INDIANA COMMISSION FOR HIGHER EDUCATION

Indiana Board for Proprietary Education

New Program Proposal Form

For BPE Authorized Institutions

Bachelor of Science in Radiologic Technology To Be Offered by John Patrick University of Health and Applied Sciences at South Bend, Indiana

Program Details	
Degree Award Level[2]:	Bachelor of Science in Radiologic Technology
Mode of Delivery (In-person, Online, or Blended[3]):	Blended
Career Relevant/Out-of-Classroom Experiences[4]:	Clinical Internship
Suggested CIP Code for Program:	51.0911
Author Details	
Name of Person Preparing this Form:	Betsy Datema
Telephone Number and Email Address:	574-232-2408 x 211 bdatema@jpu.edu
Date the Form was Prepared (Use date last revised):	10/10/2025

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

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

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under certain circumstances, such as those related to workforce needs, economic development, accreditation requirements, and licensure/certification, the Commission may regard curricular subdivisions as programs that require approval by the Commission and listing in the API.

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

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

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

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

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

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

1. Program Objectives

a. Program Rationale

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

The Radiologic Technology program is designed to prepare students for entry-level positions in radiologic technology. The program is structured to provide students with basic concepts and competencies to work as a radiologic technologist in the healthcare environment. This is accomplished through didactic education in patient care, radiographic procedures, medical ethics and law, radiation biology, as well as radiation safety and protection. In addition, students learn mastery of the required skill sets during their structured clinical rotations in the clinical setting.

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

1. Obtain a level of clinical competence appropriate for an entry-level medical imaging professional.
2. Possess critical thinking skills to adapt to changing clinical environments and patient needs.
3. Exhibit professionalism through consistent ethical behavior.
4. Demonstrate communication skills for effective communication with patients, families, and other healthcare providers.

Students progress through the curriculum and meet course learning objectives that culminate in the accomplishment of the above learning outcomes. Additionally, the program provides graduates with knowledge and skills to advance in the science and practice of medical imaging. It also provides a foundation for graduate education in masters and doctoral programs.

b. Program Structure

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

Total Course Hours: 120 (60 accepted from an earned associates degree and 60 program credits)	**Check one:**		
	Quarter Hours ☐	**Semester Hours** ☒	**Clock Hours** ☐
Tuition: $48,000	**Length of Program: 2 years**		
Special Fees: $1,000 ($250 per semester)			

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
Transfer	Technical occupational credits accepted from an earned related associate degree	30
RS300	Orientation to Advanced Modalities	1
RS306	Patient Care in Advanced Modalities	3
RS390	Ethics and Law for Advanced Modalities	3
RS400	Orientation to Leadership	1
MI330	Leadership and Communication	3
RS422	Operational and Organizational Theories	3
RS404	Communication and Information Management	3
RS318	Productivity and Assessment in Radiation Sciences	3
NM400	Orientation to Nuclear Medicine	1
MR400	Orientation to MRI	1
CT400	Orientation to CT	1
RTT300	Orientation to Radiation Therapy	1
RTE310	Radiographic Procedures I	2
RTE320	Radiographic Procedures II	3

SPECIALTY COURSES:		
Course Number	**Course Title**	**Course Hours**
RTE322	Radiographic Procedures III	3
RTE314	Radiation Physics	1
RTE415	Principles of Radiographic Exposure	2
RTE315	Principles of Imaging	1
RTE416	Digital Imaging	1
RTE418	Radiation Biology and Protection	2
RTE424	Research Methods and Capstone	3
RTE350	Clinical Practice I	9
RTE450	Clinical Practice II	9

GENERAL EDUCATION / LIBERAL ARTS COURSES:		
Course Number	**Course Title**	**Course Hours**
Transfer	General education courses accepted from an earned associate degree	30

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

Number of Credit/Clock Hrs. in Specialty Courses: 90 /120 Percentage: 75%

Number of Credit/Clock Hrs. in General Courses: 30 / 120 Percentage: 25%

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

2. Library

a. Library Rationale

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

Library Services Overview

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

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

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

LibGuides

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

EBSCO Discovery Service

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

EDS Open Access Collections are content-specific to post-secondary, higher education colleges. These collections feature academic/scholarly, industry/trade, and government resources collected from open access sources such as university repositories, industry-specific websites, professional associations or organizations, non-governmental organizations and government agencies. Select resources are chosen for their content-rich value for academic research, career development, and curriculum and learning support. Content formats include websites, eBooks, PDF files, and/or videos. Collections featured in our profile include:

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

***Full Text Finder* (FTF)**

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

Medline Full Text

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

ELSEVIER ScienceDirect

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

Subject Collection:

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

- Health Sciences
- Biochemistry, Genetics and Molecular Biology
- Agricultural & Biological Sciences
- Environmental Science
- Neuroscience
- Pharmacology, Toxicology and Pharmaceutics

- Immunology and Microbiology
- Veterinary Science and Veterinary Medicine
- Nursing and Health Professions

Individual Titles

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

3. Faculty

a. Qualifications

- Elaborating on the information provided in the degree program's developmental timeline under (1.b.), **Attach completed Instructor's Qualification Record for each instructor.**
  **** Include** all required documentation **pertaining to the qualifications of each instructor.**

Total # of Faculty in the Program: 17	**Full-time: 4**	**Part-time: 13**
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**
Adair, Martha	MS General Studies, BS Allied Health Science	21	2	3		X
Cianci, Joe	MS Administration, BS Health Administration	34	4.5	0		X
D'Acquisto, Alexa	MS Education, BS Radiologic Sciences	8	2	0		X
Daza, Christopher	AAS Radiography, CT Certificate, BS Radiologic Sciences, M.Ed. Education	14	1	11		X
Farmer, Rebecca	MS Radiologic Science, BS Radiologic Science	19.5	3	23		X
Foster, Patrick	BS Early Childhood Education, BS Radiologic Technology	30	2	27	X	
La Borde, Michelle	MS Radiologic Science, BS Radiologic Science	15.5	3	6		X
Lathren, Jennifer	MA Teaching, MS Radiation Sciences, BS Medical Science in Radiographic Education	6.5	3	5		X
Malmay, Waylon	MS Radiologic Sciences, BS Radiologic Sciences	18	3.5	16		X
Maraj, Sean	MS Business Admin/Healthcare Admin, BA Radiologic Technology, Radiography Certificate	15	2.5	0		X
Miller, Jasmin	Doctor of Business Administration, Master of Business Administration, BS Nuclear Medicine	18.5	7	18	X	
Miranda, Michael	BS Radiologic Sciences, Radiography Certificate	12	1.5	3.5		X

Miroshenko, Isaak	Radiologic Technology Certificate, BA Political Science, MA Higher Education Administration	13	4.5	6		X
Pascarella, Christian	BS Special Studies	24	4.5	3		X
Posh, John	AS Radiologic Technology, BS Health Education	37	4	29	X	
Reyes, Gabriela	MHA Health Administration, BS Professional Studies, AA Liberal Arts and Sciences, Radiography Certificate	12	4.5	4.5		X
Wince, Judy	BS Allied Health, Radiography Certificate	23	2.5	6	X	

b. Occupational Outlook: Projected Employment Trends

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

The U.S. Bureau of Labor Statistics projected growth in therapeutic and diagnostic radiologic science professions from 2021-2031 to be 6% or about 800 jobs per year. This is comparable to the average growth in other occupations. In-person programs and online programs cap their enrollment, thus limiting the current number of students able to enter the field each year. To meet the growing needs, programs need to increase their enrollment, or new programs need to be developed.

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

4. Rationale for the Program

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

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

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

The Radiologic Technology program at the John Patrick University of Health and Applied Sciences is designed to train individuals to become skilled as members of the Diagnostic Radiology team. Radiologic Technology is a rewarding career in healthcare, where the Technologist performs a critical role in helping healthcare providers diagnose and treat conditions in the patients they serve.

The curriculum covers various topics such as anatomy and physiology, radiation physics, patient care and communication, and radiation biology and protection. Students will learn how to operate medical imaging equipment to safely and effectively.

The program emphasizes the importance of patient care and communication skills, as Radiologic Technologists work closely with patients to ensure their comfort and safety. Students will also learn about legal and ethical considerations in medical imaging, radiation safety, and professional development.

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

There is a shortage of healthcare workers in the United States and this includes allied healthcare workers that typically need specialized, technical training. JPU has the means to reduce the workface shortages.

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

The Radiologic Technology program clearly aligns with the JPU mission statement as it will help students develop technical skills in patient care and medical imaging technology to become competent entry-level Radiologic Technologists. The Radiologic Technology program aligns with industry standards in using guidance from the following professional organizations: American Registry of Radiologic Technologists (ARRT) and the Joint Review Committee on Education in Radiologic Technology (JRCERT).

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

John Patrick University's Strategic Plan is provided at the end of this application.

b. **State Rationale: General**

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

JPU's hybrid Radiologic Technology program is well equipped to meet the CHE's priorities of completion, equity, and talent.

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

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

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

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

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

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

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

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

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

d. **Evidence of Labor Market Need**

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

The U.S. Bureau of Labor Statistics projected growth in therapeutic and diagnostic radiologic science professions from 2021-2031 to be 6% or about 800 jobs per year. This is comparable to the average growth in other occupations. In-person programs and online programs cap their enrollment, thus limiting the current number of students able to enter the field each year. To meet the growing needs, programs need to increase their enrollment, or new programs need to be developed.

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

e. **Placement of Graduates**

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

Radiologic Technologists are employed in multiple healthcare settings, including hospitals and imaging centers. They can also work for vendors. There are also teaching opportunities for graduates who are interested in research and technology design. Many technologists also advance their education and careers into therapeutic specialties such as Radiation Therapy or Medical Dosimetry.

- 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.

Not applicable.

f. **Job Titles**

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

Students graduating from the Radiologic Technology program find employment as x-ray technologists or radiologic technologists. Graduates are required to pass the national certification exam through the American Registry of Radiologic Technologists (ARRT). Most states also require the graduate to apply for a license through their state's department of health prior to being eligible for employment. Graduates who pass the national certification exam through the ARRT have a credential of RT(R).

5. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**

- List the significant competencies or learning outcomes that students completing this program are expected to master.

Goal: **Students will be clinically competent.**
Student Learning Outcomes:

- ✓ Students will apply positioning skills.
- ✓ Students will demonstrate appropriate use of equipment.
- ✓ Students will utilize radiation protection.
- ✓ Students will select technical factors.

Goal: **Students will demonstrate communication skills.**
Student Learning Outcomes:

- ✓ Students will demonstrate written communication skills.
- ✓ Students will demonstrate oral communication skills.

Goal: **Students will develop critical thinking skills.**
Student Learning Outcomes:

- ✓ Students will adapt standard procedures for non-routine patients.
- ✓ Students will critique images to determine diagnostic quality.

Goal: **Students will grow and develop professionally.**
Student Learning Outcomes:

- ✓ Students will demonstrate professional behavior.
- ✓ Students will understand the importance of obtaining membership in professional organizations and obtaining certifications for advanced modalities.

b. **Assessments**

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

Written exams: Written exams will be used to assess knowledge in all subject areas.

Practical exams: Practical exams will be used to assess a student's technical proficiency, patient care, and radiation safety skills. Students will be evaluated on their ability to perform required competencies exams on live or simulated patients.

Clinical evaluations: Clinical evaluations will be used to assess a student's ability to apply their knowledge and skills in a clinical setting. Clinical instructors will evaluate a student's performance on a variety of tasks, including patient care and communication with patients and healthcare providers.

Case studies: Case studies will be used to assess a student's problem-solving and critical thinking skills. Students will be presented with real or hypothetical cases and asked to discuss their understanding.

6. Program Information on Composite Score, Licensure, Certification, and Accreditation

a. **Federal Financial Responsibility Composite Score**

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

The most recent Federal Financial Responsibility Composite Score is 2.84. This is reported on the most recently audited financial statements for the year ended June 30, 2024 and calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

b. **State Licensure**

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

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

State Licensure is required in Indiana through the Indiana State Department of Health, Medical Radiology Services. State licensure is also required in several other states. JPU publishes information on the public website regarding information available on state licensure requirements per State.

In Indiana, graduates of the Radiologic Technology program are eligible to apply for their State License. JPU is a recognized program through the American Registry of Radiologic Technologists (ARRT), meaning graduates of the program are able to test to obtain their RT(R) credential through the ARRT.

c. **Professional Certification**

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

The professional certification for Radiologic Technologists is administered by American Registry of Radiologic Technologists (ARRT). Upon passing the ARRT national certifying examination, graduates use the designation RT(R).

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

  Yes.

- Each specific professional certification:

  American Registry of Radiologic Technologists (ARRT)

- The national organization issuing each certification:

  American Registry of Radiologic Technologists

- Please explain the rationale for choosing each professional certification:

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

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

  All technical courses are required to prepare graduates to sit and pass the ARRT certification exam. The Radiologic Technology program aligns with industry standards in using the curriculum developed by the American Registry of Radiologic Technologists (ARRT) and the Joint Review Committee on Education in Radiologic Technology (JRCERT).

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

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

The Radiologic Technology program aligns with industry standards in using the curriculum developed by the American Registry of Radiologic Technologists (ARRT) and the Joint Review Committee on Education in Radiologic Technology (JRCERT)

e. **Institutional Accreditation**

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

Accrediting Commission of Career Schools and Colleges (ACCSC)

- Reason for seeking accreditation.

JPU's Institutional accreditor requires program approval before offering each educational program. In addition, ACCSC is recognized by the ARRT, which would allow graduates to sit for the ARRT's certification exam.

f. **Specialized Program Accreditation**

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

Programmatic accreditation through the Joint Review Committee on Education in Radiologic Technology (JRCERT) is available, but not required.

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

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

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

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

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

- Bachelor of Science in Medical Imaging
- Bachelor of Science in Radiologic Science
- Bachelor of Science in Radiation Therapy

7. Student Records (Institutions that have Previously Operated)

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

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

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

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

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

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

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

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

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

2009

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

1,500

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

500

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

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

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

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

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

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

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

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

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

JPU has an account with Parchment to digitize diplomas. All elements of the digital credentials are managed through JPU. Digital official transcripts are maintained by JPU through its campus management system, Populi.

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

Approximately 3 per week.

This Section Applies to All Institutions

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

No comments at this time.

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

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

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

JPU does not use proprietary software. JPU contracts with specialized software providers for its campus management system (Populi), learning management system (Canvas), online meeting software (zoom), online test proctoring software (Respondus lockdown browser), and specialized field-specific software for based on program curriculum needs.

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

A Transcript example has been provided at the end of the application.

8. Projected Headcount and FTE Enrollments and Degrees Conferred

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

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

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

- Round the FTE enrollments to the nearest whole number.

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

Projected Headcount and FTE Enrollments and Degrees Conferred									
October 10, 2025									
Institution/Location: John Patrick University of Health and Applied Sciences / South Bend, IN									
Program: BS Radiologic Technology									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2026	FY2027	FY2028	FY2029	FY2030	
Enrollment Projections (Headcount)									
	Full-Time			40	80	130	150	150	
	Part-Time			10	20	20	30	30	
	Total			50	100	150	180	180	
Enrollment Projections (FTE*)									
	Full-Time			40	80	130	150	150	
	Part-Time			5	10	10	15	15	
	Total			45	90	140	165	165	
Degrees Conferred Projections				0	40	85	140	140	
Degree Level: BS									
CIP Code: - 51.0911; State – 51.0911									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

John Patrick University of Health and Applied Sciences

Official Transcript

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

RECIPIENT:
Indiana CHE/BPE

STUDENT:
Datema, Betsy
Student ID: 2023000025
Birthdate: Dec 6, 1982
Enrollment Date: May 4, 2026

Degrees/Certificates

Bachelor of Science in Radiologic Technology
Granted 8/16/2027

Transcript

2025-2026: Summer 2026 - 05/04/2026 - 08/17/2026

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
CT400	Orientation to Computed Tomography	1.00	1.00	A	4.00
MR400	Orientation to MRI	1.00	1.00	A	4.00
RS300	Orientation to Advanced Modalities	1.00	1.00	B	3.00
RS306	Patient Care in Advanced Modalities	3.00	3.00	B	9.00
RS390	Ethics and Law for Advanced Modalities	3.00	3.00	A	12.00
RS400	Orientation to Leadership	1.00	1.00	A	4.00
RTE315	Principles of Imaging	1.00	1.00	A	4.00
Totals		**11.00**	**11.00**	**Term GPA: 3.64**	**Cum. GPA: 3.64**

2026-2027: Fall 2026 - 09/07/2026 - 12/21/2026

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
MI330	Leadership and Communication	3.00	3.00	A	12.00
NM400	Orientation to Nuclear Medicine	1.00	1.00	B	3.00
RS404	Communication and Information Management	3.00	3.00	A	12.00
RS422	Operational and Organizational Theories	3.00	3.00	A	12.00
RTE310	Radiographic Procedures I	2.00	2.00	A	8.00
RTE314	Radiation Physics	1.00	1.00	C	2.00
RTT300	Orientation to Radiation Therapy	1.00	1.00	B	3.00
Totals		**14.00**	**14.00**	**Term GPA: 3.71**	**Cum. GPA: 3.68**

2026-2027: Spring 2027 - 01/11/2027 - 04/26/2027

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
RS318	Productivity and Assessment in Radiation Sciences	3.00	3.00	A	12.00
RTE320	Radiographic Procedures II	3.00	3.00	B	9.00
RTE350	Clinical Practice I	9.00	9.00	P	--
RTE415	Principles of Radiographic Exposure	2.00	2.00	B	6.00
RTE416	Digital Imaging	1.00	1.00	A	4.00
Totals		**18.00**	**18.00**	**Term GPA: 3.44**	**Cum. GPA: 3.62**

Elizabeth M Datema
Office of the Registrar

Michael Dubanewicz, DHA, ED.D
President

2026-2027: Summer 2027 - 05/03/2027 - 08/16/2027

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
RTE322	Radiographic Procedures III	3.00	3.00	B	9.00
RTE418	Radiation Biology and Protection	2.00	2.00	B	6.00
RTE424	Research Methods and Capstone	3.00	3.00	A	12.00
RTE450	Clinical Practice II	9.00	9.00	P	--
Totals		**17.00**	**17.00**	**Term GPA: 3.38**	**Cum. GPA: 3.57**

Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	60.00	60.00	150.00	3.57
Transfer	0.00	0.00	0.00	0.00
Overall	60.00	60.00	150.00	3.57

Elizabeth M Datema
Office of the Registrar

Michael Dubanewicz, DHA, ED.D
President

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

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

I. Grade and Credit Point System

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

Graduate Courses

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

Undergraduate Courses

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

Repeated Courses

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

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

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

Abbreviations and Symbols

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

Credit Types

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

II. Record Format

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

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

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

III. Transfer, Test and Special Credit

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

IV. Accreditation

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

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

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

V. Validation

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

VI. Registrar Contact

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