INDIANA COMMISSION FOR HIGHER EDUCATION

Indiana Board for Proprietary Education

New Program Proposal Form

For BPE Authorized Institutions

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

Program Details	
Degree Award Level[2]:	Master's Degree
Mode of Delivery (In-person, Online, or Blended[3]):	Online (100%)
Career Relevant/Out-of-Classroom Experiences[4]:	Capstone Research
Suggested CIP Code for Program:	51.3299
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

INDIANA COMMISSION for HIGHER EDUCATION

[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 Science professional is an essential member of the healthcare team who possesses the knowledge, skills, and judgment required to produce high-quality diagnostic medical images—including x-rays, sonograms, computed tomography (CT), and magnetic resonance imaging (MRI). These professionals combine technical expertise with compassionate patient care to support accurate diagnosis and improved patient outcomes.

The Master of Science in Radiologic Sciences program at John Patrick University of Health and Applied Sciences (JPU) is designed to advance the professional growth of imaging professionals through a curriculum that integrates education, leadership, research, and service. The mission of the MSRS program is to provide a quality graduate education that meets the evolving needs of the radiologic sciences profession while enhancing the health of the people and communities we serve.

This 100% online degree program equips learners with advanced knowledge and skills to become effective leaders, educators, and innovators within medical imaging and radiation sciences. Students will engage in project-based learning that emphasizes critical thinking, ethical decision-making, and evidence-based practice. Through applied research and real-world problem-solving, graduates are prepared to influence policy, improve operational efficiency, and lead teams in clinical, academic, or administrative settings.

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: 37 Credits	**Check one:**		
	Quarter Hours ☐	**Semester Hours** ☒	**Clock Hours** ☐
Tuition: $24,975	**Length of Program:** 2 years		
Special Fees: $280 ($70 per semester)			

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
RS510	Emerging Issues and Trends in Healthcare	3
RS520	Quality Management in the Healthcare Environment	4
RS530	Leadership Models in Radiologic Sciences Management and Education	3
RS540	Informatics and Technology in Healthcare	3
RS550	Organizational Analysis and Problem Solving in Radiologic Sciences	3
MHA602	Medical Ethics*	2
RS570	Education in the Radiologic Sciences	3
RS580	Advanced Practice in Radiologic Sciences	3
RS590	Survey of Healthcare Research*	4
RS600	Radiologic Sciences Capstone I	3
RS610	Radiologic Sciences Capstone II	3
MHA512	Quantitative Methods*	3

*Note: Medical Ethics and Law in Healthcare, Quantitative Methods, and Survey of Healthcare Research must be completed prior to enrolling in Radiologic Sciences Capstone.

Number of Credit/Clock Hrs. in Specialty Courses: 37 / 37 Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0 / 37 Percentage: 0%

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: 12	**Full-time:** 6	**Part-time:** 6
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**
Ade-Oshifogun, Wale	Doctor in Education, Educational Leadership; MS Business Administration, Finance/Information Systems; BS Arts, Accounting/Management; HND Civil Engineering	30	6	27		X
Brown-Zacarias, Mellonie	Ed.S.-Higher Education Leadership; MS in Educational Technology; BS in Radiation Therapy	30	7	10	X	
Dubanewicz, Michael	Doctor of Healthcare Administration; Doctor of Education, Career & Technical Education-Nutrition Education; MS Education, Education Administration; BS Science, Food Service Management; AS Culinary Arts	20	7	20	X	
Goetsch, Steve	MS Medical Physics; Ph.D. Medical Physics; MS Health Physics; BS Physics	30	10	20		X
Farmer, Rebecca	MS Radiologic Science; BS Radiologic	19.5	3	23		X

	Technology					
Khan, Nadeem	Doctor in Healthcare Administration; MS in Biomedical Sciences (Medical Physics); BSc in Cell and Molecular Biology	20	12	10	X	
LaBorde, Michelle	MS Radiologic Science; BS Radiologic Technology	15.5	3	6		X
Lathren, Jennifer	MA Teaching; MS Radiation Sciences; BS Medical Science in Radiographic Education	6.5	3	5		X
Miller, Jasmin	Doctor of Business Administration; MS Business Administration; BS Science Degree in Nuclear Medicine; Certificate in Nuclear Medicine	18.5	7	18	X	
Murphy, Brent	MS Medical Physics; MS Business Administration; BS in Health Physics	30	16	11	X	
Vasquez, Laura	Ph.D. in Health Sciences; MS in Perfusion Technology; BS in Vascular Ultrasound ; MBA (In Progress) – Rice University, Houston, TX (Expected 2027)	15	1	15	X	
White, Tracy	MS – Vocational/ Technical Education and Administration; BS Radiologic Technology	6	2.5	28.5		X

b. <u>Occupational Outlook: Projected Employment Trends</u>

- 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.

According to the Bureau of Labor and Statistics (BLS), the position of medical and health services manager is projected to grow 29% from 2023-2033, which is significantly faster than average. In addition, BLS indicated that the median wage is currently approximately $118.000 per year. For graduates interested in becoming educators in the post-secondary education industry, the median wage according to BLS for 2024 is approximately $84,000 per year. Job growth outlook is projected at 8% through 2033, which is faster than

average according to BLS.

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?

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.

- 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)?

JPU's Mission is listed below.

John Patrick University of Health and Applied Sciences strives to help students develop skills and competencies to enhance their career through personal involvement of students with faculty and staff toward achieving technical expertise for success

JPU has focused its efforts in health care niches focused around the radiological sciences and integrative and functional medicine disciplines. The strategic plan focuses on growth of the university, maintenance and quality. The growth plan includes growth of existing programs and promotion of new programs.

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 100% online Radiologic Science 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 qualifications to advance their career in the allied health professions to include management, leadership, and education. JPU's online 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 online program can also help promote equity in higher education by reducing barriers to career advancement. For example, students who may not have access to an in-person program in their area can still pursue their education and career goals through an online program. Additionally, online programs can often be more affordable than traditional programs, which can help make education more accessible to a wider range of students. JPU is dedicated to creating an environment that is learner-centric, including personalization of education and tools students need to succeed.

Talent: JPU's online 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 science professionals 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 online 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.

d. **Evidence of Labor Market Need**

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

According to the Bureau of Labor and Statistics (BLS), the position of medical and health services manager is projected to grow 29% from 2023-2033, which is significantly faster than average. In addition, BLS indicated that the median wage is currently approximately $118.000 per year. For graduates interested in becoming educators in the post-secondary education industry, the median wage according to BLS for 2024 is approximately $84,000 per year. Job growth outlook is projected at 8% through 2033, which is faster than average according to BLS.

e. **Placement of Graduates**

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

Occupations: Vice President, Director, Manager, Supervisor, Consultant

Industries: Medical Imaging, Radiology, Sonography, Nuclear Medicine, CT, MRI, Oncology, Radiation Oncology, Vendors, Education (Higher Education)

- 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.

NA

f. **Job Titles**

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

  - Vice President, Director, or Manager: Imaging Services
  - Vice President, Director or Manager: Oncology Services
  - Director or Manager: Outpatient Services
  - Director or Manager: Radiology
  - Director or Manager: Radiation Oncology
  - Director or Manager: Urgent Care Services
  - Director or Manager: Technical Vendor
  - Consultants

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.

1. The graduate will develop problem solving and critical thinking skills to address current and emerging challenges in healthcare and higher education industries.

2. The graduate will demonstrate competence in conflict resolution in the workplace setting.

3. The graduate will develop a personal leadership philosophy upon which to base decision making and interaction with colleagues and subordinates.

4. The graduate will develop independent investigative skills by producing original, empirical research for submission to an appropriate peer-reviewed professional journal.

b. **Assessments**

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

Assessment Methods:

1. Problem solving and critical thinking skills for this learning outcome will be demonstrated through successful interaction with classmates and the instructor in Emerging Issues and Trends in Healthcare course and Education in the Radiologic Sciences course discussion posts. Students will also submit a written paper demonstrating use of critical thinking skills to address a current or emerging issue in radiologic sciences.

2. Competence in conflict resolution will be demonstrated through successful case study presentations of conflict resolution in simulated and lived experiences of students.

3. The student will develop and defend their personal leadership philosophy through oral presentation of peer reviewed research and case examples to professors and classmates as demonstration of their ability to base decision making on the chosen philosophy.

4. The student will demonstrate independent investigative skills through a written, comprehensive research paper in the final Capstone course. This culminating research thesis must demonstrate their understanding of current literature, original data presentation and analysis, as well as research limitations and potential contributions to the body of knowledge on an approved topic related to radiologic sciences practice.

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

a. **Federal Financial Responsibility Composite Score**

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

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?

No

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

c. **Professional Certification**

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

NA

- 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 arelated job in Indiana?

NA

- If so, please identify
- Each specific professional certification:
- The national organization issuing each certification:
- Please explain the rationale for choosing each professional certification:
- Please identify the single course or a sequence of courses that lead to each professional certification?

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

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

The American Society of Radiologic Technologists provides guidance on best practice in radiologic science education.[1]

- The specific professional industry standard(s) and/or best practice(s):
  ASRT Position Statements[2]

- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
  ARRT.org[3]

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 licensedby the State or to earn a national professional certification, so graduates of this program canwork in their profession or have substantially better prospects for employment?

No

- If so, please identify the specialized accrediting agency:

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:

NA

- Does a graduate of this A.S. degree program have the option to apply all or almost all of thecredits to a related baccalaureate degree at your institution?
- If so, please list the baccalaureate degree(s):

7. Student Records (Institutions that have Previously Operated)

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

Yes.

- 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?

[1] https://www.asrt.org/
[2] https://www.asrt.org/docs/default-source/governance/hodpositionstatements.pdf?sfvrsn=ec78dd1_51
[3] www.arrt.org

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?**
1500

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**									
Program: **Master of Science in Radiologic Science**									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2026	FY2027	FY2028	FY2029	FY2030	
Enrollment Projections (Headcount)									
	Full-Time			25	40	85	85	85	
	Part-Time			5	10	15	15	15	
	Total			30	50	100	100	100	
Enrollment Projections (FTE*)									
	Full-Time			25	40	85	85	85	
	Part-Time			2	5	7	7	7	
	Total			27	45	92	92	92	
Degrees Conferred Projections				0	25	42	90	95	
Degree Level: **MS**									
CIP Code: - **51.3299**; State - **51.3299**									
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

Master of Science in Radiologic Science
Granted 8/16/2027

Transcript

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

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
MHA602	Medical Ethics	2.00	2.00	B	6.00
RS510	Emerging Issues and Trends in Healthcare	3.00	3.00	A	12.00
RS520	Quality Management in the Healthcare Environment	4.00	4.00	A	16.00
Totals		**9.00**	**9.00**	**Term GPA: 3.78**	**Cum. GPA: 3.78**

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

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
MHA512	Quantitative Methods	3.00	3.00	B	9.00
RS570	Education in the Radiologic Sciences	3.00	3.00	A	12.00
RS590	Survey of Healthcare Research	4.00	4.00	A	16.00
Totals		**10.00**	**10.00**	**Term GPA: 3.70**	**Cum. GPA: 3.74**

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

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
RS540	Informatics and Technology in Healthcare	3.00	3.00	A	12.00
RS580	Advanced Practice in Radiologic Sciences	3.00	3.00	A	12.00
RS600	Radiologic Sciences Capstone I	3.00	3.00	A	12.00
Totals		**9.00**	**9.00**	**Term GPA: 4.00**	**Cum. GPA: 3.82**

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

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
RS530	Leadership Models in Radiologic Sciences Management and Education	3.00	3.00	A	12.00
RS550	Organizational Analysis and Problem Solving in Radiologic Sciences	3.00	3.00	A	12.00
RS610	Radiologic Sciences Capstone II	3.00	3.00	A	12.00
Totals		**9.00**	**9.00**	**Term GPA: 4.00**	**Cum. GPA: 3.86**

Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	37.00	37.00	143.00	3.86
Transfer	0.00	0.00	0.00	0.00
Overall	37.00	37.00	143.00	3.86

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.