

INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form For BPE Authorized Institutions

AS in Diagnostic Medical Sonography To Be Offered by John Patrick University of Health and Applied Sciences at South Bend, Indiana Campus

Degree Award Level²: Associate of Science

Mode of Delivery (In-person or Online³): Online

Career Relevant/Out-of-Classroom Experiences⁴: Internship

Suggested CIP Code⁵ for Program: 51.0910

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): 3/28/2023



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.**

Goal #1:	To prepare graduates to meet the demands of the healthcare industry by providing them with the skills, knowledge, and competencies required for entry-level sonography positions.
Objective:	To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s) it offers: Abdominal sonography – extended, obstetrics & gynecology sonography, adult cardiac sonography and vascular sonography.
Learning Domain	<p>Cognitive Domain (knowledge-based learning): To ensure that students acquire knowledge of relevant subject matter, including anatomy and physiology, sonographic physics, and pathology, necessary to perform and interpret sonographic examinations in each of the four concentrations offered.</p> <p>Psychomotor Domain (skills-based learning): To ensure that students gain the necessary technical skills to operate ultrasound equipment, perform sonographic procedures accurately, and interpret sonographic images, in each of the four concentrations offered.</p> <p>Affective Domain (behavior-based learning): To ensure that students develop professional attitudes, values, and ethical behavior, including communication and interpersonal skills, necessary to work effectively with patients, physicians, and other healthcare professionals, in each of the four concentrations offered.</p>
Assessment(s)	<p>Attrition/retention rates</p> <p>Job placement rates</p> <p>Employer Satisfaction Surveys</p> <p>Graduate Satisfaction Surveys</p>
Goal #2:	Prepare students for certification and licensure exams.
Objective:	<p>Provide students with a comprehensive understanding of the principles and practices of diagnostic medical sonography</p> <p>Ensure that the program meets the industry standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and other relevant accrediting bodies.</p> <p>Prepare students to sit for relevant certification exams and to meet state licensure requirements.</p>
Learning Domain	Cognitive Domain: This domain covers knowledge-based learning, including anatomy and physiology, sonographic physics, and pathology.
Assessment(s)	<p>Content and summative evaluations throughout didactic course work.</p> <p>National credentialing examination(s) performance</p>
Goal #3:	Prepare students to perform ultrasound examinations accurately, efficiently, and safely.
Objective:	Equip students with the technical skills necessary to perform diagnostic medical

	<p>sonography examinations, including knowledge of the equipment, patient positioning, and image acquisition.</p> <p>Prepare students to analyze and interpret sonographic images accurately and effectively, and to communicate findings to other healthcare professionals.</p> <p>Provide students with opportunities to gain practical experience through clinical rotations and other hands-on learning experiences.</p>
Learning Domain	Psychomotor Domain: This domain focuses on hands-on learning, including how to operate ultrasound equipment and perform sonographic procedures accurately.
Assessment(s)	Clinical competencies and evaluations.
Goal #4:	Develop students' critical thinking and problem-solving skills to make sound clinical decisions and communicate findings effectively to healthcare providers
Objective:	Foster critical thinking and problem-solving skills in students, enabling them to adapt to new technologies and techniques as they emerge.
Learning Domain	Interpersonal Domain: This domain addresses communication and collaboration skills that are essential for working with patients, physicians, and other healthcare professionals.
Assessment(s)	Performance evaluations Case studies
Goal #5:	Foster professionalism, ethical behavior, and effective communication skills among students.
Objective:	Promote professionalism and ethical conduct in students, emphasizing the importance of patient-centered care, confidentiality, and the need for continuing education.
Learning Domain	Affective Domain: This domain addresses emotional and attitudinal learning, including the development of professional attitudes, values, and ethical behavior.
Assessment(s)	Performance evaluations Self-Reflections
Goal #6:	Provide opportunities for students to engage in research and continuing education to stay up-to-date with advances in the field of sonography.
Objective:	Provide students with access to ongoing professional development opportunities and resources to stay up-to-date on developments in the field. Ensure program curriculum and teaching practices align with industry standards and the evolving needs of the healthcare industry.
Learning Domain	Professional Domain: This domain covers topics related to professional development, including licensure and credentialing, continuing education, and career advancement.
Assessment(s)	Participation in local and national sonography groups Completion of continuing education Self-Reflections

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: 69

Check One: Quarter hours _____
 Semester Hours X
 Clock hours _____

Tuition: \$40,020

Length of Program: 5 semesters

Special Fees: \$300 per semester

Specialty Courses:		
Course Number	Course Title	Hours
US101	Introduction to Sonography	2
US103	Patient Care & Professionalism in Sonography	2
US105	Ultrasound Physics	4
US122	Abdomen Ultrasound I	2
US124	Superficial & Small Parts Ultrasound I	2
US130	Gynecological Ultrasound	2
US132	OB Ultrasound I	2
US160	Vascular Ultrasound I	2
US190	Clinical A ^D	4
US222	Abdomen Ultrasound II	2
US224	Superficial & Small Parts Ultrasound II	2
US230	OB Ultrasound II	2
US192	Clinical B ^D	9
US223	Pediatric Ultrasound	2
US226	Advanced Abdomen Imaging	2
US234	Advanced OBGYN Imaging	2
US293	Clinical C ^D	9
US194	Clinical D ^D	6
US294	Clinical E ^D	6
US295	Clinical L ^D	6
SCI115	Medical Terminology	1
RTE120	Medical Ethics & Law	1

General Education / Liberal Arts Courses:		
Course Number	Course Title	Hours
BIOL150	Human Anatomy & Physiology I ^A	3
MATH105	Algebra I ^A	3
HUM109	English Composition ^B	3
PHY150	Descriptive Physics ^A	3
HUM111	Fundamentals of Public Speaking ^B	3
SOC105	Introduction to Psychology ^C	3
SOC107	Introduction to Sociology ^C	3

A total of 15 general education credits are required.

^ARequired general education course.

^BStudents must select one course from this category.

^C Students must select one course from this category.

^D The program requires 900 internship hours. Students select Route 1 or Route 2.

Route 1: Clinical A (100 hours), Clinical B (400 hours), and Clinical C (400 hours)

Route 2: Clinical A (100 hours), Clinical D (260 hours), Clinical E (260 hours), and Clinical L (280 hours)

Number of Credit/Clock Hours in Specialty Courses: 54 / 69 Percentage: 78%

Number of Credit/Clock Hours in General Courses: 15 / 69 Percentage: 22%

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.

EBSCO Discovery Service

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

EDS Open Access Collections are content-specific to post-secondary, higher education colleges. These collections feature academic/scholarly, industry/trade, and government resources collected from open

access sources such as university repositories, industry-specific websites, professional associations or organizations, non-governmental organizations and government agencies. Select resources are chosen for their content-rich value for academic research, career development, and curriculum and learning support. Content formats include websites, eBooks, PDF files, and/or videos. Collections featured in our profile include:

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

Full Text Finder (FTF)

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

Medline Full Text

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

ELSEVIER ScienceDirect

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

Subject Collection:

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

- Health Sciences
- Biochemistry, Genetics and Molecular Biology
- Agricultural & Biological Sciences
- Environmental Science
- Neuroscience
- Pharmacology, Toxicology and Pharmaceutics
- Immunology and Microbiology
- Veterinary Science and Veterinary Medicine
- Nursing and Health Professions

Individual Titles

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

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:	9	Full-time:	0	Part-time:	9
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)					

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Margaret Battin	Masters – Public Health BS – Mortuary Science AAS – Diagnostic Medical Sonography	11	0.25	6		X
Joseph Bradley	Doctorate – Chiropractic Doctorate – Psychology MS – Substance Abuse Counseling and Education	22	3.5	13		X
Liliana Braescu	Ph.D. – Mathematics MS – Modeling in Economy and Applied Science BS - Mathematics	23	11	23		X
Micah Hamanaka	Ph.D. – Biomedical Engineering MS – Mechanical Engineering BA - Physics	9	7	4		X
Moriah Hoover	AS - General Studies	21	3.5	6		X

Donald LaFleur	MS - Education MS – Medical Physics BS – Psychology Certificate - Diagnostic Medical Sonography	10	4	5		X
Nicole LaMaster	Doctor of Chiropractic BS – Human Biology	9	11	0		X
Scott McLean	MA – Communication BA - Communication	30	1	19		X
Isaak Miroshenko	MA – Higher Education Administration BS – Political Science	11	2.5	6		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 Diagnostic Medical Sonography program at the John Patrick University of Health and Applied Sciences is designed to train individuals to become skilled in using ultrasound technology. Diagnostic Medical Sonography is a rewarding career in healthcare, where the sonographer plays a critical role in helping healthcare providers diagnose and treat medical conditions.

The curriculum covers various topics such as anatomy and physiology, ultrasound physics, patient care and communication, and pathology. Students will learn how to operate ultrasound equipment, perform scans, and analyze images to identify abnormalities.

The program emphasizes the importance of patient care and communication skills, as sonographers work closely with patients to ensure their comfort and safety during the scanning process. Students will also learn about legal and ethical considerations in medical sonography, safety, and professional development.

This program requires an externship, where the student is placed in the clinical setting for college credit. During the externship, students will work under the supervision of licensed sonographers in healthcare settings such as hospitals, clinics, or imaging centers. This practical experience provides students with valuable 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 by offering new programs such as diagnostic medical sonography.

JPU has already proven successful in offering programs through distance learning formats. The DMS program will use online classroom instruction, ultrasound simulation technology, and a hands-on clinical externship, 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 students' learning outcomes.

The DMS program clearly aligns with the mission statement as it will help students develop ultrasound skills, building competent entry-level scanners by the end of the program. The DMS program aligns with industry standards in curriculum to ensure student success in this technical field.

Strategically, as a school with a strong focus on becoming a comprehensive institution in the field of radiological science, the addition of dedicated ultrasound program is of utmost importance. This program 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 establish itself as a leading institution in the ultrasound education field.

[JPU's Strategic Plan is available here.](#)

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 online Diagnostic Medical Sonography program is well equipped to meet the CHE's priorities of completion, equity, and talent.

Completion: An online ultrasound program can help students complete their education by providing a flexible and convenient way to earn the necessary qualifications for a career in ultrasound. 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 Online ultrasound 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 ultrasound program in their area can still pursue their education and career goals through an online program. Additionally, online programs can often be more affordable than traditional programs, which can help make education more accessible to a wider range of students. JPU is dedicated to creating an environment that is learner-centric, including personalization of

education and tools students need to succeed.

Talent: JPU's online ultrasound 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 aims to bring high-quality sonography education that exceeds 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 online Diagnostic Medical Sonography 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 students 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 material and class design to optimize credit hours. The online component improves affordability by not requiring on-campus living or relocation to attend.

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 Diagnostic Medical Sonography from 2021-2031 to be 10% or about 14,700 jobs. This is faster than 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 ultrasound education to places that need it. There are currently only 5 programs in the United States that

are fully online, and only one of these programs offers a degree.

With new simulation ultrasound technology, portable ultrasound units, and high-quality internet-based learning platforms, creating an online ultrasound program will fill workforce gaps throughout the country.

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.**

Diagnostic medical sonographers are employed in multiple healthcare settings such as hospitals, clinics, imaging centers, and mobile imaging services.

Students may also find opportunities in related fields such as research, development, and education.

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 an AAS in Diagnostic Medical Sonography will mainly find employment as a diagnostic medical sonographer, which goes under many titles such as sonographer, ultrasound technologist, or ultrasound technician.

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 the human anatomy and physiology, particularly the structures and functions of the organs and tissues that are imaged using ultrasound.
- **Technical proficiency:** Students will be proficient in operating ultrasound equipment, including selecting appropriate transducers and settings, positioning the patient, and acquiring high-quality images.
- **Image interpretation:** Students will be able to interpret ultrasound images to identify normal and abnormal structures and identify potential pathologies and artifacts.
- **Patient care and safety:** Students will know the importance of patient care and safety, utilizing good communication skills, appropriate patient positioning techniques, and

proper use of 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 diagnostic 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 in the field of ultrasound.

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 of anatomy, physiology, physics, and ultrasound instrumentation.
- Practical exams: Practical exams will be used to assess technical proficiency, patient care, and safety. Students will be evaluated on their ability to perform ultrasound exams on live or simulated patients, and their ability to identify normal and abnormal structures in images.
- 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 image acquisition, patient care, image interpretation, 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 analyze images and make diagnostic decisions.
- Portfolios: Portfolios will be used to assess a student's professional development and growth. Students can compile evidence of their learning, such as reflective writing, case studies, and images, to demonstrate their competence and professional growth.
- 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 3.00. This is reported on the most recent audited financial statements 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 not required in Indiana. However, state licensure is required in other states.

c. Professional Certification

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

Professional certifications include:

American Registry of Diagnostic Medical Sonography (ARDMS) credentials:

- Registered Diagnostic Medical Sonographer (RDMS) in abdomen, breast, fetal echocardiography, obstetrics & gynecology, and pediatric sonography
- Registered Diagnostic Cardiac Sonographer (RDCS) in adult, fetal, and pediatric echocardiography
- Registered Vascular Technologist (RVT) in vascular technology
- Registered Musculoskeletal Sonographer (RMSKS) in musculoskeletal sonography

Cardiovascular Credentialing International (CCI) credentials:

- Advanced Cardiac Sonographer (ACS)
- Registered Congenital Cardiac Sonographer (RCCS)
- Registered Cardiac Sonographer (RCS)
- Registered Vascular Specialist (RVS)

American Registry of Radiologic Technologists (ARRT) credentials:

- Registered Technologist (Sonography) (RT-S)
- Registered Technologist (Vascular Sonography) (RT-VS)
- Registered Technologist (Breast Sonography) (RT-BS)

- **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:**

Initially, graduates of the program will be able to obtain their ARRT (RT-S) credentials. After the ARRT is awarded, ARDMS and CCI credentials can also be obtained.

- **The national organization issuing each certification:**

American Registry of Radiologic Technologists

- **Please explain the rationale for choosing each professional certification:**

In most places of employment, credentials are required at the time of employment or within the first year. ARRT is accepted, but if ARDMS or CCI are required, the ARRT works as a pathway to obtaining other credentials

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

All of the DMS courses are needed to be prepared for certification exams. DMS 105 – Ultrasound Physics is an important facet to obtaining ultrasound credentials for all modalities and organizations

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 Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). These standards have been reviewed and revised by:

- American College of Cardiology
- American College of Radiology
- American Institute of Ultrasound in Medicine
- American Society of Echocardiography
- American Society of Radiologic Technologists
- Society of Diagnostic Medical Sonography
- Society for Vascular Surgery
- Society for Vascular Ultrasound
- Joint Review Committee on Education in Diagnostic Medical Sonography
- Commission on Accreditation of Allied Health Education Programs

The entire guidelines can be viewed [HERE](#).

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) – July 2023

- **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?**

Yes, but not required.

- **If so, please identify the specialized accrediting agency:**

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

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 have the ability to 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 Radiation Therapy
- Bachelor of Science in Radiologic Science
- Bachelor of Science in Medical Dosimetry
- Bachelor of Science in Integrative Health and Lifestyle Medicine

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?**

500

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

500

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

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

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

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

JPU does not contracted 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.

I. **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									
March 28, 2023									
Institution/Location: John Patrick University of Health and Applied Sciences at South Bend, IN									
Program: AS Diagnostic Medical Sonography									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2023	FY2024	FY2025	FY2026	FY2027	
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: AS									
CIP Code: - 51.0910; State – 51.0910									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

John Patrick University of Health and Applied Sciences

Official Transcript

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

RECIPIENT:**STUDENT:**

Student, Test
Student ID: 2022000005
Birthdate:
Enrollment Date: Sep 4, 2023

Degrees/Certificates

Associate of Science in Diagnostic Medical Sonography (Track: AS DMS Route 1 - Granted 4/21/2025)
Granted 4/21/2025

Transcript

2023-2024: Fall 2023 - 09/04/2023 - 12/18/2023

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
BIOL150	Anatomy & Physiology I	3.00	3.00	B	9.00
HUM109	English Composition	3.00	3.00	C	6.00
MATH105	Algebra I	3.00	3.00	B	9.00
PHY150	Descriptive Physics	3.00	3.00	A	12.00
US101	Introduction to Sonography	2.00	2.00	A	8.00
Totals		14.00	14.00	Term GPA: 3.14	Cum. GPA: 3.14

2023-2024: Spring 2024 - 01/08/2024 - 04/22/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
RTE120	Medical Ethics and Law	1.00	1.00	B	3.00
SCI115	Medical Terminology	1.00	1.00	A	4.00
SOC105	Introduction to Psychology	3.00	3.00	A	12.00
US103	Patient Care & Professionalism in Sonography	2.00	2.00	A	8.00
US105	Ultrasound Physics	4.00	4.00	A	16.00
Totals		11.00	11.00	Term GPA: 3.91	Cum. GPA: 3.48

2023-2024: Summer 2024 - 05/06/2024 - 08/19/2024

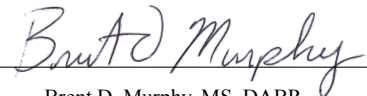
Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US122	Abdomen Ultrasound I	2.00	2.00	A	8.00
US124	Superficial and Small Parts Ultrasound I	2.00	2.00	B	6.00
US130	Gynecological Ultrasound	2.00	2.00	A	8.00
US132	OB Ultrasound I	2.00	2.00	A	8.00
US160	Vascular Ultrasound I	2.00	2.00	B	6.00
US190	Clinical A	4.00	4.00	P	16.00
Totals		14.00	14.00	Term GPA: 3.71	Cum. GPA: 3.56

2024-2025: Fall 2024 - 09/02/2024 - 12/16/2024

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US192	Clinical B	9.00	9.00	P	36.00
US222	Abdomen Ultrasound II	2.00	2.00	A	8.00
US224	Superficial & Small Parts Ultrasound II	2.00	2.00	A	8.00
US230	OB Ultrasound II	2.00	2.00	B	6.00
Totals		15.00	15.00	Term GPA: 3.87	Cum. GPA: 3.65



Elizabeth M Datema
Office of the Registrar



Brent D. Murphy, MS, DABR

President

2024-2025: Spring 2025 - 01/06/2025 - 04/21/2025

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
US223	Pediatric Ultrasound	2.00	2.00	A	8.00
US226	Advanced Abdomen Imaging	2.00	2.00	A	8.00
US234	Advanced OBGYN Imaging	2.00	2.00	A	8.00
US293	Clinical C	9.00	9.00	P	36.00
Totals		15.00	15.00	Term GPA: 4.00	Cum. GPA: 3.72

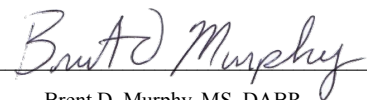
Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	69.00	69.00	257.00	3.72
Transfer	0.00	0.00	0.00	0.00
Overall	69.00	69.00	257.00	3.72





Elizabeth M Datema
Office of the Registrar



Brent D. Murphy, MS, DABR

President

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

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

I. *Grade and Credit Point System*

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

Graduate Courses

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

Undergraduate Courses

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

Repeated Courses

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

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

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

Abbreviations and Symbols

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

Credit Types

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

II. *Record Format*

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

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

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

III. *Transfer, Test and Special Credit*

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

IV. *Accreditation*

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

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

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

V. *Validation*

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

VI. *Registrar Contact*

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