. If this transcript is no longer needed by the recipient, it must be either destroyed or returned to the Office of the Registrar at Stellar Career College.

Incomplete Grades: A student is eligible to receive an incomplete for a course: 1) The student must provide to the instructor a documentation of the extenuating circumstance(s) that prevent him/her from satisfying the course requirements and learning outcomes of that particular course. 2) The student, at the time of applying for an incomplete, must have completed two-thirds of the term and have a passing grade.

Transfer Credit: Transfer credit is awarded for courses successfully completed at a regionally accredited institution or an institution whose accrediting organization is recognized by the Council for Higher Education Accreditation (CHEA). Although credits transfer in from other institutions, grades do not. Transfer courses are listed on the transcript with a grade of "TC." A student's SCC grade point average is based solely on SCC courses.

8. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount, 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									
November 18, 2025									
Institution/Location: University XYZ at _____									
Program: Program ABC									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2026	FY2027	FY2028	FY2029	FY2030	
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	10	10	10	10	
Degree Level:									
Associate Degree									
CIP Code: - 51.0909; State - 51.0909									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

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INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

[AAS in Vascular Sonography Technology¹]
To Be Offered by [Stellar Career College]
at [Crown Point]

Program Details	
Degree Award Level ² :	Associate's Degree
Mode of Delivery (In-person, Online, or Blended ³):	Online (Blended)
Career Relevant/Out-of-Classroom Experiences ⁴ :	Externship
Suggested CIP Code for Program:	51.0910
Author Details	
Name of Person Preparing this Form:	Zulfiqar Satti, PhD
Telephone Number and Email Address:	7733177284 and zsatti@stellarcollege.edu
Date the Form was Prepared (Use date last revised):	First Submission: November 17, 2025 Updated: February 06, 2026

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

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate's 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 certain circumstances, such as those related to workforce needs, economic development, accreditation requirements, and licensure/certification, the Commission may regard curricular subdivisions as programs that require approval by the Commission and listing in the API.

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

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

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

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

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

⁵ *CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes referred to as 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

a. Program Rationale

- Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

SCC Response:

Associate of Applied Science (AAS) in Vascular Sonography Technology

The Associate of Applied Science (AAS) in Vascular Sonography Technology at Stellar Career College is designed to prepare students for entry-level employment as vascular sonographers who work alongside physicians in the diagnosis and treatment of vascular disorders. Vascular technologists perform non-invasive vascular examinations to assess blood flow, identify blockages and other abnormalities, and provide preliminary technical impressions that support physician interpretation. Graduates are trained in vascular scanning techniques, vascular anatomy and pathophysiology, and patient care and safety so they can help monitor blood flow to organs and tissues, locate and identify stenosis and plaque, detect deep venous thrombosis (DVT), determine whether patients are good candidates for interventions such as angioplasty, evaluate the success of grafts and bypass procedures, identify aneurysms, and evaluate varicose veins.

To accomplish these objectives, the AAS program is structured as a sequenced curriculum that combines general education, core didactic courses, hands-on laboratory instruction, and supervised clinical externship. Foundational coursework in medical terminology, anatomy and physiology, and basic health sciences provides the scientific background needed to understand vascular disease. This is followed by specialized courses in vascular sonography physics and instrumentation, cerebrovascular and peripheral vascular imaging, and vascular disease processes, each paired with structured lab experiences where students practice scanning techniques and image optimization under faculty supervision. The program culminates in a required clinical externship in affiliated vascular laboratories and imaging centers, where students apply classroom and lab learning in real patient-care settings, refine their technical skills and professional behavior, and gain the case volume and diversity expected by employers and certification bodies. Upon successful completion of all curricular and clinical requirements, students are awarded the Associate of Applied Science in Vascular Sonography Technology from Stellar Career College, which provides the educational preparation needed to pursue the Vascular Sonography examination offered by the American Registry of Radiologic Technologists (ARRT) and to enter the workforce as competent, patient-centered vascular sonographers.

b. 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:		Check one:		
96 Quarter Credits		Quarter Hours	Semester Hours	Clock Hours
		•	☐	☐
Tuition: \$28,800		Length of Program:		
Special Fees: \$100 (Registration Fee)		24 months (8 quarters FT)		

<u>SPECIALTY COURSES: 72 Quarter Credits Hours</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
BIO 102	Human Anatomy and Physiology I	3
BIO 104	Healthcare Laws and Ethics	3
BIO 105	Patient Care in Imaging	3
BIO 106	Human Anatomy and Physiology II	3
BIO 107	Imaging Pathology	3
VAS 111	Vascular Sonography I	3
VAS 112	Vascular Sonography I Lab	4
VAS 113	Vascular Sonography II	3
VAS 114	Vascular Sonography II Lab	4
VAS 211	Vascular Sonography III	3
VAS 221	Vascular Sonography III Lab	2
VAS 231	Registry Review	3
DMS 221	Fundamentals of Sonography I (Prenatal and Obstetrics) V	3
DMS 231	Fundamentals of Sonography (Gynecology/Pelvic) VI	3
DMS 241	Fundamentals of Sonography (Comprehensive VII)	3
VAS 121	Externship I	13
VAS 221	Externship II	13

<u>GENERAL EDUCATION / LIBERAL ARTS COURSES: 24 Quarter Credits Hours</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
ENG 111	English Composition I	4.5
ENG 212	English Composition II	4.5
Psych 114	Introduction to Psychology	4.5

MAT 113	Mathematics	4.5
BIO 211	Healthcare Information Technology Management	6

Number of Credit/Clock Hrs. in Specialty Courses: 72 / 96 Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 24 / 96 Percentage: 25%

If applicable:

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

2. Library

a. Library Rationale

- Please provide information pertaining to the library located in your institution
 - o Location of library; Hours of student access; Part-time, full-time librarian/staff:
 - o Number of volumes of professional material:
 - o Number of professional periodicals subscribed to:
 - o Other library facilities in close geographical proximity for student access:

Sec Response:

Stellar Career College (SCC) maintains a comprehensive Learning Resource System (LRS) designed to fully support the instructional, research, and professional needs of students and faculty at the proposed Crown Point, Indiana, branch campus. SCC has made a substantial institutional investment in both physical and electronic library resources, and a dedicated program budget has been allocated for the continued expansion of these materials.

Learning Resource System (LRS) Components

The LRS provides access to:

- Current textbooks and professional reference materials
- Peer-reviewed journals and research databases
- Standard academic reference works
- Multimedia learning tools
- Advanced electronic research platforms

These resources collectively ensure that students have access to up-to-date, discipline-specific information aligned with the program's learning outcomes.

Online Library Access (LIRN + Elsevier + EBSCO)

SCC maintains a robust online library through the Library and Information Resources Network (LIRN), accessible 24/7 through SCC's Moodle Learning Management System. LIRN provides access to millions of peer-reviewed and full-text:

- Academic journals
- Magazines and newspapers
- E-books
- Multimedia and video content
- Professional databases

Current LIRN resources available to SCC students include:

Gale Databases

- Gale Health Bundle
- Gale Health & Wellness
- Gale OneFile: Health and Medicine
- Gale OneFile: Nursing & Allied Health
- Gale Interactive Anatomy
- Gale Interactive Science

ProQuest Databases

- ProQuest Core
- ProQuest Central

Gale eBooks (discipline-specific online texts)

Students are also trained to use **Google Scholar** for locating freely accessible academic articles and research studies.

Additional Digital Resources (To Be Purchased Prior to Implementation)

Before program implementation (post-ACCSC approval), SCC will add:

1. Elsevier ScienceDirect

- Peer-reviewed journals, articles, and e-books in nursing, imaging, surgical technology, healthcare administration, logistics, cybersecurity, and general sciences
- Over **47,000 authors** represented
- Full interdisciplinary support for AAS-level academic programs

2. EBSCO Discovery Service (EDS)

Provides unified access to:

- Full-text journals
- E-books
- Tutorials, subject guides, and educational videos
- Medline with Full Text
- Full Text Finder
- Business, Health, IT/Security, Criminal Justice, and Trade/Vocational collections

This platform consolidates all databases into a single, user-friendly search interface.

Library Staffing

The Learning Resource System is supported by:

- **One trained full-time staff member** responsible for academic resources and digital access support
- **One part-time librarian**, available for research assistance, citation support, and technical help

Physical Library Access Nearby

In addition to SCC's on-campus and online resources, students have access to several nearby public library systems:

1. Crown Point Community Library

122 N Main St, Crown Point, IN 46307

Mon–Thu: 9 AM–8 PM | Fri–Sat: 9 AM–5 PM | Sun: 1 PM–5 PM

2. Winfield Branch Library

10771 Randolph St, Winfield, IN 46307

Mon/Wed/Fri: 10 AM–5 PM | Tue/Thu: 10 AM–7 PM | Sat: 10 AM–2 PM

3. Merrillville Branch, Lake County Public Library

1919 81st Ave, Merrillville, IN 46410

Mon–Thu: 10 AM–8:30 PM | Tue/Thu: 10 AM–7 PM | Sat: 9 AM–5 PM

These facilities provide additional study space, general collections, and access to Indiana statewide interlibrary loan services.

3. Faculty

a. Qualifications

- Elaborating on the information provided in the degree program's developmental timeline under (1.b.), **Attach completed Instructor's Qualification Record for each instructor.**

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

Total # of Faculty in the Program: 9	Full-time: 2	Part-time: 8
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> 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	Management (DM)– Healthcare Management, Master of Public Health, MD	8	3	11	X	
Dr. Amos, Michael	DPSych	10	3	5		X
Dr. Ayala, Joel	MD	9	4	20	X	
Dr. Ayesha, Shaukat	MD	15	3	10		X
Batko, Katazaryna	BS	5	2	1		X
Buss, Anatoly	MSIT, MPA, MA Ed. Mgt	9	4	7		X
McKnight, Brian	MFA	23	2	23		X
Dr. Santamaria, Margarita	PhD Global Leadership, MS	19	3	19		X
Dr. Santamaria, Rodolfo	PhD Global Leadership, MBA	19	3	19		X
Dr. Saunder, Stephanie	Doctor of Education, Master of Healthcare Administration	20	5	14		X

b. Occupational Outlook: Projected Employment Trends

- As required under IC 21-18-9-5(b), summarize the current and projected labor market supply and demand for the occupations, occupational classifications, and industries identified as most relevant to the proposed degree program under (3.d.). Provide evidence in regional (if available), state, and national terms. The proposal must demonstrate that graduates of the proposed degree program should have promising career opportunities.

SCC Response:

Evidence of Labor Market Need

The proposed Associate of Applied Science (AAS) in Vascular Sonography Technology is aligned with the federally recognized occupation Diagnostic Medical Sonographers (SOC 29-2032), which explicitly includes vascular technologists. Graduates are also relevant to the broader occupational group Cardiovascular Technologists and Technicians (SOC 29-2031), which encompasses noninvasive vascular testing roles in hospitals, imaging centers, and physician practices.

National labor market demand

Nationally, employment of diagnostic medical sonographers is projected to grow 13% from 2024–2034, much faster than the average for all occupations, with about 5,800 job openings per year due to growth and replacement needs. Cardiovascular technologists and technicians are projected to grow by about 3% over the same period, with approximately 3,800 openings per year. Overall healthcare occupations in the U.S. are expected to grow significantly faster than the total labor market, with about 1.9 million openings annually across healthcare roles.

Because vascular sonographers are included within the diagnostic medical sonographer category, these projections indicate a sustained, national-level shortage of qualified sonographers, particularly in specialized areas such as vascular imaging where aging populations, high prevalence of cardiovascular disease, and increased reliance on noninvasive diagnostics continue to drive demand.

Statewide and regional demand in Indiana

In Indiana, Diagnostic Medical Sonographers are identified by the Indiana Department of Workforce Development as an in-demand, middle-skill health science occupation with an average salary of approximately \$81,000 and an average time-to-fill of 52 days, indicating difficulty finding qualified candidates. Regional projections for Northwest Indiana (a key part of the College's service area) show that Diagnostic Medical Sonographers are expected to experience 17% employment growth with strong wages, placing them among the top middle-skill, in-demand jobs requiring some college or an associate degree.

Real-time job postings reinforce this demand. A current snapshot shows dozens of active postings for sonographers in Indiana on major job boards, including openings in vascular, cardiac, and general sonography across hospital systems and specialty vascular/vein centers. These data demonstrate that Indiana employers are consistently recruiting for sonography roles and that the market can readily absorb additional qualified graduates, especially in vascular imaging.

Current supply of programs and graduates

Despite this documented demand, Indiana has a relatively limited number of sonography education programs overall, and only a subset offer dedicated vascular training. CareerOneStop identifies nine diagnostic medical sonography training programs in the state, spanning community colleges, private colleges, and universities. Examples include:

- Ivy Tech Community College's Diagnostic Medical Sonography program, which offers general sonography with optional vascular and cardiac concentrations.
- Ascension St. Vincent's Diagnostic Medical Sonography AAS program in Indianapolis, accredited in abdomen-extended, obstetric, and vascular concentrations.

- The University of Southern Indiana and Indiana University programs, which primarily offer bachelor's-level sonography education with vascular as one of several concentrations.

These programs are geographically concentrated (primarily central and southern Indiana), are not all at the associate level, and often cap enrollment due to clinical placement capacity. As a result, the number of graduates entering the workforce each year is modest relative to statewide and regional projections for sonography demand. The specific niche of vascular sonography which requires additional specialized coursework and significant clinical exposure is even less saturated, creating an identifiable skills gap for vascular laboratories, cardiology practices, vein centers, and hospital imaging departments.

Taken together, the national projections of above-average growth, the Indiana-specific evidence of high wages and extended time-to-fill for diagnostic medical sonography positions, and the limited number of programs producing graduates especially with focused vascular preparation demonstrate a clear and sustained demand for vascular sonographers.

By offering an AAS in Vascular Sonography Technology aligned with these high-demand occupations and industry standards, Stellar Career College's proposed program will:

- Help address a documented regional and statewide shortage of vascular-trained sonographers;
- Provide an accessible associate-degree pathway for students seeking rapid entry into a high-wage, high-demand allied health career; and
- Supply Indiana's hospitals, vascular labs, imaging centers, and specialty practices with graduates who are specifically prepared for vascular diagnostic roles.

Accordingly, graduates of the proposed degree program should have strong and sustained career opportunities at the regional, state, and national levels.

4. 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 institution is proposing the Associate of Applied Science in Vascular Sonography Technology in direct response to documented workforce needs in vascular imaging and to expand high-demand career pathways within its established strength in allied health and diagnostic imaging. Cardiovascular and peripheral vascular disease remain major causes of morbidity and mortality, and referring physicians increasingly depend on noninvasive vascular testing to diagnose, monitor, and treat these conditions. Employers in the region report persistent difficulty recruiting credentialed vascular sonographers, particularly at the associate-degree level. By developing a focused AAS program, the institution can help address this shortage while providing students with an accessible, career-oriented route into a high-skill, high-wage health profession.

This proposed program builds very deliberately on the institution's existing infrastructure, expertise, and track record in imaging education. The college already operates accredited, clinically intensive

programs in areas such as Diagnostic Medical Sonography, Echocardiography/Noninvasive Cardiovascular Sonography, Radiologic Technology, MRI, CT, and an Advanced Diploma in Vascular Sonography Technologist. It has experienced faculty with ARDMS/ARRT vascular and cardiac credentials, fully equipped ultrasound laboratories, and a network of clinical affiliates, hospitals, vascular laboratories, vein centers, and imaging practices, that currently host students and hire graduates. The AAS in Vascular Sonography Technology leverages these existing resources by:

- Using the same high-quality ultrasound equipment, lab space, and learning management systems already in place for other imaging programs;
- Drawing on seasoned sonography faculty to design curriculum aligned with current professional standards and national registry expectations; and
- Expanding existing clinical affiliation agreements to include structured vascular sonography externships that meet competency and case-volume requirements.

Finally, the AAS structure represents a natural evolution of the college's current vascular sonography offering. Building on the Advanced Diploma curriculum, the degree adds general education, expanded pathology and patient-care content, and a more robust clinical sequence to support critical thinking, communication, and long-term career advancement, including transfer into related bachelor's programs. In this way, the proposed program is not a departure from institutional practice but a strategic deepening of an area where the institution is already strong diagnostic imaging and sonography while advancing its mission to prepare diverse, place-bound learners for in-demand healthcare careers.

- 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:

Mission Alignment and Fit Within the Institutional Strategic Plan

The proposed Associate of Applied Science in Vascular Sonography Technology is fully consistent with Stellar Career College's mission to provide accessible, career-focused education that prepares diverse learners for in-demand, skills-based careers in healthcare and other high-need fields. The College's mission emphasizes hands-on training, close alignment with employer expectations, and meaningful opportunities for adult and place-bound students to improve their economic mobility through high-quality credential and degree pathways.

Vascular sonography directly advances this mission by preparing graduates for a clearly defined, high-demand allied health role that improves patient outcomes in the area of cardiovascular and peripheral vascular disease. The program's emphasis on applied learning simulation, lab-based skill development, and supervised clinical externship mirrors the institution's long-standing educational model in Diagnostic Medical Sonography, Echocardiography/NICVS, Radiologic Technology, MRI, and other imaging programs. The addition of an AAS in Vascular Sonography Technology extends that successful model to a specialized field where regional employers have documented need, thereby strengthening the College's contribution to community health and workforce development.

The program also aligns directly with key priorities in the institution's current strategic plan, including:

- Expanding high-demand healthcare programs that respond to documented labor market needs and support state and regional workforce development goals;
- Strengthening pathways from certificates and diplomas to associate degrees, thereby increasing stackable credentials and opportunities for academic and career advancement;
- Deepening employer and clinical partnerships with hospitals, vascular laboratories, vein centers, and imaging practices through expanded externship placements and advisory input; and
- Enhancing student success and completion by embedding general education, professional skills, and licensure/registry preparation into all degree programs.

Within this framework, the AAS in Vascular Sonography Technology is a strategic evolution of the College's existing Advanced Diploma in Vascular Sonography Technologist. It converts an already successful, workforce-responsive offering into a degree pathway that supports transfer options, long-term career advancement, and alignment with state expectations for associate-level programs, particularly under IC 21-18-9.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan, the [HOPE \(Hoosier Opportunities & Possibilities through Education\) Agenda](#)?

Scc Response:

Alignment with State Priorities: HOPE (Hoosier Opportunities & Possibilities through Education) Agenda

The proposed Associate of Applied Science (AAS) in Vascular Sonography Technology directly supports the Indiana Commission for Higher Education's **HOPE Agenda**, which emphasizes increasing educational attainment, strengthening the state's workforce pipeline, and expanding opportunities for Hoosiers to access high-value, career-aligned postsecondary credentials. The program advances each of the Agenda's priority areas in the following ways:

1. Expanding Access to High-Value Postsecondary Credentials

The HOPE Agenda underscores the importance of ensuring that Hoosiers particularly adult learners and working students have access to shorter-term, affordable pathways that lead to high-demand careers. The Associate of Applied Science (AAS) in Vascular Sonography Technology addresses this priority by offering a two-year, workforce-oriented credential that prepares students for immediate employment in a critical healthcare field. The program provides a clear route to national certification, which enhances employability and aligns with the HOPE Agenda's emphasis on credentials with strong labor market value.

2. Strengthening Indiana's Healthcare Workforce Pipeline

Indiana faces persistent shortages of Vascular Sonography technologists across hospital systems, ambulatory surgery centers, and perioperative departments. The HOPE Agenda emphasizes addressing

workforce shortages in essential sectors, including healthcare. By supplying trained, certification-eligible surgical technologists, the program helps alleviate a statewide shortage, supports hospital staffing stability, and contributes to improved patient care and surgical outcomes. This aligns directly with HOPE's call to prioritize talent development in industries critical to Indiana's economy and public well-being.

3. Supporting Economic Mobility and Career Advancement for Hoosiers

A core goal of the HOPE Agenda is to increase the number of Hoosiers earning credentials that lead to sustainable wages and long-term career pathways. Vascular Sonography is recognized as a middle-skill healthcare occupation with competitive wages, strong entry-level opportunities, and clear advancement pathways into surgical assisting, nursing, and healthcare leadership. By preparing graduates for immediate employment with strong wage prospects, the program advances HOPE's vision for upward mobility and economic opportunity for Indiana residents.

4. Advancing Adult Education and Reskilling Opportunities

The HOPE Agenda highlights the need to bring adult learners back into the education system and to support reskilling, particularly in high-demand occupations. The Vascular Sonography Technology program is structured to attract adult learners, career changers, and individuals seeking accelerated entry into the healthcare workforce. Flexible scheduling, hands-on training, and career-focused curriculum support the HOPE priority of meeting learners "where they are" and reducing barriers to postsecondary participation.

5. Strengthening Regional Workforce Alignment

The HOPE Agenda calls for improved coordination between higher education institutions and regional employers to ensure programs align with workforce needs. The proposed program directly supports this by leveraging SCC's existing partnerships with hospitals, imaging centers, and clinical affiliates in Northwest Indiana and the greater Chicagoland metro area. These partnerships inform curriculum design and ensure that graduates are job-ready, meeting the HOPE goal of aligning educational offerings with regional economic priorities.

6. Promoting Efficient and Quality Educational Delivery

The HOPE Agenda emphasizes innovation, workforce relevance, and responsible program development. SCC's proposal meets these directives by:

- building upon existing clinical education infrastructure,
- using experienced faculty already engaged in perioperative and allied health training,
- integrating simulation-based learning that enhances skill development, and
- maintaining alignment with CAAHEP and national certification standards.

This ensures efficient use of resources and high-quality program delivery, consistent with the Commission's expectations for responsible institutional growth.

C. State Rationale: Economic and Social Mobility

- How does this program address the mobility initiative [6. Measurable distinction in economic and social mobility and prosperity outcomes of the [HOPE \(Hoosier Opportunities & Possibilities through Education\) Agenda](#)?

SCC Response:

The AAS in Vascular Sonography Technology directly advances HOPE Agenda Goal 6 by moving more Hoosiers into high-skill, high-wage healthcare roles with clear, measurable economic and social mobility gains. The Indiana Commission for Higher Education has documented that each additional level of education beyond high school is linked to better quality of life and stronger economic and social mobility and prosperity outcomes for individuals, families, and communities. By providing an associate-degree pathway into a specialized imaging profession, this program contributes to raising Indiana's overall credential attainment and improving the state's current ranking on HOPE Goal 6.

Vascular sonography graduates enter the broader category of cardiovascular technologists and technicians, a field with median annual earnings around \$67,260 nationally and approximately \$66,730 in Indiana, well above wages in many non-credentialed occupations and close to or above the overall U.S. average wage. This wage premium, combined with strong and growing demand for cardiovascular and diagnostic imaging services across Indiana's hospitals and outpatient facilities, positions graduates for rapid entry into stable, benefit-eligible employment that can lift households into the middle class.

The program is intentionally structured to support mobility for learners who have historically been underrepresented in higher education, working adults, first-generation students, and low- to moderate-income Hoosiers, through accessible admissions requirements, alignment with state and federal financial aid, and scheduling that accommodates employment and family responsibilities. In keeping with the HOPE Agenda's pillars of enrollment, completion, and graduate retention, the institution will track and report key indicators such as on-time completion, first-destination employment, starting wages, and in-state job placement. These data will demonstrate a "measurable distinction" in economic and social mobility outcomes for graduates and provide evidence that the AAS in Vascular Sonography Technology is contributing to Indiana's broader strategy to strengthen human capital and prosperity for Hoosiers.

d. Evidence of Labor Market Need

- National, State, or Regional Need

Evidence of Labor Market Need

National, State, and Regional Need for Vascular Sonography Technologists

The proposed AAS in Vascular Sonography Technology responds to a clear and well-documented labor market need at the national, state, and regional levels. Nationally, vascular sonographers are classified within Diagnostic Medical Sonographers (SOC 29-2032), which explicitly includes vascular technologists. The U.S. Bureau of Labor Statistics projects employment of diagnostic medical sonographers to grow 13% from 2024–2034, much faster than the average for all occupations (3%)—with approximately 5,800 job openings per year over the decade. Cardiovascular technologists and technicians (SOC 29-2031), who work closely with vascular imaging teams, are also projected to grow and are recognized as associate-degree-level health professionals. This growth is driven by the aging U.S. population, rising cardiovascular disease, and the shift toward cost-effective, noninvasive diagnostic imaging.

In terms of wages, the occupation provides strong economic returns. Nationally, diagnostic medical sonographers earn a median annual wage of \$89,340, substantially above the overall U.S. median wage. Cardiovascular technologists and technicians earn a national median of about \$67,260. In Indiana and neighboring Midwestern labor markets, diagnostic medical sonographers typically earn from roughly \$65,000 to over \$100,000 annually based on wage distributions reported for Indiana communities, while recent salary analyses estimate average annual earnings near \$100,000 for vascular technologists and over \$110,000 for vascular sonographers in the state. These wage levels underscore that vascular sonography is a high-skill, high-wage field appropriate for a career-oriented associate degree.

Indiana-specific data further confirm the need. The Indiana Department of Workforce Development identifies Diagnostic

Medical Sonographers as one of the state's "Top Healthcare Occupations" and an in-demand job requiring an associate degree. Recent analyses of DWD projections indicate that diagnostic medical sonography positions in Indiana are expected to grow by approximately 18% from 2020–2030, faster than the average for all occupations in the state. Current job postings show dozens of open diagnostic and vascular sonographer positions across Indiana's hospitals and imaging centers, including Indianapolis, Fort Wayne, South Bend, Lafayette, Evansville, and other regional hubs. Collectively, these national and state indicators demonstrate a sustained and growing demand for well-prepared vascular sonography professionals, and they support the need for an AAS-level Vascular Sonography Technology program to help meet Indiana's workforce and healthcare access needs.

- o Number of volumes of professional material:

SCC Response:

The College maintains a physical library with more than 1,000 professional texts and reference materials to support student learning and research. In addition, students have access to extensive online library resources through the Canvas Learning Management System, including the Library and Information Resources Network (LIRN). Through LIRN, students can access a comprehensive collection of more than 65,000 academic volumes, scholarly articles, journals, e-books, and other digital research materials. These combined resources ensure that students have robust and diverse information support for all coursework and academic projects.

e. Placement of Graduates

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

SCC Response:

Graduates of the AAS in Vascular Sonography Technology are expected to obtain employment primarily in noninvasive vascular imaging roles within the broader diagnostic medical sonography and cardiovascular technology workforce. Typical job titles include Vascular Sonographer, Vascular Technologist, Diagnostic Medical Sonographer (Vascular specialty), Cardiovascular Technologist – Vascular, and Noninvasive Vascular Lab Technologist. These positions align with federal occupational classifications such as *Diagnostic Medical Sonographers* and *Cardiovascular Technologists and Technicians* (SOC 29-2030 series), which encompass professionals who perform noninvasive ultrasound evaluation of the peripheral and cerebrovascular circulation.

The majority of graduates are expected to work in hospitals and integrated health systems (e.g., noninvasive vascular laboratories, cardiology departments, radiology/imaging departments, and surgical/vascular service lines). Additional employment opportunities include freestanding outpatient imaging centers, vascular surgery and cardiology group practices, multispecialty physician clinics, mobile imaging providers, and large primary-care or specialty practices that maintain onsite diagnostic imaging. In these settings, graduates will perform and document vascular ultrasound examinations, support physicians in diagnosis and treatment planning for vascular disease, contribute to quality assurance and patient safety initiatives, and help expand access to timely, noninvasive vascular diagnostics for communities across Indiana and the region.

- 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 is not applicable.

f. Job Titles

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

SCC Response:

Graduates are qualified for positions such as:

- Vascular Sonographer
- Vascular Technologist
- Vascular Ultrasound Technologist
- Vascular Ultrasound Sonographer
- Noninvasive Vascular Lab Technologist
- Diagnostic Medical Sonographer – Vascular
- Cardiovascular Technologist – Vascular
- Peripheral Vascular Sonographer
- Neurovascular Sonographer (in settings with cerebrovascular focus)

Broad Job Categories

- Diagnostic Medical Sonographers
- Cardiovascular Technologists and Technicians
- Health Technologists and Technicians (Other)
- Allied Health/Imaging Professionals in Hospitals and Outpatient Centers

5. 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.

SCC Response:

Upon completion of the proposed AAS Vascular Sonography Technology program, graduates will be able to:

1. Apply Vascular Anatomy, Physiology, and Pathophysiology

- Demonstrate working knowledge of normal and abnormal vascular anatomy, hemodynamics, and pathophysiology of peripheral, cerebrovascular, and abdominal vasculature.

2. Perform Comprehensive Vascular Ultrasound Examinations

- Independently perform standard noninvasive vascular ultrasound procedures (e.g., carotid duplex, venous duplex for DVT, arterial studies, graft and stent surveillance, abdominal vascular exams) according to current professional practice guidelines.

3. Optimize Image Quality and Use Ultrasound Physics

- Apply principles of ultrasound physics and instrumentation to optimize image quality, adjust scanning parameters, troubleshoot artifacts, and ensure accurate hemodynamic measurements.

4. Acquire, Analyze, and Document Diagnostic Data

- Accurately obtain Doppler waveforms and velocity measurements, calculate indices, recognize normal and abnormal patterns, and produce complete, concise, and accurate exam documentation for physician interpretation.

5. Provide Safe, Compassionate Patient Care

- Deliver age-appropriate and culturally responsive patient care, including patient identification, history-taking, preparation, positioning, monitoring, and post-exam care while maintaining safety, privacy, and dignity.

b. **Civic Responsibility and Commitment**

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

SCC Response:

The AAS in Vascular Sonography cultivates civic responsibility by preparing students to enter a healthcare profession that directly serves the public and supports the health and well-being of diverse communities. The curriculum includes both general education and specialty coursework that reinforce the core values of American society, including respect for individuals, ethical behavior, personal responsibility, and service to others.

General education courses such as English Composition I and II (ENG 111, ENG 212) strengthen communication skills that are essential for participating in a democratic society and engaging respectfully with people from different backgrounds. Introduction to Psychology (PSY 114) and Mathematics (MAT 113) help students develop critical thinking, cultural awareness, and data literacy, which support informed decision making and responsible citizenship. Healthcare Information Technology Management (BIO 211) introduces students to patient rights, confidentiality, and the responsible use of information systems, all of which reflect societal expectations for privacy, accountability, and ethical conduct.

Specialty courses reinforce civic values through the ethical and professional responsibilities required in patient care. Healthcare Laws and Ethics (BIO 104) teaches students about legal obligations, professional standards, and ethical expectations in healthcare, including patient autonomy, informed consent, nondiscrimination, and equitable treatment. Patient Care in Imaging (BIO 105) emphasizes compassion, empathy, safety, and service to vulnerable populations, which aligns with the civic duties of contributing positively to community well-being.

The vascular sonography courses and clinical experiences, including VAS 111, 112, 113, 114, 211, 221, 231, and the required Externship I and Externship II, place students in real healthcare settings where they serve patients from diverse cultural, socioeconomic, and demographic backgrounds. These experiences teach students the importance of professionalism, integrity, respect for human dignity, and commitment to the common good.

Through the combination of general education, ethical instruction, patient care training, and supervised clinical externships, the AAS in Vascular Sonography promotes civic engagement, personal responsibility, and a commitment to serving both the healthcare system and the broader community.

c. **Assessments**

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

SCC Response:

Student mastery of the AAS Vascular Sonography Technology program competencies will be evaluated through a combination of course-embedded, clinical, and summative assessments within a regular outcomes-assessment cycle. Didactic courses will use graded exams, quizzes, written assignments, and projects that are explicitly mapped to program learning outcomes (e.g., vascular anatomy, physics, pathology, ethics, communication). Laboratory and simulation experiences will assess hands-on skills through structured skills checklists, practical examinations, image critique, and faculty observation of scanning techniques, patient interaction, and safety practices. In the clinical education sequence, students will be evaluated by clinical preceptors and faculty using standardized clinical performance tools that measure competency in exam performance, patient care, professionalism, and teamwork across multiple vascular exam types.

Program-level mastery will be confirmed through a comprehensive capstone/registry-review course, cumulative practical examinations, and tracking of graduate performance on relevant national certification examinations (e.g., ARRT vascular credentials). The institution will also collect and review graduate and employer surveys, job placement data, and advisory board feedback to confirm that program outcomes align with workforce expectations. Assessment results will be analyzed

annually by faculty and program leadership and used to inform continuous improvement in curriculum, instruction, and clinical learning experiences.

6. Program 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:

Please see below

SECTION 3: Composite Score Calculation

COMPOSITE SCORE				
	Ratio	Strength Factor	Weight	Composite Scores
Primary Ratio	0.33932	3.0000	30%	0.900000
Equity Ratio	0.20147	1.2088	40%	0.483530
Net Income Ratio	0.16681	3.0000	30%	0.900000
				2.283530

b. State Licensure

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

No. As of the date of this proposal, Indiana does not require a state license to practice as a diagnostic medical sonographer or vascular technologist. Accordingly, graduates of the AAS in Vascular Sonography Technology do not need state licensure in Indiana to work in their profession.

Although licensure is not required, most Indiana employers require or strongly prefer sonographers to hold a national professional credential such as:

- ARDMS Registered Vascular Technologist (RVT)
- CCI Registered Vascular Specialist (RVS)
- ARRT Registered Technologist – Vascular Sonography (RT(VS))

The proposed curriculum is designed to meet commonly used eligibility pathways for these national certification examinations by providing the appropriate mix of didactic instruction, vascular ultrasound laboratory training, and supervised clinical education. The proposed associate degree trains students to be eligible to ARRT's Vascular Sonography credential. This preparation supports graduates in pursuing national certification, which is the de facto practice standard in Indiana, and positions them to meet licensure requirements in other states should Indiana adopt licensure in the future or graduates choose to practice elsewhere.

c. **Professional Certification**

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

Several nationally recognized professional certifications exist for graduates of vascular sonography and closely related diagnostic medical sonography programs. The primary credentials include:

- **Registered Vascular Technologist (RVT)** – Awarded by the American Registry for Diagnostic Medical Sonography (ARDMS)/APCA; certifies competence in vascular ultrasound practice.
 - **Registered Vascular Specialist (RVS)** – Awarded by Cardiovascular Credentialing International (CCI); a vascular ultrasound credential for professionals specializing in vascular studies.
 - **Vascular Sonography – RT(VS)** – An ARRT credential recognizing radiologic technologists who specialize in vascular sonography.
- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?

Yes. The AAS in Vascular Sonography Technology is intentionally designed to prepare graduates to pursue national professional certifications that are widely recognized by Indiana employers and that significantly enhance employment prospects.

The curriculum will:

- Align coursework and clinical training with the content outlines and eligibility pathways for national credential: ARRT Vascular Sonography – RT(VS)
- Provide foundational science and imaging courses (anatomy and physiology, vascular pathology, ultrasound physics and instrumentation, patient care, ethics) that mirror examination domains.
- Include progressive vascular sonography lab courses where students master standard vascular protocols (e.g., carotid, venous, arterial, abdominal vascular exams), hemodynamic assessment, and image optimization.
- Require supervised clinical education in vascular labs and imaging departments so students can document the range and volume of procedures typically needed to support certification eligibility.
- Offer a capstone/registry review course focused on exam-style questions, case review, and test-taking strategies to support graduates in successfully attempting national boards.

While ultimate eligibility and credentialing decisions rest with the respective certifying organizations, graduates of this program will have the didactic preparation, hands-on skills, and clinical experience needed to pursue national vascular sonography certification. Holding one or more of these credentials is expected to improve both initial job placement and long-term career advancement for graduates working in Indiana's hospitals, outpatient imaging centers, and vascular laboratories.

- If so, please identify

SCC Response:

The graduate will be prepared to pursue the following national professional certifications:

- **Vascular Sonography – RT(VS)** – American Registry of Radiologic Technologists (ARRT)
 - Each specific professional certification:

SCC Response:

The following are specific professional certifications:

- **Registered Vascular Technologist (RVT)** – American Registry for Diagnostic Medical Sonography (ARDMS/APCA)
- **Registered Vascular Specialist (RVS)** – Cardiovascular Credentialing International (CCI)
- **Vascular Sonography – RT(VS)** – American Registry of Radiologic Technologists (ARRT)

- The national organization issuing each certification:

SCC Response:

American Registry of Radiologic Technologists (ARRT)

- Please explain the rationale for choosing each professional certification:

SCC Response:

The Vascular Sonography – RT(VS) credential from the American Registry of Radiologic Technologists (ARRT) was selected because it is a nationally recognized advanced credential in vascular ultrasound that is highly valued by hospitals and integrated imaging departments. Many imaging employers in Indiana organize their staffing, credentialing, and quality programs around ARRT standards, and they prefer or require ARRT-credentialed technologists for modality-specific roles (e.g., CT, MRI, vascular sonography).

For this program, the RT(VS) pathway offers several advantages:

- **Alignment with a major national registry in imaging:** ARRT is one of the primary certifying bodies for medical imaging professionals; RT(VS) signals that the vascular sonographer meets rigorous national standards for safety, ethics, and clinical competence.
- **Career ladder for radiologic technologists:** The credential provides a clear specialization option for individuals who already hold a primary ARRT credential (e.g., RT(R)) and wish to advance into vascular sonography, supporting internal career mobility and cross-training within imaging departments.
- **Employer and patient confidence:** Because ARRT emphasizes radiation safety, ethics, and continuous professional development, the RT(VS) credential reassures employers, accrediting bodies, and patients that the technologist's practice meets nationally benchmarked expectations.
- **Portability and flexibility:** ARRT credentials are recognized across states, so RT(VS) enhances graduates' ability to work in multiple jurisdictions and to adapt if Indiana or other states adopt more formal regulatory frameworks for sonography in the future.

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

SCC Response:

For this AAS in Vascular Sonography Technology, no single course alone prepares a student for national certification. Instead, each credential is supported by a defined sequence of didactic, lab, and clinical courses that together address the exam content outlines and clinical experience expectations.

Below is how the program's curriculum is intended to align with each certification pathway:

ARRT – Vascular Sonography, RT(VS)

ARRT requires a primary ARRT credential plus postprimary vascular sonography preparation. This AAS program provides the vascular specialty knowledge and clinical competencies for those who already hold (or later obtain) a primary ARRT registration.

Course sequence leading to RT(VS) preparation:

- **Professional foundation**

- BIO 101 – Basic Medical Terminology
- BIO 104 – Healthcare Laws and Ethics
- BIO 105 – Patient Care in Imaging

- **Vascular specialty and physics**

- BIO 102 and BIO 106 – Human Anatomy and Physiology I & II
- BIO 107 – Imaging Pathology
- VAS 111 – Vascular Sonography I
- VAS 1XX/2XX – Advanced Vascular Sonography (peripheral, cerebrovascular, abdominal)
- SON/PHY 1XX – Ultrasound Physics and Instrumentation
- VAS Lab I–II – Vascular Sonography Laboratory

- **Clinical and exam preparation**

- VAS Clinical I–III – Vascular Sonography Clinical Practicum (documented case logs aligned with ARRT vascular procedures list)
- VAS 2XX – Vascular Sonography Capstone and Registry Review (including RT(VS) domains: patient care, safety, image production, procedures)

This sequence ensures that graduates who already meet ARRT's primary-credential requirement will have structured vascular coursework and clinical experience supportive of RT(VS) eligibility and success.

d. Professional Industry Standards/Best Practices

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

SCC Response:

Yes. The AAS in Vascular Sonography Technology curriculum is intentionally built around current professional industry standards and best practices in noninvasive vascular ultrasound.

In particular, the program:

- Aligns with national professional practice guidelines issued by organizations such as the Society for Vascular Ultrasound (SVU) and the Society of Diagnostic Medical Sonography (SDMS), including recommended protocols for carotid, peripheral arterial, venous, and abdominal vascular exams; documentation and reporting standards; and expectations for patient safety, communication, and interprofessional collaboration.
- Incorporates national certification content outlines (ARRT RT(VS)) into course objectives and assessment plans, ensuring that didactic, lab, and clinical components address the core domains of vascular anatomy and hemodynamics, ultrasound physics and instrumentation, vascular pathology, exam procedures, and professional/ethical practice.
- Reflects vascular laboratory accreditation standards (e.g., Intersocietal Accreditation Commission – IAC Vascular Testing) by emphasizing quality assurance activities, standardized protocols and policies, measurement and documentation consistency, and continuous quality improvement processes used in accredited vascular labs.
- Integrates patient-centered and safety-focused best practices, including HIPAA/privacy compliance, infection control, ergonomics and sonographer safety, and communication strategies that promote cultural competence and

health literacy.

These standards and best practices are embedded in course syllabi, skills checklists, and clinical evaluation tools and are reviewed regularly with input from the program's advisory board, clinical partners, and certification exam updates so that the curriculum remains current with the expectations of the vascular sonography profession.

- If so, please identify:

SCC Response:

The program curriculum incorporates the following professional industry standards and best practices:

- **Vascular ultrasound practice guidelines and exam protocols**
 - **Organization/Agency:** Society for Vascular Ultrasound (SVU)
 - **Examples:** Recommended protocols for carotid duplex, peripheral arterial and venous studies, abdominal/visceral vascular exams, reporting standards, and vascular lab quality practices.
- **Scope of Practice, Clinical Standards, and Code of Ethics for Sonographers**
 - **Organization/Agency:** Society of Diagnostic Medical Sonography (SDMS)
 - **Examples:** SDMS Scope of Practice for the Diagnostic Medical Sonographer, SDMS Clinical Practice Standards, and SDMS Code of Ethics, which inform course objectives in patient care, professionalism, and interprofessional communication.
- **Practice Parameters for Vascular Ultrasound Examinations**
 - **Organization/Agency:** American Institute of Ultrasound in Medicine (AIUM)
 - **Examples:** AIUM practice parameters for performance and documentation of peripheral venous, arterial, and cerebrovascular ultrasound examinations, including image optimization, measurement standards, and documentation requirements.
- **Accredited Vascular Laboratory Standards and Quality Assurance**
 - **Organization/Agency:** Intersocietal Accreditation Commission (IAC) – Vascular Testing
 - **Examples:** IAC Standards and Guidelines for Vascular Testing, including policies on exam protocols, staff qualifications, quality assurance, documentation, and continuous quality improvement activities in vascular labs.
- **National Certification Content Outlines and Professional Practice Standards**
 - **Organizations/Agencies:**
 - American Registry for Diagnostic Medical Sonography (ARDMS) – Registered Vascular Technologist (RVT)
 - Cardiovascular Credentialing International (CCI) – Registered Vascular Specialist (RVS)
 - American Registry of Radiologic Technologists (ARRT) – Vascular Sonography (RT(VS))
 - **Examples:** Exam content domains in vascular anatomy and hemodynamics, physics and instrumentation, vascular pathology, exam protocols, patient care, and ethics, used to shape didactic, lab, and clinical course outcomes.
- **Patient Safety, Infection Control, and Privacy Best Practices**
 - **Organizations/Agencies:**

- Centers for Disease Control and Prevention (CDC) – Standard precautions and infection-control guidance
 - Occupational Safety and Health Administration (OSHA) – Bloodborne Pathogens Standard and ergonomics/sonographer safety recommendations
 - U.S. Department of Health and Human Services (HHS) – HIPAA Privacy and Security Rules
- **Examples:** Standard precautions, safe handling of blood and body fluids, ergonomic scanning techniques, and protection of patient health information integrated into patient-care, lab, and clinical courses.

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

SCC Response: The curriculum is built around the following **specific** professional standards and best practices:

- SVU Vascular Technology Guidelines (e.g., SVU carotid duplex, peripheral arterial, peripheral venous, and abdominal vascular testing protocols and reporting standards)
- SDMS Scope of Practice for the Diagnostic Medical Sonographer
- SDMS Clinical Practice Standards for Diagnostic Medical Sonography
- SDMS Code of Ethics for the Profession of Diagnostic Medical Sonography
- AIUM Practice Parameters for Vascular Ultrasound (e.g., peripheral venous ultrasound, extracranial cerebrovascular ultrasound, peripheral arterial ultrasound)
- IAC Standards and Guidelines for Vascular Testing Accreditation (protocols, documentation, quality assurance, and staff qualifications)
- ARRT Vascular Sonography (RT(VS)) Content Specifications and Clinical Experience Requirements
- CDC Standard Precautions and Infection Control Guidelines (applied to imaging/clinical environments)
- OSHA Bloodborne Pathogens Standard and ergonomics/sonographer safety recommendations
- HIPAA Privacy and Security Rules for protection of patient health information in imaging and clinical settings.

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

SCC Response: The professional standards and best practices used in this program come from the following organizations and agencies:

- Society for Vascular Ultrasound (SVU)
- Society of Diagnostic Medical Sonography (SDMS)
- American Institute of Ultrasound in Medicine (AIUM)
- Intersocietal Accreditation Commission (IAC) – Vascular Testing
- American Registry for Diagnostic Medical Sonography (ARDMS)
- Cardiovascular Credentialing International (CCI)
- American Registry of Radiologic Technologists (ARRT)
- Centers for Disease Control and Prevention (CDC)
- Occupational Safety and Health Administration (OSHA)
- U.S. Department of Health and Human Services (HHS) – HIPAA Privacy and Security Rules

e. Institutional Accreditation

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

SCC Response: Stellar Career College Indiana is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Reason for seeking accreditation.

SCC Response: This is not applicable.

f. Specialized Program Accreditation

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

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 American Registry of Radiologic Technologists (ARRT) – Vascular Sonography (RT(VS)) credential.

- If so, please identify the specialized accrediting agency:

SCC Response: This is not applicable.

g. Transferability of Associate of Science Degrees

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:
- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?
- If so, please list the baccalaureate degree(s):

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 has been approved by the Indiana Commission for Higher Education (ICHE) to offer baccalaureate degrees and is currently awaiting corresponding approval from ACCSC. Upon receipt of AAS degree-granting authority from ICHE/BPE, Stellar Career College will actively pursue articulation agreements with other local and national institutions of higher learning to facilitate transfer credit opportunities for its graduates.

- 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?

SCC Response:

This is not applicable. This is an associate degree application.

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

This is not applicable. This is an associate degree application.

7. 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 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: Our student information system is hosted on cloud servers provided by DigitalOcean. The physical servers are located in DigitalOcean's U.S. data centers.

- 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 October 30, 2025, the institution estimates maintaining approximately 2,850 digital student records, reflecting annual increases in new applications, enrollments, and completions.

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

SCC Response: The institution estimates maintaining approximately 1,050 paper student records from 1989 to 2003. All records from 2003 to the present (approximately 2,850 records) are maintained in digital format.

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

SCC Response: SCC does not maintain student records in any other format.

- If so, what is the most significant format?

SCC Response: This is not applicable.

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

SCC Response: This is not applicable.

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

SCC Response: Yes and see below.

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

SCC Response: For Chicago, IL and Crown Point, IN Campuses:

Mr. AK Buss
Registrar
Stellar Career College
205 W. Randolph Street, Suite 200
Chicago, IL 60606
E: akbuss@stellarcollege.edu
T: (312) 687-3000
F: (312) 374-6223

For Modesto, CA Campus:

Ms. Kristina Nielsen
Campus Director, Registrar
Stellar Career College

4300 Sisk Rd., Modesto
CA 95356
E: kristina@stellarcollege.edu
T: (209) 545-5200
F: (209) 545-3995

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

SCC Response: No, the institution has not contracted with a third-party vendor. All records are maintained in-house.

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

SCC Response: At present, SCC received about 5 to 10 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 below.



Stellar Career College

205 West Randolph Street, Suite 200, Chicago, IL 60606, United States
Tel: (312) 687-3000 Email: info@stellarcollege.edu

Student Name: TEST Student
SSN: ***-**-5555
Program: AAS in Vascular Sonography Technology
Award: Associate of Applied Science (AAS)

Enrollment ID: 2026-02-51.0901-001
Start Date: 02-10-2026
Enroll Status: Active
Last Att. Date: 02-10-2026

INSTITUTION CREDITS

02-10-2026 to 05-09-2026

Code	Description	Attempted	Earned	Grade	Points
BIO 102	Human Anatomy And Physiology I	3	3	A+	12.00
BIO 104	Healthcare Laws And Ethics	3	3	A+	12.00
BIO 105	Patient Care In Imaging	3	3	A+	12.00
BIO 106	Human Anatomy And Physiology II	3	3	A+	12.00
		Attempted	Earned	Points	GPA
Current Quarter		12	12	48.00	4.00
Cumulative		12	12	48.00	4.00

05-10-2026 to 08-09-2026

Code	Description	Attempted	Earned	Grade	Points
BIO 107	Imaging Pathology	3	3	A+	12.00
VAS 111	Vascular Sonography I	3	3	A+	12.00
VAS 112	Vascular Sonography I Lab	4	4	A+	16.00
		Attempted	Earned	Points	GPA
Current Quarter		10	10	40.00	4.00
Cumulative		22	22	88.00	4.00

08-10-2026 to 11-09-2026

Code	Description	Attempted	Earned	Grade	Points
VAS 113	Vascular Sonography II	3	3	A+	12.00
VAS 114	Vascular Sonography II Lab	4	4	A+	16.00
ENG 111	English Composition I	4.5	4.5	A+	18.00
		Attempted	Earned	Points	GPA
Current Quarter		11.5	11.5	46.00	4.00
Cumulative		33.5	33.5	134.00	4.00

11-10-2026 to 02-09-2027

Code	Description	Attempted	Earned	Grade	Points
VAS 211	Vascular Sonography III	3	3	A+	12.00
VAS 221	Vascular Sonography III Lab	2	2	A+	8.00
VAS 231	Registry Review	3	3	A+	12.00
ENG 212	English Composition II	4.5	4.5	A+	18.00
		Attempted	Earned	Points	GPA
Current Quarter		12.5	12.5	50.00	4.00
Cumulative		46	46	184.00	4.00

08-10-2027 to 11-09-2027

Code	Description	Attempted	Earned	Grade	Points
VAS 121	Externship I	13	13	A+	52.00
		Attempted	Earned	Points	GPA
Current Quarter		13	13	52.00	4.00
Cumulative		83	83	332.00	4.00

02-10-2027 to 05-09-2027

Code	Description	Attempted	Earned	Grade	Points
DMS 221	Fundamentals Of Sonography V	3	3	A+	12.00
Psych 114	Introduction To Psychology	4.5	4.5	A+	18.00
MAT 113	Mathematics	4.5	4.5	A+	18.00
		Attempted	Earned	Points	GPA
Current Quarter		12	12	48.00	4.00
Cumulative		58	58	232.00	4.00

05-10-2027 to 08-09-2027

Code	Description	Attempted	Earned	Grade	Points
DMS 231	Fundamentals Of Sonography VI	3	3	A+	12.00
DMS 241	Fundamentals Of Sonography VII	3	3	A+	12.00
BIO 211	Healthcare Information Technology Management	6	6	A+	24.00
		Attempted	Earned	Points	GPA
Current Quarter		12	12	48.00	4.00
Cumulative		70	70	280.00	4.00

11-10-2027 to 02-09-2028

Code	Description	Attempted	Earned	Grade	Points
VAS 221	Externship II	13	13	A+	52.00
		Attempted	Earned	Points	GPA
Current Quarter		13	13	52.00	4.00
Cumulative		96	96	384.00	4.00

Total credits earned, including 96 transfer credits:

*** End of Transcript ***

AK Buss, Registrar

**UNOFFICIAL
TRANSCRIPT**



Stellar Career College

Modesto, CA, Main School:	4300 Sisk Road Modesto, CA, 95356	(209) 545-5200
Chicago, IL, Branch Campus:	205 W Randolph Street, Suite 200 Chicago, IL, 60606	(312) 687-3000
Crown Point, IN, Branch Campus:	5521 Lincoln Hwy Crown Point, IN, 46307	(219) 900-5700

HISTORY

Stellar Career College (formerly Computer Tutor Business & Technical Institute) was established in 1986 in Modesto, California by Lenore Hughes to improve children's reading, comprehension and mathematical skills. Computer Tutor began offering computer software training and clerical programs to adults in 1989. Accounting courses were added in 1992. In 1997, R. George Rawe became the Director of Computer Tutor. In 1998, medical and computer technical programs were added. Because of the expanded program offerings, the name was changed to Computer Tutor Business and Technical Institute in July 2002. Computer Tutor first received accreditation from ACCSC in March 2003. In February 2014, the Institution moved to a new location at 4300 Sisk Rd. Modesto, CA. Effective August 1, 2017 Stellar Career College, LLC became the new owner of the school with Zulfiqar Satti designated as President and CEO. In February 2018, Computer Tutor Business and Technical Institute changed its name to Stellar Career College.

On July 9, 2019 the Illinois Board of Higher Education approved the Chicago, Illinois campus of Stellar Career College. On September 26, 2019 ACCSC approved the Chicago Campus. On February 25, 2020 US Department of Education approved the Chicago Campus. Due to COVID-19 pandemic launch of classes at the Chicago campus were delayed. On October 26, 2020 first set of classes for various training programs was launched at the Chicago Campus. On March 08, 2022, Stellar Career College Indiana was granted authorization to offer 3 associate degree programs and 13 diploma programs by the Indiana Commission of Higher Education (ICHE). We are proud to continue providing consistent, high quality, instructor-led training as we have been offering for over 30 years.

RELEASE OF INFORMATION

This educational record is subject to the U.S. Family Education Rights and Privacy Act of 1974, as amended. It is furnished for official use only and may not be released to or accessed by outside agencies or third parties without the written consent of the student.

ACCREDITATION

Stellar Career College (SCC) is institutionally accredited by Accrediting Commission of Career Schools and Colleges (ACCSC).

COURSE NUMBERING LEGEND

001-099	Development Courses
100-199	Freshman-Level Courses
200-299	Sophomore-Level Courses

GRADING SYSTEM

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%, INC: Incomplete, TC: Transfer Credit, W: Withdrawal and in Quality Points if points do not apply it will be considered as 'n/a' (not applicable). For details, please refer to the College Catalog.

ACADEMIC HONESTY

Violations of the Academic Honesty Policy include, but are not limited to the following: cheating, fabrication, plagiarism, facilitation, falsification of injury and/or misrepresentation of external performances/commitments. A student found responsible for any act of academic dishonesty may be awarded a grade of "HF" for the course. However, they may petition to have the grade removed during their last term as long as there are no further incidents of dishonesty.

COURSE WITHDRAWALS

After the add/drop period, students may withdraw from a course and a grade of "W" will appear on their transcript. A student can have no more than eight course withdrawals during his or her enrollment in the college without the approval of the Director of Academic Affairs/Program Director.

Family Educational Rights and Privacy Act of 1974: In accordance with federal law, the information in this transcript may not be copied, divulged or forwarded to parties other than the original addressee. If this transcript is no longer needed by the recipient, it must be either destroyed or returned to the Office of the Registrar at Stellar Career College.

Incomplete Grades: A student is eligible to receive an incomplete for a course: 1) The student must provide to the instructor a documentation of the extenuating circumstance(s) that prevent him/her from satisfying the course requirements and learning outcomes of that particular course. 2) The student, at the time of applying for an incomplete, must have completed two-thirds of the term and have a passing grade.

Transfer Credit: Transfer credit is awarded for courses successfully completed at a regionally accredited institution or an institution whose accrediting organization is recognized by the Council for Higher Education Accreditation (CHEA). Although credits transfer in from other institutions, grades do not. Transfer courses are listed on the transcript with a grade of "TC." A student's SCC grade point average is based solely on SCC courses.

8. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount, 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									
February 05, 2026									
Institution/Location: Stellar Career College at Crown Point, IN									
Program: AAS Vascular Sonography Technology									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2026	FY2027	FY2028	FY2029	FY2030	
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	10	10	10	20	
Degree Level: Associate									
CIP Code: -51.0910; State - 51.0910									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									