



INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Friday, December 13, 2024

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

www.in.gov/bpe

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AGENDA

Meeting of the Board for Proprietary Education

Indiana Commission for Higher Education

December 13, 2024

1:00 P.M. – 3:30 P.M.

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

Microsoft Teams

[Join the meeting now](#)

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Phone conference ID: 785 052 902#

| | | |
|----|---|---|
| I. | Call to Order – 1:00 P.M. (Eastern) | |
| | Roll Call of Members and Determination of Quorum | |
| | Executive Director's Report | |
| | Consideration of the Minutes of September 9, 2024, Board Meeting | 1 |

II. Program Review and Decision Items

A. Program Review – Zakat Foundation Institute

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| A. | Calendar of Tentative Meeting Dates of the Board | 101 |
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**IV. OLD BUSINESS
NEW BUSINESS
ADJOURNMENT**

The next meeting of the Board is tentatively scheduled for **March 3, 2025, in Indianapolis, Indiana.**

**STATE OF INDIANA
Board for Proprietary Education**

Minutes of Meeting

Monday, September 9, 2024

I. CALL TO ORDER

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

Members Absent: None.

State Board of Nursing: Toni Herron (in person).

Guests: Alex Barann (virtual); Steve Budosh (virtual); Paige Demkowicz (virtual); Pam Fair, Ph.D. (virtual); Karen Ferguson, Ph.D., (in person); Brandi Herbert (in person); Robert Petrucci (in person); and Tony Smarrella (in person).

A quorum was determined for the September 9, 2024, Board meeting.

CONSIDERATION OF THE MINUTES OF THE JUNE 14, 2024, BOARD MEETING

R-24.09.01 **Resolved:** The Board for Proprietary Education hereby approves the Minutes of the June 14, 2024, regular meeting.
(Motion – Konesco, second – Shane, unanimously approved)

II. EXECUTIVE DIRECTOR'S REPORT

Ken Sauer announced that he was transitioning to a new role with the Commission as Senior Advisor to the Commissioner. As the Senior Advisor to the Commissioner, his first focused project would be on Artificial Intelligence (AI).

III. PROGRAM REVIEW

A. Program Review

1. Fortis College presented to the Indiana Board for Proprietary Education a comprehensive review of programs offered.

Representing Fortis College: Steve Budosh, Chief Financial Officer; Pam Fair, Director of MLT Program; Karen Ferguson, Vice President of Academic Affairs; Brandi Herbert, Dean of Education; Robert Petrucci, National Dean of Program Management; and Tony Smarrella, Campus President.

Representing Plante Moran: Alex Barann, Manager – Management Consulting; and

Paige Demkowicz, Senior Consultant – Management Consulting.

Ken Sauer introduced the Fortis College program review. Ross Miller presented the staff report outlining the Fortis College program review. Tony Smarrella and Steve Budosh presented materials on behalf of the institution. Alex Barann and Paige Demkowicz presented an overall financial assessment of Education Affiliates and Fortis College in Indianapolis.

IV. DECISION ITEM

B. Academic Degree Program

2. Associate of Occupational Studies (A.O.S.) in Medical Laboratory Technology to be offered by Fortis College.

Representing Fortis College: Pam Fair, Director of MLT Program; Karen Ferguson, Vice President of Academic Affairs; Brandi Herbert, Dean of Education; Robert Petrucci, National Dean of Program Management; and Tony Smarrella, Campus President.

Ken Sauer introduced the proposal for the A.O.S. in Medical Laboratory Technology program. Ross Miller presented the staff report recommending that Fortis College be approved to offer one associate's degree program.

R-24-09.02 **Resolved:** The Board for Proprietary Education approves the following recommendation by consent, per the background information provided in this agenda item.
(Motion –Shane, second – Konesco, unanimously approved)

V. NURSING NCLEX REVIEW

A. Tracking the NCLEX Pass Rates of BPE Authorized Nursing Programs

1. BPE-authorized nursing programs NCLEX pass rates review.

Representing the Indiana State Board of Nursing: Toni Herron, Education Compliance Officer.

Ken Sauer introduced the NCLEX pass rates of BPE-authorized institutions. Ross Miller provided an in-depth analysis of the NCLEX pass rates. Toni Herron presented contextual background information on the NCLEX pass rate.

VI. INFORMATION ITEM

OLD BUSINESS

NEW BUSINESS

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 12:30 P.M.

Dr. Ken Sauer, Chairman

Date

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BOARD FOR PROPRIETARY EDUCATION

Friday, December 13, 2024

PROGRAM REVIEW ITEM A-1:**Zakat Foundation Institute:
Program Review Background****Institutional Profile**

See Attachment.

Staff Recommendation

None.

Background**Program Background**

The Zakat Foundation Institute appeared before the Indiana Board for Proprietary Education at the March 2024 business meeting. At that meeting, the Board authorized Zakat Foundation Institute to offer the Master of Arts (M.A.) in Humanitarian Leadership.

For review, the Commission requested that the Zakat Foundation Institute submits the following information for each program being offered:

1. A list of current and proposed programs offered by the Zakat Foundation Institute.
2. The long-term goals of the Zakat Foundation Institute.
3. The number of students enrolled in each program over the past five years.
4. The number of students who graduated from each program over the past five years.
5. The length of service and profile of each faculty member.

Supporting Document

Zakat Foundation Institute Program Review Response

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Institutional Profile for Zakat Foundation Institute

Background The Zakat Foundation Institute was established by the Zakat Foundation of America with administrative support by the non-profit, Center on Muslim Philanthropy. The institution was created to offer students training in humanitarian philanthropy. The Zakat Foundation Institute programs were designed to complement the programs offered by the Indiana University Indianapolis Lilly Family School of Philanthropy. Zakat Foundation Institute students may have been or are currently enrolled in the Lilly Family School of Philanthropy companion programs at the graduate certificate, master's, and doctoral levels.

Institutional Control Private, non-profit institution.

Institutional Accreditation The institution is seeking accreditation from the Distance Education Accrediting Commission (DEAC). The Academic Director, Abbas Barzegar, completed the DEAC accreditation workshop in January 2021. An Application for Initial Accreditation would be submitted to DEAC. The accreditor advised the institution to await the graduation of the Master of Arts (M.A.) in Humanitarian Leadership first cohort before applying for accreditation.

Participation in NC-SARA The Zakat Foundation Institute does not participate in the State Authorization Reciprocity Agreement (SARA).

Participation in Student Financial Aid Students attending the institution would not be eligible to receive Title IV funding. Scholarships will be provided to students by philanthropic entities such as the Zakat Foundation of America and other philanthropic entities. Thus far, the Zakat Foundation Institute has not charged students tuition or fees.

Campuses The institution currently offers two programs, both through distance education.

Enrollment The Zakat Foundation Institute does not currently submit data to the National Center for Education Statistics (NCES). The institution reported 60 enrolled students in the academic year 2023.

Program The institution offers the Master of Arts (M.A.) in Humanitarian Leadership and a Graduate Certificate in Humanitarian Philanthropy. In addition, the Zakat Foundation Institute has engaged both independently and in collaboration with Indiana University Indianapolis Lilly Family School of Philanthropy to offer workshops, conferences, and symposiums.

Financial Responsibility Composite Score (FRCS) In the Fiscal Year (FY) ending December 31, 2023, the institution had an unpublished FRCS of 2.0.

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PROGRAM REVIEW DOCUMENT

November 28, 2024



**INDIANA COMMISSION for
HIGHER EDUCATION**
Supporting students for over 50 years
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Doctorate in Humanitarian Leadership

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BACKGROUND, HISTORY & OWNERSHIP

After years of planning and consultation with experts and scholars, Zakat Foundation Institute was founded and launched in 2020 during the height of the global COVID-19 pandemic as a long-term professional training and scholarly research initiative. The Institute is sponsored by Zakat Foundation of America, a leading humanitarian organization with specialized expertise in disaster response and development in global Muslim societies and is fiscally sponsored by the Center on Muslim Philanthropy, a nonprofit capacity building and training organization providing services across the United States. With the Lilly School of Philanthropy at Indiana University-Indianapolis, Zakat Foundation Institute admitted an inaugural cohort of eighteen students into its first joint-graduate certificate program, the Zakat Foundation Institute Fellowship in Muslim Philanthropy and Humanitarian Studies for the 2020-2021 academic calendar.

Incorporation

The Zakat Foundation Institute (ZFI) was established on **March 12, 2020**, as a domestic nonprofit corporation under Indiana law. With its principal office located at **6818 E County Rd 675 S, Plainfield, IN, USA**, ZFI is classified as a **public benefit corporation** dedicated to advancing charitable, educational, and scientific objectives. The institute focuses on empowering professionals in the humanitarian, philanthropic, and nonprofit sectors through specialized education and training.

Key details about ZFI:

- **Founders:** Incorporated by **Rasheed Ahmed** and **Shariq Siddiqui**, with Siddiqui serving as the registered agent.
- **Tax Compliance:** Operates as a **501(c)(3)** tax-exempt organization, allowing contributions to be tax-deductible.
- **Commitment:** Aligns with strict nonprofit standards, ensuring its activities serve the public benefit exclusively.

CEO & Co Founder

Rasheed Ahmed is ZFI's Executive Director. Rasheed Ahmed is an American Muslim leader of Indian descent. Over four decades since Rasheed made United States his adopted country, he remained focused on community building, furthering social justice and building bridges among diverse communities. His passion is to embed social good and social justice in philanthropic discourses and practices to make the world a better place. His first career was in corporate sector mostly with multinational IBM. Later he transitioned into social good sector starting with one of the largest physicians' associations in North America, Islamic Medical Association of North America (IMANA). He currently leads social good organizations in leadership roles. He serves as the Executive Director of Zakat Foundation Institute, Founding Board Member of Center on Muslim Philanthropy (CMP), and a member of the Council of Advisors to the Muslim Philanthropy Initiative (MPI) at the Lilly Family School of Philanthropy of Indiana University. Previously he served as the Treasurer of the World Congress of Muslim Philanthropy (WCMP) as an Adjunct Faculty at the Fund-Raising School (TFRS) of Indiana University, and a Past-President of US India Policy Institute (USIPI) and Indian American Muslim Council.

MISSION & OBJECTIVES

Mission:

Our mission is to offer a solution-oriented educational experience that accelerates the success of the social good sector by empowering local charitable work leaders with specialized knowledge and professional skills and integrating them into the services of global humanitarianism and philanthropy.

Objectives:

- Developing specialized training programs to prepare leaders for success in the social good sector.
- Promoting research and knowledge exchange, specifically focusing on humanitarianism.
- Expanding international collaborations to integrate local leaders into global humanitarian efforts.
- Enhancing practical skills for local charity leaders to better manage and scale their organizations.

CURRENT & PROPOSED PROGRAMS

| CIP Code | Program Name | Status (Active, or Proposed) | Approval Date |
|----------|--|------------------------------|----------------|
| 30.2001 | Doctorate in Humanitarian Leadership | Proposed | |
| 30.2001 | Master of Arts (M.A.) in Humanitarian Leadership | Active | March 08, 2024 |
| 30.2001 | Graduate Certificate in Humanitarian Leadership | Active | 2022 |

LONG TERM GOALS OF ZFI (3 TO 5 YEARS)

A. Advance Research on Charitable Practices

Establish a research center dedicated to humanitarianism and social finance, aiming to publish influential papers and contribute to the global dialogue on charitable practices and policies.

B. Strengthen Local and Regional Partnerships

Build stronger ties with local charities and grassroots organizations, focusing on empowering them with the tools and leadership skills necessary to amplify their social impact.

C. Enhance Global Accessibility Through Online Learning

Invest in online learning platforms to offer flexible, high-quality programs that make ZFI's courses accessible to students and professionals worldwide, particularly those in underserved regions.

D. Engage Alumni and Foster Global Partnerships

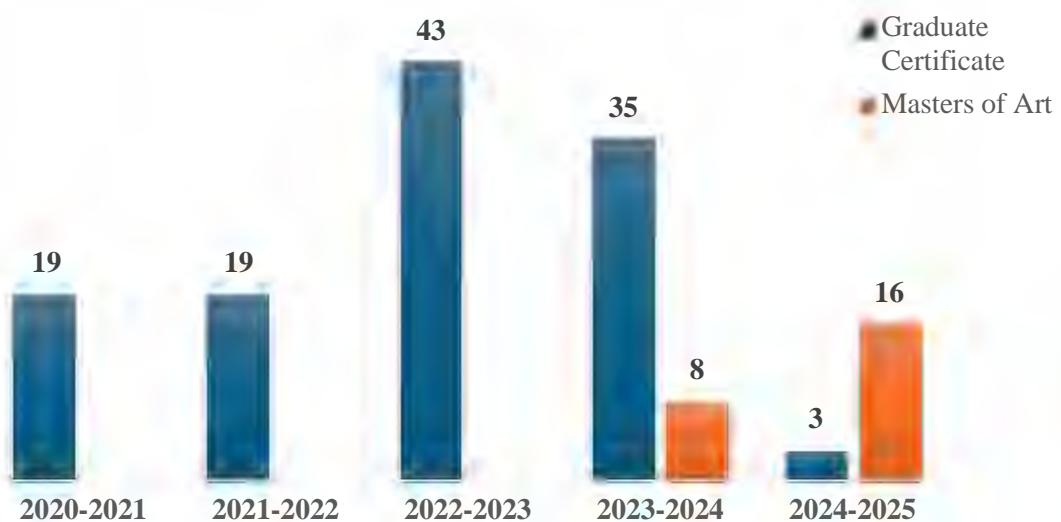
Develop a robust alumni network and strengthen partnerships with international organizations to provide career development opportunities, internships, and collaborative projects that benefit both alumni and current students.

PROGRAM OVERVIEW

ENROLLMENT

For AY 2020/21 to 2024/25

The Zakat Foundation Institute has seen consistent and impressive enrollment in both its Graduate Certificate and Masters programs over the years. The Graduate Certificate program attracts a diverse group of students seeking to enhance their professional skills and knowledge in a shorter time frame, while the Masters program, introduced in Summer 2024, appeals to those aiming for an in-depth and comprehensive understanding of their field. The steady increase in enrollment numbers reflects the institute's growing reputation for academic excellence and its commitment to providing quality education that meets the needs of its students. This trend highlights the institute's success in fostering an environment conducive to learning and professional development.



GRADUATION OUTCOMES

GRADUATE CERTIFICATE IN HUMANITARIAN LEADERSHIP

| Program Title | Graduation Rate |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------------|
| | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Overall Graduation Rate |
| Graduate Certificate in Humanitarian Leadership | 95% | 53% | 33% | 3% | 0% | 36% |

3 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle.

13 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle.

15 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle.

2 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle.

33 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle.

Year Wise Enrollment & Graduates Break Down

| <u>Graduate Certificate in Humanitarian Leadership</u> | | | | | | |
|---|-------------------|-----------|-----------|-----------|--------------------------|--|
| ACADEMIC YEAR | TOTAL ENROLLMENTS | PROGRESS | | | GRADUATION RATE = d÷a | REMARKS |
| | | Enrolled | Withdrawn | Graduates | | |
| a | b | c | d | = d÷a | | |
| 2020-2021 | 19 | 0 | 1 | 18 | 95% | - |
| 2021-2022 | 19 | 3 | 6 | 10 | 53% | 3 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle. |
| 2022-2023 | 43 | 13 | 16 | 14 | 33% | 13 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle. |
| 2023-2024 | 35 | 15 | 19 | 1 | 3% | 15 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle. |
| 2024-2025 | 3 | 2 | 1 | 0 | 0% | 2 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle. |
| Grand Total | 119 | 33 | 43 | 43 | 36% | 33 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle. |

MASTER OF ARTS (M.A.) IN HUMANITARIAN LEADERSHIP

| Academic Year | Total Enrollments | Progress | | | Graduation Rate =d÷a | Remarks |
|---------------|-------------------|----------|-----------|--------|-------------------------|--|
| | | Enrolled | Withdrawn | Alumni | | |
| a | b | c | d | =d÷a | | |
| 2023-2024 | 8 | 8 | 0 | 0 | 0 | 8 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle. |
| 2024-2025 | 16 | 14 | 2 | 0 | 0 | 14 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle. |
| Grand Total | 24 | 22 | 2 | 0 | 0 | 22 x students are currently enrolled. The graduation rate will be finalized upon the conclusion of their academic cycle. |

PROGRAM FACULTY

The faculty at **Zakat Foundation Institute (ZFI)** includes accomplished scholars and practitioners with extensive expertise in philanthropy, nonprofit management, and social impact. Their diverse backgrounds and real-world experience enrich the academic environment, fostering innovative, solution-oriented education that aligns with ZFI's mission to empower leaders in the social good sector. Through teaching, research, and mentorship, the faculty integrate local charitable.

A. Proposed Program: Doctorate in Humanitarian Leadership

| <u>Name</u> | <u>Title</u> | <u>Year of Experience</u> | <u>Brief Profile</u> |
|-------------------------|--|----------------------------------|---|
| Dr. Kim Williams-Pulfer | Ph.D., Philanthropic Studies | 10 years | Specializes in philanthropy, civil society, and social movements with a strong background in nonprofit management and Caribbean studies. |
| Dr. Richard Klopp | Ph.D., Philanthropic Studies | 33 years | Extensive experience in social ventures, nonprofit leadership, and international development, with a focus on Africa and cross-cultural communication. |
| Dr. Amr Abdalla | PhD., Conflict Analysis and Resolution." Professor Emeritus | 25 years | Expert in peacebuilding, conflict resolution, and academic leadership with extensive teaching and administrative roles in global universities and institutions. |
| Dr. Shariq Siddiqui | PhD., Philanthropic Studies | Over 10 years | Dr. Shariq Siddiqui is an Assistant Professor and Director of the Muslim Philanthropy Initiative at Indiana University. He holds a Ph.D. and M.A. in Philanthropic Studies and a JD from Indiana University. Dr. Siddiqui has authored several books and numerous peer-reviewed articles on Muslim philanthropy and nonprofit organizations. He also serves as the editor-in-chief of the Journal of Muslim Philanthropy and Civil Society. |
| Dr. Aisha Azhar | PhD., Public Administration & Policy | 22 years | Dr. Aisha Azhar has a rich background in public administration and policy, with significant teaching and research experience. She has held various academic and administrative positions, including Director of MS & PhD programs and Editor of academic journals. Dr. Azhar has been involved in numerous funded research projects and has published extensively in the fields of |

| | | | |
|-------------------|--|----------|---|
| | | | public administration, governance, and disaster management. |
| Dr. Mehnaz Gul | PhD., Communication | 22 years | Dr. Mehnaz Gul holds extensive experience in teaching qualitative research methods, management, communication, and leadership courses. She has supervised numerous research theses and published research articles in peer-reviewed journals. Dr. Gul has also organized seminars and trainings on various topics, including entrepreneurship and women empowerment. |
| Dr. Rafeel Wasif | PhD., Political Science | 10 years | Focuses on nonprofit management and Muslim philanthropy, with research on the intersection of politics and charitable giving post-9/11. |
| Dr. Selman Kesgin | PhD. | 10 years | Dr. Selman Kesgin is a distinguished academic and researcher with extensive experience in disaster management and humanitarian aid. He has held various academic positions and has been involved in significant research projects related to disaster response and management. Dr. Kesgin has also delivered lectures and presentations on the impacts of natural disasters, such as earthquakes, and has collaborated with international institutions for educational and research purposes. |
| Dr. Zainab Farhat | PhD., Public Policy Law and Governance | 6 years | She teaches Muslim philanthropy and humanitarian studies, focusing on globalization and localization, to diverse students worldwide. Her work emphasizes Islamic philanthropy, equipping students with the knowledge to address global challenges and foster impactful community contributions. |
| Dr. Zesshan Noor | PhD., Public Affairs | 6 years | He has served as a Research Manager and Affiliate Faculty at the Indiana University Lilly Family School of Philanthropy, focusing on the Muslim Philanthropy Initiative12. Additionally, he has been a Lecturer and Student Advisor at the Zakat Foundation Institute (ZFI) |

B. Program: Master of Arts (M.A.) in Humanitarian Leadership

| | | | |
|-----------------------|-------------------|---------------------|---------------------------|
| ▪ Dr. Richard Klopp | ▪ Dr. Aisha Azhar | ▪ Dr. Selman Kesgin | ▪ Dr. Kim Williams-Pulfer |
| ▪ Dr. Shariq Siddiqui | ▪ Dr. Mehnaz Gul | ▪ Dr. Zainab Farhat | ▪ Dr. Zeeshan Noor |

C. Program: Graduate Certificate in Humanitarian Leadership

| | | |
|-----------------------|---------------------|---------------------------|
| ▪ Dr. Richard Klopp | ▪ Dr. Selman Kesgin | ▪ Dr. Kim Williams-Pulfer |
| ▪ Dr. Shariq Siddiqui | ▪ Dr. Zainab Farhat | ▪ Dr. Zeeshan Noor |

*Please refer **Table A**, for Faculty Details of Masters and Graduate Certificate program

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BOARD FOR PROPRIETARY EDUCATION

Friday, December 13, 2024

DECISION ITEM B-1:**Zakat Foundation Institute:
One Doctoral Program Through Distance Education****Institutional Profile**

See Attachment.

Staff Recommendation

That the Board for Proprietary Education approves the Doctorate (Professional Practice) in Humanitarian Leadership, in accordance with the background discussion of this agenda item and the New Program Proposal.

Background**Degree Program Profile***Doctorate (Professional Practice) in
Humanitarian Leadership Through
Distance Education*

This program consists of 48 semester credit hours, with 100 percent of the courses in the specialty. The program faculty consists of eight individuals, all of whom are part-time. Each of the eight has a doctoral degree.

The proposed Doctorate in Humanitarian Leadership is designed for students who possess a master's degree in humanitarian studies, international development, social sciences, public policy, or a similar field of study. For admission to the doctorate program, the Zakat Foundation Institute Master of Arts (M.A.) in Humanitarian Leadership or any master's degree from an institution with accreditation recognized by the US Department of Education will be accepted.

Supporting Document

New Program Proposal

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INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

**Doctorate in Humanitarian Leadership¹
To Be Offered by Zakat Foundation Institute**

Degree Award Level²: Doctor's Degree - Professional Practice

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

Career Relevant/Out-of-Classroom Experiences⁴: Career

Suggested CIP Code⁵ for Program: 30.2001

Name of Person Preparing this Form: Maliha Naeem

Telephone Number and Email Address: +1 (317) 223-8973

maliha.naeem@zfinstitute.com

Date the Form was Prepared (Use date last revised): 04/24/2024



INDIANA COMMISSION *for*
HIGHER EDUCATION
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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
17. Doctor's Degree-Research/Scholarship
18. Doctor's Degree-Professional Practice
19. Doctor's Degree-Other

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

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

⁵ CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes 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.

Zakat Foundation Institute plays a pivotal role in shaping the future of humanitarian and philanthropic leadership by equipping professionals with the skills and knowledge needed to address complex challenges in the modern world. Through its graduate education programs, ZFI provides a unique learning experience led by a diverse team of applied researchers, seasoned practitioners, and accomplished scholars. This approach ensures a balance between academic rigor and practical application, empowering students to make tangible impacts in their respective fields.

Furthermore, ZFI serves as a hub for thought leadership and public education, fostering discussions, and raising awareness about crucial issues in aid and development, particularly within Muslim societies. By offering a Doctorate program focused on the practice of humanitarian philanthropy, ZFI underscores its commitment to addressing pressing global issues such as forced displacement, structural racism, humanitarian disasters, and historical disenfranchisement. The institute is dedicated to meeting the practical educational needs of communities and individuals affected by these challenges, contributing to positive change on both local and global scales.

• Doctorate in Humanitarian Leadership: (48 credits)

The Doctorate in Humanitarian Leadership program at the Zakat Foundation Institute (ZFI) is a comprehensive and rigorous academic endeavor designed to prepare scholars and practitioners for leadership roles in the humanitarian sector. This doctoral program integrates theoretical knowledge with practical skills to address the complex challenges facing humanitarian organizations and communities worldwide.

The program's curriculum combines interdisciplinary coursework, research, and fieldwork to provide students with a holistic understanding of humanitarian leadership. Core areas of study include humanitarian principles and ethics, history of humanitarianism, Waaf development & management, Islamic finance & humanitarianism, and humanitarian leadership & Public policy.

Students enrolled in the Doctorate program engage in advanced research projects that contribute to the academic literature and inform humanitarian practice. They work closely with faculty mentors who are experts in their respective fields, receiving guidance and support throughout their doctoral journey.

One of the distinguishing features of the Doctorate program is its emphasis on experiential learning and real-world application. Students could participate in internships, fieldwork, and practicum experiences with leading humanitarian organizations, gaining hands-on experience and insight into the complexities of humanitarian work.

Additionally, the program fosters a collaborative and supportive learning environment, where students engage in scholarly discourse, share best practices, and collaborate on research projects. Through seminars, workshops, and conferences, students can network with peers and professionals in the humanitarian field, building valuable connections and partnerships.

Graduates of the Doctorate in Humanitarian Leadership program are equipped with the knowledge, skills, and ethical foundation to lead and innovate in the humanitarian sector. Whether pursuing careers in academia, research, policy, or practice, graduates are prepared to make meaningful contributions to humanitarian efforts.

worldwide, advancing the mission of the Zakat Foundation Institute and promoting positive change in communities affected by crises and disasters.

Admission Requirements:

The admission requirements for the Doctorate in Humanitarian Leadership program at the Zakat Foundation Institute (ZFI) typically include the following:

- **Educational Background:** Applicants should hold a master's degree from an accredited institution, preferably in a related field such as humanitarian studies, international development, social sciences, public policy, or a relevant discipline.
- **Academic Transcripts:** Submission of official transcripts from all post-secondary institutions attended, demonstrating strong academic performance.
- **Letters of Recommendation:** Typically, applicants are required to provide letters of recommendation from academic or professional references who can speak to their qualifications, abilities, and potential for success in a doctoral program.
- **Statement of Purpose:** A written statement outlining the applicant's academic and professional background, research interests, career goals, and reasons for pursuing a Doctorate in Humanitarian Leadership at ZFI.
- **Resume or Curriculum Vitae (CV):** A comprehensive resume or CV detailing the applicant's educational background, work experience, research projects, publications, and relevant accomplishments.
- **Research Proposal:** A detailed research proposal outlining the applicant's intended research topic, objectives, methodology, and significance to the field of humanitarian leadership.
- **English Proficiency:** For international applicants whose native language is not English, proof of English proficiency is typically required through standardized tests such as the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System).
- **Interview:** Some programs may require an interview as part of the admissions process to assess the applicant's fit for the program and clarify any questions related to their application.

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: 48 Credit Hours Check one: Quarter Hours _____
_____ Semester Hours X
_____ Clock Hours _____

Tuition: \$0 Length of Program: 3 Years

Special Fees: \$0

SPECIALTY COURSES:

| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
|-----------------------------|--|----------------------------|
| HL506 | Humanitarian Leadership Writing I | 3 |
| DHL601 | The Landscape of Humanitarian Sector | 3 |
| DHL602 | Humanitarian Leadership Practices | 3 |
| DHL603 | Humanitarian Leadership, Justice, and Ethics | 3 |
| DHL604 | History of Humanitarianism | 3 |
| DHL605 | Research Methods I - Qualitative | 3 |
| HL503 | Muslim Philanthropy | 3 |
| DHL606 | Waqf Development and Management | 3 |
| DHL607 | Grassroots Humanitarian Leadership | 3 |
| DHL608 | The Global Humanitarian Sector | 3 |
| DHL609 | Islamic Finance and Humanitarianism | 3 |
| DHL610 | Research Methods II - Case Studies and Institutional Histories | 3 |

| | | |
|--------|--|---|
| DHL611 | Research Methods III - Quantitative and Data Science | 3 |
| DHL612 | Humanitarian Leadership and Public Policy | 3 |
| DHL613 | Research to Policy/Practice Project I | 3 |
| DHL614 | Research to Policy/Practice Project II | 3 |
| DHL615 | Research to Policy/Practice Project III | 3 |
| DHL616 | Research to Policy/Practice Project IV | 3 |

GENERAL EDUCATION / LIBERAL ARTS COURSES:

| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
|----------------------|---------------------|---------------------|
| | N/A | |

GENERAL EDUCATION / LIBERAL ARTS COURSES:

| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
|----------------------|---------------------|---------------------|
| | N/A | |

Number of Credit/Clock Hrs. in Specialty Courses: 48 / 0 Percentage: 100%

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

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts: 0 / 0 Percentage: 0

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

Zakat Foundation Institute (ZFI) is committed to providing access to high quality yet affordable and easily available resources for its students and faculty. ZFI has adopted a policy to use open access materials and allows its current research available through open access. ZFI supports using Free and Open-Source Software for its business operations whenever open-source solutions meet business needs. Open-Source Software is “software that can be freely used, changed, and shared (in modified or unmodified form) by anyone” (<http://opensource.org/>) and is distributed under a license approved by the Open-Source Initiative. ZFI has identified open-source resources in the areas of philanthropy, nonprofit, humanitarian studies, development studies, public administration and policy and international relations. These sources are compiled in a resource page and provided to students at the beginning of each course. In addition, ZFI has also identified e-Library sites (including JSTOR’s open access collection) as resources for its students. A sample listing of resources is listed below. Comprehensive resources can be provided upon request.

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

ZFI Library is an online collection of open access resources in line with our commitment to open access dissemination of knowledge. The library resources are available 24 hours a day, 7 days a week depending upon our students’, staff, and faculty’s access to the internet. We currently have one part-time e-Librarian who will be available to students 20 hours a week through zoom, email, and telephone.

b. Number of volumes of professional material:

N/A: Exclusively using open-source materials, see listing of sources and references below.

c. Number of professional periodicals subscribed to:

N/A: Exclusively using open-source materials, see listing of sources and references below.

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

Indiana has a strong network of public and higher education libraries that are available to the public. Our e-Librarian works with faculty to identify materials at public libraries that can facilitate our students' learning.

Sample Listing of Open Access Journals

| Journal Title | Publisher; Location |
|--|--|
| Administration | De Gruyter Open Ltd.; Germany |
| Asia and the Pacific Policy Studies | John Wiley and Sons Ltd; UK |
| The Cato Journal | Cato Institute; USA |
| Conflict and Health | BioMed Central Ltd.; |
| Disasters | John Wiley & Sons, Inc.; USA |
| Forced Migration Review | Oxford Department of International Development; UK |
| Human Resources for Health | Biomed Central Ltd.; United Kingdom |
| International Journal of Mass Emergencies and Disasters | Int'l Sociological Association; USA |
| International Journal of Refugee Law | Oxford University Press; UK |
| International Migration | John Wiley & Sons, Inc.; USA |
| International Migration Review | SAGE Publishing; USA |
| International Review of the Red Cross | Cambridge University Press |
| Journal of Conflict Studies | University of New Brunswick; Canada |
| Journal of Data and Information Science | De Gruyter Open Ltd.; Poland |
| Journal of Humanitarian Affairs | Manchester University Press; UK |
| The Journal of Humanitarian Assistance | Tufts University; USA |
| Journal of Information Policy | Penn State University Press; USA |
| Journal of International Humanitarian Action | |
| Journal of International Law of Peace and Armed Conflict | Institute for International Law of Peace and Armed Conflict; Germany |
| Journal of Public and Nonprofit Affairs | USA |
| Journal of Refugee Studies | Oxford University Press; UK |

| | |
|---|--|
| Journal of Urban Management | Elsevier BV; Netherlands |
| Policy and Society | Elsevier Ltd. United Kingdom |
| Politics and Governance | Cogitation Press; Portugal |
| Problems and Perspectives in Management | Business Perspectives; Ukraine |
| Public Administration Issues | Nat'l Research Uni. Higher School of Economics; Russian Federation |
| Public Policy and Administration | Mykolas Riomeris University; Romania |
| Research and Politics | SAGE Publishing; United Kingdom |
| Sustainability | MDPI; Switzerland |

Open Access E-Library Sites

| E-Library | Website |
|-----------------------------------|---|
| Bielefeld Academic Search Engine | https://www.base-search.net/ |
| Book Boon | https://bookboon.com/ |
| Cornell Open | https://cornellopen.org/ |
| COT Education | https://collegeopentextbooks.org/ |
| Digital Commons Network | https://network.bepress.com/ |
| Digital Public Library of America | https://dp.la/ |
| Directory of Open Access Books | https://www.doabooks.org/ |
| Directory of Open Access Journals | https://doaj.org/ |
| Google Scholar | https://scholar.google.com/ |
| GRAFT | https://cse.google.com/cse?cx=001678998038845839442:qbyvquy93ik#gsc.tab=0 |
| JSTOR | https://about.jstor.org/oa-and-free/ |
| MDPI Open Access | https://www.mdpi.com/about/journals |
| OAIster | https://oaister.worldcat.org/ |
| Open Access Button | https://openaccessbutton.org/ |
| Open Stax College | https://openstax.org/subjects |
| Oxford Academic | https://academic.oup.com/journals |
| Project Gutenberg | https://www.gutenberg.org/ |
| The World Factbook | https://www.cia.gov/library/publications/the-world-factbook/ |
| USC Santa Barbara Library | https://www.library.ucsb.edu/search-research/free-databases |

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: | 8 | Full-time: | | Part-time: | X |
|------------------------------------|---|------------|--|------------|---|

5. Rationale for the Program

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

- **Why is the institution proposing this program and how does it build upon institutional strengths?** The Zakat Foundation Institute's program aims to combat global poverty and displacement by educating leaders in humanitarian and development fields. This initiative leverages the institute's strengths in humanitarianism and professional skills development, in partnership with the Indiana University Lilly Family School of Philanthropy.
- **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 program fits into the institution's strategic plan by focusing on professionalizing charitable and humanitarian work and enhancing the capabilities of those involved in this sector. The Zakat Foundation Institute's collaboration with the Indiana University Lilly Family School of Philanthropy for specialized coursework underlines this commitment. This partnership and the program's design demonstrate an effort to build a network of professionally trained leaders who can effectively respond to humanitarian needs and challenges.

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 Commission focuses on coordinating higher education in the state, including authorizing degree-granting institutions, and ensuring quality education. The Doctorate program at the Zakat Foundation Institute, which focuses on humanitarian and development studies, it contributes to the state's educational and social goals by providing specialized training in areas like global humanitarian challenges, leadership, and community development. The philanthropic and humanitarian sector is seeing rapid growth. This program seeks to help develop a workforce that can fill this need. The degree program ensures that there is a strong link between best practices within the humanitarian sector and the courses that we teach.

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 Doctorate in Humanitarian Leadership program will be enhancing educational attainment, addressing educational equity across race, socioeconomic status, gender, and geography, preparing students for evolving workforce needs in the humanitarian sector and offering career-relevant experiences in line with state priorities for postsecondary education. This program seeks to prioritize people of lower socio-economic status and assist them in being part of the sustainable solutions that can reduce poverty and humanitarian challenges.

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 Doctorate in Humanitarian Leadership program meets a growing demand for skilled professionals in the humanitarian and disaster relief sectors worldwide. This program prepares graduates for roles in international humanitarian aid organizations, non-governmental organizations (NGOs), and government agencies involved in disaster response and humanitarian crises management. It is particularly relevant in states or regions vulnerable to natural disasters or with significant refugee and immigrant populations requiring humanitarian support.

Graduates are equipped with leadership skills, cultural competence, and a deep understanding of both global and local humanitarian challenges, making them versatile and valuable in a variety of settings and roles. The program is increasingly pertinent given the global challenges of climate change, conflicts, and pandemics, which demand effective leaders capable of navigating complex humanitarian situations.

In conclusion, the Doctorate in Humanitarian Leadership program addresses a critical and expanding need in the labor market, both nationally and internationally, particularly in fields associated with humanitarian aid, disaster relief, and social good initiatives.

e. Placement of Graduates

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

Graduates will be prepared for Non-Governmental Organizations (NGOs) or nonprofit organizations, philanthropic foundations, USAID, World Bank, economic development agencies, community development agencies and other local, regional, national, and international bodies, Government Agencies, research, teaching, and academic administration, field operations, program management, local non-profits and community organizations, healthcare, mental health services, and public health.

- ii. 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.** It is not a feeder to any other program. We do have a collaboration with the Indiana University Lilly Family School of Philanthropy that allows our students to dual-enroll in our graduate programs along with the Indiana University graduate program.

f. **Job Titles**

- **List specific job titles and broad job categories that would be appropriate for a graduate of this program.** Graduates of Zakat Foundation Institute will be employable for mid to senior level work in the nonprofit, humanitarian, aid, relief, and development sectors. Job titles may include, but are not limited to:
 - Policy Department: Senior Associate, Manager, Senior Manager, Director
 - Senior Researcher, Research Manager, Research Director
 - Program Specialist, Program Manager, Program Director
 - Operations Specialist, Operations Manager.

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.

Students completing the Doctorate in Humanitarian Leadership program at the Zakat Foundation Institute (ZFI) are expected to master a range of competencies and learning outcomes that demonstrate their proficiency in the field of humanitarian leadership. These competencies may include:

1. Critical Thinking and Analysis: Students will demonstrate the ability to critically evaluate humanitarian issues, policies, and practices, applying analytical frameworks and evidence-based reasoning to propose innovative solutions.
2. Leadership and Management: Students will develop leadership skills essential for effectively leading humanitarian organizations and teams, including strategic planning, decision-making, conflict resolution, and team building.
3. Ethical and Social Responsibility: Students will exhibit a deep understanding of ethical principles and values in humanitarian work, recognizing and addressing ethical dilemmas and promoting social justice and human rights.
4. Research and Scholarship: Students will acquire advanced research skills and scholarly competencies, including designing and conducting rigorous research studies, analyzing data, and disseminating findings through scholarly publications and presentations.
5. Interdisciplinary Knowledge: Students will integrate knowledge from diverse disciplines, including humanitarian studies, international development, social sciences, public health, and conflict resolution, to address complex humanitarian challenges.
6. Global Perspective: Students will develop a global perspective on humanitarian issues, recognizing the interconnectedness of local, national, and international contexts and engaging with diverse cultures, communities, and stakeholders.

7. Communication and Advocacy: Students will demonstrate effective communication skills for advocating on behalf of vulnerable populations, engaging with policymakers and stakeholders, and raising awareness about humanitarian issues.
8. Collaboration and Partnership: Students will collaborate with interdisciplinary teams, partner organizations, and communities to develop and implement sustainable solutions to humanitarian crises and challenges.
9. Adaptability and Resilience: Students will cultivate adaptability and resilience in responding to dynamic and unpredictable humanitarian contexts, demonstrating flexibility, creativity, and perseverance in their work.
10. Professional Development: Students will engage in ongoing professional development activities, including continuing education, networking, and participation in professional associations, to stay current in the field of humanitarian leadership.

These competencies and learning outcomes reflect the comprehensive preparation that students receive in the Doctorate program, equipping them with the knowledge, skills, and ethical foundation to lead and innovate in the humanitarian sector effectively.

b. Assessment

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

Zakat Foundation Institute assess students' mastery of program competencies and learning outcomes in the Doctorate in Humanitarian Leadership program through a variety of methods such as:

- Course Assignments and Projects: Students will complete assignments, projects, and research papers that are designed to assess their understanding and application of program competencies. These assignments may include literature reviews, case studies, policy analyses, and research proposals.
- Examinations and Quizzes: Periodic examinations and quizzes will be administered to assess students' knowledge and comprehension of course material, including key concepts, theories, and principles relevant to program competencies.
- Capstone Projects or Theses: Students will undertake capstone projects or theses that require them to demonstrate mastery of program competencies through in-depth research, analysis, and synthesis of knowledge in their field of study.
- Practicum or Internship Evaluations: For programs that include practicum or internship experiences, students will be evaluated based on their performance in real-world settings, including their ability to apply program competencies in practice and demonstrate professionalism and ethical conduct.
- Presentations and Defense: Students may be required to deliver presentations or defend their work before faculty members, peers, and external stakeholders, providing an opportunity to showcase their mastery of program competencies and communicate their findings effectively.

- Portfolio Assessment: Students may compile a portfolio of their work throughout the program, including assignments, projects, and reflections, which will be reviewed to assess their growth and development in relation to program competencies.
- Feedback and Self-Assessment: Faculty members will provide constructive feedback to students on their performance and progress in relation to program competencies. Additionally, students will engage in self-assessment activities to reflect on their learning and identify areas 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. **Please see the attached Financials with supporting documents**

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?

N/A. We do not provide any education that requires approval by a licensing board. Likewise, we do not provide any education that prepares students for licensure.

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

c. Professional Certification

- What are the professional certifications that exist for graduates of similar program(s)? N/A
- 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? **N/A. Our program and course of study does not prepare students for professional certification in a specific field. It does, however, equip students with practical and analytic skills that will empower them in the fields of humanitarianism, philanthropy, and nonprofit service.**
- If so, please identify. N/A
- Each specific professional certification: N/A
- The national organization issuing each certification: N/A

- Please explain the rational for choosing each professional certification: N/A

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

d. Professional Industry Standards/Best Practices

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? Yes, the program curriculum incorporates professional industry standards and best practices to ensure that students are equipped with the knowledge, skills, and competencies required to excel in their respective fields. We seek to emphasize best practices from the humanitarian, philanthropic and nonprofit sectors.
- If so, please identify: Humanitarian Principles and Ethics, International Standards and Guidelines, Nonprofit Governance and Management, humanitarian and nonprofit sectors and Humanitarian leadership & Public policy.
- The specific professional industry standard(s) and/or best practice(s): By integrating these industry standards and best practices into the curriculum, the program prepares students for leadership roles in the humanitarian and nonprofit sectors, enabling them to make meaningful contributions to addressing global challenges and advancing social justice and human rights.
- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: We therefore are collaborating with the Indiana University Lilly Family School of Philanthropy to ensure that we are connected to the leading academic institution in the field.

e. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation. Distance Education Accreditation Commission (DEAC) and It takes 3 to 5 years to complete a certificate of training from the Commission.
- Reason for seeking accreditation. ZFI dedicated to humanitarian studies, we believe that obtaining accreditation is a crucial step in committing to quality education, students' success and opportunities, institutional improvement, global recognition, and alignment with regulatory standards.

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? N/A
- If so, please identify the specialized accrediting agency: N/A

f. 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: N/A
- 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? N/A
- If so, please list the baccalaureate degree(s): N/A

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

- a. Are all student transcripts in a digital format? Yes
 - If not, what is the percentage of student transcripts in a digital format? N/A
 - What is the beginning year of digitized student transcripts? 2020-2021
 - Are student transcripts stored separately from the overall student records? TBD
- b. How are the digital student records stored? On the LMS site - Populi
 - Where is the computer server located? Populi
 - What is the name of the system that stores the digital records? Populi
- c. Where are the paper student records located? There are no paper records, all digital
- d. What is the beginning year of the institutional student record series? 2020-2021
- e. What is the estimated number of digital student records held by the institution? 88
- f. What is the estimated number of paper student records held by the institution? None
- 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? Maliha Naeem, Program

- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced? Yes, Populi
- 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? Receives around 10 to 15 requests especially when transferring to Indiana University.

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? **Portable Document Format (PDF)**
- m. Is the institution using proprietary software, if so, what is the name? **Populi**
- n. Attach a sample transcript specifically for the program being proposed as the last page of this program application. **See the attached Sample Transcript.**

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

04/24, 2024

Institution/Location: Zakat Foundation Institute _____

Program: Doctorate in
Humanitarian Leadership

| | Year 1 FY2025 | Year 2 FY2026 | Year 3 FY2027 | Year 4 FY2028 | Year 5 FY2029 |
|--|------------------|------------------|------------------|------------------|------------------|
|--|------------------|------------------|------------------|------------------|------------------|

Enrollment Projections (Headcount)

| | | | | | |
|-----------|----|----|----|----|----|
| Full-Time | | | | | |
| Part-Time | 10 | 20 | 20 | 20 | 20 |
| Total | 10 | 20 | 20 | 20 | 20 |

Enrollment Projections (FTE*)

| | | | | | |
|-----------|----|----|----|----|----|
| Full-Time | | | | | |
| Part-Time | 10 | 20 | 20 | 20 | 20 |
| Total | 10 | 20 | 20 | 20 | 20 |

Degrees Conferred Projections

| | | | | |
|---|----|----|----|----|
| 0 | 10 | 10 | 10 | 10 |
|---|----|----|----|----|

Degree Level:

Doctorate

CIP Code: - 30.2001; State - Indiana

FTE Definitions:

Graduate Level: 9 Semester Hrs. = 1 FTE



ZAKAT FOUNDATION INSTITUTE

2498 Perry Crossing Way
Suite 240
Plainfield IN 46168
www.zfinstitute.com

Student Information

Jane Doe

Gender: Female
Address: 2498 Perry Crossing Way Suite 240 Plainfield IN 46168
Degree: Doctoral Humanitarian Leadership
Graduation Date: December 2027

| Course | Description | Credit | Grade | Pts | GPA |
|--------------------|--|---------------|----------------|------------------|-------------|
| Fall 2024 | | | | | |
| HL506 | Humanitarian Leadership Writing I | 3 | B+ | 10.5 | |
| DHL601 | The Landscape of Humanitarian Sector | 3 | B+ | 10.5 | |
| | Attempt | Earned | Divisor | | |
| Session | 6 | 6 | 6 | | |
| Cumulative | 6 | 6 | 6 | 21 pts | 3.50 |
| | | | | 21 pts | 3.50 |
| Spring 2025 | | | | | |
| DHL602 | Humanitarian Leadership Practices | 3 | A- | 11.1 | |
| DHL603 | Humanitarian Leadership, Justice & Ethics | 3 | B | 9 | |
| | Attempt | Earned | Divisor | | |
| Session | 6 | 6 | 6 | | |
| Cumulative | 12 | 12 | 12 | 20.1 pts | 3.35 |
| | | | | 41.1 pts | 3.43 |
| Summer 2025 | | | | | |
| DHL604 | History of Humanitarianism | 3 | A- | 11.1 | |
| DHL605 | Research Method I - Qualitative | 3 | B+ | 10.5 | |
| | Attempt | Earned | Divisor | | |
| Session | 6 | 6 | 6 | | |
| Cumulative | 18 | 18 | 18 | 21.6 pts | 3.60 |
| | | | | 62.7 pts | 3.48 |
| Fall 2025 | | | | | |
| HL503 | Muslim Philanthropy | 3 | A | 12 | |
| DHL606 | Waqf Development and Management | 3 | B | 9 | |
| | Attempt | Earned | Divisor | | |
| Session | 6 | 6 | 6 | | |
| Cumulative | 24 | 24 | 24 | 21 pts | 3.50 |
| | | | | 83.7 pts | 3.49 |
| Spring 2026 | | | | | |
| DHL607 | Grassroots Humanitarian Leadership | 3 | B- | 8.1 | |
| DHL610 | Research Methods II-Case Studies & Inst. Hist. | 3 | B+ | 10.5 | |
| | Attempt | Earned | Divisor | | |
| Session | 6 | 6 | 6 | | |
| Cumulative | 30 | 30 | 30 | 18.6 pts | 3.10 |
| | | | | 102.3 pts | 3.41 |
| Summer 2026 | | | | | |
| DHL609 | Islamic Finance and Humanitarianism | 3 | A- | 11.1 | |
| DHL608 | The Global Humanitarian Sector | 3 | A | 12 | |
| | Attempt | Earned | Divisor | | |
| Session | 6 | 6 | 6 | | |
| Cumulative | 36 | 36 | 36 | 23.1 pts | 3.85 |
| | | | | 125.4 pts | 3.48 |
| Fall 2026 | | | | | |
| DHL612 | Humanitarian Leadership & Public Policy | 3 | B+ | 10.5 | |
| DHL611 | Research Methods III - Quantitative & Data Scien | 3 | A- | 11.1 | |
| | Attempt | Earned | Divisor | | |

Official Transcript

| | | | | | | |
|--------------------|--|---------------|----------------|----|------------------|-------------|
| Session | 6 | 6 | 6 | | 21.6 pts | 3.60 |
| Cumulative | 42 | 42 | 42 | | 147 pts | 3.50 |
| Spring 2027 | | | | | | |
| DHL613 | Research to Policy/Practice Project I | | 3 | B+ | 9 | |
| DHL614 | Research to Policy/Practice Project II | | 3 | B | 10.5 | |
| | Attempt | Earned | Divisor | | | |
| Session | 6 | 6 | 6 | | 19.5 pts | 3.25 |
| Cumulative | 48 | 48 | 48 | | 166.5 pts | 3.47 |

Summer 2027

| | | | | | |
|-------------------|---|-----------|-----------|------|-----------------|
| DHL615 | Research to Policy/Practice Project III | 3 | A | 12 | |
| DHL616 | Research to Policy/Practice Project IV | 3 | B+ | 10.5 | |
| Attempted | | | | | |
| Session | 6 | 6 | 6 | | 22.5 pts |
| Cumulative | 54 | 54 | 54 | | 189 pts |

ZAKAT FOUNDATION INSTITUTE
OFFICIAL TRANSCRIPT EXPLANATION

Note: The following explanation reflects the information found on the Zakat Foundation Institute **Official Transcript** produced from the Student Information System implemented in Fall 2020. While there is no difference in the way grade point averages are calculated in each format.

Grade and Credit Point System

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

| | | | | | | | |
|----|------------------|----|------------|----|------------|----|------------|
| A+ | (4.0 Pts.) | B+ | (3.3 Pts.) | C+ | (2.3 Pts.) | D+ | (1.3 Pts.) |
| A | (4.0 Pts.) | B | (3.0 Pts.) | C | (2.0 Pts.) | D | (1.0 Pts.) |
| A- | (3.7 Pts.) | B- | (2.7 Pts.) | C- | (1.7 Pts.) | D- | (0.7 Pts.) |
| W | Withdrawn | | | | | | |
| F | Failing (0 Pts.) | | | | | | |

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

I Incomplete

NC No Credit; replaced AUDIT (AU)

NR No Report Submitted by Instructor (Used for unreported grades for prior semesters or coursework that has not been graded for the current semester)

P Passed (Pass/Fail Option) (The Pass/Fail Option permits graduate certificate and Masters students to enroll in a course and receive a grade of P or F.)

R Deferred (used for course work which can be evaluated only after two or more semesters such course work was previously graded with I.)

S Satisfactory (entire class graded S or F)

T Denotes credits transferred from another institution.

W Withdrawn--Passing (Prior to Second Semester, used to indicate withdrawal while passing. Effective Second Semester, used to reflect students who withdraw while passing after the official Drop and Add Period.)

X Beginning Fall 2021, denotes a retaken/replaced letter grade (See Retaken/Replaced Explanation Below).

Repeated Courses:

Repeated courses may be counted in the student's primary program GPA (Student Program GPA), depending on the policies of the student's program. Repeated courses do not count toward the earned hours required for degrees unless the course is defined as repeatable for credit.

Record Format

The "Official Transcript" standard format lists course history, grades and GPA information in chronological order sorted by the student's academic 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. "Official Transcript" or "Official Transcript with Enrollment" (without an academic level designation) indicates that the document contains all work completed at Zakat Foundation Institute.

The Student Program GPA is calculated according to the rules determined by the student's academic program at the time of printing. This GPA is subject to change whenever the student changes programs. The cumulative Student Program GPA 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.

Transfer Credit Exceptions

Courses accepted in transfer from other institutions are listed under a Transfer Credit heading. Generally, a grade of "T" (transfer grade) is assigned, and the course numbers, titles, and credit hours assigned reflect Zakat Foundation Institute 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.

Accreditation

Zakat Foundation Institute is authorized to operate by the Indiana Board for Proprietary Education which is administered, staffed, and led by the Commission of Higher Education, as evidenced by its approval status (<http://www.in.gov/bpe/>; 317-232-1033).

Validation

A transcript issued by Zakat Foundation Institute reflects course work completed. A transcript issued by Zakat Foundation Institute is official when it displays the Executive Director's signature and the seal and is printed on Zakat Foundation Institute paper. This official ZFI transcript is printed on SCRIP-SAFE® paper and does not require a raised seal.

BOARD FOR PROPRIETARY EDUCATION

Friday, December 13, 2024

DECISION ITEM C-1:**Essential Healthcare Academy: Initial Institutional Authorization****Institutional Profile**

See Attachment

Staff Recommendation

That the Board for Proprietary Education grant Essential Healthcare Academy in Fort Wayne, Indiana institutional authorization in accordance with the background discussion of this agenda item and the Application for Initial Institutional Authorization.

Background**Institutional Profile**

Essential Healthcare Academy is expected to request authorization for the Diploma in Practical Nursing at the upcoming Board meeting.

Supporting Document

Application for Initial Institutional Authorization,
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.

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. Essential Healthcare Academy, LLC.

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

Application for Initial Institutional Authorization

1. Name of Institution: Essential Healthcare Academy
2. Address of campus: 4656 W Jefferson Blvd. Suite 125, Fort Wayne, IN 46804
3. The institution is accredited by or seeking accreditation from: Board for Proprietary Education
(Must be an accrediting agency that is recognized by the U.S. Department of Education or Secretary of Education)
Submit documentation from the accrediting body indicating the institution's current status.
4. Provide information on the current status of any approvals needed by licensing boards.
5. The institution has its principal campus in the State of: Indiana
6. 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.
7. The institution submits the following information for each certificate and diploma program to be offered
[Do not submit degree programs; these require a separate application]:

| CIP Code | Program Name | Level | Length | Cr. or Cl. Hrs. | <u>Indicate</u> |
|-----------------|--------------------------------------|-------------|-----------|-----------------|------------------|
| | | | | | <u>Annual or</u> |
| Cr. Hr. Tuition | | | | | |
| 51.3901 | Practical Nursing | Diploma | 12 months | 48 credit hours | \$17,400 |
| 51.3902 | Certified Nurse Aide | Certificate | 7 weeks | 105 cl. hours | \$1600 |
| 51.2603 | Qualified Medication Aide | Certificate | 4 weeks | 60 cl. hours | \$1800 |
| 51.1009 | Certified Phlebotomy Technician | Certificate | 8 weeks | 60 cl hours | \$2250 |
| 51.0801 | Certified Clinical Medical Assistant | Certificate | 10 weeks | 80 cl hours | \$3700 |
| | CPR/BLS | Certificate | 1 day | 4 hours | \$75 |
| | TB Validation | Certificate | 1 day | 2 hours | \$75 |

8. The institution is submitting payment in the amount of \$2,500.00 (check made payable to the State of Indiana).
9. Provide a copy of the most recent inspection report from the local municipal or rural Indiana fire department.
10. Provide documentation of liability insurance to cover students.
11. If your institution is incorporated in the State of Indiana, please include a current copy of your *Articles of Incorporation* as filed with the Indiana Secretary of State. If your main campus is located out-of-state but you have a physical presence in Indiana, then you must provide a copy of the *Certificate of Authority*. For further information visit the Indiana Secretary of State webpage at:
<http://www.in.gov/sos/business/2426.htm>

12. For-profit institutions must list the names and addresses of the institution's stockholders owning 5% or more of stock in the institution or corporation. Sedricka Epperson, 100% ownership

13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter.
14. Attach a copy of your current or proposed catalog, institutional student contract, or enrollment agreement. The Statement of Authorization and Indiana Uniform Refund Policy is required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials. See Appendix I
15. Campus director information:

Name of Campus Director: Sedricka Epperson

Title of Campus Director: Program Director, Owner

Phone Number of Campus Director: 260 - 467-9837

Email of Campus Director: info@essentialhca.com

I affirm that the information submitted on this form is true and correct to the best of my knowledge and that all supportive statements and documents are true and factual:

Person submitting this form: Sedricka Epperson

Position title of person submitting this form: Program Director, Owner

Phone number contact of person submitting this form: 260-305-2571

Email contact of person submitting this form: info@essentialhca.com

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* Defining a Physical Presence

The Indiana Commission for Higher Education/Indiana Board for Proprietary Education considers any of the following activities to constitute a physical presence in the State of Indiana:

- *On-going occupation of a physical location for instructional purposes;*
- *Maintenance of an administrative office to facilitate instruction;*
- *Short courses with more than 20 classroom hours, or equivalent thereof;*
- *A portion of a full-term course, more than two meetings and more than six clock hours, that takes place in a setting where the instructor or students physically meet; or*
- *Experiential learning opportunities, such as a clinical, practicum, residency, or internship, that have more than ten students from your institution physically and simultaneously present at a single field site.*

The Indiana Commission for Higher Education/Indiana Board for Proprietary Education does not consider the following activities to constitute a physical presence in the State of Indiana:

- *Advertising;*
- *Recruiting;*
- *Contractual arrangements in states (e.g., procurement contracts or online academic offerings provided through consortia agreements);*

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INDIANA COMMISSION FOR HIGHER EDUCATION

**New Program Proposal Form
for BPE Authorized Institutions**

**Diploma in Practical Nursing
To Be Offered by Essential Healthcare Academy**

Degree Award Level²: Diploma

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

Career Relevant/Out-of-Classroom Experiences⁴:

Suggested CIP Code⁵ for Program: 51.3901

Name of Person Preparing this Form: Sedricka Epperson Telephone Number
and Email: 260-467-9837 info@essentialhca.com

Date the Form was Prepared (Use date last revised): December 2, 2024



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

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

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

⁵ CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes 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: | <u>60 credit hours</u> | Check one: | Quarter Hours <input checked="" type="checkbox"/> |
| | <hr/> | Semester Hours | <hr/> |
| | <hr/> | Clock Hours | <hr/> |
| Tuition: | <u>\$17,400</u> | Length of Program: | <u>12 months</u> |
| Special Fees: | <u>N/A</u> | | |

SPECIALTY COURSES:

| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
|-----------------------------|---|---|
| PN-NURS 300 | Contemporary Practical Nursing I. | 2 credit hours, 20 lecture hours |
| PN-NURS 101 | Fundamental Nursing Skills & Concepts I | 6 credit hours, 40 lecture hours, 40 lab hours |
| PN- NURS 102 | Fundamental Nursing Skills & Concepts II | 6 credit hours, 40 lecture hours, 40 lab hours |
| PN-NURS 301 | Medical-Surgical Nursing I | 6 credit hours, 30 lecture hours, 40 lab hours, 30 clinical |
| PN-NURS 302 | Human Growth & Development | 3 credit hours, 30 lecture hours |
| PN-NURS 303 | Introduction to Maternity & Pediatric Nursing | 4 credit hours, 20 lecture hours, 20 lab hours, 30 clinical hours |
| PHAR 205 | Pharmacology | 3 credit hours, 30 lecture hours |
| PN-NURS 300 | Medical-Surgical Nursing II | 8 credit hours, 40 lecture hours, 40 lab hours, 60 clinical hours |
| PN-NURS 301 | Contemporary Practical Nursing II | 2 credit hours, 20 lecture hours |
| PN-NURS 201 | Gerontological Nursing | 5 credit hours, 48 lecture hours, 84 clinical hours |

GENERAL EDUCATION/LIBERAL ARTS COURSES:

| <u>Course Number</u> | <u>Course Title</u> | <u>Course Hours</u> |
|-----------------------------|---|--|
| APY 101 | Anatomy & Physiology I | 6 credit hours, 50 lecture hours, 20 lab hours |
| COM 100 | Health Information Technology | 1 credit hour, 10 lecture hours |
| MED 100 | Medical Terminology | 2 credit hours, 20 lecture hours |
| MA 100 | Dosage Calculations | 3 credit hours, 30 lecture hours |
| PN 302 | Transition to the Role of Practical Nursing | 4 credit hours, 40 lecture hours |

Number of Credit/Clock Hrs. in Specialty Courses: / Percentage: 73%

Number of Credit/Clock Hrs. in General Courses: / Percentage: 26%

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

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: | | Full-time: | 2 | Part-time: | 4 |
|---|--|-------------------|---|-------------------|---|

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

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 rational 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 FY2025 | Year 2 FY2026 | Year 3 FY20XX | Year 4 FY20XX | Year 5 FY20XX |
|---|------------------|------------------|------------------|------------------|------------------|
| Enrollment Projections (Headcount) | | | | | |
| Full-Time | 6 | 12 | 18 | 18 | 18 |
| Part-Time | 12 | 24 | 36 | 48 | 60 |
| Total | <u>18</u> | <u>36</u> | <u>54</u> | <u>66</u> | <u>78</u> |
| Enrollment Projections (FTE*) | | | | | |
| Full-Time | 6 | 12 | 18 | 18 | 18 |
| Part-Time | 6 | 12 | 18 | 21 | 24 |
| Total | <u>12</u> | <u>24</u> | <u>36</u> | <u>39</u> | <u>42</u> |
| Degrees Conferred Projections | <u>0</u> | <u>20</u> | <u>6</u> | <u>6</u> | <u>18</u> |

Degree Level: Associate

CIP Code: - 51.3901; State - IN

FTE Definitions:

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> |
|-----------------------------|---|----------------------------|----------------------------|---------------------------|
| QUARTER 1 | | | | |
| APY 101 | Anatomy & Physiology | 6 | | |
| MA 100 | Dosage Calculation for Nursing | 3 | | |
| PN-NURS 101 | Fundamental Nursing I | 6 | | |
| MED 100 | Medical Terminology | 2 | | |
| | | | | |
| QUARTER 2 | | | | |
| PN-NURS 200 | Fundamental Nursing II | 6 | | |
| PN-NURS 201 | Gerontological Nursing | 7 | | |
| PHAR 205 | Pharmacology | 4 | | |
| COM 100 | Health Information Technology | 1 | | |
| | | | | |
| QUARTER 3 | | | | |
| 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 | | |
| | | | | |
| QUARTER 4 | | | | |
| 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:

| | |
|-----------|--------------|
| W | Withdrawal |
| I | Incomplete |
| IP | In Progress |
| CR | Credit |
| NC | No Credit |
| AU | Audit |
| O | Outstanding |
| S | Satisfactory |

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Essential Healthcare Academy

Institution seeking initial authorization

Sedricka Epperson, Program Director

Background, History, and Ownership

My name is Sedricka Epperson, and I have dedicated my professional life to advancing healthcare and education. I began my nursing career in 2013 and worked diligently to progress through the ranks, starting as a Licensed Practical Nurse (LPN) and advancing to Registered Nurse (RN), earning my Bachelor of Science in Nursing (BSN), Master of Science in Nursing in Leadership and Management (MSN), and recently completing my Family Nurse Practitioner (FNP) program. Currently, I am preparing to take the FNP certification boards.

In 2021, during the height of the pandemic, I founded Essential Healthcare Academy with the goal of addressing critical staffing shortages in healthcare. Initially established as a staffing agency providing Certified Nursing Assistants (CNAs), Qualified Medication Aides (QMAs), and nurses to long-term care facilities and assisted living centers, the organization quickly evolved into a full-fledged educational institution. Recognizing the pressing need for more healthcare professionals, we launched our first CNA and QMA training programs that same year.

Since then, Essential Healthcare Academy has expanded its offerings to include Clinical Certified Medical Assistant and Certified Phlebotomy Technician training programs. We have forged strong partnerships with prominent organizations such as Parkview Physicians Group, IU Health, Meridian Health Services, Adams Memorial Hospital, and Fort Wayne Pediatrics. Today, Essential Healthcare Academy is a thriving institution, fueled by my passion for nursing and education, and my commitment to building a stronger, more capable healthcare workforce.

Mission and Objectives

Mission

The mission of our Licensed Practical Nursing (LPN) school is to inspire, educate, and empower future nurses to deliver exceptional, compassionate care to diverse communities. We are committed to providing rigorous academic training, hands-on clinical experience, and a supportive learning environment that nurtures both professional excellence and personal growth.

Objectives

1. High-Quality Education: Deliver a curriculum that meets and exceeds national standards for nursing education, ensuring students are prepared to excel in both licensure exams and clinical practice.
2. Clinical Readiness: Partner with local healthcare organizations to provide students with diverse and meaningful clinical experiences that prepare them for real-world challenges.
3. Holistic Development: Foster critical thinking, ethical decision-making, and cultural competence in all students.
4. Community Impact: Address the growing demand for skilled nurses by graduating competent and compassionate LPNs who are ready to serve in their communities.
5. Lifelong Learning: Encourage graduates to pursue continuous professional development and career advancement in nursing.

Current and Proposed Programs

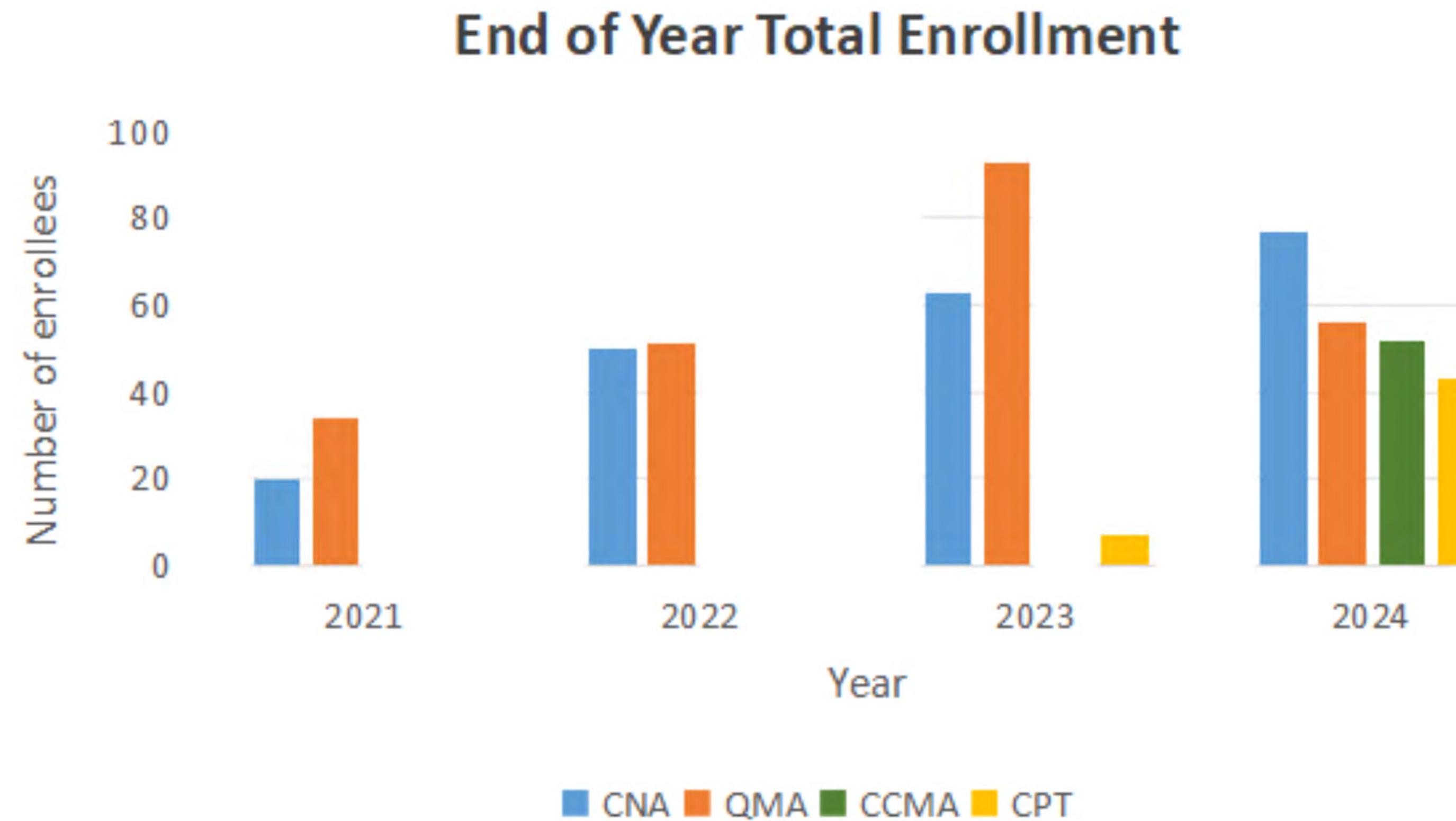
| CIP Code | Program Name | Status (Active or Proposed) | Approval Date |
|-----------------|--------------------------------------|------------------------------------|----------------------|
| 51.3902 | Certified Nurse Aide | Active | 3/23/2021 |
| 51.2603 | Qualified Medication Aide | Active | 3/23/2021 |
| 51.1009 | Certified Phlebotomy Technician | Active | 5/04/2023 |
| 51.0801 | Certified Clinical Medical Assistant | Active | 11/08/2023 |
| | American Heart Association BLS/CPR | Active | 3/2021 |
| | TB Validation | Active | 2023 |
| 51.3901 | Practical Nursing | Proposed | |

Long-term goals of the Institution

1. Accreditation and Excellence: Obtain national accreditation for the LPN program, establishing it as a premier nursing school recognized for academic and clinical excellence.
2. Facility Expansion: Develop state-of-the-art simulation labs and additional classroom space to accommodate growing enrollment.
3. Program Diversification: Introduce advanced training tracks, such as bridge programs for LPN-to-RN and certifications in specialized fields like geriatrics or pediatrics.
4. Community Engagement: Strengthen existing partnerships and develop new collaborations with healthcare facilities, schools, and community organizations to create robust clinical and employment opportunities for graduates.
5. Graduate Success: Achieve a 95% or higher first-time pass rate for licensure exams and ensure the majority of graduates secure employment within three months of program completion.
6. Scholarship Opportunities: Establish scholarships and financial aid programs to support underrepresented or financially disadvantaged students in pursuing nursing education.

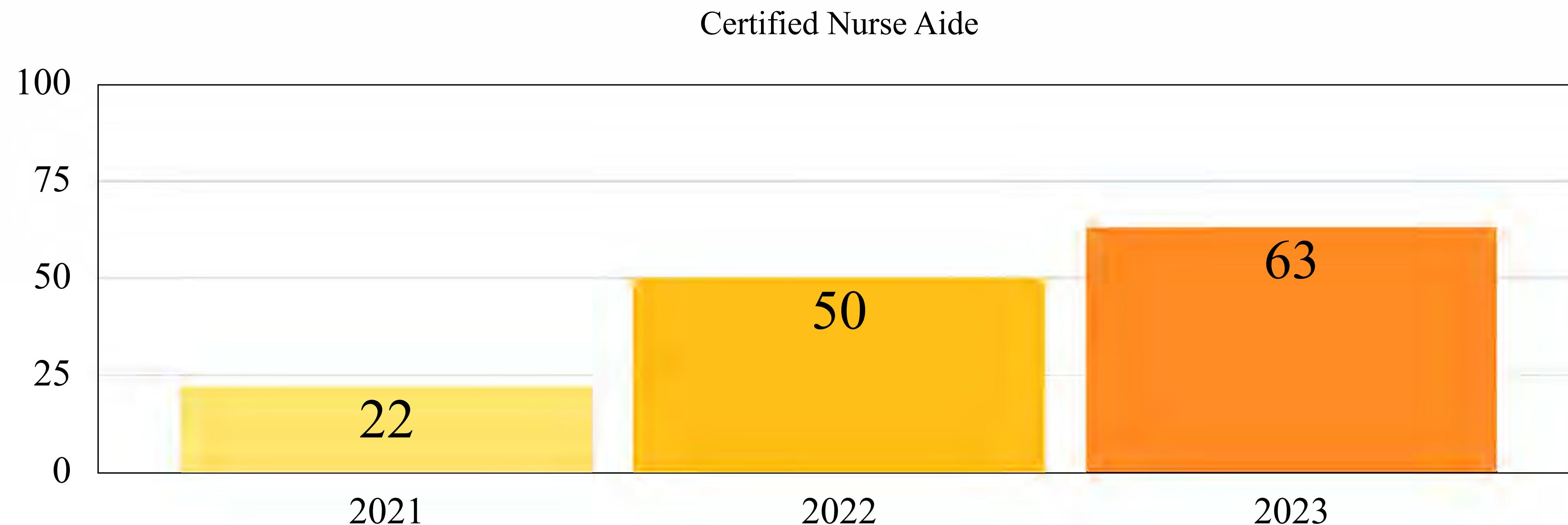
With this vision, the LPN school will serve as a beacon for aspiring nurses, delivering quality education and positively impacting healthcare in our community and beyond.

End of Year Total Enrollment



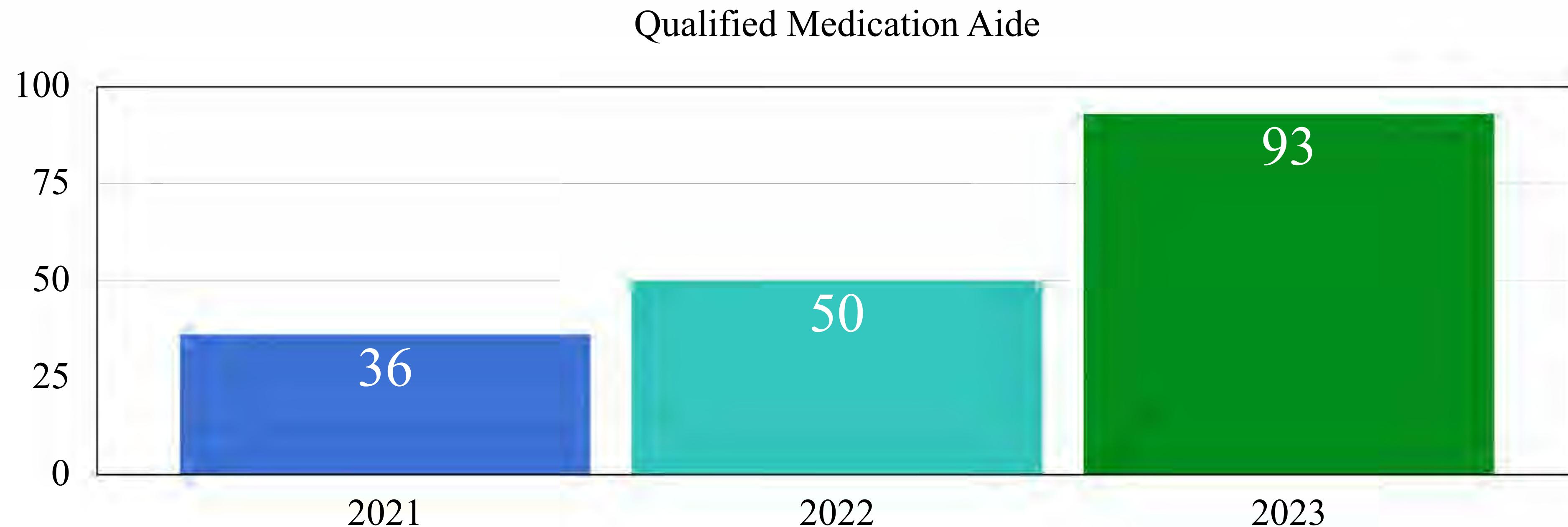
End of Year Total Enrollment

Certified Nurse Aide (CNA) course prepares individuals desiring to work as nursing assistants with the knowledge, skills, and attitudes essential for providing basic care in extended care facilities, hospitals, and home health agencies under the direction of licensed nurses. Presents information on the health care system and employment opportunities at a variety of entry levels. Includes an overview of the health care delivery systems, health care teams and legal and ethical considerations. This course also includes training for use of protective personal equipment and infection control practices for the prevention of the spread of COVID-19. Individuals who successfully complete this course are eligible to apply to sit for the Indiana Department of Health (IDOH) certification exam for nursing assistants. This course meets the minimum standards set forth by the IDOH for Certified Nursing Assistant training.



End of Year Total Enrollment

Qualified Medication Aide (QMA) course meets the minimum standards set forth by the ISDH for QMA training. The course provides students with the knowledge and skills needed to administer approved medications in long term care settings. Classroom instruction is provided, followed by clinical training that is supervised one on one by a licensed nurse. The most common medications in current use are discussed according to body systems, with emphasis on classification, uses, routes of administration, dosages, interactions incompatibilities, and side effects. Also addressed are communication, standard precautions, safety, residents' rights, documentation, scope of practice of the QMA, legal aspects and patient education. Individuals who successfully complete this course are eligible to apply for the Indiana Department of Health (IDOH) competency evaluation test for Qualified Medication Aides.



End of Year Total Enrollment

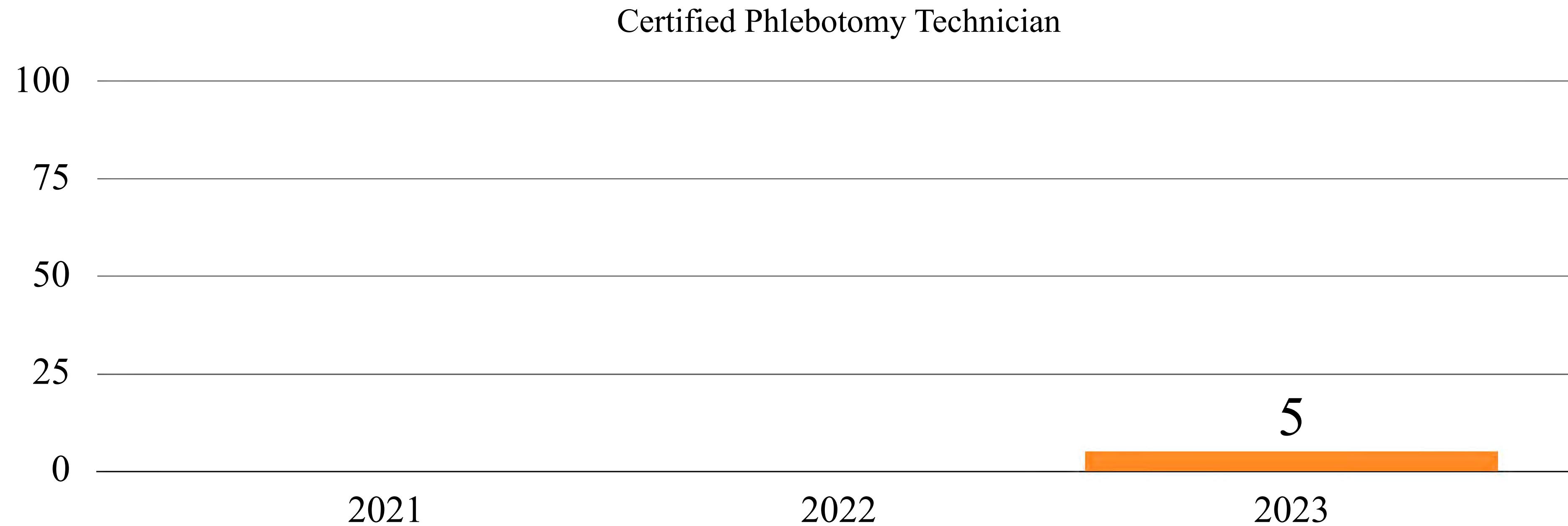
Certified Clinical Medical Assistant (CCMA) provides instruction in taking and recording vital signs, preparing patients for examination, patient education, and assisting the physician during the exam. The collecting and preparation of laboratory specimens and basic laboratory tests will be covered. Prepares for the administration of medication, venipuncture, ECG, and wound care. Provides a basic understanding of the clinical and administrative duties and responsibilities pertinent to medical offices. Includes instruction in medical correspondence and records, case histories of patients, filing, telephone procedures, appointment scheduling, receptionist duties, and processing mail. Written, verbal and nonverbal communications according to patient needs are covered as well as documentation and associated legal and ethical boundaries.

Certified Clinical Medical Assistant



End of Year Total Enrollment

Certified Phlebotomy Technician Certification (CPT) prepare students to obtain skills to earn an industry-wide approved certification. Successful completion of this course will ensure quality care for patients, become certified through National HealthCareer Association (NHA).



Graduation Outcomes

| Program Title | Graduation Annual Rate 2021 - 2022 | Graduation Annual Rate 2022 - 2023 | Graduation Annual Rate 2023 - 2024 |
|---|---|---|---|
| Certified Nurse Aide | 20 | 44 | 60 |
| Qualified Medication Aide | 33 | 45 | 86 |
| Certified Phlebotomy Technician | 0 | 0 | 5 |
| Certified Clinical Medical Assistant | 0 | 0 | 0 |

Program Faculty

Angel Thomas began her nursing journey in 2015, earning her Registered Nurse (RN) credentials. She gained invaluable experience working in long-term care facilities and hospital settings, honing her skills in providing compassionate, patient-centered care. Her passion for advancing her clinical expertise and expanding her impact led her to pursue advanced practice nursing. In 2021, she achieved her goal of becoming a Nurse Practitioner, where she continues to deliver exceptional care with a holistic approach to patient wellness.

Donielle Krempel graduated from the University of Saint Francis in 2015 and embarked on a remarkable nursing career. She spent 7 ½ years providing critical care in Intensive Care Units (ICU) and nurturing patients in labor and delivery settings. Driven by a desire to create broader impacts in healthcare, Danielle transitioned to community health nursing, where she educates individuals to better understand their health and empowers them to advocate for themselves. In 2023, Danielle joined Essential Healthcare Academy as a Program Director, sharing her wealth of knowledge and experience with the next generation of healthcare professionals.

Kimberly Richard began her nursing career in 2008 as a Registered Nurse (RN). With extensive experience in both long-term care and hospital settings, she developed a deep understanding of patient care across diverse populations. Kimberly's passion for education and mentorship led her to become a certified nursing assistant instructor, where she inspired aspiring healthcare professionals. Now a Nurse Practitioner, Kimberly combines her clinical expertise and teaching experience to provide outstanding care and guidance in her practice.

Lakesha Wims became a nurse in 2011, building a solid foundation of experience in long-term care facilities, hospital settings, and case management. Her dedication to holistic and patient-focused care inspired her to pursue advanced education in mental health nursing. Having recently completed her Mental Health Nurse Practitioner program, Lakisha is eagerly preparing to take her certification boards and is committed to making a significant impact in mental health care.

Rashida Muhammad, with 13 years of nursing experience has established herself as a versatile and compassionate healthcare provider. For the last seven years, she has excelled as a Nurse Practitioner, drawing on her extensive background in long-term care, hospital settings, mental health, and addiction. In addition to her clinical practice, Rashida has dedicated the past two years to education, serving as a faculty member at Essential Healthcare Academy, where she trains future healthcare professionals with passion and expertise.

Sedricka Epperson has dedicated over 11 years to the nursing profession, with a specialized background in labor and delivery. Her experience spans both clinical practice and education, as she has spent more than four years teaching future nurses. This includes her role as a clinical instructor at the University of Saint Francis, where she guided Bachelor of Science in Nursing students in developing their skills and confidence. Sedricka's commitment to nursing education and mentorship reflects her passion for empowering the next generation of healthcare professionals.

Certification Exams by Programs

| Program Title | Certification Earned |
|--------------------------------------|---|
| Certified Nurse Aide | Certificate earned from Indiana Department of Health through Ivy Tech Community College |
| Qualified Medication Aide | Certificate earned from Indiana Department of Health through Ivy Tech Community College |
| Certified Phlebotomy Technician | Certificate earned through National HealthCareer Association (NHA) |
| Certified Clinical Medical Assistant | Certificate earned through National HealthCareer Association (NHA) |
| American Herat Association CPR/BLS | Certificate earned through American Heart Association |

Certification Exams by Programs

Certified Nurse Aide (CNA) course prepares individuals desiring to work as nursing assistants. Individuals who successfully complete this course are eligible to apply to sit for the Indiana Department of Health (IDOH) certification exam for nursing assistants. This course meets the minimum standards set forth by the IDOH for Certified Nursing Assistant training. Testing includes written and skills examination. Skills exam is complete at Essential Healthcare Academy within 2-3 weeks of training completion. Written exam is computerized at Ivy Tech testing center with 1-2 weeks after submitting application to test.

Qualified Medication Aide (QMA) course meets the minimum standards set forth by the ISDH for QMA training. Individuals who successfully complete this course are eligible to apply for the Indiana Department of Health (IDOH) competency evaluation test for Qualified Medication Aides. Testing includes written examination only. Written exam is computerized at Ivy Tech testing center with 1-2 weeks after submitting application to test.

Certified Phlebotomy Technician Certification (CPT) prepare students to obtain skills for national certification. Successful completion of this course will ensure quality care for patients, become certified through National HealthCareer Association (NHA). Testing includes written examination only. Written exam is proctored at Essential Healthcare Academy with 1-2 weeks after completion.

Certified Clinical Medical Assistant (CCMA) provides instruction in taking and recording vital signs, preparing patients for examination, patient education, and assisting the physician during the exam. Successful completion of this course will ensure quality care for patients, become certified through National HealthCareer Association (NHA). Testing includes written examination only. Written exam is proctored at Essential Healthcare Academy with 1-2 weeks after completion.

American Heart Association requirements for healthcare professionals, nursing and paramedic students, and anyone requiring CPR certification for a professional healthcare setting. Certification is through American Heart Association. Testing includes written examination only provided by AHA exam at the end of class completion.

Pass/Fail and Pass Rate

| | 2021 | 2022 | 2023 | Year to Date 2024 |
|-------------------------|-------------|-------------|--------------|--------------------------|
| Pass/Fail and Pass Rate | (53/0) 100% | (90/10) 90% | (150/11) 93% | |

Student Data

| Name of Program | Regulatory Agency | Number of Students Enrolled in 2023 | Number of graduated in 2023 | Students Certified in 2023 | Number of students Enrolled in 2024 | Number of graduates in 2024 | Students Certified in 2024 | CurrentlyEnrolledin 2024 |
|----------------------|-----------------------|-------------------------------------|-----------------------------|----------------------------|-------------------------------------|-----------------------------|----------------------------|--------------------------|
| Certified Nurse Aide | Indiana Department of | 63 | 60 | 52 | 66 | 43 | 30 | 19 |
| Qualified Mediation | Indiana Department of | 93 | 86 | 66 | 31 | 22 | 10 | 4 |
| Certified Phlebotomy | Office for Career and | 7 | 5 | 5 | 34 | 15 | 14 | 18 |
| Certified Clinical | Office for Career and | 0 | 0 | 0 | 41 | 11 | 9 | 25 |
| CPR | American Heart | 20 | N/A | 20 | 15 | N/A | 15 | 0 |
| TB Validation | Indiana Lung | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

BOARD FOR PROPRIETARY EDUCATION

Friday, December 13, 2024

INFORMATION ITEM A:**Calendar of Tentative Meeting Dates of the Board****Staff Recommendation**

For information only.

Background

The following is a tentative schedule of dates for the 2025 Board for Proprietary Education Business Meetings:

| | |
|---------------------------|---------------------|
| Monday, March 3, 2025 | 10:00 am - 12:30 pm |
| Monday, June 2, 2025 | 10:00 am - 12:30 pm |
| Monday, September 8, 2025 | 10:00 am - 12:30 pm |
| Monday, December 1, 2025 | 10:00 am - 12:30 pm |

Supporting Documents

None.