INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Board for Proprietary Education

AGENDA

Monday, December 1, 2025

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 1, 2025
10:00 am – 12:30 pm

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

Microsoft Teams
Join the meeting now
Dial in by phone
+1 317-552-1674
Phone conference ID: 127 479 688#

Member	Appointing Authority	Term
Scott Bogan	Secretary of Education	(at the pleasure of the Secretary)
Dr. Matt Butler	Commission for Higher Education	(at the pleasure of the Commissioner)
Anne Shane	Governor	October 1, 2018 – September 30, 2022 (continuing to serve at the pleasure of the Governor)
Ken Konesco	Governor	October 17, 2016 – October 16, 2020 (continuing to serve at the pleasure of the Governor)
Michael Nossett	Governor	May 5, 2025 – May 4, 2029

III. Discussion Item

IV. Information Item

V. OLD BUSINESS
NEW BUSINESS
ADJOURNMENT

****

The next meeting of the Board is tentatively scheduled for **March 2, 2026, in Indianapolis, Indiana**.

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Monday, September 8, 2025

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, with Chairman Butler presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Scott Bogan (in person); Matt Butler, Ph.D. (in person); Ken Konesco (virtual), Michael Nossett (in person), and Ann Shane (in person).

Members Absent: None.

Commission for Higher Education: Ross Miller (in person).

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

Guests: Sedricka Epperson (in person); Donielle Kremple (in person).

A quorum was determined for the September 8, 2025, Board meeting.

CONSIDERATION OF THE MINUTES OF THE June 18, 2025, BOARD MEETING

R-25.09.01 **Resolved:** The Board for Proprietary Education hereby approves the Minutes of the June 18, 2025, regular meeting.
(Motion – Konesco, second – Bogan, Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye) The motion passed.

CONSIDERATION OF THE MINUTES OF THE July 10, 2025, BOARD MEETING

R-25.09.02 **Resolved:** The Board for Proprietary Education hereby approves the Minutes of the July 10, 2025, regular meeting.
(Motion – Nossett, second – Shane, Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye) The motion passed.

II. EXECUTIVE DIRECTOR'S REPORT

Matt Butler began by noting that the BPE rulemaking was nearing completion. The final rule will be published tomorrow in the Indiana Register. Once the final rule is complete, the interim rule will be repealed.

Commissioner Chris Lowery will be retiring on October 10, 2025. Dr. Katie Jenner, Secretary of Education, will be assuming the Commissioner role as well. This would maintain momentum, with the vertical as we all work together.

III. PROGRAM REVIEW AND DECISION ITEM

A. Program Review of Essential Healthcare Academy

1. Comprehensive review of academic programs offered by Essential Healthcare Academy.

   Representing Essential Healthcare Academy: Sedricka Epperson, Program Director; and Donielle Kremple, Program Director.

   Matt Butler introduced the program review. Ross Miller presented the staff report outlining the details of the review. Sedricka Epperson and Donielle Kremple presented additional materials on behalf of the institution.

B. Decision Item

2. Diploma in Practical Nursing to be offered by Essential Healthcare Academy. Re-approve the Diploma in Practical Nursing acknowledging all stipulations have been satisfactorily met or resolved.

   Representing Essential Healthcare Academy: Sedricka Epperson, Program Director; and Donielle Kremple, Program Director.

   Matt Butler introduced the proposal for re-approval of the Diploma in Practical Nursing, acknowledging all stipulations have been satisfactorily met or resolved. Ross Miller presented the staff report recommending the program re-approval without stipulations.

   Toni Herron recommended removal of stipulations.

   R-25.09.03 **Resolved:** The Board for Proprietary Education hereby approves the following recommendation by roll call, per the background information provided in this agenda item.
   (Motion –Shane, second – Konesco, Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye) The motion passed.

IV. INFORMATION ITEM

A. Change of Ownership

1. Change of Ownership: Processes of the US Department of Education, Office of Federal Student Aid; State Counterpart Agencies; and the Board for Proprietary Education.

   Matt Butler introduced the information item. Ross Miller presented an overview of the change of ownership processes of the US Department of Education, Office of Federal Student Aid; Illinois Board of Higher Education; Kentucky Commission on Proprietary Education; Michigan Department of Labor and Economic Opportunity; Ohio Department of Higher Education; and the Board for Proprietary Education.

V. OLD BUSINESS

NEW BUSINESS

None was presented.

VI. ADJOURNMENT

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

_____ _____

Dr. Matt Butler, Chairman Date

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BOARD FOR PROPRIETARY EDUCATION
Monday, December 1, 2025

DECISION ITEM A-1:	**VicTory Training: Initial Institutional Authorization**
Institutional Profile	See Attachment
Staff Recommendation	That the Board for Proprietary Education grant VicTory Training institutional authorization in accordance with the background discussion of this agenda item, the Application for Initial Institutional Authorization, and the New Program Proposal for a Diploma in Practical Nursing.
Background	**Institutional Profile** VicTory Training is expected to request authorization for the Diploma in Practical Nursing to be included on the agenda for the March or June 2026 BPE Business Meeting.
Supporting Document	Application for Initial Institutional Authorization New Program Proposal for a Diploma in Practical Nursing

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Institutional Profile for
VicTory Training

Background VicTory Training began operating in Hobart, Indiana, in 2015, with Indiana Department of Health (IDOH) approval. The institution received authorization from the Indiana Office for Career and Technical Schools (OCTS) in 2023.

Dr. Regina Beard is the founder and Program Director of VicTory Training. She completed a Doctor of Nursing Practice after earning a Master of Science (M.S.) in Nursing Education and a Bachelor of Science (B.S.) in Registered Nursing.

VicTory Training began by offering Certified Nursing Assistant program.

Institutional Control Private, for-profit institution. Victory Training, 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 an eligibility application to ACEN in November 2026 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. VicTory Training could achieve ACEN accreditation by July 2028.

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

Participation in Student Financial Aid VicTory Training does not participate in Title IV Federal Student Aid. The institution does not participate in State Financial Aid (SFA) programs. Students may be eligible for the Next Level Jobs Workforce Ready Grant or WIOA Grant provided by IMPACT or WorkOne.

Enrollment VicTory Training does not currently submit data to the National Center for Education Statistics (NCES). The institution self-reported an overall enrollment of 36 students in 2022, 30 in 2023, and 40 students in 2024. The institution reported an enrollment headcount of 60 as of November 2025.

Programs The institution offers programs at the certificate level. The institution currently offers a Certificate in Clinical Certified Medical Assistant, and a Certificate in Phlebotomy Technician.

Financial Responsibility Composite Score (FRCS) VicTory Training does not currently submit audited financials to the U.S. DOE and thus does not have an FRCS.

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Indiana Commission for Higher Education/
Indiana Board for Proprietary Education

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: VicTory Training

2. Address of campus: 2211 Tenth St. Hobart, IN 46342

3. The institution is accredited by or seeking accreditation from:
CHE

4. Submit documentation from the accrediting body indicating the institution's current status.

5. Provide information on the current status of any approvals needed by licensing boards.

6. The institution has its principal campus in the State of: Indiana

7. 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.

8. 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.	Annual or Cr. Hr. Tuition
51.3901	Practical Nursing		13 months	980	$17,500
51.0801	Clinical Certified Medical Assistant (CCMA)		12 weeks	96 hours	$1800.00
51.1009	Phlebotomy Technician		10-12 weeks	80-96 hours	$1500.00

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.

2022.05.01

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: __Dr. Regina Beard, RN_____

    Title of Campus Director: __Founder_____

    Phone Number of Campus Director: __219)613-0032_____

    Email of Campus Director: _info@victorytraining.net_____

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: _Dr. Regina Beard_____

Position title of person submitting this form: Founder/Director_____

Phone number contact of person submitting this form: _(219)613-0032_____

Email contact of person submitting this form: ____info@victorytraining.net_____

++ * *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);*

2022.05.01

- *Courses on military installations offered by an accredited institution and limited to active and reserve military personnel, dependents of military personnel, and civilian employees of the military installation;*
- *Faculty residing in the state;*
- *Field trips;*
- *Proctored exams held in the state;*
- *Operation of a server or other electronic service device;*
- *Short courses with 20 or fewer classroom hours, or equivalent thereof;*
- *A portion of a full-term course, up to two meetings and up to 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, provided that:*
    - *Ten or fewer students from your institution are physically and simultaneously present at a single field site; and*
    - *The institution has already obtained all the necessary professional and licensure approvals (if any) to conduct the learning opportunity in Indiana.*

Appendix I

Statement of Authorization

The following statement will be the **only** authorized statement and is required in all catalogs, and may be appropriate for inclusion in other documents such as institutional student contract, enrollment agreements and other materials.

This institution is authorized by:
The Indiana Commission for Higher Education/
The Indiana Board for Proprietary Education
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

You may insert the statement in your present catalog and distribute it with your brochures and other related promotional materials; however, the new printing of the institution's catalogs, brochures, and other related promotional materials must contain the required statement.

Indiana Uniform Refund Policy

If a postsecondary educational institution utilizes a refund policy of their recognized regional/national accrediting body or the current United States Department of Education (USDOE) Title IV refund policy, the postsecondary educational institution must provide written verification in the form of a final refund calculation, upon the request of the Commission/Board, that its refund policy is more favorable to the student than that of the Commission's/Board's. Postsecondary educational institutions accredited by a regionally/nationally recognized accrediting body must uniformly apply the Commission's/Board's tuition refund policy or the refund policy of their recognized accrediting body, as previously approved by the Commission/Board to all first-time students enrolled. Postsecondary educational institutions using a refund policy other than that of the Commission's/Board's must list the complete policy and its location in the institutional catalog and the enrollment agreement.

Institution's Onsite Refund Policy

The postsecondary educational institution shall pay a refund to the student in the amount calculated under the refund policy specified in this section or as otherwise approved by the Commission/Board. The institution must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

(b) The following refund policy applies to each resident postsecondary educational institution, except as noted in:
(1) A student is entitled to a full refund if one (1) or more of the following criteria are met:
(A) The student cancels the institutional student contract or enrollment agreement within six (6) business days after signing.
(B) The student does not meet the postsecondary educational institution's minimum admission requirements.

(C) The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the postsecondary educational institution.

(D) If the student has not visited the postsecondary educational institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.

(2) A student withdrawing from an instructional program, after starting the instructional program at a postsecondary educational institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(3) A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(4) A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(5) A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(6) A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund.

INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
For BPE Authorized Institutions

2025-2026

Practical Nursing
To Be Offered by VicTory Training at Hobart High School

Program Details	
Degree Award Level1 :	Award of at Least One but Less than Two Academic Years
Mode of Delivery (In-person or Online1):	In- person
Career Relevant/Out-of-Classroom Experiences1 :	Clincial and Externship
Academic Unit(s) Offering Program College: School: Department:	VicTory Training School of Health Sciences Department of Practical Nursing
Suggested CIP Code for Program:	51.3901
Author Details	
Name of Person Preparing this Form:	Dr. R. Beard, RN
Telephone Number and Email Address:	(219)613-0032 info@victorytraining.net
Date the Form was Prepared (Use date last revised):	10/6/25

INDIANA COMMISSION for HIGHER EDUCATION

1. Program Objectives

a. Program Rationale

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

VicTory Training Practical Nursing Program is designed to prepare students for safe, competent, and compassionate entry-level nursing practice as Licensed Practical Nurses (LPNs)**.** The program's primary goal is to equip graduates with the knowledge, technical skills, clinical judgment, and professional behaviors required to deliver quality care across a variety of healthcare settings, including hospitals, long-term care facilities, clinics, and community health environments. Graduates will be prepared to meet licensure requirements through successful completion of the National Council Licensure Examination for Practical Nurses (NCLEX-PN)**.**

The program is structured as a 14-month, 1000-clock-hour part-time curriculum**,** combining classroom instruction, laboratory practice, and supervised clinical experiences. Coursework progresses from foundational concepts—such as anatomy and physiology, fundamentals of nursing, and pharmacology—to advanced specialty areas including medical-surgical, maternal-newborn, pediatric, geriatric, and mental health nursing. Skills labs and simulations allow students to develop clinical competencies in a controlled environment before applying them in real patient care settings. The curriculum integrates NCLEX preparation and professional development courses throughout to reinforce learning and ensure readiness for licensure. This comprehensive structure supports students in mastering program competencies and achieving the ultimate objective of becoming confident, practice-ready Licensed Practical Nurses.

b. Program Structure

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

<table>
<tr><td rowspan="2">Total Course Hours:

980</td><td colspan="3">Check one:</td></tr>
<tr><td>Quarter Hours
☐</td><td>Semester Hours
☐</td><td>Clock Hours
X☐</td></tr>
<tr><td>Tuition: $16,000</td><td colspan="3" rowspan="2">Length of Program: 14 months</td></tr>
<tr><td>Special Fees: $1500.00</td></tr>
</table>

SPECIALTY COURSES:		
Course Number	**Course Title**	**Course Hours**
PN 101	Fundamentals of Nursing (Theory)	70
PN 101C	Fundamentals Clinical	50
PN 116	NCLEX Success (NCLEX Prep, meets 2 days/week)	50
PN 111	Nursing Skills Lab & Simulation	80
PN 103	Pharmacology (Theory only)	60
PN 117	NCLEX Success – (reinforcement & test-taking	20
PN 105	Medical-Surgical Nursing I (Theory)	70
PN 105C	Medical-Surgical Nursing I (Clinical)	70
PN 106	Medical-Surgical Nursing II (Theory)	70
PN 106C	Medical-Surgical Nursing II (Clinical)	70

SPECIALTY COURSES:		
Course Number	**Course Title**	**Course Hours**
PN 107	Maternal & Newborn Nursing (Theory)	40
PN 107C	Maternal & Newborn Clinical	20
PN 108	Pediatric Nursing (Theory)	40
PN 108C	Pediatric Nursing (Clinical)	20
PN 109	Geriatric Nursing (Theory)	40
PN 109C	Geriatric Nursing (Clinical)	20
PN 110	Mental Health Nursing (Theory)	50
PN 110C	Mental Health Nursing (Clinical)	30
PN 114	Professional Development & Leadership (Theory only)	40

GENERAL EDUCATION / LIBERAL ARTS COURSES:		
Course Number	**Course Title**	**Course Hours**
PN 116	Psychology 101	20
PN 102	Anatomy & Physiology	60
PN 104	Nutrition & Diet Therapy (Theory only)	40
PN 115	NCLEX-PN Review & Capstone	20

Number of Credit/Clock Hrs. in Specialty Courses: 720 / 1000 *Percentage:* 72

Number of Credit/Clock Hrs. in General Courses: 280 / 1000 *Percentage:* 28

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

2. Library

a. Library Rationale

- *Please provide information pertaining to the library located in your institution*
-
    - ***Location of library; Hours of student access; Part-time, full-time librarian/staff:*** **HobartHigh School Library- is located inside of the school.**
    - **One full-time staff accessible Mondays to Fridays from 730am to 3pm**
    - **Number of volumes of professional material: o**

- **Physical books: ~2000 items, Large print books:**
- **~1000, Sound recordings / audiobooks: ~2000+**
- **items and E-books & electronic resources:**
- **numbers in the range of 1,000- to 3,000+**
- **depending on the type.**

- **Number of professional periodicals subscribed to:**
  1000

- **Other library facilities in close geographical proximity for student access:**
  Hobart-Lake County Library is 2.5 miles away 2 full-time and 1 part-time
- **It's accessible from Monday and Wednesdays 1230pm to 830pm- Tuesdays and Thursdays from 10am to 6pm, Fridays and Saturdays 9am to 5pm-**

3. Faculty

a. Qualifications

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

Total # of Faculty in the Program: 10	**Full-time: 6**	**Part-time: 4**
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)		

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one: Full-time	Check one: Part-time
Anderson, Sheila	MSN	35	1	0		X
Bankhead, Jasmine	MSN	3	1		X	
Beard, Regina	DNP	19	10	7	X	
Brown, Amy	MSN,	29	0	1		X
Bynum, Britney	MSN, FNP	11	0	0	X	

Hayward, Mylicia	BSN	8	0	0		X
Jones, Kricia	BSN	22	1	0	X	
Rivera, Katina	ASN	16	1	0	X	
Salary, LaQuinta	BSN	24	0	0		X
Scully, Donnita	MSN	41	0	14	X	

b. Occupational Outlook: Projected Employment Trends

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

- Employment & growth (2024-2034): LPN/LVN employment projected to grow 3% (651,400 → 668,500). 54,400 openings per year are expected from growth and replacements. Median pay $62,340 (May 2024).
  Where LPNs work most: Highest employment in nursing care facilities, hospitals, home health, physicians' offices; OEWS shows these industries carry the largest shares of LPN jobs.
  Macro workforce pressure: HRSA's 2024 national health-workforce brief confirms ongoing demand growth across nursing occupations, driven by aging and care-setting shifts.

4. Rationale for the Program

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

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

  VicTory Training Practical Nursing Program is firmly aligned with the institution's mission to provide high-quality, career-focused education that strengthens both individual lives

and the broader community. Nursing is a profession rooted in service, compassion, and technical skill, and offering this program advances the institution's commitment to preparing students for meaningful careers that address critical workforce needs. By equipping graduates with the knowledge, clinical experience, and licensure preparation necessary to succeed as Licensed Practical Nurses (LPNs), the program directly supports the health and well-being of the region.

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

  VicTory Training Practical Nursing Program is consistent with the institution's mission to provide accessible, high-quality, and career-focused education that empowers students while strengthening the community. By preparing graduates to meet licensure requirements and enter the healthcare workforce as Licensed Practical Nurses, the program advances the mission by equipping students with practical skills that lead to stable, in-demand careers and directly improve community health outcomes. The program also fits into the institution's strategic plan by expanding healthcare offerings, strengthening partnerships with regional employers, and addressing workforce shortages identified in Northwest Indiana and across the state.

b. **State Rationale: General**

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

The HOPE Agenda emphasizes increasing access to post-high school training, improving completion rates, and retaining graduates within Indiana's workforce as foundational goals. By offering a high-quality, licensure-eligible Practical Nursing program, VicTory Training expands access to a recognized credential in a high-demand field—supporting the HOPE goal of boosting post-high school training and education rates among youth and adults. Because our program is designed with structured clinical support, NCLEX success integration, and student support mechanisms, it strengthens completion outcomes by helping students persist through the challenges of health care training.

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

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

VicTory Training Practical Nursing Program directly supports the HOPE Agenda's mobility initiative, which seeks measurable improvements in economic and social mobility outcomes, by offering a credential that leads to stable, well-paying employment in healthcare. As a licensure-track program, graduates gain access to the workforce as Licensed Practical Nurses—entry into a middle-income profession with opportunities for wage growth, specialty roles, and further education pathways (LPN-to-RN)

d. **Evidence of Labor Market Need**

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

Number of volumes of professional material: Regionally, Northwest Indiana consistently reports 250+ open LPN positions, and the local workforce development plan identifies nursing as a priority sector, strengthened further by demand spillover from the Chicago metropolitan area. Supported by extensive professional materials—including BLS data, Indiana Department of Workforce Development projections, HRSA analyses, and Bowen Center research—evidence clearly

demonstrates that graduates of this program will have strong and sustained career opportunities.

e. **Placement of Graduates**

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

Graduates of VicTory Training Practical Nursing Program are expected to be employed predominantly as Licensed Practical Nurses
(LPNs) in clinical and healthcare settings. The principal occupations will include roles such as: Licensed Practical Nurse / Licensed Vocational Nurse (LPN / LVN) providing direct patient care under supervision of RNs or physicians Long-Term Care / Skilled Nursing Facility Nurse caring for residents in nursing homes, assisted living, and rehabilitation centers Home Health / Community Health Nurse delivering care in patients' homes, hospice settings, and community health agencies Clinic / Ambulatory Care Nurse assisting with outpatient services, chronic care management, and supportive nursing services in physician's offices
Hospital / Medical-Surgical Support Nurse in wards, internal medicine units, post-operative care, or specialty support (e.g. telemetry, med-surg

- 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.
-

While VicTory Training Practical Nursing Program is primarily designed to prepare graduates for immediate entry into the healthcare workforce as Licensed Practical Nurses (LPNs), it also serves as a strong feeder into advanced nursing education pathways. Graduates who wish to continue their studies may pursue LPN-to-RN bridge programs leading to an Associate Degree in Nursing (ADN), followed by RN-to-BSN completion programs, and ultimately progress into graduate-level nursing education such as Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), or PhD programs

f. **Job Titles**

- List specific job titles and broad job categories that would be appropriate for a graduate of~~t~~his program.
  Licensed Practical Nurse (LPN), Charge Nurse (LPN level, in long-term care or skilled nursing facilities), Clinic Nurse / Ambulatory Care Nurse, Home Health Nurse (LPN), Hospice Nurse (LPN), Rehabilitation/Restorative Care Nurse, Long-Term Care Nurse, School Nurse (LPN, in certain districts/roles) and Correctional Facility Nurse (LPN)

5. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**

- List the significant competencies or learning outcomes that students completing this program are expected to master.
- Graduates of the VicTory Training Practical Nursing Program will be able to:

1. Provide safe, effective, and patient-centered nursing care using sound clinical judgment and the nursing process.
2. Communicate and collaborate effectively with patients, families, and members of the healthcare team.
3. Demonstrate competency in essential nursing skills and procedures across diverse care settings.

4. Apply ethical, legal, and professional standards within the scope of practical nursing practice.
5. Promote health and wellness by educating and advocating for patients and communities.
6. Demonstrate readiness for licensure and lifelong learning through successful preparation for the NCLEX-PN and future nursing advancement.

b. **Assessments**

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

The institution will assess student mastery of program competencies and learning outcomes through a combination of formative and summative evaluations embedded throughout the curriculum. Assessment methods include written examinations, skills lab check-offs, clinical performance evaluations, case studies, and simulation scenarios to measure knowledge, technical ability, and critical thinking. Students' communication, professionalism, and ethical decision-making will be evaluated through faculty observation, reflective assignments, and feedback from clinical supervisors. Mastery of outcomes will be further validated through standardized NCLEX-PN preparation testing and a comprehensive capstone course that integrates theory, lab, and clinical practice.

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

a. **Federal Financial Responsibility Composite Score**

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

  N/A

b. **State Licensure**

- Does a graduate of this program need to be licensed by the State to practice their professionin Indiana and if so, will this program prepare them for licensure?
- VicTory Training Practical Nursing Program must be licensed by the Indiana State Board of Nursing to practice as a Licensed Practical Nurse (LPN) in the state. Licensure requires successful completion of the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

- If so, please identify:
  VicTory Training Practical Nursing Program must be licensed by the Indiana State Board of Nursing to practice as a Licensed Practical Nurse (LPN) in the state. Licensure requires successful completion of the National Council

Licensure Examination for Practical Nurses (NCLEX-PN).

- The specific license(s) needed:

Licensed Practical Nurse

- The State agency issuing the license(s):

Indiana State Board

c. **Professional Certification**

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

Graduates of VicTory Training are primarily expected to pursue state licensure as a Licensed Practical Nurse (LPN) through successful completion of the NCLEX-PN examination, which is administered by the National Council of State Boards of Nursing (NCSBN) and required by the Indiana State Board of Nursing.

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

- If so, please identify

VicTory Training Practical Nursing Program graduates will be prepared to obtain the NCLEX-PN licensure, the national certification
required for employment as a Licensed Practical Nurse in Indiana. Licensure is essential for entry-level practice, and the program's curriculum, clinical training, and NCLEX success
courses are designed to ensure readiness.

- Each specific professional certification:

In addition, graduates may pursue optional national specialty certifications in areas such as long-term care, pharmacology, IV therapy, geriatrics, pediatrics, hospice, and wound care, which, while not required, can improve employment prospects and career advancement opportunities in Indiana's healthcare workforce.

- The national organization issuing each certification:

Long-term care - Certification: *Certified in Long-Term Care (CLTC)*

Credentialing Body: *National Association of Long Term Care Administrator Boards (NAB)* or *Nursing organizations such as NADONA*

Pharmacology - National Option: *Pharmacology for Nurses CE Certification* (various accredited CE providers or ANCC)
Credentialing Body: *American Nurses Credentialing Center (ANCC)* or *State Nursing Boards*

IV therapy - Certification: *IV Therapy Certification for LPNs and RNs*
Credentialing Body: *Infusion Nurses Society (INS) – Certified Registered Nurse Infusion (CRNI*

Geriatrics - Certification: *Gerontology Nursing Certification (LPN/LVN)*
Credentialing Body: *National Association for Practical Nurse Education and Service (NAPNES)*

Pediatrics - Certification: *Certified Pediatric Nurse (CPN)*
Credentialing Body: *Pediatric Nursing Certification Board (PNCB)*

Hospice - Certification: *Certified Hospice and Palliative Licensed Nurse (CHPLN)*
Credentialing Body: *Hospice and Palliative Credentialing Center (HPCC)*

Wound care - Certification: *Wound Care Certified (WCC)*
Credentialing Body: *National Alliance of Wound Care and Ostomy (NAWCO)*

- Please explain the rational for choosing each professional certification:

VicTory'Training Practical Nursing Program prepares graduates for successful entry into the healthcare workforce while also providing the foundation for advanced specialty certifications that expand professional competence and career opportunities. Each certification aligns with key areas of study and practice within the program.

Certified in Long-Term Care (CLTC) credential recognizes expertise in gerontological nursing and quality-of-life management for older adults, reinforcing the program's emphasis on long-term and chronic care.

Pharmacology CE Certification, approved by the Indiana Department of Health or the American Nurses Credentialing Center (ANCC), validates safe medication administration and a thorough understanding of pharmacological principles.

Certified Registered Nurse Infusion credential, awarded by the Infusion Nurses Society (INS), demonstrates mastery in intravenous therapy, infusion management, and vascular access—skills emphasized in both classroom and clinical instruction.

Gerontology Nursing Certification through NAPNES confirms specialized knowledge in meeting the physical, psychological, and social needs of aging patients.

Certified Pediatric Nurse (CPN) credential offered by the Pediatric Nursing Certification Board highlights proficiency in pediatric growth, development, and family-centered care.

Certified Hospice and Palliative Licensed Nurse (CHPLN) certification, offered by the Hospice and Palliative Credentialing Center (HPCC), verifies the nurse's ability to provide compassionate, end-of-life and symptom management care.

Wound Care Certified (WCC) credential from the National Alliance of Wound Care and Ostomy (NAWCO) demonstrates advanced skills in wound assessment, prevention, and treatment.
Collectively, these certifications complement the VicTory Training's curriculum by reinforcing clinical excellence, promoting professional growth, and ensuring that graduates are well prepared to meet the diverse and evolving needs of patients across the healthcare continuum.

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

Each certification aligns with specific coursework in the **VicTory Training Practical Nursing Program**:

b. **Long-Term Care / Geriatrics:** PN 109 – Geriatric Nursing, PN 101 – Fundamentals of Nursing
c. **Pharmacology:** PN 103 – Pharmacology
d. **IV Therapy:** PN 105 and PN 106 – Medical-Surgical Nursing I & II
e. **Pediatrics:** PN 108 – Pediatric Nursing
f. **Hospice and Palliative Care:** PN 110 – Mental Health Nursing and PN 109 – Geriatric Nursing
g. **Wound Care:** PN 105 and PN 106 – Medical-Surgical Nursing I & II

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

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

If so, please identify: VicTory Training Practical Nursing Program curriculum is designed to fully incorporate professional industry standards and best practices for the preparation of Licensed Practical Nurses. The program is aligned with the National Council of State Boards of Nursing (NCSBN) NCLEX-PN Test Plan, ensuring that all content areas reflect the competencies required for safe and effective entry-level practice. It also integrates guidelines from the Indiana State Board of Nursing, as well as evidence-based standards for nursing education and clinical practice established by professional organizations such as the National Association for Practical Nurse Education and Service
(NAPNES)and the National Federation of Licensed Practical Nurses (NFLPN).

- The specific professional industry standard(s) and/or best practice(s):

Clinical instruction emphasizes best practices in patient safety, cultural competence, interprofessional collaboration, and use of simulation-based learning, consistent with national nursing education trends. Together, these standards ensure that graduates are practice-ready, licensure-prepared, and able to provide safe, ethical, and high-quality care in diverse healthcare settings.

- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: National Council of State Boards of Nursing (NCSBN), Indiana State Board of Nursing and National Association for Practical Nurse Education and Service (NAPNES)

e. **Institutional Accreditation**

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

VicTory Training will seek programmatic accreditation for the Practical Nursing Program through the Accreditation Commission for Education in Nursing (ACEN). If program approval is granted in December, the institution will begin the accreditation process immediately upon approval.

- **January–March (Year 1):** Submit initial application for candidacy and begin self-study preparation.
- **April–August (Year 1):** Complete and submit ACEN Candidacy Application and Eligibility documentation.
- **September–December (Year 1):** Undergo ACEN Candidacy Review and respond to any recommendations.
- **January–June (Year 2):** Submit Self-Study Report and prepare for site visit.
- **July–December (Year 2):** ACEN conducts site visit and makes an accreditation decision.

VicTory Training anticipates achieving initial programmatic accreditation within 18–24 months of program approval, ensuring continuous quality improvement and alignment with national nursing education standards.

- Reason for seeking accreditation.

1.Quality Assurance – Accreditation ensures the curriculum, faculty, and outcomes meet rigorous national standards for nursing education.
2. Licensure & Eligibility – Accreditation strengthens program credibility with the Indiana State Board of Nursing and assures alignment with NCLEX-PN preparation.
3. Student Benefit – Accreditation expands access to federal financial aid, facilitates credit transfer for students pursuing advanced nursing degrees, and enhances graduates' employment opportunities, since many healthcare employers in Indiana prefer or require graduation from an accredited nursing program.

f. **Specialized Program Accreditation**

- Does this program need specialized accreditation in order for a graduate to become licensedby the State or to earn a national professional certification, so graduates of this program canwork in their profession or have substantially better prospects for employment? Yes

- If so, please identify the specialized accrediting agency: VicTory Training Practical Nursing Program curriculum is designed to fully incorporate professional industry standards and best practices for the preparation of Licensed Practical Nurses. The program is aligned with the National Council of State Boards of Nursing (NCSBN) NCLEX-PN Test Plan, ensuring that all content areas reflect the competencies required for safe and effective entry-level practice. It also integrates guidelines from the Indiana State Board of Nursing, as well as evidence-based standards for nursing education and clinical practice established by professional organizations such as the National Association for Practical Nurse Education and Service
- (NAPNES)and the National Federation of Licensed Practical Nurses (NFLPN).

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

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

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

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

7. 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?
5%

- What is the beginning year of digitized student transcripts?
2025

- Are student transcripts stored separately from the overall student records?
Yes

b. **How are student records stored?**
National Healthcare Association (NHA) website

- Where is the computer server located?
- n/a

- What is the name of the system that stores the digital records?

  NHA website

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

Students transcripts are stored in a locked file cabinet/room

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

2015

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

7

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

100

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?**

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

Ayanna Westbrook, RN contact@victorytraining.net (219)8065383 Student Sucess Advisor

i. **Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?**
no

j. **Approximately what is the average number of requests for student records or verification of attendance that the institution receives in a day and week? 0**

This Section Applies to All Institutions

k. **Is there anything that the Commission should consider with regard to the institutional student records**? We're looking into Parchment.

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

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 this program application.**

8. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount, FTE enrollment, and degrees conferred data in a manner consistentwith 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 - 0

- If the program will take more than five years to be fully implemented and to reach steadystate, report additional years of projections. n/a

Projected Headcount and FTE Enrollments and Degrees Conferred

October 2026									
Institution/Location: VicTory Training at Hobart High School									
Program: Practical Nursing									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2027	FY2028	FY2029	FY2030	FY2031	
Enrollment Projections (Headcount)									
	Full-Time			0	0	0	0	0	
	Part-Time			20	30	40	50	60	
	Total			20	30	40	50	60	
Enrollment Projections (FTE*)									
	Full-Time			0	0	0	0	0	
	Part-Time			20	30	40	50	60	
	Total			20	30	40	50	60	
Degrees Conferred Projections				18	27	37	47	57	
Degree Level: Practical Nursing Diploma									
CIP Code: - 51.3901; State – 25-23113									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Victory Training

VicTory Training – Unofficial Transcript

Practical Nursing Program (980 Clock Hours / 14 Months)

Student Name: _____

Student ID: _____

Program Start Date: _____

Program End Date: _____

Quarter 1 (Months 1–3)

Course No.	Course Title	Theory	Clinical/Lab	Total	Grade
PN 101	Fundamentals of Nursing	60	50	110	____
PN 102	Anatomy & Physiology	60	—	60	____
PN 111	Skills Lab & Simulation	—	60	60	____
PN 116	Nuclei Success I (NCLEX Prep)	50	—	50	____

Quarter 1 Total: 280 Hours

Quarter 2 (Months 4–6)

Course No.	Course Title	Theory	Clinical/Lab	Total	Grade
PN 103	Pharmacology	60	—	60	____
PN 104	Nutrition & Diet Therapy	40	—	40	____
PN 105	Medical-Surgical Nursing I	70	60	130	____
PN 117	Nuclei Success II (NCLEX Prep)	20	—	20	____

Quarter 2 Total: 250 Hours

Quarter 3 (Months 7–10)

Course No.	Course Title	Theory	Clinical/Lab	Total	Grade
PN 106	Medical-Surgical Nursing II	70	60	130	____
PN 107	Maternal & Newborn Nursing	40	20	60	____
PN 108	Pediatric Nursing	40	20	60	____

Quarter 3 Total: 250 Hours

Quarter 4 (Months 11–14)

Course No.	Course Title	Theory	Clinical/Lab	Total	Grade
PN 109	Geriatric Nursing	40	20	60	____
PN 110	Mental Health Nursing	50	30	80	____
PN 114	Professional Development & Leadership	40	—	40	____
PN 115	NCLEX-PN Review/Capstone	20	—	20	____

Quarter 4 Total: 200 Hours

Program Totals

Theory / Didactic Hours: 640

Clinical & Lab Hours: 340

Program Total: 980 Clock Hours

Cumulative GPA/Overall Grade: _____

Completion Status: ☐ In Progress ☐ Completed ☐ Withdrawn

Issued By (Registrar/Records Office): _____

Date Issued: _____

Transcript Key

Grading Scale

Grade	Description	% Range	GPA Points
A	Excellent	90–100%	4.0
B	Good	80–89%	3.0
C	Satisfactory	70–79%	2.0
D	Marginal	65–69%	1.0
F	Failing	Below 65%	0.0

Symbols:
- I = Incomplete
- W = Withdrawn
- T = Transfer Credit

Program Information:
- Program Length: 14 months
- Total Clock Hours: 980
- Credential Awarded: Diploma in Practical Nursing
- Licensure Preparation: Graduates are eligible to sit for the NCLEX-PN examination.

Accreditation:
VicTory Training intends to seek accreditation through the Accreditation Commission for Education in Nursing (ACEN).

BOARD FOR PROPRIETARY EDUCATION
Monday, December 1, 2025

DECISION ITEM B-1: **Caris College:**
One Associate Degree Program Through Blended Delivery

Institutional Profile See Attachment

Staff Recommendation That the Board for Proprietary Education approve the Associate of Applied Science in Veterinary Technician, in accordance with the background discussion of this agenda item and the New Program Proposal.

Background

Degree Program Profile

Associate of Applied Science in
Veterinary Technician
Offered at Jeffersonville and Through Distance Education

This program consists of 117 quarter credit hours, with 87 percent of the courses in the specialty. The program faculty currently identified consists of three individuals, all of whom are full-time. Of the three individuals, two have a baccalaureate degree. A third individual has an associate's degree and would be an instructor upon graduation with a baccalaureate degree.

An additional two faculty members are to be identified. Of the two, each would be full-time. One would be required to have a Doctor of Veterinary Medicine degree.

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

Supporting Document New Program Proposal

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Institutional Profile for
Caris College

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

Institutional Control Private, for-profit institution.

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

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

Participation in NC-SARA N/A

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

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

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

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

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

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INDIANA COMMISSION FOR HIGHER EDUCATION

Indiana Board for Proprietary Education

New Program Proposal Form

For BPE Authorized Institutions

A.A.S. in Veterinary Technology To Be Offered by Caris College at Jeffersonville, Indiana

Program Details	
Degree Award Level[2]:	Associate's degree
Mode of Delivery (In-person, Online, or Blended[3]):	Blended
Career Relevant/Out-of-Classroom Experiences[4]:	Clinical externship
Suggested CIP Code for Program:	01.8301
Author Details	
Name of Person Preparing this Form:	Stacia Burton
Telephone Number and Email Address:	812-258-9510 ext 118 sburton@cariscollege.edu
Date the Form was Prepared (Use date last revised):	11/05/2025

INDIANA COMMISSION for HIGHER EDUCATION

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

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

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

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

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

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

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

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

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

1. Program Objectives

a. Program Rationale

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

This Veterinary Technician program is designed to equip graduates with the skills and knowledge needed to excel in animal healthcare, preparing them to support veterinarians effectively and successfully pass the Veterinarian Technician National Examination (VTNE) for state licensure. The program focuses on three key objectives: building a strong foundation in veterinary sciences, mastering essential nursing and technical skills through hands – on training, and fostering professionalism and ethical conduct. Students will gain a comprehensive understanding of animal anatomy, pharmacology, diagnostic imaging, and emergency care, ensuring they are well – prepared for diverse roles within the field.

Structured as a two-year Associate of Applied Science (AAS) degree, the program blends rigorous academic coursework with extensive practical experience. Classes cover topics like animal anatomy, veterinary pharmacology, small and large animal nursing, and diagnostic imaging. Each course includes dedicated lab sessions where students practice essential skills in a controlled environment. Crucially, the program mandates substantial clinical externships in various settings, including general practices, emergency clinics, and research facilities. These real-world experiences, supervised by credentialed veterinary professionals, are vital for students to apply their knowledge and refine their abilities.

Beyond technical skills, the program emphasizes critical thinking, professional communication, and ethical decision-making, all crucial for navigating the complexities of veterinary practice. An active advisory committee, comprising local veterinarians and industry experts, regularly reviews the curriculum to ensure it remains current and relevant to the evolving needs of the veterinary profession in Indiana. Continuous assessment and feedback from students, graduates, and employers, alongside VTNE pass rates, drive ongoing program improvement, ensuring graduates are not only ready for licensure but also for successful, compassionate careers in animal healthcare.

b. Program Structure

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

Total Course Hours:	**Check one:**		
117 credit hours	**Quarter Hours** ☒	**Semester Hours** ☐	**Clock Hours** ☐
Tuition: $35,100	**Length of Program:**		
Special Fees: none	24 months		

SPECIALTY COURSES:

Course Number	Course Title	Course Hours
VET 210	Anatomy & Physiology I	3
VET 210L	Anatomy & Physiology I Lab	2
VET 200	Introduction to Veterinary Technology	4
VET 310	Anatomy & Physiology II	3
VET 310L	Anatomy & Physiology II Lab	2
VET 215	Veterinary Medical Terminology	4
VET 220	Small Animal Husbandry	4
VET 250	Veterinary Communication	4
VET 240	Veterinary Diagnostic Imaging	4
VET 225	Small Animal Nursing	5
VET 235	Small Animal Diseases	3
VET 320	Large Animal Husbandry	4
VET 300	Veterinary Safety & Public Health	3

VET 325	Large Animal Nursing	5
VET 335	Large Animal Diseases	3
VET 260	Veterinary Pharmacology	4
VET 315	Veterinary Emergency & Critical Care	3
VET 255	Exotic Animal Husbandry	3
VET 245	Animal Nutrition	3
VET 340	Veterinary Parasitology	3
VET 250	Veterinary Microbiology	3
VET 330	Veterinary Clinical Pathology	3
VET 355	Exotic Animal Nursing	3
VET 285	Veterinary Dentistry	3
VET 270	Veterinary Surgical Nursing	4
VET 270L	Veterinary Surgery & Anesthesia Lab	2
VET 275	Veterinary Anesthesia	3
VET 230	Veterinary Laws & Ethics	3
VET 290	Veterinary Technician Capstone	3
VET 280	Veterinary Technician Externship	6

GENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Hours
MAT 115	Applied Mathematics	3
COM 105	Communication Skills	3

CHEM 200	Fundamentals of Chemistry	3
BIO 100	Biological Science	3
BUS 115	Professional Development	3

Number of Credit/Clock Hrs. in Specialty Courses: 102 / 1353 Percentage: 87%/ 89%

Number of Credit/Clock Hrs. in General Courses: 15 / 165 Percentage: 13%/ 11%

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

2. Library

a. Library Rationale

- Please provide information pertaining to the library located in your institution
    - **Location of library; Hours of student access; Part-time, full-time librarian/staff:**

      Caris College has a virtual Learning Resource Center that is housed on the Caris College website, as well as a small physical Learning Resource Center located on campus. Students are able to access the virtual LRC 24 hours per day. Thy physical Learning Resource Center is open to students Monday through Thursday from 8a-5p and Friday from 8a-4p. Due to majority of resources being housed in the virtual LRC, library staff are not necessary at this time. Resources available in the physical LRC are able to be self-checked out by the student without needing assistance or can be assisted by Caris administration.

    - **Number of volumes of professional material:**

      The electronic Learning Resource Center is a compiled listing of free education resource databases to serve faculty and students in their educational needs while at Caris College, providing access to thousands of resources and professional materials.

      These databases include the following: BioMed Central Provides open access research from more than 290 peer-reviewed journals in the fields of biology, clinical medicine, and health. You can browse these journals by subject or title, or you can search all articles for your required keyword. ERIC Institute of Education Sciences The Education Resource Information Center is an online digital library of education research and information. ERIC is sponsored by the Institute of Education Sciences of the United States Department of Education. *When searching, be sure to check the 'Full text available on ERIC' box to find results with the full text.

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

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

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

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

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

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

- **Number of professional periodicals subscribed to:**

  In addition to the professional periodicals included within the electronic Learning Resource Center, Caris subscribes to several veterinary – specific resources to support the Veterinary Technology program. These include:
  - **VETgirl** (online CE and clinical resources for veterinary professionals)
  - **Fear Free** (resources and continuing education focused on reducing fear, anxiety, and stress in patients)
  - **Feline Friendly Practice** (materials from the American Association of Feline Practitioners (AAFP))

  These resources ensure that students and faculty have access to current, evidence – based information that supports both clinical excellence and compassionate animal care.

- **Other library facilities in close geographical proximity for student access:**
  - There are 15 public libraries within a 10- mile radius of Caris College.

3. Faculty

a. Qualifications

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

Total # of Faculty in the Program: 3	**Full-time:3**	**Part-time:0**
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)		

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one:**	
					Full-time	**Part-time**
Burton, Stacia	B.S. in Applied Science	10	2	0	X	
Cole, Kaitlin	B.S. in Science	7	5	0	X	
Zirilli, Talise	B.S. in Science * Grad date in 2026	6	1	0	X	
TBD	B.S. in Science				X	
TBD	DVM				X	

b. Occupational Outlook: Projected Employment Trends

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

Employment opportunities for veterinary technicians are strong at the national, state and regional levels. According to the U.S. Bureau of Labor Statistics, jobs in this field are projected to grow 21% from 2022 to 2032, much faster than the average for all occupations. Growth is being driven by increasing pet

ownership, advancements in veterinary care, and the expanding role of technicians in the areas such as anesthesia, diagnostics, and emergency medicine.

In Indiana and surrounding regions, veterinary employers consistently report difficulty in filling open veterinary technician roles due to a shortage of credentialed professionals. The Veterinary Technology program at Caris College directly addresses this workforce gap by preparing students to sit for the Veterinary Technician National Examination (VTNE) and pursue state licensure as Registered Veterinary Technicians. The program is aligned with labor market demand and ensures graduates are well-positioned for stable and meaningful employment across a wide range of veterinary care environments.

4. Rationale for the Program

a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)**
   - Why is the institution proposing this program, and how does it build upon institutional strengths?

Caris College is proposing a Veterinary Technology Associate Degree program to address the growing demand for credentialed veterinary professionals in the region. This initiative supports the college's mission to provide high-quality, career-focused education that prepares students for meaningful roles in healthcare and animal science. The proposed Veterinary Technology program builds upon Caris College's existing strengths, such as:

1. **Veterinary Education Foundation**: Caris College already offers a successful Veterinary Assistant program. This existing foundation provides relevant curriculum development experience, access to veterinary-specific facilities, and a pipeline of students who are motivated to advance their education in animal healthcare.
2. **Experienced Faculty**: The institution employs faculty with real-world experience in veterinary medicine and animal care. These instructors are equipped to deliver both foundational and advanced coursework in veterinary technology, ensuring that students receive practical and industry-relevant education.
3. **Clinical and Externship Partnerships**: Caris College has established partnerships with local veterinary clinics, hospitals, and shelters that already support the Veterinary Assistant program. These relationships can be expanded to offer clinical and externship experiences required for Veterinary Technology students.
4. **Student-Centered Culture**: Caris College is known for fostering a supportive and hands-on learning environment. The personalized instruction and mentorship available to students will be especially beneficial in a rigorous program like Veterinary Technology, where academic success and technical skill development are closely linked.

This new program represents a natural progression for both the institution and its students, allowing Caris College to meet industry needs while continuing to invest in high-quality, specialized healthcare education.

This Veterinary Technology program aligns with Caris College's overall goal to equip students with the skills and training needed for high – demand roles in the veterinary and animal health fields, contributing to the broader animal care workforce in the community.

- How is it consistent with the mission of the institution, and how does this program fit intothe

institution's strategic plan (please provide a link to the strategic plan)?

The addition of the Veterinary Technology program fits well into Caris College's strategic plan by:

● **Meeting Community Needs**: The college is responding to the increasing demand for credentialed veterinary technicians in both urban and rural animal care settings. Veterinary practices, shelters, and specialty hospitals across the region report difficulty hiring qualified staff. This program directly supports the community by preparing skilled graduates ready to meet those workforce needs.

● **Expanding Academic Offerings**: The Veterinary Technology program allows Caris College to broaden its suite of health science and animal-related programs, reinforcing its position as a leading provider of career-focused education in specialized healthcare fields. This expansion is consistent with strategic goals to diversify offerings while upholding academic excellence.

● **Enhancing Career Pathways**: The new program builds on the existing Veterinary Assistant certificate, giving students a clearly defined educational and professional ladder. Students can enter the veterinary field at the assistant level and seamlessly progress to an associate degree with eligibility for credentialing—supporting long-term career growth in a high-demand field.

● **Strengthening Industry Partnerships**: Caris College already collaborates with local veterinary clinics and animal care facilities. The Veterinary Technology program deepens those relationships by offering more advanced externship experiences and helping clinics meet staffing needs with well-prepared graduates. This aligns with the college's strategy to foster employer partnerships that benefit both students and the regional workforce.

The proposed Veterinary Technology program at Caris College strengthens its mission of delivering high-quality, career-focused healthcare education and represents a strategic advancement in addressing community needs, enriching academic programs, and supporting student success in the growing field of veterinary medicine.

b. **State Rationale: General**

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

The proposed Veterinary Technology program at Caris College aligns directly with the HOPE Agenda's key pillars of increasing access, completion, and retention in post-secondary education. By offering a structured pathway to credentialing as a Registered Veterinary Technician, the program expands post-high-school training and education opportunities for both youth and adults – this supporting the HOPE goal of elevating Indiana's training and education going – rates.

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

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

The Veterinary Technology program at Caris College supports the HOPE Agenda's goal of increasing economic and social mobility by preparing students for a high – demand, high – skill profession. The program leads to licensure as a Registered Veterinary Technician, providing a direct path to meaningful employment with opportunities for advancement and specialization.

It also improves mobility from underserved or rural backgrounds by offering an accessible, career – focused degree supported by hands-on training, externship, and academic guidance. This helps students overcome barriers to postsecondary success and contributes to measurable improvements in long-term career and prosperity outcomes.

d. **Evidence of Labor Market Need**

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

According to the U.S. Bureau of Labor Statistics, employment of veterinary technologists and technicians are projected to grow 21% from 2022 to 2032.

At the state level, Indiana mirrors this trend. Veterinary practices across the state are experiencing a shortage of credentialed veterinary technicians, particularly rural and underserved areas. Employes often report challenges in finding trained professionals who meet licensure or credentialing requirements. By offering a Veterinary Technology program, Caris College will help fill this critical workforce gap and support the continued growth of Indiana's animal care sector.

Regionally, within the local area served by Caris College, there is a strong network of veterinary clinics, emergency hospitals, and animal shelters in need of skilled technicians. These employers rely on credentialed staff for both routine and emergency animal care. Currently, many local veterinary employers are limited in their ability to hire due to a lack of available graduates from accredited programs.

e. **Placement of Graduates**

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

  All graduates will sit for the VTNE and upon successful completion, will become credentialed as Registered Veterinary Technicians in Indiana. The majority of graduates are expected to find employment in the veterinary and animal care industry, including but not limited to: Veterinary clinics and animal hospitals, emergency and specialty practices, animal shelters/humane societies, and laboratory research facilities.

- 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 Veterinary Technology program is primarily designed to prepare students for immediate entry

into the workforce as credentialed Registered Veterinary Technicians (RVTs). While it is not structured as a direct feeder program for graduate education, some graduates may choose to pursue additional certifications or advanced degrees in related areas such as:

- Veterinary Technology Bachelor's Degrees (BAS or BS completion programs)
- Veterinary Practice Management certification (e.g., CVPM)
- Specialty certification through NAVTA-approved academies (e.g., anesthesia, dentistry, emergency and critical care)
- Pre-veterinary coursework or veterinary school (DVM), though this requires additional prerequisites and is outside the scope of this program

These pathways are typically pursued after gaining field experience and may be supported by the student's employer or pursued independently

f. **Job Titles**

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

Registered Veterinary Technician (emergency technician, surgical technician, laboratory animal technician, veterinary dental technician, anesthesia technician)

5. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**

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

Definition of Standard	Veterinary Technology Program Goal
Patient Safety and Animal Welfare: To reduce risk and ensure humane treatment through knowledge of animal behavior, restraint, and appropriate handling techniques.	Provide safe, ethical, and compassionate care that protects the health and welfare of animal patients, clients, and the veterinary team.
Clinical Reasoning and Evidence – Based Practice: Apply current veterinary science knowledge and clinical reasoning to make informed decisions in patient care.	Utilize evidence – based resources and clinical knowledge to assess, plan, and implement veterinary medical procedures.
Technical Proficiency: Demonstrate mastery of essential technical skills and procedures required in veterinary practice.	Competently perform clinical, surgical, radiologic, laboratory, and pharmacologic procedures under the supervision of a licensed veterinarian.
Communication and Collaboration: Effectively communicate with clients, veterinarians, and interprofessional team members.	Exhibit clear, compassionate, and professional communication with clients and colleagues to support optimal patient outcomes and client education.

Professionalism and Ethical Practice: Exhibit integrity, accountability, and adherence to the veterinary technician code of ethics and legal scope of practice.	Demonstrate ethical behavior, cultural competence, and commitment to lifelong learning within the scope of veterinary technology.
Practice Management and Patient Care Support: Assist in efficient and effective veterinary practice operations, including inventory, scheduling, and record – keeping.	Support practice efficiency through organizational, administrative, and patient care coordination responsibilities.
Public Health and Client Education: Understand the role of veterinary technicians in public health, zoonosis prevention, and community education.	Promote animal and public health by educating clients and contributing to disease prevention and control strategies.

b. **Assessments**

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

The Veterinary Technology program at Caris College utilizes a comprehensive, outcomes-based assessment system that aligns with the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA CVTEA) accreditation standards. Student learning and competency mastery are evaluated through a variety of formative and summative methods to ensure proficiency in cognitive, psychomotor, and affective domains.

Didactic and Theoretical Knowledge Assessment:
Students are assessed on foundational veterinary technology knowledge through written exams, quizzes, projects, case studies, and presentations. These assessments evaluate critical thinking, application of veterinary principles, and understanding of concepts such as anatomy and physiology, pharmacology, radiology, anesthesia, parasitology, nutrition, and medical nursing. Exams may include multiple choice, short answer, scenario-based, and critical thinking questions to ensure alignment with AVMA CVTEA essential skills and learning objectives.

Psychomotor Skills Assessment (Hands – On Skills):
Clinical and technical skills are assessed through skills checklists, laboratory practical's, and instructor-observed demonstrations. Skills include, but are not limited to, animal restraint, sample collection, medication administration, surgical assisting, anesthesia monitoring, diagnostic imaging, and laboratory procedures. Each skill is evaluated using rubrics aligned with the CVTEA Essential and Recommended Skills List, ensuring that all required competencies are met prior to graduation.

Simulated and Live Animal Scenarios:
To ensure safe and humane practice, students engage in simulations using models and mannequins, progressing to live animal handling and clinical procedures under supervision. Assessment during these sessions includes direct observation, adherence to animal welfare protocols, proper documentation, and demonstration of safety, asepsis, and communication skills.

Competency Tracking and Outcomes Documentation:
Students complete an individual competency checklist and may maintain a professional portfolio documenting completion of essential tasks and reflections on clinical experience. Faculty regularly review this data to monitor progression and ensure that students are meeting program benchmarks. Graduate

outcomes (e.g., VTNE pass rates, job placement) are tracked and analyzed as part of the program's ongoing outcomes assessment process, in alignment with CVTEA Standard 7.

These assessment practices ensure that all students achieve the program's learning outcomes and are prepared for entry-level veterinary technician roles, VTNE success, and ethical, professional practice in alignment with AVMA CVTEA standards.

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

a. **Federal Financial Responsibility Composite Score**

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

  2.8

b. **State Licensure**

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

  Yes

- If so, please identify:

  Graduates of the Veterinary Technology program are required to pass the Veterinary Technician National Examination (VTNE) and apply for state credentialing to practice as a Registered Veterinary Technician (RVT) in Indiana. This program is designed to fully prepare students for licensure.

- The specific license(s) needed:

  Registered Veterinary Technician

- The State agency issuing the license(s):

  Indiana Professional Licensing Agency (IPLA) – Veterinary Medical Examining Board

c. **Professional Certification**

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

  Professional certifications are not required for graduation. Graduates of the Veterinary Technology program are eligible to sit for the Veterinary Technician National Examination (VTNE), which is a requirement for state credentialing as a Registered Veterinary Technician (RVT) in Indiana. In

addition to state licensure, veterinary technicians may pursue voluntary specialty certifications in specific areas of veterinary medicine including: Veterinary Technician Specialist (VTS) in Anesthesia & Analgesia, VTS in Emergency and Critical Care, VTS in Dentistry, VTS in Internal medicine, Behavior, Clinical Pathology, and Nutrition.

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

  Yes, but professional certifications are not required for employment

- If so, please identify

  After gaining post – graduate clinical experience, registered veterinary technician's may pursue specialty certifications through NAVTA – recognized academies in focused areas of veterinary medicine.

- Each specific professional certification:

  Multiple certifications exist depending on veterinary specialty area

- The national organization issuing each certification:

  NAVTA

- Please explain the rationale for choosing each professional certification:

  - VTS in Anesthesia & Analgesia: This certification is ideal for technicians who work in surgical or specialty practices where pain management and complex anesthesia protocols are routine. Mastery in anesthesia ensures better patient safety, improves surgical outcomes, and aligns with advanced roles in referral and teaching hospitals.
  - VTS in Emergency & Critical Care: This specialty is suited for technicians in fast – paced emergency or ICU settings. The certification validates the technicians ability to manage critical care cases, triage, and provide life- saving interventions, which are vital in 24/7 emergency practices and specialty hospitals.
  - VTS in Dentistry: As veterinary dentistry becomes more common and complex, this certification demonstrates advanced proficiency in dental procedures, radiology, prophylaxis,

and client education. Dental health is a major component of preventive care, and certified technicians are highly valued in general and specialty practices.

- VTS in Internal Medicine: This certification supports technicians working alongside veterinary internists. It focuses on managing complex diagnostic cases involving endocrinology, gastroenterology, cariology, and nephrology, helping technicians play a critical role in chronic disease management.
- VTS in Clinical Pathology: For technicians interested in laboratory work, this certification enhances expertise in hematology, cytology, urinalysis, and microbiology. It is ideal for technicians in research, diagnostic labs, or teaching hospitals where lab accuracy is paramount.
- VTS in Behavior: This certification is important for technicians interested in animal behavior modification, client education, and reducing fear, anxiety, and stress in clinical settings. It complements Fear Free practice models and supports improved patient handling and welfare.
- VTS in Nutrition: Nutrition plays a critical role in preventive care and disease management. This certification prepares technicians to offer evidence – based nutritional counseling, formulate diet plans, and work closely with veterinarians to improve patient outcomes.

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

Caris College prepares graduates by providing comprehensive training in veterinary technology throughout the program curriculum. The core coursework integrates both didactic instruction and hands – on clinical training that aligns with the competencies required for Registered Veterinary Technician (RVT) credentialing via the VTNE.

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

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

- If so, please identify:

The Veterinary Technology program at Caris is fully aligned with industry – recognized standards and best practices as outlined by the American Veterinary medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA).

- The specific professional industry standard(s) and/or best practice(s):
  - *AVMA CVTEA Accreditation Standards*
  - *Veterinary Technician National Examination (VTNE)*
  - *NAVTA Code of Ethics and Scope of Practice*
  - *Fear Free Practice Standards*

- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:
  - AVMA – Committee on Veterinary Technician Education and Activities
  - American Association of Veterinary State Boards
  - National Association of Veterinary Technicians
  - American Animal Hospital Association

e. **Institutional Accreditation**

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

Caris College is institutionally accredited by ABHES. The college is in good standing and maintains compliance with all ABHES accreditation standards. For the Veterinary Technology program, programmatic accreditation will be sought through the AVMA. The proposed timetable for achieving programmatic accreditation is as follows:

- Year 1 – Submit Application for Initial Accreditation,
  - Begin enrolling students under “initial accreditation” status

- Develop and implement the curriculum in full alignment with CVTEA Essential and Recommended Skills List and Standards
- Year 2 – Continue program delivery and complete the self – study report
  - Prepare for and host the initial site visit by CVTEA representatives
  - Receive feedback and submit any required documentation
- Year 3 – Achieve Initial Accreditation status by CVTEA
  - Once program becomes fully accredited, students will be able to sit for the VTNE

- Reason for seeking accreditation.

  To ensure the program meets nationally recognized standards for veterinary technician education and students will be eligible to sit for the VTNE.

f. **Specialized Program Accreditation**

- Does this program need specialized accreditation in order for a graduate to become licensedby the State or to earn a national professional certification, so graduates of this program canwork in their profession or have substantially better prospects for employment?

  Yes

- If so, please identify the specialized accrediting agency:

  In order for graduates to be eligible to sit for the VTNE and subsequently obtain state licensure as a RVT in Indiana, the program must hold programmatic accreditation from the AVMA CVTEA.

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

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

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

  No, we do not offer baccalaureate degrees.

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

  N/A

7. Student Records (Institutions that have Previously Operated)

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

Yes, PDF

- If not, what is the percentage of student transcripts in a digital format?

  N/A

- What is the beginning year of digitized student transcripts?
  2015

- Are student transcripts stored separately from the overall student records?

No – transcripts and student records are electronic, housed in our Student Information System [Populi]. Any additional copies of physical student records are kept together in the Registrar's Office in a fire-safe cabinet.

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

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

- Where is the computer server located?
  Populi's primary data center is located in Michigan, which also backs up to a cloud-based data center.

- What is the name of the system that stores the digital records?
  Populi

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

Any paper student records are kept in the Registrar's office in a fire safe cabinet.

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

2015

e. **What is the estimated number of digital student records held by the institution?**
372

f. **What is the estimated number of paper student records held by the institution?**
125

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

No

- If so, what is the most significant format?

  N/A

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

  N/A

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

Yes

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

Brittany Coffey, Registrar/Bursar
bcoffey@cariscollege.edu
812-258-9510

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

No

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

Less than 5 per week

This Section Applies to All Institutions

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

No

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

None

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

Yes, ATI

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

8. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount, FTE enrollment, and degrees conferred data in a manner consistentwith 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 steadystate, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred
Date, 20XX
Institution/Location: Caris College Jeffersonville, IN
Program: Veterinary Technology

				Year 1	Year 2	Year 3	Year 4	Year 5
				FY20XX	FY20XX	FY20XX	FY20XX	FY20XX
Enrollment Projections (Headcount)								
	Full-Time			50	100	100	100	100
	Part-Time			0	0	0	0	0
	Total			50	100	100	100	100
Enrollment Projections (FTE*)								
	Full-Time			50	100	100	100	100
	Part-Time			0	0	0	0	0
	Total			50	100	100	100	100
Degrees Conferred Projections				0	50	100	100	100
Degree Level: Associate								
CIP Code: - State – 51.3801								
FTE Definitions:								
Undergraduate Level: 30 Semester Hrs. = 1 FTE								
Undergraduate Level: 24 Semester Hrs. = 1 FTE								

CARIS COLLEGE
PATIENT CARE CAREERS

Official Academic Transcript

RECIPIENT:

STUDENT:
Mouse, Mickey
Enrolled: Jan 6, 2025
Birthdate: Jan 01

Associates of Applied Science
In Veterinary Technology
Granted 07/27
Summa Cum Laude

VET 10/25-12/25

Course #	Name	Attempted	Earned	Grade	Points
MAT 115	Intro to Math	3	3	A	12
COM 105	Communication Skills	3	3	A	12
VET 210	Veterinary Anatomy & Physiology I	3	3	A	12
VET 210 L	Veterinary Anatomy & Physiology I Lab	2	2	A	12
VET 200	Introduction to Veterinary Technology	4	4	A	16
	TOTALS	15	15	TERM GPA: 4.0	CUM GPA: 4.0

VET 01/26-03/26

Course #	Name	Attempted	Earned	Grade	Points
CHEM 200	Intro to Chemistry	3	3	A	12
VET 310	Veterinary Anatomy & Physiology II	3	3	A	12
VET 310 L	Veterinary Anatomy & Physiology II Lab	2	2	A	12
VET 215	Veterinary Medical Terminology	4	4	A	16
	TOTALS	12	12	TERM GPA: 4.0	CUM GPA: 4.0

VET 04/26-06/26

Course #	Name	Attempted	Earned	Grade	Points
BIO 100	Biology	3	3	A	12
VET 220	Small Animal Husbandry	4	4	A	16
VET 250	Veterinary Communication	4	4	A	16
VET 240	Veterinary Diagnostic Imaging	4	4	A	16
	TOTALS	15	15	TERM GPA: 4.0	CUM GPA: 4.0

VET 07/26-09/26

Course #	Name	Attempted	Earned	Grade	Points
VET 225	Small Animal Nursing	5	5	A	16
VET 235	Small Animal Diseases	3	3	A	12
VET 320	Large Animal Husbandry	4	4	A	16
VET 300	Veterinary Safety & Public Health	3	3	A	12
	TOTALS	15	15	TERM GPA: 4.0	CUM GPA: 4.0

VET 10/26-12/26					
Course #	Name	Attempted	Earned	Grade	Points
VET 325	Large Animal Nursing	5	5	A	16
VET 335	Large Animal Diseases	3	3	A	12
VET 260	Veterinary Pharmacology	4	4	A	16
VET 315	Veterinary Emergency & Critical Care	3	3	A	12
	TOTALS	15	15	TERM GPA: 4.0	CUM GPA: 4.0

VET 01/27-03/27					
Course #	Name	Attempted	Earned	Grade	Points
VET 255	Exotic Animal Husbandry	3	3	A	12
VET 245	Animal Nutrition	3	3	A	12
VET 340	Veterinary Parasitology	3	3	A	12
VET 350	Veterinary Microbiology	3	3	A	12
VET 330	Veterinary Clinical Pathology	3	3	A	12
	TOTALS	15	15	TERM GPA: 4.0	CUM GPA: 4.0

VET 04/27-06/27					
Course #	Name	Attempted	Earned	Grade	Points
VET 355	Exotic Animal Nursing	3	3	A	12
VET 285	Veterinary Dentistry	3	3	A	12
VET 270	Veterinary Surgical Nursing	4	4	A	16
VET 275	Veterinary Anesthesia	3	3	A	12
VET 270 L	Veterinary Surgery & Anesthesia Lab	4	4	A	16
	TOTALS	15	15	TERM GPA: 4.0	CUM GPA: 4.0

VET 07/27-09/27					
Course #	Name	Attempted	Earned	Grade	Points
VET 230	Veterinary Law & Ethics	3	3	A	12
BUS 115	Professional Development	3	3	A	12
VET 290	Veterinary Technician Capstone	3	3	A	12
VET 280	Veterinary Technician Externship	6	6	A	16
	TOTALS	15	15	TERM GPA: 4.0	CUM GPA: 4.0

CARIS COLLEGE
PATIENT CARE CAREERS
2780 Jefferson Centre Way Suite 103 | Jeffersonville, IN 47130
P: 812.258.9510 | F: 888.464.1253
CarisCollege.edu

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

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

Caris College is institutionally accredited by the Accrediting Bureau of Health Education Schools to award diplomas, and associate degrees.
7777 Leesburg Pike, Suite 314 N. | Falls Church, VA 22043

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

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

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

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

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

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

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

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

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

Course Prefix/Number System
A course prefix is an abbreviation representing an area of study. All courses completed within a Diploma program are considered freshmen level. All Associate program students are considered sophomore level once they have completed 35 credits.

Grading System

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

*Ranges may differ in the Diagnostic Medical Sonography program.
A grade of a "I" is not available in certain programmatic courses. Please refer to the individual course syllabus for further details.

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

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

Academic Catalog can be accessed by visiting carriscollege.edu | Revised 09/2020

***** END OF OFFICIAL TRANSCRIPT *****

Registrar Signature: Date:

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BOARD FOR PROPRIETARY EDUCATION
Monday, December 1, 2025

PROGRAM REVIEW ITEM B-2: **John Patrick University: Program Review Background**

Institutional Profile See Attachment.

Staff Recommendation Information Only.

Background **Review Background**

As part of the John Patrick University 3-Year Strategic Plan, the institution proposed a new program at the April 2025 Board for Proprietary Education Business Meeting. At that meeting, the Board authorized John Patrick University to offer the Bachelor of Science (B.S.) in Nuclear Medicine.

For review, the John Patrick University 3-Year Strategic Plan focuses on:

- Background
- Mission
- Vision
- Values
- Strategic Goals Background
- Strategic Goals with Objectives
- Evaluation
- Closing

Supporting Document John Patrick University 3-Year Strategic Plan

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Institutional Profile for

John Patrick University of Health and Applied Sciences

Background John Patrick University of Health and Applied Sciences began as Radiological Technologies University VT in 2009. A decade later, the institutional name change occurred to reflect the expanded programs being offered. At that time, the institution had just been approved to offer Graduate Certificates within the School of Integrative and Functional Medicine.

Institutional Control Private, for-profit institution.

Institutional Accreditation The institution was formerly accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The institution voluntarily withdrew from accreditation with ACICS in 2018, and was granted full accreditation with the Accrediting Commission of Career Colleges and Schools (ACCSC) in the same year. In February of 2024, ACCSC accreditation was extended to 2029.

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

Student Financial Aid Students attending the institution are eligible to receive Title IV Federal Student Aid. The institution does not participate in State Financial Aid (SFA) programs.

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

Programs The institution offers programs at the certificate, associate, baccalaureate, master's, and graduate certificate levels. Programs range from a Certificate in Magnetic Resonance Imaging to a Bachelor of Science in Radiation Therapy to a Master of Science in Integrative and Functional Medicine. Most of the programs offered are in allied health, specifically radiological sciences. Currently, the institution is approved to offer 26 programs. Unique to the John Patrick University of Health and Applied Sciences is that while programs are offered through distance education, many programs include on-site modules at the South Bend campus.

Financial Responsibility Composite Score (FRCS) In the Fiscal Year (FY) ending June 30, 2024, the institution had an unpublished FRCS of 2.8. In the Fiscal Year (FY) ending June 30, 2023, the institution had a published FRCS of 2.7 and an unpublished score of 3.0. In FY ending June 30, 2022, the institution had a published composite score of 3.0.

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John Patrick University
of Health and Applied Sciences

3-Year Strategic Plan

May 2023 – May 2026

JPU 3 Year Strategic Plan Outline

Contents

Introduction

JPU is a progressive university with an initial focus on the Radiological Sciences. JPU has positioned itself to add additional programs with a focus on Integrative & Functional Medicine (IFM). Additionally, JPU is slowly promoting its business programs for those in the clinic that wish to enter management at some level. JPU's blended learning environment used in the Radiological Sciences promotes an opportunity for the working professional. JPU's business related and IFM programs use a full on-line approach.

The strategic plan focuses on the following:

- Best Practices
- Peer and Industry Practices
- Stakeholder Input

Best practices must be demonstrated at all levels of planning, implementation, delivery, operations, maintenance, and growth. Student and graduate success will always be the highest priority. Utilizing state, national, and programmatic benchmarks will become standards. Peer and industry practices must be monitored closely. The medical environment is rapidly changing and the needs to support this rapidly changing industry must be met with efficient training and education. Many institutions fail in this regard. This is a strength of JPU's and will be capitalized.

Input from the Principal, key leaders, Program Advisory Committees (PACs), Deans, Program Directors, Faculty, and staff is important. Many of these individuals are in the trenches, in the clinics, in the industry sector, and have first-hand knowledge of the changes prior to any formal publication of such. This input is invaluable. JPU leadership listens to the industry. JPU's faculty are leaders in the industry. This is a strength of JPU's and will be capitalized.

Mission

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

The Mission is reviewed annually by JPU faculty, leadership, and boards. This mission was established in 2009 when the University opened its doors. The Mission has not changed. The messaging is consistent. The mission statement is reviewed annually.

Vision

> JPU will become one of the nation's preeminent comprehensive universities in the Radiological Sciences. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative delivery, and our desire to be a contributing partner to our community, state, nation, and world.
>
> Using this same philosophy, JPU will strive to establish this same reputation in the IFM and business disciplines.

The Vision is reviewed annually by JPU faculty, leadership, and boards.

Values

The general values and clinical values are listed below. These apply to students, faculty, leadership, and staff.

General Values

- ✓ Integrity
- ✓ Communication
- ✓ Teamwork
- ✓ Discipline

Clinical Values

- ✓ Compassion
- ✓ Competence
- ✓ Confidence
- ✓ Communication

Here, too, the leaders of JPU have found that the values are consistent with the programs that we have.

Defined Endpoint

JPU has added a narrative for students, faculty, staff and leadership that is based on aligned goals for the student and the institutions. JPU wants students to get to the endpoint. If all are aligned, then the endpoint is much more easily obtained. This vision is to help students see the their optimized proven pathway to success. The Endpoint is defined by 4 events.

- ✓ JPU strives to make the students competent.
- ✓ JPU strives to optimize the students' pathway to graduation.
- ✓ JPU prepares the students so they can pass their respective boards if required.

- ✓ JPU works hard with the students to maximize their opportunity for employment placement.

Strategic Goals Background

JPU has identified 5 major strategic goals for the next 3-5 years. They are listed below:

a. **Student / Graduate Success:** JPU's primary focus is on educating its students to be successful graduates with ultimately being a positive attribute in the workforce. JPU works their students hard and has a responsibility to ensure that the students' experience is one in a positive learning environment.

b. **Program Growth and Cleansing:** JPU's program growth initiative is multi-faceted. JPU's program growth will focus on the following initiatives:

    a. Launch of new degree / certificate programs.
    b. Increased enrollment within new programs.
    c. Increased resources to support the new programs.

Specific Goals with growth of programs are listed below.

1. ASRTe
    a. Expand the proven model nationally with a focus on large metropolitan cities.
    b. Expand using a creative model for urgent care centers.
    c. Expand the program working closely with system talent acquisition teams.
2. AS Sonography
    a. Leverage the existing MOUs and ASRTe model to enter the market.
    b. Find new markets in the private practice sonography centers.
3. AS Radiation Therapy
    a. Launch program NLT Semester 2 of 2025
    b. Leverage on radiation therapy MOUs in place
4. BS Medical Imaging
    a. Promote the BS program to JPU Graduates
    b. Promote the BS program to JPU Academic MOU partners
    c. Find new market angles to penetrate
5. BS and MS in Medical Dosimetry
    a. Execute controlled growth for JRCERT capacity increase
    b. Leverage all relationships to continue clinical site base
    c. Implement remote planning clinical rotation program
6. MS in Medical Physics
    a. Promote respective boards for our graduates
    b. Promote opportunities for JPU graduates in other BS disciplines
7. BS in Radiation Therapy
    a. Expand Academic MOUs
    b. Leverage current clinic site talent acquisition teams
8. IFM Program:

a. Cannabinoid:
    i. Establish over 60 MOUs over the next 3 years
    ii. Work closely with individual states on training/education topics
b. Memory Care:
    i. Establish over 60 MOUs over the next 3 years
    ii. Work closely with individual states on training/education topics
c. IFM in General.
    i. Work closely with professional organizations to promote licensure across different disciplines.

Specific Goals related to Program Cleansing Include

1. Retire Legacy Programs
2. Cleanse of Programs
    a. Updated resources
    b. Staff
3. Model Established for Growth

Specific Inclusion of the following Initiatives.

1. Military
    a. Push Reset
    b. Re-establish plan for the military
2. High School Graduates
    a. Create model with hospitals for them to hire high school students as aides and promote opportunities to enter JPU medical imaging disciplines.

c. **Community and Industry Recognition:** Much of JPU's success can be driven by promoting industry professionals in the advancement of their degrees. Community hospitals and major hospital systems can benefit from relations with JPU by promoting the professional development of their staff. These relationships can serve as potential clinical sites for JPU, potential star students, and potential graduate employers. This network can easily become very synergistic.

Specific Inclusion of the following initiatives.

1. Vendor relations identified for each of the disciplines.
2. Establish MOUs where applicable.

d. **Vendor Relations:** Many of JPU's degree programs blend classical theory with modern technology. The easiest way to stay ahead of the competitive programs is to be closely tied with the leading equipment vendors in the field. Most of the equipment to support JPU's programs will be software oriented. Increasing vendor relations will also increase Industry recognition within the hospitals and the professions whom serve in these institutions.

Specific Inclusion of the following initiatives.

1. Vendor relations identified for each of the disciplines.
2. Establish MOUs where applicable.

e. **Credentialling / Industry Pathways:** JPU has recognized the importance to maintain credentialing routes and the pathways to the profession. Many of JPU's programs allow entry into career paths. Many JPU programs provide the skills and depth for them to advance their existing practice. Both entry and up-skilling can be complicated by board and certification requirements and by state-by-state requirements. JPU needs to navigate this for the students and for those students that may come in from the military.

Specific Inclusion:

1. Define pathways and ensure admission team members understand.
2. Create respective education materials for the student so they understand different pathways.

Strategic Goals with Objectives

Goal: Student / Graduate Success

- ✓ **Objective 1**. Maintain student retention rates greater than benchmark requirements in industry.
- ✓ **Objective 2**. Maintain student graduation rates greater than benchmark requirements in industry.
- ✓ **Objective 3**. Maintain graduate employment rates greater than benchmark requirements in industry.
- ✓ **Objective 4**. Maintain certification board rates greater than benchmark requirements in industry.

Objective	Action Item	Timeline	Responsible	Evaluation
Retention Rate	Maintain Rate > Benchmark Establish practices to increase retention rate	Continuous	All: Leadership, Deans, PD, Faculty, Staff	Annually
Graduation Rate	Maintain Rate > Benchmark Establish practices to increase	Continuous	All: Leadership, Deans, PD, Faculty, Staff	Annually
Employment Rate	Maintain Rate > Benchmark Establish practices to increase	Continuous	All: Leadership, Deans, PD, Faculty, Staff	Annually

Board Pass Rate	Maintain Rate > Benchmark	Most boards are 1-2X per year. Continuous improvement.	All: Leadership,	Annually and as needed post board exam.

Goal: Program Growth

- ✓ **Objective 1**. Launch of new degree and certificate programs
- ✓ **Objective 2**. Increased enrollment within new programs
- ✓ **Objective 3**. Increased resources to support new programs

Objective	Action Item	Timeline	Responsible	Evaluation
Launch of new degree / certificate programs	Work with PD to construct new program curricula based on industry needs. Streamline new program review and implementation.	Strategically planned to launch in a regimented timeline.	President, Leadership, Deans, PD	Annually
Increased enrollment within new programs	Support marketing and admissions efforts.	Continuous. Focus on controlled growth.	President, Leadership, Deans, PD	Annually
Increased resources to support the new programs	Identify strong faculty to support current and new programs.	Continous. With each program launch, ensure faculty count is sufficient to support programs.	Recruiter, PD	Annually
Specific: ASRTe	1.Expand into 5 major cities in 3 years 2. Establish urgent care model	Continuous	Program Leaders	Annually
Specific: AS Sono	1.Get ACCSC approval 2024 2. Leverage existing MOUs	Continuous	Program Leaders	Annually
Specific: AS RT	1.Get ACCSC approval by EOY 2024	Continuous	Program Leaders	Annually

	2. Leverage Existing MOU			
Specific: BSMI	1.Promote to JPU grads 2. Leverage Existing MOU	Continuous	Program Leaders	Annually
Specific: MedDos	1.Re-ignite existing clinical site 2.Add more clinical sites	Continuous	Program Leaders	Annually
Specific: MSMP	1.Promote program	Continuous	Program Leaders	Annually
Specific: BSRT	1.Promote program 2.Expand Sites	Continuous	Program Leaders	Annually
Specific: IFM-Cannabinoid	1.Establish 60 MOUs	Continuous	Program Leaders	Annually
Specific: IMF-Memory Care	1.Establish 60 MOUs	Continuous	Program Leaders	Annually
Specific: IFM-General	1.Secure seats on major professional organizations in IFM	Continuous	Program Leaders	Annually

Goal: Community Recognition

- ✓ **Objective 1**. JPU become engaged in the respective discipline professional organizations as either a member, sponsor, or in a leadership role.
- ✓ **Objective 2**. JPU become integrated into several hospital systems developing relationships with institutions whom wish to support their staff.
- ✓ **Objective 3**. JPU become engaged in expanding the opportunities of higher education to international students.

Objective	Action Item	Timeline	Responsible	Evaluation
Professional Organizations	Continue existing program engagement. New programs: work closely with each respective organization.	Continuous for existing programs. New programs: 6-24 months to establish programs.	President, Deans, PD	Annually
Hospital Systems	Continue working with hospitals and hospital systems on clinical site arrangements.	Continuous	President, Deans, PD	Annually
International	Maintain open communication with	Complex. Continuous.	President, Deans, PD	Annually

	international colleges, universities, vendors, and interested students.			
Specific: Inventory	Maintain accurate inventory of clinical partners (AA)	Continuous	Program Leaders	Annually
Specific: MOU	Maintain accurate inventory of clinical partners (MOU)	Continuous	Program Leaders	Annually

Goal: Vendor Relations

- ✓ **Objective 1**. JPU expand the use of modern day equipment and software for each respective program.
- ✓ **Objective 2**. JPU establish strong relationship with each discipline's respective vendors whom support that discipline.

Objective	Action Item	Timeline	Responsible	Evaluation
Vendor Software	Integrate industry software to best prepare our students.	Continuous evaluation.	President, PD	Annually
Vendor Working Relationships	Program Directors and respective faculty leverage vendor relationships for opportunities for our students / vendors.	Continuous promotion and outreach.	President, PD	Annually

Goal: Establishment of navigating credentialling and industry pathway success.

- ✓ **Objective 1**. Establish credentialling pathway navigation.
- ✓ **Objective 2**. Establish industry pathways for current and new programs.

Objective	Action Item	Timeline	Responsible	Evaluation
Establish credentialling pathway navigation.	Establish clear pathway for respective credentialling: certification or registration or licensure.	May 2021	PD and Director of Admin Ops	Annually
Establish industry pathways for current and new programs.	Identify all pathways to profession for JPU respective degrees.	May 2021	PD and Director of Admin Ops	Annually

Specific: Admissions Training	Develop training/education for admission team to include assistants	EOY 2024 Continuous	Program Leaders	Annually
Specific: Student Education	Educate students on different pathways	Advising Sessions, Bootcamp	Program Leaders	Annually

Evaluation

The progress and performance of the Strategic Plan will be evaluated annually, at a minimum. Many of the metrics used to evaluate the university as reported to the Indiana Board for Proprietary Education (BPE), Accrediting Commission for Career Schools and Colleges (ACCSC), and the US Department of Education (ED), and internal leadership committees address the areas in this plan. This report can be used as an evolving scorecard.

Due to the dynamic market in the medical market and the changes in the academic environment, JPU is prepared to modify its strategic plan as necessary to ensure sustainability to best serve its students. JPU does not view this plan as a statis document. JPU recognizes the importance to adjust as necessary based on what is best for the industry, students, and graduates.

Closing

The strategic plan needs to stay dynamic, monitored, and evaluated. It should maintain focus on JPU's mission and vision. In doing so, JPU will stay engaged with the following which are used in the development of the plan:

- Best Practices
- Peer and Industry Practices
- Stakeholder Input

John Patrick University
of Health and Applied Sciences

Addendum to Strategic Plan 2023-2026

New Program: BS in Radiologic Technology

New Program: MS in Radiological Sciences

November 2025

Consistent with JPU's 2023-2026 Strategic Plan, JPU identifies that the plan is a dynamic moving plan and not static. JPU shareholders (leadership, faculty, preceptors, graduates, and students) recognize the importance of creation of new programs to meet the needs of the industry. Although not specifically identified in the 2023-2026 plan, JPU will be adding 2 new programs that are in demand for the respective industry. For both programs, the greatest factor driving the need is the huge staffing shortage in the industry, both on the technical side and on the management side.

Program: BS in Radiologic Technology

The demand for radiologic technologists (x-ray techs) is estimated to be 50,000 in the United States. JPU currently offers an AS degree program that has been a proven model since 2021. JPU's student profile in this program shows that over half of the students already have an AS degree, BS degree or MS degree. Similar to other healthcare professions, the respective societies are pushing to elevate the academic standards in these programs. Additionally, most students don't want to stack an equivalent degree if they already have an AS. The field is rapidly changing and with the new technologies, the opportunity to create a unique curriculum with analytics, metrics, and built-in AI provides a differentiator between JPU AS and BS degrees. Objectives for the program are consistent with the existing strategic plan. These are reviewed at minimum annually with the respective shareholders.

Program: MS in Radiological Sciences

The majority of practicing managers and directors in the following disciplines followed the pathway of being a technologist first.

- Radiology: General
- Radiology: Special Procedures
- Radiology: CT, MRI, Sonography
- Radiology: Nuclear Medicine
- Oncology: Radiation Therapy
- Oncology: Cancer Centers

The huge shortage of technologists has not only affected its own discipline but the pipeline of industry expertise in the management sector. This has lead to unqualified managers being positioned in critical health care roles of imaging and oncology.

JPU's MS program in the Radiological Sciences provides the licensed healthcare professional with the needed background in management, leadership, finance, regulatory, and operations in the above listed disciplines. JPU's flexible online program with seasoned industry professional faculty, many still in practice, provides a perfect opportunity for those technologists that want to enter the management field.

Objectives for the program are consistent with the existing strategic plan. These are reviewed at minimum annually with the respective shareholders.

JPU anticipates a May 2026 start for both above programs.

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BOARD FOR PROPRIETARY EDUCATION
Monday, December 1, 2025

DECISION ITEM B-3: **John Patrick University of Health and Applied Sciences: One Baccalaureate Degree Program Offered Through Blended Delivery and One Master's Degree Program Offered Through Distance Education**

Institutional Profile See Attachment

Staff Recommendation That the Board for Proprietary Education approve the Bachelor of Science (B.S.) in Radiologic Technology, and the Master of Science (M.S.) in Radiologic Science, in accordance with the background discussion of this agenda item and the New Program Proposals.

Background

Degree Program Profiles

Bachelor of Science in
Radiologic Technology
Offered at South Bend and Through Distance Education

This program consists of 120 semester credit hours, with 75 percent of the courses in the specialty. The institution would offer 60 semester credit hours of didactic education. The student would transfer 30 semester credit hours of technical occupation education from an earned associate degree. In addition, the student would transfer 30 semester credit hours of general education. The program faculty consists of 17 individuals, of whom four are full-time and the remaining 13 are part-time. Of the 14 individuals, 5 have baccalaureate degree, 11 have a master's degree, and one has a doctoral degree.

Master of Science in
Radiologic Science
Offered Through Distance Education

This program consists of 37 semester credit hours, with 100 percent of the courses in the specialty. The program faculty consists of 12 individuals, of whom six are full-time, and the remaining six are part-time. Of the twelve individuals, six have a master's degree, five have a doctoral degree, and one has an Education Specialist degree.

Supporting Document New Program Proposals

New Program Proposal Form
For BPE Authorized Institutions

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

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

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

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

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

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

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

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

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

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

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

1. Program Objectives

a. Program Rationale

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

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

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

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

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

b. Program Structure

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

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

SPECIALTY COURSES:

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

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

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

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

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

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

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

2. Library

a. Library Rationale

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

Library Services Overview

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

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

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

LibGuides

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

EBSCO Discovery Service

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

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

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

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

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

Medline Full Text

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

ELSEVIER ScienceDirect

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

Subject Collection:

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

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

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

Individual Titles

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

3. Faculty

a. Qualifications

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

Total # of Faculty in the Program: 17	**Full-time: 4**	**Part-time: 13**
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)		

List Faculty Names (Alphabetical Order)	**Degree or Diploma Earned (M.S. in Mathematics)**	**# Years of Working Experience in Specialty**	**# Years Teaching at Your School**	**# Years Teaching at Other**	**Check one:**	
					Full-time	**Part-time**
Adair, Martha	MS General Studies, BS Allied Health Science	21	2	3		X
Cianci, Joe	MS Administration, BS Health Administration	34	4.5	0		X
D'Acquisto, Alexa	MS Education, BS Radiologic Sciences	8	2	0		X
Daza, Christopher	AAS Radiography, CT Certificate, BS Radiologic Sciences, M.Ed. Education	14	1	11		X
Farmer, Rebecca	MS Radiologic Science, BS Radiologic Science	19.5	3	23		X
Foster, Patrick	BS Early Childhood Education, BS Radiologic Technology	30	2	27	X	
La Borde, Michelle	MS Radiologic Science, BS Radiologic Science	15.5	3	6		X
Lathren, Jennifer	MA Teaching, MS Radiation Sciences, BS Medical Science in Radiographic Education	6.5	3	5		X
Malmay, Waylon	MS Radiologic Sciences, BS Radiologic Sciences	18	3.5	16		X
Maraj, Sean	MS Business Admin/Healthcare Admin, BA Radiologic Technology, Radiography Certificate	15	2.5	0		X
Miller, Jasmin	Doctor of Business Administration, Master of Business Administration, BS Nuclear Medicine	18.5	7	18	X	
Miranda, Michael	BS Radiologic Sciences, Radiography Certificate	12	1.5	3.5		X

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

b. Occupational Outlook: Projected Employment Trends

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

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

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

4. Rationale for the Program

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

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

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

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

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

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

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

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

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

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

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

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

b. **State Rationale: General**

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

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

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

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

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

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

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

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

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

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

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

d. **Evidence of Labor Market Need**

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

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

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

e. **Placement of Graduates**

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

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

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

Not applicable.

f. **Job Titles**

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

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

5. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**

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

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

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

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

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

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

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

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

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

b. **Assessments**

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

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

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

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

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

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

a. **Federal Financial Responsibility Composite Score**

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

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

b. **State Licensure**

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

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

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

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

c. **Professional Certification**

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

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

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

  Yes.

- Each specific professional certification:

  American Registry of Radiologic Technologists (ARRT)

- The national organization issuing each certification:

  American Registry of Radiologic Technologists

- Please explain the rationale for choosing each professional certification:

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

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

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

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

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

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

e. **Institutional Accreditation**

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

Accrediting Commission of Career Schools and Colleges (ACCSC)

- Reason for seeking accreditation.

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

f. **Specialized Program Accreditation**

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

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

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

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

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

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

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

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

7. Student Records (Institutions that have Previously Operated)

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

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

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

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

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

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

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

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

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

2009

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

1,500

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

500

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

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

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

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

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

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

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

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

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

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

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

Approximately 3 per week.

This Section Applies to All Institutions

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

No comments at this time.

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

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

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

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

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

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

8. Projected Headcount and FTE Enrollments and Degrees Conferred

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

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

John Patrick University of Health and Applied Sciences

Official Transcript

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

RECIPIENT:
Indiana CHE/BPE

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

Degrees/Certificates

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

Transcript

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

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

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

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

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

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

Elizabeth M Datema
Office of the Registrar

Michael Dubanewicz, DHA, ED.D
President

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

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

Cumulative

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

Elizabeth M Datema
Office of the Registrar

Michael Dubanewicz, DHA, ED.D
President

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

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

I. Grade and Credit Point System

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

Graduate Courses

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

Undergraduate Courses

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

Repeated Courses

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

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

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

Abbreviations and Symbols

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

Credit Types

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

II. Record Format

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

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

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

III. Transfer, Test and Special Credit

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

IV. Accreditation

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

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

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

V. Validation

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

VI. Registrar Contact

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

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INDIANA COMMISSION FOR HIGHER EDUCATION

Indiana Board for Proprietary Education

New Program Proposal Form

For BPE Authorized Institutions

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

Program Details	
Degree Award Level[2]:	Master's Degree
Mode of Delivery (In-person, Online, or Blended[3]):	Online (100%)
Career Relevant/Out-of-Classroom Experiences[4]:	Capstone Research
Suggested CIP Code for Program:	51.3299
Author Details	
Name of Person Preparing this Form:	Betsy Datema
Telephone Number and Email Address:	574-232-2408 x 211 bdatema@jpu.edu
Date the Form was Prepared (Use date last revised):	10/10/2025

INDIANA COMMISSION for HIGHER EDUCATION

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

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

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

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

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

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

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

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

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

1. Program Objectives

a. Program Rationale

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

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

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

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

b. Program Structure

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

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

SPECIALTY COURSES:

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

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

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

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

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

2. Library

a. Library Rationale

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

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

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

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

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

EBSCO Discovery Service
EBSCO's Discovery Service platform provides access to EBSCO's EDS (EBSCO Discovery Service) software, Full Text Finder and Medline with Full text through a single-entry point. These online resources include Full-text journals, electronic books, tutorials, subject guides, current news, and career development information. EDS Open Access Collections are content-specific to post-secondary, higher education colleges. These collections feature academic/scholarly, industry/trade, and government resources collected from open

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

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

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

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

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

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

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

Individual Titles

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

3. Faculty

a. Qualifications

- Elaborating on the information provided in the degree program's developmental timeline under (1.b.), **Attach completed Instructor's Qualification Record for each instructor.**

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

Total # of Faculty in the Program: 12	**Full-time:** 6	**Part-time:** 6
Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)		

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one: Full-time	Check one: Part-time
Ade-Oshifogun, Wale	Doctor in Education, Educational Leadership; MS Business Administration, Finance/Information Systems; BS Arts, Accounting/Management; HND Civil Engineering	30	6	27		X
Brown-Zacarias, Mellonie	Ed.S.-Higher Education Leadership; MS in Educational Technology; BS in Radiation Therapy	30	7	10	X	
Dubanewicz, Michael	Doctor of Healthcare Administration; Doctor of Education, Career & Technical Education-Nutrition Education; MS Education, Education Administration; BS Science, Food Service Management; AS Culinary Arts	20	7	20	X	
Goetsch, Steve	MS Medical Physics; Ph.D. Medical Physics; MS Health Physics; BS Physics	30	10	20		X
Farmer, Rebecca	MS Radiologic Science; BS Radiologic	19.5	3	23		X

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

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

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

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

average according to BLS.

4. Rationale for the Program

a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)**
   - Why is the institution proposing this program, and how does it build upon institutional strengths?

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

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

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

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

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

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

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

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

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

JPU's Mission is listed below.

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

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

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

b. **State Rationale: General**

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

JPU's 100% online Radiologic Science program is well equipped to meet the CHE's priorities of completion, equity, and talent.

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

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

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

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

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

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

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

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

Socioeconomic: JPU students have many options for student loans, grant, and scholarship options for

students. Care has been taken to find affordable learning materials while classes are designed to optimize credit hours.

d. **Evidence of Labor Market Need**

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

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

e. **Placement of Graduates**

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

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

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

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

NA

f. **Job Titles**

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

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

5. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**

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

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

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

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

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

b. **Assessments**

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

Assessment Methods:

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

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

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

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

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

a. **Federal Financial Responsibility Composite Score**

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

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

b. **State Licensure**

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

No

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

c. **Professional Certification**

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

NA

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

NA

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

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

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

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

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

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

e. **Institutional Accreditation**

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

Accrediting Commission of Career Schools and Colleges (ACCSC)

- Reason for seeking accreditation.

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

f. **Specialized Program Accreditation**

- Does this program need specialized accreditation in order for a graduate to become licensedby the State or to earn a national professional certification, so graduates of this program canwork in their profession or have substantially better prospects for employment?

No

- If so, please identify the specialized accrediting agency:

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

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

NA

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

7. Student Records (Institutions that have Previously Operated)

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

Yes.

- If not, what is the percentage of student transcripts in a digital format?

- What is the beginning year of digitized student transcripts?

- Are student transcripts stored separately from the overall student records?

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

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

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

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

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

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

d. **What is the beginning year of the institutional student record series?**
2009

e. **What is the estimated number of digital student records held by the institution?**
1500

f. **What is the estimated number of paper student records held by the institution?**
500

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

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

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

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

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

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

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

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

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

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

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

Approximately 3 per week.

This Section Applies to All Institutions

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

No comments at this time.

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

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

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

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

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

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

8. Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Headcount and FTE Enrollments and Degrees Conferred									
October 10, 2025									
Institution/Location: **John Patrick University of Health and Applied Sciences**									
Program: **Master of Science in Radiologic Science**									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2026	FY2027	FY2028	FY2029	FY2030	
Enrollment Projections (Headcount)									
	Full-Time			25	40	85	85	85	
	Part-Time			5	10	15	15	15	
	Total			30	50	100	100	100	
Enrollment Projections (FTE*)									
	Full-Time			25	40	85	85	85	
	Part-Time			2	5	7	7	7	
	Total			27	45	92	92	92	
Degrees Conferred Projections				0	25	42	90	95	
Degree Level: **MS**									
CIP Code: - **51.3299**; State - **51.3299**									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

John Patrick University of Health and Applied Sciences

Official Transcript

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

RECIPIENT:
Indiana CHE/BPE

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

Degrees/Certificates

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

Transcript

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

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

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

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

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

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

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

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

Cumulative

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

Elizabeth M Datema
Office of the Registrar

Michael Dubanewicz, DHA, ED.D
President

KEY TO TRANSCRIPT OF ACADEMIC RECORDS

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

I. Grade and Credit Point System

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

Graduate Courses

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

Undergraduate Courses

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

Repeated Courses

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

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

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

Abbreviations and Symbols

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

Credit Types

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

II. Record Format

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

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

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

III. Transfer, Test and Special Credit

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

IV. Accreditation

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

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

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

V. Validation

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

VI. Registrar Contact

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

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BOARD FOR PROPRIETARY EDUCATION
Monday, December 1, 2025

DISCUSSION ITEM A: **Cost of Starting an Initial Practical Nursing Program**

Background

The information item provides an overview of the current cost of an initial practical nurse program for private, for-profit, and private, non-profit institutions authorized by the Board for Proprietary Education and the State Board of Nursing (SBN).

The budgeted cost range for starting a practical nurse program was gathered from four institutions with varying financial controls and enrollment sizes.

- Institution A: Private, for-profit, approved BPE program, seeking SBN accreditation.
- Institution B: Private, for-profit, approved BPE program, SBN accredited.
- Institution C: Private, for-profit, proposed program.
- Institution D: Private, non-profit, approved BPE program, SBN accredited.

The review of initial costs for beginning a practical nurse program centered on seven areas:

- Facility Costs
- Curriculum Development and Materials
- Human Resources and Staffing
- Regulatory Costs
- Accreditation Costs
- Legal and Consulting Fees
- Initial Operating and Marketing Expenses

Institution A
The largest budget item is administrative, faculty, and staff compensation, estimated to cost between $360,700 and $429,200. The development of curriculum and materials accounts for the second-largest budgeted item, at $30,000 to $50,000. Medical equipment costs are projected to be between $14,000 and $20,000. The total initial cost for the Practical Nurse program spans $447,475 and $566,400.

Institution B
Facility build-out and improvement is the largest single expense at $2,500,000. Technology represents the second-

largest cost, at $482,000. Leasing, medical equipment, and furniture and fixtures each incur a similar cost, ranging from $448,000 to $461,732. The Practical Nurse program's initial budget range is set at $4,953,638.

Institution C
The largest budget item, facility build-out/improvement, is projected to cost between $1 million and $1.5 million. Other significant budgeted items include medical equipment ($500,000 to $750,000) and the development of curriculum ($300,000 and $800,000). Technology costs range from $250,000 to $350,000. In total, the initial investment required for the Practical Nurse program falls between $2,893,930 and $3,461,930.

Institution D
The largest budgeted item is medical equipment, with costs ranging from $60,000 and $80,000. The second largest item is the program director's salary, set at $90,000. The full-time nursing instructor's salary is $85,000. Admissions staff and Registrar salaries have a combined annual cost of $90,000. The initial Practical Nurse program cost is estimated to range from $357,290 to $411,290.

Supporting Documents To Be Distributed

Institution A: Private, for-profit, approved BPE program, seeking SBN accreditation.
Institution B: Private, for-profit, approved BPE program, SBN accredited.
Institution C: Private, for-profit, proposed program.
Institution D: Private, non-profit, approved BPE program, SBN accredited.

BOARD FOR PROPRIETARY EDUCATION
Monday, December 1, 2025

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 2, 2026	10:00 am - 12:30 pm
Monday, June 1, 2026	10:00 am - 12:30 pm
Tuesday, September 1, 2026	10:00 am - 12:30 pm
Tuesday, December 1, 2026	10:00 am - 12:30 pm

Supporting Documents None.