



**INDIANA COMMISSION *for***  
**HIGHER EDUCATION**

# **Indiana Board for Proprietary Education**

## **AGENDA**

**Wednesday, April 9, 2025**

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

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# AGENDA

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

April 9, 2025  
10:30 am – 1:00 pm

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

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Phone conference ID: 761 415 028#

- I. **Call to Order – 10:30 A.M. (Eastern)**
  - Roll Call of Members and Determination of Quorum**
  - Executive Director’s Report**
  - Consideration of the Minutes of December 13, 2024, Board Meeting ..... 1**
- II. **Decision Items**
  - A. Academic Degree Programs
    - 1. Carris College: Associate of Science in Nursing to be offered at Jeffersonville ..... 5
      - Institutional Profile ..... 7
      - Allied Health Program Certification and Licensure Pass Rates ..... 9
      - Associate of Science in Nursing ..... 11
    - 2. Essential Healthcare Academy: Diploma in Practical Nursing to be offered at Fort Wayne ..... 31
      - Institutional Profile ..... 33
      - Allied Health Program Certification and Licensure Pass Rates ..... 35
      - Diploma in Practical Nursing ..... 37
- III. **Program Review and Decision Item**
  - A. Program Review and Academic Degree Program
    - 1. John Patrick University of Health and Applied Sciences:
      - Program Review Background ..... 63
      - Institutional Profile ..... 65
      - Allied Health Program Certification and Licensure Pass Rates ..... 67
      - Program Review: Documentation and Presentation ..... 71

2. John Patrick University of Health and Applied Sciences:	
Bachelor of Science in Nuclear Medicine to be offered at South Bend .....	83
Bachelor of Science in Nuclear Medicine .....	85

#### **IV. INFORMATION ITEM**

##### **OLD BUSINESS**

##### **NEW BUSINESS**

##### **ADJOURNMENT**

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The next meeting of the Board is tentatively scheduled for **June 2, 2025, in Indianapolis, Indiana.**

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

**Minutes of Meeting**

**Friday, December 13, 2024**

**I. CALL TO ORDER**

The Board for Proprietary Education met in a regular session starting at 1:00 P.M. (Eastern) at 101 West Ohio Street, Suite 300, in the Kent Weldon Board Room, with Chairman Butler presiding.

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

*Members Present:* Scott Bogan (in person); Ken Konesco (in person); Matt Butler, Ph.D. (in person); and Anne Shane (in person).

*Members Absent:* None.

*State Board of Nursing:* Toni Herron (virtual).

*Plante Moran:* Alex Barann (virtual); and Paige Demkowicz (virtual).

*Guests:* Rasheed Ahmed (virtual); Shahper Ahsan (virtual); Aisha Azhar, Ph.D. (virtual); Rayshun Doughty (in person); Sedricka Epperson (in person); Donielle Krempel (virtual); Kimberly Richard (virtual); Abdul Samad (in person); Shariq Siddiqui J.D., Ph.D. (virtual); Sheraz Tariq (virtual); and Kesha Wims (virtual).

A quorum was determined for the December 13, 2024, Board meeting.

**CONSIDERATION OF THE MINUTES OF THE SEPTEMBER 9, 2024, BOARD MEETING**

**R-24.12.01      Resolved:** The Board for Proprietary Education hereby approves the Minutes of the September 9, 2024, regular meeting.  
(Motion – Shane, second – Konesco, unanimously approved)

**II. EXECUTIVE DIRECTOR’S REPORT**

Matt Butler introduced himself as the new Senior Associate Commissioner and Chief Academic Officer for the Commission for Higher Education. His role includes serving as the Executive Director of the Board for Proprietary Education and President Chair. Prior to this position, he worked in Governor Holcomb’s administration for three years and spent two years with the non-profit organization INvestEd. He also has experience working in the House of Representatives, serving the Ways and Means, as well as the Policy and Communications committees.

Matt Butler acknowledged and led the Board in applauding Ken Sauer, Ph.D., for service as the inaugural Executive Director of the Board for Proprietary Education, recognizing his extensive contributions and expertise.

Additionally, Ross Miller was recognized as an inaugural recipient of the Commission’s HOPE award.

The Board-adopted fee schedule is set to be promulgated through the rulemaking process. The rule will be submitted to the Legislative Services Agency for publication in the Indiana Register, followed by a 30-day public comment period, and to include a public hearing. The proposed rule will then be formally incorporated into the Indiana Administrative Code.

### **III. PROGRAM REVIEW**

#### **A. Program Review**

1. Comprehensive review of academic programs offered by the Zakat Foundation Institute.

Representing Zakat Foundation Institute: Rasheed Ahmed, Executive Director; Shahper Ahsan, Director of Operations; Aisha Azhar, Dean of Academics; Abdul Samad, Program Manager; Shariq Siddiqui, Assistant Professor of Philanthropic Studies and Director, Muslim Philanthropy Initiative; and Sheraz Tariq, Director of Admissions and Student Services.

Matt Butler introduced the program review. Ross Miller presented the staff report outlining the details of the review. Abdul Samad and Shariq Siddiqui presented additional materials on behalf of the institution.

### **IV. DECISION ITEMS**

#### **A. Academic Degree Program**

1. Doctorate (Professional Practice) in Humanitarian Leadership to be offered by Zakat Foundation Institute.

Representing Zakat Foundation Institute: Rasheed Ahmed, Executive Director; Shahper Ahsan, Director of Operations; Aisha Azhar, Dean of Academics; Abdul Samad, Program Manager; Shariq Siddiqui, Assistant Professor of Philanthropic Studies/Director, Muslim Philanthropy Initiative; and Sheraz Tariq, Director of Admissions and Student Services.

Matt Butler introduced the proposal for the Doctorate in Humanitarian Leadership program. Ross Miller presented the staff report recommending that the Zakat Foundation Institute be approved to offer the Doctorate program.

**R-24-12.02**      **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.  
(Motion –Shane, second – Bogan, unanimously approved)

#### **B. Initial Institutional Authorization**

1. Initial institutional authorization of Essential Healthcare Academy at Fort Wayne.

Representing Essential Healthcare Academy: Rayshun Doughty, Administrator; Sedricka Epperson, Program Coordinator; Donielle Krempel, Instructor; Kimberly

Richard, Instructor; and Kesha Wims, Instructor.

Representing Plante Moran: Alex Barann, Manager – Management Consulting; and Paige Demkowicz, Senior Consultant – Management Consulting.

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

Alex Barann and Paige Demkowicz presented an overall financial assessment of Essential Healthcare Academy.

**R-24-12.03**      **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.  
(Motion –Shane, second – Bogan, unanimously approved)

**V.      INFORMATION ITEM**

1. Ross Miller presented the tentative 2025 Calendar of Board Meetings.

**VI.      OLD BUSINESS  
NEW BUSINESS**

There was none.

**VII.      ADJOURNMENT**

The meeting was adjourned at 3:30 P.M.

\_\_\_\_\_  
Dr. Matt Butler, Chairman

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Date

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## BOARD FOR PROPRIETARY EDUCATION

Wednesday, April 9, 2025

### DECISION ITEM A-1:

#### Caris College:

#### One Associate Degree Program at One Location

#### Institutional Profile

See Attachment

#### Staff Recommendation

That the Board for Proprietary Education approves the Associate of Science in Nursing, in accordance with the background discussion of this agenda item and the New Program Proposal.

#### Background

#### Diploma Program Profile

*Associate of Science (A.S.) in  
Nursing  
Offered at Jeffersonville*

This program consists of 100 quarter credit hours, with 76 percent of the courses in the specialty. The program faculty currently identified consists of three individuals, all of whom, are full-time. Of the three individuals, each has a master's degree.

An additional two faculty members are to be identified. Of the two, each would be full-time. Each would be required to have a graduate degree in nursing.

#### Clinical Site Agreement

- American Senior Communities, L.L.C., MOU signed November 2024
- Baptist Health Floyd, undated letter of support

#### Stipulation

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

#### Supporting Documents

New Program Proposal

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## **Institutional Profile for Caris College**

**Background** Caris College began as Dental Careers of Southern Indiana in 2005. The institution in Jeffersonville, Indiana was purchased by the current owner and renamed in 2015. The Indiana Commission on Proprietary Education (ICOPE) originally granted the institution operating approval. Institutional approval was transferred to the Office of Career and Technical Schools (OCTS) in 2012. In 2016 Caris College sought and was later approved to offer a degree program which necessitated transfer of authorization to the Board for Proprietary Education.

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

**Institutional Accreditation** The institution is accredited by the Accrediting Bureau of Health Education Schools (ABHES). The institution was originally granted accreditation status in August 2016. The ABHES conducted a site visit evaluation in March 2023. In August 2024, the ABHES extended accreditation through February 28, 2030.

In January of 2021, programmatic accreditation was granted by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for the Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography general program.

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

**Participation in Student Financial Aid** Students attending the institution are eligible to receive Title IV Federal Student Aid. The institution participates in State Financial Aid programs at the associate degree program level. Those State programs include the Adult Student Grant, 21<sup>st</sup> Century Scholars, and the Frank O'Bannon Grant.

**Campuses** The institution has one campus in Jeffersonville with over 100 clinical sites at hospitals, medical pavilions, private practice medical offices, and dental offices.

**Enrollment** The National Center for Education Statistics (NCES) lists a total enrollment of 189 students in the fall of 2023 at Caris College.

**Programs** The institution offers programs at the diploma and associate's levels. The programs at the diploma level are a Diploma in Comprehensive Dental Assisting, a Diploma in Practical Nursing, and a Diploma in Veterinary Assistant. The Associate of Applied Science (A.A.S.) programs include an A.A.S. in Diagnostic Medical Sonography and an A.A.S. in Diagnostic Medical Sonography-Echocardiography.

**Financial Responsibility Composite Score (FRCS)** In the Fiscal Year (FY) ending December 31, 2023, the institution had an unpublished FRCS of 2.9. In FY ending December 31, 2022, the institution had a published composite score of 1.8.

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**Caris College  
Certification and Licensure  
Allied Health Programs**

Name	Status	Approval Date	Name of Certification or License	Organization Offering Certification or License	Caris College Pass Rate 2022	Caris College Pass Rate 2023	Caris College Pass Rate 2024
Diploma in Comprehensive Dental Assisting	Active	7/27/2015	Radiation Health and Safety (Radiology License)	Dental Assisting National Board	87%	91%	94%
A.A.S. in Diagnostic Medical Sonography	Active	9/13/2016	Registered diagnostic medical sonographer (AB) (Ob/GYN)	American Registry of Diagnostic Medical Sonography	AB= 93.33% Ob/GYN= 100%	AB= 84.61% Ob/GYN= 93.30%	AB= 63.15% Ob/Gyn = 84.21%
Diploma in Veterinary Assistant	Active	2/12/2020	Approved Veterinary Assistant (AVA)	National Association of Veterinary Technicians in America (NAVTA)	12/14 = 85%	18/19 = 95%	13/16 = 81%
Diploma in Practical Nursing	Active	9/1/2021	PN Nursing License	Indiana Board of Nursing	N/A	18/18 100%	22/24 91.67%
A.A.S. in Diagnostic Medical Sonography- Echocardiography	Active	6/16/2021	Registered Cardiac Sonographer (RCS)	Cardiovascular Credentialing International	N/A	100%	100%

Used report year of 7-1 thru 6-30 of each

\*PN all are licensed on 2nd attempt

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form  
For BPE Authorized Institutions

**Associate of Science in Nursing  
To Be Offered by Caris College Jeffersonville, IN**

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

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

Career Relevant/Out-of-Classroom Experiences<sup>4</sup>: 7 clinical rotations

Suggested CIP Code<sup>5</sup> for Program: CIP CODE: 51.3801

Name of Person Preparing this Form: Carissa Jury RN, MSNML, CEN

Telephone Number and Email Address: 812-258-9510 ext 119 [cjury@cariscollege.edu](mailto:cjury@cariscollege.edu)

Date the Form was Prepared (Use date last revised): 3/11/2025



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

The Licensed Practical Nurse Diploma program is designed to prepare competent entry level Registered Nurses in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Through this program, Caris College seeks to graduate competent Registered Nurses that are qualified to care for patients throughout the healthcare continuum in conjunction with the interdisciplinary team. Upon completion of the program, graduates are eligible to obtain their licensure through the NCLEX-RN national examination.

The program is organized in a partially fluid manner; general education courses are able to be integrated throughout the first four quarters depending on student transfer credits and whether they have a current LPN license. The core courses are integrated in a stair-step fashion that builds continuously term by term; these courses are static, and students must take courses in the order in which is prescribed by the campus. Curriculum covered in each term expands upon the concepts learned in the previous term. Laboratory courses and clinical opportunities are integrated throughout in which students learn foundational and guiding principles. The last quarter focuses on preparing students to transition into professional practice, emphasizing required hands-on experience and real-world exposure.

Students are eligible to submit transfer credit for general education courses. Students with a current LPN license that are currently practicing are able to receive a block transfer credit of 19 credit hours. This creates multiple different tracts through which a student could complete the program in anywhere from four to seven quarters.

**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:

100 credit hours

Check one:

Quarter Hours

☒

Semester Hours

☐

Clock Hours

☐

Tuition :

\$34,300

Length of Program:

18 months

Special Fees:

none

SPECIALTY COURSES:			
Course Number	Course Title	Credit Hours	Clock Hours
NUR100	Introduction to Nursing and Healthcare	4	44
NUR200	Fundamentals of Nursing (W/lab)	8	88
NUR230	Mental Health Nursing	4	44
NUR230C	Mental Health Nursing Clinical	2	60
NUR210	Adult Medical Surgical Nursing I w/Lab	6	88
NUR210C	Adult Medical Surgical Nursing I Clinical	3	90
NUR220	Adult Medical Surgical Nursing II w/Lab	6	88



<b>NUR220C</b>	<b>Adult Medical Surgical Nursing II Clinical</b>	<b>3</b>	<b>90</b>
<b>NUR225</b>	<b>Adult Medical Surgical Nursing III</b>	<b>6</b>	<b>88</b>
<b>NUR225C</b>	<b>Adult Medical Surgical Nursing III Clinical</b>	<b>3</b>	<b>90</b>
<b>NUR215</b>	<b>Pharmacology for Nursing</b>	<b>4</b>	<b>44</b>
<b>NUR240</b>	<b>Maternal Nursing</b>	<b>4</b>	<b>44</b>
<b>NUR240C</b>	<b>Maternal Nursing Clinical</b>	<b>2</b>	<b>60</b>
<b>NUR260</b>	<b>Pediatric Nursing</b>	<b>4</b>	<b>44</b>
<b>NUR260C</b>	<b>Pediatric Nursing Clinical</b>	<b>2</b>	<b>60</b>
<b>NUR270</b>	<b>Community Nursing and Evidence Based Practice</b>	<b>4</b>	<b>44</b>
<b>NUR270C</b>	<b>Community Nursing Clinical</b>	<b>2</b>	<b>60</b>
<b>NUR290</b>	<b>NCLEX Seminar</b>	<b>3</b>	<b>33</b>
<b>NUR280</b>	<b>Professional Development</b>	<b>2</b>	<b>22</b>
<b>NUR295C</b>	<b>RN Practicum Clinical</b>	<b>4</b>	<b>120</b>

Course Number	Course Title	Course Hours	Clock Hours
ANP210	Anatomy and Physiology	4	44
MAT115	Intro to Math	2	22
CHEM200	Intro to Chemistry	2	22
NUT100	Nutrition	4	44
ENG200	English Composition and Speech	2	22
PSY200	Psychology	2	22
MIC200	Microbiology for Nursing w/lab	6	88
SOC200	Sociology	2	22

Number of Credit/Clock Hrs. in Liberal Arts:	<u>Credit</u> / Percentage: Clock /	<u>%</u>
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States Department of Education. \*When searching, be sure to check the 'Full text available on ERIC' box to find results with the full text.

Google Scholar A freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines.

Inspire INSPIRE is Indiana's Virtual Online Library, and is a collection of online academic databases and other information resources that can be accessed by Indiana residents. To Log in, use the following account information: Username: CarisCollege Password: student2780!

JAMA Network The Journal of the American Medical Association is a peer-reviewed medical journal published 48 times a year by the American Medical Association. It publishes original research, reviews, and editorials covering all aspects of biomedicine. \*When searching, be sure to check the 'Free and Open Access' filter boxes to find results with the full text.

MedicineNet Doctor-produced health and medical information.

Medscape Provides access to medical information for clinicians and continuing education for physicians and health professionals. Medscape references medical journal articles, CME, a version of the National Library of Medicine's MEDLINE database, medical news, and drug information. Most content will require a Medscape account for full access. Faculty and students can sign up for a free membership/account for complete content accessibility.

PLOS One PLOS One is a peer-reviewed open access scientific journal published by the Public Library of Science covering primarily research from any discipline within science and medicine.

PubMed PubMed is of the National Center for Biotechnology Information is a very well-known research platform in the fields of science and medicine. It offers access to "more than 26 million citations for biomedical literature from MEDLINE, life science journals, and online books." You can filter your search to view free full texts only.

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

In addition to the professional periodicals included within the electronic Learning Resource Center, Caris subscribes to the Journal of Diagnostic Medical Sonography.

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

There are 15 public libraries within a 10-mile radius of Caris College.

**4. FACULTY: Attach completed Instructor's Qualification Record for each instructor.**

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

<b>Total # of Faculty in the Program:</b>	5	<b>Full-time:</b>	5	<b>Part-time:</b>	0
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names  (Alphabetical Order)	Degree or Diploma Earned(M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Jury, Carissa	<ul style="list-style-type: none"> <li>● BS in Psychophysiology w/ Chemistry Minor</li> <li>● BS in Nursing</li> <li>● MS in Nursing – Management &amp; Leadership</li> <li>● EdD Candidate</li> <li>● Certified Emergency Nurse</li> </ul>	8	<1	4	X	
Melendez, Sandy	<ul style="list-style-type: none"> <li>● BS in Nursing</li> <li>● MS in Public Health</li> </ul>	28	1	0	X	
Qualls, Kipling	<ul style="list-style-type: none"> <li>● BS Teaching (History &amp; Political Science)</li> <li>● MA Teaching (History &amp; Political Science)</li> <li>● BS in Nursing</li> <li>● MS in Nursing Midwifery</li> </ul>	20	<1	0	X	
To be determined	Minimum of a MS in Nursing				X	
To be determined	Minimum of a MS in Nursing				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?

Caris College is proposing a Registered Nurse (RN) program to address the growing demand for qualified healthcare professionals, especially nurses, in the region. This initiative is part of their broader mission to provide high-quality education that prepares students for vital roles in healthcare. The proposed RN program builds upon Caris College's existing strengths, such as:

1. **Healthcare Focus:** Caris College has a strong focus on healthcare education, offering programs in fields like medical assisting, nursing, and other allied health disciplines. This background equips them with the infrastructure and expertise to expand into nursing education.
2. **Experienced Faculty:** The college likely has experienced faculty members who can effectively teach and mentor students in nursing, drawing from their background in allied health education.
3. **Clinical Partnerships:** Caris College has established connections with local healthcare providers and institutions. These partnerships can facilitate clinical placements for nursing students, a key component of their training.
4. **Student-Centered Approach:** Known for its supportive learning environment, Caris College can leverage its student-focused culture to provide personalized instruction and guidance for nursing students, which is critical for success in the demanding field of healthcare.

This RN program aligns with Caris College's overall goal to equip students with the skills and training needed for high-demand healthcare roles, contributing to the broader healthcare workforce in the community.

- 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 addition of the RN program fits well into Caris College's strategic plan by:

- **Meeting Community Needs:** The college is likely responding to the significant demand for nurses in the region. Healthcare providers across the nation face a nursing shortage, and offering an RN program helps Caris College contribute to solving this issue by preparing well-trained professionals.
- **Expanding Academic Offerings:** The RN program allows Caris College to expand its portfolio of healthcare-related programs, strengthening its reputation as a premier provider of health education. This aligns with the strategic goal of broadening academic offerings to attract more students while maintaining quality.
- **Enhancing Career Pathways:** The program supports the strategic aim of providing students with clear career pathways in high-demand fields. Nursing is a profession that offers numerous opportunities for advancement, and Caris College's RN program can serve as a foundation for students to pursue further specializations or leadership roles in healthcare.
- **Strengthening Industry Partnerships:** The RN program would likely build on Caris College's existing partnerships with local healthcare providers. These partnerships are essential for clinical training, and integrating more robust healthcare education programs into the college's offerings enhances its relationships with employers in the region. This fits with a strategy to ensure that students are well-prepared for the workforce and meet industry standards.

The proposed RN program at Caris College strengthens its mission of providing healthcare education and is a

strategic move to meet community needs, expand academic offerings, and improve career opportunities for students, ultimately enhancing the college's role in developing the healthcare workforce.

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 RN program at Caris College will address key points that are the state's priorities as outlined in the Commission's strategic Plan. First it will meet the workforce needs. The healthcare industry is considered a critical sector and with ongoing nursing shortages, offering an RN program aligns directly with this priority by preparing students for nursing careers, helping to fill essential healthcare positions within the state. This supports the broader goal of enhancing the healthcare workforce to meet the state's needs.

This program leads to economic growth as outlined in the plan. By starting an RN program, Caris College would help address a critical skills gap in the nursing field. A well-prepared nursing workforce can improve health outcomes, which has a long-term positive impact on the state's economy and overall well-being.

The strategic plan frequently calls for strengthening partnerships between educational institutions, healthcare providers, and community organizations. Caris College's RN program would likely foster collaboration with local hospitals and clinics for clinical placements, thus aligning with the state's goal of enhancing partnerships between education and industry to ensure students are well-prepared for the workforce.

In line with the Commission's focus on lifelong learning, Caris College's RN program would provide students with a stable, well-regarded career path in nursing. This supports the state's broader priority of encouraging individuals to pursue education and training that leads to stable and rewarding employment opportunities, ensuring that the state has a skilled workforce capable of meeting future challenges.

In sum, the RN program proposed by Caris College fits within the framework of *Reaching Higher In a State of Change* by directly addressing workforce needs, increasing access to educational opportunities, contributing to economic development, fostering industry partnerships, and supporting lifelong career growth.

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?

*Reaching Higher In a State of Change* emphasizes improving access to quality education for all students. Caris College's RN program can contribute to this goal by providing a pathway for students, including those from underserved or nontraditional backgrounds, to enter the nursing profession. The program's focus on accessible, hands-on healthcare education addresses the state's need to provide educational opportunities in critical fields.

Caris will provide a holistic approach to further support students from diverse backgrounds, Caris College's RN program may offer tailored support systems like mentoring, academic counseling, and career guidance. These services can help students overcome challenges related to race, ethnicity, socioeconomic status, gender, and geography, ensuring that all students have the resources they need to succeed.

In conclusion, the RN program at Caris College addresses equity by fostering an inclusive learning environment that supports students from diverse racial, ethnic, gender, socioeconomic, and geographical backgrounds. The program's focus on access, support, and practical career training is consistent with the priorities of Reaching Higher In a State of Change, particularly with respect to promoting educational opportunities for all and reducing disparities in the healthcare workforce.

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.

At the state level, many states face a broader nursing shortage, exacerbated by an aging population, increased healthcare demands, and a retiring workforce. By offering an RN program, Caris College is helping to meet the state's urgent need for nurses, which is a priority for healthcare systems and state policymakers. Many states are actively seeking to expand nursing education to address these challenges, and Caris College's program would fit within that state-level effort to strengthen the healthcare workforce.

Caris College's RN program addresses a regional labor market need, specifically within the local area, while also contributing to the state and national nursing workforce. The program is aligned with ongoing efforts to combat nursing shortages and enhance the availability of qualified healthcare professionals at multiple levels, providing valuable support to healthcare systems that need skilled nurses in a variety of settings.

e. Placement of Graduates

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

All graduates will sit for the NCLEX exam and upon certification can work as an RN in the healthcare industry. This includes hospitals, acute care, rehab, long-term care, and doctor's offices.

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

Some students could go on to obtain other certifications or BSN degrees. However, that is not required for employment. Those would be obtained outside of this program through their employers.

f. Job Titles

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

Registered Nurse ( acute care, hospice care, long-term care, doctor's office, immediate care center)

## 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.

Definition of Standard	Registered Nursing Program Goal
Safety: To reduce the risk of harm to patients and providers through both individual performance and system effectiveness. (QSEN)	Provide safe, quality care based on evidence based guidelines that minimizes the risk of harm to patients and the community
Spirit of Inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. (NLN)	Utilize evidence based healthcare information to provide nursing care.
Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems	Challenge the status quo by demonstrating a state of constant quality improvement, creating initiatives to solve healthcare dilemmas.
Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. (QSEN)	Lead and function effectively within interprofessional teams to achieve quality patient care.
Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. (NLN)	Demonstrate the knowledge, skills, and attitudes required of the professional nurse while providing care within the scope of professional practice.

### a. Assessment

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

Students will likely take written exams to assess their understanding of nursing theory, anatomy, physiology, pharmacology, and other key subjects. These exams will test both



factual knowledge and critical thinking skills, ensuring that students are able to apply theoretical concepts to clinical scenarios.

Clinical competence is central to nursing education, so students will be assessed through hands-on evaluations in simulated environments or actual clinical settings. These assessments will gauge students' abilities to perform nursing procedures, demonstrate proper techniques, and provide safe, patient-centered care. Practical skills assessments might include simulations, skills check-offs, or direct observation by instructors during clinical rotations.

During clinical placements in healthcare settings, students will be assessed based on their performance in patient care, teamwork, and their ability to make clinical decisions. Preceptors or clinical instructors will evaluate students through direct observation and feedback, ensuring that students meet competencies related to patient safety, communication, and professional behavior. These evaluations often include written reports and reflections.

The program may utilize competency checklists that outline specific skills and behaviors students need to demonstrate at different stages of the program. These checklists provide a clear framework for both students and instructors, helping to track progress in skill development and ensuring that students meet program benchmarks before advancing.

## **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.

1.8

### **b. State Licensure**

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?
- Yes.
- If so, please identify:  
Registered Nurses are required to pass their licensure examination for practice (NCLEX-RN). Students in this program will be prepared through integrated NCLEX-style questioning throughout, clinical experiences, simulation, and laboratory participation. The final quarter includes a Registered Nurse Seminar course which integrates NCLEX prep and review.
- The specific license(s) needed: RN
- The State agency issuing the license(s): Indiana Board of Nursing

a. Professional Certification

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

Professional certifications are not required for graduation. There are avenues for certifications depending on area of nursing specialty. These may include IV therapy, Wound Care Certification (WCC), Long-Term Care Certification (LTC), or Gerontology (GC).

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

Yes, but professional certifications are not required for employment.

- If so, please identify

There are avenues for certifications depending on area of nursing specialty. These may include IV therapy, Wound Care Certification (WCC), Long-Term Care Certification (LTC), or Gerontology (GC). Students are not eligible for these upon graduation; they would qualify once obtaining specific amounts of experience as dictated by the varying institutions.

- Each specific professional certification: Multiple certifications exist depending on nursing specialty area
- The national organization issuing each certification: Dependent upon specialty area of nursing
- Please explain the rationale for choosing each professional certification:  
Each nursing specialty certification, on average, requires six months to one year of practice before exam eligibility. Graduates are not required to obtain specialty certifications unless mandated by their employer.

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

Caris College prepares graduates by training them in the science of Registered Nursing throughout the program curriculum. In addition to program completion, specialty certification eligibility also requires work experience and skill demonstration.

b. Professional Industry Standards/Best Practices

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

Yes.

- If so, please identify:

This program incorporates professional industry standards set by the Indiana State Board of Nursing, National Council of State Boards of Nursing, and the Indiana Nurse Practice Act. Some of the standards include, but are not limited to, faculty credentials and experience requirements, clinical affiliate site requirements, program outcomes, necessary coursework, and lecture content which falls within the Registered Nurses' scope of practice.

- The specific professional industry standard(s) and/or best practice(s):
  - Indiana State Board of Nursing Regulations
  - National Council of State Boards of Nursing Regulations
  - Indiana Nurse Practice Act
  - NCLEX-RN Examination standard
- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
  - Indiana State Board of Nursing Regulations
  - National Council of State Boards of Nursing Regulations
  - Indiana Nurse Practice Act
  - NCLEX-RN Examination standard

c. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.  
Accrediting body from which accreditation will be sought and the timetable for achieving accreditation. We plan to add this program to our ongoing accreditations with ABHES and ISBN. This will be completed within 2025.

- Reason for seeking accreditation.  
This assists with clinical partnerships and job placement for students.

Specialized Program Accreditation

- Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can

work in their profession or have substantially better prospects for employment?  
Yes

- If so, please identify the specialized accrediting agency:  
The program must be institutionally accredited and approved by the Indiana State Board of Nursing.  
Accrediting Bureau of Health Education Schools

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?  
No, we do not offer baccalaureate degrees.

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

- a. Are all student transcripts in a digital format?  
Yes PDF

- If not what is the percentage of student transcripts in a digital format? N/A
- What is the beginning year of digitized student transcripts? 2015
- Are student transcripts stored separately from the overall student records?  
No – transcripts and student records are electronic, housed in our Student Information System [Populi]. Any additional copies of physical student records are kept together in the Registrar's Office in a fire-safe cabinet.

b. How are the digital student records stored?

Student Information System [Populi]. Any additional copies of physical student records are kept together in the Registrar's Office in a fire-safe cabinet.

- Where is the computer server located?  
Populi's primary data center is located in Michigan, which also backs up to a cloud-based data center.
  - What is the name of the system that stores the digital records? Populi
- c. Where are the paper student records located? Any paper student records are kept in the Registrar's Office in a fire safe cabinet.
- d. What is the beginning year of the institutional student record series? 2015
- e. What is the estimated number of digital student records held by the institution? 372
- f. What is the estimated number of paper student records held by the institution? 125
- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
- If so, what is the most significant format? N/A
  - If so, what is the estimated number of student records maintained in that format? N/A
- h. Does the institution maintain a staff position that has overall responsibility and authority over student records? Yes
- If so, what is the name, title, and contact information for that individual? Brittany Coffey, Registrar/Bursar [bcoffey@cariscollege.edu](mailto:bcoffey@cariscollege.edu) 812-258-9510
- i. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? No
- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? Less than 5 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
- l. What is the digital format of student transcripts? None
- m. Is the institution using proprietary software, if so what is the name? Yes, ATI
- 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.

Projected Headcount and FTE Enrollments and Degrees Conferred										
Date, 20XX										
Institution/Location: Caris College Jeffersonville, IN										
Program: Registered Nurse										
				Year 1	Year 2	Year 3	Year 4	Year 5		
				FY20XX	FY20XX	FY20XX	FY20XX	FY20XX		
Enrollment Projections (Headcount)										
	Full-Time			50	100	100	100	100		
	Part-Time			0	0	0	0	0		
	Total			50	100	54	66	78		
Enrollment Projections (FTE*)										
	Full-Time			50	100	100	100	100		
	Part-Time			0	0	0	0	0		
	Total			50	100	100	100	100		
Degrees Conferred Projections				0	50	100	100	100		
Degree Level:										
Associate										
CIP Code: - State – 51.3801										
<b>FTE Definitions:</b>										
Undergraduate Level: 30 Semester Hrs. = 1 FTE										
Undergraduate Level: 24 Semester Hrs. = 1 FTE										



Official Academic Transcript

RECIPIENT:

STUDENT:  
Mouse, Mickey  
Enrolled: Oct 3, 2024  
Birthdate: Dec 05

Associate of Science  
in Registered Nurse

Granted 07/2026  
Summa Cum Laude

RN 10/24-12/24					
Course #	Name	Attempted	Earned	Grade	Points
ANP210	ANATOMY AND PHYSIOLOGY	4	4	A	16
MAT115	INTRO TO MATH	3	3	A	12
CHEM200	INTRO TO CHEMISTRY	3	3	A	12
NUT100	NUTRITION	4	4	A	16
TOTALS		14	14	TERM GPA: 4.0	CUM GPA: 4.0

RN 01/25-03/25					
Course #	Name	Attempted	Earned	Grade	Points
ENG200	ENGLISH COMP. & SPEECH	3	3	A	12
PSY200	PSYCHOLOGY	3	3	A	12
MIC200	MICROBIOLOGY FOR NURSING	4	4	A	16
NUR100	INTRODUCTION TO NURSING AND HEALTHCARE	4	4	A	16
TOTALS		14	14	TERM GPA: 4.0	CUM GPA: 4.0

RN 04/25-06/25					
Course #	Name	Attempted	Earned	Grade	Points
NUR200	FUNDAMENTALS OF NURSING	6	6	A	24
NUR230	MENTAL HEALTH NURSING	4	4	A	16
NUR230C	MENTAL HEALTH NURSING CLINICAL	1	1	P	16
SOC200	SOCIOLOGY	3	3	A	12
TOTALS		14	14	TERM GPA: 4.0	CUM GPA: 4.0


RN 07/25-09/25					
Course #	Name	Attempted	Earned	Grade	Points
NUR210	ADULT MEDICAL SURGICAL NURSING I	6	6	A	24
NUR210C	ADULT MEDICAL SURGICAL NURSING I CLINICAL	4	4	P	16
NUR215	PHARMACOLOGY FOR NURSING	4	4	A	16
TOTALS		14	14	TERM GPA: 4.0	CUM GPA: 4.0

RN 10/25-12/25					
Course #	Name	Attempted	Earned	Grade	Points
NUR220	ADULT MEDICAL SURGICAL NURSING II	6	6	A	24
NUR220C	ADULT MEDICAL SURGICAL NURSING II CLINICAL	4	4	P	16
NUR240	MATERNAL NURSING	4	4	A	16
NUR240C	MATERNAL NURSING CLINICAL	1	1	P	16
TOTALS		15	14	TERM GPA: 4.0	CUM GPA: 4.0



RN 01/26-03/26					
Course #	Name	Attempted	Earned	Grade	Points
NUR225	ADULT MEDICAL SURGICAL NURSING III	4	4	A	16
NUR225C	ADULT MEDICAL SURGICAL NURSING III CLINICAL	4	4	P	16
NUR260	PEDIATRIC NURSING	4	4	A	16
NUR260C	PEDIATRIC NURSING CLINICAL	1	1	P	16
TOTALS		13	14	TERM GPA: 4.0	CUM GPA: 4.0

RN 04/26-06/26					
Course #	Name	Attempted	Earned	Grade	Points
NUR270	COMMUNITY NURSING AND EVIDENCE BASED PRACTICE	4	4	A	16
NUR270C	COMMUNITY NURSING CLINICAL	1	1	P	16
NUR290	NCLEX SEMINAR	3	3	A	12
NUR280	PROFESSIONAL DEVELOPMENT	2	2	A	8
NUR295C	RN PRACTICUM	4	4	P	16
TOTALS		14	14	TERM GPA: 4.0	CUM GPA: 4.0





**CARIS COLLEGE**  
PATIENT CARE CAREER


2780 Jefferson Centre Way Suite 103 | Jeffersonville, IN 47130  
P: 812.258.0510 | F: 888.464.1213  
CarisCollege.edu

**Release of Information**  
In compliance with the Family Educational Rights and Privacy Act of 1974, this information is released on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.

Caris College and its individual programs have met the educational standards for accreditation, approval or licensure from the following national and state organizations:


Caris College is institutionally accredited by the Accrediting Bureau of Health Education Schools to award diplomas, and associate degrees.  
7777 Leeburg Pike, Suite 34 N. | Falls Church, VA 22041


Caris College is regulated by the Kentucky Commission on Proprietary Education.  
300 Sever Boulevard, 4th Floor | Frankfort, KY 40601


Caris College is regulated by the Indiana Board for Proprietary Education.  
301 W. Ohio Street, Suite 300 | Indianapolis, IN 46204

**Former Name**  
Dental Careers of Southern Indiana became Caris College effective March 15, 2015.

**Official Transcripts**  
An official transcript bears the raised seal of the college and signature of the Registrar on physical transcripts, or a gold seal of the college and signature of the Registrar on electronic transcripts. A black and white copy of this document is not an original and should not be accepted as an official institutional document. If you have any questions about this document, please contact our office. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE.

**Re-Admission**  
The Director of Education will determine re-admission eligibility for any student having been suspended for attendance, ~~22023~~ or disciplinary problems. The decision regarding re-admission will be based upon factors such as grades, attendance, conduct and student account balance and the evidence presented by the student who seeks to be re-admitted on how the previous problem has been solved.

**Transcripts from Other Institutions**  
Caris College does not issue copies of transcripts (high school or university) or other documents received from other institutions.

**Academic Calendar**  
Caris College operates on a nonstandard quarter calendar. All quarters are ten (10) weeks in length, with the exception of the Comprehensive Dental Assisting program. Please refer to the term dates listed on Official Transcript or contact the Registrar's Office.

**Academic Units of Credit**  
Completed academic units of credits are issued in quarter credit hours.

**Cumulative Grade Point Average**  
Cumulative Grade Point Averages are calculated by the number of grade points divided by the attempted hours excluding incomplete courses, audited courses, or remedial courses numbered below 100.

**Course Prefix/Number System**  
A course prefix is an abbreviation representing an area of study. All courses completed within a Diploma program are considered freshman level. All Associate program students are considered sophomore level once they have completed 15 credits.

**Grading System**

Letter Grade	Range	Definition	Quality Points per Credit Hour
A	90-100/90*	Excellent	4.0
B	80-89/80*	Above Average	3.0
C	70-79/70*	<del>Average</del>	2.0
D	60-69/60*	Below Average	1.0
F	0-59/50*	Failing	0
I	—	Incomplete	0
P	—	Pass	4.0
W	—	Withdrawal	Not Computed
LCA	—	Leave of Absence	Not Computed
ALD	—	Audit Grade Review	Not Computed
—	—	Transfer Credit	Not Computed

\*Ranges may differ in the Licensed Practical Nursing program.  
A grade of a "D" is not available in certain programmatic courses. Please refer to the individual course syllabus for further details.

**Repeated Courses**  
Both grades remain on the record, and both letter grades are used in the computation of the grade point average.

**Withdrawal, Transfer and Bankruptcy**  
All attempted coursework appears on the transcript. Students may withdraw at any point within the quarter at their own discretion with a formal request to the institution. Course withdrawals are counted towards attempted credit hours but not completed hours. Transfer work must be at the college level, unless through an approved alternative method (i.e. articulation agreement, or prior learning assessment). Incompletes, grades of "I", are only given for a temporary grade. Outstanding work must be completed and submitted by a specified due date at which time the grade will be changed to the grade earned. If the work is not finalized by the specified deadline, all outstanding work will convert to a zero "0" and will be averaged with all other coursework. The final grade is submitted to the Registrar and counts in the academic progress calculation. Students are unable to apply for academic bankruptcy at Caris College.

Attempted Credits	Earned Credits	Points	GPA
28	28	112	4.0

\*\*\* END OF OFFICIAL TRANSCRIPT \*\*\*  
DATE: 07/2026

Registrar Signature: *Brittany Coffey*



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## BOARD FOR PROPRIETARY EDUCATION

Wednesday, April 9, 2025

### DECISION ITEM A-2:

#### Essential Healthcare Academy: One Diploma at One Location

#### Institutional Profile

See Attachment

#### Staff Recommendation

That the Board for Proprietary Education approves the Diploma in Practical Nursing, in accordance with the background discussion of this agenda item and the New Program Proposal.

#### Background

#### Diploma Program Profile

*Diploma in  
Practical Nursing at  
Offered at Fort Wayne*

This program consists of 61 quarter credit hours, with 85 percent of the courses in the specialty. The program faculty currently identified consists of eight individuals, of whom, two are full-time and the remaining five are part-time. Of the eight individuals, five have a master's degree and two have a baccalaureate.

#### Clinical Site Agreement

- Parkview Health System Inc., MOU signed October 2024

#### Supporting Documents

New Program Proposal

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## **Institutional Profile for Essential Healthcare Academy**

**Background** The Essential Healthcare Academy began operating in Fort Wayne, Indiana in 2021, with Indiana Department of Health (IDOH) approval. The institution received authorization from the Indiana Office for Career and Technical Schools (OCTS) in 2023. Board for Proprietary Education (BPE) Authorization was granted in December 2024.

Ms. Epperson is the founder and Program Director of Essential Healthcare Academy. She recently completed a Family Nurse Practitioner Program after earning a Master of Science (M.S.) in Nursing Leadership and Management and a Bachelor of Science (B.S.) in Nursing.

Essential Healthcare Academy began in 2021 by offering Certified Nurse Aide, and Qualified Medication Aide programs, in addition to, a short-term American Heart Association BLS/CPR training course. In 2023 the institution added Certified Phlebotomy Technician and Certified Clinical Medical Assistant programs.

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

**Institutional Accreditation** A plan for seeking institutional accreditation through the Accrediting Commission for Education in Nursing (ACEN) was submitted with the application. The outline proposes submitting a self-study to ACEN in January 2025 to determine if the program is eligible for ACEN accreditation. The ACEN accreditation eligibility process includes a self-examination and evaluation followed by a Candidacy Eligibility Application.

**Participation in NC-SARA** Essential Healthcare Academy does not participate in the State Authorization Reciprocity Agreement (SARA).

**Participation in Student Financial Aid** Essential Healthcare Academy does not participate in Title IV federal financial aid. The institution does not participate in State Financial Aid (SFA). Students may be eligible for the Next Level Jobs Workforce Ready Grant or WIOA Grant provided by IMPACT or WorkOne.

**Enrollment** Essential Healthcare Academy does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall enrollment of 156 students in 2023, 100 in 2022, and 58 students in 2021. The institution reported an enrollment headcount of 208 as of December 2024.

**Programs** The institution offers programs at the certificate level. The institution currently offers Certified Nurse Aide, Qualified Medication Aide, Certified Phlebotomy Technician, and Certified Clinical Medical Assistant programs.

**Financial Responsibility Composite Score (FRCS)** Essential Healthcare Academy does not currently submit audited financials to the U.S. DOE and thus does not have an FRCS.

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**Essential Healthcare Academy  
Certification and Licensure  
Allied Health Programs**

Program Name	Status	Start Year	Name of Certification or License	Organization Offering Certification or License	EHC Pass Rate 2022	EHC Pass Rate 2023	EHC Pass Rate 2024
Certified Nurse Aide	Active	2021	Certified Nurse Aide	Ivy Tech	40	52	49
Qualified Medication Aide	Active	2021	Qualified Medication Aide	Ivy Tech	40	66	58
Certified Phlebotomy Technician	Active	2023	Certified Phlebotomy Technician	National Healthcareer Association	0	5	32
Certified Clinical Medical Assistant	Active	2024	Certified Clinical Medical Assistant	National Healthcareer Association	0	0	34
CPR/BLS	Active	2021	Basic Life Support	American Heart Association	7	20	15
TB Validation	Active	2022	TB Certification	Indiana Lung Association	0	0	0

\*Academic Year (July 1 - June 30)

\*\*Calendar Year

\*\*\*No Graduates to Report

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New Program Proposal Form  
for BPE Authorized Institutions

**Diploma in Practical Nursing**  
**To Be Offered by Essential Healthcare Academy at 4656**  
**W Jefferson Blvd. Suite 125 Fort Wayne, IN 46804**

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

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

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

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

Name of Person Preparing this Form: Sedricka Epperson Telephone Number and

Email: 260-467-9837 info@essentialhca.com Address: 4656 W Jefferson Blvd. Suite

125 Fort Wayne, IN 46804

Date the Form was Prepared (Use date last revised): 2025.03.27



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



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

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

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

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

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate
17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

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

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

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

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

The nursing program is designed to prepare individuals to become competent, compassionate, and knowledgeable nurses who can provide quality healthcare to individuals, families, and communities. The program aims to achieve several objectives:

1. Clinical Competence: Students learn the skills and knowledge necessary to assess, diagnose, plan, implement, and evaluate nursing care across various healthcare settings.
2. Critical Thinking and Problem-Solving: The program fosters the development of critical thinking skills to make sound clinical judgments and solve complex healthcare problems effectively.
3. Communication Skills: Nursing students learn effective communication techniques to interact with patients, families, and interdisciplinary healthcare teams.
4. Ethical and Professional Behavior: The program instills ethical principles and professional standards to ensure integrity, accountability, and advocacy in nursing practice.
5. Cultural Competence: Students are educated on cultural diversity and sensitivity to provide culturally competent care to diverse populations.
6. Leadership and Collaboration: Nursing education emphasizes leadership skills and collaboration within healthcare teams to improve patient outcomes and promote healthcare delivery.

The nursing program is structured to accomplish these objectives through a combination of classroom lectures, laboratory simulations, and clinical experiences.

1. Classroom Instruction: Students receive theoretical knowledge through lectures, discussions, and presentations covering topics such as anatomy, physiology, pharmacology, nursing theory, and healthcare ethics.
2. Laboratory Simulations: Nursing programs often include laboratory sessions where students practice clinical skills in a controlled environment using medical equipment and simulation technology to simulate real-life patient care scenarios.
3. Clinical Rotations: Students gain hands-on experience through clinical rotations in hospitals, clinics, long-term care facilities, and community settings under the supervision of licensed nurses and clinical instructors. These rotations allow students to apply theoretical knowledge to real patient care situations, develop clinical skills, and refine critical thinking abilities.
4. Preceptorship/Internship: In some programs, students participate in preceptorship or internship experiences where they work closely with a registered nurse preceptor in a clinical setting, providing direct patient care and further refining their nursing skills under supervision.
5. Capstone Projects: Many nursing programs require students to complete a capstone project or a comprehensive exam to demonstrate their mastery of nursing knowledge and skills before graduation.

Overall, the structured curriculum and varied learning experiences of the nursing program aim to prepare graduates who are competent, compassionate, and well-rounded professionals capable of meeting the diverse healthcare needs of individuals and communities

**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: 61 credit hours

Quarter hours **X**

Tuition: \$17, 446

Length of program: 12 months

**Specialty Courses:**

Course Number	Course Title	Course Hours
NUR100	Fundamentals of Nursing I	6 credit hours, 40 lecture hours, 40 lab hours
NUR201	Fundamentals of Nursing II	6 credit hours, 30 lecture hours, 70 clinical hours
PHAR201	Pharmacology	3 credit hours, 45 lecture hours
NUR202	Geriatric Nursing	8 credit hours, 50 lecture hours, 90 clinical hours
NUR300	Medical-Surgical Nursing I	6 credit hours, 40 lecture hours, 60 clinical hours
NUR301	Into to Maternity & Pediatric Nursing	4 credit hours, 32 lecture hours, 50 clinical hours
NUR305	Mental Health Nursing	3 credit hours, 30 lecture hours
NUR401	Medical-Surgical Nursing II	6 credit hours, 40 lecture hours, 60 clinical hours
NUR400	Leadership & Professional Development	

**General Education/Liberal Arts Course:**

AP100	Anatomy & Physiology	6 credit hours, 50 lecture hours, 20 lab hours
MED100	Medical Terminology	2 credit hours, 20 lecture hours
MA100	Dosage Calculations	3 credit hours, 30 lecture hours
NUTR100	Nutrition	3 credit hours, 48 lecture hours
PN402	NCLEX-PN Review	2 credit hours, 30 lecture hours

Number of Credit/Clock Hrs. in Specialty Courses: 52 / 61 Percentage: 85%

Number of Credit/Clock Hrs. in General Courses: 9 / 61 Percentage: 15%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 3      /      Percentage:

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

**a. Location of library; Hours of student access; Part-time, full-time librarian/staff:** There is no physical library on site.

**a. Number of volumes of professional material:** N/A

**b. Number of professional periodicals subscribed to:** N/A

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

Allen County Public Library - 900 Library Plaza

Allen County Public Library Little Turtle - 2200 Sherman Blvd.

Allen County Public Library - 5630 Coventry Lane



## **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 institution proposes the nursing program to address the growing demand for qualified healthcare professionals, particularly nurses, in response to population growth, aging demographics, and evolving healthcare needs. By offering a nursing program, the institution aims to:

1. **Meet Workforce Demands:** The healthcare industry continually seeks skilled nurses to fill various roles across healthcare settings. By providing a nursing program, the institution contributes to addressing the shortage of nurses and helps meet the increasing demand for healthcare services.
2. **Enhance Community Health:** Nurses play a vital role in promoting health, preventing diseases, and delivering patient-centered care. By educating future nurses, the institution contributes to improving community health outcomes and addressing healthcare disparities.
3. **Support Academic Mission:** Offering a nursing program aligns with the institution's academic mission to provide quality education, advance knowledge through research, and serve the community. It expands the institution's academic offerings and enhances its reputation as a comprehensive educational institution.
4. **Foster Interdisciplinary Collaboration:** Nursing education often involves collaboration with other healthcare disciplines such as medicine, pharmacy, and public health. By integrating nursing education into its curriculum, the institution fosters interdisciplinary collaboration and enriches the learning experience for students across various fields.
5. **Utilize Existing Resources:** The institution may already have infrastructure, faculty expertise, and clinical partnerships in place that can be leveraged to support the nursing program. Building upon these existing strengths minimizes the need for extensive investment and facilitates the successful implementation of the program.

Overall, the institution proposes the nursing program as a strategic initiative to address societal needs, support its academic mission, and capitalize on existing institutional strengths to educate future generations of nurses and contribute to the advancement of healthcare delivery.

- 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 nursing program aligns with the mission of the institution by:

1. **Promoting Education and Service:** The institution's mission likely emphasizes education and service to the community. The nursing program fulfills this mission by educating future nurses who will serve individuals, families, and communities through compassionate and competent healthcare delivery.
2. **Advancing Knowledge and Research:** Many institutions prioritize the advancement of knowledge through research. The nursing program contributes to this mission by fostering research in nursing



science, evidence-based practice, and healthcare outcomes, thus advancing the institution's research agenda.

3. Addressing Societal Needs: Institutions often strive to address societal needs and challenges. The nursing program directly addresses the need for qualified healthcare professionals, particularly nurses, to meet the growing demands of the healthcare industry and improve population health outcomes.
4. Fostering Diversity and Inclusion: Institutions committed to diversity and inclusion aim to create equitable opportunities for all individuals. The nursing program promotes diversity by educating culturally competent nurses who can provide quality care to diverse populations, thus furthering the institution's commitment to inclusivity.

Regarding its fit into the institution's strategic plan:

1. Strategic Priority: The nursing program may be identified as a strategic priority within the institution's strategic plan, reflecting its importance in fulfilling the institution's mission and addressing key challenges or opportunities in the healthcare landscape.
2. Resource Allocation: The strategic plan likely allocates resources, such as funding, faculty support, and infrastructure, to support the development and implementation of the nursing program. This ensures that the program receives the necessary support to thrive and achieve its objectives.
3. Partnerships and Collaborations: The strategic plan may outline partnerships and collaborations with healthcare organizations, clinical facilities, and community stakeholders to enhance the nursing program's effectiveness and impact. These partnerships facilitate clinical placements, research opportunities, and community engagement initiatives.
4. Measurable Goals and Outcomes: The strategic plan likely includes measurable goals and outcomes related to the nursing program, such as graduation rates, licensure exam pass rates, research productivity, and community health impact. These metrics enable the institution to assess the success and effectiveness of the program and make data-informed decisions for continuous improvement.

In summary, the nursing program is consistent with the institution's mission by promoting education, service, research, and diversity. It fits into the institution's strategic plan as a priority area with allocated resources, strategic partnerships, and measurable goals to advance the institution's mission and address key societal needs in healthcare.

b. State Rationale: General

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

1. Workforce Development: Nursing programs contribute to workforce development by educating and training qualified healthcare professionals, including nurses, to meet the healthcare needs of the state's population. By producing a skilled and competent nursing workforce, the program supports the state's

goal of building a strong and resilient workforce.

2. Healthcare Access and Equity: Nursing programs play a crucial role in addressing healthcare access and equity issues by preparing nurses to provide culturally competent care to diverse populations, including underserved and marginalized communities. By promoting diversity, equity, and inclusion within the nursing profession, the program supports the state's efforts to improve healthcare access and reduce disparities in health outcomes.

3. Education Attainment and Success: Nursing programs contribute to education attainment and success by providing students with opportunities for academic and professional advancement in the healthcare field. By offering quality education and training programs, the program helps students achieve their educational and career goals, thereby supporting the state's objectives related to increasing educational attainment and success.

4. Economic Development: Nursing programs contribute to economic development by producing skilled workforce that drives innovation and productivity in the healthcare sector. By preparing nurses to meet the evolving healthcare needs of the state's population, the program supports economic growth and development in the healthcare industry, which is a significant contributor to the state's economy.

5. Healthcare Quality and Patient Outcomes: Nursing programs contribute to healthcare quality and patient outcomes by educating nurses who are competent, compassionate, and capable of providing evidence-based care. By emphasizing clinical excellence, patient safety, and quality improvement, the program supports the state's goals of enhancing healthcare quality and improving patient outcomes across healthcare settings.

In summary, the nursing program aligns with the state priorities outlined in the Commission's strategic plan by addressing workforce development, healthcare access and equity, education attainment and success, economic development, and healthcare quality and patient outcomes. By producing a skilled and diverse nursing workforce, the program contributes to the state's efforts to achieve its overarching goals related to education, healthcare, and economic prosperity.

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?

The nursing program addresses equity considerations, including race/ethnicity, socioeconomic status, gender, and geography, in several ways:

1. Culturally Competent Education: The program incorporates cultural competence training to ensure that nursing students understand and respect the diverse cultural backgrounds of patients. By recognizing and addressing cultural differences, nurses can provide more equitable and patient-centered care to individuals of different races and ethnicities.

2. Financial Support and Scholarships: The program offers financial support and scholarships to students from diverse socioeconomic backgrounds, reducing financial barriers to accessing nursing education. This ensures that individuals from lower-income families have equal opportunities to pursue a career in nursing, promoting socioeconomic equity in the profession.

3. Diversity Recruitment and Retention: The program actively recruits and retains students from underrepresented racial/ethnic groups, genders, and geographic regions. By promoting diversity within the nursing student population, the program fosters a more inclusive learning environment and prepares nurses who reflect the diverse communities they serve.

4. Clinical Placements in Underserved Areas: The program facilitates clinical placements in underserved and geographically remote areas, exposing students to diverse patient populations and healthcare settings. By providing clinical experiences in these areas, the program promotes equity in healthcare access and addresses disparities in healthcare delivery across different geographic regions.

5. Gender-Inclusive Policies and Support: The program adopts gender-inclusive policies and provides support services to ensure that all students, regardless of gender identity, feel welcomed and supported in their educational journey. This fosters a more inclusive and equitable learning environment for students of all gender identities.

6. Community Engagement and Outreach: The program engages with local communities to understand their healthcare needs and collaborates with community organizations to address health disparities. By actively involving community members in program development and implementation, the program ensures that healthcare services are responsive to the needs of diverse populations and promote equity in healthcare delivery.

Overall, the nursing program demonstrates a commitment to equity by addressing the needs of individuals from diverse racial/ethnic, socioeconomic, gender, and geographic backgrounds through culturally competent education, financial support, diversity recruitment efforts, clinical placements, gender-inclusive policies, and community engagement initiatives.

d. Evidence of Labor Market Need

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

The nursing program serves a national, state, and regional labor market need simultaneously, depending on various factors such as demand for healthcare services, population demographics, and healthcare workforce shortages. Here's how the nursing program may address each level of labor market need:

1. National Need: Nursing is a profession in high demand across the United States due to factors such as an aging population, increased prevalence of chronic diseases, advancements in healthcare technology,

and healthcare reform initiatives. The nursing program contributes to addressing the national need for qualified nurses by producing graduates who can work in diverse healthcare settings across the country.

2. State Need: Each state has its unique healthcare challenges and workforce needs influenced by factors such as population demographics, healthcare infrastructure, and state healthcare policies. The nursing program serves the state labor market need by producing nurses who are specifically trained to meet the healthcare needs of the state's population. This may involve addressing state-specific health disparities, healthcare access issues, and workforce shortages in certain regions or specialties.

3. Regional Need: Within a state, there may be regional variations in healthcare demand and workforce needs. Urban areas, rural communities, and underserved regions may have distinct healthcare challenges that require tailored approaches. The nursing program serves regional labor market needs by producing nurses who are equipped to work in diverse geographic areas and address the unique healthcare needs of different communities within the region.

Overall, the nursing program plays a vital role in addressing labor market needs at the national, state, and regional levels by producing a skilled and diverse nursing workforce capable of providing quality care to individuals, families, and communities across various healthcare settings. Whether at the national, state, or regional level, the program contributes to meeting the evolving demands of the healthcare industry and improving health outcomes for populations served.

#### e. Placement of Graduates

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

The majority of nursing graduates are expected to find employment in a variety of occupations and industries within the healthcare sector. Some principal occupations and industries where nursing graduates commonly find employment include:

1. Hospital Nursing: Hospitals are one of the largest employers of nursing graduates. Nurses work in various departments within hospitals, including medical-surgical units, intensive care units (ICUs), emergency departments, labor and delivery units, pediatric units, and specialty areas such as oncology, cardiology, and orthopedics.

2. Long-Term Care Facilities: Nursing graduates may also find employment in long-term care facilities, including nursing homes, assisted living facilities, and rehabilitation centers. In these settings, nurses provide care to elderly or disabled individuals who require assistance with activities of daily living, medication management, and medical monitoring.

3. Community Health Nursing: Some nursing graduates may pursue careers in community health nursing, working in public health departments, community clinics, schools, and nonprofit organizations. Community health nurses focus on health promotion, disease prevention, and improving health outcomes for populations within a community or geographic area.

4. Home Health and Hospice Care: Nursing graduates may work in home health agencies or hospice organizations, providing healthcare services to patients in their homes. Home health nurses assess patient needs, develop care plans, administer treatments, and provide education and support to patients and their families in a home setting.

5. Ambulatory Care Settings: Nursing graduates may work in ambulatory care settings such as outpatient clinics, urgent care centers, and specialty clinics. In these settings, nurses provide a wide range of healthcare services, including primary care, specialty care, preventive services, and minor procedures.

Overall, nursing graduates have diverse employment opportunities within the healthcare sector, spanning various occupations and industries that involve direct patient care, health promotion, disease prevention, and community health initiatives.

- 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.

The majority of graduates may be expected to pursue advanced degrees in nursing or related fields. Some principal kinds of graduate programs that nursing graduates may be admitted to include:

1. Bachelor in Science in Nursing (BSN) and Master of Science in Nursing (MSN): Many nursing graduates may choose to pursue a Bachelor in Science in Nursing (BSN) and Master of Science in Nursing (MSN) degree, which offers advanced preparation in nursing practice, leadership, education, or specialization in a clinical area. MSN programs may include tracks such as Nurse Practitioner (NP), Nurse Educator, Nurse Leader/Manager, Clinical Nurse Specialist (CNS), Nurse Anesthetist, or Nurse Midwife.

2. Doctor of Nursing Practice (DNP): Nursing graduates may also pursue a Doctor of Nursing Practice (DNP) degree, which is a terminal practice-focused degree that prepares nurses for advanced clinical practice, leadership, and healthcare administration roles. DNP programs emphasize evidence-based practice, quality improvement, healthcare policy, and leadership development.

3. Ph.D. in Nursing: Some nursing graduates may choose to pursue a Ph.D. in Nursing, which is a research-focused doctoral degree designed to prepare nurses for careers in academia, research, or healthcare policy. Ph.D. programs in nursing typically emphasize research methodology, scholarly inquiry, and the development of nursing science.

4. Nurse Practitioner (NP) Programs: Nursing graduates interested in advanced practice nursing may enroll in Nurse Practitioner (NP) programs, which offer specialized training and certification in primary care, acute care, family practice, pediatric care, adult-gerontology, psychiatric-mental health, or women's health. NP programs typically lead to certification as an advanced practice registered nurse (APRN) in the respective specialty.

5. Clinical Nurse Leader (CNL) Programs: Some nursing graduates may pursue Clinical Nurse Leader (CNL) programs, which prepare nurses for advanced generalist roles in healthcare delivery, care coordination, quality improvement, and patient safety. CNL programs focus on enhancing clinical leadership skills and preparing nurses for interdisciplinary teamwork in complex healthcare environments.

6. Healthcare Administration and Leadership Programs: Nursing graduates interested in healthcare administration, management, or leadership roles may enroll in graduate programs in healthcare administration, healthcare management, or healthcare policy. These programs provide training in healthcare finance, organizational behavior, strategic planning, and healthcare policy analysis.

Overall, nursing graduates have a wide range of graduate program options to pursue, depending on their career goals, interests, and professional aspirations. Advanced degrees in nursing and related fields offer opportunities for specialization, leadership development, research, and advanced practice roles within the healthcare industry.

f. Job Titles

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

Specific job titles and broad job categories that would be appropriate for a graduate of a LPN nursing program:

1. Licensed Practical Nurse (LPN) Positions\*

- Medical-Surgical Nurse
- Long Term Care Nurse
- Rehab Nurse
- Dialysis Nurse
- Emergency Room Nurse
- Oncology Nurse
- Psychiatric Nurse
- Home Health Nurse
- Public Health Nurse
- School Nurse

2. Nurse Leadership and Management Positions:

- Nurse Manager
- Nurse Supervisor
- Nurse Director
- Nurse Educator
- Staff Development Coordinator

3. Other Nursing Specialties and Roles:

- Forensic Nurse
- Wound Care Nurse
- Travel Nurse

These job titles and categories encompass a wide range of roles and specialties within the nursing profession. Graduates of a nursing program may pursue careers in various healthcare settings, including hospitals, clinics, long-term care facilities, community health organizations, schools, and government agencies.

## **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.

#### **1. Clinical Competence:**

- Assessing patient health status accurately.
- Developing comprehensive care plans based on patient assessments and evidence-based practice.
- Administering medications safely and accurately.
- Performing nursing interventions effectively to promote patient well-being.
- Evaluating patient responses to nursing interventions and modifying care plans as needed.

#### **2. Critical Thinking and Clinical Judgment:**

- Analyzing clinical data and making sound clinical judgments.
- Prioritizing nursing care based on patient needs and acuity.
- Identifying potential complications and taking appropriate actions to prevent or address them.
- Solving clinical problems effectively using evidence-based practice and critical thinking skills.
- Recognizing ethical dilemmas in healthcare and making ethical decisions in nursing practice.

#### **3. Communication and Interpersonal Skills:**

- Communicating effectively with patients, families, and interdisciplinary healthcare team members.
- Providing patient education and counseling to promote health literacy and self-management.
- Collaborating with healthcare team members to coordinate patient care and ensure continuity of care.
- Advocating for patients' rights and needs within the healthcare system.
- Using therapeutic communication techniques to establish rapport and build trusting relationships with patients.

#### **4. Cultural Competence and Diversity Awareness:**

- Recognizing and respecting cultural diversity among patients and families.
- Providing culturally competent care that considers patients' cultural beliefs, values, and preferences.
- Addressing healthcare disparities and promoting health equity for diverse populations.
- Collaborating with interpreters and cultural liaisons to facilitate communication and understanding.
- Advocating for culturally sensitive healthcare policies and practices within healthcare organizations.

#### **5. Professionalism and Ethics:**

- Demonstrating integrity, honesty, and ethical behavior in all aspects of nursing practice.
- Upholding professional standards and ethical principles established by nursing organizations and regulatory bodies.
- Maintaining confidentiality and privacy of patient information in accordance with HIPAA regulations.
- Engaging in lifelong learning and professional development to stay current with advances in nursing practice.
- Advocating for social justice and healthcare reform to address systemic issues impacting patient care and health outcomes.

#### **6. Leadership and Collaboration:**

- Demonstrating leadership skills in nursing practice, education, and advocacy.
- Collaborating effectively with interdisciplinary healthcare team members to achieve optimal patient outcomes.
- Participating in quality improvement initiatives to enhance patient safety and healthcare delivery.
- Mentoring and supporting peers and junior colleagues in their professional development.
- Engaging in healthcare policy advocacy and promoting nursing's role in shaping healthcare policies

and practices.

These competencies and learning outcomes reflect the multifaceted nature of nursing practice and the diverse roles and responsibilities that nurses fulfill in providing high-quality, patient-centered care across various healthcare settings. Graduates of a nursing program are expected to demonstrate proficiency in these areas to become competent, compassionate, and ethical professionals capable of meeting the healthcare needs of individuals, families, and communities.

b. Assessment

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

The institution intends to assess nursing students with respect to mastery of program competencies or learning outcomes through a comprehensive and multifaceted approach that includes the following strategies:

1. **Formative and Summative Assessments:** Nursing students will undergo both formative and summative assessments throughout their educational journey. Formative assessments, such as quizzes, assignments, and simulations, provide ongoing feedback to students and faculty to identify areas for improvement. Summative assessments, including exams, clinical evaluations, and capstone projects, measure students' mastery of program competencies at key milestones in the nursing program.
2. **Clinical Performance Evaluations:** Nursing students will be evaluated on their clinical performance during clinical rotations in healthcare settings. Clinical instructors and preceptors will assess students' clinical competence, critical thinking skills, communication abilities, and professionalism in providing patient care. These evaluations provide valuable feedback to students and faculty regarding students' readiness for professional nursing practice.
3. **Objective Structured Clinical Examinations (OSCEs):** Nursing students may participate in OSCEs, which are structured assessments that simulate real-life clinical scenarios to assess students' clinical skills and decision-making abilities. OSCEs allow students to demonstrate their proficiency in performing nursing interventions, assessing patient conditions, and responding to clinical emergencies in a controlled environment.
4. **Portfolio Assessment:** Nursing students may compile portfolios that document their learning experiences, achievements, and reflections throughout the nursing program. Portfolios provide a holistic view of students' growth and development over time and allow students to demonstrate their attainment of program competencies through examples of their work, clinical experiences, and self-reflections.
5. **Standardized Testing:** Nursing students may be required to complete standardized tests, such as the NCLEX-PN (National Council Licensure Examination for Licensed Practical Nurses), to demonstrate their competency for licensure as registered nurses. These standardized tests assess students' knowledge and application of nursing principles, clinical reasoning abilities, and ethical decision-making skills.

By employing a variety of assessment methods, the institution ensures that nursing students are comprehensively evaluated on their mastery of program competencies and learning outcomes. These assessments provide valuable feedback to students and faculty, support continuous improvement in



nursing education, and ensure that graduates are well-prepared to enter professional nursing practice.

## **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.

This institution does not have a Federal Financial Responsibility Composite Score at this time.

### **b. State Licensure**

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

### **a. Professional Certification**

- What are the professional certifications that exist for graduates of similar program(s)? Diploma
- 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: The graduate will be able to obtain a nurse license compact (NLC) which allows nurses to practice in other NLC states.
- Each specific professional certification: Nurse License Compact
- The national organization issuing each certification: National Council of State Board of Nursing
- Please explain the rationale for choosing each professional certification:

The rationale for the National Council of State Boards of Nursing (NCSBN) Licensed Practical Nurse (LPN) certification includes several key points:

1. Competence Validation: Assures employers and the public that certified LPNs have met predetermined

criteria and possess the necessary knowledge and skills to perform their duties effectively.

2. Public Protection: Enhances patient safety by ensuring that only qualified individuals are licensed to practice, thereby reducing the risk of harm from incompetent care.

3. Professional Recognition: Provides recognition for LPNs, validating their expertise and potentially leading to better job opportunities and career advancement.

4. Continuing Education: Encourages lifelong learning and professional development, as maintaining certification typically requires ongoing education.

5. Legal and Regulatory Compliance: Helps state boards enforce regulations and uphold standards within the nursing profession, ensuring compliance with state and federal laws.

6. Quality Improvement: Facilitates continuous improvement in nursing practice and education by providing data and insights into areas needing enhancement.

These points collectively contribute to the overall goal of promoting high standards in nursing practice and safeguarding public health.

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

Semester 1:

- Introduction to Nursing: Foundations of Nursing Practice, Anatomy and Physiology, Medical Terminology
- Basic Nursing Skills: Fundamentals of Patient Care, Introduction to Clinical Practice

Semester 2:

- Intermediate Nursing Concepts: Pathophysiology, Pharmacology, Health Assessment
- Clinical Rotations I: Medical-Surgical Nursing, Pediatric Nursing, Obstetric Nursing

Semester 3:

- Advanced Nursing Practice: Mental Health Nursing, Community Health Nursing, Gerontological Nursing
- Clinical Rotations II: Intensive Care, Emergency Nursing, Leadership and Management

Semester 4:

- Specialized Nursing Fields: Public Health, Nursing Research, Nursing Ethics
- Capstone Project: Research Project or Clinical Internship, Preparation for Licensing Exams

b. Professional Industry Standards/Best Practices

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

Developing a nursing curriculum that incorporates best practices involves integrating evidence-based teaching strategies, ensuring alignment with professional standards, and fostering a comprehensive understanding of

both theoretical and practical aspects of nursing. Here are key components of an effective nursing curriculum:

#### 1. Evidence-Based Curriculum Design

- Integration of Current Research: Incorporate the latest research findings and clinical guidelines to ensure the curriculum is up-to-date and relevant.
- Competency-Based Education: Focus on developing core competencies as outlined by bodies like the NCSBN and the American Association of Colleges of Nursing (AACN).

#### 2. Clinical Practice and Simulation

- Clinical Rotations: Provide diverse clinical placements across various healthcare settings to expose students to a wide range of patient care scenarios.
- Simulation-Based Learning: Use high-fidelity simulations to allow students to practice clinical skills and decision-making in a controlled, safe environment.

#### 3. Interprofessional Education

- Collaborative Learning: Encourage teamwork and collaboration with students from other healthcare disciplines to promote interprofessional practice and communication.

#### 4. Curriculum Integration

- Holistic Approach: Integrate courses that cover fundamental nursing concepts, advanced clinical skills, and specialized areas such as pediatrics, geriatrics, mental health, and community health.
- Technology Integration: Use electronic health records (EHRs), telehealth, and other digital tools to prepare students for modern healthcare environments.

#### 5. Active Learning Strategies

- Flipped Classroom: Assign pre-class readings or videos and use class time for interactive discussions, case studies, and problem-solving activities.
- Clinical Reasoning Exercises: Incorporate exercises that enhance critical thinking and clinical reasoning skills, such as case study analyses and reflective practice.

#### 6. Assessment and Evaluation

- Formative and Summative Assessments: Use a variety of assessment methods, including practical exams, written tests, and reflective essays, to evaluate student learning continuously.
- Objective Structured Clinical Examinations (OSCEs): Conduct OSCEs to assess clinical competence in a structured and standardized manner.

#### 7. Professional Development

- Ethics and Leadership Training: Include courses on nursing ethics, leadership, and management to prepare students for roles beyond direct patient care.
- Continuing Education: Encourage lifelong learning and professional growth through ongoing education and professional development opportunities.

#### 8. Cultural Competency

- Diversity and Inclusion: Teach cultural competency and sensitivity to ensure that future nurses can provide respectful and effective care to diverse populations.
- Global Health Perspectives: Include global health issues and practices to broaden students' understanding of healthcare beyond their local context.

#### 9. Community Engagement

- Service Learning: Incorporate service-learning projects that connect theoretical knowledge with community needs, fostering a sense of social responsibility and engagement.
- Public Health Initiatives: Involve students in public health campaigns and outreach programs to enhance their understanding of community health dynamics.

#### 10. \*\*Faculty Development

- Ongoing Training Provide faculty with opportunities for professional development in teaching strategies, clinical practice, and research to ensure high-quality instruction.
- Mentorship Programs: Implement mentorship programs where experienced faculty support and guide newer educators.

#### 11. Feedback Mechanisms

- Student Feedback: Regularly collect and act on feedback from students regarding the curriculum and teaching methods.
- Program Evaluation: Conduct comprehensive evaluations of the curriculum's effectiveness and make adjustments based on outcomes and feedback.

Implementing these best practices in a nursing curriculum ensures that graduates are well-prepared to meet the challenges of modern healthcare environments and provide high-quality patient care.

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

NCSBN and the American Association of Colleges of Nursing (AACN).

#### c. Institutional Accreditation

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

Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN) within 2 years of Accreditation by Board of Proprietary Education (BPE) and Indiana State Board of Nursing

- Reason for seeking accreditation.

To integrate and adhere to the industry standards or best practices.

#### Specialized Program Accreditation

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

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? Yes, the graduate can apply credits to a baccalaureate program.
- If so, please list the baccalaureate degree(s): Bachelor of Science in Nursing

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

- a. Are all student transcripts in a digital format? No

- If not what is the percentage of student transcripts in a digital format? 50%
- What is the beginning year of digitized student transcripts? 2024
  - Are student transcripts stored separately from the overall student records? Yes
- b. How are the digital student records stored? Electronic
  - Where is the computer server located? In office
    - What is the name of the system that stores the digital records? Excel, NHA, Campus Café pending
- c. Where are the paper student records located? Locked storage/supply room
- d. What is the beginning year of the institutional student record series? 2021
- e. What is the estimated number of digital student records held by the institution? 1000
- f. What is the estimated number of paper student records held by the institution?
- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
  - If so, what is the most significant format?
  - If so, what is the estimated number of student records maintained in that format?
- h. Does the institution maintain a staff position that has overall responsibility and authority over student records? No
  - If so, what is the name, title, and contact information for that individual?
- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced? Yes
- 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?

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

- k. Is there anything that the Commission should consider with regard to the institutional student records? No
- l. What is the digital format of student transcripts? Campus Café , Parchment

- m. Is the institution using proprietary software, if so what is the name? No
- n. Attach a sample transcript specifically for the program being proposed as the last page of the this program application. See attached.

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

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

Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 2025									
Institution/Location: Essential Healthcare Academy									
Program: Program ABC									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2025	FY2026	FY20XX	FY20XX	FY20XX	
Enrollment Projections (Headcount)									
	Full-Time			10	10	15	20	25	
	Part-Time			0	10	15	20	25	
	Total			10	20	30	40	50	
Enrollment Projections (FTE*)									
	Full-Time			6	6	8	10	12	
	Part-Time			6	6	8	10	12	
	Total			12	12	16	20	24	
Degrees Conferred Projections				5	10	20	30	40	
Degree Level: Associate									
CIP Code: - 51.3901; State - IN									
<b>FTE Definitions:</b>									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									





4656 W Jefferson Blvd. Suite 125  
Fort Wayne, IN 46804  
UNOFFICIAL TRANSCRIPT

**Student Name:** Sedricka Epperson  
**Student DOB:** 4/28/92  
**Student ID:** 00003434994  
**SSN:** \*\*\*-\*\*-6476

**Major:** Nursing  
**Program:** Diploma Practical Nurse  
**Award Earned:** Practical Nursing  
**Date Earned:** 12/20/2024

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Earned Hours</u>	<u>Final Grade</u>
<b>QUARTER 1</b>				
APY 101	Anatomy & Physiology	6		
MA 100	Dosage Calculation for Nursing	3		
PN-NURS 101	Fundamental Nursing I	6		
MED 100	Medical Terminology	2		
<b>QUARTER 2</b>				
PN-NURS 200	Fundamental Nursing II	6		
PN-NURS 201	Gerontological Nursing	7		
PHAR 205	Pharmacology	4		
COM 100	Health Information Technology	1		
<b>QUARTER 3</b>				
PN-NURS 300	Contemporary Practical Nursing I	1		
PN-NURS 301	Medical-Surgical Nursing I	6		
PN-NURS 302	Human Growth & Development	3		
PN-NURS 303	Introduction to Maternity & Pediatric Nursing	4		
<b>QUARTER 4</b>				
PN 300	Medical-Surgical Nursing II	8		
PN301	Contemporary Practical Nursing II	2		
PN 302	Transition to the Role of Practical Nursing	4		

**Issued By:**  
**Signature:**

**Date:**

## **Academic Transcript Key**

Essential healthcare Academy is a private owned educational Academy serving students since 2021.

### **Accreditation**

Essential health care Academy is accredited by Office for Career and Technical Schools (OCTS) for education and Indiana Department of Health (IDOH).

### **Quarter**

Essential healthcare Academy and roll a new class every quarter in the quarter is 12 weeks in length.

### **Grading System**

Grade	Points per credit	Explanation
A	4.0	Excellent
B	3.0	Good
C	2.0	Satisfactory
D	1.0	Substandard
F	0.0	Failure

**The below grade are no credit points:**

<b>W</b>	Withdrawal
<b>I</b>	Incomplete
<b>IP</b>	In Progress
<b>CR</b>	Credit
<b>NC</b>	No Credit
<b>AU</b>	Audit
<b>O</b>	Outstanding
<b>S</b>	Satisfactory

## BOARD FOR PROPRIETARY EDUCATION

Wednesday, April 9, 2025

### PROGRAM REVIEW AND DECISION ITEM A-1:

#### John Patrick University of Health and Applied Sciences: Program Review and Allied Health Certification Pass Rates Background

#### Institutional Profile

See Attachment

#### Staff Recommendation

None

#### Background

#### Program Background

John Patrick University of Health and Applied Sciences (JPUHAS) appeared before the Indiana Board for Proprietary Education at the June 2023 business meeting. At that the meeting, the Board authorized JPUHAS to offer the Associate of Science (A.S.) in Diagnostic Medical Sonography, A.S. in Natural Medicine, A.S. in Radiation Therapy, and Bachelor of Science (B.S.) in Diagnostic Medical Sonography.

For review, the Commission requested that JPUHAS submit the following institutional information and information for each program being offered:

1. The long-term goals of JPUHAS.
2. The number of students enrolled in each program in the past three years.
3. Programmatically, the name of the industry certification or license that could be earned; either by completing the program or passing an exam.
4. Programmatically, the organization name issuing the certification or license.
5. The three-year national pass rate for all students testing to earn an industry certification or license.
6. The length of service of each current dean, program director, and faculty member.

#### Supporting Document

John Patrick University of Health and Applied Sciences  
Program Review Response

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## **Institutional Profile for John Patrick University of Health and Applied Sciences**

**Background** In August 2019 the institution previously named Radiological Technologies University VT was renamed John Patrick University of Health and Applied Sciences. The name change was done to reflect the programs being offered. At that time, the institution had just been approved to offer Graduate Certificates within the School of Integrative and Functional Medicine. The institution has been in operation since 2009.

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

**Institutional Accreditation** The institution was formerly accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The institution voluntarily withdrew from accreditation with ACICS in 2018; and was granted full accreditation with the Accrediting Commission of Career Colleges and Schools (ACCSC) in the same year. In February of this year, accreditation was extended to 2029.

**Participation in NC-SARA** John Patrick University of Health and Applied Sciences has been a State Authorization Reciprocity Agreement (SARA) Institutional Partner since August 2016.

**Student Financial Aid** Students attending the institution are eligible to receive Title IV federal financial aid. The institution does not currently participate in state financial aid.

**Enrollment** The institution has one campus in South Bend, Indiana. The National Center for Education Statistics (NCES) lists a total enrollment of 406 students in the fall of 2023.

**Programs** The institution offers programs at the certificate, associate, baccalaureate, master's, and graduate certificate levels. Programs range from a Certificate in Magnetic Resonance Imaging to a Bachelor of Science in Radiation Therapy to a Master of Science in Integrative and Functional Medicine. Most of the programs offered are in allied health, specifically radiological sciences. Currently, the institution offers 24 programs, 16 of which are approved through the ACCSC and eligible for enrollment. Unique to the John Patrick University of Health and Applied Sciences is that while programs are offered through distance education; many programs include on-site modules at the South Bend campus.

**Financial Responsibility Composite Score (FRCS)** In the Fiscal Year (FY) ending June 30, 2023, the institution had a published FRCS of 2.7 and an unpublished score of 3.0. In FY ending June 30, 2022, the institution had a published composite score of 3.0.

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**Jonn Patrick University of Health and Applied Sciences**  
**Certification and Licensure**  
**Allied Health Programs**

Program Name	Status	Approval Date	Name of Certification or License	Organization Offering Certification or License	JPUHAS Pass Rate 2024	JPUHAS Pass Rate 2023	JPUHAS Pass Rate 2022
M.S. in Nanomedicine	Active	12/13/2011	not applicable	not applicable	no data to report	no data to report	no data to report
M.S. in Healthcare Administration	Active	9/30/2013	not applicable	not applicable	no data to report	no data to report	no data to report
B.S. in Radiation Therapy	Active	6/18/2013	Certified Radiation Therapist	American Registry of Radiologic Technologists	77%	91%	no data to report
B.S. in Medical Dosimetry	Active	9/13/2011	Certified Medical Dosimetrist	Medical Dosimetrist Certification Board	89% (BS and MS)	87% (BS and MS)	92% (BS and MS)
M.S. in Medical Dosimetry	Active	3/9/2011	Certified Medical Dosimetrist	Medical Dosimetrist Certification Board	89% (BS and MS)	87% (BS and MS)	92% (BS and MS)
M.S. in Medical Health Physics	Active	3/9/2011	not applicable	not applicable	no data to report	no data to report	no data to report
B.S. in Medical Imaging-Magnetic Resonance Imaging	Merged	7/7/2014					
M.S. in Medical Physics	Active	3/9/2011	not applicable	not applicable	no data to report	no data to report	no data to report
B.S. in Radiologic Science	Active	12/22/2016	not applicable	not applicable	no data to report	no data to report	no data to report
Computed Tomography Certificate	Active	11/5/2018	Certified CT Technologist	American Registry of Radiologic Technologists	no data to report	no data to report	no data to report

\*Academic Year (July 1 - June 30)

\*\*Calendar Year

\*\*\*No Graduates to Report

**Jonn Patrick University of Health and Applied Sciences**  
**Certification and Licensure**  
**Allied Health Programs**

Program Name	Status	Approval Date	Name of Certification or License	Organization Offering Certification or License	JPUHAS Pass Rate 2024	JPUHAS Pass Rate 2023	JPUHAS Pass Rate 2022
Positron Emission Tomography Certificate	Active	11/5/2018	Eligible to those who are Certified Nuclear Medicine Technologists	Nuclear Medicine Technology Certification Board	no data to report	no data to report	no data to report
Magnetic Resonance Imaging Certificate	Active	11/5/2018	Certified MRI Technologist	American Registry of Radiologic Technologists	no data to report	no data to report	no data to report
B.S. in Medical Imaging-Nuclear Medicine	Merged	11/28/2018					
B.S. in Medical Imaging-Sonography	Merged	11/28/2018					
B.S. in Medical Imaging	Active	11/28/2018	Certified Nuclear Medicine Technologist, MRI Technologist, or CT Technologist	American Registry of Radiologic Technologists	no data to report	no data to report	no data to report
A.S. in Radiologic Technology	Active	12/5/2018	Certified Radiologic Technologist	American Registry of Radiologic Technologists	77%	88%	no data to report
Graduate Certificate in Nutrigenomics	Active	12/11/2018	not applicable	not applicable	no data to report	no data to report	no data to report
Graduate Certificate in Nutrition Oncology	Active	12/11/2018	not applicable	not applicable	no data to report	no data to report	no data to report
M.S. in Integrative and Functional Medicine	Active	6/6/2019	not applicable	not applicable	no data to report	no data to report	no data to report
Medical Physics Certificate	Active	6/28/2019	not applicable	not applicable	no data to report	no data to report	no data to report

\*Academic Year (July 1 - June 30)

\*\*Calendar Year

\*\*\*No Graduates to Report



**Jonn Patrick University of Health and Applied Sciences**  
**Certification and Licensure**  
**Allied Health Programs**

Program Name	Status	Approval Date	Name of Certification or License	Organization Offering Certification or License	JPUHAS Pass Rate 2024	JPUHAS Pass Rate 2023	JPUHAS Pass Rate 2022
A.S. in Radiologic Science	Active	3/3/2020	not applicable	not applicable	no data to report	no data to report	no data to report
B.S. in Integrative Health and Lifestyle Medicine	Active	3/3/2020	not applicable	not applicable	no data to report	no data to report	no data to report
A.S. in Diagnostic Medical Sonography	Active	7/10/2023	Certified Sonographer	American Registry of Radiologic Technologists	no data to report	no data to report	no data to report
A.S. in Natural Medicine	Active	7/10/2023	not applicable	not applicable	no data to report	no data to report	no data to report
A.S. in Radiation Therapy	Active	7/10/2023	Certified Radiation Therapist	American Registry of Radiologic Technologists	no data to report	no data to report	no data to report
B.S. in Diagnostic Medical Sonography	Active	7/10/2023	Certified Sonographer	American Registry of Radiologic Technologists	no data to report	no data to report	no data to report

\*Academic Year (July 1 - June 30)

\*\*Calendar Year

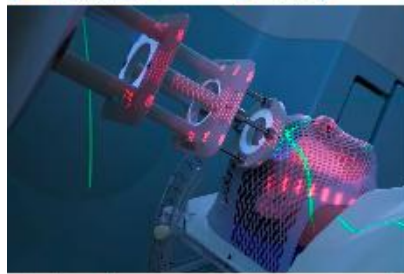
\*\*\*No Graduates to Report

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# Program Review





## **Introduction**

John Patrick University (JPU) began enrolling students in the fall of 2009. JPU was founded by the CEO, Brent D. Murphy with a vision to create programs that prepare healthcare professionals to be compassionate, competent, and confident so they can provide high quality patient care. Although JPU's programs are heavily focused on radiologic science and imaging disciplines, it has also expanded its program offerings to include programs focused on integrative health and lifestyle medicine.

The following core values apply to students, faculty, leadership and staff:

### **General Values**

- Integrity
- Communication
- Teamwork
- Discipline

### **Clinical Values**

- Compassion
- Competence
- Confidence
- Communication

## **Current Programs**

JPU offers the following two-year programs through a blended learning environment. Programs are either hybrid (a combination of online and in-person instruction is required) or fully online programs.

### **School of Physics and Radiological Sciences**

1. Master of Science in Medical Physics
2. Master of Science in Medical Health Physics
3. Master of Science in Medical Dosimetry
4. Bachelor of Science in Medical Dosimetry
5. Bachelor of Science in Radiation Therapy

### **School of Medical Imaging Sciences**

6. Bachelor of Science in Medical Imaging (with specializations in CT, MRI, Sonography, and Nuclear Medicine)
7. Bachelor of Science in Diagnostic Medical Sonography
8. Associate of Science in Diagnostic Medical Sonography
9. Associate of Science in Radiologic Technology

### **School of Business and Informatics (fully distance education programs)**

10. Master of Science in Healthcare Administration
11. Bachelor of Science in Radiologic Science
12. Associate of Science in Radiologic Science



### School of Integrative and Functional Medicine (fully distance education programs)

13. Master of Science in Integrative Health and Lifestyle Medicine
14. Nutrigenomics Graduate Certificate
15. Nutrition Oncology Graduate Certificate
16. Bachelor of Science in Integrative Health and Lifestyle Medicine

### Accreditations

- *Institutional Accreditation:* Accrediting Commission on Career Schools and Colleges (ACCSC)
- *Programmatic Accreditation:* Medical Dosimetry programs are accredited by the Joint Review Committee on Education in Radiologic Technology

### Authorizations

#### *Institutional Authorizations*

- Indiana Commission for Higher Education | Board for Proprietary Education
- Member of NC-SARA
- California Bureau for Private Postsecondary Education (Registered as an out-of-state Institution)
- Participation in Federal student financial assistance programs (Title IV, HEA programs)

#### *Programmatic Authorizations*

- The Radiation Therapy program is an approved Therapeutic Radiologic Technology school by the California Department of Public Health – Radiologic Health Branch
- The Radiologic Technology program is an approved Diagnostic Radiologic Technology school by the California Department of Public Health - Radiologic Health Branch

### Long-Term Goals

1. Increase JPU's presence in all regions of the United States
2. Seek programmatic accreditation for programs in the Medical Imaging Sciences
3. Become a preferred school for Integrative and Functional Medicine healthcare practitioners



**Enrollment Activity for Currently Offered Programs** (Reporting Period: July 1 to June 30)

<b>Program Name</b>	<b>CIP Code</b>	<b>Total Cr Hours</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>
Master of Science in Medical Physics	51.2205	45	9	16	12
Master of Medical Dosimetry	51.0911	45	108	73	70
Master of Science in Medical Health Physics	51.0916	45	0	0	0
Master of Science in Healthcare Administration	51.0701	40	5	3	3
Master of Science in Integrative and Functional Medicine	51.0001	36	25	34	23
Bachelor of Science in Medical Dosimetry	51.0911	64	101	84	83
Bachelor of Science in Radiation Therapy	51.0907	64	22	30	17
Bachelor of Science in Medical Imaging	51.0999	60	8	0	0
Bachelor of Science in Radiologic Science	51.0701	60	4	2	1
Bachelor of Science in Integrative Health and Lifestyle Medicine	51.3306	60	4	3	1
Bachelor of Science in Diagnostic Medical Sonography	51.0910	60	0	0	0
Associate of Science in Diagnostic Medical Sonography	51.0910	69	0	0	0
Associate of Science in Radiologic Technology	51.0911	60	403	165	51
Associate of Science in Radiologic Science	51.0701	60	0	1	1
Nutrition Oncology Certificate	26.0911	20	2	3	3
Nutrigenomics Certificate	26.0807	20	0	1	2



**Degrees Conferred Activity** (Reporting Period: July 1 to June 30)

<b>Program Name</b>	<b>CIP Code</b>	<b>Total Cr Hours</b>	<b>2024</b>	<b>2023</b>	<b>2022</b>
Master of Science in Medical Physics	51.2205	45	3	6	2
Master of Medical Dosimetry	51.0911	45	46	32	16
Master of Science in Medical Health Physics	51.0916	45	0	0	0
Master of Science in Healthcare Administration	51.0701	40	0	1	1
Master of Science in Integrative and Functional Medicine	51.0001	36	9	9	2
Bachelor of Science in Medical Dosimetry	51.0911	64	45	33	27
Bachelor of Science in Radiation Therapy	51.0907	64	9	11	0
Bachelor of Science in Medical Imaging	51.0999	60	0	0	0
Bachelor of Science in Radiologic Science	51.0701	60	1	0	0
Bachelor of Science in Integrative Health and Lifestyle Medicine	51.3306	60	1	1	0
Bachelor of Science in Diagnostic Medical Sonography	51.0910	60	0	0	0
Associate of Science in Diagnostic Medical Sonography	51.0910	69	0	0	0
Associate of Science in Radiologic Technology	51.0911	60	36	17	0
Associate of Science in Radiologic Science	51.0701	60	0	1	0
Nutrition Oncology Certificate	26.0911	20	1	1	1
Nutrigenomics Certificate	26.0807	20	0	1	1



## Credential Exam Pass Rates for Applicable Programs

Program Name	Certification Exam Offered By	2024	2023	2022
Medical Dosimetry (BS and MS)	MDCB Credential: CMD	89%	87%	92%
Bachelor of Science in Radiation Therapy	ARRT Credential: RT(T)	77%	91%	No Data to Report
Bachelor of Science in Medical Imaging	ARRT Credential: RT(CT); RT(MR); RT(S); RT(N)	No Data to Report	No Data to Report	No Data to Report
Bachelor of Science in Diagnostic Medical Sonography	ARRT Credential: RT(S)	No Data to Report	No Data to Report	No Data to Report
Associate of Science in Diagnostic Medical Sonography	ARRT Credential: RT(S)	No Data to Report	No Data to Report	No Data to Report
Associate of Science in Radiologic Technology	ARRT Credential: RT(R)	77%	88%	No Data to Report

MDCB: Medical Dosimetrist Certification Board

ARRT: The American Registry of Radiologic Technologists

## Student Services

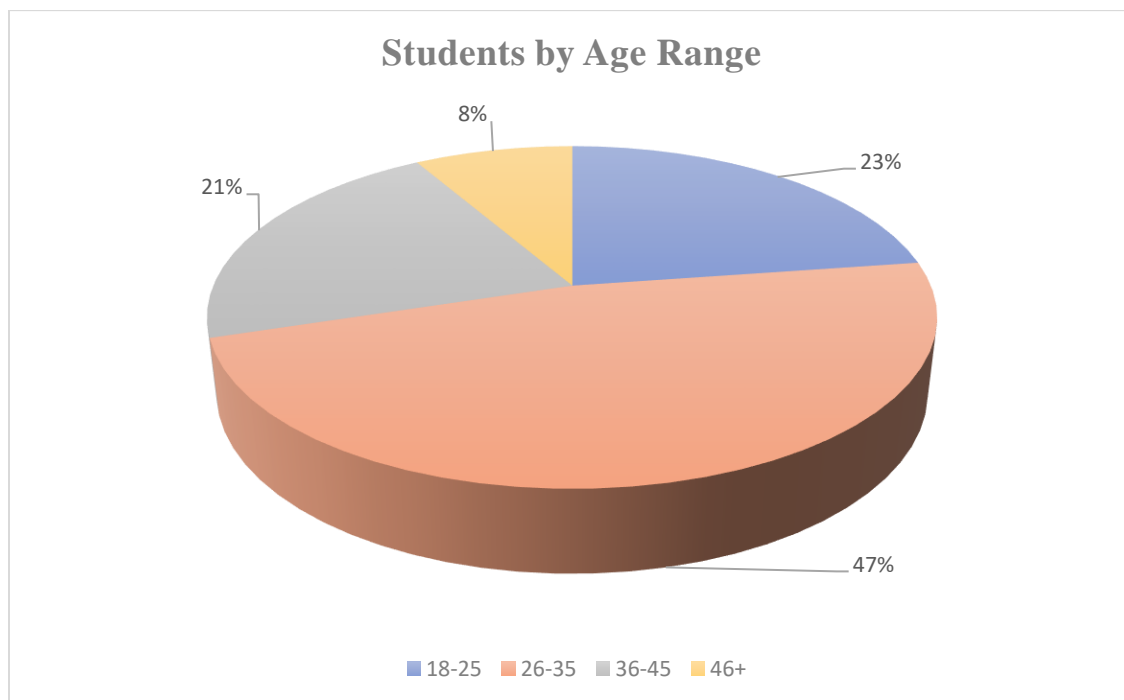
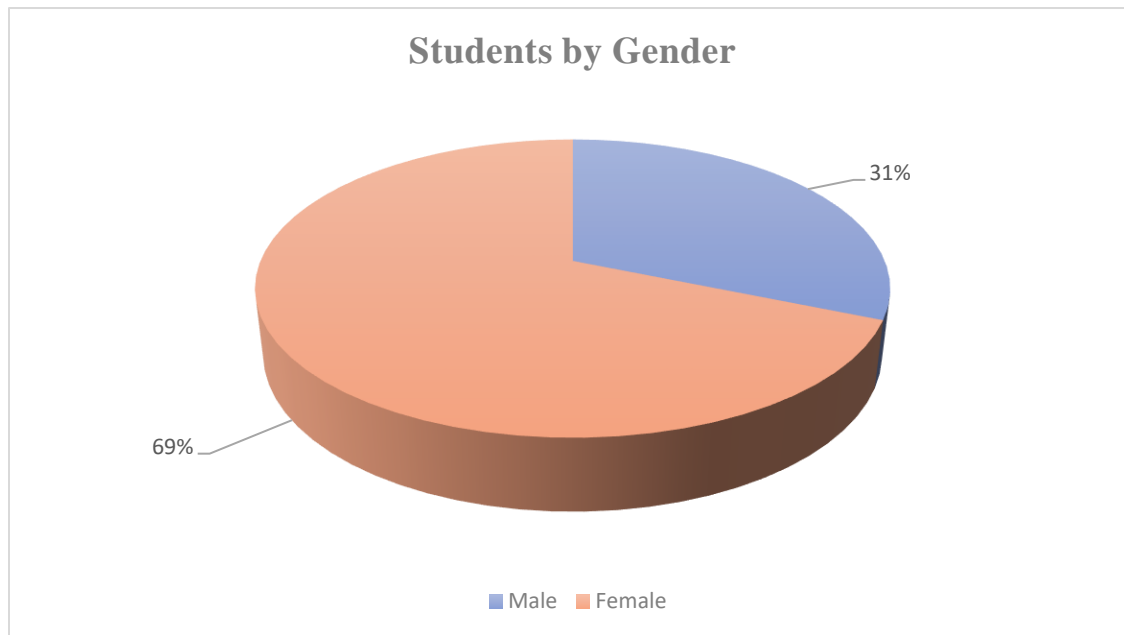
The following provides a summary of student satisfaction results from a survey conducted in 2024 by JPU's Institutional Accreditor, ACCSC.

Area	Student Satisfaction
Admissions	93%
Financial Aid	90%
Academic Progress	97%
Student Services	91%
Faculty	93%
Library/Learning Resource System (LRS)	99%
Facility	96%
Training Equipment	86%
Distance Education	89%



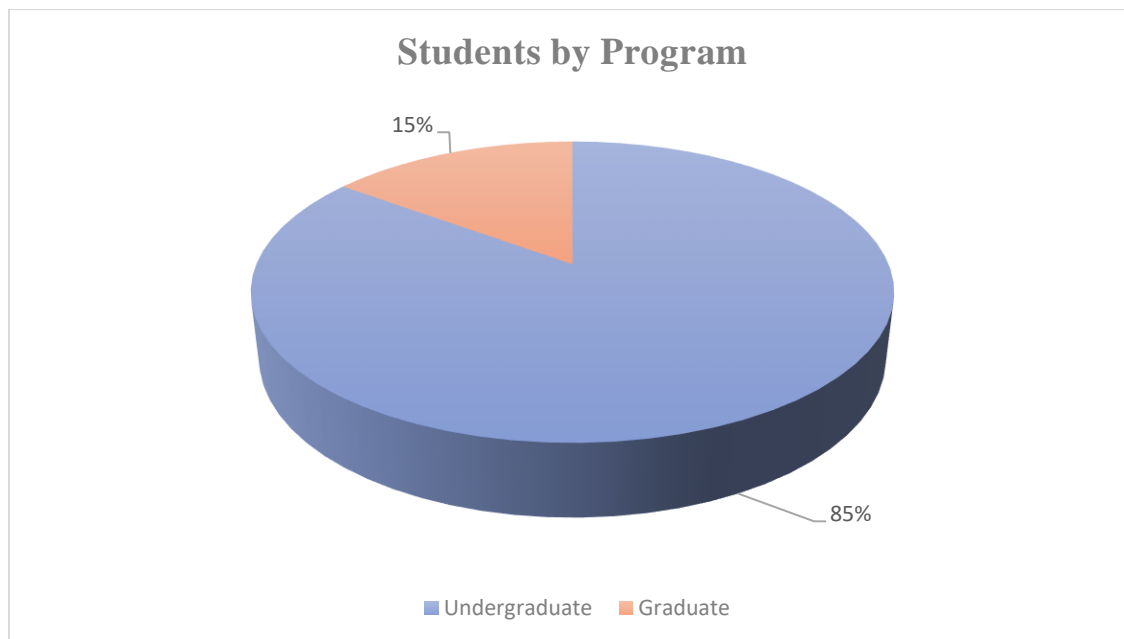
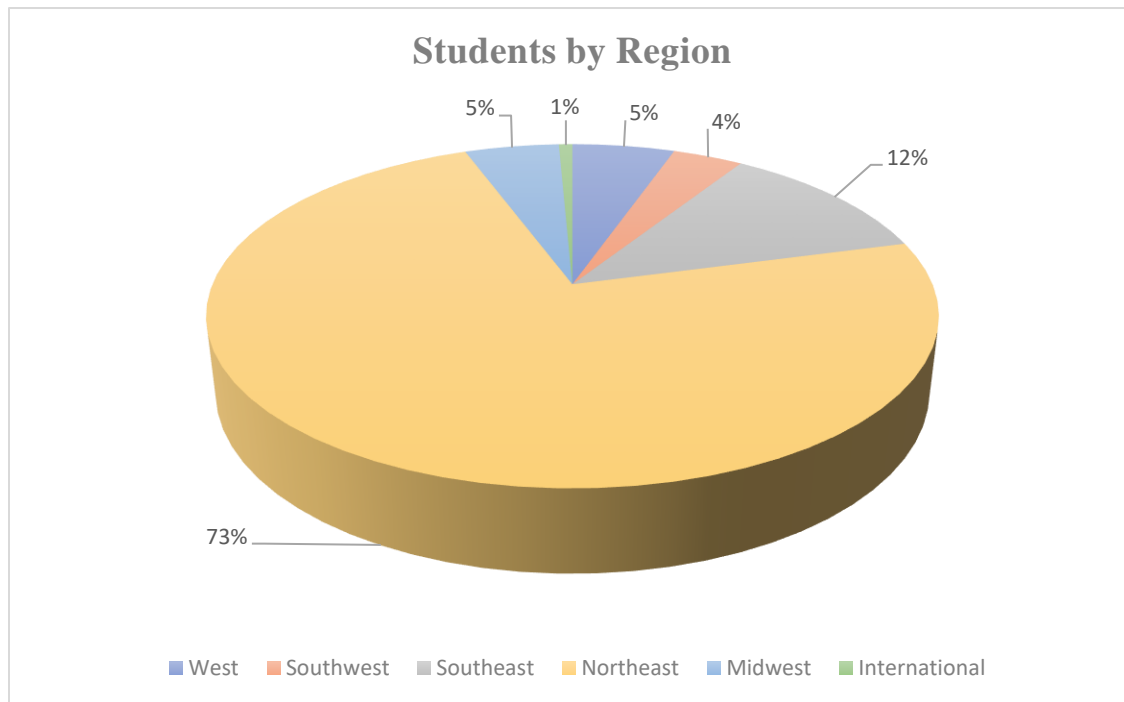


## Current Student Demographic Data





### Current Student Demographic Data (Continued)





## Faculty Profiles

Name and Credentials	Role	Experience at JPU (Years)
Brent Murphy, MS, MBA, DABR	CEO Director of Education Dean, School of Imaging Sciences and Physics and Radiological Sciences	10+
Nadeem Khan, DHA, MS, DABR, FACRO, FAHM, FHIAS, FACMPE	Dean and Program Director, School of Business and Informatics Program Director, Medical Physics, Medical Health Physics	7-9
Christopher Amaloo, MS, CMD	Faculty	0-3
Thomas Costantino, M.S.,CMD, R.T.(T), MS, CMD, RT(T)	Faculty	7-9
Kelly Torolski, MS, CMD	Faculty	0-3
Christopher Falconio, MBA, RT(R)(T)(CT)	Faculty	0-3
Steven Goetsch, Ph.D., DABMP, FAAPM	Associate Dean, School of Physics and Radiologic Sciences	10+
Ken Cashon, DABR, MS, DABR	Faculty	10+
Manuel Arreola, Ph.D., DABR	Faculty	10+
David Phebus, MS, CMD, RT(T)	Program Director, Medical Dosimetry and Radiation Therapy	10+
Brandon Hirsch, MS, CMD, RT(R)(T)(CT)	Faculty	0-3
Hugh Gerard, B.A.S., CMD, BS, CMD, RT(R)(T)	Faculty	10+
Claire Skowronski, MS, CMD, RT(R)(T)	Faculty	0-3
Brent Friesen, MSMP, DABR, RT(N), CNMT	Faculty	0-3
Tracy White, MS, RT(R)(T)	Faculty	0-3
Waylon Malmay, MSRS, RT(R)(T)	Faculty	0-3
Michelle La Borde, MSRS, RT(R)(T)	Faculty	0-3
Sireesha Kavipurapu, Ed.D., RT(R)(T)	Faculty	0-3
Rebecca Farmer, MSRS, RT(R)(M)	Faculty	0-3



## Faculty Profiles (Continued)

Name and Credentials	Role	Experience at JPU (Years)
Renee Graves, MSRS, RT(R)(CT)	Faculty	0-3
Donald LaFleur, MS, RDMS, RDCS, RVT	Faculty	4-6
Kristin Seitz, MSRS, RT(R)(MR)(CT), MRSO	Faculty	0-3
John Posh, BS, RT(R)(MR)	Faculty	0-3
Martha Adair, MA, RT(R)(MR)	Program Director, MRI	0-3
David Trump, Ph.D.	Faculty	10+
Jasmin Miller, DBA, CNMT	Associate Dean, School of Imaging Sciences	7-9
Christopher Daza, M.Ed., RT(R)(CT)	Program Director, Nuclear Medicine	0-3
Michael Miranda, BS, RT(R)	Faculty	0-3
Alexa D'Acquisto, M.Ed., RT(R)	Faculty	0-3
Sean Maraj, MBA, RT(R)	Faculty	0-3
Patrick Foster, BS, RT(R)(M)	Faculty	0-3
Judy Wince, BS, RT(R)	Faculty	0-3
Hector Reyes, RT(R)(CT)	Faculty	0-3
Christian Pascarella, BS, RT(R)	Faculty	4-6
Joseph Cianci, MSA, RT(R)(CT)	Program Director, CT	4-6
Isaak Miroshenko, MA, RT(R)(CT)	Program Director, Radiologic Technology	4-6
Gabriela Reyes, MHA, RT(R)	Faculty	4-6
Christine Sutter, BS, RDMS	Faculty	0-3
Meghan Corsi, BS, ARDMS	Faculty	0-3
Geselle Rufin, MBA, RDMS	Faculty	0-3
Todd Pearson, BS, RDMS, RVT	Faculty	0-3
Patrique Larco, Ed.D., MPH, RDMS(BR), RVT	Faculty	0-3
Holly Hilliard, BS, RDMS	Faculty	0-3
Doreen Lynch, BS, RDMS, RVT, RDCS	Faculty	0-3



### Faculty Profiles (Continued)

Name and Credentials	Role	Experience at JPU (Years)
Sarah Allen, BS, RVT, RDMS	Faculty	0-3
Amanda Parker, BS, RDMS	Faculty	0-3
Melissa Bonassisa, MHA, CRA, RDMS	Program Director, Sonography	0-3
Liudmyla Artinger, BS, RDMS, RDCS, RVT	Faculty	0-3
Moriah Hoover, AS, RDMS	Faculty	4-6
Douglas Scripture, MA, MS, LPC, NCC, CPC, CPA	Faculty	10+
Wale Ade-Oshifogun, Ed.D., MBA	Faculty	4-6
Jennifer Lathren, MAT, MSRS, RT(R)	Faculty	0-3
Brianna Ladapo, MLA, CHC, DAIS	Faculty	0-3
Eric Wood, ND, MA	Faculty	4-6
Dawn Wilson-Kendall, DC	Faculty	4-6
Laura Tanzini, DrPH, LMFT, BCPC, BCIM	Faculty	4-6
Mark Taddeo, M.Ed., MS, CCC-SLP	Faculty	0-3
Valentin Prisecaru, MS	Faculty	4-6
Jim Painter, Ph.D., RDN	Faculty	4-6
Lola Ohonba, Pharm.D.	Faculty	0-3
Lynn Lafferty, Pharm.D., ND, MBA, DACBN	Associate Dean, School of Integrative and Functional Medicine	0-3
Shawna Kunselman, MSACN, CNS, LDN	Faculty	4-6
Jennifer Koslo, Ph.D., RDN, LDN, ACE-CPT	Faculty	4-6
David Hutchings, Ph.D.	Faculty	4-6
Carina Hopen, MD, DIPABLM	Faculty	0-3
Ewa Frankel, Ph.D.	Associate Dean, School of Integrative and Functional Medicine	4-6



### Faculty Profiles (Continued)

Name and Credentials	Role	Experience at JPU (Years)
Janna Champagne, BSN, RN (Retired)	Faculty	4-6
Bonnie Brock, MPH, RD, LDN, ND	Faculty	4-6
Janice Bissex, MS, RDN, FAND	Faculty	4-6
Brian Essenter, BS, RPh	Faculty	4-6
Michael Dubanewicz, DHA, Ed.D., DACBN, CN, CCN, CFM, CDM, CFPP	President and Academic Dean Dean, School of Integrative and Functional Medicine	4-6
Kimberly Auvil, DAC, MPH, MAC	Faculty	4-6
Mehrnaz Paydar, Ph.D., RDN	Faculty	4-6
Joseph Bradley, DC, DACACD	Faculty	4-6
Kevin Chester, MS	Faculty	0-3
Liliana Braescu, Ph.D., Fellow of SPIE	Faculty	10+
Gordon McLean, MA	Faculty	0-3
Carl Helrich, Ph.D.	Faculty	10+
Micah Hamanaka, Ph.D.	Faculty	7-9

## **BOARD FOR PROPRIETARY EDUCATION**

Wednesday, April 9, 2025

### **PROGRAM REVIEW AND DECISION ITEM A-2:**

**John Patrick University of Health and Applied Sciences:  
One Baccalaureate Degree Program Via Distance Education**

#### **Institutional Profile**

See Attachment

#### **Staff Recommendation**

That the Board for Proprietary Education approves the Bachelor of Science (B.S.) in Nuclear Medicine, in accordance with the background discussion of this agenda item and the New Program Proposal.

#### **Background**

##### **Degree Program Profile**

*Bachelor of Science in  
Nuclear Medicine  
Offered Via Distance Education*

This program consists of 120 semester credit hours, with 75 percent of the courses in the specialty. The program faculty consists of six individuals, of whom, one is full-time, and the remaining five are part-time. Of the six individuals, one has a doctoral degree, and five have a master's degree.

#### **Supporting Document**

New Program Proposal

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# **BS in Nuclear Medicine**

## **To Be Offered by John Patrick University of Health and Applied Sciences at South Bend, Indiana Campus**

Degree Award Level<sup>2</sup>: Bachelor of Science

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

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

Suggested CIP Code<sup>5</sup> for Program: 51.0905

Name of Person Preparing this Form: Betsy Datema

Telephone Number: (574) 232-2408

Email Address: bdatema@jpu.edu

Date the Form was Prepared (Use date last revised): 01/02/2025



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



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

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under some circumstances, such as those relating to workforce needs, economic development, accreditation requirements, licensure/certification, the Commission may regard curricular subdivisions as programs needing to be approved by the Commission and listed in the API.

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
9. Doctor’s Degree-Research/Scholarship
10. Doctor’s Degree-Professional Practice
11. 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 called a CIP family), represents the most general groupings of related programs while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020.

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

The BS in Nuclear Medicine prepares students to practice competently and effectively as entry-level Nuclear Medicine Technologists in diverse healthcare environments. The academic and clinical foundation in the curriculum develops graduates with professional flexibility and adaptability to assume prominent roles and responsibilities after graduation in both career and scholarly pursuits.

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.

**2. 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: 64

Check One:    Quarter hours \_\_\_\_\_  
                          Semester Hours   X    
                          Clock hours \_\_\_\_\_

Tuition:            \$40,000  
 Special Fees:    \$70 per semester

Length of Program:    4 semesters

**Specialty Courses:**

Course Number	Course Title	Hours
Transfer	26 Technical/Occupational courses accepted for transfer from an Associates Degree	26
RS300	Orientation to Advanced Modalities	1
RS306	Patient Care in Advanced Modalities	3
BIOL352	Imaging and Sectional Anatomy	4
RS312	Radiation Physics	3
RS390	Ethics and Law for Advanced Modalities	3
RS302	Radiation Biology and Protection	3
RS404	Communication and Information Management	3
NM400	Orientation to Nuclear Medicine	1
NM406	Diagnostic and Therapeutic Procedures I	2
NM407	Diagnostic and Therapeutic Procedures II	2
NM409	Diagnostic and Therapeutic Procedures III	2
NM424	Radiation Safety in Nuclear Medicine	2
NM410	Principles of PET	3
NM408	Instrumentation, QC, and QA	3
NM414	Radiopharmacy and Pharmacology	3
NM430	Clinical Practice I (180 hours)	4
NM432	Clinical Practice II (405 hours)	9
NM434	Clinical Practice III (495 hours)	11
NM435	Research Methods and Capstone	2

**General Education / Liberal Arts Courses:**

Course Number	Course Title	Hours
Transfer	30 general education credits accepted for transfer from and Associates degree	30

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

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

If applicable:

Number of Credit/Clock Hours in Liberal Arts: \_\_\_\_ / \_\_\_\_ Percentage: \_\_\_\_

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

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

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

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

**d. 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](mailto: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 Pharmaceuticals
- Immunology and Microbiology
- Veterinary Science and Veterinary Medicine
- Nursing and Health Professions

#### Individual Titles

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

#### 4. FACULTY: Attach completed Instructor's Qualification Record for each instructor.

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

Total # of Faculty in the Program:	6	Full-time:	1	Part-time:	5
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
Rebecca Farmer	MS in Radiologic Science; BS Radiologic Technology	19	2.5	23		X
Brandon Hirsch	MS Radiologic Science; MS Medical Dosimetry, BA Psychology; BS Radiation Therapy; AAS Radiography	14	3.5	10		X
Michelle La Borde	MS Radiologic Science; BS Radiologic Technology	15	2.5	6		X
Jennifer Lathren	MA Teaching; MS Radiation Sciences; BS Medical Science in Radiographic Education	6	2.5	5		X
Jasmin Miller	Doctor of Business Administration; Master of Business Administration; BS Nuclear Medicine;	18	6.5	18	X	
Tracy White	MS – Vocational/ Technical Education and Administration; BS Radiologic Technology	6	2.5	28.5		X



## 5. Rationale for the Program

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

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

The Nuclear Medicine 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. Nuclear Medicine Technology is a rewarding career in healthcare, where the Technologist performs a critical role in helping healthcare providers diagnose and treat cancer and other conditions in the patients they serve.

The curriculum covers various topics such as anatomy and physiology, radiation physics, patient care and communication, and clinical oncology. 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 Nuclear Medicine 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 sessions, where the student is placed in the clinical setting for college credit. During each clinical practicum session, students will work under the supervision of licensed and registered Nuclear Medicine Technologists 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 workforce shortages.

JPU has already proven successful in offering allied health programs in both therapeutic and diagnostic specialties using distance learning formats. The Nuclear Medicine 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 Nuclear Medicine program clearly aligns with the JPU mission statement as it will help students develop skills in patient care and nuclear medicine technology to become competent entry-level Nuclear Medicine Technologists. The Nuclear Medicine 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 Educational Programs in

## Nuclear Medicine Technology (JRCNMT).

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.

### **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*?**

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

**Completion:** JPU's Nuclear Medicine 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 nuclear medicine technologist. Online programs can offer asynchronous learning, allowing students to study on their own time and at their own pace. 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 Nuclear Medicine program can also help promote equity in higher education by reducing barriers to entry. For example, students who may not have access to a physical nuclear medicine 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 Nuclear Medicine 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 radiation therapy technology students who exceed accreditation standards.

### **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?**

When considering equity in higher education, JPU's Nuclear Medicine 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 will create 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 offers many tuition, loan, 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 affiliates at locations convenient to them.

**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 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.**
- **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.**

Nuclear Medicine Technologists are employed in multiple healthcare settings and through 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.

**f. Job Titles**

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

Students graduating from JPU with a BS in Nuclear Medicine will find employment as a Nuclear Medicine Technologist. Once graduates pass the national certifying examination administered by the American Registry of Radiologic Technologists (ARRT), graduates have the following designation: RT(N).

**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.**
- Knowledge of anatomy and physiology: Students will have a deep understanding of human anatomy and physiology since any human anatomy may develop malignancies.
- Technical proficiency: Students will be proficient in handling radionuclides and operating all relevant equipment.
- Patient care and safety: Students will understand the importance of patient care and safety, including radiation safety; develop effective communication skills; demonstrate accurate patient positioning for treatment simulation and treatment delivery; and use appropriate infection control measures.
- Professionalism and ethics: Students will exhibit professional and ethical behaviors, paying special attention to HIPAA regulations, patient confidentiality, and professional boundaries / scope of practice.
- Problem-solving and critical thinking: Students will be able to apply critical thinking skills and problem-solving techniques to analyze images, make decisions, and evaluate the effectiveness of interventions.
- Professional development: Students will be prepared to continue learning and professional development throughout their career, including staying current with new technologies, techniques, and research within the nuclear medicine specialty.

**b. Assessment**

- **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.
- **Self-assessment:** Self-assessments will be used to encourage students to reflect on their learning and progress. Students will be asked to evaluate their own performance, identify strengths and weaknesses, and develop goals for improvement.

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

### **a. Federal Financial Responsibility Composite Score**

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

The 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 Nuclear Medicine 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(N) credential through the ARRT.

### **c. Professional Certification**

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

The professional certification for Nuclear Medicine Technologists is administered by American Registry

of Radiologic Technologists (ARRT). Upon passing the ARRT national certifying examination, graduates use the designation RT(N).

Certification is also available through the Nuclear Medicine Technology Certification Board (NMTCB). Upon successful completion of the exam, graduates use the designation CNMT.

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

American Registry of Radiologic Technologists
  - **The national organization issuing each certification:**

American Registry of Radiologic Technologists
  - **Please explain the rational for choosing each professional certification:**

In most places of employment, credentials are required at the time of employment or within the first year. ARRT is the accepted credential.
  - **Please identify the single course or a sequence of courses that lead to each professional certification?**

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

**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 program will use standards and guidelines published by the American Registry of Radiologic Technologists (ARRT) and the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT).

**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) – May 2025

- Reason for seeking accreditation.

ACCSC accreditation allows JPU graduates to sit for the ARRT national exam to earn credentials.

**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?

Programmatic accreditation is available but not required.

- If so, please identify the specialized accrediting agency:

Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT).

**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

## **8. 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 the digital 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?**

800

### **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?**

JPU does not 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?
- 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](mailto:bmurphy@jpu.edu)

Michael Dubanewicz  
President  
Phone: 574-232-2408  
Email: [mdubanewicz@jpu.edu](mailto: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 does not contract with a third party servicer to have records digitized, maintained, and serviced.

- 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?**

Approximately 2 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 utilizes Populi as its student information system and Canvas as its Learning Management 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.**

Projected Headcount and FTE Enrollments and Degrees Conferred									
Institution/Location: John Patrick University of Health and Applied Sciences at South Bend, IN									
Program: BS Nuclear Medicine									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2025	FY2026	FY2027	FY2028	FY2029	
Enrollment Projections (Headcount)									
	Full-Time			6	24	24	24	24	
	Part-Time			2	8	14	16	16	
	Total			8	32	40	40	40	
Enrollment Projections (FTE*)									
	Full-Time			6	24	24	24	24	
	Part-Time			1	4	7	8	8	
	Total			7	28	31	32	32	
Degrees Conferred Projections				0	6	18	24	24	
Degree Level: BS									
CIP Code: - 51.0905; State – 51.0905									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

# John Patrick University of Health and Applied Sciences

## Unofficial Transcript

100 E. Wayne Street, Suite 140, South Bend, IN 46601

Phone: (574)232-2408, Fax: (574)232-2200

### STUDENT:

Student, Test T

Student ID: 2025000001

Enrolled: Sep 1, 2025

Birthdate: Sep 9, 2009

## Undergraduate

### Degree

**BSNM: Bachelor of Science in Nuclear Medicine** - Pursuing as of 9/1/2025

#### 2025-2026: Fall 2025 - 09/01/2025 - 12/15/2025

Course	Name	Attempted Credits	Earned Credits	Grade	Points
BIOL352	Imaging and Sectional Anatomy	4.00	--	IP	--
NM400	Orientation to Nuclear Medicine	1.00	--	IP	--
NM406	Diagnostic and Therapeutic Procedures I	2.00	--	IP	--
RS300	Orientation to Advanced Modalities	1.00	--	IP	--
RS306	Patient Care in Advanced Modalities	3.00	--	IP	--
RS312	Radiation Physics	3.00	--	IP	--
<b>Totals</b>		<b>14.00</b>	<b>0.00</b>	<b>Term GPA: 0.00</b>	<b>Cumulative GPA: 0.00</b>

#### 2025-2026: Spring 2026 - 01/05/2026 - 04/20/2026

Course	Name	Attempted Credits	Earned Credits	Grade	Points
NM407	Diagnostic and Therapeutic Procedures II	2.00	--	IP	--
NM410	Principles of PET	3.00	--	IP	--
NM424	Radiation Safety in Nuclear Medicine	2.00	--	IP	--
NM430	Clinical Practice I	4.00	--	IP	--
RS302	Radiation Biology and Protection	3.00	--	IP	--
RS390	Ethics and Law for Advanced Modalities	3.00	--	IP	--
<b>Totals</b>		<b>17.00</b>	<b>0.00</b>	<b>Term GPA: 0.00</b>	<b>Cumulative GPA: 0.00</b>

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

Course	Name	Attempted Credits	Earned Credits	Grade	Points
NM408	Instrumentation, QC, and QA	3.00	--	IP	--
NM409	Diagnostic and Therapeutic Procedures III	2.00	--	IP	--
NM414	Radiopharmacy and Pharmacology	3.00	--	IP	--
NM432	Clinical Practice II	9.00	--	IP	--
<b>Totals</b>		<b>17.00</b>	<b>0.00</b>	<b>Term GPA: 0.00</b>	<b>Cumulative GPA: 0.00</b>

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

Course	Name	Attempted Credits	Earned Credits	Grade	Points
NM434	Clinical Practice III	11.00	--	IP	--
NM435	Research Methods and Capstone	2.00	--	IP	--
RS404	Communication and Information Management	3.00	--	IP	--
<b>Totals</b>		<b>16.00</b>	<b>0.00</b>	<b>Term GPA: 0.00</b>	<b>Cumulative GPA: 0.00</b>

### Cumulative

Attempted Credits	Earned Credits	Points	GPA
64.00	0.00	0.00	0.00

AUD = Audit

I = Incomplete

IP = In Progress

R = Retake

W = Withdraw