INDIANA COMMISSION *for* HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Tuesday, March 8, 2022

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 8, 2022
10:00 A.M. – 12:00 P.M.

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

Microsoft Teams meeting
Join on your computer or mobile app
[**Click here to join the meeting**](#)

I. **Call to Order – 10:00 A.M.** *(Eastern)*
Roll Call of Members and Determination of Quorum
Executive Director's Report

II. **Decision Items**

A. Academic Degree Programs

B. Fees Assessed by the Board for Proprietary Education

III. **INFORMATION ITEM**
OLD BUSINESS
NEW BUSINESS
ADJOURNMENT

****
The next meeting of the Board is tentatively scheduled for **June 14, 2022, in Indianapolis, Indiana**.

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STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Wednesday, December 1, 2021

I. CALL TO ORDER

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

Members Absent: None

Guests: Brad Adams, Bryan Barton, Ph.D., Tom Brouwer, Kim Hall, Ph.D., Deb Jennings, Lynn Patton, Ph.D., Kim Priesmeyer, Steve South, and Turner South.

It was determined that there was a quorum for the December 1, 2021, Board meeting.

CONSIDERATION OF THE MINUTES OF THE September 1, 2021 BOARD MEETING

R-21-12.01   **Resolved:** That the Board for Proprietary Education hereby approves the Minutes of the September 1, 2021 regular meeting
(Motion – Haywood, second – Shane, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Ken Sauer, Ph.D. began by welcoming Board members. He stated that as a matter of good form, several scenarios would be presented during the fee discussion. If a consensus of the members could be reached, then a new business item would be added to the agenda. The new business item, a resolution to amend the fee schedule. If the Board could not reach a consensus, then action on the fee schedule would be delayed.

III. TIME-SENSITIVE ACTION ITEM

A. Academic Degree Programs

1. Master of Science of Public Health to be offered by American College of Education.

   Representing American College of Education were: Bryan Barton, Ph.D., Healthcare Chair; and Tom Brouwer, Director of Regulatory Affairs and Compliance.

   Ross Miller presented the staff report recommending that American College of Education be granted approval to offer one master's degree program via distance education.

R-21-12.02   **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
(Motion – Putnam, second – Shane, unanimously approved)

2. Associate of Science in Medical Assisting and Bachelor of Science in Nursing to be offered by South College.

   Representing South College were: Brad Adams, COO; Kim Hall, Ph.D., Vice Chancellor of Institutional Advancement and Effectiveness; Deb Jennings, Dean of Nursing; Lynn Patton, Associate Dean of Nursing for the Indianapolis Campus; Kim Priesmeyer, Indianapolis Dean of Academic and Student Services; Steve South, Chancellor; and Turner South, Indianapolis Campus President.

   Ross Miller presented the staff report recommending that South College be granted approval to offer one associate's degree program and one bachelor's degree program.

   R-21-12.03   **Resolved:** That the Board for Proprietary Education approves by consent the following recommendation, in accordance with the background information provided in this agenda item.
   (Motion – Konesco, second – Shane, unanimously approved)

B. DECISION ITEM

1. Ken Sauer, Ph.D., and Ross Miller presented several options for changes to the Board for Proprietary Education fee schedule. After consideration by Board members, it was evident that further discussion was needed before the Board was prepared to act. Consequently, the staff withdrew consideration of this item, with the understanding that the BPE Planning Committee would be re-convened to further discuss fee schedule options and that the staff would present a single recommended fee schedule at the March BPE meeting.

V.   INFORMATION ITEM

1. Ross Miller presented the Calendar of 2022 Tentative Meeting Dates of the Board.

OLD BUSINESS
NEW BUSINESS

There was none.

VI.   ADJOURNMENT

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

_____   _____
Dr. Ken Sauer, Chairman   Date

BOARD FOR PROPRIETARY EDUCATION
Tuesday, March 8, 2022

DECISION ITEM A-1:	<u>**Stellar Career College: Initial Institutional Authorization and Three Associate's Degree Programs at One Location**</u>
Institutional Profile	See Attachment
Staff Recommendation	That the Board for Proprietary Education grant Stellar Career College institutional authorization and approve the Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography, A.A.S. in Magnetic Resonance Imaging Technology, and A.A.S. in Radiologic Technology in accordance with the background discussion of this agenda item and the Applications for Degree Approval.
Background	**Degree Program Profiles**

*Associate of Applied Science (A.A.S.) in
Diagnostic Medical Sonography at
Highland*

This program consists of 90 quarter credit hours, with 75 percent of the courses in the specialty. The program includes an additional four specialty courses and three general education courses that are optional. The program faculty consists of 10 individuals, all of whom are part-time. Of the 10 individuals, three have a doctoral degree, five have a master's degree, one has a baccalaureate degree, and one has an associate's degree.

*Associate of Applied Science (A.A.S.) in
Magnetic Resonance Imaging Technology at
Highland*

This program consists of 90 quarter credit hours, with 75 percent of the courses in the specialty. The program includes an additional four specialty courses and three general education courses that are optional. The program faculty consists of nine individuals, all of whom are part-time. Of the nine individuals, three have a doctoral degree, five have a master's degree, and one has an associate's degree.

Associate of Applied Science (A.A.S.) in
Radiologic Technology at
Highland

This program consists of 90 quarter credit hours, with 75 percent of the courses in the specialty. The program includes an additional five specialty courses and three general education courses that are optional. The program faculty consists of nine individuals, all of whom are part-time. Of the nine individuals, three have a doctoral degree, five have a master's degree, and one has an associate's degree.

Supporting Documents   Degree Applications

Institutional Profile for
Stellar Career College

Background Stellar Career College began as Computer Tutor in 1986. After the institution began offering allied health and accounting courses, the name was changed to Computer Tutor Business and Technical Institute. In February of 2018 the institution was renamed to its current name. The institution has been at two locations at Modesto, California since inception. In July of 2019 a Chicago, Illinois campus was approved by the Illinois Board of Higher Education.

Institutional Control Private, for-profit institution.

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

Participation in NC-SARA Stellar Career College does not participate in the State Authorization Reciprocity Agreement (SARA).

Participation in Student Financial Aid Students attending the institution are eligible to receive Title IV Federal Student Aid. The institution does not currently participate in Indiana state financial aid. The institution does participate in financial aid in other states where they currently have a physical presence. For instance, Stellar Career College at Chicago is approved by the Workforce Innovation and Opportunity Act (WIOA).

Campuses The ACCSC accredits the main Stellar Career College at Modesto, California. In addition, ACCSC accredits the branch at Chicago, Illinois.

Enrollment The National Center for Education Statistics (NCES) lists a total enrollment of 21 students in the fall of 2020 at Stellar Career College at Modesto, California. The Chicago campus enrollment is included in the Modesto campus figure.

Programs The institution offers programs at the certificate, and diploma level. Programs offered at the Modesto campus include Certificates in Administrative Assistant, Administrative Accounting Clerk, Administrative Medical Clerk, Medical Assisting/Patient Services Tech, Sterile Processing Technician, and Veterinary Assistant. The Chicago campus offers only allied health diploma programs in Diagnostic Medical Sonographer, Echocardiography/Noninvasive Cardiovascular Sonographer, Magnetic Resonance Imaging Technologist, Medical Assisting with Phlebotomy Technician, Radiologic Technologist, Sterile Processing Technician, Surgical Technologist, and Dialysis Technologist with Phlebotomy Technician.

Financial Responsibility Composite Score (FRCS) In Fiscal Year (FY) ending December 31, 2018, the institution had a published FRCS of 2.6.

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**Indiana Commission for Higher
Education Indiana Board for
Proprietary Education**

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

DEGREE
APPLICATION
(*New or Renewal
program)*

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

Name of Institution   Stellar Career College

Program name and
Suggested CIP Code: Associate of Applied Science in Diagnostic Medical Sonography
(CIP Code: 51-0910)

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

Name of Person Preparing this Form Dr. Zulfiqar A. Satti

Telephone Number   (773) 317 - 7284   **Application Type**

Date the Form was Prepared   January 12, 2022   (Initial) or   Renewal
(Revise date after any revision)

Program Deliver Options:

The College will offer this program in on-ground format as well as in hybrid format in which students can take up to 45% of the courses using online delivery method. The instruction delivery format options are provided for each course in the course description section of the college catalog.

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

The Associate of Applied Science in Diagnostic Medical Sonography degree will enable Indiana residents to gain entry-level employment in the field of diagnostic imaging sonography. This Associate of Applied Science degree in Diagnostic Medical Sonography will also provide opportunities to the current healthcare workers for career advancement through additional training opportunities in vital clinical skills. Over the years imaging technologies have evolved significantly. Therefore, it is critical for the current workforce in the healthcare field to learn new technologies for optimal benefits of the patients. This degree will also provide opportunities to the graduates to continue on to higher education through credit transfer to the institutions of higher education. After receiving the approval for this degree program, this institution will develop articulation agreements with the local and national institutions of higher education for the credit transfer. This degree program will also positively contribute towards the state, regional, and national labor needs for healthcare professionals.

This Associate degree will provide opportunities to the students for Diagnostic Medical Sonography. According to the US Department of Labor, Diagnostic Medical Sonographers are well-paid and in-demand professions. According to Careeronestop research that is sponsored by the US Dept. of Labor, this occupation is expected to grow rapidly during the next ten years, i.e. average growth is expected to be 19%. This occupation is expected to grow much faster than average.

The following summary has been developed using the data provided by the US Dept. of Labor:

The Diagnostic Medical Sonographers:

The Median wages (2020): $37.40 hourly, $77,790 annual
Employment (2020):   75,900 employees
Projected growth (2020-2030):   19% (faster than average)

In Indiana:
   Workers on average earn $72,370.
   10% of workers earn $54,040 or less.
   10% of workers earn $97,930 or more.

In the United States:
   Workers on average earn $74,690.
   10% of workers earn $53,790 or less.
   10% of workers earn $105,340 or more.

Indiana Employment
   Employment (2018):   1,160 employees
   Projected employment (2028):   1,380 employees
   Projected growth (2018-2028): 19%

In the United States:
   Employment (2020):   75,900 employees
   Projected employment (2030):   90,300 employees
   Projected growth (2020-2030): 19% (faster than average)

Stellar Career College through this AAS in Diagnostic Medical Sonography degree program will create additional opportunities for the residents of the State of Indiana to earn credentials in these in-demand, well-paid healthcare professions and contribute towards meeting an economic demand.

Stellar is committed to delivering quality career education and we go above and beyond the standard requirements of States and our accrediting body ACCSC. Stellar has hired well-qualified and experienced faculty who are credentialed/ licensed in their respective fields. Most of our faculty consists of practitioners from the field. Stellar allocates an appropriate budget for the learning resources to create and enhance learning opportunities for its students.

The Diagnostic Medical Sonography Department is led by a capable and well-experienced imaging professional, Program Director Stephanie Wells-Mullins, EdD, MS Healthcare Administration, BS Biology and Chemistry, AAS Cardiovascular Sonography RDCS, RVT, (ARDMS). She has more than 20 years of professional experience as a Staff Sonographer in Adena Health System. Also, she has 14 years of teaching experience in Diagnostic Medical Sonography and Allied Health Sciences.

Instructor Sangeetha Gopalaseshan, MS Biochemistry, AAS DMS, AS, RDMS (OB/GYN), RVT (ARDMS) has more than 5 years of working experience in the field of sonography. She is currently working as a vascular sonographer at Northwestern Medicine and previously worked at Presence Mercy Medical Center.

Instructor Jennifer Olavarria, BS Radiographic Sciences, AS Radiography, RDMS, RT (R) is an Indiana Resident with professional experience in administration and sonography. She will work concurrently as the interim campus director and instructor of the AAS DMS program. She has more than 14 years of working experience as an ultrasound technologist in imaging facilities located both at Chicago, IL and Hammond, IN.

In addition to these state-of-the art virtual technologies, the college equips its labs with appropriate training equipment to ensure students will have opportunity for the hands-on training in the in-person, instructor-led classes at the college campus.

The objectives of the associate degree will be achieved through the following:

- Student assessments for each course and feedback to the faculty
- Course monitoring to ensure compliance with the institution procedures
- Review of curriculums with industry representatives (members of our Program Advisory Committees) at least twice a year
- Feedback from alumni
- Review of curriculums by faculty
- Development of syllabi for each course that supports the degree objectives
- Engage faculty who maintain their currency in the degree being taught
- Course content organized into modules for weekly content

Program Description:

This program will prepare students for the specific careers/professions in the growing fields of magnetic resonance imaging technology. This program is designed for students who would like to seek entry-level employment immediately upon graduation. Current healthcare workers can also benefit from this program by learning modern technical skills in the field of Diagnostic Medical Sonography. Emphasis is placed on courses that enable the students to gain theoretical knowledge and vital practical clinical skills that are critical for working in the health sciences and prepare the students for the industry standard credentials.

This program is designed to prepare an associate degree level education in the field of Diagnostic Medical Sonography. The college uses the curriculum guidelines and resources provided by the state, accrediting body, credentialing/ licensure agencies, professional bodies, and textbooks publishers. Stellar has formed Program Advisory Committees (PACs) for all of its training programs. PAC membership consists of individuals who are healthcare practitioners working in the healthcare field, representatives of prospective employers of the graduates of these programs, educators, and/or online-education-delivery specialists. Program directors, faculty, and PAC members review and recommend resources for this purpose. We have determined the appropriateness of each course within this associate degree program through the following method. We have completed research on the program by reviewing the contents and competency requirements and/or guidelines set by the state, accrediting agency, credentialing agency, and any professional organizations. This has been an ongoing process since Stellar Career College was established. We also compare our program with the similar programs at local accredited institutions of higher learning that have similar length. The Program Advisory Committees have validated the appropriateness of the programs' objectives, contents, and program length.

The Associate degree in Diagnostic Medical Sonography is the education and preparation of students for a career as a diagnostic sonographer. The associate degree curriculum is designed to synthesize clinical and didactic experiences in radiography, to instill a desire to excellence in practice, and to provide a foundation of academic and career advancement.

The following are program objectives:

- Demonstrate clinical competence, professionalism and critical thinking skills based on professional standards,
- Prepared the graduate for a career as an entry-level sonographer,

- Exhibit behavior consistent with the professional, ethical, and legal standards of allied health,
- Learn how to operate the machine,
- Learn how to enter patient information,
- Learn how to adjust depth measurement,
- Learn how to adjust frequency,
- Learn how to demonstrate indicator orientation,
- Learn how to save images,
- Learn how to establish objective criteria,
- Learn how to position the patient for the specific test,
- Learn the basic introduction to accreditation bodies, and
- Learn the standards for ultrasound QC (quality control).

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

Name of Program: Associate of Applied Science in Diagnostic Medical Sonography

Total Course Hours: 90   Check one: Quarter Hours   ✓

                                                          Semester Hours

                                                          Clock Hours

Tuition: $300 per credit. $27,000 for the entire program.   Length of Program: 2 academic years

SPECIALTY COURSES:

(a total of 67.5 quarter credits): Diagnostic Medical Sonography

Course Number	Course Title	Quarter Credit Hour	Semester Credit
BIO 111	Basic Medical Terminology	3	2.00
BIO 112	Human Anatomy and Physiology I	2	1.33
BIO 113	Pharmacology	2	1.33
BIO 114	Healthcare Laws and Ethics	2	1.33
BIO 115	Patient Care in Imaging	2	1.33
BIO 116	Human Anatomy and Physiology II	2	1.33
BIO 117	Careers in Healthcare	4	2.67
BIO 211	Advancement in Healthcare Technology	4	2.67
BIO 212	Descriptive Statistics in Healthcare Industry	4	2.67
BIO 213	Environmental Health and Safety	4	2.67
BIO 214	Healthcare and Leadership	4	2.67
BIO 215	Research Methods for Healthcare Sciences	4	2.67
BIO 216	Imaging Pathology	3	2.00
BIO 217	Global Pandemics and Public Health	4	2.67
DMS 121	Fundamentals of Sonography I	5.5	3.67
DMS 122	Sonographic Imaging I	5.5	3.67
DMS 123	Ultrasound Physics I	2	1.33
DMS 124	Externship I	6.5	4.33
DMS 221	Fundamentals of Sonography II	5.5	3.67
DMS 222	Sonographic Imaging II	5.5	3.67
DMS 223	Ultrasound Physics II	2	1.33
DMS 224	Externship II	6.5	4.33

GENERAL EDUCATION COURSES:

General Education Courses: (a total of 22.5 quarter credits)

Course Number	Course Title	Quarter Credit Hour	Semester Credit Hour
ENG 112	English Composition I	4.5	3
MAT 113	Mathematics	4.5	3
PSY 114	Introduction to Psychology	4.5	3
CIS 115	Introduction to Computers and Computing	4.5	3
ENG 212	English Composition II	4.5	3
HUM 213	Culture and Values	4.5	3
MAT 214	College Algebra	4.5	3
CHE 215	College Chemistry	4.5	3

Number of Credit/Clock Hrs. in Specialty Courses: 67.5 /1,012.50   Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 22.5 /337.50   Percentage: 25%

If applicable: **Not Applicable**
Number of Credit/Clock Hrs. in Liberal Arts: n/a   Percentage: n/a

1. **LIBRARY: 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 studies. LIRN is accessible in the dashboard of SCC's Moodle LMS.

Current LIRN membership includes the following resources:
- Gale Health Bundle
- Gale Health and Wellness
- Gale OneFile: Health and Medicine
- Gale Interactive Science Bundle
- Gale Interactive Anatomy

- Gale Interactive Chemistry
- Gale OneFile: Nursing and Allied Health
- ProQuest Databases
- ProQuest Core
- ProQuest Central
- Gale eBooks

Students are also encouraged to use Google Scholar. Google Scholar is an online, freely accessible search engine that lets users look for both physical and digital copies of articles.

2. Number of volumes of professional material:

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.

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.

3. Number of professional periodicals subscribed to:

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.

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

The proposed Highland Campus, IN is in close geographical proximity of the following:

- **Highland Branch of the Lake County Public Library**
  2841 Jewett Ave, Highland, IN 46322

https://www.lcplin.org/

- **Munster Branch of the Lake County Public Library**
  8701 Calumet Ave, Munster, IN 46321

https://www.lcplin.org/

- **Purdue University Northwest Library**
  2200 169th St, Hammond, IN 46323

https://www.pnw.edu/library/?utm_medium=301&utm_campaign=redirects&utm_source=https://library.pnw.edu/calumet

- **Gary Public Library & Cultural Center**
  220 W 5th Ave, Gary, IN 46402

http://www.garypubliclibrary.org/

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

Total # of Faculty in the Program:	10	**Full-time:**	0	**Part-time:**	10

Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one:**	
					Full-time	**Part-time**
Dr. Ayala, Joel (BIO Courses)	Title of Physician Surgeon (MD)	8	1	19		X
Buss, Anatoly (General Education Courses)	MA Education Mgt, Master of Public Administration, BS Physics	6	1	7		X
Gatto, Michael (BIO Courses)	MS Training and Development, BS Health Arts	24	1	17		X
Giroux, Michelle (BIO Courses)	Professional Studies in Health Arts, AAS Radiologic Technology	27	1	1		X
Gopalaseshan, Sangeetha (DMS Courses	MS Biochemistry, AAS Diagnostic Medical Imaging Sonography, Associate of Science	5	1	3		X
Moustafa, Adel (BIO Courses)	MS Education, BS Radiologic Sciences, AAS Radiologic Sciences	6	1	0		X
Olavarria, Jennifer (Interim Campus Director, SCC Indiana Branch and DMS Courses)	BS Radiologic Sciences and AS Radiography	14	1	0		X
Dr. Satti, Zulfiqar (General Education Courses)	PhD Organizational Leadership, MS Computer Science, BS Math and Physics	28	1	8		X

Valentin, Angelica (General Education Courses and BIO courses)	MA Social Sciences, BS Psychology, Certificate in Non-invasive Cardiovascular Sonography	9	1	0		X
Dr. Wells-Mullins, Stephanie (DMS courses)	Doctor of Education, Master of Healthcare Administration, BS	20	1	14		X

5. Rationale for the Program

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

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

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

Consistent to its mission, the Associate of Applied Science in Diagnostic Medical Sonography is designed to prepare associate-level education in the field of diagnostic imaging sonography.

- **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)?**

Stellar Career College provides a student-centric educational environment. SCC delivers a convenient way for individuals to learn the skills needed to compete in today's challenging job market. SCC seeks to admit individuals who have the capacity and determination to complete our hands-on training program and graduate. The admissions process is designed to help prospective students make an informed decision and possibility to start a career in healthcare. At Stellar Career College, we want students to graduate and become employed, not just enroll in the vocational school. SCC has a diverse student population from students that recently graduate to adults who are seeking a career change.

Stellar Career College is dedicated to providing quality professional skill development to the 21st century workforce. Our professional technical school faculty will train students in their new careers using a hands-on, instructor-led learning environment. Upon successful completion of one of our trade school programs, students will be prepared to enter positions in the careers for which they were trained.

The Associate of Applied Science in Diagnostic Medical Sonography degree will enable Indiana residents and other students to acquire an associate degree that will start their careers in healthcare. It will

complement the diploma programs that SCC intends to offer under the authority of Indiana Board of Proprietary Education. It will also address the national, state and regional labor needs for healthcare professionals. The Strategic Plan of Stellar Career College is composed of two documents namely: Institutional Assessment and Improvement Plan and Distance Education Assessment and Improvement Plan. These documents are accessible using this link:

https://drive.google.com/drive/folders/14kGXL4AO-i31u9PekbRL5tAML6CqzbBL?usp=sharing.

b. State Rationale: General

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

The offering of AAS Diagnostic Medical Sonography associate degree is congruent to Indiana Commission for Higher Education (ICHE)'s three priorities namely --- completion, equity and talent. The Reaching Higher in A State of Change document identified 60% attainment goal for working-age Hoosiers by 2025. This associate degree aims to provide an opportunity for Hoosiers and other students to get an associate degree that will enable them to become an imaging professional in the chosen field, in this case, Diagnostic Medical Sonography. This associate degree also intend to be continue the current trend of 70% of Hoosiers graduates of two- and four-year institutions in Indiana after graduation. At present, there are more than 30 diagnostic imaging centers in the State of Indiana who can readily employ AAS DMS graduates.

c. State Rationale: Equity-Related

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

Stellar Career College believes in equity and all of its programs are available to all students regardless of race/ethnicity, socioeconomic status, gender and geographical locality. SCC will continue to be aggressive in giving educational opportunities to all especially the students of color and minorities. Moreover, 70% of our faculty members are Asians, LatinX and Black.

d. Evidence of Labor Market Need

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

The Associate of Applied Science in Diagnostic Medical Sonography degree will enable Indiana residents to gain entry-level employment in the field of diagnostic imaging sonography. This Associate of Applied Science degree in Diagnostic Medical Sonography will also provide opportunities to the current healthcare workers for career advancement through additional training opportunities in vital clinical skills. Over the years imaging technologies have evolved significantly. Therefore, it is critical for the current workforce in the healthcare field to learn new technologies for optimal benefits of the patients. This degree will also provide opportunities to the graduates to continue on to higher education through credit transfer to the institutions of higher education. After receiving the approval for this degree program, this institution will develop articulation agreements with the local and national institutions of higher education for the credit transfer. This degree program will also positively contribute towards the state, regional, and national labor needs for healthcare professionals.

This Associate degree will provide opportunities to the students for Diagnostic Medical Sonography. According to the US Department of Labor, Diagnostic Medical Sonographers are well-paid and in-demand professions. According to Careeronestop research that is sponsored by the US Dept. of Labor, this occupation is expected to grow rapidly during the next ten years, i.e. average growth is expected to be 19%. This occupation is expected to grow much faster than average.

The following summary has been developed using the data provided by the US Dept. of

Labor:

The Diagnostic Medical Sonographers:

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annual Employment (2020):   75,900 employees
Projected growth (2020-2030):   19% (faster than average)

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  more.

In the United States:
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Indiana Employment
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In the United States:
    Employment (2020):   75,900 employees
    Projected employment (2030):   90,300 employees
    Projected growth (2020-2030):   19% (faster than
    average)

Stellar Career College through this AAS in Diagnostic Medical Sonography degree program will create additional opportunities for the residents of the State of Indiana to earn credentials in these in-demand, well-paid healthcare professions and contribute towards meeting an economic demand.

    e.   Placement of Graduates

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

The graduates of AAS Diagnostic Medical Sonography degree are expected to find employment as ultrasound sonographers or technicians.

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

- This program does not serve as a feeder for graduate programs.

Job Titles

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

Ultrasound technician, Diagnostic Medical Sonographer

6. <u>Information on Competencies, Learning Outcomes, and Assessment</u>

    a.   Program Competencies or Learning Outcomes

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

The following are program objectives:

- Demonstrate clinical competence, professionalism and critical thinking skills based on professional standards,
- Prepared the graduate for a career as an entry-level sonographer,

- Exhibit behavior consistent with the professional, ethical, and legal standards of allied health,
- Learn how to operate the machine,
- Learn how to enter patient information,
- Learn how to adjust depth measurement,
- Learn how to adjust frequency,
- Learn how to demonstrate indicator orientation,
- Learn how to save images,
- Learn how to establish objective criteria,
- Learn how to position the patient for the specific test,
- Learn the basic introduction to accreditation bodies, and
- Learn the standards for ultrasound QC (quality control).

Learning Outcomes

The following are the learning outcomes, competencies and skills of the DMS Courses:

Diagnostic Medical Sonographer (DMS): (**Patient Diversity**, **Mandatory Patient Care Procedures**-CPR Certification, Vital Signs, Monitoring level of consciousness and respiration, Standard Precautions, Sterile Technique, Verification of informed consent, Scanning Techniques, **Mandatory Scanning Techniques** – Gray Scale (2D), Color Doppler, Power Doppler, Spectral Doppler and M-Mode and Equipment Care Activities, **Mandatory Equipment Care, Sonography Procedures-**Abdomen, Superficial Structures, Gynecology, Obstetrics, Interventional Procedures, Vascular Procedures, Pediatric).

These learning outcomes are based on the didactic and clinical competency requirements for Sonography credential of the American Registry of Radiologic Technologists (ARRT).

a. Assessment

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

SCC follows the traditional Quarter Credit system. SCC will continually monitor student progress. In each course, faculty and SCC administration personnel monitor the student's satisfactory academic progress during the entire quarter. When a student's GPA falls below 2.0, the faculty member will counsel the student and record the counseling session. Faculty will also provide guidance to the student on how to improve their GPA. Likewise, SCC also reviews the student's progress every eight weeks through the review of all midterm

and final course grades. SCC will conduct course assessments on all courses taught. Students will be provided with a Course Survey Form and answer each of the questions. Questions on the Course Survey evaluate the course, the instructor, and the Learning Management System. The course assessment forms are processed and recorded. The results are used to improve the learning experience of the students by making changes and improving courses and student resources. The results are also given to each faculty member so that they may use them to improve the courses they teach. SCC will select and implement a student administration system when the degree programs are approved. The Student administration system contains a complete history of the student data.

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

   a. Federal Financial Responsibility Composite Score

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

   An independent auditing firm had completed our year 2020 financial audits using the methodology prescribed by the U.S. Department of Education. A copy of this audit report has been submitted to the US Department of Education. According to this audit report, Federal Financial Responsibility Composite Score of Stellar Career College for   the year 2020 is 2.8. This Composite Score is calculated by an independent auditor using the methodology prescribed by the US Department of Education.

Institution Reference No:	Stellar Career College LLC
Fiscal Year End:	12/31/2020
Financial Analyst:	
Review Date:	

Accounts	Enter Amounts	Calculated Fields	
Primary Reserve Ratio (Adj Equity/Total Expenses)			Hint
Total Assets	$ 913,891		Hint
Total Liabilities	$ 550,902		
Total Equity		$ 362,989	
Intangibles	$ -		Hint
Unsecured Related Party Receivables	$ -		Hint
Net Fixed Assets	$ 137,968		
Long-Term Debt	$ 308,674	$ 137,968	Hint
Post-Emp or Rtrmnt Liab	$ -		Hint
Adjusted Equity		$ 362,989	
Total Expenses	$ 935,938	$ 935,938	Hint
Equity Ratio (Modified Equity/Modified Assets)			Hint
Modified Equity		$ 362,989	
Modified Assets		$ 913,891	
Net Income Ratio (Income Before Taxes/Total Revenue)			
Income Before Taxes	$ -	$ 254,023	
Total Revenues	$ 1,189,961	$ 1,189,961	

	Ratios	Strength Factor	Weights	Composite Scores
Primary Reserve:	0.3878	3.0000	30%	0.9000
Equity:	0.3972	2.3831	40%	0.9533
Net Income:	0.2135	3.0000	30%	0.9000
Composite Score				**2.8**

PLEASE NOTE: This calculation is utilized to evaluate the financial
viability of a school according to Title IV.   The calculation is not
intended to determine a school's eligibility for federal Title IV funding programs.
For information on Title IV student aid, visit the following website: www.ifap.ed.gov

If the school does NOT have a composite score of at least 1.5 it must meet all 3
of the following alternate criteria under Standard VII:

1. Current Assets must be at least equal to Current Liabilities (NOTE: Current Assets

for this calculation do not include unsecured related party receivables)

Current Assets   753,057
Current Liabilities   243,710
CA / CL   3.09

2. School must have net income for prior year or 2 out of 3 years (see income stmts).
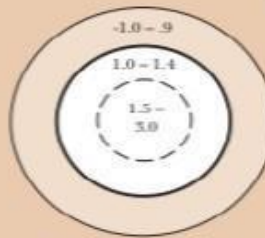
3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)

Stated Net Worth on Balance Sheet   362,989
Less: Intangible Assets   0 (enter as negative number)
Less: Unsecured Related Party Receivables   0 (enter as negative number)
Tangible NW   362,989

Certain assets that are excluded for purposes of the composite score are also excluded for calculation of the alternative criteria, as indicated above.

Composite score scale

1.5 to 3.0   Financially responsible without further oversight.

1.0 to 1.4   In the "Zone." The school is considered financially responsible but additional oversight is required.

−1.0 to .9   Not financially responsible. The school must submit letter of credit of at least 50% of its FSA funding. The school may be permitted to participate under provisional certification with smaller letter of credit—with a minimum of 10% of its FSA funding.

Example: Calculation of a composite score for a proprietary institution*

Calculation of Ratios

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

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

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

Calculation of Strength Factor Score

Primary Reserve Strength Factor Score =   20 x Primary Reserve Ratio
20 × 0.080 = 1.600
Equity Strength Factor Score =   6 x Equity Ratio
6 × 0.332 = 1.992
Net Income Strength Factor Score =   1 + (33.3 x Net Income Ratio)
1 + (33.3 × 0.051) = 2.698

Calculation of Weighted Score

Primary Reserve Weighted Score =   30% x Primary Reserve Strength Factor Score
0.30 × 1.600 = 0.480
Equity Weighted Score =   40% x Equity Strength Factor Score
0.40 × 1.992 = 0.797
Net Income Weighted Score =   30% x Net Income Strength Factor Score
0.30 × 2.698 = 0.809

Composite Score

Sum of All Weighted Scores   0.480 + 0.797 + 0.809 = 2.086   rounded to 2.1

* The definition of terms used in the ratios and the applicable strength factor algorithms and weighting percentages are found in the Student Assistance General Provisions (regulations) (34 CFR 668) Subpart L, Appendix A for proprietary schools and Appendix B, for private nonprofit schools.

b. State Licensure

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

This program will provide students the knowledge, skills, attitudes and values (KSAV) needed for a Diagnostic Medical Sonographer. Students do not need to be licensed in the State of Indiana to practice Magnetic Resonance Imaging Technology.

- If so, please identify:
- The specific license(s) needed: **not applicable**
- The State agency issuing the license(s): **not applicable**

Students who took this AAS Diagnostic Medical Sonography associate degree do not need to be licensed in the State of Indiana to practice Diagnostic Medical Sonography.

a. Professional Certification

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

American Registry of Radiologic Technologists (ARRT) offers the certification for the graduates of similar programs for 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?

This Associate degree program will prepare students for the national certification in Sonography. Graduates of this program will be eligible to take the ARRT exam to become nationally certified in Sonography. Although this certification is not required in the State of Indiana to practice Sonography, these are highly desirable national certifications by the employers.

- If so, please identify

- Each specific professional certification: **Sonography**

- The national organization issuing each certification:

American Registry of Radiologic Technologists (ARRT)

- Please explain the rational for choosing each professional certification:

ARRT credentials are based on rigorous professional standards and are recognized nationwide. The Sonography credential is one of the ARRT certifications that are highly desirable by the employers. This Associate degree program will prepare students for the licensure and graduates of this program will be eligible to take the American Registry of Radiologic Technologists (ARRT) exam. This Associate degree program will prepare students for the national certification in Sonography. Graduates of this program will be eligible to take the ARRT exam to become nationally certified in Sonography.

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

The graduates of AAS degree in Diagnostic Medical Sonography are expected to be trained and find employment in the following as a Diagnostic Medical Sonographer.

The following is the single sequence of courses that lead to the Radiography professional certification:

SPECIALTY COURSES:

(a total of 67.5 quarter credits): Diagnostic Medical Sonography

Course Number	Course Title	Quarter Credit Hour	Semester Credit
BIO 111	Basic Medical Terminology	3	2.00
BIO 112	Human Anatomy and Physiology I	2	1.33
BIO 113	Pharmacology	2	1.33
BIO 114	Healthcare Laws and Ethics	2	1.33
BIO 115	Patient Care in Imaging	2	1.33
BIO 116	Human Anatomy and Physiology II	2	1.33
BIO 117	Careers in Healthcare	4	2.67
BIO 211	Advancement in Healthcare Technology	4	2.67
BIO 212	Descriptive Statistics in Healthcare Industry	4	2.67
BIO 213	Environmental Health and Safety	4	2.67

BIO 214	Healthcare and Leadership	4	2.67
BIO 215	Research Methods for Healthcare Sciences	4	2.67
BIO 216	Imaging Pathology	3	2.00
BIO 217	Global Pandemics and Public Health	4	2.67
DMS 121	Fundamentals of Sonography I	5.5	3.67
DMS 122	Sonographic Imaging I	5.5	3.67
DMS 123	Ultrasound Physics I	2	1.33
DMS 124	Externship I	6.5	4.33
DMS 221	Fundamentals of Sonography II	5.5	3.67
DMS 222	Sonographic Imaging I	5.5	3.67
DMS 223	Ultrasound Physics I	2	1.33
DMS 224	Externship I	6.5	4.33

<u>GENERAL EDUCATION COURSES</u>:

General Education Courses: (a total of 22.5 quarter credits)

Course <u>Number</u>	Course Title	Quarter Credit Hour	Semester Credit Hour
ENG 112	English Composition I	4.5	3
MAT 113	Mathematics	4.5	3
PSY 114	Introduction to Psychology	4.5	3
CIS 115	Introduction to Computers and Computing	4.5	3
ENG 212	English Composition II	4.5	3
HUM 213	Culture and Values	4.5	3
MAT 214	College Algebra	4.5	3
CHE 215	College Chemistry	4.5	3

To become eligible to challenge national credentialing exam in Diagnostic Medical Sonography, students have to complete the following requirements:

- Complete Stellar Career College's ARRT-recognized educational program in Diagnostic Medical Sonography.
- Must demonstrate competency in formal classroom education (didactic coursework), and program's clinical requirements.
- Complete an associate (or higher) degree, in any subject, from an educational institution accredited by an agency ARRT recognizes. You may earn the degree at any time—before, after, or while you complete an educational program in your discipline.
- ARRT enforces high standards of ethics and professional conduct. Students must comply with everything in the ARRT Standards of Ethics, including the Rules of Ethics. Students must notify ARRT of any ethics violations within 30 calendar days of their occurrences. Applicants who don't follow these rules might become ineligible. Several types of misconduct, charges, and convictions may violate ARRT's Rules of Ethics. For

further details on this matter, please refer to ARRT's handbook that is available at www.arrt.org

    b.   Professional Industry Standards/Best Practices

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

Yes, this Associate degree program has been developed by following the guidelines of ACCSC (our institutional accreditor). Moreover, the program objectives, contents, and clinical skills have been developed using the guidelines of ARRT's corresponding credentialing examination outlines for each specialist.

- If so, please identify:

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

Specific professional industry standards and best practices are outlined by ARRT. An executive summary has been provided below:

1. Introduction

Candidates for certification and registration are required to meet the Professional Education Requirements specified in the ARRT Rules and Regulations. ARRT's Didactic and Clinical Competency Requirements are one component of the Professional Education Requirements.

The requirements are periodically updated based upon a practice analysis which is a systematic process to delineate the job responsibilities typically required of staff technologists. The result of this process is a task inventory which is used to develop the clinical competency requirements and the content specifications which serve as the foundation for the didactic competency requirements and the examination.

2. Documentation of Compliance

To document that the Didactic and Clinical Competency Requirements have been satisfied by a candidate, the program director (and authorized faculty member if required) must sign the ENDORSEMENT SECTION of the Application for Certification and Registration included in the Certification and Registration Handbook.

3. Didactic Competency Requirements

The purpose of the didactic competency requirements is to verify that individuals had the opportunityto develop fundamental knowledge, integrate theory into practice and hone affective and critical thinking skills required to demonstrate professional competency. Candidates must successfullycomplete coursework addressing the topics listed in the ARRT Content Specifications for theExamination. These topics would typically be covered in nationally-recognized curricula published by organizations such as the ASRT or SMRT. Educational programs accredited by a mechanism acceptable to ARRT generally offer education and experience beyond the minimum requirements specified here.

4. Clinical Competency Requirements

The purpose of the clinical competency requirements is to verify that individuals certified and registered by the ARRT have demonstrated competency performing the clinical activities fundamental to a particular discipline. Competent performance of these fundamental activities, in conjunction with mastery of the cognitive knowledge and skills covered by the magnetic resonance imaging examination, provides the basis for the acquisition of the full range of procedures typically required in a variety of settings. Demonstration of clinical competence means that the candidate has performed the procedure independently, consistently, and effectively during the course of his or her formal education.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: **American Registry of Radiologic Technologists (ARRT)**

  c. Institutional Accreditation

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

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

- Reason for seeking accreditation.

  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?

Specialized accreditation is not required for a graduate to become licensed by the State or to earn a national professional certification.

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To earn a national certification in MRI, ARRT exam eligibility is required. This program provides this ARRT exam eligibility to its students through its institutional accreditation of ACCSC.

- If so, please identify the specialized accrediting agency:

d. Transferability of Associate of Science Degrees

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

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

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

SCC is applying for the Associate of Applied Science (AAS) degree. Therefore, an Associate of Science credit transfer requirement (as stated above) does not apply to this application.

This institution does not offer baccalaureate degree yet. However, upon receipt of AAS degree-granting authority from CHE/BPE, SCC will seek for articulation agreement with other local and national institutions of higher learning for transfer credit.

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

a. Are all student transcripts in a digital format?

Yes, all student transcripts are in digital format. The digital format of the student's transcripts is stored in cloud-based student information system of Stellar Career College.

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

100% of student transcripts are in digital format.

- What is the beginning year of digitized student transcripts?

    Since 2003.

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

No, all student transcripts and student records are stored in the same cloud-based student information system of Stellar Career College.

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b. How are the digital student records stored?

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?

Stellar Career College uses a cloud based third-party servers to store all data from its student information system. This third party is located in California, USA. SCC also uses its own server for a local backup purpose. This local backup server is located in our main campus in Modesto, California.

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

Stellar Career College Student Information System (SIS)

c. Where are the paper student records located?

The paper student records are stored in fireproof file cabinets at each corresponding campus. For example, Modesto, CA student records are in Modesto, CA, Chicago student paper records are kept in Chicago, IL and same will be done for Indiana students.

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

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 this institution). The institution 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 records 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, the institution 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

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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 on a daily basis.

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

As of October 18, 2021, the estimated number of digital student records held by the institution is 1345.

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

As of October 18, 2021, the estimated number of paper student records held by the institution is 1032.

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

- If so, what is the most significant format?

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

The institution does not maintain student records in any other format.

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

Stellar Career College maintains two staff positions for Chicago, IL and Modesto, CA campuses.

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

For Chicago, IL Campus:

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

For Modesto, CA Campus:

Ms. Kristina Nielsen
Associate Director, Registrar
Stellar Career College Modesto Campus
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?

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

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

At present, we received about 2 to 8 requests per week.

This Section Applies to All Institutions

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

None, all records are maintained in-house. SCC does not have anything that the Commission should consider with regard to the institutional student records.

l. What is the digital format of student transcripts?

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 is not using any proprietary software. SCC has developed and maintains its own Student Information System.

Program Description

<u>Projected Headcount and FTE Enrollments and Degrees Conferred</u>

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.

Projected Headcount and FTE Enrollments and
Degrees Conferred
January 12, 2022

Institution/Location: Stellar Career College at <u>8149 Kennedy Avenue, Suite A, Highland, IN 46322</u>

Program: Associate of Applied Science in Diagnostic Medical Sonography
(CIP Code: 51-0910)

		Year 1	Year 2	Year 3	Year 4	Year 5
		FY2022	FY2023	FY2024	FY2025	FY2026
Enrollment Projections (Headcount)						
	Full-Time	10	20	20	20	20
	Part-Time	10	20	20	20	20
	Total	20	40	40	40	40
Enrollment Projections (FTE*)						
	Full-Time	10	20	20	20	20
	Part-Time	10	20	20	20	20
	Total	20	40	40	40	40
Degrees Conferred Projections		0	10	20	20	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

Stellar Career College

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

Official Transcript

Student Name:	Pedro Alvarez	**Date of Issuance:**	January 14, 2022
Social Security Number:	***-**-8888	**Date of Entrance:**	January 01, 2021
Program:	Associate of Applied Science in Diagnostic Medical Sonography	**Date of Graduation:**	
Address:	1234 Highland Park, Highland, IN-46322		

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
BIO 111	Basic Medical Terminology				
BIO 112	Human Anatomy and Physiology I				
BIO 113	Pharmacology				
BIO 114	Healthcare Laws and Ethics				
BIO 115	Patient Care in Imaging				
BIO 116	Human Anatomy and Physiology II				
BIO 216	Imaging Pathology				
BIO 117	Careers in Healthcare				
BIO 211	Advancement in Healthcare Technology				
BIO 212	Descriptive Statistics in Healthcare Industry				
BIO 213	Environmental Health and Safety				
BIO 214	Healthcare and Leadership				
BIO 215	Research Methods for Healthcare Sciences				
BIO 217	Global Pandemics and Public Health				
DMS 121	Fundamentals of Sonography I				
DMS 122	Sonographic Imaging I				
DMS 123	Ultrasound Physics I				
DMS 124	Externship I				
DMS 221	Fundamentals of Sonography II				
DMS 222	Sonographic Imaging II				
DMS 223	Ultrasound Physics II				
DMS 224	Externship II				
Total		0.00		0.00	

Official Grading Scale: A/4.0:94%-100%, A-/3.7: 90%-93%, B+/3.3: 84%-89%, B-/3.0: 80%-83%, C+/2.5:70%-79%, F/0.0: 0%-69%, I: Incomplete, TC: Transfer Credit, W: Withdrawal. Externship courses are graded as Pass/Fail. For details, please refer to the College Catalog.

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Prepared

_____
College Registrar/Dean

Transcript Ledger

Accreditation

Stellar Career College is accredited by Accrediting Commission of Career Schools and Colleges.

Grading System

The basic grading system consists of letter grades as follows, with a plus or minus if appropriate: A+/A- (superior), B+/- (excellent), C+ (satisfactory) and F (failure). A "P" (pass) is assigned for performance at the C-level or higher. Other letter grades are as follows: I denote an incomplete, TC denotes a transfer credit, PC denotes a proficiency credit, and W denotes a withdrawal.
GPAs are calculated using only SCC courses with letter grades of A through F.

The numerical equivalents of the grades as determined by the faculty are: A (A+) = 4.00; A-minus = 3.7; B-plus = 3.3; B-minus = 3.00; C-plus = 2.50; and F = 0.00.

This table shows the summary of the grading system:

Letter Grade	Percentage	Quality	Quality Points	Letter Grade	Percentage	Quality	Quality Points
A+	94%-100%	Superior	4.0	A-	90%-93%		3.7
B+	84%-89%	Excellent	3.3	B-	80%-83%		3.0
C+	70%-79%	Satisfactory	2.5	F	0%-69%	Fail	0.0
I	N/A	Incomplete	0.0	TC	N/A	Transfer Credit	0.0
PC	N/A	Proficiency Credit	0.0	W	N/A	Withdrawal	0.0

Transfer Credit

Transfer credit is applied towards an associate degree upon submission of the transfer credit form, a copy of the transcript of records and an approval by the College Administration.

MODESTO
4300 Sisk Road • Modesto, California 95356
www.Modesto.StellarCollege.edu
Fax (209) 545-3995 • Phone (209) 545-5200

CHICAGO
205 West Randolph Street, Suite 200, Chicago, IL 60606
www.StellarCollege.edu
Phone (312) 687 3000

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Records Policy

As required by the Family Education Rights and Privacy Act of 1974 (FERPA), information contained in this document is confidential and may not be released to a third party without the written consent of the individual whose record it is.

MODESTO
4300 Sisk Road • Modesto, California 95356
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**Out-of-State Institutions and
In-State Proprietary Institutions Offering Instruction in
Indiana with a Physical Presence in the State**

DEGREE
APPLICATION
(*New or Renewal
program)***

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

Name of Institution   Stellar CareerCollege

Program name and
Suggested CIP Code: Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology
(CIP Code: 51-0920)

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

Name of Person Preparing this Form   Dr. Zulfiqar A. Satti

Telephone Number	(773) 317 - 7284	**Application Type**
Date the Form was Prepared	January 12, 2022	Initial or Renewal

(Revise date after any revision)

Program Deliver Options:

The College will offer this program in on-ground format as well as in hybrid format in which
students can take up to 45% of the courses using online delivery method. The instruction delivery
format options are provided for each course in the course description section of the college
catalog.

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

The Associate of Applied Science in Magnetic Resonance Imaging Technology degree will enable
Indiana residents to gain entry-level employment in the field of imaging technology. This
Associate of Applied Science degree in Magnetic Resonance Imaging Technology will also
provide opportunities to the current healthcare workers for career advancement through additional
training opportunities in vital clinical skills. Over the years imaging technologies have evolved
significantly. Therefore, it is critical for the current workforce in the healthcare field to learn new
technologies for optimal benefits of the patients. This degree will also provide opportunities to the
graduates to continue on to higher education through credit transfer to the institutions of higher
education. After receiving the approval for this degree program, this institution will develop
articulation agreements with the local and national institutions of higher education for the credit
transfer. This degree program will also positively contribute towards the state, regional, and
national labor needs for healthcare professionals.

This Associate degree will provide opportunities to the students for Magnetic Resonance Imaging (MRI) Technology. According to the US Department of Labor, MRI Technologists are well-paid and in-demand professions. According to Careeronestop research that is sponsored by the US Dept. of Labor, this occupation is expected to grow rapidly during the next ten years, i.e. average growth is expected to be 8%.

The following summary has been developed using the data provided by the US Dept. of Labor:

The MRI Technologists:

    The Median wages (2020): $35.91 hourly, $74,690 annual
    Employment (2020):   42,000 employees
    Projected growth (2020-2030):   8% (fast as average)

    In Indiana:
        Workers on average earn $69,200.
        10% of workers earn $52,380 or less.
        10% of workers earn $85,710 or more.

    In the United States:
        Workers on average earn $74,690.
        10% of workers earn $52,880 or less.
        10% of workers earn $104,210 or more.

    Indiana Employment
        Employment (2018):   1,060 employees
        Projected employment (2028):   1,130 employees
        Projected growth (2018-2028):   7%

    In the United States:
        Employment (2020):   42,000 employees
        Projected employment (2030):   45,300 employees
        Projected growth (2020-2030):   8%

Stellar Career College through this AAS in MRI degree program will create additional opportunities for the residents of the State of Indiana to earn credentials in these in-demand, well-paid healthcare professions and contribute towards meeting an economic demand.

Stellar is committed to delivering quality career education and we go above and beyond the standard requirements of States and our accrediting body ACCSC. Stellar has hired well-qualified and experienced faculty who are credentialed/ licensed in their respective fields. Most of our faculty consists of practitioners from the field. Stellar allocates an appropriate budget for the learning resources to create and enhance learning opportunities for its students. Stellar Career College has acquired a subscription to an online MRI Simulator package (Corsmed) for its Magnetic Resonance Imaging (MRI) Technology courses. The Corsmed is considered the most proficient MRI simulation platform around the World. The Corsmed MRI simulator platform provides operators, students, and teachers with unlimited virtual MRI scanning opportunities.

This is a world-class platform that enhances student learning with the use of unlimited virtual MRI scanners. This is also known as "the flight simulator of Magnetic Resonance Imaging (MRI)." It is cloud-based software which is accessible using a personal computer with internet connectivity. This learning tool was developed after 6 years of Research and Development (R and D). It was designed by Corsmed, a leading MRI simulator based in Stockholm, Sweden, Europe. Additionally, the MRI simulator eliminates the risk of patient safety.

Scanning simulation is possible using an anatomic model that serves as a patient. Instructors and students will use an interface that could perform the following: (a) slice positions, (b) pulse sequence and (c) other parameters. There is no difference between a simulated scan and real scanner in terms of anatomy, resolution, scan time, Signal-to-noise (SNR), noise, contrast and artefacts. This platform is trusted by the leading universities and hospitals in the world, such as, Mayo Clinic School of Health Sciences, Boston University, Lund University, Uppsala University, City University of London, Gurrick Academy of Medical Arts, among others.

SCC has acquired a subscription to an online MRI Simulator package for its Magnetic Resonance Imaging (MRI) Technology courses. SCC students taking these MRI courses are provided with a login account to access the MRI simulator. Students have flexibility to use their smart-phones and/or laptops to access the MRI simulator. With the subscription of Stellar, the MRI simulator is available 24 hours a day, seven days a week. This complements the didactic and active learning among the students of the MRI courses. SCC aims to provide adequate learning opportunities to all students enrolled in MRI courses.

Instructors teaching the MRI courses are academically-and professionally-trained to use this virtual learning platform. All instructors teaching the MRI courses are using the Corsmed MRI simulator.
Program Director Adel Moustafa, MS Ed, R.T. (R) (MR) (CT) (ARRT) has more than 7 years of professional experience as a Diagnostic Radiologic Technologist and a CT/MRI technologist in Chicago-based MRI institutions, i.e. Veterans Health Administration, Bridgeview Foot and Ankle PC and Carbondale Memorial Hospital.

Instructor Michelle Giroux, BS Health Arts, R.T. (R) (MR) (CT) (ARRT) has more than 30 years of professional experience as a lead/chief MRI technologist in Chicago-based MRI institutions, i.e. Illinois Masonic Hospital, Bright Light Medical Imaging, Smart Choice and Open Advanced MRI and CT of Chicago.

In addition to these state-of-the art virtual technologies, the college equips its labs with appropriate training equipment to ensure students will have opportunity for the hands-on training in the in-person, instructor-led classes at the college campus.

The objectives of the associate degree will be achieved through the following:

- Student assessments for each course and feedback to the faculty
- Course monitoring to ensure compliance with the institution procedures
- Review of curriculums with industry representatives (members of our Program Advisory Committees) at least twice a year
- Feedback from alumni
- Review of curriculums by faculty
- Development of syllabi for each course that supports the degree objectives
- Engage faculty who maintain their currency in the degree being taught
- Course content organized into modules for weekly content

Program Description:

This program will prepare students for the specific careers/professions in the growing fields of magnetic resonance imaging technology. This program is designed for students who would like to seek entry-level employment immediately upon graduation. Current healthcare workers can also benefit from this program by learning modern technical skills in the field of Magnetic Resonance Imaging Technology. Emphasis is placed on courses that enable the students to gain theoretical knowledge and vital practical clinical skills that are critical for working in the health sciences and prepare the students for the industry standard credentials.

This program is designed to prepare an associate degree level education in the field of Magnetic Resonance Imaging Technology. The college uses the curriculum guidelines and resources provided by the state, accrediting body, credentialing/ licensure agencies, professional bodies, and textbooks publishers. Stellar has formed Program Advisory Committees (PACs) for all of its training programs. PAC membership consists of individuals who are healthcare practitioners working in the healthcare field, representatives of prospective employers of the graduates of these programs, educators, and/or online-education-delivery specialists. Program directors, faculty, and PAC members review and recommend resources for this purpose. We have determined the appropriateness of each course within this associate degree program through the following method. We have completed research on the program by reviewing the contents and competency requirements and/or guidelines set by the state, accrediting agency, credentialing agency, and any professional organizations. This has been an ongoing process since Stellar Career College was established. We also compare our program with the similar programs at local accredited institutions of higher learning that have similar length. The Program Advisory Committees have validated the appropriateness of the programs' objectives, contents, and program length.

The following are program objectives:

- Build a foundation of knowledge and skills in the Magnetic Resonance Imaging Technology,
- Learn theories, skills, and professional values for the MRI Technologists,
- Learn the medical terminology, anatomy & physiology, healthcare laws & ethics for health sciences professionals,
- Learn effective communication, critical thinking, and problem-solving skills,
- Exhibit behavior consistent with the professional, ethical, and legal standards of allied health,
- Learn patient care and safety processes, procedures, and protocols for health professionals,

- Learn the basic quality control (QC) processes, procedures, and techniques in MRI Technology,
- Demonstrate competencies relevant to MRI Technology,
- Learn the components of the MR system hardware,
- Learn the mechanism by which MR signal is produced and detected,
- Learn conceptualize and explain spatial localization as well as MR image formation,
- Learn magnetism with reasonable comfort and ability to use the subjective material to apply the principle of pulse sequences for appropriate clinical application in MRI Technology,
- Learn to apply the imaging parameters & options available to the user for optimal MR imaging,
- Learn to identify the tissue parameters that affect tissue contrast in MR imaging, and
- Learn the clinical, technical, and ethical skills necessary to obtain entry-level employment in MRI imaging field

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

Name of Program: Associate of Applied Science in Magnetic Resonance Imaging Technology

Total Course Hours: ___90___ Check one: Quarter Hours ___✓___

Semester Hours _____

Clock Hours _____

Tuition: $300 per credit. $27,000 for the entire program. Length of Program: 2 academic years

SPECIALTY COURSES:

(a total of 67.5 quarter credits): Magnetic Resonance Imaging (MRI) Technology

Course Number	Course Title	Quarter Credit Hour	Semester Credit
BIO 111	Basic Medical Terminology	2	1.33
BIO 112	Human Anatomy and Physiology I	2	1.33
BIO 113	Pharmacology	2	1.33
BIO 114	Healthcare Laws and Ethics	2	1.33
BIO 115	Patient Care in Imaging	2	1.33
BIO 116	Human Anatomy and Physiology II	2	1.33
BIO 117	Careers in Healthcare	4	2.67
BIO 211	Advancement in Healthcare Technology	4	2.67
BIO 212	Descriptive Statistics in Healthcare Industry	4	2.67
BIO 213	Environmental Health and Safety	4	2.67
BIO 214	Healthcare and Leadership	4	2.67
BIO 215	Research Methods for Healthcare Sciences	4	2.67
BIO 216	Imaging Pathology	2	1.33
BIO 217	Global Pandemics and Public Health	4	2.67
MRI 121	MRI Cross Sectional Anatomy I	3	2.00
MRI 122	MRI Physics & Instrumentation I	3.5	2.33
MRI 123	MRI Imaging Techniques I	3.5	2.33
MRI 124	Externship I	8	5.33
MRI 221	MRI Cross Sectional Anatomy II	2.5	1.67
MRI 222	MRI Physics & Instrumentation II	3.5	2.33
MRI 223	MRI Imaging Techniques II	3.5	2.33
MRI 224	Externship II	8	5.33

GENERAL EDUCATION COURSES:

General Education Courses: (a total of 22.5 quarter credits)

Course Number	Course Title	Quarter Credit Hour	Semester Credit Hour
ENG 112	English Composition I	4.5	3
MAT 113	Mathematics	4.5	3
PSY 114	Introduction to Psychology	4.5	3
CIS 115	Introduction to Computers and Computing	4.5	3
ENG 212	English Composition II	4.5	3
HUM 213	Culture and Values	4.5	3
MAT 214	College Algebra	4.5	3
CHE 215	College Chemistry	4.5	3

Number of Credit/Clock Hrs. in Specialty Courses: 67.5 /1,012.50   Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 22.5 /337.50   Percentage: 25%

If applicable: **Not Applicable**
Number of Credit/Clock Hrs. in Liberal Arts: n/a   Percentage: n/a

1. LIBRARY: 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 studies. LIRN is accessible in the dashboard of SCC's Moodle LMS.

Current LIRN membership includes the following resources:
- Gale Health Bundle
- Gale Health and Wellness
- Gale OneFile: Health and Medicine
- Gale Interactive Science Bundle
- Gale Interactive Anatomy

- Gale Interactive Chemistry
- Gale OneFile: Nursing and Allied Health
- ProQuest Databases
- ProQuest Core
- ProQuest Central
- Gale eBooks

Students are also encouraged to use Google Scholar. Google Scholar is an online, freely accessible search engine that lets users look for both physical and digital copies of articles.

2. Number of volumes of professional material:

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.

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.

3. Number of professional periodicals subscribed to:

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.

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.

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

The proposed Highland Campus, IN is in close geographical proximity of the following:

- **Highland Branch of the Lake County Public Library**
  2841 Jewett Ave, Highland, IN 46322

https://www.lcplin.org/

- **Munster Branch of the Lake County Public Library**
  8701 Calumet Ave, Munster, IN 46321

https://www.lcplin.org/

- **Purdue University Northwest Library**
  2200 169th St, Hammond, IN 46323

https://www.pnw.edu/library/?utm_medium=301&utm_campaign=redirects&utm_source=https://library.pnw.edu/calumet

- **Gary Public Library & Cultural Center**
  220 W 5th Ave, Gary, IN 46402

http://www.garypubliclibrary.org/

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

Total # of Faculty in the Program:	9	**Full-time:**	0	**Part-time:**	9

Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years** **Teaching at Your School**	**# Years Teaching at Other**	**Check one:**	
					Full-time	**Part-time**
Dr. Ayala, Joel (BIO Courses)	Title of Physician Surgeon (MD)	8	1	19		X
Buss, Anatoly (General Education Courses)	MA Education Mgt, Master of Public Administration, BS Physics	6	1	7		X
Gatto, Michael (BIO Courses)	MS Training and Development, BS Health Arts	24	1	17		X
Giroux, Michelle (MRI Courses)	Professional Studies in Health Arts, AAS Radiologic Technology	27	1	1		X
Gopalaseshan, Sangeetha (BIO and General Education Courses	MS Biochemistry, AAS Diagnostic Medical Imaging Sonography, Associate of Science	5	1	3		X
Moustafa, Adel (MRI Courses)	MS Education, BS Radiologic Sciences, AAS Radiologic Sciences	6	1	0		X
Dr. Satti, Zulfiqar (General Education Courses)	PhD Organizational Leadership, MS Computer Science, BS Math and Physics	28	1	8		X
Valentin, Angelica (General Education Courses and BIO courses)	MA Social Sciences, BS Psychology, Certificate in Non-invasive Cardiovascular Sonography	9	1	0		X

Dr. Wells-Mullins, Stephanie (General Education Courses and BIO courses)	Doctor of Education, Master of Healthcare Administration, BS	20	1	14		X

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

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

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

Consistent to its mission, the Associate of Applied Science in Magnetic Resonance Imaging Technology is designed to prepare associate-level education in the field of magnetic resonance imaging technology.

- **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)?**

Stellar Career College provides a student-centric educational environment. SCC delivers a convenient way for individuals to learn the skills needed to compete in today's challenging job market. SCC seeks to admit individuals who have the capacity and determination to complete our hands-on training program and graduate. The admissions process is designed to help prospective students make an informed decision and possibility to start a career in healthcare. At Stellar Career College, we want students to graduate and become employed, not just enroll in the vocational school. SCC has a diverse student population from students that recently graduate to adults who are seeking a career change.

Stellar Career College is dedicated to providing quality professional skill development to the 21st century workforce. Our professional technical school faculty will train students in their new careers using a hands-on, instructor-led learning environment. Upon successful completion of one of our trade school programs, students will be prepared to enter positions in the careers for which they were trained.

The Associate of Applied Science in Magnetic Resonance Imaging Technology degree will enable Indiana residents and other students to acquire an associate degree that will start their careers in healthcare. It will complement the diploma programs that SCC intends to offer under the authority of Indiana Board of

Proprietary Education. It will also address the national, state and regional labor needs for healthcare

professionals. The Strategic Plan of Stellar Career College is composed of two documents namely:

Institutional Assessment and Improvement Plan and Distance Education Assessment and Improvement Plan.

These documents are accessible using this link:

> https://drive.google.com/drive/folders/14kGXL4AO-i31u9PekbRL5tAML6CqzbBL?usp=sharing.

b. State Rationale: General

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

The offering of AAS MRI Technology associate degree is congruent to Indiana Commission for

Higher Education (ICHE)'s three priorities namely --- completion, equity and talent. The Reaching Higher in

A State of Change document identified 60% attainment goal for working-age Hoosiers by 2025. This

associate degree aims to provide an opportunity for Hoosiers and other students to get an associate degree that

will enable them to become an imaging professional in the chosen field, in this case, MRI Technologist. This

associate degree also intend to be continue the current trend of 70% of Hoosiers graduates of two- and four-

year institutions in Indiana after graduation. At present, there are more than 20 MRI centers in the State of

Indiana who can readily employ AAS MRI graduates.

c. State Rationale: Equity-Related

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

Stellar Career College believes in equity and all of its programs are available to all students regardless

of race/ethnicity, socioeconomic status, gender and geographical locality. SCC will continue to be aggressive

in giving educational opportunities to all especially the students of color and minorities. Moreover, 70% of

our faculty members are Asians, LatinX and Black.

d. Evidence of Labor Market Need

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

The AAS MRI Technology degree is serving a national, state, or regional labor market need. This Associate degree will provide opportunities to the students for Magnetic Resonance Imaging (MRI) Technology. According to the US Department of Labor, MRI Technologists are well-paid and in-demand professions. According to Careeronestop research that is sponsored by the US Dept. of Labor, this occupation is expected to grow rapidly during the next ten years, i.e. average growth is expected to be 9%.

The following summary has been developed using the data provided by the US Dept. of Labor:

The MRI Technologists:

The Median wages (2020):	$35.91 hourly, $74,690 annual
Employment (2020):	42,000
Projected growth (2020-2030):	9% (fast as average)

In Indiana:
Workers on average earn $69,200.
10% of workers earn $52,380 or less.
10% of workers earn $85,710 or more.

In the United States:
Workers on average earn $74,690.
10% of workers earn $52,880 or less.
10% of workers earn $104,210 or more.

Indiana Employment
Employment (2018):	1,060 employees
Projected employment (2028):	1,130 employees
Projected growth (2018-2028):	7%

In the United States:
Employment (2020):	42,000 employees
Projected employment (2030):	45,300 employees
Projected growth (2020-2030):	8%

Stellar Career College through this AAS in MRI degree program will create additional opportunities for the residents of the State of Indiana to earn credentials in these in-demand, well-paid healthcare professions and contribute towards meeting an economic demand.

e. Placement of Graduates

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

The graduates of AAS MRI Technology degree are expected to find employment as Radiologic and MRI technologists

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

This program does not serve as a feeder for graduate programs.

f. Job Titles

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

MRI Technologist

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

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

The following are program objectives:

- Build a foundation of knowledge and skills in the Magnetic Resonance Imaging Technology,
- Learn theories, skills, and professional values for the MRI Technologists,
- Learn the medical terminology, anatomy & physiology, healthcare laws & ethics for health sciences professionals,
- Learn effective communication, critical thinking, and problem-solving skills,
- Exhibit behavior consistent with the professional, ethical, and legal standards of allied health,
- Learn patient care and safety processes, procedures, and protocols for health professionals,
- Learn the basic quality control (QC) processes, procedures, and techniques in MRI Technology,
- Demonstrate competencies relevant to MRI Technology,
- Learn the components of the MR system hardware,
- Learn the mechanism by which MR signal is produced and detected,
- Learn conceptualize and explain spatial localization as well as MR image formation,
- Learn magnetism with reasonable comfort and ability to use the subjective material to apply the principle of pulse sequences for appropriate clinical application in MRI Technology,
- Learn to apply the imaging parameters & options available to the user for optimal MR imaging,
- Learn to identify the tissue parameters that affect tissue contrast in MR imaging, and

- Learn the clinical, technical, and ethical skills necessary to obtain entry-level employment in MRI imaging field

Learning Outcomes

The following are the learning outcomes, competencies and skills of the MRI Courses:

Magnetic Resonance Imaging (MRI) Technologist: (Patient Diversity, General Patient Care, MRI Safety Requirements, **MRI Procedures** – Head and Neck, Spine, Thorax, Abdomen and Pelvis, Musculoskeletal, Special Imaging Procedures, **Quality Control Procedures**-Signal to Noise, Center Frequency, Transmitter Gain or Attenuation, Geometric Accuracy, Equipment Inspection, Monitor Cryogen Levels, Room Temperature).

These learning outcomes are based on the didactic and clinical competency requirements for Magnetic Resonance Imaging credential of the American Registry of Radiologic Technologists (ARRT).

a. Assessment

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

SCC follows the traditional Quarter Credit system. SCC will continually monitor student progress. In each course, faculty and SCC administration personnel monitor the student's satisfactory academic progress during the entire quarter. When a student's GPA falls below 2.0, the faculty member will counsel the student and record the counseling session. Faculty will also provide guidance to the student on how to improve their GPA. Likewise, SCC also reviews the student's progress every eight weeks through the review of all midterm and final course grades. SCC will conduct course assessments on all courses taught. Students will be provided with a Course Survey Form and answer each of the questions. Questions on the Course Survey evaluate the course, the instructor, and the Learning Management System. The course assessment forms are processed and recorded. The results are used to improve the learning experience of the students by making changes and improving courses and student resources. The results are also given to each faculty member so that they may use them to improve the courses they teach. SCC will select and implement a student administration system

when the degree programs are approved. The Student administration system contains a complete history of the student data.

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

   a. Federal Financial Responsibility Composite Score

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

   An independent auditing firm had completed our year 2020 financial audits using the methodology prescribed by the U.S. Department of Education. A copy of this audit report has been submitted to the US Department of Education. According to this audit report, Federal Financial Responsibility Composite Score of Stellar Career College for the year 2020 is 2.8. This Composite Score is calculated by an independent auditor using the methodology prescribed by the US Department of Education.

Institution Reference No:	Stellar Career College LLC	
Fiscal Year End:	12/31/2020	
Financial Analyst:		
Review Date:		

Accounts	Enter Amounts	Calculated Fields	
Primary Reserve Ratio (Adj Equity/Total Expenses)			Hint
Total Assets	$ 913,891		Hint
Total Liabilities	$ 550,902		
Total Equity		$ 362,989	
Intangibles	$ -		Hint
Unsecured Related Party Receivables	$ -		Hint
Net Fixed Assets	$ 137,968		
Long-Term Debt	$ 308,674	$ 137,968	Hint
Post-Emp or Rtrmnt Liab	$ -		Hint
Adjusted Equity		$ 362,989	
Total Expenses	$ 935,938	$ 935,938	Hint
Equity Ratio (Modified Equity/Modified Assets)			Hint
Modified Equity		$ 362,989	
Modified Assets		$ 913,891	
Net Income Ratio (Income Before Taxes/Total Revenue)			
Income Before Taxes	$ -	$ 254,023	
Total Revenues	$ 1,189,961	$ 1,189,961	

	Ratios	Strength Factor	Weights	Composite Scores
Primary Reserve:	0.3878	3.0000	30%	0.9000
Equity:	0.3972	2.3831	40%	0.9533
Net Income:	0.2135	3.0000	30%	0.9000
Composite Score				**2.8**

PLEASE NOTE: This calculation is utilized to evaluate the financial viability of a school according to Title IV. The calculation is not intended to determine a school's eligibility for federal Title IV funding programs. For information on Title IV student aid, visit the following website: www.ifap.ed.gov

If the school does NOT have a composite score of at least 1.5 it must meet all 3 of the following alternate criteria under Standard VII:

1. Current Assets must be at least equal to Current Liabilities (NOTE: Current Assets

for this calculation do not include unsecured related party receivables)

Current Assets	753,057
Current Liabilities	243,710
CA / CL	3.09

2. School must have net income for prior year or 2 out of 3 years (see income stmts).

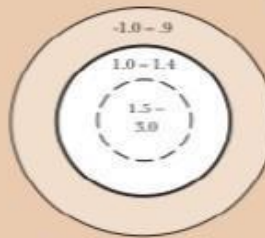**3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)**

Stated Net Worth on Balance Sheet	362,989	
Less: Intangible Assets	0	(enter as negative number)
Less: Unsecured Related Party Receivables	0	(enter as negative number)
Tangible NW	362,989	

Certain assets that are excluded for purposes of the composite score are also excluded for calculation of the alternative criteria, as indicated above.

Composite score scale

1.5 to 3.0 Financially responsible without further oversight.

1.0 to 1.4 In the "Zone." The school is considered financially responsible but additional oversight is required.

−1.0 to .9 Not financially responsible. The school must submit letter of credit of at least 50% of its FSA funding. The school may be permitted to participate under provisional certification with smaller letter of credit—with a minimum of 10% of its FSA funding.

Example: Calculation of a composite score for a proprietary institution*

Calculation of Ratios

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

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

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

Calculation of Strength Factor Score

Primary Reserve Strength Factor Score = 20 x Primary Reserve Ratio
20 x 0.080 = 1.600
Equity Strength Factor Score = 6 x Equity Ratio
6 x 0.332 = 1.992
Net Income Strength Factor Score = 1 + (33.3 x Net Income Ratio)
1 + (33.3 x 0.051) = 2.698

Calculation of Weighted Score

Primary Reserve Weighted Score = 30% x Primary Reserve Strength Factor Score
0.30 x 1.600 = 0.480
Equity Weighted Score = 40% x Equity Strength Factor Score
0.40 x 1.992 = 0.797
Net Income Weighted Score = 30% x Net Income Strength Factor Score
0.30 x 2.698 = 0.809

Composite Score

Sum of All Weighted Scores   0.480 + 0.797 + 0.809 = 2.086   rounded to 2.1

* The definition of terms used in the ratios and the applicable strength factor algorithms and weighting percentages are found in the Student Assistance General Provisions (regulations) (34 CFR 668) Subpart L, Appendix A for proprietary schools and Appendix B, for private nonprofit schools.

b. State Licensure

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

This program will provide students the knowledge, skills, attitudes and values (KSAV) needed for a Magnetic Resonance Imaging Technologist. Students do not need to be licensed in the State of Indiana to practice Magnetic Resonance Imaging Technology.

- If so, please identify:

- The specific license(s) needed: **not applicable**

- The State agency issuing the license(s): **not applicable**

Students who taking this AAS MRI associate degree do not need to be licensed in the State of Indiana to practice MRI.

a. Professional Certification

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

American Registry of Radiologic Technologists (ARRT) offers the certification for the graduates of similar programs for MRI.

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

This Associate degree program will prepare students for the national certification in MRI. Graduates of this program will be eligible to take the ARRT exam to become nationally certified in MRI. Although this certification is not required in the State of Indiana to practice MRI, these are highly desirable national certifications by the employers.

- If so, please identify

- Each specific professional certification: **MRI Technologist**

- The national organization issuing each certification:

American Registry of Radiologic Technologists (ARRT)

- Please explain the rational for choosing each professional certification:

ARRT credentials are based on rigorous professional standards and are recognized nationwide. The MRI credential is one of the ARRT certifications that are highly desirable by the employers.

This Associate degree program will prepare students for the licensure and graduates of this program will be eligible to take the American Registry of Radiologic Technologists (ARRT) exam. This Associate degree program will prepare students for the national certification in MRI. Graduates of this program will be eligible to take the ARRT exam to become nationally certified in MRI. Although, this certification is not required in the State of Indiana to practice MRI, these are highly desirable national certification by the employers.

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

The graduates of AAS degree in Magnetic Resonance Imaging (MRI) Technology are expected to be trained and find employment in the following as an MRI Technologist.

The following is the single sequence of courses that lead to the MRI professional certification:

<u>SPECIALTY COURSES</u>:

 (a total of 67.5 quarter credits): Magnetic Resonance Imaging (MRI) Technology

Course Number	Course Title	Quarter Credit Hour	Semester Credit
BIO 111	Basic Medical Terminology	2	1.33
BIO 112	Human Anatomy and Physiology I	2	1.33
BIO 113	Pharmacology	2	1.33
BIO 114	Healthcare Laws and Ethics	2	1.33
BIO 115	Patient Care in Imaging	2	1.33
BIO 116	Human Anatomy and Physiology II	2	1.33
BIO 117	Careers in Healthcare	4	2.67
BIO 211	Advancement in Healthcare Technology	4	2.67

BIO 212	Descriptive Statistics in Healthcare Industry	4	2.67
BIO 213	Environmental Health and Safety	4	2.67
BIO 214	Healthcare and Leadership	4	2.67
BIO 215	Research Methods for Healthcare Sciences	4	2.67
BIO 216	Imaging Pathology	2	1.33
BIO 217	Global Pandemics and Public Health	4	2.67
MRI 121	MRI Cross Sectional Anatomy I	3	2.00
MRI 122	MRI Physics & Instrumentation I	3.5	2.33
MRI 123	MRI Imaging Techniques I	3.5	2.33
MRI 124	Externship I	8	5.33
MRI 221	MRI Cross Sectional Anatomy II	2.5	1.67
MRI 222	MRI Physics & Instrumentation II	3.5	2.33
MRI 223	MRI Imaging Techniques II	3.5	2.33
MRI 224	Externship II	8	5.33

GENERAL EDUCATION COURSES:

General Education Courses: (a total of 22.5 quarter credits)

Course Number	Course Title	Quarter Credit Hour	Semester Credit Hour
ENG 112	English Composition I	4.5	3
MAT 113	Mathematics	4.5	3
PSY 114	Introduction to Psychology	4.5	3
CIS 115	Introduction to Computers and Computing	4.5	3
ENG 212	English Composition II	4.5	3
HUM 213	Culture and Values	4.5	3
MAT 214	College Algebra	4.5	3
CHE 215	College Chemistry	4.5	3

To become eligible to challenge national credentialing exam in MRI, students have to complete the following requirements:

- Complete Stellar Career College's ARRT-recognized educational program in MRI.
- Must demonstrate competency in formal classroom education (didactic coursework), and program's clinical requirements.
- Complete an associate (or higher) degree, in any subject, from an educational institution accredited by an agency ARRT recognizes. You may earn the degree at any time—before, after, or while you complete an educational program in your discipline.
- ARRT enforces high standards of ethics and professional conduct. Students must comply with everything in the ARRT Standards of Ethics, including the Rules of Ethics. Students must notify ARRT of any ethics violations within 30 calendar days of their occurrences, Applicants who

don't follow these rules might become ineligible. Several types of misconduct, charges, and convictions may violate ARRT's Rules of Ethics. For further details on this matter, please refer to ARRT's handbook that is available at www.arrt.org.

   b.   Professional Industry Standards/Best Practices

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

Yes, this Associate degree program has been developed by following the guidelines of ACCSC (our institutional accreditor). Moreover, the program objectives, contents, and clinical skills have been developed using the guidelines of ARRT's corresponding credentialing examination outlines for each specialist.

   - If so, please identify:

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

Specific professional industry standards and best practices are outlined by ARRT. An executive summary has been provided below:

1. Introduction

Candidates for certification and registration are required to meet the Professional Education Requirements specified in the ARRT Rules and Regulations. ARRT's Didactic and Clinical Competency Requirements are one component of the Professional Education Requirements.

The requirements are periodically updated based upon a practice analysis which is a systematic process to delineate the job responsibilities typically required of staff technologists. The result of this process is a task inventory which is used to develop the clinical competency requirements and the content specifications which serve as the foundation for the didactic competency requirements and the examination.

2. Documentation of Compliance

To document that the Didactic and Clinical Competency Requirements have been satisfied by a candidate, the program director (and authorized faculty member if required) must sign the ENDORSEMENT SECTION of the Application for Certification and Registration included in the Certification and Registration Handbook.

3. Didactic Competency Requirements

The purpose of the didactic competency requirements is to verify that individuals had the opportunityto develop fundamental knowledge, integrate theory into practice and hone affective and critical thinking skills required to demonstrate professional competency. Candidates must successfullycomplete coursework addressing the topics listed in the ARRT Content Specifications for theExamination. These topics would typically be covered in nationally-recognized curricula published by organizations such as the ASRT or SMRT. Educational programs accredited by a mechanism acceptable to ARRT generally offer education and experience beyond the minimum requirements specified here.

4. Clinical Competency Requirements

The purpose of the clinical competency requirements is to verify that individuals certified and registered by the ARRT have demonstrated competency performing the clinical activities fundamental to a particular discipline. Competent performance of these fundamental activities, in conjunction with mastery of the cognitive knowledge and skills covered by the magnetic resonance imaging examination, provides the basis for the acquisition of the full range of procedures typically required in a variety of settings. Demonstration of clinical competence means that the candidate has performed the procedure independently, consistently, and effectively during the course of his or her formal education.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: **American Registry of Radiologic Technologists (ARRT)**

c. Institutional Accreditation

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

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

- Reason for seeking accreditation.

  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?

Specialized accreditation is not required for a graduate to become licensed by the State or to earn a national professional certification.

To earn a national certification in MRI, ARRT exam eligibility is required. This program provides this ARRT exam eligibility to its students through its institutional accreditation of ACCSC.

- If so, please identify the specialized accrediting agency:

d. Transferability of Associate of Science Degrees

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

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

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

SCC is applying for the Associate of Applied Science (AAS) degree. Therefore, an Associate of Science credit transfer requirement (as stated above) does not apply to this application.

This institution does not offer baccalaureate degree yet. However, upon receipt of AAS degree-granting authority from CHE/BPE, SCC will seek for articulation agreement with other local and national institutions of higher learning for transfer credit.

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

a. Are all student transcripts in a digital format?

Yes, all student transcripts are in digital format. The digital format of the student's transcripts is stored in cloud-based student information system of Stellar Career College.

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

100% of student transcripts are in digital format.

- What is the beginning year of digitized student transcripts?

    Since 2003.

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

No, all student transcripts and student records are stored in the same cloud-based student information system of Stellar Career College.

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b. How are the digital student records stored?

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?

Stellar Career College uses a cloud based third-party servers to store all data from its student information system. This third party is located in California, USA. SCC also uses its own server for a local backup purpose. This local backup server is located in our main campus in Modesto, California.

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

Stellar Career College Student Information System (SIS)

c. Where are the paper student records located?

The paper student records are stored in fireproof file cabinets at each corresponding campus. For example, Modesto, CA student records are in Modesto, CA, Chicago student paper records are kept in Chicago, IL and same will be done for Indiana students.

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

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 this institution). The institution 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 records 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, the institution has also started scanning all files available

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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 on a daily basis.

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

As of October 18, 2021, the estimated number of digital student records held by the institution is 1345.

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

As of October 18, 2021, the estimated number of paper student records held by the institution is 1032.

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

- If so, what is the most significant format?

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

The institution does not maintain student records in any other format.

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

Stellar Career College maintains two staff positions for Chicago, IL and Modesto, CA campuses.

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

For Chicago, IL Campus:

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

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F: (312) 374-6223

For Modesto, CA Campus:

Ms. Kristina Nielsen
Associate Director, Registrar
Stellar Career College Modesto Campus
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?

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

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

At present, we received about 2 to 8 requests per week.

This Section Applies to All Institutions

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

None, all records are maintained in-house. SCC does not have anything that the Commission should consider with regard to the institutional student records.

l. What is the digital format of student transcripts?

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 is not using any proprietary software. SCC has developed and maintains its own Student Information System.

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Program Description

<u>Projected Headcount and FTE Enrollments and Degrees Conferred</u>

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.

**Projected Headcount and FTE Enrollments and
Degrees Conferred**

January 12, 2022

Institution/Location: Stellar Career College at <u>8149 Kennedy Avenue, Suite A, Highland, IN 46322</u>

Program: Associate of Applied Science in Magnetic Resonance Imaging (MRI) Technology
(CIP Code: 51-0920)

		Year 1	Year 2	Year 3	Year 4	Year 5
		FY2022	FY2023	FY2024	FY2025	FY2026
Enrollment Projections (Headcount)						
	Full-Time	10	20	20	20	20
	Part-Time	10	20	20	20	20
	Total	20	40	40	40	40
Enrollment Projections (FTE*)						
	Full-Time	10	20	20	20	20
	Part-Time	10	20	20	20	20
	Total	20	40	40	40	40
Degrees Conferred Projections		0	10	20	20	20

Degree Level: Associate

CIP Code: - 51.0920; State - 51.0920

FTE Definitions:

Undergraduate Level: 30 Semester Hrs. = 1 FTE

Undergraduate Level: 24 Semester Hrs. = 1 FTE

Stellar Career College

205 West Randolph Street, Suite 200, Chicago, IL 60606

Tel: (312) 687-3000 Email: info@stellarcollege.edu

Official Transcript

Student Name:	Jane Doe	**Date of Issuance:**	January 14, 2022
Social Security Number:	***-**-9876	**Date of Entrance:**	December 12, 2021
Program:	Associate of Applied Science in MRI Technology	**Date of Graduation:**	
Address:	1234 Highland Park, Highland, IN-46322		

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
BIO 111	Basic Medical Terminology				
BIO 112	Human Anatomy and Physiology I				
BIO 113	Pharmacology				
BIO 114	Healthcare Laws and Ethics				
BIO 115	Patient Care in Imaging				
BIO 116	Human Anatomy and Physiology II				
BIO 216	Imaging Pathology				
BIO 117	Careers in Healthcare				
BIO 211	Advancement in Healthcare Technology				
BIO 212	Descriptive Statistics in Healthcare Industry				
BIO 213	Environmental Health and Safety				
BIO 214	Healthcare and Leadership				
BIO 215	Research Methods for Healthcare Sciences				
BIO 217	Global Pandemics and Public Health				
MRI 121	MRI Cross Sectional Anatomy I				
MRI 122	MRI Physics & Instrumentation I				
MRI 123	MRI Imaging Techniques I				
MRI 221	MRI Cross Sectional Anatomy II				
MRI 222	MRI Physics & Instrumentation II				
MRI 223	MRI Imaging Techniques II				
MRI 124	Externship I				
MRI 224	Externship II				
ENG112	English Composition I				
ENG212	English Composition II				
MAT 113	Mathematics				
PSY 114	Introduction to Psychology				
HUM 213	Culture and Values				
CIS 115	Introduction to Computers and Computing				
MAT 214	College Algebra				
CHE 215	College Chemistry				

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
Total		**0.00**		**0.00**	

Official Grading Scale: A/4.0:94%-100%, A-/3.7: 90%-93%, B+/3.3: 84%-89%, B-/3.0: 80%-83%, C+/2.5:70%-79%, F/0.0: 0%-69%, I: Incomplete, TC: Transfer Credit, W: Withdrawal. Externship courses are graded as Pass/Fail. For details, please refer to the College Catalog.

_____
Prepared

_____
College Registrar/Dean

Transcript Ledger

Accreditation

Stellar Career College is accredited by Accrediting Commission of Career Schools and Colleges.

Grading System

The basic grading system consists of letter grades as follows, with a plus or minus if appropriate: A+/A- (superior), B+/- (excellent), C+ (satisfactory) and F (failure). A "P" (pass) is assigned for performance at the C-level or higher. Other letter grades are as follows: I denote an incomplete, TC denotes a transfer credit, PC denotes a proficiency credit, and W denotes a withdrawal.
GPAs are calculated using only SCC courses with letter grades of A through F.

The numerical equivalents of the grades as determined by the faculty are: A (A+) = 4.00; A-minus = 3.7; B-plus = 3.3; B-minus = 3.00; C-plus = 2.50; and F = 0.00.

This table shows the summary of the grading system:

Letter Grade	Percentage	Quality	Quality Points	Letter Grade	Percentage	Quality	Quality Points
A+	94%-100%	Superior	4.0	A-	90%-93%		3.7
B+	84%-89%	Excellent	3.3	B-	80%-83%		3.0
C+	70%-79%	Satisfactory	2.5	F	0%-69%	Fail	0.0
I	N/A	Incomplete	0.0	TC	N/A	Transfer Credit	0.0
PC	N/A	Proficiency Credit	0.0	W	N/A	Withdrawal	0.0

Transfer Credit

Transfer credit is applied towards an associate degree upon submission of the transfer credit form, a copy of the transcript of records and an approval by the College Administration.

MODESTO
4300 Sisk Road • Modesto, California 95356
www.Modesto.StellarCollege.edu
Fax (209) 545-3995 • Phone (209) 545-5200

CHICAGO
205 West Randolph Street, Suite 200, Chicago, IL 60606
www.StellarCollege.edu
Phone (312) 687 3000

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Records Policy

As required by the Family Education Rights and Privacy Act of 1974 (FERPA), information contained in this document is confidential and may not be released to a third party without the written consent of the individual whose record it is.

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BPE Agenda Page 74

**Indiana Commission for Higher
Education Indiana Board for
Proprietary Education**

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

DEGREE
APPLICATION
(*New or Renewal
program***)**

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

Name of Institution   Stellar Career College

Program name and
Suggested CIP Code: Associate of Applied Science in Radiologic Technology (CIP Code: 51-0911)

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

Name of Person Preparing this Form Dr. Zulfiqar A. Satti

Telephone Number   (773) 317 - 7284   **Application Type**

Date the Form was Prepared   January 12, 2022   Initial   or   Renewal
(Revise date after any revision)

Program Deliver Options:

The College will offer this program in on-ground format as well as in hybrid format in which
students can take up to 45% of the courses using online delivery method. The instruction delivery
format options are provided for each course in the course description section of the college
catalog.

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

The Associate of Applied Science in Radiologic Technology degree will enable Indiana residents
to gain entry-level employment in the field of imaging technology. This Associate of Applied
Science degree in Radiologic Technology will also provide opportunities to the current healthcare
workers for career advancement through additional training opportunities in vital clinical skills.
Over the years imaging technologies have evolved significantly. Therefore, it is critical for the
current workforce in the healthcare field to learn new technologies for optimal benefits of the
patients. This degree will also provide opportunities to the graduates to continue on to higher
education through credit transfer to the institutions of higher education. After receiving the
approval for this degree program, this institution will develop articulation agreements with the
local and national institutions of higher education for the credit transfer. This degree program
will also positively contribute towards the state, regional, and national labor needs for healthcare
professionals.

This Associate degree will provide opportunities to the students for Radiologic Technology. According to the US Department of Labor, MRI Technologies are well-paid and in-demand professions. According to Careeronestop research that is sponsored by the US Dept. of Labor, this occupation is expected to grow rapidly during the next ten years, i.e. average growth is expected to be 9%.

The following summary has been developed using the data provided by the US Dept. of Labor:

The Radiologic Technologists and Technicians:

The Median wages (2020):	$30.63 hourly, $61,900 annual
Employment (2020):	212,100 employees
Projected growth (2020-2030):	9% (fast as average)

In Indiana:
   Workers on average earn $60,270.
   10% of workers earn $43,560 or less.
   10% of workers earn $80,210 or more.

In the United States:
   Workers on average earn $74,690.
   10% of workers earn $52,880 or less.
   10% of workers earn $104,210 or more.

Indiana Employment
Employment (2018):	4,540 employees
Projected employment (2028):	4,880 employees
Projected growth (2018-2028):	8%

In the United States:
Employment (2020):	212, 100 employees
Projected employment (2030):	230, 300 employees
Projected growth (2020-2030):	9%

Stellar Career College through this AAS in Radiologic Technology degree program will create additional opportunities for the residents of the State of Indiana to earn credentials in these in-demand, well-paid healthcare professions and contribute towards meeting an economic demand.

Stellar is committed to delivering quality career education and we go above and beyond the standard requirements of States and our accrediting body ACCSC. Stellar has hired well-qualified and experienced faculty who are credentialed/ licensed in their respective fields. Most of our faculty consists of practitioners from the field. Stellar allocates an appropriate budget for the learning resources to create and enhance learning opportunities for its students. Stellar Career College has acquired the Optima Multi RAD radiographic system manufactured by Sedecal. This system is designed to enable a wide range of applications within the most demanding environments. This radiographic system comes with the freedom of movement and multiple configurations for a wide range of table, wall stand, wheel chair and stretcher examinations.

The Radiology and MRI Department is led by a capable and well-experienced imaging professional, Program Director Adel Moustafa, MS Ed, R.T. (R) (MR) (CT) (ARRT). He has more than 7 years of professional experience as a Diagnostic Radiologic Technologist and a CT/MRI technologist in Chicago-based MRI institutions, i.e. Veterans Health Administration, Bridgeview Foot and Ankle PC and Carbondale Memorial Hospital.

Instructor Michael Gatto, M.S., R.T. (R) has 24 years of working experience in the field of radiology. He previously worked either as a Supervisor of Radiology, Lead Special Procedure Technologist in Chicago-based Radiology institutions, i.e. Saint Joseph Hospital, Little Company of Mary Hospital, Office of Medical Examiner – City of Chicago, and Palos Community. He also previously taught at Moraine Valley Community College, Wilbur City College, and Sanford Brown – Tinley Park.

In addition to these state-of-the art virtual technologies, the college equips its labs with appropriate training equipment to ensure students will have opportunity for the hands-on training in the in-person, instructor-led classes at the college campus.

The objectives of the associate degree will be achieved through the following:

- Student assessments for each course and feedback to the faculty
- Course monitoring to ensure compliance with the institution procedures
- Review of curriculums with industry representatives (members of our Program Advisory Committees) at least twice a year
- Feedback from alumni
- Review of curriculums by faculty
- Development of syllabi for each course that supports the degree objectives
- Engage faculty who maintain their currency in the degree being taught
- Course content organized into modules for weekly content

Program Description:

This program will prepare students for the specific careers/professions in the growing fields of magnetic resonance imaging technology. This program is designed for students who would like to seek entry-level employment immediately upon graduation. Current healthcare workers can also benefit from this program by learning modern technical skills in the field of Radiologic Technology. Emphasis is placed on courses that enable the students to gain theoretical knowledge and vital practical clinical skills that are critical for working in the health sciences and prepare the students for the industry standard credentials.

This program is designed to prepare an associate degree level education in the field of Radiologic Technology. The college uses the curriculum guidelines and resources provided by the state, accrediting body, credentialing/ licensure agencies, professional bodies, and textbooks publishers. Stellar has formed Program Advisory Committees (PACs) for all of its training programs. PAC membership consists of individuals who are healthcare practitioners working in the healthcare field, representatives of prospective employers of the graduates of these programs, educators, and/or online-education-delivery specialists. Program directors, faculty, and PAC members review and recommend resources for this purpose. We have determined the appropriateness of each course within this associate degree program through the following method. We have completed research on the program by reviewing the contents and competency requirements and/or guidelines set by the state, accrediting agency, credentialing agency, and any professional organizations. This has been an ongoing process since Stellar Career College was established. We also compare our program with the similar programs at local accredited institutions of higher learning that have similar length. The Program Advisory Committees have validated the appropriateness of the programs' objectives, contents, and program length.

The Associate degree in Radiologic Technology is the education and preparation of students for a career as a diagnostic radiographer. The associate degree curriculum is designed to synthesize clinical and didactic experiences in radiography, to instill a desire to excellence in practice, and to provide a foundation of academic and career advancement.

The following are program objectives:

- Demonstrate clinical competence, professionalism and critical thinking skills based on professional standards,
- Prepared the graduate for a career as an entry-level radiographer,

- Exhibit behavior consistent with the professional, ethical, and legal standards of allied health,
- Learn patient care and safety processes, procedures, and protocols for health professionals,
- Learn the components of the radiology system hardware,
- Learn safety and radiation protection mechanism,
- Learn the mechanism by which x-ray signal is produced and detected,
- Learn image acquisition and technical evaluation using radiology system,
- Learn equipment operation and quality assurance techniques,
- Learn to apply the principle of pulse sequences for appropriate clinical application,
- Learn imaging procedures for head, spine, pelvis, thorax, abdomen, and extremity,
- Learn to identify the tissue parameters that affect tissue contrast,
- Learn patient care & safety including patient interactions and management, and
- Learn the basics on how to maintain radiology system hardware and quality control techniques.

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

Name of Program: Associate of Applied Science in Radiologic Technology

Total Course Hours: _90_   Check one: Quarter Hours   ✓

Semester Hours _____

Clock Hours _____

Tuition: $300 per credit. $27,000 for the entire program.   Length of Program: 2 academic years

SPECIALTY COURSES:

(a total of 67.5 quarter credits): Radiologic Technology

Course Number	Course Title	Quarter Credit Hour	Semester Credit
BIO 111	Basic Medical Terminology	2	1.33
BIO 112	Human Anatomy and Physiology I	2	1.33
BIO 113	Pharmacology	2	1.33
BIO 114	Healthcare Laws and Ethics	2	1.33
BIO 115	Patient Care in Imaging	2	1.33
BIO 116	Human Anatomy and Physiology II	2	1.33
BIO 117	Careers in Healthcare	4	2.67
BIO 211	Advancement in Healthcare Technology	4	2.67
BIO 212	Descriptive Statistics in Healthcare Industry	4	2.67
BIO 213	Environmental Health and Safety	4	2.67
BIO 214	Healthcare and Leadership	4	2.67
BIO 215	Research Methods for Healthcare Sciences	4	2.67
BIO 216	Imaging Pathology	2	1.33
BIO 217	Global Pandemics and Public Health	4	2.67
RAD 121	Radiologic Procedures I	4	2.67
RAD 122	Radiation Physics and Radiobiology I	4	2.67
RAD 123	Radiation Protection I	4	2.67
RAD 124	Radiologic Image Production I	4	2.67
RAD 125	Externship I	8	5.33
RAD 221	Radiologic Procedures II	4	2.67
RAD 222	Radiation Physics and Radiobiology II	4	2.67
RAD 223	Radiation Protection II	4	2.67
RAD 224	Radiologic Image Production II	4	2.67
RAD 225	Externship II	8	5.33

GENERAL EDUCATION COURSES:

General Education Courses: (a total of 22.5 quarter credits)

Course Number	Course Title	Quarter Credit Hour	Semester Credit Hour
ENG 112	English Composition I	4.5	3
MAT 113	Mathematics	4.5	3
PSY 114	Introduction to Psychology	4.5	3
CIS 115	Introduction to Computers and Computing	4.5	3
ENG 212	English Composition II	4.5	3
HUM 213	Culture and Values	4.5	3
MAT 214	College Algebra	4.5	3
CHE 215	College Chemistry	4.5	3

Number of Credit/Clock Hrs. in Specialty Courses: 67.5 /1,012.50   Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 22.5 /337.50   Percentage: 25%

If applicable: **Not Applicable**
Number of Credit/Clock Hrs. in Liberal Arts: n/a   Percentage: n/a

1. LIBRARY: 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 studies. LIRN is accessible in the dashboard of SCC's Moodle LMS.

Current LIRN membership includes the following resources:
- Gale Health Bundle
- Gale Health and Wellness
- Gale OneFile: Health and Medicine
- Gale Interactive Science Bundle
- Gale Interactive Anatomy

- Gale Interactive Chemistry
- Gale OneFile: Nursing and Allied Health
- ProQuest Databases
- ProQuest Core
- ProQuest Central
- Gale eBooks

Students are also encouraged to use Google Scholar. Google Scholar is an online, freely accessible search engine that lets users look for both physical and digital copies of articles.

2. Number of volumes of professional material:

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.

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.

3. Number of professional periodicals subscribed to:

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.

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.

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

The proposed Highland Campus, IN is in close geographical proximity of the following:

- **Highland Branch of the Lake County Public Library**
  2841 Jewett Ave, Highland, IN 46322

https://www.lcplin.org/

- **Munster Branch of the Lake County Public Library**
  8701 Calumet Ave, Munster, IN 46321

https://www.lcplin.org/

- **Purdue University Northwest Library**
  2200 169th St, Hammond, IN 46323

https://www.pnw.edu/library/?utm_medium=301&utm_campaign=redirects&utm_source=https://library.pnw.edu/calumet

- **Gary Public Library & Cultural Center**
  220 W 5th Ave, Gary, IN 46402

http://www.garypubliclibrary.org/

IV. <u>FACULTY</u>: Attach completed Instructor's Qualification Record for each instructor.						
** Include <u>all required documentation</u> pertaining to the qualifications of each instructor.						
Total # of Faculty in the Program:	9	**Full-time:**	0	**Part-time:**	9	

Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one:**	
					Full-time	**Part-time**
Dr. Ayala, Joel (BIO Courses)	Title of Physician Surgeon (MD)	8	1	19		X
Buss, Anatoly (General Education Courses)	MA Education Mgt, Master of Public Administration, BS Physics	6	1	7		X
Gatto, Michael (Radiology Courses)	MS Training and Development, BS Health Arts	24	1	17		X
Giroux, Michelle (BIO Courses)	Professional Studies in Health Arts, AAS Radiologic Technology	27	1	1		X
Gopalaseshan, Sangeetha (BIO and General Education Courses	MS Biochemistry, AAS Diagnostic Medical Imaging Sonography, Associate of Science	5	1	3		X
Moustafa, Adel (BIO Courses)	MS Education, BS Radiologic Sciences, AAS Radiologic Sciences	6	1	0		X
Dr. Satti, Zulfiqar (General Education Courses)	PhD Organizational Leadership, MS Computer Science, BS Math and Physics	28	1	8		X
Valentin, Angelica (General Education Courses and BIO courses)	MA Social Sciences, BS Psychology, Certificate in Non-invasive Cardiovascular Sonography	9	1	0		X

Dr. Wells-Mullins, Stephanie (General Education Courses and BIO courses)	Doctor of Education, Master of Healthcare Administration, BS	20	1	14		X

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

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

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

Consistent to its mission, the Associate of Applied Science in Radiologic Technologist is designed to prepare associate-level education in the field of Radiologic Technology.

- **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)?**

Stellar Career College provides a student-centric educational environment. SCC delivers a convenient way for individuals to learn the skills needed to compete in today's challenging job market. SCC seeks to admit individuals who have the capacity and determination to complete our hands-on training program and graduate. The admissions process is designed to help prospective students make an informed decision and possibility to start a career in healthcare. At Stellar Career College, we want students to graduate and become employed, not just enroll in the vocational school. SCC has a diverse student population from students that recently graduate to adults who are seeking a career change.

Stellar Career College is dedicated to providing quality professional skill development to the 21st century workforce. Our professional technical school faculty will train students in their new careers using a hands-on, instructor-led learning environment. Upon successful completion of one of our trade school programs, students will be prepared to enter positions in the careers for which they were trained.

The Associate of Applied Science in Radiologic Technology associate degree will enable Indiana residents and other students to acquire an associate degree that will start their careers in healthcare. It will

complement the diploma programs that SCC intends to offer under the authority of Indiana Board of Proprietary Education. It will also address the national, state and regional labor needs for healthcare professionals. The Strategic Plan of Stellar Career College is composed of two documents namely: Institutional Assessment and Improvement Plan and Distance Education Assessment and Improvement Plan. These documents are accessible using this link:

https://drive.google.com/drive/folders/14kGXL4AO-i31u9PekbRL5tAML6CqzbBL?usp=sharing.

b. State Rationale: General

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

The offering of AAS Radiologic Technology associate degree is congruent to Indiana Commission for Higher Education (ICHE)'s three priorities namely --- completion, equity and talent. The Reaching Higher in A State of Change document identified 60% attainment goal for working-age Hoosiers by 2025. This associate degree aims to provide an opportunity for Hoosiers and other students to get an associate degree that will enable them to become an imaging professional in the chosen field, in this case, Diagnostic Medical Sonography. This associate degree also intend to be continue the current trend of 70% of Hoosiers graduates of two- and four-year institutions in Indiana after graduation. At present, there are more than 30 diagnostic imaging centers in the State of Indiana who can readily employ AAS DMS graduates.

c. State Rationale: Equity-Related

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

Stellar Career College believes in equity and all of its programs are available to all students regardless of race/ethnicity, socioeconomic status, gender and geographical locality. SCC will continue to be aggressive in giving educational opportunities to all especially the students of color and minorities. Moreover, 70% of our faculty members are Asians, LatinX and Black.

d. Evidence of Labor Market Need

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

The Associate of Applied Science in Radiologic Technology degree will enable Indiana residents to gain entry-level employment in the field of imaging technology. This Associate of Applied Science degree in Radiologic Technology will also provide opportunities to the current healthcare workers for career advancement through additional training opportunities in vital clinical skills. Over the years imaging technologies have evolved significantly. Therefore, it is critical for the current workforce in the healthcare field to learn new technologies for optimal benefits of the patients. This degree will also provide opportunities to the graduates to continue on to higher education through credit transfer to the institutions of higher education. After receiving the approval for this degree program, this institution will develop articulation agreements with the local and national institutions of higher education for the credit transfer. This degree program will also positively contribute towards the state, regional, and national labor needs for healthcare professionals.

This Associate degree will provide opportunities to the students for Radiologic Technology. According to the US Department of Labor, MRI Technologies are well-paid and in-demand professions. According to Careeronestop research that is sponsored by the US Dept. of Labor, this occupation is expected to grow rapidly during the next ten years, i.e. average growth is expected to be 9%.

The following summary has been developed using the data provided by the US Dept. of

Labor:

The Radiologic Technologists and Technicians:

The Median wages (2020): $30.63 hourly, $61,900
annual Employment (2020):   212,100 employees
Projected growth (2020-2030):   9% (fast as average)

In Indiana:
    Workers on average earn $60,270.
    10% of workers earn $43,560 or less.
    10% of workers earn $80,210 or
    more.

In the United States:
    Workers on average earn $74,690.
    10% of workers earn $52,880 or less.
    10% of workers earn $104,210 or more.

Indiana Employment
    Employment (2018):   4,540 employees
    Projected employment (2028): 4,880 employees
    Projected growth (2018-2028): 8%

In the United States:

Employment (2020):	212, 100 employees
Projected employment (2030):	230, 300 employees
Projected growth (2020-2030):	9%

Stellar Career College through this AAS in Radiologic Technology degree program will create additional opportunities for the residents of the State of Indiana to earn credentials in these in-demand, well-paid healthcare professions and contribute towards meeting an economic demand.

e. Placement of Graduates

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

The graduates of AAS Radiologic Technology associate degree are expected to find employment as radiologic technologists and technicians.

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

- This program does not serve as a feeder for graduate programs.

  Job Titles

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

Radiologic Technologists and Technicians

6. <u>Information on Competencies, Learning Outcomes, and Assessment</u>

a. Program Competencies or Learning Outcomes

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

The following are program objectives:

- Demonstrate clinical competence, professionalism and critical thinking skills based on professional standards,
- Prepared the graduate for a career as an entry-level radiographer,

- Exhibit behavior consistent with the professional, ethical, and legal standards of allied health,
- Learn patient care and safety processes, procedures, and protocols for health professionals,
- Learn the components of the radiology system hardware,
- Learn safety and radiation protection mechanism,
- Learn the mechanism by which x-ray signal is produced and detected,
- Learn image acquisition and technical evaluation using radiology system,
- Learn equipment operation and quality assurance techniques,
- Learn to apply the principle of pulse sequences for appropriate clinical application,
- Learn imaging procedures for head, spine, pelvis, thorax, abdomen, and extremity,
- Learn to identify the tissue parameters that affect tissue contrast,
- Learn patient care & safety including patient interactions and management, and
- Learn the basics on how to maintain radiology system hardware and quality control techniques.

Learning Outcomes

Radiologic Technologist: (Ten Mandatory General Patient Care Activities, 37 Mandatory Imaging Procedures, 15 Elective Imaging Procedures Selected from a list of 34 procedures, one of the 15 elective imaging procedures – head section and two of the 15 elective imaging procedures – Fluoroscopy studies section – one either GI or Contrast Enema).

These learning outcomes are based on the didactic and clinical competency requirements for Radiology credential of the American Registry of Radiologic Technologists (ARRT).

a. Assessment

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

SCC follows the traditional Quarter Credit system. SCC will continually monitor student progress. In each course, faculty and SCC administration personnel monitor the student's satisfactory academic progress during the entire quarter. When a student's GPA falls below 2.0, the faculty member will counsel the student and record the counseling session. Faculty will also provide guidance to the student on how to improve their GPA. Likewise, SCC also reviews the student's progress every eight weeks through the review of all midterm and final course grades. SCC will conduct course assessments on all courses taught. Students will be provided with a Course Survey Form and answer each of the questions. Questions on the Course Survey evaluate the course, the instructor, and the Learning Management System. The course assessment forms are processed and recorded. The results are used to improve the learning experience of the students by making changes and improving courses and

student resources. The results are also given to each faculty member so that they may use them to improve the courses they teach. SCC will select and implement a student administration system when the degree programs are approved. The Student administration system contains a complete history of the student data.

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

   a. Federal Financial Responsibility Composite Score

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

   An independent auditing firm had completed our year 2020 financial audits using the methodology prescribed by the U.S. Department of Education. A copy of this audit report has been submitted to the US Department of Education. According to this audit report, Federal Financial Responsibility Composite Score of Stellar Career College for   the year 2020 is 2.8. This Composite Score is calculated by an independent auditor using the methodology prescribed by the US Department of Education.

Institution Reference No:	Stellar Career College LLC
Fiscal Year End:	12/31/2020
Financial Analyst:	
Review Date:	

Accounts	Enter Amounts	Calculated Fields	
Primary Reserve Ratio (Adj Equity/Total Expenses)			Hint
Total Assets	$ 913,891		Hint
Total Liabilities	$ 550,902		
Total Equity		$ 362,989	
Intangibles	$ -		Hint
Unsecured Related Party Receivables	$ -		Hint
Net Fixed Assets	$ 137,968		
Long-Term Debt	$ 308,674	$ 137,968	Hint
Post-Emp or Rtrmnt Liab	$ -		Hint
Adjusted Equity		$ 362,989	
Total Expenses	$ 935,938	$ 935,938	Hint
Equity Ratio (Modified Equity/Modified Assets)			Hint
Modified Equity		$ 362,989	
Modified Assets		$ 913,891	
Net Income Ratio (Income Before Taxes/Total Revenue)			
Income Before Taxes	$ -	$ 254,023	
Total Revenues	$ 1,189,961	$ 1,189,961	

	Ratios	Strength Factor	Weights	Composite Scores
Primary Reserve:	0.3878	3.0000	30%	0.9000
Equity:	0.3972	2.3831	40%	0.9533
Net Income:	0.2135	3.0000	30%	0.9000
Composite Score				**2.8**

PLEASE NOTE: This calculation is utilized to evaluate the financial viability of a school according to Title IV.   The calculation is not intended to determine a school's eligibility for federal Title IV funding programs. For information on Title IV student aid, visit the following website: www.ifap.ed.gov

If the school does NOT have a composite score of at least 1.5 it must meet all 3 of the following alternate criteria under Standard VII:

1. Current Assets must be at least equal to Current Liabilities (NOTE: Current Assets

for this calculation do not include unsecured related party receivables)

Current Assets	753,057
Current Liabilities	243,710
CA / CL	3.09

2. School must have net income for prior year or 2 out of 3 years (see income stmts).

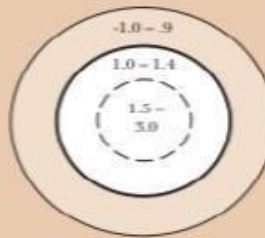**3. School must have positive tangible net worth (NOTE: Does not include intangible assets or unsecured related party receivables)**

Stated Net Worth on Balance Sheet	362,989	
Less: Intangible Assets	0	(enter as negative number)
Less: Unsecured Related Party Receivables	0	(enter as negative number)
Tangible NW	362,989	

Certain assets that are excluded for purposes of the composite score are also excluded for calculation of the alternative criteria, as indicated above.

Composite score scale

1.5 to 3.0 Financially responsible without further oversight.

1.0 to 1.4 In the "Zone." The school is considered financially responsible but additional oversight is required.

–1.0 to .9 Not financially responsible. The school must submit letter of credit of at least 50% of its FSA funding. The school may be permitted to participate under provisional certification with smaller letter of credit—with a minimum of 10% of its FSA funding.

Example: Calculation of a composite score for a proprietary institution*

Calculation of Ratios

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

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

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

Calculation of Strength Factor Score

Primary Reserve Strength Factor Score = 20 x Primary Reserve Ratio
20 x 0.080 = 1.600

Equity Strength Factor Score = 6 x Equity Ratio
6 x 0.332 = 1.992

Net Income Strength Factor Score = 1 + (33.3 x Net Income Ratio)
1 + (33.3 x 0.051) = 2.698

Calculation of Weighted Score

Primary Reserve Weighted Score = 30% x Primary Reserve Strength Factor Score
0.30 x 1.600 = 0.480

Equity Weighted Score = 40% x Equity Strength Factor Score
0.40 x 1.992 = 0.797

Net Income Weighted Score = 30% x Net Income Strength Factor Score
0.30 x 2.698 = 0.809

Composite Score

Sum of All Weighted Scores   0.480 + 0.797 + 0.809 = 2.086   rounded to 2.1

* The definition of terms used in the ratios and the applicable strength factor algorithms and weighting percentages are found in the Student Assistance General Provisions (regulations) (34 CFR 668) Subpart L, Appendix A for proprietary schools and Appendix B, for private nonprofit schools.

b. State Licensure

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

This program will provide students the knowledge, skills, attitudes and values (KSAV) needed for a

Radiologic Technologist. Students need to be licensed in the State of Indiana to practice Radiography.

- If so, please identify:

- The specific license(s) needed: **Radiologic Technology**

The State agency issuing the license(s): **Indiana Department of Health Division of Radiology and Weights and Measures**

Students who took this AAS Radiologic Technology associate degree needs to be licensed in the State of Indiana to practice Radiography.

a. Professional Certification

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

American Registry of Radiologic Technologists (ARRT) offers the certification for the graduates of similar programs for Radiography.

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

This Associate degree program will prepare students for the national certification in Radiography. Graduates of this program will be eligible to take the ARRT exam to become nationally certified in Radiography. Although this certification is not required in the State of Indiana to practice Radiography, these are highly desirable national certifications by the employers.

If so, please identify

Each specific professional certification: Sonography

The national organization issuing each certification: American Registry of Radiologic Technologists (ARRT)

- Please explain the rational for choosing each professional certification:

ARRT credentials are based on rigorous professional standards and are recognized nationwide. The Radiography credential is one of the ARRT certifications that are highly desirable by the employers.

This Associate degree program will prepare students for the licensure and graduates of this program will be eligible to take the American Registry of Radiologic Technologists (ARRT) exam. This Associate degree program will prepare students for the national certification in Radiography. Graduates of this program will be eligible to take the ARRT exam to become nationally certified in Radiography.

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

The graduates of AAS degree in Radiologic Technology are expected to be trained and find employment in the following as a Radiologic Technologist.

The following is the single sequence of courses that lead to the Radiography professional certification:

SPECIALTY COURSES:

(a total of 67.5 quarter credits): Radiologic Technology

Course Number	Course Title	Quarter Credit Hour	Semester Credit
BIO 111	Basic Medical Terminology	2	1.33
BIO 112	Human Anatomy and Physiology I	2	1.33
BIO 113	Pharmacology	2	1.33
BIO 114	Healthcare Laws and Ethics	2	1.33
BIO 115	Patient Care in Imaging	2	1.33
BIO 116	Human Anatomy and Physiology II	2	1.33
BIO 117	Careers in Healthcare	4	2.67
BIO 211	Advancement in Healthcare Technology	4	2.67
BIO 212	Descriptive Statistics in Healthcare Industry	4	2.67
BIO 213	Environmental Health and Safety	4	2.67
BIO 214	Healthcare and Leadership	4	2.67
BIO 215	Research Methods for Healthcare Sciences	4	2.67
BIO 216	Imaging Pathology	2	1.33
BIO 217	Global Pandemics and Public Health	4	2.67
RAD 121	Radiologic Procedures I	4	2.67
RAD 122	Radiation Physics and Radiobiology I	4	2.67
RAD 123	Radiation Protection I	4	2.67
RAD 124	Radiologic Image Production I	4	2.67
RAD 125	Externship I	8	5.33
RAD 221	Radiologic Procedures II	4	2.67
RAD 222	Radiation Physics and Radiobiology II	4	2.67
RAD 223	Radiation Protection II	4	2.67
RAD 224	Radiologic Image Production II	4	2.67
RAD 225	Externship II	8	5.33

GENERAL EDUCATION COURSES:

General Education Courses: (a total of 22.5 quarter credits)

Course Number	Course Title	Quarter Credit Hour	Semester Credit Hour
ENG 112	English Composition I	4.5	3
MAT 113	Mathematics	4.5	3
PSY 114	Introduction to Psychology	4.5	3
CIS 115	Introduction to Computers and Computing	4.5	3
ENG 212	English Composition II	4.5	3
HUM 213	Culture and Values	4.5	3
MAT 214	College Algebra	4.5	3
CHE 215	College Chemistry	4.5	3

To become eligible to challenge national credentialing exam in Radiography, students have to complete the following requirements:

- Complete Stellar Career College's ARRT-recognized educational program in Radiography.
- Must demonstrate competency in formal classroom education (didactic coursework), and program's clinical requirements.
- Complete an associate (or higher) degree, in any subject, from an educational institution accredited by an agency ARRT recognizes. You may earn the degree at any time—before, after, or while you complete an educational program in your discipline.
- ARRT enforces high standards of ethics and professional conduct. Students must comply with everything in the ARRT Standards of Ethics, including the Rules of Ethics. Students must notify ARRT of any ethics violations within 30 calendar days of their occurrences. Applicants who don't follow these rules might become ineligible. Several types of misconduct, charges, and convictions may violate ARRT's Rules of Ethics. For further details on this matter, please refer to ARRT's handbook that is available at www.arrt.org.

b. Professional Industry Standards/Best Practices

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

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Yes, this Associate degree program has been developed by following the guidelines of ACCSC (our institutional accreditor). Moreover, the program objectives, contents, and clinical skills have been developed using the guidelines of ARRT's corresponding credentialing examination outlines for each specialist.

- If so, please identify:

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

Specific professional industry standards and best practices are outlined by ARRT. An executive summary has been provided below:

1. Introduction

Candidates for certification and registration are required to meet the Professional Education Requirements specified in the ARRT Rules and Regulations. ARRT's Didactic and Clinical Competency Requirements are one component of the Professional Education Requirements.

The requirements are periodically updated based upon a practice analysis which is a systematic process to delineate the job responsibilities typically required of staff technologists. The result of this process is a task inventory which is used to develop the clinical competency requirements and the content specifications which serve as the foundation for the didactic competency requirements and the examination.

2. Documentation of Compliance

To document that the Didactic and Clinical Competency Requirements have been satisfied by a candidate, the program director (and authorized faculty member if required) must sign the ENDORSEMENT SECTION of the Application for Certification and Registration included in the Certification and Registration Handbook.

3. Didactic Competency Requirements

The purpose of the didactic competency requirements is to verify that individuals had the opportunity to develop fundamental knowledge, integrate theory into practice and hone affective and critical thinking skills required to demonstrate professional competency. Candidates must successfully complete coursework addressing the topics listed in the ARRT Content Specifications for the Examination. These topics would typically be covered in nationally-recognized curricula published by organizations such as the ASRT or SMRT. Educational programs accredited by a mechanism acceptable to ARRT

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generally offer education and experience beyond the minimum requirements specified here.

4. Clinical Competency Requirements

The purpose of the clinical competency requirements is to verify that individuals certified and registered by the ARRT have demonstrated competency performing the clinical activities fundamental to a particular discipline. Competent performance of these fundamental activities, in conjunction with mastery of the cognitive knowledge and skills covered by the magnetic resonance imaging examination, provides the basis for the acquisition of the full range of procedures typically required in a variety of settings. Demonstration of clinical competence means that the candidate has performed the procedure independently, consistently, and effectively during the course of his or her formal education.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: **American Registry of Radiologic Technologists (ARRT)**

 c. Institutional Accreditation

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

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

- Reason for seeking accreditation.

   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?

Specialized accreditation is not required for a graduate to become licensed by the State or to earn a national professional certification.

To earn a national certification in MRI, ARRT exam eligibility is required. This program provides this ARRT exam eligibility to its students through its institutional accreditation of ACCSC.

- If so, please identify the specialized accrediting agency:

 d. Transferability of Associate of Science Degrees

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

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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 is applying for the Associate of Applied Science (AAS) degree. Therefore, an Associate of Science credit transfer requirement (as stated above) does not apply to this application.

This institution does not offer baccalaureate degree yet. However, upon receipt of AAS degree-granting authority from CHE/BPE, SCC will seek for articulation agreement with other local and national institutions of higher learning for transfer credit.

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

   a. Are all student transcripts in a digital format?

Yes, all student transcripts are in digital format. The digital format of the student's transcripts is stored in cloud-based student information system of Stellar Career College.

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

100% of student transcripts are in digital format.

- What is the beginning year of digitized student transcripts?

  Since 2003.

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

No, all student transcripts and student records are stored in the same cloud-based student information system of Stellar Career College.

   b. How are the digital student records stored?

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?

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Stellar Career College uses a cloud based third-party servers to store all data from its student information system. This third party is located in California, USA. SCC also uses its own server for a local backup purpose. This local backup server is located in our main campus in Modesto, California.

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

Stellar Career College Student Information System (SIS)

c. Where are the paper student records located?

The paper student records are stored in fireproof file cabinets at each corresponding campus. For example, Modesto, CA student records are in Modesto, CA, Chicago student paper records are kept in Chicago, IL and same will be done for Indiana students.

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

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 this institution). The institution 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 records 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, the institution 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 on a daily basis.

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

As of October 18, 2021, the estimated number of digital student records held by the institution is 1345.

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

As of October 18, 2021, the estimated number of paper student records held by the institution is 1032.

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

- If so, what is the most significant format?

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

The institution does not maintain student records in any other format.

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

Stellar Career College maintains two staff positions for Chicago, IL and Modesto, CA campuses.

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

For Chicago, IL Campus:

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

For Modesto, CA Campus:

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

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

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

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

At present, we received about 2 to 8 requests per week.

This Section Applies to All Institutions

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

None, all records are maintained in-house. SCC does not have anything that the Commission should consider with regard to the institutional student records.

l. What is the digital format of student transcripts?

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 is not using any proprietary software. SCC has developed and maintains its own Student Information System.

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

9. Projected Headcount and FTE Enrollments and Degrees Conferred

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

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Program Description

Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

- Submit one table for each campus in which the program will be offered.

Projected Headcount and FTE Enrollments and
Degrees Conferred
January 12, 2022

Institution/Location: Stellar Career College at <u>8149 Kennedy Avenue, Suite A, Highland, IN 46322</u>

Program: Associate of Applied Science in Radiologic Technology (CIP Code: 51-0911)

		Year 1	Year 2	Year 3	Year 4	Year 5	
		FY2022	FY2023	FY2024	FY2025	FY2026	
Enrollment Projections (Headcount)							
	Full-Time	10	20	20	20	20	
	Part-Time	10	20	20	20	20	
	Total	20	40	40	40	40	
Enrollment Projections (FTE*)							
	Full-Time	10	20	20	20	20	
	Part-Time	10	20	20	20	20	
	Total	20	40	40	40	40	
Degrees Conferred Projections		0	10	20	20	20	

Degree Level: Associate

CIP Code: - 51.0911; State - 51.0911

FTE Definitions:

Undergraduate Level: 30 Semester Hrs. = 1 FTE

Undergraduate Level: 24 Semester Hrs. = 1 FTE

Stellar Career College

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

Official Transcript

Student Name:	Peter Doe	**Date of Issuance:**	January 14, 2022
Social Security Number:	***-**-6789	**Date of Entrance:**	January 01, 2022
Program:	Associate of Applied Science in Radiologic Technology	**Date of Graducation:**	
Address:	1234 Highland Park, Highland, IN-46322		

Course No	Course Title	Credits	Letter Grade	Grade Points	Remarks
BIO 111	Basic Medical Terminology				
BIO 112	Human Anatomy and Physiology I				
BIO 113	Pharmacology				
BIO 114	Healthcare and Ethics				
BIO 115	Patient Care in Imaging				
BIO 116	Human Anatomy and Physiology II				
BIO 117	Careers in Healthcare				
BIO 211	Advancement in Healthcare Technology				
BIO 212	Descriptive Statistics in Healthcare Industry				
BIO 213	Environmental Health and Safety				
BIO 214	Healthcare and Leadership				
BIO 215	Research Methods for Healthcare Sciences				
BIO 216	Imaging Pathology				
BIO 217	Global Pandemics and Public Health				
RAD 121	Radiologic Procedures I				
RAD 122	Radiation Physics and Radiobiology I				
RAD 123	Radiation Protection I				
RAD 124	Radiologic Image Production I				
RAD 125	Externship I				
RAD 221	Radiologic Procedures II				
RAD 222	Radiation Physics and Radiobiology II				
RAD 223	Radiation Protection II				
RAD 224	Radiologic Image Production II				
RAD 225	Externship II				
Total		**0.00**		**0.00**	

Official Grading Scale: A/4.0:94%-100%, A-/3.7: 90%-93%, B+/3.3: 84%-89%, B-/3.0: 80%-83%, C+/2.5:70%-79%, F/0.0: 0%-69%, I: Incomplete, TC: Transfer Credit, W: Withdrawal. Externship courses are graded as Pass/Fail. For details, please refer to the College Catalog.

_____
Prepared

_____
College Registrar/Dean

Transcript Ledger

Accreditation

Stellar Career College is accredited by Accrediting Commission of Career Schools and Colleges.

Grading System

The basic grading system consists of letter grades as follows, with a plus or minus if appropriate: A+/A- (superior), B+/- (excellent), C+ (satisfactory) and F (failure). A "P" (pass) is assigned for performance at the C-level or higher. Other letter grades are as follows: I denote an incomplete, TC denotes a transfer credit, PC denotes a proficiency credit, and W denotes a withdrawal. GPAs are calculated using only SCC courses with letter grades of A through F.

The numerical equivalents of the grades as determined by the faculty are: A (A+) = 4.00; A-minus = 3.7; B-plus = 3.3; B-minus = 3.00; C-plus = 2.50; and F = 0.00.

This table shows the summary of the grading system:

Letter Grade	Percentage	Quality	Quality Points	Letter Grade	Percentage	Quality	Quality Points
A+	94%-100%	Superior	4.0	A-	90%-93%		3.7
B+	84%-89%	Excellent	3.3	B-	80%-83%		3.0
C+	70%-79%	Satisfactory	2.5	F	0%-69%	Fail	0.0
I	N/A	Incomplete	0.0	TC	N/A	Transfer Credit	0.0
PC	N/A	Proficiency Credit	0.0	W	N/A	Withdrawal	0.0

Transfer Credit

Transfer credit is applied towards an associate degree upon submission of the transfer credit form, a copy of the transcript of records and an approval by the College Administration.

MODESTO
4300 Sisk Road • Modesto, California 95356
www.Modesto.StellarCollege.edu
Fax (209) 545-3995 • Phone (209) 545-5200

CHICAGO
205 West Randolph Street, Suite 200, Chicago, IL 60606
www.StellarCollege.edu
Phone (312) 687 3000

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Records Policy

As required by the Family Education Rights and Privacy Act of 1974 (FERPA), information contained in this document is confidential and may not be released to a third party without the written consent of the individual whose record it is.

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BOARD FOR PROPRIETARY EDUCATION
Tuesday, March 8, 2022

DECISION ITEM B: <u>**Revise the Board for Proprietary Education Fee Schedule**</u>

Staff Recommendation   That the Board for Proprietary Education (BPE) approve the
                                             fee schedule in accordance with the background discussion in
                                             this agenda item.

Background   At the December 2021 meeting of the Board, and at two
                                             subsequent Planning Committee meetings, Board members
                                             discussed the need to revise the fee schedule so that adequate
                                             revenue could be generated to support external reviews of
                                             audited financial statements for BPE authorized institutions. It
                                             was also discussed that the financial health of institutions
                                             needs to be more closely monitored, as this has been a concern
                                             of both staff and the Board.

                                             To accomplish this objective, the Commission consulted with a
                                             financial firm to review a selected number of institutional
                                             financials. The results of these reviews, along with the
                                             underlying methodology, were discussed at the September
                                             Board meeting. For this process to continue, additional
                                             funding will need to be generated.

                                             The current fee schedule was established in 2010 by the
                                             predecessor agency (COPE) and was inherited in 2012.

                                             The new fees will generate an estimated $60,000 to $75,000
                                             annually and will go into effect May 1, 2022.

                                             The revised fee schedule would raise the institutional
                                             authorization and renewal fees by $500, to $2,500 and $1,000
                                             respectively. Institutions with no physical presence would be
                                             assessed $25 per program upon applying for initial
                                             authorization (there is no program fee currently). All
                                             institutions would be assessed $25 per program upon applying
                                             for renewal of authorization (there is no program fee
                                             currently).

                                             Revenue generated by the new fee schedule will permit a mix
                                             of financial health reviews to be put in place over time. The
                                             financial reviews may include a combination of any of the
                                             following:
                                             • New institutional financial reviews
                                             • Existing institutional financial reviews
                                             • In-depth financial reviews

- Semi-Annual financial reviews

Supporting Document   Fee Schedule (to be distributed)