

STATE OF INDIANA
Board for Proprietary Education

Minutes of Meeting

Monday, June 1, 2026

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 (in person); Michael Nossett (in person); and Anne Shane (in person).

Members Absent: None.

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

State Board of Nursing: Toni Herron (in person); Shawn Keep (virtual).

Guests: Tehreem Ali, M.B.B.S. (in person); Nneka Ariguzo (in person); Scott Bailey, Ed.D. (virtual); Tiffany Brack, D.B.A. (in person); Harold Burtley (in person); AK Buss (virtual); Stephie Guptill, Ed.D. (in person); Kim Hall, Ed.D. (in person); Arif Khan (in person); Hope Nalls (virtual); Crystal Neumann, D.B.A. (in person); Ticonna Purdle, Ph.D. (in person); Lora Maxwell (in person); Dernyce Nelson-Flowers (virtual); and Zulfiqar Satti, Ph.D. (virtual); and Pete Patsiavos (virtual).

A quorum was determined for the Board meeting on June 1, 2026.

CONSIDERATION OF THE MINUTES OF THE March 2, 2026, BOARD MEETING

R-26.06.01 Resolved: The Board for Proprietary Education hereby approves the Minutes of the March 2, 2026, regular meeting.

(Motion – Shane, second – Konesco; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

II. EXECUTIVE DIRECTOR'S REPORT

Matt Butler stated that the March Executive Director's report included a brief report on House Enrolled Act 1003 which would dissolve the Board for Proprietary Education as a board, and transfer its statutes, duties, responsibilities, and fees that are in administrative code to the Commission. All of this important work that we do, and specifically what Mr. Miller does, would be transferred to the Commission on July 1, 2027. Planning and preparation for that to occur is underway. More detailed updates to the Board will be provided in the months ahead.

III. DECISION ITEMS

A. Nursing Programs

1. Associate of Science (A.S.) in Nursing to be offered by Jeremi College in Munster and through distance education.

Representing Jeremi College: Tiffany Brack, Administrator/CAO; and Ticonna Purdle, Dean of Nursing.

Representing the Indiana State Board of Nursing: Toni Herron, Education Compliance Officer; and Shawn Keep, Education Compliance Officer.

Matt Butler introduced the proposal for the A.S. in Nursing program. Ross Miller presented the staff report, recommending that Jeremi College be approved to offer the A.S. in Nursing program.

R-26.06.02 Resolved: The Board for Proprietary Education hereby approves the staff 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.

2. Associate of Science (A.S.) in Nursing to be offered by Stellar Career College in Crown Point and through distance education.

Representing Stellar Career College: Tehreem Ali, Director of Externship; Nneka Ariguzo, Prospective Nursing Faculty; Harold Burtley, Director of Financial Aid/Campus Manager; AK Buss, Director of Human Resources, Academic Resources, Student Records; Arif Khan, Campus Director; Hope Nalls, Nursing Program Director; Dernyce Nelson-Flowers, Practical Nursing Program Director; and Zulfiqar Satti, President.

Representing the Indiana State Board of Nursing: Toni Herron, Education Compliance Officer; and Shawn Keep, Education Compliance Officer.

Matt Butler introduced the proposal for the A.S. in Nursing program. Ross Miller presented the staff report, recommending that Stellar Career College be approved to offer the A.S. in Nursing program.

R-26.06.03 Resolved: The Board for Proprietary Education hereby approves the staff recommendation by roll call, per the background information provided in this agenda item.

(Motion – Konesco, second – Shane; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

B. Academic Degree Programs

1. Associate of Science (A.S.) in Respiratory Therapy to be offered by South College in Indianapolis and through distance education.

Representing South College: Kim Hall, Vice Chancellor of Institutional Advancement and Effectiveness; and Lora Maxwell, Respiratory Therapy Program Director.

Matt Butler introduced the proposal for the A.S. in Respiratory Therapy program. Ross Miller presented the staff report, recommending that South College be approved to offer the A.S. in Respiratory Therapy.

R-26.06.04 Resolved: The Board for Proprietary Education hereby approves the staff recommendation by roll call, per the background information provided in this agenda item.

(Motion –Konesco, second – Shane; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

2. Doctor of Business Administration (D.B.A.), Doctor of Education (Ed.D.) in STEM Education, and Education Specialist (Ed.S.) in STEM Education to be offered by the American College of Education through distance education.

Representing the American College of Education: Scott Bailey, Assistant Provost, Education Professions; Stephie Guptill, Regulatory and Compliance Sr. Manager; Crystal Neumann, Assistant Provost, Business Professions; and Pete Patsiavos, Academic Program Analyst.

Matt Butler introduced the proposals for the Doctor of Business Administration, Doctor of Education in STEM Education, and Education Specialist in STEM Education programs.

Ross Miller presented the staff reports, recommending that the American College of Education be approved to offer the Doctor of Business Administration, Doctor of Education in STEM Education, and the Education Specialist in STEM Education programs.

R-26.06.05 Resolved: The Board for Proprietary Education hereby approves the staff recommendation for the American College of Education to offer the Doctor of Business Administration, approved by roll call, per the background information provided in this agenda item.

(Motion – Shane, second – Bogan; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

R-26.06.06 Resolved: The Board for Proprietary Education hereby approves the staff recommendation for the American College of Education to offer the Doctor of Education in STEM Education, approved by roll call, per the background information provided in this agenda item.

(Motion – Nossett, second – Bogan; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

R-26.06.07 Resolved: The Board for Proprietary Education hereby approves the

staff recommendation for the American College of Education to offer the Education Specialist in STEM Education, approved by roll call, per the background information provided in this agenda item.

(Motion – Shane, second – Bogan; Roll Call: Bogan-Aye; Butler-Aye; Konesco-Aye; Nossett-Aye; Shane-Aye). The motion passed.

IV. INFORMATION ITEMS
OLD BUSINESS
NEW BUSINESS

None presented.

V. ADJOURNMENT

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

Dr. Matt Butler, Chairman

Date

BOARD FOR PROPRIETARY EDUCATION

Tuesday, September 1, 2026

INITIAL AUTHORIZATION A-1:	<u>Franciscan Alliance School of Osteopathic Medicine: Initial Institutional Authorization</u>
Institutional Profile	See Attachment
Staff Recommendation	That the Board for Proprietary Education grant Franciscan Alliance School of Osteopathic Medicine institutional authorization in accordance with the background discussion of this agenda item, the Application for Initial Institutional Authorization, and the New Program Proposals for the Doctor of Osteopathic Medicine and Master of Science in Biomedical Sciences.
Background	<u>Institutional Profile</u> Franciscan Alliance School of Osteopathic Medicine is requesting institutional authorization to then offer the Doctor of Osteopathic Medicine and Master of Science in Biomedical Sciences.
Supporting Documents	Application for Initial Institutional Authorization New Program Proposals Instructor Qualification Records (to be distributed)

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Institutional Profile for Franciscan Alliance School of Osteopathic Medicine

Background Franciscan Alliance School of Osteopathic Medicine, located in Crown Point, is a new institution established by the Franciscan Alliance, Inc. The institution will be located on the campus of Franciscan Health Crown Point, the Northwest Indiana regional hospital, opened in 2024. Franciscan Health Crown Point also hosts the Franciscan Health St. Anthony School of Echocardiography. Originally founded as Allied Health Education and later renamed Saint Anthony Medical Center, offering an intensive Certificate in Echocardiography. In December 2006, the Board of Commissioners of the Indiana Commission on Proprietary Education granted Saint Anthony Medical Center approval to confer the Associate of Applied Science in Echocardiography.

Institutional Control Private, non-profit institution.

Institutional Accreditation Franciscan Alliance School of Osteopathic Medicine will seek institutional accreditation from the Higher Learning Commission (HLC). Following HLC's process of accreditation, the institution will submit an Application and Preliminary Evidence, followed by an eligibility interview. The Application for Candidacy status could be submitted by December 2027 at the earliest. Following the conferral of its first Master of Science in Biomedical Sciences degree in 2029-30 academic year, HLC could grant accreditation by 2030.

The institution will seek specialized programmatic accreditation from the Commission on Osteopathic College Accreditation (COCA). The institution projects achieving COCA candidacy status in 2027. Prior to matriculation of the first cohort, the institution must obtain COCA Pre-Accreditation status. Initial COCA accreditation may be granted upon graduation of the first cohort.

Participation in NC-SARA Franciscan Alliance School of Osteopathic Medicine does not participate in the State Authorization Reciprocity Agreement (SARA).

Participation in Student Financial Aid Franciscan Alliance School of Osteopathic Medicine does not currently participate in state or federal student financial aid programs.

Campuses Franciscan Alliance School of Osteopathic Medicine program Doctor of Osteopathic Medicine will initially be offered in Crown Point only, beginning in 2030. The program is planned to expand to include clinical clerkships sites in Crown Point, Dyer, Indianapolis, Lafayette, Michigan City, and Munster beginning in 2032.

Enrollment Franciscan Alliance School of Osteopathic Medicine does not currently report data to the National Center for Education Statistics (NCES). The institution projects that the Doctor of Osteopathic Medicine program would have enrollment of 100 students in the first year (2030) at Crown Point only. In 2035, 800 students are projected to be enrolled at all locations. The Master of Science in Biomedical Sciences program is projected to have an enrollment of 35 in the first year (2029-30) and 50 students by the fifth year (2033-34).

Programs The institution anticipates offering the Doctor of Osteopathic Medicine and the Master of Science in Biomedical Sciences.

Financial Responsibility Composite Score (FRCS) Franciscan Alliance School of Osteopathic Medicine is anticipated to be operated under the Saint Elizabeth School of Nursing OPE ID. The US DOE published score for the Saint Elizabeth School of Nursing was 2.2 for the fiscal year ending December 21, 2022.

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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: [Franciscan Alliance School of Osteopathic Medicine](#)
2. Address of campus: [US 231 and I-65 Crown Point, Indiana 46307](#)
3. The institution is accredited by or seeking accreditation from: [the Higher Learning Commission](#)
(Must be an accrediting agency that is recognized by the U.S. Department of Education or Secretary of Education)
Submit documentation from the accrediting body indicating the institution's status.
[We require permission from Indiana first to move on to Higher Learning Commission \(HLC\) and Commission on Osteopathic College Accreditation \(COCA\) accreditations.](#)
4. Provide information on the current status of any approvals needed by licensing boards.
[No licensing board approvals are needed.](#)
5. The institution has its principal campus in the State of: [Indiana](#)
6. Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

[Franciscan Alliance, Inc.'s most recent Federal Financial Responsibility Composite Score published on the Department of Education website is 2.2. see attached screenshots.](#)

7. The institution submits the following information for each certificate and diploma program to be offered
[Do not submit degree programs; these require a separate application]:

CIP Code	Program Name	Level	Length	Cr. or Cl. Hrs.	<u>Indicate</u> <u>Annual or</u> <u>Cr. Hr. Tuition</u>
51.1202	Doctor of Osteopathic Medicine Program	Doctorate	4 years	183 Credit hours	\$60,000/yr
26.0102	Master of Science in Biomedical Science Program	Master's	1 year	30	\$22,500/yr

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. [The building is still in its design phase.](#)
10. Provide documentation of liability insurance to cover students.

[Hills insurance is owned by FA and the president is Kevin Leahy. Attached is a letter verifying that students will have coverage.](#)

[Letter from President of FA](#)

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>

[Articles of Incorporation - Franciscan Alliance](#)

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.

[NA](#)

13. Provide the latest published Financial Responsibility Composite Score (FRCS), or if a newer U.S. DOE FRCS has been issued attach the letter.

[See attached](#)

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.

[FASOM student enrollment agreement](#)

15. Campus Director information:

Name of Campus Director: [Gerald Maloney DO](#)

Title of Campus Director: [Sr Vice President, Chief Medical Officer, and Dean](#)

Phone Number of Campus Director: [570-239-3787](#)

Email of Campus Director: [Gerald Maloney <gerald.maloney@franciscanalliance.org>](mailto:Gerald.Maloney@franciscanalliance.org)

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: [Shannon Ramsey Jimenez DO, MPHE, FACOFP](#)

Position title of person submitting this form: [Associate Dean for Medical Education](#)

Phone number contact of person submitting this form: [919-222-5442](#)

Email contact of person submitting this form: shannon.ramseyjimenez@franciscanalliance.org

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2022.05.01

BOARD FOR PROPRIETARY EDUCATION

Tuesday, September 1, 2026

INITIAL DEGREE PROGRAMS B-1: **Franciscan Alliance School of Osteopathic Medicine:
One Doctoral Degree Program and One Master's Degree
Program to be Offered at One Location**

Institutional Profile See Attachment

Staff Recommendation That the Board for Proprietary Education approves the Doctor of Osteopathic Medicine and the Master of Science (M.S.) in Biomedical Sciences, in accordance with the background discussion of this agenda item and the New Program Proposals.

Background **Degree Program Profiles**

*Doctor of Osteopathic Medicine
Offered at Crown Point*

This program consists of 184 semester credit hours, with 100 percent of the courses in the specialty. The program faculty currently consists of five individuals, all of whom will be full-time. Of these five individuals, three hold a Doctor of Osteopathic Medicine degree, one holds a Ph.D. in Education, and one holds a Master of Fine Arts degree. Additional faculty will be hired prior to matriculation of the first cohort.

*Master of Science in
Biomedical Sciences
Offered at Crown Point*

This program consists of 30 semester credit hours, with 100 percent of the courses in the specialty. The program faculty currently consists of five individuals, all of whom will be full-time. Of the five individuals, three hold a Doctor of Osteopathic Medicine degree, one holds a Ph.D. in Education, and one holds a Master of Fine Arts degree. Additional faculty will be hired prior to matriculation of the first cohort.

Stipulations Doctor of Osteopathic Medicine

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

Master of Science in Biomedical Sciences

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

Supporting Documents

New Program Proposals

Instructor Qualification Records (to be distributed)

INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

Doctor of Osteopathic Medicine Program

to be offered by

Franciscan Alliance School of Osteopathic Medicine

A subsidiary of Franciscan Alliance at Crown Point, Indiana

Program Details

Degree Award Level ² :	Doctor's Degree – Professional Practice
Mode of Delivery (In-person, Online, or Blended ³):	In-person
Career Relevant/Out-of-Classroom Experiences ⁴ :	Clerkships/Clinical Rotations
Suggested CIP Code for Program:	51.1202

Author Details

Name of Person Preparing this Form:	Shannon Ramsey Jimenez DO
Telephone Number and Email Address:	919-222-5442 Shannon.ramseyjimenez@franciscanalliance.org
Date the Form was Prepared (Use date last revised):	8.7.26



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.

Franciscan Alliance is proposing the Doctor of Osteopathic Medicine (DO) program as a **Mission Critical** initiative designed to solve the acute physician shortage currently impacting Northwest Indiana. This program is not merely an academic expansion; it is a strategic solution to a workforce crisis that directly affects Franciscan Health's ability to serve its patients and maintain long-term operational success.

The program builds upon four pillars of institutional strength:

- **150 Years of Healthcare Expertise:** Since 1875, Franciscan Alliance has provided a continuous healing ministry. FASOM leverages this deep-rooted experience and a proven commitment to serving underserved and vulnerable populations.
- **Unrivaled Clinical Infrastructure:** Unlike many developing medical schools, Franciscan Alliance possesses a guaranteed clinical training network. This includes **11 hospitals across Indiana** and over **200 physician practices**, providing students with immediate access to diverse clinical environments and established Graduate Medical Education (GME) foundations.
- **Financial Stability and Capacity:** As a financially stable, non-profit healthcare system, Franciscan Alliance has the unique capacity to invest in the long-term capitalization required for a medical school. The program utilizes a sustainable revenue model integrated with healthcare operations, ensuring the school's longevity.
- **Strong Regional Presence:** Franciscan Alliance is a trusted community partner with existing relationships across local government, business, and community organizations in Northwest Indiana. This allows the program to recruit local talent and keep Indiana-trained physicians within the state.

2. How is it consistent with the mission of the institution, and how does this program fit into the institution's strategic plan?

The DO program is the ultimate expression of the Franciscan Alliance mission: "**Continuing Christ's Ministry in Our Franciscan Tradition.**"

Mission Consistency: FASOM embodies this mission by educating physicians who serve as healers in the tradition of St. Francis of Assisi. The curriculum is intentionally designed around the institution's **Five Core Values**:

- **Respect for Life:** Integrating medical ethics and whole-person osteopathic care (body, mind, and spirit) throughout all four years.
- **Compassionate Concern:** Requiring a **Rural & Underserved Medicine Clerkship** for every graduate to ensure care for the poor and disabled.
- **Christian Stewardship:** Responsibly allocating resources by leveraging existing clinical sites and administrative systems rather than requiring redundant new construction.

Strategic Plan Alignment: The program is a central driver of the **Franciscan Alliance Strategic Plan**, specifically fulfilling four key priorities:

- **Workforce Development:** Creating a direct pipeline of mission-aligned physicians to staff Franciscan Health hospitals and clinics.
- **Community Health Improvement:** Addressing regional health disparities through service-learning and research focused on Northwest Indiana's specific needs.
- **Mission Integration:** Embedding Franciscan values into the next generation of healthcare providers, thereby strengthening the Catholic healthcare ministry.
- **Innovation and Excellence:** Positioning the institution as a leader in medical education through an innovative approach to clinical training and GME development.

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: 184 Credit hours		Check one:		
		Quarter Hours ☐	Semester Hours ☒	Clock Hours ☐
Tuition: \$ 60,000 per year		Length of Program: 4 years		
Special Fees: student activity fee \$100 Technology fee \$400				

SPECIALTY COURSES: DO PROGRAM

Course Number	Course Title	Course Hours
SFOM 7101	Scientific Foundations of Osteopathic Medicine	8 Credits
ANAT 7102	Foundational Clinical Anatomy	8 Credits
IOCS 7103	Integrated Osteopathic Clinical Skills 1	6 Credits
REBM 7104	Research and Evidence-Based Medicine	2 Credits
FVAL 7105	Franciscan Values and Medical Ethics 1	1 Credit
MEDS 7201	Medical Microbiology and the Immune System	8 Credits
MEDS 7202	Neurologic and Behavioral Systems	8 Credits
IOCS 7302	Integrated Osteopathic Clinical Skills 2	7 Credits
FVAL 7204	Franciscan Values and Medical Ethics 2	1 Credit
MEDS 7301	Cardiovascular and Respiratory Systems	8 Credits
MEDS 7302	Gastrointestinal System and Nutrition	6 Credits
MEDS 7303	Hematopoietic System	4 Credits
IOCS 7403	Integrated Osteopathic Clinical Skills 3	7 Credits
MEDS 7401	Endocrine and Reproductive Systems	5 Credits
MEDS 7402	Skin and Skeletal Muscle Systems	5 Credits
MEDS 7403	Renal and Genitourinary Systems	4 Credits
MEDS 7404	Systems Integration and Board Review	3 Credits
IOCS 7405	Integrated Osteopathic Clinical Skills 4	6 Credits
CLIN 7400	Clerkship Readiness Course	4 Credits
OSTM 7402	Clinical Ethics and Physician Formation in the Clinical Year	1 Credit
CLIN 7501	Family Medicine Clerkship	4 Credits
CLIN 7502	Internal Medicine I Clerkship	4 Credits
CLIN 7503	Internal Medicine II Clerkship	4 Credits
CLIN 7504	General Surgery Clerkship	4 Credits
CLIN 7505	Pediatrics Clerkship	4 Credits
CLIN 7506	Psychiatry Clerkship	4 Credits
CLIN 7507	Obstetrics & Gynecology Clerkship	4 Credits
CLIN 7508	Rural & Underserved Medicine Clerkship	4 Credits

OSTM 7509	3rd Year Longitudinal OMM Clerkship	4 Credits
ELEC 7601	Year 3 Elective Clerkship	4 Credits
CLIN 7701	Emergency Medicine	4 Credits
OSTM 7702	4th Year Longitudinal OMM & Residency Readiness	2 Credits
ELEC 7801-10	Year 4 Elective Clerkships (9 blocks)	36 Credits

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>

Number of Credit/Clock Hrs. in Specialty Courses: ___ / ___ Percentage: _____

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

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:**

FASOM will have a library on campus that is available to students using secure badge access 24/7. We will have two full time on-campus librarians. These will work together with the COM library to facilitate the availability and efficient use of resources. Three other librarians are employed throughout Franciscan Alliance to support learners, faculty and staff. They will all work together to support each other and our students and faculty.

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

The library will have minimal physical volumes of material – a few hundred at most. It will primarily be composed of digital resources, such as Up-to-Date, Access Medicine, Access Surgery, Access Emergency Medicine, Osmosis, Boards Bootcamp, First Aid, Trulearn, etc

Digital database subscriptions	30 – 40 platforms
Electronic journal titles	5,000+
Electronic book titles	10,000+

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

The expected number of electronic journals will exceed 1000. Currently Franciscan Health provides about 60 different journals to their libraries

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

Franciscan Health Dyer.

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.**

We have a small number right now as we get the accreditation applications launched.

Total # of Faculty in the Program: 5	Full-time:4	Part-time:1
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> 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
Eileen Doherty	PhD	30	<1	30	x	
Paul Johnson	MFA	11	<1	11	x	
Gerald Maloney	DO	31	1	5	x	
Robert Marino	DO	33	<1	10		x **
Shannon Ramsey Jimenez	DO	30	<1	13	x	
X** part time now – full time in 2028						

b. 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.

National Outlook:

U.S. Bureau of Labor Statistics — Physicians and Surgeons (SOC 29-1210):

- Employment (2023):** 727,000 physicians and surgeons
- Projected Employment (2033):** 780,300
- Change (2023-2033):** +53,300 jobs (+7%)
- Growth Rate: Faster than average** (average for all occupations is 3%)

- **Job Openings (annual average):** 23,600 openings per year (due to growth and replacement needs)

Median Annual Wage (2023): \$239,200 (varies significantly by specialty)

Source: U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Physicians and Surgeons

Link: <https://www.bls.gov/ooh/healthcare/physicians-and-surgeons.htm>

AAMC National Physician Shortage Projections:

- **Projected shortage of 37,800 to 124,000 physicians by 2034**
- **Primary care shortage:** 17,800 to 48,000 primary care physicians needed
- **Specialty care shortage:** 21,000 to 77,900 specialists needed
- **Aging physician workforce:** 40% of active physicians will reach retirement age within 10 years

Source: Association of American Medical Colleges (AAMC), "The Complexities of Physician Supply and Demand: Projections from 2019 to 2034"

Indiana Outlook:

Indiana-Specific Projections:

- **Indiana ranks 5th nationally in projected physician shortage** (-6,380 FTEs by 2026)
- **Indiana needs an additional 817 primary care physicians by 2030** (20% increase from 2010 baseline)
- **Components of increased need:**
 - 35% (286 PCPs) from increased utilization due to aging population
 - 48% (398 PCPs) from population growth
 - 16% (133 PCPs) from greater insured population

Indiana Physician Workforce:

- **Current primary care physicians:** ~3,906 (as of 2010 baseline)
 - **Physician-to-patient ratio:** 1:659 (vs. national average 1:463)
 - **23% worse than national average**
- Source:** Robert Graham Center, "Indiana: Projecting Primary Care Physician Workforce"; Bowen Center for Health Workforce Research and Policy
- Links:**
- <https://www.graham-center.org/content/dam/rgc/documents/maps-data-tools/state-collections/workforce-projections/Indiana.pdf>
 - <https://bowenportal.org/>

Regional Outlook (Northwest Indiana):

Northwest Indiana Physician Demand:

- **Population:** 870,725 (Lake, Porter, LaPorte, Jasper, Newton, Pulaski, Starke counties)
- **Current physician shortage:** All counties have HPSA designations
- **Healthcare job postings:** Among top industries for job demand in Northwest Indiana

- **Projected growth:** Healthcare employment projected to grow 15-20% by 2030 in Northwest Indiana

Source: Region 1 Workforce Board, 2024 Northwest Indiana Labor Market & Economic Outlook

Link: https://www.cwicorp.com/wp-content/uploads/2024/07/CWI_2024SOTW_Report.pdf

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?

Franciscan Alliance is proposing the Doctor of Osteopathic Medicine (DO) program as a **Mission Critical** initiative designed to solve the acute physician shortage currently impacting Northwest Indiana. This program is not merely an academic expansion; it is a strategic solution to a workforce crisis that directly affects Franciscan Health's ability to serve its patients and maintain long-term operational success.

The program builds upon four pillars of institutional strength:

- **150 Years of Healthcare Expertise:** Since 1875, Franciscan Alliance has provided a continuous healing ministry. FASOM leverages this deep-rooted experience and a proven commitment to serving underserved and vulnerable populations.
- **Unrivaled Clinical Infrastructure:** Unlike many developing medical schools, Franciscan Alliance possesses a guaranteed clinical training network. This includes **11 hospitals across Indiana** and over **200 physician practices**, providing students with immediate access to diverse clinical environments and established Graduate Medical Education (GME) foundations.
- **Financial Stability and Capacity:** As a financially stable, non-profit healthcare system, Franciscan Alliance has the unique capacity to invest in the long-term capitalization required for a medical school. The program utilizes a sustainable revenue model integrated with healthcare operations, ensuring the school's longevity.
- **Strong Regional Presence:** Franciscan Alliance is a trusted community partner with existing relationships across local government, business, and community organizations in Northwest Indiana. This allows the program to recruit local talent and keep Indiana-trained physicians within the state.

- 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)?

β.

The DO program is the ultimate expression of the Franciscan Alliance mission: "**Continuing Christ's Ministry in Our Franciscan Tradition.**"

Mission Consistency: FASOM embodies this mission by educating physicians who serve as healers in the tradition of St. Francis of Assisi. The curriculum is intentionally designed around the institution's **Five Core Values**:

1. Respect for Life

We uphold the sanctity of life from fertilization to natural death and treat each person with joy, respect, dignity, fairness and compassion so that he or she is consciously aware of being loved. Every human life bears the image and likeness of God and is therefore of infinite, irreducible dignity. At Franciscan Alliance School of Osteopathic Medicine (FASOM), this is not a political position but a theological one: the bedrock of our entire approach to medicine. It shapes what we teach, how we form students, how we treat patients, and what we will and will not do. Our physicians are trained to see in every patient a person of equal dignity, to ensure that each one is **consciously aware of being loved**, and that whole-person care encompasses body, mind, soul, family, and community.

2. Fidelity to Mission

We witness to the healing ministry of Jesus by demonstrating integrity and consistency between stated values and daily behaviors in ministering to our patients, visitors, and coworkers. We are the inheritors of a tradition of healing rooted in prayer, especially perpetual adoration, and fidelity means we take that inheritance seriously. Our Catholic identity is not merely ceremonial but constitutive: present in our

curriculum, our hiring, our formation of students, and our common life. Faithfulness to *Ethical and Religious Directives for Catholic Health Care Services* and the congregation's own Catholic identity documents are essential to our mission. When facing difficult decisions, and especially when the culture pulls us away from these foundations, we return to Blessed Maria Theresia Bonzel's reminder of the priority of Christ: *He leads — we follow*. Fidelity is how we honor those who came before us and protect the integrity of what we are building for those who come after.

3. Compassionate Concern

We listen attentively and genuinely care for the wellbeing of everyone we accompany and serve. Jesus touched the untouchable and engaged the outcast. Francis of Assisi embraced the leper. Our physicians are formed in that same tradition: to move toward suffering rather than away from it, and to bring to every patient — especially the poor, the aged, the disabled, and those the healthcare system has marginalized — not only clinical skill but genuine human presence. This means we train not just the hands and mind of the physician, but the heart, **listening attentively** to each person within the full ecology of their life: their family, their community, their spiritual condition.

4. Joyful Service

We foster a welcoming and uplifting environment with all those we encounter. The Sisters of St. Francis of Perpetual Adoration have been marked from their founding by joy — specifically, the joy that flows from adoration, from knowing oneself loved by God and called to love in return. Medicine practiced without joy can become mere technique. We form physicians who understand that the care of vulnerable patients is demanding, but that the opportunity to do difficult work in service of others is a gift. **We foster a welcoming and uplifting environment** not as a courtesy but as a theological commitment: every person who enters our doors deserves to encounter the joy of the Gospel. This joy is not naivety about suffering, but precisely what sustains a medical student and physician through it.

5. Christian Stewardship

We justly allocate human, spiritual, physical and financial resources, respectful of the individual, responsive to the needs of society, and consistent with Church teachings. We are caretakers: of the lives entrusted to us, of the resources given to this institution, of the creation in which our patients live and move, and of the technologies emerging in our time. **Respectful of the individual and responsive to the needs of society**, we embrace innovation and excellence not for their own sake but in service of the human person and the glory of God. This means we resist the technocratic paradigm that reduces the patient to a data point and the physician to a technician, and that we use artificial intelligence, simulation, and the full range of modern medical tools as instruments of human flourishing — always subordinate to, never substitutes for, the judgment, compassion, and presence of the physician formed in the image of Christ the Healer, and **always consistent with Church teachings**

Strategic Plan Alignment: The program is a central driver of the **Franciscan Alliance Strategic Plan**, specifically fulfilling four key priorities:

- **CULTIVATE COMMUNITY MISSION & FRANCISCAN IDENTITY**
 - **Strategic Goal: Be a Catholic medical school in the fullest sense — known and respected for our identity, our values, and our witness to the dignity of every human life.**
- **EDUCATE PHYSICIANS TO SERVE**
 - **Strategic Goal: Develop and deliver exceptional osteopathic medical education that prepares compassionate, highly skilled physicians committed to serving all people, including underserved populations.**
- **CONTRIBUTE TO THE GREATER BODY OF KNOWLEDGE**
 - **Strategic Goal: Foster a culture of inquiry, discovery, and scholarly activity that advances osteopathic medicine, serves our community, and strengthens our academic identity — rooted in Franciscan values and expressed through a distinctive commitment to bioethics, human dignity, and the health of the communities we serve.**

- **ADVANCE INSTITUTIONAL EXCELLENCE & SUSTAINABILITY**
 - **Strategic Goal: Build robust organizational infrastructure, achieve and maintain all required accreditation and regulatory approvals, and ensure the long-term financial and operational viability to support FASOM's mission.**

State's Priorities

C. **State Rationale: General**

- How does this program address state priorities of advancing affordability, accessibility, and attainment, as well as alignment with labor market demand?

residency match, ensuring degree attainment translates directly into workforce entry

pipeline of Indiana-trained physicians

- **State Workforce Strategy:** The Indiana Commission for Higher Education's strategic priorities explicitly identify **healthcare workforce development** as a critical state need. FASOM is a direct, programmatic response to this identified priority
 - **Franciscan Health's Internal Need:** As a system operating **11 hospitals and 200+ physician practices** across Indiana, Franciscan Alliance itself faces documented physician recruitment and retention challenges. FASOM creates a sustainable internal pipeline of mission-aligned physicians trained within the system where they will ultimately practice
-

- **Obstetrics & Gynecology**

- 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 DO program at FASOM is not a feeder program per se. However, our students will all transition to residency programs to complete their training. DO programs match students into primary care residencies at a rate of approximately 58%. We are also creating our own Graduate Medical Education programs. According to our third-party assessment, Franciscan alliance has capacity to have over 270 first-year GME spots once we are developed.

f. **Job Titles**

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

Job Category	Description
Clinical Practice	Direct patient care across all medical specialties in private, group, or hospital-based settings — the most common career path for DO graduates
Primary Care & Rural Medicine	Family medicine, internal medicine, and pediatrics in underserved and rural settings — a signature FASOM mission priority
Academic Medicine	Medical education, teaching, and clinical research within medical schools and residency programs
Healthcare Administration & Leadership	Executive roles (CMO, CEO, Medical Director) within healthcare organizations, focusing on policy, quality improvement, and operations
Public Health & Global Health	Working with underserved populations, rural health initiatives, or international medical relief — aligned with FASOM's Social Determinants of Health curriculum thread
Medical Research & Development	Investigating new treatments, clinical trials, or medical technology in academic or pharmaceutical settings
Occupational & Military Medicine	Serving as a physician within the armed forces or focusing on workplace health and safety
Graduate Medical Education (GME) Leadership	Serving as program directors, designated institutional officials (DIOs), or residency faculty within ACGME-accredited programs

Information on Competencies, Learning Outcomes, and Assessment

g. **Program Competencies or Learning Outcomes**

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

Programmatic Level Educational Objectives (PLO)

These 30 PLOs are organized into 7 domains that align with Osteopathic Core Competencies and integrate Franciscan values organically throughout, reflecting FASOM's conviction that mission and medicine are inseparable.

At the end of this program, FASOM graduates will be able to:

OCC 1: Medical Knowledge

- MK-1:** Demonstrate comprehensive knowledge of biomedical, clinical, behavioral, and social sciences, recognizing that mastery of this knowledge is the responsible stewardship of the trust patients place in their physician.
- MK-2:** Integrate basic science knowledge with clinical reasoning to formulate accurate diagnoses and effective treatment plans, applying clinical evidence to serve the whole person — body, mind, and spirit.
- MK-3:** Demonstrate understanding of social determinants of health, and their impact on the communities of Northwest Indiana and beyond.
- MK-4:** Integrate Osteopathic Principles and Practices as well as Franciscan Values throughout the curriculum.

OCC 2: Patient Care

- PC-1:** Demonstrate competency in performance of comprehensive history and physical examinations, including osteopathic structural examinations, treating every patient encounter as an opportunity to honor the inherent dignity of the individual.

- **PC-2:** Develop and implement evidence-based treatment plans that incorporate osteopathic manipulative treatment when clinically appropriate, reflecting the responsible stewardship of both the patient's health and the resources of the healthcare system.
- **PC-3:** Provide compassionate, patient-centered care that respects the dignity, autonomy, and cultural identity of every patient, regardless of circumstance, as a living expression of FASOM's commitment to whole-person care.
- **PC-5:** Demonstrate awareness of patient safety principles and participate in multidisciplinary activities addressing patient safety and healthcare cost and quality.

OCC 3: Interpersonal & Communication Skills

- **ICS-1:** Communicate effectively with patients, families, and all members of the interprofessional healthcare team, recognizing that clear and honest communication is a fundamental act of respect for the dignity of every individual.
- **ICS-2:** Demonstrate active listening, empathy, and cultural sensitivity in all patient and professional interactions, understanding that to truly hear another person is among the most profound expressions of compassionate service.
- **ICS-3:** Collaborate effectively with physicians, nurses, pharmacists, social workers, and all members of the healthcare team to deliver coordinated, patient-centered care, understanding that no single discipline can serve the whole person alone.
- **ICS-4:** Maintain accurate, complete, and timely medical documentation, fulfilling the physician's obligation of responsible and confidential stewardship of the patient's health record and the integrity of the healthcare system.

OCC 4: Professionalism

- **PROF-1:** Demonstrate ethical behavior, integrity, and accountability in all academic, clinical, and professional settings, consistent with the FASOM Code of Professional Conduct and the incorporated AOA Code of Ethics, understanding that professional integrity is at the foundation of the physician-patient relationship.
- **PROF-2:** Exhibit compassion, respect, and an unwavering commitment to serving others — especially the underserved — as the defining expression of the Franciscan healing ministry.
- **PROF-3:** Embody the Franciscan values of respect for life, fidelity to mission, compassionate care, joyful service, and responsible stewardship in every aspect of professional conduct and patient care, recognizing that these values are not aspirational ideals but daily obligations of the osteopathic physician.
- **PROF-4:** Demonstrate understanding of the distinct roles, responsibilities, and contributions of all members of the interprofessional healthcare team, honoring the dignity and expertise of every colleague in the healing ministry.

OCC 5: Practice-Based Learning & Improvement

- **PBLI-1:** Identify strengths and deficiencies in one's own medical knowledge, clinical skills, and professional behaviors through honest and systematic self-assessment and discernment, recognizing that intellectual humility is an act of responsible stewardship.
- **PBLI-2:** Engage in self-directed learning and continuous professional development as a lifelong commitment to excellence, understanding that the ongoing formation of the physician is never complete.
- **PBLI-3:** Apply evidence-based medicine principles — including critical appraisal of the medical literature — to clinical decision-making, ensuring that every patient receives care grounded in the best available science and delivered with compassion.

OCC 6: Systems-Based Practice

- **SBP-1:** Demonstrate understanding of healthcare systems — including financing, delivery models, and quality improvement frameworks — and their impact on patient care, recognizing that navigating these systems effectively is an act of stewardship on behalf of every patient served.
- **SBP-2:** Work effectively within interprofessional teams to optimize patient outcomes and promote a culture of safety and quality improvement as effective stewards of our resources
- **SBP-3:** Advocate for patients and communities — particularly the underserved populations of Northwest Indiana and the greater Chicagoland region — within and across healthcare systems, as an active expression of the Franciscan mission.

- **SBP-4:** Practice responsible stewardship of healthcare resources, recognizing that the wise and just use of shared resources is a moral obligation of the osteopathic physician and a matter of justice for the communities served.
- **SBP-5:** Apply the IPEC Core Competencies for Interprofessional Collaborative Practice in clinical settings, consistent with FASOM's longitudinal IPE curriculum, leading through collaboration and interdependency rather than hierarchy.
- **SBP-6:** Advocate for improved public health policy as an expression of the Franciscan commitment to serve underserved

OCC 7: Osteopathic Principles & Practice / OMM

- **OPP-1:** Apply osteopathic philosophy and principles in all clinical settings, embracing the body's inherent capacity for self-healing as the cornerstone of compassionate, whole-person osteopathic practice.
- **OPP-2:** Perform osteopathic structural diagnosis and deliver osteopathic manipulative treatment with proficiency, serving patients through the healing ministry that defines the osteopathic physician's distinctive role.
- **OPP-3:** Integrate OMM/OPP into comprehensive, individualized treatment plans as the defining expression of the osteopathic approach — caring for the whole person rather than treating disease in isolation.
- **OPP-4:** Apply osteopathic principles and philosophy to patient care across the lifespan, honoring the body's inherent capacity for self-healing as a foundational expression of whole-person care.

h. **Civic Responsibility and Commitment**

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

The Franciscan Alliance School of Osteopathic Medicine (FASOM) Doctor of Osteopathic Medicine (DO) program cultivates civic responsibility by grounding medical education in the Franciscan values of **Compassionate Concern, Respect for the Dignity of Each Person, Justice, Christian Stewardship, and Service to the Poor and Underserved**. At FASOM, the physician is formed as a "citizen-healer" — a professional whose license represents a civic compact with the communities they serve.

i. Curriculum Components Emphasizing Civic Engagement

Curriculum Component	Civic Responsibility Connection
Structured Service-Learning Thread	Students engage directly with Northwest Indiana communities at least twice per year during the preclinical years and annually throughout the clinical years , practicing communication, service, and advocacy with the populations they will serve as physicians. This longitudinal thread ensures civic engagement is not a one-time event but a formative, recurring obligation of the FASOM physician.
Franciscan Values & Medical Ethics Sequence	Longitudinal formation of the physician as an ethical citizen; examines the intersection of healthcare equity and constitutional rights
Social Determinants of Health (SDOH) Thread	Addresses structural drivers of health disparities; prepares students to partner with civic institutions including schools, social services, and public health agencies
Health Policy Advocacy	Prepares students to engage in the democratic process through policy Advocacy and community health planning
Rural & Underserved Medicine Clerkship	Mandatory four-week service-learning rotation in Indiana's Health Professional Shortage Areas (HPSAs); direct civic engagement with underserved communities

Curriculum Component	Civic Responsibility Connection
Interprofessional Education (IPE) Sequence	Models the interdependence of a free society by developing collaborative skills across healthcare disciplines in service of the common good
Healthcare Systems & Resource Allocation (SBP)	Develops responsible stewardship of public health resources as a civic and moral obligation

ii. The Physician as Citizen

FASOM graduates are taught that their professional license is a **civic compact**. The DO degree is not merely a credential — it is an acceptance of public trust and a commitment to the communities of Northwest Indiana, the state of Indiana, and the nation. By embedding the **Structured Service-Learning Thread** and these complementary components throughout all four years, FASOM ensures that graduates enter their communities as engaged citizens committed to justice, dignity, and the stewardship of the common good.

i. Assessments

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

FASOM employs a **competency-based, multi-modal assessment framework** overseen by the **Department of Medical Education & Assessment**, designed to verify student mastery of all seven Osteopathic Core Competencies across all four years of the DO curriculum.

Preclinical Years (OMS-I & OMS-II)

- Rigorous written examinations** in foundational sciences (Anatomy, Biochemistry, Physiology, Pathology) benchmarked to national medical education standards
- Standardized Patient (SP) encounters and OSCEs** assessing clinical skills, communication, and osteopathic structural examination through the **iOCS sequence**
- Entrustable Professional Activities-aligned skills checkoffs and simulation** with longitudinal tracking through the **Master Procedure Tracker**
- Individualized Learning Plans (ILPs)** developed from diagnostic assessment data to support board readiness (*MEDS 7404*)
- COMLEX-USA Level 1** as the primary external benchmark for medical knowledge mastery

Clinical Years (OMS-III & OMS-IV)

- Workplace-based assessments** at core and required rotation sites, evaluated by preceptors using OCC-aligned rubrics
- Longitudinal EPA portfolios** documenting student progression toward unsupervised practice readiness across all **13 Core EPAs**
- COMLEX-USA Level 2 CE** as the external benchmark for clinical competency
- Residency Readiness Capstone (OSTM 7234)** verifying entrustment readiness across all 13 EPAs prior to graduation

Continuous Program Improvement

Assessment data feeds directly into **FASOM's Program Assessment cycle** per **COCA Element 11.1**, ensuring that outcomes drive ongoing curriculum improvement and mission alignment.

5. 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.

Franciscan Alliance, Inc.'s most recent Federal Financial Responsibility Composite Score is **3.0** — the highest possible score on the Department of Education's scale of -1.0 to 3.0. This score was calculated by the institution's independent auditor, **PricewaterhouseCoopers LLP (PwC)**, using the methodology prescribed by the U.S. Department of Education, and is documented in the **Schedule of Financial Responsibility Ratios** included as a supplemental schedule within the audited consolidated financial statements for the fiscal year ended **December 31, 2025** (issued May 12, 2026). A score of 3.0 reflects the highest level of financial responsibility under Department of Education standards, well above the 1.5 threshold for full financial responsibility and the 1.0 threshold below which provisional certification would be required.

b. State Licensure

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure? **Yes.** Students who graduate from FASOM should easily be able to pass their level 3 Board Exam during their first post-graduate year, which is required to obtain their medical license.

c.

- If so, please identify: Graduates of the FASOM Doctor of Osteopathic Medicine (DO) program are required to obtain an **Indiana Physician License (DO)**
- The specific license(s) needed: **Indiana Physician License (DO)**
- The State agency issuing the license(s): The license is issued by the **Indiana Professional Licensing Agency (IPLA)** through the **Indiana Medical Licensing Board** prior to practicing medicine independently in the State of Indiana. Other states have state specific licensure boards and requirements.

d. Professional Certification

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

Graduates of the FASOM Doctor of Osteopathic Medicine (DO) program, and graduates of similar osteopathic medical programs such as **Marian University College of Osteopathic Medicine (MU-COM)** and **Midwestern University Chicago College of Osteopathic Medicine (CCOM)**, pursue the following professional certifications:

Primary Professional Certification — Board Certification

Upon completion of an ACGME-accredited residency program, graduates pursue **Board Certification** in their chosen medical specialty through one of two recognized pathways:

Certifying Body	Examples of Specialty Boards
American Osteopathic Association (AOA) Specialty Boards	American Osteopathic Board of Family Physicians (AOBFP); American Osteopathic Board of Internal Medicine (AOBIM); American Osteopathic Board of Surgery (AOBS)
American Board of Medical Specialties (ABMS) Member Boards	American Board of Family Medicine (ABFM); American Board of Internal Medicine (ABIM); American Board of Surgery (ABS)

Required Licensure Examinations

Prior to board certification, all DO graduates must successfully complete the **COMLEX-USA** examination series administered by the **National Board of Osteopathic Medical Examiners (NBOME)**:

- COMLEX-USA Level 1** — End of pre-clinical training
- COMLEX-USA Level 2-CE** — During clinical training
- COMLEX-USA Level 3** — During or following residency

- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?
- If so, please identify
- Each specific professional certification:
- The national organization issuing each certification:
- Please explain the rationale for choosing each professional certification:

National Professional Certification

Yes. Graduates of the FASOM DO program will be fully prepared to obtain the national professional certifications required for physician licensure and employment in Indiana and throughout the United States.

Each Specific Professional Certification

Certification	Issuing Organization	Rationale
COMLEX-USA Level 1	National Board of Osteopathic Medical Examiners (NBOME)	Required for advancement to clinical rotations and entry into ACGME-accredited residency programs; primary osteopathic licensure benchmark
COMLEX-USA Level 2-CE	NBOME	Required for graduation from FASOM and for Indiana physician licensure; assesses clinical knowledge across all core specialties
COMLEX-USA Level 2-PE	NBOME	Required for graduation; assesses osteopathic clinical skills competency at a national standard
Specialty Board Certification	AOA Specialty Boards or ABMS Member Boards	Required for hospital privileges, insurance empanelment, and employment within healthcare systems including Franciscan Health; significantly improves employment prospects

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

COMLEX-USA Level 1 Preparation is integrated across the entire pre-clinical curriculum, including all foundational biomedical, behavioral, and social science coursework in Years 1 and 2, culminating in the **MEDS 7404 Board Preparation** sequence.

COMLEX-USA Level 2-CE & Level 2-PE Preparation is delivered through the full clinical clerkship sequence in Years 3 and 4:

- CLIN 7501: Family Medicine
- CLIN 7502: Internal Medicine
- CLIN 7504: General Surgery
- CLIN 7505: Pediatrics
- CLIN 7506: Psychiatry
- CLIN 7507: OB/GYN
- CLIN 7508: Emergency Medicine / Rural & Underserved Medicine

Specialty Board Certification Preparation begins at matriculation and culminates in the **OSTM 7234 Residency Readiness Capstone**, which verifies entrustment readiness across all 13 Core EPAs and prepares graduates for the transition to ACGME-accredited residency training — the prerequisite for specialty board certification.

e. **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:

Yes. The FASOM DO curriculum is explicitly designed to incorporate the following professional industry standards and best practices:

Professional Industry Standard / Best Practice	Issuing Organization
COCA Accreditation Standards for New & Developing COMs (2023)	Commission on Osteopathic College Accreditation (COCA)
AOA Osteopathic Core Competencies (OCCs)	American Osteopathic Association (AOA)
COMLEX-USA Competency Framework	National Board of Osteopathic Medical Examiners (NBOME)
Core Entrustable Professional Activities (EPAs) for Entering Residency	Association of American Medical Colleges (AAMC) / American Association of Colleges of Osteopathic Medicine (AACOM)
ACGME Core Competencies	Accreditation Council for Graduate Medical Education (ACGME)
IPEC Core Competencies for Interprofessional Collaborative Practice	Interprofessional Education Collaborative (IPEC)

f. **Institutional Accreditation**

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

FASOM will seek accreditation from **two accrediting bodies**:

1. **Higher Learning Commission (HLC)** — *Institutional Accreditor* As a new college of osteopathic medicine developing within **Franciscan Alliance, Inc.**, FASOM will operate under the institutional accreditation of its parent organization. Franciscan Alliance is applying for **HLC institutional accreditation**, which satisfies the COCA requirement that all COMs be institutionally accredited by a USDE-recognized institutional accreditor.

2. **HLC Accreditation Timetable (Target: 2030 MSBS Graduation)**

Milestone	Anticipated Date	Milestone
ICHE Degree-Granting Approval for MSBS	Sept – Dec 2026	ICHE Degree-Granting Approval for MSBS
COCA Candidate Status for FASOM DO Program	Late Summer 2027	COCA Candidate Status for FASOM DO Program
HLC Candidacy Application	December 2027	HLC Candidacy Application
MSBS Inaugural Cohort Enrollment	July 2029	MSBS Inaugural Cohort Enrollment

Milestone	Anticipated Date	Milestone
MSBS Inaugural Cohort Graduation	May 2030	MSBS Inaugural Cohort Graduation
HLC Candidacy Confirmed (following degree conferral)	2030	HLC Candidacy Confirmed (following degree conferral)

3. Commission on Osteopathic College Accreditation (COCA) — Programmatic
Accreditor FASOM will seek COCA programmatic accreditation through the following timetable:

Accreditation Stage	Target Date	Key Milestone
Applicant Status	2025–2026	Formal request submitted by CEO; initiates the accreditation process
Candidate Status	2026–2027	Demonstrates planning and resources necessary to proceed to Pre-Accreditation within two years; publicly recognized by COCA
Pre-Accreditation Status	Spring 2029	Must be achieved prior to matriculation of the first class in July 2030
Initial Accreditation	Spring 2034	Granted upon successful graduation of the inaugural class, confirming all COCA standards have been met throughout the four-year curriculum

- Reason for seeking accreditation.

Reason for Seeking Accreditation

FASOM seeks HLC institutional accreditation (through Franciscan Alliance) and COCA programmatic accreditation for the following essential reasons:

1. **Physician Licensure:** COCA programmatic accreditation is a legal prerequisite for graduates to sit for the **COMLEX-USA** examination series — the mandatory licensure pathway for osteopathic physicians in Indiana and all 50 states.
2. **GME Eligibility:** Graduation from a COCA-accredited COM is required for entry into **ACGME-accredited residency programs**, which is the necessary next step for all FASOM graduates entering physician practice.
3. **Title IV Federal Financial Aid:** HLC institutional accreditation is required for FASOM students to access **federal student loans and financial aid programs**, ensuring the program remains accessible to qualified applicants regardless of financial background.
4. **Quality Assurance:** Accreditation by both HLC and COCA provides public assurance that FASOM's curriculum, faculty, facilities, and clinical resources meet the highest national standards for medical education — consistent with the Franciscan value of **Responsible Stewardship**.
5. **Mission Fulfillment:** Accreditation validates FASOM's commitment to preparing competent, compassionate osteopathic physicians to serve the communities of Northwest Indiana — the direct expression of Franciscan Alliance's mission of *"Continuing Christ's Ministry in Our Franciscan Tradition."*

g. 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:

Yes. The FASOM Doctor of Osteopathic Medicine (DO) program requires specialized programmatic accreditation in order for graduates to become licensed by the State of Indiana and to earn national professional certification.

The Specialized Accrediting Agency

Accrediting Agency	Commission on Osteopathic College Accreditation (COCA)
Parent Organization	American Osteopathic Association (AOA)
Recognition	Recognized by the U.S. Department of Education (USDE) under 34 CFR §602.3 as the sole accrediting agency for pre-doctoral osteopathic medical education leading to the DO degree
Type of Accreditation	Programmatic (Specialized/Professional)
Current FASOM Status	Applicant Status granted June 2025; Candidate Status submission targeted early 2027

Why COCA Accreditation is Required

COCA programmatic accreditation is a **legal and professional prerequisite** for FASOM graduates for three essential reasons:

1. **State Licensure:** Graduation from a COCA-accredited COM is required for a graduate to sit for the **COMLEX-USA** examination series — the mandatory pathway to obtaining an **Indiana Physician License (DO)** through the Indiana Professional Licensing Agency (IPLA).
2. **National Professional Certification:** Board certification through the **AOA Specialty Boards** or **ABMS Member Boards** requires graduation from a COCA-accredited COM and successful completion of an ACGME-accredited residency program.
3. **GME Eligibility & Employment:** Entry into any **ACGME-accredited residency program** — the required next step for all DO graduates prior to independent practice — requires graduation from a COCA-accredited COM. Without residency completion, graduates cannot obtain independent licensure or hospital privileges, making COCA accreditation the foundational prerequisite for physician employment in Indiana and nationally.

h. **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?

There is no plan for this institution to have BA or BS degrees at this time.

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

6. Student Records (Institutions that have Previously Operated)

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

NA – However we intend for student records to be entirely digital and stored in a FERPA and HIPPA compliant database.

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

NA

- What is the beginning year of digitized student transcripts?

We plan to start recruiting MSBS students in 2028

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

Yes, and transcripts will likely be generated by Parchment or similar company.

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

Through a commercial student information system TBD

- Where is the computer server located? We have a locked room with dedicated HVAC planned for the building which is in development.
- What is the name of the system that stores the digital records?

This is in a development phase.

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

NA

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

NA

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

NA

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

NA

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

NA

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

- h. Does the institution maintain a staff position that has overall responsibility and authority over student records? [We will hire a full-time registrar](#)

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

- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced? [Not yet but we intend to use a third-party.](#)

- j. what is the average number of requests for student records or verification of attendance that the institution receives in a day and week? [NA](#)

This Section Applies to All Institutions

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

[We have not identified the programs that we intend to use to store and organize student records. However, it will be a commercially available – reputable system.](#)

- l. What is the digital format of student transcripts? [This will be developed in the future with the third-party vendor.](#)

- m. Is the institution using proprietary software? If so, what is the name? [No](#)

[We will use a student information system, a learning management system and others – the types have not been decided yet](#)

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

[NA](#)

7. 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. [SEE BELOW](#)
- 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.

[In the 3rd and 4th year of the program, students will be stationed in separate hospital regions in Indiana – see chart](#)

- Round the FTE enrollments to the nearest whole number. [SEE BELOW](#)

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

Projected Headcount and FTE Enrollments and Degrees Conferred
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FASOM — Projected Headcount, FTE Enrollments, and Degrees Conferred**ICHE New Degree Program Proposal — Doctor of Osteopathic Medicine (DO)****Date:** July 10, 2026**Institution/Location:** Franciscan Alliance School of Osteopathic Medicine (FASOM) — Crown Point, Indiana**Program:** Doctor of Osteopathic Medicine (DO)**Degree Level:** Professional Doctorate (DO)**CIP Code:** 51.1902 — Osteopathic Medicine/Osteopathy**Enrollment Ramp-Up Note**

FASOM will implement a deliberate enrollment ramp-up over the first three years of operation, matriculating 100 students in Year 1, 150 students in Year 2, and reaching the full class size of 200 students in Year 3 and beyond. Steady state (all four cohorts simultaneously enrolled) is reached in **Year 6 (FY2036)**. Accordingly, six years of projections are provided below per ICHE requirements.

Table 1 — COM Campus (Crown Point, IN) — Pre-Clinical Years (OMS-I & OMS-II)

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	100	250	350	400	400	400
Part-Time	0	0	0	0	0	0
Total	100	250	350	400	400	400
Enrollment Projections (FTE)						
Full-Time	100	250	350	400	400	400
Part-Time	0	0	0	0	0	0
Total FTE	100	250	350	400	400	400
Degrees Conferred	0	0	0	100	150	200

Note: OMS-I enrollment = 100 (Yr1), 150 (Yr2), 200 (Yr3+). OMS-II enrollment = 0 (Yr1), 100 (Yr2), 150 (Yr3), 200 (Yr4+).

Table 2 — NWI Clerkship Region (Munster, Dyer, Crown Point) — Clinical Years (OMS-III & OMS-IV)*45% of clinical cohort. Clinical years begin Year 3.*

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	0	0	45	113	158	180
Part-Time	0	0	0	0	0	0
Total	0	0	45	113	158	180
Enrollment Projections (FTE)						
Full-Time	0	0	45	113	158	180
Part-Time	0	0	0	0	0	0
Total FTE	0	0	45	113	158	180
Degrees Conferred	0	0	0	0	0	0

Table 3 — Central Indiana Clerkship Region (Lafayette & Indianapolis) — Clinical Years (OMS-III & OMS-IV)*35% of clinical cohort.*

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	0	0	35	88	123	140
Part-Time	0	0	0	0	0	0
Total	0	0	35	88	123	140
Enrollment Projections (FTE)						

Full-Time	0	0	35	88	123	140
Part-Time	0	0	0	0	0	0
Total FTE	0	0	35	88	123	140
Degrees Conferred	0	0	0	0	0	0

Table 4 — Michigan City, IN — Clinical Years (OMS-III & OMS-IV)

20% of clinical cohort.

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	0	0	20	50	70	80
Part-Time	0	0	0	0	0	0
Total	0	0	20	50	70	80
Enrollment Projections (FTE)						
Full-Time	0	0	20	50	70	80
Part-Time	0	0	0	0	0	0
Total FTE	0	0	20	50	70	80
Degrees Conferred	0	0	0	0	0	0

Table 5 — SUMMARY TABLE (All Locations Combined)

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	100	250	450	651	751	800

Part-Time	0	0	0	0	0	0
Total	100	250	450	651	751	800
Enrollment Projections (FTE)						
Full-Time	100	250	450	651	751	800
Part-Time	0	0	0	0	0	0
Total FTE	100	250	450	651	751	800
Degrees Conferred	0	0	0	100	150	200

FTE Definition

Graduate/Professional Level: All FASOM DO students are enrolled full-time. **1 student = 1.0 FTE**. No part-time enrollment is permitted in the DO program per FASOM policy and COCA standards. All FTE values are rounded to the nearest whole number.

Notes

- **Enrollment Ramp-Up:** Year 1 = 100 students (OMS-I only); Year 2 = 250 students (150 OMS-I + 100 OMS-II); Year 3 = 350 pre-clinical + 100 clinical = 450 total.
- **Steady State:** FASOM reaches steady state in **Year 6 (FY2036)** with all four cohorts simultaneously enrolled — total headcount of **800 students** across all locations. Six projection years are therefore provided per ICHE requirements.
- **Degrees Conferred:** Reflect the ramped inaugural cohorts — 100 graduates in Year 4 (FY2034), 150 in Year 5 (FY2035), and 200 at full steady state in Year 6 (FY2036).
- **Clinical Distribution:** NWI Region (Munster, Dyer, Crown Point) = 45%; Central Indiana (Lafayette, Indianapolis) = 35%; Michigan City = 20%.
- **COCA Class Size Note:** Per COCA standards, initial matriculation may not exceed 50% of the requested class size until GME development milestones are met. The Year 1 cohort of 100 students (50% of the requested class size of 200) is consistent with this requirement.

Franciscan Alliance School of Osteopathic Medicine

Strategic Goal: Build robust organizational infrastructure, achieve and maintain all required accreditation and regulatory approvals, and ensure the long-term financial and operational viability to support FASOM's mission. Pillar Vision: FASOM will be a financially sound, mission-aligned, and operationally excellent institution — recognized as a prominent Catholic presence in the region and providing a home for the students, faculty, staff, and alumni who are called to be part of it.

SUB-PILLAR 4A: ACCREDITATION & REGULATORY APPROVAL

GOAL 4.1 — Achieve All Required State and Federal Regulatory Approvals

Accreditation and regulatory approval are the foundation of our students' futures and the institution's credibility. We will pursue each required approval with rigor, transparency, and institutional commitment.

Strategies:

- 4.1.1 Pursue and achieve all required state degree-granting authority and federal regulatory approvals in a deliberate, sequenced manner
- 4.1.2 Progress through each stage of the COCA accreditation pathway — from Applicant Status through Candidate, Pre-Accreditation, and Initial Accreditation
- 4.1.3 Achieve and maintain HLC institutional accreditation in alignment with COCA requirements
- 4.1.4 Build and sustain an internal accreditation compliance infrastructure with clear ownership, regular review, and proactive preparation for all site visits and reporting requirements
- 4.1.5 Maintain full transparency with all accrediting and regulatory bodies by disclosing required information within mandated timeframes

SUB-PILLAR 4B: LEADERSHIP, GOVERNANCE & FACULTY EXCELLENCE

GOAL 4.2 — Recruit and Retain Exceptional, Mission-Aligned Leadership

We will build a leadership team of exceptional individuals based on appropriate credentials, professional integrity, and their commitment to the Catholic identity and Franciscan mission of the institution,

Strategies:

- 4.2.1 Recruit a founding dean and administrative leadership team who meet all required qualifications and demonstrate deep mission alignment
- 4.2.2 Establish a Board of Trustees with clear governance structures, strong policies, and a culture of accountability
- 4.2.3 Build leadership bench strength and succession planning to ensure institutional continuity

GOAL 4.3 — Build a Mission-Aligned Faculty and Staff Community

We will recruit, hire, and retain well qualified people with appropriate credentials for their respective roles, and who demonstrate a commitment to the Franciscan mission and values and respect for Catholic teaching. Because of our Catholic identity, FASOM aspires to be place of belonging for those in our community, where everyone is welcomed. Students, faculty, and staff of all backgrounds, faiths, and beliefs are valued and cherished members of our community, and the diversity of backgrounds, experiences, and perspectives they bring enriches our relationships with each other and strengthens our mission.

Strategies:

- 4.3.1 Develop and implement a mission-aligned hiring process that evaluates shared values alongside professional qualifications
- 4.3.2 Create a workplace culture that authentically reflects Franciscan values — where belonging, professional growth, and joy in service are operational realities.
- 4.3.3 Build retention strategies that honor faculty and staff as whole persons and support their long-term

wellbeing and vocation

- 4.3.4 Ensure faculty composition and qualifications meet all COCA standards

4.2.5 Cultivate faculty who demonstrate compassionate care and role model joyful service

GOAL 4.4 — Provide Faculty Formation and Development for Educational Excellence

We will invest in our faculty — providing the formation and development necessary to teach actively, clinically, and in full alignment with our Franciscan and Osteopathic identity.

Strategies:

- 4.4.1 Establish a comprehensive faculty development program grounded in modern pedagogy, active learning, and mission formation
- 4.4.2 Create pathways for faculty who demonstrate excellence in teaching to grow into educational leadership roles
- 4.4.3 Evaluate, recognize and reward teaching excellence, role modeling and student mentorship

GOAL 4.5 — Foster a Culture of Inclusive Belonging Rooted in Franciscan Hospitality

We are a Catholic and Franciscan institution — and because of that everyone is welcome here. We will build a community where our Catholic and Franciscan identity is expressed through radical welcome — where students, faculty, and staff of all backgrounds, faiths, and beliefs are valued and cherished members of our community, and where the diversity of backgrounds, experiences, and perspectives they bring is celebrated as something that enriches our community and strengthens our mission.

Strategies:

- 4.5.1 Cultivate an institutional culture of welcome rooted in Catholic and Franciscan values, ensuring that our faith identity is experienced as an invitation.
- 4.5.2 Embed inclusive belonging into all aspects of institutional life from recruitment and onboarding through formation, learning, and daily community practice
- 4.5.3 Ensure mission formation is experienced as a shared values journey, accessible and meaningful to people of all faith traditions and backgrounds
- 4.5.4 Develop and maintain policies and practices that affirm the dignity and equal worth of every member of the FASOM community, consistent with Catholic teaching

SUB-PILLAR 4C: INTERPROFESSIONAL COLLABORATION

GOAL 4.6 — Leverage the Franciscan Alliance Educational Ecosystem

We will work collaboratively with other educational programs to maximize shared resources, strengthen interprofessional education, and fulfill our collective mission more effectively.

Strategies:

- 4.6.1 Formalize partnerships with educational programs to share resources, expertise, and infrastructure
- 4.6.2 Develop a robust Interprofessional Education (IPE) program in collaboration with partner programs
- 4.6.3 Collaborate on shared research, grant opportunities, and mission formation

SUB-PILLAR 4D: GME & WORKFORCE SUSTAINABILITY

GOAL 4.7 — Build a GME Pipeline for Northwest Indiana

We will actively develop and support GME programs that keep our graduates in Northwest Indiana — serving the communities that need them most.

Strategies:

- 4.7.1 Establish a GME office with Franciscan Alliance and regional partners to develop residency programs in high-need specialties
- 4.7.2 Align GME partnerships and residency recruitment intentionally with regional workforce needs, faculty availability, and underserved communities
- 4.7.3 Track and publicly report on UME and GME graduate placement as a measure of mission fulfillment

SUB-PILLAR 4E: ALUMNI ENGAGEMENT & INSTITUTIONAL ADVANCEMENT

GOAL 4.8 — Cultivate an Engaged, Mission-Reflective Alumni Community

We will invest in our alumni from day one by building long-term relationships and leveraging alumni success as living evidence of the institution's mission in action.

Strategies:

- 4.8.1 Build alumni engagement infrastructure beginning with the first cohort by treating students as alumni-in-residence from matriculation
- 4.8.2 Leverage alumni as ambassadors for recruitment, mentorship, institutional identity, and community presence
- 4.8.3 Create a robust Development Department to support alumni relations and institutional advancement

SUB-PILLAR 4F: FACILITIES, INFRASTRUCTURE & FINANCIAL SUSTAINABILITY

GOAL 4.9 — Build Facilities and Infrastructure for Excellence

We will create a physical home worthy of our mission — a place where cutting-edge learning environments and sacred spaces exist side by side.

Strategies:

- 4.9.1 Identify, secure, and develop a permanent facility that meets or exceeds all COCA standards for space, simulation, and learning resources
- 4.9.2 Build and continuously invest in cutting-edge technology, safety, and wellness infrastructure — including but not limited to simulation technology, AI-enhanced learning tools, and digital health platforms — ensuring FASOM's learning environment is innovative and future-ready.
- 4.9.3 Design and develop indoor and outdoor spaces that serve the whole person and bear witness to our Franciscan identity — anchored by a chapel and prayer garden as sacred spaces at the heart of institutional life — while also providing purposeful environments for study, active learning, quiet reflection, and restoration that embrace natural light and connection to the created world

GOAL 4.10 — Ensure Long-Term Financial Sustainability and Accountability

We will build and maintain a sound financial model that supports the institution's mission — ensuring FASOM can fulfill its commitments to students, faculty, and the community for the long term.

Strategies:

- 4.10.1 Secure adequate capitalization and develop comprehensive financial planning systems that ensure long-term institutional viability
- 4.10.2 Maintain rigorous financial accountability through external audits, Board oversight, and transparent reporting
- 4.10.3 Pursue diversified revenue streams and philanthropic support to reduce dependence on tuition alone
- 4.10.4 Develop student financial aid and scholarship programs that ensure FASOM is accessible to mission-aligned students from all backgrounds

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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 Biomedical Sciences Program

to be offered by

Franciscan Alliance School of Osteopathic Medicine

A subsidiary of Franciscan Alliance at Crown Point, Indiana

Program Details

Degree Award Level ² :	Master's degree
Mode of Delivery (In-person, Online, or Blended ³):	In-person
Career Relevant/Out-of-Classroom Experiences ⁴ :	Service-learning requirement
Suggested CIP Code for Program:	26.0102

Author Details

Name of Person Preparing this Form:	Shannon Ramsey Jimenez DO, MHPE, FACOFP
Telephone Number and Email Address:	919-222-5442 Shannon.ramseyjimenez@franciscanalliance.org
Date the Form was Prepared (Use date last revised):	8.7.26



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.

1a. Program Rationale

The Master of Science in Biomedical Sciences (MSBS) is designed to address a critical and well-documented need: Indiana faces a severe shortage of physicians and health professionals, particularly in primary care and underserved communities. The MSBS directly responds to this need by creating a rigorous, accessible graduate pathway that prepares high-potential students — including first-generation and underrepresented learners — for success across a broad range of doctoral health professions programs, including osteopathic medicine, allopathic medicine, dentistry, pharmacy, and other advanced clinical fields.

The program is structured to achieve this through:

- Rigorous biomedical science preparation** that builds the foundational knowledge and academic skills required for competitive admission and long-term success in doctoral health professions programs
- An equitable access model** that intentionally recruits and supports students who reflect the communities Indiana's health system most urgently needs to serve
- Integration within FASOM's academic ecosystem**, leveraging existing faculty expertise, laboratory facilities, and clinical infrastructure to deliver a high-quality graduate experience

The MSBS is a mission-driven response to Indiana's health workforce crisis, designed to expand and diversify the pipeline of qualified applicants entering health professions education broadly.

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:		
30 Credit hours		Quarter Hours	Semester Hours	Clock Hours
		☐	☒	☐
Tuition: \$ 22,500 per year		Length of Program: 1 year		
Special Fees Technology fee \$400				

SPECIALTY COURSES: MSBS PROGRAM

Course Number	Course Title	Course Hours
BSCI 5101	Human Gross Anatomy & Embryology	5 Credits
BSCI 5102	Biochemistry & Molecular Biology	3 Credits
BSCI 5103	Cellular & Organ Physiology I	3 Credits
BSCI 5104	Biomedical Research Literacy & Biostatistics	2 Credits
BSCI 5105	Biomedical Ethics & Franciscan Formation	2 Credits
BSCI 5201	Histology & Neuroanatomy	3 Credits
BSCI 5202	Physiology II — Integrative Systems & Pathophysiology	3 Credits
BSCI 5203	Metabolism, Genetics & Molecular Pathology	3 Credits
BSCI 5204	Immunology & Microbiology Foundations	2 Credits
BSCI 5205	Evidence-Based Practice & Clinical Reasoning	2 Credits

BSCI 5206	Health Professions Seminar with Interprofessional Education (IPE)	2 Credits
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SPECIALTY COURSES: [see course catalog attached](#)

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	NA	

Number of/Clock Hrs. in Specialty Courses: ___ / ___ Percentage:

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

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:**

FASOM will have a library on campus that is available to students using secure badge access 24/7. We will have two full-time on campus librarians. Three other librarians are employed throughout Franciscan Alliance. They will all work together to support each other and our students and faculty.

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

The library will have minimal physical volumes of material – a few hundred at most. It will primarily be Digital Resources, such as Up-to-Date, Access Medicine, Access Surgery, Access Emergency Medicine, Osmosis, Boards Bootcamp, First Aid, Trulearn, etc

Digital database subscriptions	30 – 40 platforms
Electronic journal titles	5,000+
Electronic book titles	10,000+

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

The expected number of electronic journals will exceed 1000. Currently Franciscan Health provides about 60 different journals to their libraries

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

Franciscan Health Dyer

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.**

We have a small number of faculty right now as we get the accreditation applications launched. Attached is a faculty and staff plan for our accreditors and for your information. [Faculty and staff hiring plan](#)

The MSBS students will be learning along side the DO students which improves their success and spreads out faculty workload.

Total # of Faculty in the Program: 5	Full-time:4	Part-time:1
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)		

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Workin g Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Eileen Doherty	PhD	30	<1	30	x	
Paul Johnson	MFA	11	<1	11	x	
Gerald Maloney	DO	31	1	5	x	
Robert Marino	DO	33	<1	10		x **
Shannon Ramsey Jimenez	DO	30	<1	13	x	
X** part time now – full time in 2028						

b. 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 FASOM Master of Science in Biomedical Sciences (MSBS, CIP 26.0102) prepares graduates for occupations that demonstrate strong and sustained demand at the regional, state, and national levels. The following summary addresses current and projected labor market supply and demand as required under IC 21-18-9-5(b), drawing on data from the Indiana Department of Workforce Development (DWD) "Hoosiers by the Numbers" LMI Dashboard, the Indiana DWD Real-Time Job Demand Report for Economic Growth Region 1 (EGR 1, Q1 2026), the U.S. Bureau of Labor Statistics (BLS) Occupational Outlook Handbook (2024–2034 projections), and O*NET OnLine Bright Outlook designations (revised 2025).*

Economic Growth Region 1 (EGR 1) — encompassing Lake County and the surrounding Northwest Indiana counties served by FASOM — demonstrates robust and growing demand for the occupations most relevant to MSBS graduates. According to the Indiana DWD "Hoosiers by the Numbers" LMI Dashboard, EGR 1's total employment base of 351,097 is projected to grow by +11,994 jobs to 363,091 by 2033.

Within the Health Care and Social Assistance sector (NAICS 62) — the primary industry sector for MSBS graduate employment — the EGR 1 staffing pattern reveals the following key findings:

- *Healthcare Practitioners and Technical occupations — the primary doctoral pathway destination for MSBS graduates — currently employ 18,754 workers in EGR 1, projected to grow to 20,828 (+2,000 net jobs) at an annual growth rate of 1.1%, with a median wage of \$93,915*
- *Life, Physical, and Social Science occupations — the primary direct workforce entry category for MSBS graduates — currently employ 186 workers in EGR 1's healthcare sector, projected to grow to 216 (+204 net jobs) at an annual growth rate of 1.5%, with a median wage of \$84,849*
- *Management occupations — representing the long-term career advancement pathway for MSBS graduates — show the highest annual growth rate in the sector at 2.1%, with a median wage of \$105,687*

The Indiana DWD Real-Time Job Demand Report for EGR 1 (Q1 2026, sourced from Lightcast) confirms active employer demand in the region, with 1,076 job postings requiring a Master's degree and 617 requiring a Ph.D. or professional degree in the most recent quarter. The most in-demand occupational skills in EGR 1 postings include communication, employability skills, registered nursing, operations, and basic life support certification — all competencies developed within the MSBS curriculum's Health Professions Seminar with IPE and clinical reasoning coursework.

Lake County and surrounding EGR 1 counties hold persistent HRSA Health Professional Shortage Area (HPSA) designations across primary care, behavioral health, and dental disciplines — confirming that regional demand for health professionals exceeds current supply and that the MSBS pipeline directly addresses a documented regional workforce gap.

Sources: Indiana DWD "Hoosiers by the Numbers" LMI Dashboard — <https://www.hoosierdata.in.gov/>; Indiana DWD Real-Time Job Demand Report, EGR 1, Q1 2026 (Lightcast); HRSA HPSA Designations — <https://data.hrsa.gov/>

Statewide Outlook — Indiana

Indiana is a national leader in life sciences employment, ranking in the top 10 states nationally for this sector. More than 3,300 life sciences companies employ approximately 70,000 people statewide at an average wage of \$177,000 — with overall bioscience employment growing 12.1% since 2019 (BioCrossroads, 2024). The average bioscience wage of \$118,568 is 97% higher than Indiana's private sector average, confirming that MSBS graduates entering this sector access high-wage employment well above the state mean.

Governor Braun's 2025 announcement of a \$1 billion state investment in agricultural and life sciences — projected to create 100,000 high-wage jobs over 10 years — further confirms Indiana's long-term commitment to growing the life sciences talent pipeline that the FASOM MSBS is designed to supply.

Indiana's "Hoosiers by the Numbers" LMI Dashboard confirms the following statewide mean annual wages for advanced degree holders in occupations directly relevant to MSBS graduates:

<i>Occupation</i>	<i>Indiana Mean Annual Wage (Advanced Degree)</i>
<i>Health Specialties Teachers, Postsecondary</i>	<i>\$122,690</i>
<i>Medical Scientists, Except Epidemiologists</i>	<i>\$88,629</i>
<i>Life Scientists, All Other</i>	<i>\$84,603</i>
<i>Genetic Counselors</i>	<i>\$90,126</i>
<i>Medical and Health Services Managers</i>	<i>\$112,694</i>
<i>Data Scientists</i>	<i>\$92,518</i>
<i>Nurse Practitioners (doctoral pathway)</i>	<i>\$126,526</i>
<i>Physical Therapists (doctoral pathway)</i>	<i>\$98,322</i>
<i>Pharmacists (doctoral pathway)</i>	<i>\$133,702</i>

Occupation	Indiana Mean Annual Wage (Advanced Degree)
Physician Assistants (doctoral pathway)	\$224,245
Optometrists (doctoral pathway)	\$133,058

Source: Indiana DWD "Hoosiers by the Numbers" LMI Dashboard — *INDemand Jobs, Advanced Degree Occupations* — <https://www.hoosierdata.in.gov>

The Indianapolis metro area — Indiana's primary life sciences employment hub and accessible to FASOM graduates — saw life, physical, and social science occupations grow 17.1% between May 2023 and May 2024, with specific growth in Biomedical Engineers (+127%), Microbiologists (+50%), Biological Technicians (+42%), and Medical Scientists (+12%). Indianapolis broke into the top 25 U.S. markets for life sciences R&D talent for the first time in 2025 (CBRE, Q2 2025).

Sources: Indiana Life Sciences Association / TEconomy Partners, December 2024 — <https://inlifesciences.org/>; BioCrossroads Indiana Life Sciences Industry Report 2024 — <https://biocrossroads.com/>; Indiana Business Research Center, "Indianapolis Forecast 2026," 2025 — <https://www.ibrc.indiana.edu/ibr/2025/outlook/indianapolis-carmel.html>; CBRE Research, "U.S. Life Sciences Talent Trends 2025" — <https://www.cbre.com/insights/reports/us-life-sciences-talent-trends-2025>

National Outlook

At the national level, the Bureau of Labor Statistics (BLS) projects robust growth across all occupational classifications most relevant to MSBS graduates. Medical Scientists (SOC 19-1042) are projected to grow +9% through 2034 — much faster than the national average — driven by expanding pharmaceutical research, clinical trials activity, and the growing complexity of disease management. Clinical Research Coordinators (SOC 11-9121.01) are projected to grow +11%, reflecting the rapid expansion of clinical trial infrastructure nationally. Data-centric roles are growing even faster: Biostatisticians (SOC 15-2041.01) at +23% and Clinical Data Managers (SOC 15-2051.02) at +35% — among the fastest-growing occupations in the entire U.S. economy. Genetic Counselors (SOC 29-9092) are projected at +16%, Biochemists and Biophysicists (SOC 19-1021) at +6%, and Molecular and Cellular Biologists (SOC 19-1029.02) at +6%.

For MSBS graduates who proceed to doctoral health professions programs, the downstream occupational outlook is equally strong. Nurse Practitioners (SOC 29-1171) are projected to grow +38%, Physician Assistants (SOC 29-1071) at +28%, and Physical Therapists (SOC 29-1123) at +11% — all among the fastest-growing occupations nationally. The AAMC projects a national shortage of up to 86,000 physicians by 2036, with primary care and rural medicine among the most critically affected specialties.

Sources: BLS Occupational Outlook Handbook, 2024–34 projections — <https://www.bls.gov/ooh/>; O*NET OnLine Bright Outlook List (revised 2025) — <https://www.onetcenter.org/bright/current/all.html>; AAMC Physician Workforce Projections — <https://www.aamc.org/data-reports/workforce/report/physician-workforce-projections>

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?
-

Institutional Rationale The Franciscan Alliance School of Osteopathic Medicine (FASOM) is proposing the Master of Science in Biomedical Sciences (MSBS) to directly address the critical shortage of healthcare providers in Indiana. The program is rooted in the Franciscan mission of compassionate service and the "preferential option for the poor." By creating a rigorous academic pathway for high-potential, first-generation, and underrepresented students, the MSBS aims to diversify and expand the pipeline of qualified applicants entering doctoral-level health professions schools—including medicine, dentistry, pharmacy, and physical therapy. The institution's goal is to ensure that students from Indiana's underserved urban and rural communities have the foundational support necessary to return to those communities as competent, compassionate healthcare leaders.

Building Upon Institutional Strengths The MSBS leverages the significant clinical and academic investments already made by Franciscan Alliance:

- **Faculty Expertise:** Students are taught by a robust cohort of biomedical science faculty (40.50 FTE) with deep expertise in foundational sciences, ensuring a level of academic rigor that mirrors the first year of medical school.

- **State-of-the-Art Infrastructure:** The program utilizes the new Crown Point campus, which features advanced anatomy laboratories, high-fidelity simulation centers, and clinical learning resources designed for doctoral-level education.
 - **Clinical Ecosystem:** As part of the Franciscan Alliance health system, the program is embedded within a massive network of hospitals and clinics. This provides students with a "living laboratory" for interprofessional education and exposure to the social determinants of health that drive disparities in Northwest Indiana.
 - **Mission-Driven Formation:** Unlike traditional post-baccalaureate programs, the MSBS integrates a "Franciscan Formation" thread that emphasizes ethics and whole-person care, aligning the students' professional development with the institution's historical commitment to the vulnerable.
- 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 MSBS is directly and authentically rooted in the mission of Franciscan Alliance, Inc. — FASOM's parent institution — which calls the organization to extend the healing ministry of Jesus Christ by providing exceptional, compassionate care consistent with the Franciscan tradition. This mission has guided Franciscan Alliance's century-long commitment to serving vulnerable, underserved, and marginalized communities across Indiana and the Midwest.

The MSBS operationalizes this mission at the graduate education level by:

- **Expanding access** to rigorous biomedical science education for high-potential students — particularly first-generation and underrepresented learners — who reflect the communities Franciscan Alliance has always served
- **Strengthening the health professions pipeline** by preparing graduates for competitive admission across doctoral health professions programs, including osteopathic medicine, allopathic medicine, dentistry, pharmacy, and physical therapy
- **Embedding Franciscan values** throughout the curriculum via an integrated formation thread emphasizing ethics, whole-person care, and service to the vulnerable

The program is fully consistent with FASOM's institutional mission and strategic direction, which prioritizes health equity, workforce diversity, and compassionate service to Northwest Indiana's underserved urban and rural communities.

State's Priorities

b. State Rationale: General

- How does this program address state priorities of advancing affordability, accessibility, and attainment, as well as alignment with labor market demand?

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The Master of Science in Biomedical Sciences (MSBS) directly advances Indiana's postsecondary priorities through the following framework:

- **Affordability:** At a total program cost of \$22,500, the MSBS is priced significantly below comparable out-of-state Special Master's Programs (SMPs), which typically range from \$40,000 to \$65,000. By offering this program in Crown Point, FASOM eliminates the need for Northwest Indiana students to incur the high costs of relocation to access graduate-level health professions preparation.
- **Accessibility:** Northwest Indiana is a medically underserved region that currently lacks a local graduate-level biomedical bridge program. The MSBS fills this geographic gap, providing a mission-aligned pathway for high-potential, first-generation, and underrepresented students to demonstrate their readiness for doctoral-level study without leaving their communities.
- **Attainment:** The MSBS is a STEM-designated graduate credential (CIP 26.0102) that serves as a critical milestone in a "cascading attainment" model. It prepares students for successful entry into professional doctorates—including medicine, dentistry, pharmacy, and physical therapy—while providing a standalone Master's degree that is often the first graduate-level achievement in a student's family.
- **Labor Market Demand:** Indiana faces a documented shortage of physicians and health professionals, particularly in primary care and rural areas. The MSBS expands and diversifies the pipeline of qualified applicants entering these fields. Additionally, the program aligns with Indiana's life sciences initiative (BioCrossroads) by producing graduates with the foundational competencies required for high-wage roles in the state's pharmaceutical, clinical research, and biotechnology sectors.

d. **Evidence of Labor Market Need**

- National, State, or Regional Need

c. **Evidence of Labor Market Need**

National, State, or Regional Need

The Master of Science in Biomedical Sciences (MSBS) responds to a well-documented and urgent convergence of workforce shortages at the national, state, and regional levels across multiple health professions sectors:

National Need

- The United States is projected to face a shortage of **up to 86,000 physicians by 2036**, according to the most recent workforce study commissioned by the Association of American Medical Colleges (AAMC). This shortage is most acute in primary care and in rural and medically underserved communities.
- The U.S. Health Resources & Services Administration (HRSA) projects significant shortfalls across a broad range of health professions — including primary care physicians, pharmacists, physical therapists, and public health professionals — with demand consistently outpacing the supply of qualified graduates entering doctoral health professions programs.
- The COVID-19 pandemic further exposed the consequences of a maldistributed and insufficiently diverse health professions workforce, disproportionately impacting rural communities, medically underserved urban areas, and communities of color — precisely the populations the MSBS is designed to serve.

Sources: AAMC, "The Complexities of Physician Supply and Demand: Projections from 2021 to 2036" (2024); HRSA Health Workforce Projections — <https://bhwh.hrsa.gov/data-research/projecting-health-workforce-supply-demand>

State Need — Indiana

- Indiana has only **2 medical schools** — the lowest number of any neighboring state (Illinois: 9; Ohio: 7; Michigan: 7; Kentucky: 3). This structural deficit severely limits the in-state pipeline of physicians and health professionals.
- **71 of Indiana's 92 counties** are designated as Health Professional Shortage Areas (HPSAs) for primary care, mental health, or dental health — a persistent and well-documented crisis that disproportionately affects rural and low-income communities.
- National research consistently demonstrates that physicians trained in-state are significantly more likely to remain and practice in-state. Indiana's limited medical education infrastructure directly constrains its ability to grow its own physician workforce.
- Indiana's life sciences sector — encompassing pharmaceutical development, medical devices, biotechnology, and biomedical research (anchored by BioCrossroads, Indiana's life sciences initiative) — requires a steady pipeline of graduate-level biomedical scientists to sustain its economic competitiveness.

Sources: Indiana Department of Workforce Development (DWD) — <https://indemandjobs.dwd.in.gov/>; BioCrossroads — <https://biocrossroads.com/>; HRSA Area Health Resources Files; Franciscan Health Medical School Framework (2026)

Regional Need — Northwest Indiana

BPE Agenda Page 56 The Cook County region and the broader Chicago-Gary-Lake County metropolitan area represent one of

the most medically underserved urban-suburban corridors in the Midwest, with documented HPSAs across primary care, mental health, and dental health.

- Northwest Indiana currently lacks a **local graduate-level biomedical bridge program**, forcing high-potential students — particularly first-generation and underrepresented learners — to relocate or forgo graduate health professions preparation entirely.
- Franciscan Alliance, as the region's anchor health system, has served this community for more than a century and has direct, documented knowledge of the region's unmet health workforce needs.

Sources: HRSA Health Professional Shortage Area designations; U.S. Bureau of Labor Statistics Occupational Outlook Handbook — <https://www.bls.gov/ooh/>; AAMC State Physician Workforce Data

e. **Placement of Graduates**

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

Principal Occupations and Industries

While a subset of MSBS graduates will enter the biomedical and life sciences workforce directly, the program is designed to serve a broad health professions pipeline. Graduates are expected to find employment across the following occupations and industries:

- **Life Sciences & Biomedical Research:** Research assistant, laboratory technician, clinical research coordinator, and research associate roles within Indiana's pharmaceutical, biotechnology, and medical device sectors (anchored by BioCrossroads member organizations)
- **Healthcare Administration & Public Health:** Entry-level roles in health systems, public health agencies, and community health organizations — particularly those serving medically underserved populations in Northwest Indiana
- **Clinical & Allied Health Support:** Roles in clinical settings that require graduate-level biomedical knowledge, including medical science liaison, clinical data analyst, and health educator positions
- 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.

Feeder Programs

The MSBS is primarily designed as a competitive feeder program for doctoral-level health professions education. The majority of graduates are expected to seek admission to:

- **Doctor of Osteopathic Medicine (DO)** programs, including FASOM
- **Doctor of Medicine (MD)** programs (allopathic medical schools)
- **Doctor of Dental Medicine/Surgery (DMD/DDS)** programs
- **Doctor of Pharmacy (PharmD)** programs
- **Doctor of Physical Therapy (DPT)** programs
- **Doctor of Optometry (OD)** and other doctoral health professions programs
- **PhD programs** in biomedical sciences, public health, and related fields

The MSBS curriculum is intentionally structured to mirror the rigor of the first year of medical school, providing graduates with the academic foundation and demonstrated competency needed to compete successfully for admission to these programs.

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g. **Job Titles**

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

Specific Job Titles

Job Title	Broad Category
Clinical Research Coordinator	Biomedical/Clinical Research

Job Title	Broad Category
Research Associate / Research Assistant	Biomedical/Life Sciences
Medical Science Liaison	Pharmaceutical/Life Sciences
Laboratory Technician / Lab Manager	Biomedical Sciences
Health Educator	Public Health / Community Health
Clinical Data Analyst	Healthcare Analytics
Community Health Worker	Public Health / Social Services
Biomedical Science Instructor (community college)	Education
Regulatory Affairs Associate	Pharmaceutical/Biotech
Public Health Program Coordinator	Government / Nonprofit

Broad Job Categories

- Biomedical and Life Sciences Research
- Pharmaceutical and Biotechnology Industry
- Healthcare Administration and Management
- Public and Community Health
- Clinical Education and Academic Support
- Health Policy and Regulatory Affairs

Information on Competencies, Learning Outcomes, and Assessment

h. Program Competencies or Learning Outcomes

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

Graduates of the Master of Science in Biomedical Sciences (MSBS) at the Franciscan Alliance School of Osteopathic Medicine are expected to master the following competencies, each grounded in the Franciscan values of **Respect for Life, Fidelity to Our Mission, Compassionate Concern, Joyful Service, and Christian Stewardship**:

Domain 1: Biomedical Science Knowledge

- Demonstrate mastery of foundational biomedical sciences — including human anatomy, physiology, biochemistry, microbiology, immunology, and pathology — at a level commensurate with entry into doctoral health professions programs
- Apply knowledge of cellular and molecular mechanisms to explain the pathophysiology of human disease, with an appreciation for how disease burden falls disproportionately on vulnerable and underserved populations — reflecting the value of *Respect for Life*
- Integrate basic science concepts across disciplines to analyze complex clinical scenarios through both a scientific and a whole-person lens

Domain 2: Scientific Reasoning and Evidence-Based Practice

- Critically evaluate primary scientific literature and apply findings to biomedical problem-solving in service of patient and community health
- Design and interpret basic research methodologies, including data collection, statistical analysis, and scientific communication
- Apply principles of evidence-based practice to evaluate health information — recognizing that rigorous science, in the **BPE Agenda Page 58**, is always in service of the human person and consistent with *Fidelity to Our Mission*

Domain 3: Franciscan Professional Formation

- Articulate and embody a personal professional identity rooted in the Franciscan values of **Respect for Life, Fidelity to Our Mission, Compassionate Concern, Joyful Service, and Christian Stewardship** as the foundation for a vocation in healthcare
 - Apply structured ethical reasoning frameworks to complex biomedical and clinical dilemmas, demonstrating the moral formation expected of Franciscan Alliance health professionals
 - Demonstrate integrity, accountability, and *Christian Stewardship* of knowledge, resources, and relationships in academic and professional settings
 - Exhibit the habits of servant leadership — humility, collaboration, and *Joyful Service* — that define the Franciscan healthcare professional
-

Domain 4: Communication and Collaboration

- Communicate complex biomedical concepts clearly and effectively in both written and oral formats, consistent with the transparency and *Respect for Life* central to Franciscan values
 - Demonstrate the ability to work collaboratively in interprofessional team-based settings, reflecting the integrated care model of Franciscan Alliance's health system
 - Engage respectfully and effectively with individuals from diverse cultural, socioeconomic, and educational backgrounds — honoring the dignity and worth of every person encountered, in keeping with *Compassionate Concern*
-

Domain 5: Health Equity and Community Commitment

- Identify and analyze the social determinants of health that drive disparities in medically underserved communities, including those in Northwest Indiana and the greater Chicago-Gary-Lake County corridor
 - Articulate the relationship between health workforce diversity and improved health outcomes for the vulnerable populations Franciscan Alliance has served for more than a century — a direct expression of *Compassionate Concern* and *Fidelity to Our Mission*
 - Demonstrate a lived commitment to health equity as a core professional and Franciscan value — not merely an academic concept, but a vocational calling rooted in *Joyful Service*
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Domain 6: Academic and Career Readiness for Health Professions

- Demonstrate the academic skills — including self-directed learning, time management, and scholarly discipline — necessary for success in doctoral health professions programs
- Develop a competitive application portfolio for admission to doctoral health professions programs, including osteopathic medicine, allopathic medicine, dentistry, pharmacy, and physical therapy
- Articulate a clear professional development plan aligned with personal goals, community health needs, and the Franciscan mission — embodying *Fidelity to Our Mission* and *Christian Stewardship* of one's gifts and calling

i. Civic Responsibility and Commitment

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

The Master of Science in Biomedical Sciences (MSBS) at FASOM is designed from its foundation to cultivate civic responsibility as a professional and moral obligation — not an elective activity. Rooted in the Franciscan values of **Respect for Life, Fidelity to Our Mission, Compassionate Concern, Joyful Service, and Christian Stewardship**, the program prepares graduates to engage as informed, active, and accountable citizens of both their profession and their communities.

The MSBS cultivates civic responsibility and commitment to the core values of American society through three integrated curricular mechanisms:

1. Structured Service-Learning Thread

Students engage directly with Northwest Indiana communities through structured, faculty-supervised service-learning experiences embedded throughout the program. These experiences are not optional enrichment activities — they are a required curricular component that places students in direct relationship with the medically underserved, economically vulnerable, and historically marginalized populations of the region.

Through these experiences, students practice the communication, advocacy, and service skills that define the Franciscan healthcare professional — and develop a firsthand understanding of the civic structures, institutions, and inequities that shape the health of their communities. This longitudinal thread ensures that civic engagement is not a one-time event but a formative, recurring obligation embedded in the identity of the FASOM graduate.

2. Biomedical Ethics & Franciscan Formation (BSCI 5105) and Health Professions Seminar with Interprofessional Education (BSCI 5206)

The MSBS integrates a dedicated ethics and formation sequence that examines the physician's role as an ethical citizen in a free and pluralistic society. This sequence addresses:

- The constitutional and legal foundations of healthcare rights and access
- The ethical obligations of health professionals to the communities they serve
- The intersection of healthcare equity, social justice, and civic responsibility
- The Franciscan tradition of advocacy for the vulnerable as an expression of *Compassionate Concern* and *Respect for Life*

Graduates of this sequence are prepared not only to practice medicine competently, but to engage as civic leaders — advocates for their patients, their communities, and the health of the republic.

3. Social Determinants of Health (SDOH) Thread

Woven throughout the MSBS curriculum, the SDOH thread prepares students to understand and address the structural drivers of health disparities — including poverty, housing instability, food insecurity, educational inequity, and systemic racism — that shape the health of Northwest Indiana's communities.

This thread explicitly prepares graduates to partner with civic institutions — including schools, social service agencies, public health departments, and community organizations — as collaborative stewards of community health. In keeping with the Franciscan value of *Christian Stewardship*, students learn that the responsible use of their medical knowledge extends beyond the clinic and into the civic life of the communities they serve.

Together, these three curricular threads ensure that MSBS graduates enter doctoral health professions programs — and ultimately clinical practice — as physicians who understand that the duties of citizenship and the obligations of the healing profession are inseparable.

j. Assessments

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

The Franciscan Alliance School of Osteopathic Medicine will assess student mastery of MSBS program competencies and learning outcomes through a multi-modal assessment framework anchored in rigorous academic examination and professional formation evaluation.

1. Summative Examinations

The primary mechanism for assessing mastery of biomedical science knowledge and scientific reasoning is through formal, proctored summative examinations administered at the course and program level. These examinations are:

- Designed to mirror the rigor, format, and content weighting of nationally standardized health professions admissions and licensure examinations, including the **Medical College Admission Test (MCAT)**
- Administered at regular intervals throughout each semester to assess cumulative knowledge acquisition across all core biomedical science disciplines — anatomy, physiology, biochemistry, microbiology, immunology, and pathology
- Structured to assess not only content recall but also the application, analysis, and integration of biomedical concepts consistent with the cognitive demands of doctoral health professions programs

A core programmatic goal of the MSBS is to prepare graduates for competitive admission to doctoral health professions programs. Accordingly, the program incorporates structured MCAT preparation as both a curricular component and an assessment benchmark:

- Students complete **MCAT diagnostic and practice assessments** at defined intervals throughout the program to track academic readiness and identify areas requiring targeted support
- Faculty use aggregate MCAT readiness data to inform instructional adjustments and academic advising
- Individual MCAT preparation plans are developed in collaboration with academic advisors as part of each student's professional development portfolio

3. Formative Assessment and Academic Support

In addition to summative examinations, students receive ongoing formative feedback through:

- **Quizzes and laboratory practicals** that assess mastery of applied and procedural knowledge
- **Written assignments and case analyses** that assess scientific reasoning, evidence-based practice, and communication competencies
- **Faculty feedback** on professional formation, ethical reasoning, and civic engagement activities embedded in the Franciscan Values & Ethics sequence

4. Professional Formation Assessment

Consistent with the Franciscan values of **Fidelity to Our Mission** and **Joyful Service**, student development in the professional and civic domains is assessed through:

- Structured reflection assignments tied to service-learning experiences
- Faculty evaluation of professional behaviors, including integrity, accountability, and compassionate engagement with peers and community partners
- Self-assessment tools that invite students to evaluate their own growth in alignment with the Franciscan mission

5. 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.

Franciscan Alliance, Inc.'s most recent Federal Financial Responsibility Composite Score is **3.0** — the highest possible score on the Department of Education's scale of -1.0 to 3.0. This score was calculated by the institution's independent auditor, **PricewaterhouseCoopers LLP (PwC)**, using the methodology prescribed by the U.S. Department of Education, and is documented in the **Schedule of Financial Responsibility Ratios** included as a supplemental schedule within the audited consolidated financial statements for the fiscal year ended **December 31, 2025** (issued May 12, 2026). A score of 3.0 reflects the highest level of financial responsibility under Department of Education standards, well above the 1.5 threshold for full financial responsibility and the 1.0 threshold below which provisional certification would be required.

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?
- MSBS is a graduate preparatory degree program; as such, MSBS graduates are not required to obtain licensure upon completion of the MSBS alone. However, graduates who successfully complete the MSBS and subsequently earn the Doctor of Osteopathic Medicine (DO) degree are required to obtain a physician license prior to practicing medicine independently in the State of Indiana.
- Will this program prepare graduates for licensure?
- No, not directly. Indirectly, the MSBS curriculum is specifically designed to build the foundational biomedical science competencies required for success in the DO program and, ultimately, for passage of the Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA).

series. Graduates of the FASOM DO program who complete the MSBS pipeline are expected to be well-prepared to pass COMLEX-USA Level 3 during their first postgraduate year — the final examination required to obtain full, unrestricted physician licensure.

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

g. Professional Certification

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

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Graduates of Master of Science in Biomedical Sciences programs and similar Special Master's Programs (SMPs) may pursue a range of nationally recognized professional certifications relevant to their career pathways. The most applicable certifications for MSBS graduates include:

Certification	Issuing Organization
Certified Clinical Research Coordinator (CCRC)	Association of Clinical Research Professionals (ACRP)
Certified Clinical Research Professional (CCRP)	Society of Clinical Research Associates (SoCRA)
Certified Health Education Specialist (CHES)	National Commission for Health Education Credentialing (NCHEC)
Medical Laboratory Scientist (MLS)	American Society for Clinical Pathology (ASCP)
Registered Laboratory Animal Technologist (RLAT)	American Association for Laboratory Animal Science (AALAS)
Public Health Certification (CPH)	National Board of Public Health Examiners (NBPHE)

- 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

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Yes — selectively. Because the MSBS is primarily designed as a **feeder program into doctoral health professions education**, the majority of graduates are expected to pursue admission to DO, MD, PharmD, DDS, or DPT programs rather than enter the workforce directly upon completion of the MSBS. However, for graduates who enter the workforce prior to or in lieu of doctoral study, the MSBS curriculum provides a strong academic foundation for several nationally recognized certifications that offer substantially better prospects for employment in Indiana's life sciences, clinical research, and public health sectors.

- Each specific professional certification:
- The national organization issuing each certification:
- Please explain the rationale for choosing each professional certification:

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Certified Clinical Research Coordinator (CCRC)

- **Issuing Organization:** Association of Clinical Research Professionals (ACRP)
- **Rationale:** Indiana's robust pharmaceutical and clinical research sector — anchored by BioCrossroads member organizations and major health systems including Franciscan Alliance — employs a significant number of clinical research coordinators. The MSBS curriculum's emphasis on research methodology, biomedical sciences, and evidence-based practice directly prepares graduates to sit for the CCRC examination and pursue roles in clinical trial coordination and research administration.

2. Certified Clinical Research Professional (CCRP)

- **Issuing Organization:** Society of Clinical Research Associates (SoCRA)
- **Rationale:** Complementary to the CCRC, the CCRP is a widely recognized credential in the clinical research industry. MSBS graduates with an interest in pharmaceutical or academic research careers will find this certification substantially improves their employment prospects in Indiana's growing life sciences sector.

3. Certified Health Education Specialist (CHES)

- **Issuing Organization:** National Commission for Health Education Credentialing (NCHEC)
- **Rationale:** Consistent with the MSBS program's emphasis on health equity, social determinants of health, and *Compassionate Concern* for underserved communities, the CHES credential prepares graduates for roles in community health education and public health programming — sectors with documented workforce need in Northwest Indiana and across the state.

4. Certified in Public Health (CPH)

- **Issuing Organization:** National Board of Public Health Examiners (NBPHE)
 - **Rationale:** For MSBS graduates who pursue careers in public health agencies, nonprofit health organizations, or government health departments, the CPH credential signals broad competency in public health principles. The MSBS curriculum's SDOH thread and civic engagement components provide meaningful preparation for this certification pathway.
- Please identify the single course or a sequence of courses that lead to each professional certification?

1. Certified Clinical Research Coordinator (CCRC) *Issuing Organization: Association of Clinical Research Professionals (ACRP)*

Course	Credits
BSCI 5102 – Biochemistry & Molecular Biology	5
BSCI 5103 – Microbiology & Immunology	5
BSCI 5206 – Health Professions Seminar with Interprofessional Education	2

The combination of foundational biomedical science coursework and the interprofessional education seminar provides the scientific literacy and collaborative practice competencies required to sit for the CCRC examination.

2. Certified Clinical Research Professional (CCRP) *Issuing Organization: Society of Clinical Research Associates (SoCRA)*

Course	Credits
BSCI 5102 – Biochemistry & Molecular Biology	5
BSCI 5103 – Microbiology & Immunology	5
BSCI 5206 – Health Professions Seminar with Interprofessional Education	2

The CCRP shares substantial content overlap with the CCRC. The same core sequence prepares graduates for either certification pathway, with the BSCI 5206 seminar providing the regulatory and professional practice context required by SoCRA.

3. Certified Health Education Specialist (CHES) *Issuing Organization: National Commission for Health Education Credentialing (NCHEC)*

Course	Credits
BSCI 5105 – Biomedical Ethics & Franciscan Formation	2
BSCI 5206 – Health Professions Seminar with Interprofessional Education	2
Service-Learning Thread (embedded across both semesters)	N/A

The CHES examination requires demonstrated competency in health education theory, community health needs assessment, and health promotion planning. The ethics and formation sequence, combined with the interprofessional seminar and structured service-learning experiences, directly addresses these competency domains — particularly as they relate to underserved populations in Northwest Indiana.

4. Certified in Public Health (CPH) *Issuing Organization: National Board of Public Health Examiners (NBPHE)*

Course	Credits
BSCI 5103 – Microbiology & Immunology	5

Course	Credits
BSCI 5105 – Biomedical Ethics & Franciscan Formation	2
BSCI 5206 – Health Professions Seminar with Interprofessional Education	2
Social Determinants of Health (SDOH) Thread (embedded across curriculum)	N/A

The CPH examination spans eight domains of public health knowledge, including epidemiology, biostatistics, environmental health, and health policy. The MSBS curriculum's SDOH thread, ethics sequence, and microbiology/immunology coursework provide meaningful preparation across several of these domains, particularly for graduates pursuing public health careers in Indiana's health systems or government agencies.

1. 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:

Yes. The Master of Science in Biomedical Sciences (MSBS) at FASOM is built upon and directly aligned with the professional industry standards and best practices that define Special Master's Programs (SMPs) as a recognized and evidence-based pathway in health professions education. The program's design, structure, curriculum, and student support model are grounded in the following foundational frameworks:

1. National Association of Advisors for the Health Professions (NAAHP) — SMP Framework and Best Practices

- **Organization:** National Association of Advisors for the Health Professions (NAAHP)
- **Standard/Best Practice:** NAAHP formally defines and categorizes Special Master's Programs as graduate-level, academically rigorous programs designed to demonstrate readiness for doctoral health professions education. NAAHP's SMP framework establishes the core characteristics of a high-quality SMP, including: rigorous biomedical science curriculum, academic support and advising infrastructure, MCAT preparation integration, linkage or alignment with health professions programs, and intentional recruitment of underrepresented and first-generation students
- **Application to FASOM MSBS:** The FASOM MSBS is designed from the ground up in alignment with NAAHP's SMP best practices. Every structural element of the program — from its curriculum design and faculty composition to its advising model and MCAT preparation thread — reflects the NAAHP-defined characteristics of a high-quality, mission-driven SMP. The NAAHP framework is not a reference the MSBS consults; it is the professional standard upon which the program is built

2. Association of American Medical Colleges (AAMC) — Postbaccalaureate and SMP Program Standards

- **Organization:** Association of American Medical Colleges (AAMC)
- **Standard/Best Practice:** The AAMC maintains the national Postbaccalaureate Premedical Database — the definitive national registry of SMP and post-baccalaureate programs — and establishes the benchmarks by which these programs are evaluated by medical school admissions committees nationally. The AAMC's framework identifies the key quality indicators for SMPs, including academic rigor, student support services, MCAT alignment, and demonstrated outcomes in health professions admissions
- **Application to FASOM MSBS:** The FASOM MSBS curriculum is explicitly aligned with AAMC benchmarks for SMP quality, including MCAT content specifications and the academic competencies that medical school admissions committees use to evaluate SMP graduates. Approximately **221 SMPs** nationally are recognized within this

framework, with an estimated 10,000 available spots — establishing the MSBS as part of a well-defined, nationally recognized program typology with documented demand

3. American Association of Colleges of Osteopathic Medicine (AACOM) — Post-Baccalaureate Pipeline Standards

- **Organization:** American Association of Colleges of Osteopathic Medicine (AACOM)
- **Standard/Best Practice:** AACOM maintains its own post-baccalaureate and pipeline program database specifically for the osteopathic medical education ecosystem, and establishes best practices for SMP-type programs affiliated with Colleges of Osteopathic Medicine. AACOM's framework emphasizes mission alignment, health equity, and the preparation of a diverse osteopathic physician workforce
- **Application to FASOM MSBS:** The FASOM MSBS is explicitly designed as an osteopathic pipeline program, aligned with AACOM's best practices for post-baccalaureate programs affiliated with COMs. The program's emphasis on *Compassionate Concern*, *Joyful Service*, and *Respect for Life* — and its intentional recruitment of first-generation and underrepresented students — directly reflects AACOM's framework for mission-driven, equity-centered pipeline programs

4. Commission on Osteopathic College Accreditation (COCA) — Core Competency Framework

- **Organization:** Commission on Osteopathic College Accreditation (COCA), American Osteopathic Association (AOA)
- **Standard/Best Practice:** The COCA's Seven Osteopathic Core Competencies define the foundational knowledge, skills, and professional behaviors expected of DO graduates. These competencies — Medical Knowledge, Patient Care, Communication, Professionalism, Practice-Based Learning, Systems-Based Practice, and Osteopathic Principles and Practice — establish the academic and professional baseline that all pre-DO pipeline programs should aspire to build
- **Application to FASOM MSBS:** The MSBS curriculum is intentionally structured to begin building student competency in Medical Knowledge, Communication, Professionalism, and Practice-Based Learning — the four COCA competencies most directly addressed in the preclinical years — ensuring that MSBS graduates arrive at the DO program with a demonstrated foundation in the domains COCA evaluators will assess from the first day of Pre-Accreditation review

k. Institutional Accreditation

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

FASOM will seek institutional accreditation from the **Higher Learning Commission (HLC)**, the recognized institutional accreditor for degree-granting institutions in the North Central region of the United States.

Timetable for HLC Accreditation:

Milestone	Anticipated Date
ICHE Degree-Granting Approval for MSBS	Sept – Dec 2026
COCA Candidate Status for FASOM DO Program	Late Summer 2027
HLC Candidacy Application	December 2027
MSBS Inaugural Cohort Enrollment	July 2029
MSBS Inaugural Cohort Graduation	May 2030
HLC Candidacy Confirmed (following degree conferral)	2030

- Reason for seeking accreditation.

FASOM is seeking HLC institutional accreditation for the following reasons:

1. **Regulatory Requirement:** HLC institutional accreditation is required for FASOM to establish eligibility for Title IV federal financial aid programs under the Higher Education Act — a critical prerequisite for ensuring that students can access federal financial aid upon matriculation

2. **Degree Cycle Completion:** HLC requires that an institution complete a full degree-conferring cycle before granting Candidacy. The MSBS is the mechanism by which FASOM fulfills this requirement — enrolling its inaugural cohort in July 2029 and conferring degrees in May 2030 — thereby providing the evidentiary foundation HLC requires to advance FASOM toward full Candidacy status
3. **HLC accreditation** will entitle our students to title IV funding for lower cost student loans

l. **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? **no.**
- If so, please identify the specialized accrediting agency: **NA**

m. **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?

There is no plan for this institution to have BA or BS degrees at this time.

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

6. Student Records (Institutions that have Previously Operated)

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

NA – However we fully intend to student records to be entirely digital and stored in a FERPA and HIPPA compliant database.

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

NA

- What is the beginning year of digitized student transcripts?

We plan to start recruiting MSBS students in 2028

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

Yes and transcripts will likely be generated by Parchment or similar company.

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

Through a commercial student information system that is in a development phase

- Where is the computer server located? We have a locked room with dedicated HVAC planned for the building which is in development.
- What is the name of the system that stores the digital records?

We have not identified the system at this time

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

NA

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

NA

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

NA

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

NA

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

NA

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

h. Does the institution maintain a staff position that has overall responsibility and authority over student records? [We will hire a full-time registrar](#)

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

i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced? [Not yet but we intend to](#)

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? [NA](#)

This Section Applies to All Institutions

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

[We have not identified the programs that we intend to use to store and organize student records. However, it will be a commercially available – reputable system.](#)

l. What is the digital format of student transcripts? [TBD](#)

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.

[NA](#)

7. 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. [SEE BELOW](#)
- 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. [SEE BELOW](#)

- 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
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Important Note for ICHE Reviewers: The MSBS is a **one-year (two-semester) graduate program**. All instruction is conducted entirely on-site at the **Crown Point campus**.

Table 1: Main Campus — Crown Point, Indiana

Year of Operation	Academic Year	Headcount	FTE (Rounded)	Degrees Conferred
Year 1	2029–2030	35	35	0
Year 2	2030–2031	35	35	35
Year 3	2031–2032	50	50	35
Year 4	2032–2033	50	50	50
Year 5	2033–2034	50	50	50

Basis for Projections:

- The MSBS is a one-year, full-time program; each student cohort represents a 1:1 headcount-to-FTE ratio
- Year 1 reflects enrollment only — the inaugural cohort enrolls in July 2029 and graduates in May 2030, with **0 degrees conferred** in Year 1
- Years 1 and 2 are intentionally set at **35 students**, allowing FASOM to build and test administrative infrastructure — including Registrar, Financial Aid, and Student Services — before scaling
- Beginning in Year 3, cohort size expands to **50 students**, reflecting demonstrated institutional capacity and growing market demand
- Degrees conferred in each year reflect the graduation of the **prior year's cohort**

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BOARD FOR PROPRIETARY EDUCATION

Tuesday, September 1, 2026

DECISION ITEM B-1:

**John Patrick University of Health and Applied Sciences:
One Baccalaureate Degree Program and One Master's
Degree Program to be Offered at One Location and
Via Distance Education**

Institutional Profile

See Attachment

Staff Recommendation

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

Background

Degree Program Profile

*Bachelor of Science in
Nursing*

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 program faculty consists of nine individuals, seven full-time and the remaining two part-time. All of whom hold a doctoral degree.

The institution would offer 50 semester credit hours of didactic education. Students transfer 40 semester credit hours of technical occupation education (specialty courses). In addition, the student would transfer 30 semester credit hours of general education.

Master of Nursing

Offered at South Bend and Through Distance Education

This program consists of 50 semester credit hours, with 100 percent of the courses in the specialty. The program faculty consists of nine individuals, seven full-time and the remaining two part-time. All of whom hold a doctoral degree.

Clinical Site Agreements

- Beacon Health System, Inc., MOU Signed July 2026

- Perry County Memorial Hospital, MOU Signed August 2026
- Schneck Medical Center, MOU Signed July 2026
- Union Hospital, Inc., MOU Signed July 2026
- VA Northern Indiana Healthcare System, MOU Signed April 2026

Stipulations

The following stipulations have been addressed.

1. Curriculum Verification (B.S.N.):
Submission of a letter detailing the B.S. in Nursing courses that include required curriculum for a full-time program with a minimum of two (2) academic years or its equivalent as per 848 IAC 1-2-17 - Curriculum; registered nurse programs.
2. Curriculum Verification (M.N.):
Submission of a letter detailing the Master of Nursing courses that include required curriculum for a full-time program with a minimum of two (2) academic years or its equivalent as per 848 IAC 1-2-17 - Curriculum; registered nurse programs.
3. Instructor Licensing:
Submission of an active Indiana or enhanced Nurse Licensure Compact (eNLC) nursing license for all instructors.
4. Accreditation Timeline:
Detailed timeline with month, year, and description of action to be taken for John Patrick University of Health and Applied Sciences to obtain programmatic accreditation for the B.S. in Nursing and Master of Nursing degree programs.

Supporting Documents

New Program Proposals
Instructor Qualification Records (to be distributed)
Clinical Site Agreements (to be distributed)

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 institution changed its name 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). After voluntarily withdrawing from ACICS accreditation in 2018, the university was granted full accreditation by the Accrediting Commission of Career Colleges and Schools (ACCSC) that same year. In February of 2024, ACCSC extended the university's accreditation through 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 currently participate in state financial aid programs.

Enrollment The institution operates one campus in South Bend, Indiana. The National Center for Education Statistics (NCES) reported a total Fall 2024 enrollment of 674 students.

Programs The institution offers 30 approved programs at the certificate, associate, baccalaureate, master's, and graduate certificate levels. Programs include a Certificate in Magnetic Resonance Imaging, a Bachelor of Science in Radiation Therapy, and a Master of Science in Integrative and Functional Medicine. Most of the programs offered are in allied health, specifically radiological sciences. Unique to John Patrick University of Health and Applied Sciences are that while programs are offered through distance education, many programs include on-site modules at the South Bend campus.

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

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INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

Bachelor of Science in Nursing 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 Nursing
Mode of Delivery (In-person, Online, or Blended ³):	Blended
Career Relevant/Out-of-Classroom Experiences ⁴ :	Clinical Internship
Suggested CIP Code for Program:	51.3801
Author Details	
Name of Person Preparing this Form:	Betsy Datema & Elaine Fisher, Ph.D., RN, CNE
Telephone Number and Email Address:	574-232-2408 x 211 bdatema@jpu.edu
Date the Form was Prepared (Use date last revised):	08/21/2026 Revised



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

- **Program Rationale**

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

The hybrid Accelerated Bachelor of Science (ABSN) program is designed to prepare competent, practice-ready nurses to deliver safe, evidence-based care, and contribute to improved patient outcomes. Created for second-degree students seeking an accelerated pathway into professional nursing, the program's goal is to expand access to the profession and address the nursing workforce shortage through a high-quality educational model at the prelicensure entry-level.

The program is structured as a 12-month, three-semester, 50-credit hour curriculum that integrates didactic, clinical, and skills and simulation-based learning. Coursework is delivered in both synchronous and asynchronous formats, allowing flexibility while maintaining engagement and accountability. Students participate in onsite boot camps or intensives for hands-on skill development, competency-based assessment, and complete clinical experiences within the communities where they live and intend to practice, supporting workforce retention and community alignment. This design ensures that graduates enter the profession well-prepared for licensure and immediate transition to practice.

The curriculum is designed to support achievement of the program's mission, goals, and student learning outcomes. Program outcomes are systematically introduced, reinforced, and assessed throughout the curriculum to ensure graduates are prepared for entry-level professional nursing practice. The outcomes are informed by the American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (2026) and reflect the competencies and sub-competencies expected of graduates at the entry level of professional nursing practice. Upon completion of the program, graduates are expected to demonstrate achievement of the following outcomes:

1. **Apply knowledge from nursing, the sciences, and the liberal arts to provide safe, evidence-informed, person-centered nursing care across diverse healthcare settings.**
Domains: 1 Knowledge for Nursing Practice; 2 Person-Centered Care
2. **Apply clinical judgment and evidence-informed decision-making to provide quality, safe, person-centered care for individuals, families, communities, and populations.**
Domains: 1 Knowledge for Nursing Practice; 4 Scholarship for Nursing Discipline; 5 Quality and Safety
3. **Promote health, prevent disease, and support population health by addressing social determinants of health and factors that influence health, well-being, and equitable access to care.**
Domain: 3 Population Health
4. **Collaborate effectively with patients, families, communities, and interprofessional team members to coordinate safe, person-centered care.**
Domains: 2 Person-Centered Care; 6 Interprofessional Partnerships
5. **Use information systems, healthcare technologies, and data to support communication, clinical judgment, and the delivery of safe, effective nursing care.**
Domain: 8 Informatics and Healthcare Technologies
6. **Demonstrate professionalism through ethical practice, accountability, compassion, and behaviors that foster connection, engagement, and equitable care.**
Domain: 9 Professionalism

7. **Participate in quality improvement activities and apply systems thinking to support safe, effective, and equitable healthcare delivery.**

Domains: 5 Quality and Safety; 7 Systems-Based Practice

8. **Demonstrate professional identity through self-reflection, personal well-being, and a commitment to lifelong learning and professional development.**

Domain: 10 Personal, Professional, and Leadership Development

- **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 (50 program credits)		Check one:		
		Quarter Hours ☐	Semester Hours ☒	Clock Hours ☐
Tuition: \$72,000		Length of Program: 1 Year		
Special Fees: \$300 (\$100 in fees per semester)				

<u>SPECIALTY COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
NRSG300	Health Promotion, Prevention, and Well Being	1
NRSG301	Essentials of the Nursing Role	1
NRSG302	Pathophysiology and Pharmacology I: Core Concepts	1.5
NRSG303	Foundations of Patient Centered Nursing Science	3
NRSG304	Adult Nursing: Clinical Applications in Practice I	2
NRSG305	Pathophysiology and Pharmacology II: Alterations in Health	1.5
NRSG306	Health Assessment	3
NRSG307	Ambulatory: Outpatient Care Delivery	1
NRSG308	Clinical Judgement Intensive I: Foundations for Safe Practice	2
NRSG400	Pathophysiology and Pharmacology I: Therapeutic Interventions	1.5
NRSG401	Adult Nursing: Clinical Applications in Practice II	2

NRSG402	Evidence Based Nursing Practice	2
NRSG403	Adult and Geriatric Practicum	2
NRSG404	Behavioral and Mental Health Nursing	2
NRSG405	Mental Health Practicum	1
NRSG406	Pathophysiology and Pharmacology II: Therapeutic Interventions	1.5
NRSG407	Community and Population Health Nursing	2
NRSG408	Community Health Practicum	1
NRSG409	Clinical Judgement Intensive II: Applied Clinical Decision Making	1
NRSG410	Practice Synthesis I: Entry to Nursing Practice	0.5
NRSG411	Reproductive and Maternal Health	2
NRSG412	Pediatric and Family Nursing	2
NRSG413	Maternal, Newborn and Pediatric Practicum	1
NRSG414	Health Policy, Leadership, and Professional Advocacy	1
NRSG415	Practice Synthesis II: Professional Project	0.5
NRSG416	Critical Care and Complex Health Management	3
NRSG417	Integrated Practicum	2
NRSG418	Healthcare Systems, Informatics, and Interprofessional Practice	1
NRSG419	Clinical Judgement Intensive III: Transition to Practice	1
NRSG**	Nursing Elective I	2
NRSG**	Nursing Elective II	2
	Total	50

<u>SPECIALTY COURSES: ELECTIVES (2 COURSES REQUIRED)</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
NRSG351	Foundational Human Genetics and Genomics in Healthcare	2
NRSG352	Forensics in Healthcare: Principles and Practice	2
NRSG353	Functional Medicine Framework	2
NRSG354	Care Considerations in Geriatric Populations	2
NRSG355	Wound Care Principles	2
NRSG356	Lactation: Physiology, Nutrition and Patient Education	2
NRSG357	Ethical Considerations and the Provision of Palliative Care	2
NRSG358	Diagnostic Imaging in Healthcare	2
NRSG359	IV Care: Infusions, Fluids and Electrolytes	2
NRSG360	Immersive Learning Experience	2

<u>SPECIALTY COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
Transfer	Technical/occupational credits accepted for transfer	40
	Total	40

<u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	30 General Education course credits will be accepted for transfer	30

<u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>

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

- **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 Pharmaceuticals

- 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

• 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: 9	Full-time: 7	Part-time: 2
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL ORDER.</u>)		

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
Coombe, Ashley, PhD, RN	PhD Nursing Science, MS Nursing Education, BS Nursing	33	0	18	X	
Csaky, Wanda, DNP, APRN	Doctor of Nursing Practice, MS Nursing, BS Nursing	31	0	12	X	
Fisher, Elaine, PhD, RN	PhD Nursing, MS Nursing, BS Nursing	47	0	40		X
Haynes-Ferere, Angela, DNP, APRN	Doctor of Nursing Practice, MS Nursing, BS Nursing	15	0	15	X	
Horigan, Ann, PhD, APRN	PhD Nursing, MS Nursing, BS Nursing	26	0	17	X	
Swanson, Susan, DNP, RN	Doctor of Nursing Practice, MS Nursing, BS Nursing	47	0	8		X
Tanner, Tamara, EdD, RN	EdD Education, MS Nursing, BS Nursing	30	0	7	X	
Todd, Julianne, PhD, RN	PhD Genetics/Depression, BS Nursing, BS Psychology	9	0	7	X	
Womack, Deanna, DNP, APRN	Doctor of Nursing Practice: Leadership in Healthcare, MSN Midwifery, Master of Public Health, BS Nursing	40	0	20	X	

- **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 supply-and-demand data nationwide indicates a significant and continuing need for RNs across the United States. According to the American Association of Colleges of Nursing (AACN), the U.S. workforce of RNs was projected to grow from approximately 3.1 million in 2022 to 3.3 million by 2032 — but even with that growth there are approximately 193,100 openings each year through 2032 once retirements and workforce exits are factored in ([AACN](#)). The U.S. Bureau of Labor Statistics (BLS) projects average annual openings of around 189,100 RNs per year between 2024 and 2034 [US Bureau of Labor Statistics](#).

Contributors to this demand include the aging population (increased chronic disease, comorbidities, higher acuity), retirements of experienced RNs, and expansion of care settings. Although still substantial, growth in hospitals is slower than other expanded areas of practice such as home health, long-term care and home health settings, outpatient and ambulatory care, clinics, and public health/community health particularly in rural and underserved areas.

The nursing labor market remains tight nationwide, with shortages varying by geography; Indiana is among the states with sustained gaps. Current Indiana indicators include approximately 4,300 open nursing positions annually, a projected need for 5,000 additional RNs by 2031, hospital vacancy rates of 10–15%, and a concentration of shortages in several high-need counties. [Nurse Journal](#) reports a projected Indiana RN Employment Growth between 2018-2028 of 12.4%. Based on current completion rates, Indiana would need to produce roughly 1,300 more nursing graduates each year. This growth is driven by aging demographics, higher patient acuity, care-setting shifts, and retirements/role transitions.

An accelerated, competency-based baccalaureate program provides a timely, evidence-based solution to expand access for second-degree and career-changing students while efficiently addressing workforce shortages both within the state and nationally. The demand for nurses remains among the highest in healthcare, with strong career prospects across hospitals, outpatient, telehealth, and community-based settings. Establishing this program within the state will strengthen healthcare systems, retain local talent, and ensure sustainable access to quality care.

4. Rationale for the Program

- **Institutional Rationale (Alignment with Institutional Mission and Strengths)**

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

The mission of the John Patrick University of Health and Applied Science—to develop skills and competencies through personal involvement of students with faculty and staff toward achieving technical expertise for success—aligns directly with the mission and goals of the proposed accelerated bachelor in nursing program.

This accelerated hybrid program embodies the mission by equipping second-career students with the knowledge and evidence-based competencies needed to enter professional nursing practice rapidly and confidently. Through a blend of online coursework, immersive intensives, and community-based clinical

experiences, the program fosters collaboration, technical proficiency, and critical thinking—core elements of the institution’s mission.

The resources required to launch this program—including experienced faculty, student success supports, health and science library resources, clinical partnerships, and online learning and IT platforms—are well-developed and fully aligned with the university’s mission and the growing demand for nursing education. Established institutional policies and processes further ensure the capacity to rapidly develop, approve, and implement this program in response to the state’s and national nursing workforce needs.

- 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 mission of the ABSN program is to develop the skills and professional competencies through active engagement of students with faculty, staff, and clinical partners. Through this collaborative and supportive learning environment, the program prepares graduates for entry into professional nursing practice, fostering critical thinking, clinical judgment, ethical practice, and a commitment to lifelong learning and compassionate patient care.

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

- **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 program offers a baccalaureate-level credential that directly aligns with workforce demand and advances Indiana’s goal of increasing successful program completion. Its flexible hybrid design—with intensive onsite boot camp intensives, and clinical placements in students’ home communities—supports workforce retention and helps graduates serve local and underserved regions. The program engages adult, second-degree learners through pathways that honor prior education and experience, expanding equitable access for veterans and returning learners. Through nursing workforce development that enhances economic and social mobility, and by leveraging established institutional resources, the program provides an efficient, responsive mechanism to meet both state workforce needs and the goals of the HOPE Agenda.

- **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](#)?

By offering a bachelor’s-level nursing credential tailored to second-career students, this program directly advances the HOPE Agenda goal of “measurable distinction in economic and social mobility and prosperity outcomes” by providing an accessible, high-value pathway into the healthcare workforce. In Indiana, the average registered nurse earns approximately \$68,890 annually, compared to the statewide average wage of \$50,440 [Nursejournal.org+2Incredible Health+2](#), allowing graduates to enter a profession that delivers upward income mobility, economic security, and meaningful community impact. The salary range for nurses in Indiana is \$62,400 to \$114,259.

A baccalaureate credential also resonates with individuals seeking career advancement and entry into the nursing profession, providing a strong foundation for professional nursing practice, expanded employment opportunities, and future educational progression. The program prepares graduates to deliver safe, evidence-informed care across diverse healthcare settings while supporting long-term career growth and contributing to the state's healthcare workforce needs.

- **Evidence of Labor Market Need**

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

National Level

- The Health Resources & Services Administration (HRSA) projects a shortage of approximately 207,980 full-time equivalent (FTE) RNs by 2037, representing about a 6 % shortfall nationwide [HRSA Health Workforce: Nurse Workforce Projections, 2022-2037](#).
- The Bureau of Labor Statistics (BLS) projects ~193,100 annual openings for RNs in the U.S. through 2032 (growth + replacements) — pointing to continued strong entry demand- [AACN](#).

Indiana State Level

- The Indiana Hospital Association reports Indiana currently has ~4,300 job openings for nurses each year, and projects a need for an additional ~5,000 nurses by 2031 to meet demand- [IHA Connect](#).
- Based on that projection, Indiana would need to graduate approximately 1,300 additional nurses per year to close the gap – [Indiana Capital Chronicle](#).
- Indiana employment data: RNs in Indiana are projected to grow ~5 % between 2022 and 2032 (from ~67,390 to ~71,020), with ~4,090 annual openings over that period- [O*NET OnLine](#).

Regional Need

- Midwest states (including Indiana and bordering states) are part of a national pattern where a projected ~6% shortage of full-time equivalent RNs is expected by 2037 — equating to ~207,980 FTEs across the U.S. – [HRSA Health Workforce: Nurse Workforce Projections, 2022-2037](#).
- Some states in the Midwest show uneven supply-demand- surplus in some areas. The underlying caution is that local shortages still exist, especially in rural or underserved areas [Nightingale College](#).

- **Placement of Graduates**

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

Graduates can expect to find employment in direct clinical practice and entry-level leadership roles across a range of settings, including hospitals/acute care, outpatient and ambulatory clinics, community and public health agencies, as well as skilled nursing and long-term care 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.

This program is not intended to serve as a feeder for graduate education. However, graduates are academically prepared and well positioned to pursue advanced practice roles or doctoral study should they elect to continue their professional education.

- **Job Titles**

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

Registered Nurse, Nurse Manager, Quality Improvement Coordinator, Nurse Educator, Clinical Educator, Simulation Lab Coordinator, Nursing Informatics Specialist, Clinical System Analyst, Health IT Lead Nurse, Public Health Nurse, Community Health Educator, Nurse Case Manager, Patient Care Coordinator, Clinical Research Nurse, Insurance Nurse, Clinical Preceptor.

5. Information on Competencies, Learning Outcomes, and Assessment

- **Program Competencies or Learning Outcomes**

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

Program Outcomes

The following are outcome-focused goals of the online accelerated bachelor of nursing program (ABSN).

1. Prepare Practice-Ready Professional Nurses

Prepare competent, practice-ready nurses who integrate nursing knowledge, clinical judgment, and evidence-informed care to provide safe, high-quality, person-centered care across diverse healthcare settings.

2. Support Accelerated Learning and Academic Excellence

Leverage the prior academic and professional experiences of second-degree students to support accelerated progression through a rigorous curriculum that promotes academic excellence, professional growth, and readiness for nursing practice.

3. Promote Quality, Safety, and Evidence-Informed Practice

Develop graduates who apply clinical judgment, evidence-informed decision-making, quality improvement principles, and patient safety practices to improve health outcomes for individuals, families, communities, and populations.

4. Advance Population Health and Equitable Access to Care

Prepare graduates to promote health, prevent disease, and address social determinants of health through nursing care that supports population health, well-being, and equitable access to healthcare services.

5. Foster Collaboration and Effective Use of Technology

Prepare graduates to collaborate effectively with patients, families, communities, and interprofessional team members while using healthcare technologies, information systems, and data to support safe and effective care delivery.

6. Promote Professionalism, Ethical Practice, and Lifelong Learning

Cultivate professional identity, ethical practice, accountability, self-reflection, and a commitment to personal well-being and lifelong learning as foundations for professional nursing practice and career development.

7. Strengthen Community Engagement and Workforce Readiness

Provide experiential, clinical, simulation, and community-based learning opportunities that foster connection, engagement, and responsiveness to the health needs of diverse populations while preparing graduates to meet evolving workforce demands.

8. Address Nursing Workforce Needs and Improve Health Outcomes

Prepare graduates to contribute to the nursing workforce across a variety of healthcare settings, enhancing healthcare capacity, improving patient outcomes, and supporting the health of communities and populations.

The graduate outcomes for the ABSN program are informed by the American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (2026) and reflect the competencies and sub competencies expected of graduates at the entry level of professional nursing practice. Upon completion of the program, graduates are expected to demonstrate achievement of the following outcomes:

1. **Apply knowledge from nursing, the sciences, and the liberal arts to provide safe, evidence-informed, person-centered nursing care across diverse healthcare settings.**
Domains: 1 Knowledge for Nursing Practice; 2 Person-Centered Care
2. **Apply clinical judgment and evidence-informed decision-making to provide quality, safe, person-centered care for individuals, families, communities, and populations.**
Domains: 1 Knowledge for Nursing Practice; 4 Scholarship for Nursing Discipline; 5 Quality and Safety
3. **Promote health, prevent disease, and support population health by addressing social determinants of health and factors that influence health, well-being, and equitable access to care.**
Domain: 3 Population Health
4. **Collaborate effectively with patients, families, communities, and interprofessional team members to coordinate safe, person-centered care.**
Domains: 2 Person-Centered Care; 6 Interprofessional Partnerships
5. **Use information systems, healthcare technologies, and data to support communication, clinical judgment, and the delivery of safe, effective nursing care.**
Domain: 8 Informatics and Healthcare Technologies
6. **Demonstrate professionalism through ethical practice, accountability, compassion, and behaviors that foster connection, engagement, and equitable care.**
Domain: 9 Professionalism
7. **Participate in quality improvement activities and apply systems thinking to support safe, effective, and equitable healthcare delivery.**
Domains: 5 Quality and Safety; 7 Systems-Based Practice

8. Demonstrate professional identity through self-reflection, personal well-being, and a commitment to lifelong learning and professional development.

Domain: 10 Personal, Professional, and Leadership Development

- **Civic Responsibility and Commitment**

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

The proposed program cultivates civic responsibility and reinforces the core values of American society through its curriculum design, clinical experiences, and stated program objectives. Specifically, the curriculum promotes ethical reasoning, professionalism, and commitment to diversity and serving underserved populations. Community engagement and public health are key components in the stated objectives of the program as well.

- **Assessments**

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

The following strategies are used to assess mastery of competencies and end of program learning outcomes: course examinations & quizzes, standardized exams using the NextGen framework, pharmacology dosage calculation tests, skills and assessment checkoffs/return demonstrations, critical-thinking simulation assessments, simulation debriefing, team-based interprofessional exercises, faculty/preceptor/student (self) evaluations, presentations, unfolding case studies, and written works.

Additionally, we will monitor post-graduation metrics - NCLEX-RN first-time pass rates, employment rates, completion rates, and alumni and employer surveys.

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

- **Federal Financial Responsibility Composite Score**

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

The most recent Federal Financial Responsibility Composite Score is 3.00. This is reported on the most recently audited financial statements for the year ended June 30, 2025 and calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

- **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 ABSN curriculum is designed to meet all licensure requirements as defined by the National Council of State Boards of Nursing. A key component of these requirements is the completion of an *approved nursing education program* that provides both didactic and supervised clinical instruction to ensure graduates are prepared for safe and effective entry-level practice.

Development of the curriculum is guided by and fully aligned with the Indiana statutes and rules governing nursing education to ensure consistency with state standards for prelicensure nursing programs. The program aligns with **848 IAC 1-2-16** (Curriculum and Content Requirements) and **848 IAC 1-2-17** (Curriculum for Registered Nurse Programs), ensuring full compliance with prescribed academic and clinical standards. In addition, the program meets the clinical experience requirements outlined in **848 IAC 1-2-19** and adheres to the supervisory and preceptorship requirements for faculty as specified in **848 IAC 1-2-12**.

Graduates of the ABSN program are required to obtain state licensure to practice as registered nurses in Indiana. This program prepares graduates to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Upon successful completion of the examination, graduates may apply for licensure with the Indiana State Board of Nursing or a respective board in the state where they intend to practice.

- The specific license(s) needed:

Registered Nurse (RN) license

- The State agency issuing the license(s):

Indiana Professional Licensing Agency- Profession- Nursing

- **Professional Certification**

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

RN License

- 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. The program aligns with national and state standards for the practice of professional nursing. Graduates will be eligible to obtain Registered Nurse (RN) licensure, which is required for employment in nursing roles across a diverse range of roles and healthcare settings within Indiana and beyond.

- If so, please identify

Beginning licensed registered nurses have opportunities to practice in a wide range of roles, including direct patient care, care coordination, health education, and quality improvement. Employment settings extend across hospitals, outpatient and ambulatory care centers, community and public health agencies, home health, long-term care, and rehabilitation facilities. Increasingly, new graduates also enter emerging areas such as telehealth, population health, health industry, and clinical informatics.

- Each specific professional certification:

Not applicable

- The national organization issuing each certification:

National Council of State Boards of Nursing (NCSBN) – nursing regulatory body that develops and administers the National Council Licensure Examination (NCLEX-RN).

- Please explain the rationale for choosing each professional certification:

This is the primary professional certification available to prelicensure nurses and is required for entry into professional nursing practice. Students and graduates may pursue additional specialty certifications focused on clinical practice, which typically require a specified number of clinical practice hours in addition to advanced knowledge in a specified area or further advance their education, to become advanced practice nurses (APRN) i.e., nurse practitioner or nurse anesthesia.

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

All program courses must be successfully completed to be eligible for professional licensure as a registered nurse. Each semester is divided into two halves, allowing students to focus, build knowledge progressively, and integrate concepts across courses.

- **Professional Industry Standards/Best Practices**

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

Yes

- If so, please identify:

The curriculum is developed in accordance with national and state standards for professional nursing practice and incorporates current industry best practices. It aligns with the American Association of Colleges of Nursing (AACN) Essentials (2026), the National Council of State Boards of Nursing (NCSBN) requirements for prelicensure education, and the Indiana State Board of Nursing standards for curriculum and clinical instruction. Evidence-based practice, interprofessional collaboration, quality and safety standards, and the integration of technology in care delivery are embedded throughout the curriculum to ensure graduates are prepared for safe, competent, and contemporary nursing practice.

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

The professional nursing industry standards and best practices incorporated include:
The American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education (2026), which define national standards for nursing curriculum design and expected graduate competencies.

The National Council of State Boards of Nursing (NCSBN) standards for prelicensure education, including preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Indiana State Board of Nursing rules and regulations governing curriculum, clinical education, and faculty qualifications (848 IAC 1-2-12, 16, 17, and 19).

Current evidence-based practice guidelines, quality and safety standards, and interprofessional collaboration models that reflect contemporary nursing practice are integrated throughout the curriculum and applied in simulation and clinical practice experiences to support the development of practice-ready professional nurses.

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

The American Association of Colleges of Nursing (AACN) and the National Council of State Boards of Nursing (NCSBN)

- **Institutional Accreditation**

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

JPU holds institutional accreditation from the Accrediting Commission of Career Schools and Colleges (ACCSC). JPU anticipates submitting the program for approval to ACCSC in fourth quarter 2026.

- Reason for seeking accreditation.

JPU's Institutional accreditor requires program approval before offering each educational program.

- **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?

Accreditation is voluntary, however prospects for employment and advancement are impacted if not graduating from an accredited program. Accreditation by the Commission on Collegiate Nursing Education (CCNE) affirms the program's commitment to excellence and accountability in nursing education. It signals to students, employers, and academic partners that the program meets rigorous national standards for curriculum, faculty qualifications, clinical practice, and outcomes. Accreditation ensures eligibility for federal funding and financial aid, facilitates licensure and credentialing recognition across states, and allows graduates to pursue advanced nursing degrees without barriers.

It also enhances the institution's reputation with healthcare employers and clinical partners, reflecting confidence that graduates are well-prepared to deliver safe, evidence-based, and patient-centered care.

- If so, please identify the specialized accrediting agency:

JPU School of Nursing intends to pursue accreditation through the Commission on Collegiate Nursing Education (CCNE) following approval from the Board of Nursing and satisfaction of applicable eligibility requirements. The School of Nursing has been in communication with CCNE regarding the accreditation process and anticipated timeline for applicant and accreditation review activities.

Consistent with CCNE requirements for new nursing programs, the University plans to submit its application and request an onsite evaluation during the second semester of the accelerated three-semester program. The accreditation review is anticipated to occur prior to the graduation of the first cohort, supporting the University's goal of ensuring that students graduate from a CCNE-accredited nursing program consistent with national accreditation standards and applicable regulatory requirements.

- **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:

Not applicable

- 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?

Not applicable

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

Not applicable

7. Student Records (Institutions that have Previously Operated)

- **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.

- **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.

- **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.

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

2009

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

1,500

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

500

- **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.

- **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 CEO has overall responsibility and authority over student records.

Brent Murphy, MS, MBA, DABR
CEO
Phone: 574-232-2408
Email: bmurphy@jpu.edu

- **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.

- **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

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

No comments at this time.

- **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 sent via mail or email. Emailed transcripts are in PDF format.

- **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.

- **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									
January 1, 2027									
Institution/Location: John Patrick University of Health and Applied Sciences / South Bend, IN									
Program: Bachelor of Science in Nursing									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2027	FY2028	FY2029	FY2030	FY2031	
Enrollment Projections (Headcount)									
	Full-Time			30	90	120	150	180	
	Part-Time			0	0	0	0	0	
	Total			30	90	120	150	180	
Enrollment Projections (FTE*)									
	Full-Time			30	120	150	150	180	
	Part-Time			0	0	0	0	0	
	Total			30	120	150	150	180	
Degrees Conferred Projections				0	60	90	90	90	
Degree Level: ABSN									
CIP Code: - 51.3801; State – 51.3801									
FTE Definitions:									
Graduate Level: 34 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:

Betsy Datema

STUDENT:

Datema, Betsy

Student ID: 2023000025

Birthdate: Dec 6, 1982

Enrollment Date: Jan 11, 2027

Degrees/Certificates

Bachelor of Science in Nursing

Granted 12/20/2027

Transcript**2026-2027: Spring 2027: Session A - 01/11/2027 - 03/01/2027**

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG300	Health Promotion, Prevention, and Well Being	1.00	1.00	B	3.00
NRSG301	Essential of the Nursing Role	1.00	1.00	A	4.00
NRSG302	Pathophysiology and Pharmacology I: Core Concepts	1.50	1.50	A	6.00
NRSG303	Foundations of Patient Centered Nursing Science	3.00	3.00	B	9.00
Totals		6.50	6.50	Term GPA: 3.38	Cum. GPA: 3.38

2026-2027: Spring 2027: Session B - 03/08/2027 - 04/26/2027

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG304	Adult Nursing: Clinical Applications in Practice I	2.00	2.00	A	8.00
NRSG305	Pathophysiology and Pharmacology II: Alterations in Health	1.50	1.50	B	4.50
NRSG306	Health Assessment	3.00	3.00	A	12.00
NRSG307	Ambulatory: Outpatient Care Delivery	1.00	1.00	B	3.00
NRSG308	Clinical Judgement Intensive I: Foundations for Safe Practice	2.00	2.00	A	8.00
Totals		9.50	9.50	Term GPA: 3.74	Cum. GPA: 3.59

2026-2027: Summer 2027: Session A - 05/03/2027 - 06/21/2027

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG400	Pathophysiology and Pharmacology I: Therapeutic Interventions	1.50	1.50	A	6.00
NRSG401	Adult Nursing: Clinical Applications in Practice II	2.00	2.00	A	8.00
NRSG402	Evidence Based Nursing Practice	2.00	2.00	A	8.00
NRSG403	Adult and Geriatric Practicum	2.00	2.00	B	6.00
Totals		7.50	7.50	Term GPA: 3.73	Cum. GPA: 3.64

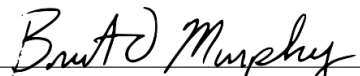
2026-2027: Summer 2027: Session B - 06/28/2027 - 08/16/2027

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG351	Foundational Human Genetics and Genomics in Healthcare	2.00	2.00	A	8.00
NRSG404	Behavioral and Mental Health Nursing	2.00	2.00	A	8.00
NRSG405	Mental Health Practicum	1.00	1.00	B	3.00
NRSG406	Pathophysiology and Pharmacology II: Therapeutic Interventions	1.50	1.50	B	4.50
NRSG407	Community and Population Health Nursing	2.00	2.00	B	6.00
NRSG408	Community Health Practicum	1.00	1.00	A	4.00
NRSG409	Clinical Judgement Intensive II: Applied Clinical Decision Making	1.00	1.00	A	4.00
Totals		10.50	10.50	Term GPA: 3.57	Cum. GPA: 3.62



Elizabeth M. Datema

Vice President of Operations



Brent D. Murphy, MS, MBA, DABR

CEO

2027-2028: Fall 2027: Session A - 09/06/2027 - 10/25/2027

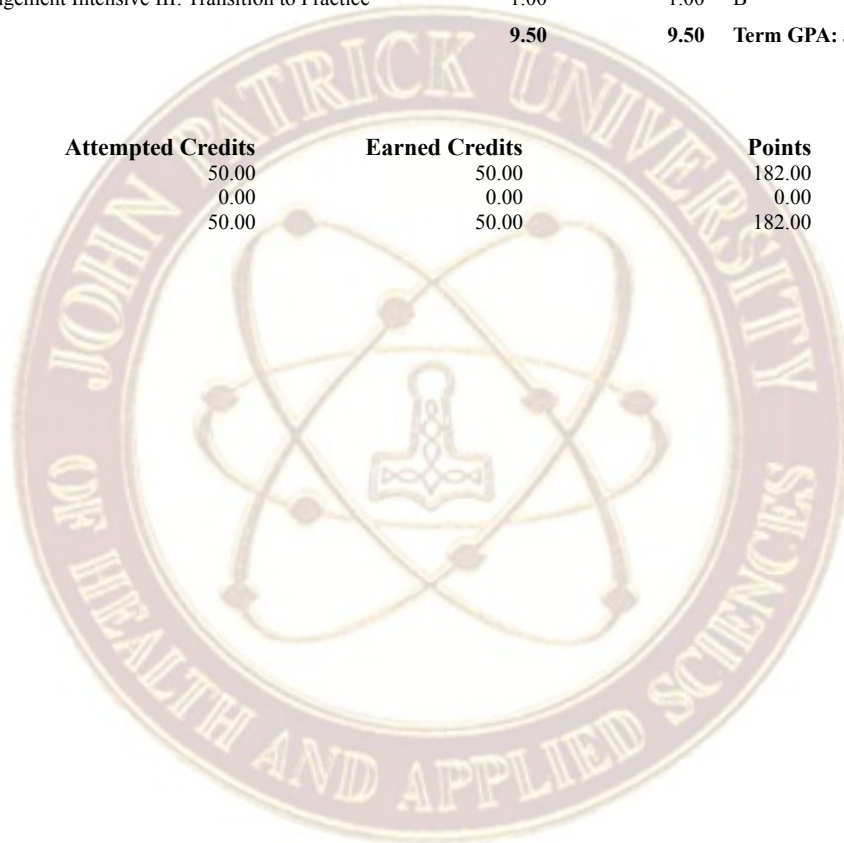
Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG410	Practice Synthesis I: Entry to Nursing Practice	0.50	0.50	A	2.00
NRSG411	Reproductive and Maternal Health	2.00	2.00	A	8.00
NRSG412	Pediatric and Family Nursing	2.00	2.00	A	8.00
NRSG413	Maternal, Newborn and Pediatric Practicum	1.00	1.00	A	4.00
NRSG414	Health Policy, Leadership, and Professional Advocacy	1.00	1.00	A	4.00
Totals		6.50	6.50	Term GPA: 4.00	Cum. GPA: 3.68

2027-2028: Fall 2027: Session B - 11/01/2027 - 12/20/2027

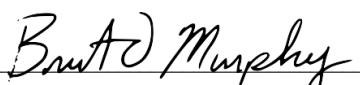
Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG358	Diagnostic Imaging in Healthcare	2.00	2.00	A	8.00
NRSG415	Practice Synthesis II: Professional Project	0.50	0.50	A	2.00
NRSG416	Critical Care and Complex Health Management	3.00	3.00	B	9.00
NRSG417	Integrated Practicum	2.00	2.00	A	8.00
NRSG418	Healthcare Systems, Informatics, and Interprofessional Practice	1.00	1.00	B	3.00
NRSG419	Clinical Judgement Intensive III: Transition to Practice	1.00	1.00	B	3.00
Totals		9.50	9.50	Term GPA: 3.47	Cum. GPA: 3.64

Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	50.00	50.00	182.00	3.64
Transfer	0.00	0.00	0.00	0.00
Overall	50.00	50.00	182.00	3.64




 Elizabeth M. Datema
 Vice President of Operations


 Brent D. Murphy, MS, MBA, DABR
 CEO

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

Program Details	
Degree Award Level ² :	Master of Nursing
Mode of Delivery (In-person, Online, or Blended ³):	Blended
Career Relevant/Out-of-Classroom Experiences ⁴ :	Clinical Internship
Suggested CIP Code for Program:	51.3801
Author Details	
Name of Person Preparing this Form:	Betsy Datema & Elaine Fisher, Ph.D., RN, CNE
Telephone Number and Email Address:	574-232-2408 x 211 bdatema@jpu.edu
Date the Form was Prepared (Use date last revised):	12/18/2025 Revised 2026.02.20



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 hybrid Accelerated Master of Nursing (Entry into Practice) program is designed to prepare competent, practice-ready nurses who are equipped to deliver safe, evidence-based care, and contribute to improved patient outcomes. Created for second-degree students seeking an accelerated pathway into professional nursing, the program's goal is to expand access to the profession and address the nursing workforce shortage through an innovative, high-quality educational model at the prelicensure entry-level.

The program is structured as a 12-month, three-semester, 50-credit hour curriculum that integrates didactic, clinical, and simulation-based learning. Coursework is delivered in both synchronous and asynchronous formats, allowing flexibility while maintaining engagement and accountability. Students participate in onsite boot camps or intensives for hands-on skill development, competency-based assessment, and complete clinical experiences within the communities where they live and intend to practice, supporting workforce retention and community alignment. This design ensures that graduates enter the profession well-prepared for licensure and immediate transition to practice as nursing leaders.

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

1. Integrate clinical reasoning, evidence, and patient preferences to deliver safe, high-quality, patient-centered care. *Domain 1 Knowledge for Nursing Practice, Domain 2 Person-Centered Care*
2. Translate current evidence and research into clinical decision-making and quality improvement initiatives. *Domain 4 Scholarship for the Nursing Discipline, Domain 5 Quality and Safety*
3. Use information systems, data, and technology to enhance clinical decision-making and promote safe, efficient care. *Domain 8 Informatics & Healthcare Technologies*
4. Apply leadership principles and systems thinking to promote high-quality, equitable, and cost-effective care to individuals and groups. *Domain 2 Person-Centered Care, Domain 3 Population Health, Domain 5 Quality & Safety, Domain 7 Systems-Based Practice*
5. Collaborate effectively within interprofessional teams to ensure safe, coordinated, and compassionate care. *Domain 2 Person-Centered Care, Domain 6 Interprofessional Partnerships*
6. Model professional nursing values, ethical reasoning, and commitment to diversity, equity, and inclusion. *Domain 9 Professionalism, Domain 10 Personal, Professional, and Leadership Development*

These learning outcomes are aligned with the American Association of Colleges of Nursing (AACN) and *The Essentials Competencies for Professional Nursing Education* (2021).

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: 50		Check one:		
		Quarter Hours ☐	Semester Hours ☒	Clock Hours ☐
Tuition: \$72,000		Length of Program: 2 years		
Special Fees: \$300 (\$100 in fees per semester)				

<u>SPECIALTY COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
NRSG500	Health and Wellness Promotion Across the Lifespan	1
NRSG501	Introduction to Professional Nursing Roles and Values	2
NRSG502	Pathophysiology and Pharmacology: Introduction to Principles for Safe Practice I	1.5
NRSG503	Foundations of Nursing Practice: Safety, Skills, and Clinical Judgement	3
NRSG504	Care of Adults and Geriatric Adults I: Managing Acute and Chronic Conditions	2
NRSG505	Pathophysiology and Pharmacology: Introduction to Principles for Safe Practice II	1.5
NRSG506	Comprehensive Health Assessment and Clinical Reasoning	3
NRSG507	Caring for Populations in Ambulatory Care Settings	1
NRSG508	Clinical Judgement Bootcamp I: Foundations of Safe Practice	2
NRSG600	Pathophysiology and Pharmacology: Advanced Therapeutic Interventions I	1.5
NRSG601	Care of Adults and Geriatric Adults II: Managing Acute and Chronic Conditions	2
NRSG602	Evidence-Based Practice and Scholarly Inquiry	2
NRSG603	Clinical: Adult and Geriatric Care	2
NRSG604	Behavioral Health Nursing: Promoting Mental Wellness	2
NRSG605	Clinical: Mental Health and Wellness	0.5

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
NRSG606	Pathophysiology and Pharmacology: Advanced Therapeutic Interventions II	1.5
NRSG607	Public Health: Promoting Community Wellness	2
NRSG608	Clinical: Community Health and Wellness	1
NRSG609	Clinical Judgement Bootcamp II: Application and Integration	2
NRSG610	Capstone Seminar I: Integrating Evidence and Clinical Judgement	1
NRSG611	Reproductive and Women's Health Across the Lifespan	2
NRSG612	Nursing Care of Children and Adolescents	2
NRSG613	Clinical: Women's Health, Maternal, and Pediatric Care	1
NRSG614	Leadership, Management, and Policy in Healthcare Systems	2
NRSG615	Capstone Seminar II: Transition to Professional Practice	1
NRSG616	Care for Critically Ill and Medically Complex Patients	3
NRSG617	Clinical: Advanced Practice Integration	1.5
NRSG618	Health Systems, Informatics, and Interprofessional Collaboration	1
NRSG619	Professional Competency and Transition to Practice Bootcamp	2
	Total	50

<u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	Not applicable	
<u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>

Number of Credit/Clock Hrs. in Specialty Courses: 50 / 50 Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: 0 / 50 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 Pharmaceuticals

- 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: 9	Full-time: 7	Part-time: 2
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL ORDER.</u>)		

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
Coombe, Ashley, PhD, RN	PhD Nursing Science, MS Nursing Education, BS Nursing	33	0	18	X	
Csaky, Wanda, DNP, APRN	Doctor of Nursing Practice, MS Nursing, BS Nursing	31	0	12	X	
Fisher, Elaine, PhD, RN	PhD Nursing, MS Nursing, BS Nursing	47	0	40		X
Haynes-Ferere, Angela, DNP, APRN	Doctor of Nursing Practice, MS Nursing, BS Nursing	15	0	15	X	
Horigan, Ann, PhD, APRN	PhD Nursing, MS Nursing, BS Nursing	26	0	17	X	
Swanson, Susan, DNP, RN	Doctor of Nursing Practice, MS Nursing, BS Nursing	47	0	8		X
Tanner, Tamara, EdD, RN	EdD Education, MS Nursing, BS Nursing	30	0	7	X	
Todd, Julianne, PhD, RN	PhD Genetics/Depression, BS Nursing, BS Psychology	9	0	7	X	
Womack, Deanna, DNP, APRN	Doctor of Nursing Practice: Leadership in Healthcare, MSN Midwifery, Master of Public Health, BS Nursing	40	0	20	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 supply-and-demand data nationwide indicates a significant and continuing need for RNs across the United States. According to the American Association of Colleges of Nursing (AACN), the U.S. workforce of RNs was projected to grow from approximately 3.1 million in 2022 to 3.3 million by 2032 — but even with that growth there are approximately 193,100 openings each year through 2032 once retirements and workforce exits are factored in ([AACN](#)). The U.S. Bureau of Labor Statistics (BLS) projects average annual openings of around 189,100 RNs per year between 2024 and 2034 [US Bureau of Labor Statistics](#).

Contributors to this demand include the aging population (increased chronic disease, comorbidities, higher acuity), retirements of experienced RNs, and expansion of care settings. Although still substantial, growth in hospitals is slower than other expanded areas of practice such as home health, long-term care and home health settings, outpatient and ambulatory care, clinics, and public health/community health particularly in rural and underserved areas.

The nursing labor market remains tight nationwide, with shortages varying by geography; Indiana is among the states with sustained gaps. Current Indiana indicators include approximately 4,300 open nursing positions annually, a projected need for 5,000 additional RNs by 2031, hospital vacancy rates of 10–15%, and a concentration of shortages in several high-need counties. [Nurse Journal](#) reports a projected Indiana RN Employment Growth between 2018-2028 of 12.4%. Based on current completion rates, Indiana would need to produce roughly 1,300 more nursing graduates each year. This growth is driven by aging demographics, higher patient acuity, care-setting shifts, and retirements/role transitions.

An accelerated, competency-based program provides a timely, evidence-based solution to expand access for second-degree and career-changing students while efficiently addressing workforce shortages both within the state and nationally. The demand for nurses remains among the highest in healthcare, with strong career prospects across hospitals, outpatient, telehealth, and community-based settings. Establishing such an innovative program within the state will strengthen healthcare systems, retain local talent, and ensure sustainable access to quality care.

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 mission of the John Patrick University of Health and Applied Science—to develop skills and competencies through personal involvement of students with faculty and staff toward achieving technical expertise for success—aligns directly with the mission and goals of the proposed accelerated Master of Nursing (Entry into Practice) program.

This innovative, fast-track online program embodies the mission by equipping second-career students with the advanced knowledge and evidence-based competencies needed to enter professional nursing practice rapidly and confidently. Through a blend of online coursework, immersive intensives, and community-based clinical experiences, the program fosters collaboration, technical proficiency, and critical thinking—core elements of the institution’s mission.

The resources required to launch this program—including experienced faculty, student success supports, library resources, clinical partnerships, and online learning and IT platforms—are well-

developed and fully aligned with the university's mission and the growing demand for innovative nursing education. Established institutional policies and processes further ensure the capacity to rapidly develop, approve, and implement this program in response to the state's and national nursing workforce needs.

- 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 mission of the Master of Nursing program is to develop advanced skills and professional competencies through active engagement of students with faculty, staff, and clinical partners. Through this collaborative and supportive learning environment, the program prepares graduates for entry into professional nursing practice, fostering critical thinking, clinical excellence, ethical leadership, and a commitment to lifelong learning and compassionate patient care.

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](#)?

The proposed program offers a rigorous, master's-level credential that directly aligns with workforce demand and advances Indiana's goal of increasing successful program completion. Its flexible online and hybrid design—with intensive on-site boot camps and clinical placements in students' home communities—supports workforce retention and helps graduates serve local and underserved regions. The program engages adult, second-degree learners through pathways that honor prior education and experience, expanding equitable access for veterans and returning learners. Through nursing workforce development that enhances economic and social mobility, and by leveraging established institutional resources, the program provides an efficient, responsive mechanism to meet both state workforce needs and the goals of the HOPE Agenda.

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](#)?

By offering a master's-level nursing credential tailored to second-career students, this program directly advances the HOPE Agenda goal of "measurable distinction in economic and social mobility and prosperity outcomes" by providing an accessible, high-value pathway into the healthcare workforce. In Indiana, the average registered nurse earns approximately \$68,890 annually, compared to the statewide average wage of \$50,440 [Nursejournal.org+2Incredible Health+2](#), allowing graduates to enter a profession that delivers upward income mobility, economic security, and meaningful community impact. The salary range for nurses in Indiana is \$62,400 to \$114,259, and for nurses with a Master's Degree the range is \$103,000 to \$113,000 in non APRN roles. A graduate credential also resonates with mid-career professionals seeking advancement, offering leadership preparation and a master's foundation that supports seamless transition into Nurse Practitioner, Doctor of Nursing Practice, or nursing leadership roles—reinforcing long-term career growth and contribution to the state's healthcare capacity.

d. **Evidence of Labor Market Need**

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

National Level

- The Health Resources & Services Administration (HRSA) projects a shortage of approximately 207,980 full-time equivalent (FTE) RNs by 2037, representing about a 6 % shortfall nationwide [HRSA Health Workforce: Nurse Workforce Projections, 2022-2037](#).
- The Bureau of Labor Statistics (BLS) projects ~193,100 annual openings for RNs in the U.S. through 2032 (growth + replacements) — pointing to continued strong entry demand- [AACN](#).

Indiana State Level

- The Indiana Hospital Association reports Indiana currently has ~4,300 job openings for nurses each year, and projects a need for an additional ~5,000 nurses by 2031 to meet demand- [IHA Connect](#).
- Based on that projection, Indiana would need to graduate approximately 1,300 additional nurses per year to close the gap – [Indiana Capital Chronicle](#).
- Indiana employment data: RNs in Indiana are projected to grow ~5 % between 2022 and 2032 (from ~67,390 to ~71,020), with ~4,090 annual openings over that period- [O*NET OnLine](#).

Regional Need

- Midwest states (including Indiana and bordering states) are part of a national pattern where a projected ~6% shortage of full-time equivalent RNs is expected by 2037 — equating to ~207,980 FTEs across the U.S. – [HRSA Health Workforce: Nurse Workforce Projections, 2022-2037](#).
- Some states in the Midwest show uneven supply-demand- surplus in some areas. The underlying caution is that local shortages still exist, especially in rural or underserved areas [Nightingale College](#).

e. **Placement of Graduates**

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

Graduates can expect to find employment in direct clinical practice and entry-level leadership roles across a range of settings, including hospitals/acute care, outpatient and ambulatory clinics, community and public health agencies, as well as skilled nursing and long-term care 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.

This program is not intended to serve as a feeder for graduate education. However, graduates are academically prepared and well positioned to pursue advanced practice roles or doctoral study should they elect to continue their professional education.

f. **Job Titles**

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

Registered Nurse, Nurse Manager, Director of Nursing, Chief Nursing Officer, Quality Improvement Coordinator, Nurse Educator, Clinical Educator, Simulation Lab Coordinator, Nursing Informatics Specialist, Clinical System Analyst, Health IT Lead Nurse, Public Health Nurse, Community Health Educator, Policy Analyst, Nurse Case Manager, Patient Care Coordinator, Clinical Research Nurse, Policy Advisor, Insurance Nurse, Clinical Faculty.

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.

Program Outcomes

The following are outcome-focused goals of the online accelerated Master of Nursing program.

1. *Prepare Practice-Ready, Competent Nurses*
Prepare competent, prepared, entry-level nurses who demonstrate clinical competence, critical thinking, and sound professional judgment to provide safe, effective, and evidence-based care in diverse healthcare settings.
2. *Accelerate Learning and Maintain Academic Excellence*
Leverage prior academic and professional experiences of second-degree students to support accelerated progression through a rigorous, evidence-based curriculum while maintaining the highest standards of quality, integrity, and depth of learning.
3. *Develop Advanced Clinical Judgment and Systems Thinking*
Cultivate advanced clinical judgment and decision-making skills for complex care scenarios by preparing graduates to collaborate effectively within intra- and interprofessional teams and to apply health informatics and system-level strategies that optimize patient outcomes and promote population health.
4. *Advance Leadership, Professionalism, and Lifelong Learning*
Promote leadership, ethical practice, adaptability, and a commitment to lifelong learning, scholarly inquiry, and the integration of technology to prepare graduates for entry-level practice, advanced practice, graduate education, and leadership roles within evolving healthcare systems.
5. *Promote Inquiry, Equity, Compassion, and Workforce Readiness*
Foster inquiry, equity, compassion, and patient-centered care through experiential, interprofessional, and community-based learning experiences that strengthen social accountability, cultural responsiveness to diverse populations, and preparedness to address local and national nursing workforce needs.
6. *Address Nursing Workforce Shortages and Strengthen Health Systems*
Prepare practice-ready nurses to meet critical workforce needs across diverse care settings, thereby improving access, quality, and capacity within the healthcare system.

The nursing graduate outcomes (end of program learner outcomes) are aligned with The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021).

- Integrate clinical reasoning, evidence, and patient preferences to deliver safe, high-quality, patient-centered care.
 - *Domain 1 Knowledge for Nursing Practice, Domain 2 Person-Centered Care*
- Translate current evidence and research into clinical decision-making and quality improvement initiatives.
 - *Domain 4 Scholarship for the Nursing Discipline, Domain 5 Quality and Safety*
- Use information systems, data, and technology to enhance clinical decision-making and promote safe, efficient care.
 - *Domain 8 Informatics & Healthcare Technologies*
- Apply leadership principles and systems thinking to promote high-quality, equitable, and cost-effective care to individuals and groups.
 - *Domain 2 Person-Centered Care, Domain 3 Population Health, Domain 5 Quality & Safety, Domain 7 Systems-Based Practice*
- Collaborate effectively within interprofessional teams to ensure safe, coordinated, and compassionate care.
 - *Domain 2 Person-Centered Care, Domain 6 Interprofessional Partnerships*
- Model professional nursing values, ethical reasoning, and commitment to diversity, equity, and inclusion.
 - *Domain 9 Professionalism, Domain 10 Personal, Professional, and Leadership Development*

b. Civic Responsibility and Commitment

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

The proposed program cultivates civic responsibility and reinforces the core values of American society through its curriculum design, clinical experiences, and stated program objectives. Specifically, the curriculum promotes ethical reasoning, professionalism, and commitment to diversity and serving underserved populations. Community engagement and public health are key components in the stated objectives of the program as well.

c. Assessments

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

The following strategies are used to assess mastery of competencies and end of program learning outcomes: course examinations & quizzes, standardized exams using the NextGen framework, pharmacology dosage calculation tests, skills and assessment check-offs/return demonstrations, critical-thinking simulation assessments, simulation debriefing, team-based interprofessional exercises, faculty/preceptor/student (self) evaluations, presentations, unfolding case studies, written works, and culminating capstone project.

Additionally, we will monitor post-graduation metrics - NCLEX-RN first-time pass rates, employment rates, completion rates, and alumni and employer surveys.

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 Master of Nursing curriculum is designed to meet all licensure requirements as defined by the National Council of State Boards of Nursing. A key component of these requirements is the completion of an *approved nursing education program* that provides both didactic and supervised clinical instruction to ensure graduates are prepared for safe and effective entry-level practice.

Development of the curriculum is guided by and fully aligned with the Indiana statutes and rules governing nursing education to ensure consistency with state standards for prelicensure nursing programs. The program aligns with **848 IAC 1-2-16** (Curriculum and Content Requirements) and **848 IAC 1-2-17** (Curriculum for Registered Nurse Programs), ensuring full compliance with prescribed academic and clinical standards. In addition, the program meets the clinical experience requirements outlined in **848 IAC 1-2-19** and adheres to the supervisory and preceptorship requirements for faculty as specified in **848 IAC 1-2-12**.

Graduates of the Master of Nursing program are required to obtain state licensure to practice as registered nurses in Indiana. This program prepares graduates to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Upon successful completion of the examination, graduates may apply for licensure with the Indiana State Board of Nursing or a respective board in the state where they intend to practice.

- The specific license(s) needed:

Registered Nurse (RN) license

- The State agency issuing the license(s):

Indiana Professional Licensing Agency- Profession- Nursing

c. **Professional Certification**

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

RN License

- 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. The program aligns with national and state standards for the practice of professional nursing. Graduates will be eligible to obtain Registered Nurse (RN) licensure, which is required for employment in nursing roles and provides strong prospects for advancement across a diverse range of roles and healthcare settings within Indiana and beyond.

- If so, please identify

Beginning licensed registered nurses have opportunities to practice in a wide range of roles, including direct patient care, care coordination, health education, and quality improvement. Employment settings extend across hospitals, outpatient and ambulatory care centers, community and public health agencies, home health, long-term care, and rehabilitation facilities. Increasingly, new graduates also enter emerging areas such as telehealth, population health, health industry, and clinical informatics.

- Each specific professional certification:

Not applicable

- The national organization issuing each certification:

National Council of State Boards of Nursing (NCSBN) – nursing regulatory body that develops and administers the National Council Licensure Examination (NCLEX-RN).

- Please explain the rationale for choosing each professional certification:

This is the primary professional certification available to prelicensure nurses and is required for entry into professional nursing practice. Students and graduates may pursue additional specialty certifications focused on clinical practice, which typically require a specified number of clinical practice hours in addition to advanced knowledge in a specified area or further advance their education, to become advanced practice nurses (APRN) i.e., nurse practitioner or nurse anesthesia.

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

All program courses must be successfully completed to be eligible for professional licensure as a registered nurse. Each semester is divided into two halves, allowing students to focus, build knowledge progressively, and integrate concepts across courses.

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

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

Yes

- If so, please identify:

The curriculum is developed in accordance with national and state standards for professional nursing practice and incorporates current industry best practices. It aligns with the American Association of Colleges of Nursing (AACN) Essentials (2021), the National Council of State Boards of Nursing (NCSBN) requirements for prelicensure education, and the Indiana State Board of Nursing standards for curriculum and clinical instruction. Evidence-based practice, interprofessional collaboration, quality and safety standards, and the integration of technology in care delivery are embedded throughout the curriculum to ensure graduates are prepared for safe, competent, and contemporary nursing practice.

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

The professional nursing industry standards and best practices incorporated include:

The American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education (2021), which define national standards for nursing curriculum design and expected graduate competencies.

The National Council of State Boards of Nursing (NCSBN) standards for prelicensure education, including preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The Indiana State Board of Nursing rules and regulations governing curriculum, clinical education, and faculty qualifications (848 IAC 1-2-12, 16, 17, and 19).

Current evidence-based practice guidelines, quality and safety standards, and interprofessional collaboration models that reflect industry expectations for contemporary nursing practice.

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

The American Association of Colleges of Nursing (AACN) and the National Council of State Boards of Nursing (NCSBN)

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.

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?

Accreditation is voluntary, however prospects for employment and advancement are impacted if not graduating from an accredited program. Accreditation by the Commission on Collegiate Nursing Education (CCNE) affirms the program's commitment to excellence and accountability in nursing education. It signals to students, employers, and academic partners that the program meets rigorous national standards for curriculum, faculty qualifications, clinical practice, and outcomes. Accreditation ensures eligibility for federal funding and financial aid, facilitates licensure and credentialing recognition across states, and allows graduates to pursue advanced nursing degrees without barriers. It also enhances the institution's reputation with healthcare employers and clinical partners, reflecting confidence that graduates are well-prepared to deliver safe, evidence-based, and patient-centered care.

- If so, please identify the specialized accrediting agency:

The Commission on Collegiate Nursing Education (CCNE) Accreditation will be pursued in the second semester of the program initiation. An onsite accreditation review must occur prior to the graduation of the first cohort. This ensures that students are considered graduates of an accredited nursing program, consistent with accreditation and regulatory requirements.

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:

Not applicable

- 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?

Not applicable

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

Not applicable

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 CEO has overall responsibility and authority over student records.

Brent Murphy, MS, MBA, DABR

CEO

Phone: 574-232-2408

Email: bmurphy@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 sent 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									
September 1, 2026									
Institution/Location: John Patrick University of Health and Applied Sciences / South Bend, IN									
Program: Master of Nursing									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2026	FY2027	FY2028	FY2029	FY2030	
Enrollment Projections (Headcount)									
	Full-Time			30	120	150	150	180	
	Part-Time			0	0	0	0	0	
	Total			30	120	150	150	180	
Enrollment Projections (FTE*)									
	Full-Time			30	120	150	150	180	
	Part-Time			0	0	0	0	0	
	Total			30	120	150	150	180	
Degrees Conferred Projections				0	60	90	90	90	
Degree Level: MN									
CIP Code: - 51.3801; State – 51.3801									
FTE Definitions:									
Graduate Level: 34 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 BPE

STUDENT:

Datema, Betsy

Student ID: 2023000025

Birthdate: Dec 6, 1982

Enrollment Date: Sep 7, 2026

Degrees/Certificates

Master of Nursing

Granted 8/16/2027

Transcript

2026-2027: Fall 2026: Session A - 09/07/2026 - 10/26/2026

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG500	Health and Wellness Promotion Across the Lifespan	1.00	1.00	A	4.00
NRSG501	Professional Nursing Roles and Values	2.00	2.00	A	8.00
NRSG502	Pathophysiology and Pharmacology I	1.50	1.50	B	4.50
NRSG503	Nursing Practice: Safety, Skills, and Clinical Judgment	3.00	3.00	A	12.00
Totals		7.50	7.50	Term GPA: 3.80	Cum. GPA: 3.80

2026-2027: Fall 2026: Session B - 11/02/2026 - 12/21/2026

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG504	Adult and Geriatric Nursing I: Acute and Chronic Conditions	2.00	2.00	B	6.00
NRSG505	Pathophysiology and Pharmacology II	1.50	1.50	A	6.00
NRSG506	Health Assessment and Clinical Reasoning	3.00	3.00	A	12.00
NRSG507	Caring for Populations in Ambulatory Care Settings	1.00	1.00	A	4.00
NRSG508	Clinical Judgment Bootcamp I: Safe Practices	2.00	2.00	A	8.00
Totals		9.50	9.50	Term GPA: 3.79	Cum. GPA: 3.79

2026-2027: Spring 2027: Session A - 01/11/2027 - 03/01/2027

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG600	Pathophysiology and Pharmacology: Advanced Therapeutics I	1.50	1.50	B	4.50
NRSG601	Adult and Geriatric Nursing II: Acute and Chronic Conditions	2.00	2.00	B	6.00
NRSG602	Evidence-Based Practice and Scholarly Inquiry	2.00	2.00	A	8.00
NRSG603	Clinical: Adult and Geriatric Care	2.00	2.00	A	8.00
Totals		7.50	7.50	Term GPA: 3.53	Cum. GPA: 3.71

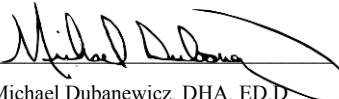
2026-2027: Spring 2027: Session B - 03/08/2027 - 04/26/2027

Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG604	Behavioral Health Nursing: Promoting Mental Wellness	2.00	2.00	A	8.00
NRSG605	Clinical: Mental Health and Wellness	0.50	0.50	A	2.00
NRSG606	Pathophysiology and Pharmacology: Advanced Therapeutics II	1.50	1.50	A	6.00
NRSG607	Public Health: Promoting Community Wellness	2.00	2.00	A	8.00
NRSG608	Clinical: Community Health and Wellness	1.00	1.00	A	4.00
NRSG609	Clinical Judgment Bootcamp II: Application and Integration	2.00	2.00	A	8.00
Totals		9.00	9.00	Term GPA: 4.00	Cum. GPA: 3.79



Elizabeth M. Datema

Office of the Registrar



Michael Dubanewicz, DHA, ED.D

President

2026-2027: Summer 2027: Session A - 05/03/2027 - 06/21/2027

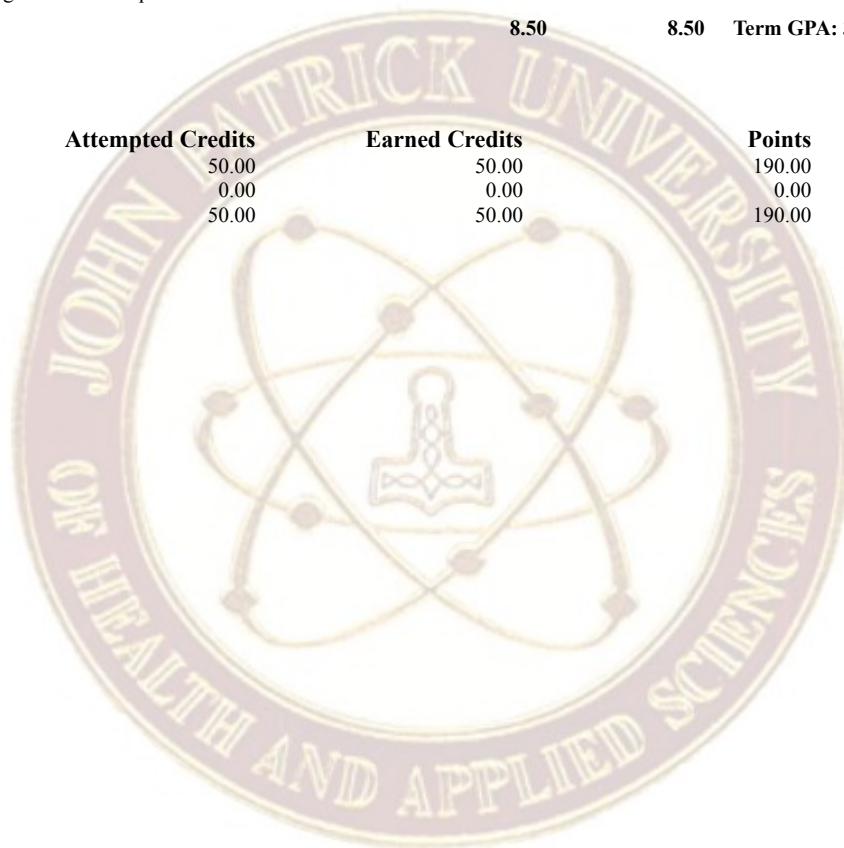
Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG610	Capstone Seminar I: Integrating Evidence and Clinical Judgment	1.00	1.00	A	4.00
NRSG611	Reproductive and Women's Health Across the Lifespan	2.00	2.00	A	8.00
NRSG612	Nursing Care of Children and Adolescents	2.00	2.00	A	8.00
NRSG613	Clinical: Women's Health, Maternal, and Pediatric Care	1.00	1.00	A	4.00
NRSG614	Leadership, Management, and Policy in Healthcare Systems	2.00	2.00	A	8.00
Totals		8.00	8.00	Term GPA: 4.00	Cum. GPA: 3.83

2026-2027: Summer 2027: Session B - 06/28/2027 - 08/16/2027

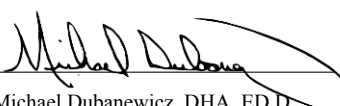
Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG615	Capstone Seminar II: Transition to Professional Practice	1.00	1.00	A	4.00
NRSG616	Care for Critically Ill and Medically Complex Patients	3.00	3.00	B	9.00
NRSG617	Clinical: Advanced Practice Integration	1.50	1.50	A	6.00
NRSG618	Health Systems, Informatics, and Interprofessional Collaboration	1.00	1.00	A	4.00
NRSG619	Clinical Judgment Bootcamp III: Transition to Practice	2.00	2.00	A	8.00
Totals		8.50	8.50	Term GPA: 3.65	Cum. GPA: 3.80

Cumulative

	Attempted Credits	Earned Credits	Points	GPA
Resident	50.00	50.00	190.00	3.80
Transfer	0.00	0.00	0.00	0.00
Overall	50.00	50.00	190.00	3.80




 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

Tuesday, September 1, 2026

DECISION ITEM B-2:

South College:

One Master's Degree Program to be Offered at One Location

Institutional Profile

See Attachment

Staff Recommendation

That the Board for Proprietary Education approves the Master of Health Science in Physician Assistant Studies in accordance with the background discussion in this agenda item and the New Program Proposal.

Background

Degree Program Profile

*Master of Health Science in Physician Assistant Studies
Offered at Indianapolis*

This program consists of 166 quarter credit hours, with 100 percent of the courses in the specialty. The program faculty consists of ten individuals, all of whom are full-time. Of the ten individuals, six hold a master's degree and four hold a doctoral degree.

Clinical Site Agreements

Clinical affiliation agreements for the Master of Health Science in Physician Assistant Studies program have been signed with:

- Community Health Network, Inc., MOU Signed August 2021
- Eskenazi Health, MOU Signed December 2025
- Hartland Pediatrics, MOU Signed June 2026
- Henry Community Health, MOU Signed July 2026
- Indiana Internal Medicine Consultants, MOU Signed October 2021
- Integrative Behavioral Health, MOU Signed August 2026

- Lifespring Health Systems, MOU Signed August 2026
- Meridian Medical Services, MOU Signed March 2026
- Monroe Hospital, MOU Signed July 2026
- NWI Clarity Clinic, MOU Signed August 2026
- Porter County Health Department, MOU Signed March 2026
- Schneck Memorial, MOU Signed January 2026
- Suburban Health Organization, MOU Signed January 2023
- Union Hospital, MOU Signed April 2025
- Well-Now Urgent Care, MOU Signed August 2026

Stipulations

None

Supporting Documents

New Program Proposal
Instructor Qualification Records (to be distributed)
Clinical Site Agreements (to be distributed)

Institutional Profile for South College

Background South College began as Knoxville Business College in 1882 and adopted its current name in October 2001. The institution offers over 80 certificates and degree programs both in-person and through distance education. The Indianapolis, Indiana campus received authorization from the Board for Proprietary Education (BPE) in June 2021.

Institutional Control Private, for-profit institution.

Institutional Accreditation South College is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges. SACS Commission on Colleges originally granted accreditation status in December 2000. While accreditation typically extends for 10 years, South College was re-evaluated after the institution merged with the Asheville, North Carolina campus. SACS considered South College as a new institution for re-evaluation in 2021. Reaffirmation of accreditation was granted in December 2021 for a decade.

Programmatically, the Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted accreditation for the Bachelor of Science (B.S.) in Nursing and the Master of Science (M.S.) in Nursing programs in September 2018. CCNE expanded accreditation to include the Doctor of Nursing Practice (D.N.P.) and post-graduate certificate programs in September of 2022.

Participation in NC-SARA South College has been a State Authorization Reciprocity Agreements (SARA) institutional partner since August 2015.

Participation in Student Financial Aid Students attending the institution are eligible for Title IV Federal Student Aid, as well as Indiana state financial aid programs.

Campuses SACS accredits the main South College at Knoxville, Tennessee. In addition, SACS accredits learning sites in Orlando, Florida; Atlanta, Georgia; Marietta, Georgia; Indianapolis, Indiana; Asheville, North Carolina; Pittsburgh, Pennsylvania; Knoxville (separate from the main), Tennessee; Nashville, Tennessee; and Dallas, Texas.

Enrollment The National Center for Education Statistics (NCES) reported a total Fall 2024 enrollment of 11,557 students for South College in Knoxville, Tennessee. NCES does not currently publish separate enrollment data for the Indianapolis campus.

Programs The institution offers programs at the certificate, associate, baccalaureate, master's, and doctoral levels. The Indianapolis campus offers a Certificate in Health Science, Certificate in Medical Assisting, Certificate in Practical Nursing, A.S. in Diagnostic Medical Sonography, A.S. in Health Science (Pre-Nursing), A.S. in Medical Assisting, A.S. in Nursing, A.S. in Radiography, A.S. in Surgical Technology, B.S. in Health Science, and a B.S. in Nursing.

Financial Responsibility Composite Score (FRCS) For the Fiscal Year (FY) ending September 30, 2025, the institution reported an unpublished composite score of 2.6. The most recent score published by the U.S. Department of Education (USDOE) was 2.1 for FY ending September 30, 2022.

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INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

MHS Physician Assistant Studies To Be Offered by South College at Indianapolis

Program Details	
Degree Award Level ² :	Master's Degree
Mode of Delivery (In-person, Online, or Blended ³):	In-Person
Career Relevant/Out-of-Classroom Experiences ⁴ :	Clinicals
Suggested CIP Code for Program:	51.2308
Author Details	
Name of Person Preparing this Form:	Courtney Sechler
Telephone Number and Email Address:	317-819-7910 (cmartin2@south.edu)
Date the Form was Prepared (Use date last revised):	July 9, 2026 Revised 2026.08.14



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 Master of Health Science Physician Assistant Studies program provides a competency-based graduate educational program with an ongoing commitment to academic excellence and patient-focused care. This comprehensive program is designed to be the starting pathway in the professional career for future health care providers. The program includes a 15-month didactic phase and a 12-month generalist clinical learning phase.

The program offers a comprehensive curriculum that begins with a didactic phase designed to provide a solid foundation **in patient assessment, clinical medicine, and medical, behavioral, and social sciences**. The didactic phase includes instruction in human gross anatomy, neuroanatomy, physiology, health assessment and physical examination, medical pathology and genetics, pharmacotherapeutics, clinical laboratory medicine, epidemiology and public health, clinical assessment and management, psychiatry and behavioral medicine, women's health, evidence-based medicine, radiology, clinical pediatrics, medical nutrition, emergency medicine, professional issues and health policy, clinical geriatrics, surgery, research design and methodology, and a didactic summative evaluation. This didactic phase includes a variety of learning strategies combining formal lectures, problem-based learning, practical hands-on clinical laboratory classes, clinical simulation assessment, and objective structured clinical examinations with a continuous focus on competency-based clinical skills. Students also develop strong patient communication skills and advanced critical-thinking problem-solving clinical skills.

The clinical learning phase of the Master of Health Science Program in Physician Assistant Studies follows the didactic phase. Clinical learning rotations are divided into eight six-week blocks ending with a clinical summative review course prior to graduation. Seven core clinical learning rotations are required, which include: Internal Medicine, General Surgery, Family Medicine/Geriatrics, Emergency Medicine, Women's Health, Pediatrics, and Clinical Psychiatry and Behavioral Medicine. The eighth clinical learning rotation is an elective. The clinical learning phase involves clinical practice experience in a variety of in-patient and out-patient settings and specialties. A Capstone Project is required.

Mission/Philosophy

The mission of the South College Master of Health Science in Physician Assistant Studies program is to educate highly qualified physician assistants, preparing them to become competent, compassionate, and comprehensive health care providers for clinical practice in rural and urban areas, focusing on under-served communities.

Endeavoring to provide students with a comprehensive evidence-based medical education that focuses on the future delivery of excellent health care, the program promotes the importance of health maintenance, health education, the prevention of disease, and the need for a lifelong path dedicated to continuous learning and self-assessment. The faculty strive for educational excellence as they prepare physician assistant students to think critically, communicate compassionately, and understand the

importance of collaborating in interdisciplinary health care teams to meet patient and family needs within an ever changing health care delivery system.

Vision

South College School of Physician Assistant Studies graduates will be leaders in the health care community, continuously striving for excellence in their professional endeavors.

Goals

The program has determined six primary goals essential to the achievement of the mission and vision.

1. Evaluate and select highly qualified applicants for admission to the program.
2. Provide students with a rigorous didactic curriculum that promotes lifelong learning skills and prepares them for clinical rotations.
3. Provide students with a comprehensive clinical curriculum that prepares them to pass the Physician Assistant National Certifying Exam and to become competent, compassionate, and comprehensive healthcare providers.
4. Prepare students to make significant contributions in the communities that they serve, foster their ability to improve patient care practices, and promote the PA profession.
5. Recruit and select highly qualified faculty to provide innovative education and training of students, and ongoing assessment and improvement of the program.
6. Maintain programmatic accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) through a process of continuous program self-assessment.

Roles, Competencies, and Performance Criteria Expected of Graduates from the South College Physician Assistant Program

Using appropriate competencies and psychomotor skill sets, the graduate will be able to elicit a detailed and accurate history; perform a comprehensive physical examination under the direction of a licensed physician regardless of the patient's age, sex or presenting health care problem; and provide professional patient care in the following ways:

Interpersonal & Communications Skills

- A. Communicate effectively as a health care professional.
- B. Elicit a problem-oriented and/or comprehensive history from patients appropriate for age or gender with an attitude of respect and adherence to the concepts of privileges and confidentiality.
- C. Perform a comprehensive and/or focused physical examination appropriate for the patient's age, gender, and health problem(s), based on historical information.
- D. Assess, monitor, and analyze the information database of the patient.
- E. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- F. Utilize the patient database to establish a complete problem list.

Patient Care

- A. Develop primary and differential diagnoses based on the data obtained from an appropriate history and physical exam.

- B. Identify, order, perform, and interpret appropriate diagnostic procedures or studies.
- C. Formulate and document an individual treatment/management plan for a patient appropriate for age, gender, and health problem(s) in consultation with a physician.
- D. Provide health education services to the patient, his/her family members or significant others, the public, or other health care providers.
- E. Provide education and counseling to patient and his/her family or significant others appropriate for their health care problem(s).
- F. Implement, monitor and modify the treatment/management plan for the patient appropriate for age, gender, and health problem(s).
- G. Recognize and manage life-threatening emergencies.

Professionalism

- A. Maintain the ethical code of the PA profession with respect for the diversity of patient values and beliefs as well as the complexities of team-based care.
- B. Manage ethical dilemmas specific to patient/population centered care situations.
- C. Place the interests of patients and populations at the center of interprofessional health care delivery.
- D. Be aware of limitations; seek help and advice when needed.
- E. Demonstrate professional relationships with physician supervisors and other health care providers.
- F. Recognize accountability to patients, society, and the profession.

Practice-based Learning & Improvement

- A. Possess skills for lifelong learning with appropriate use of medical resources.
- B. Possess knowledge and skills essential to incorporating into practice proven evaluation/treatment modalities, preventions and interventions, and compliance techniques.
- C. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

Systems-based Practice

- A. Effectively interact with different types of medical practice and delivery systems.
- B. Advocate for quality patient care and assist patients in dealing with system complexities.
- C. Apply leadership practices that support collaborative practice and team effectiveness.

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: 166 quarter hours		Check one:		
		Quarter Hours X	Semester Hours ☐	Clock Hours ☐
Tuition: \$12,250 per term X 9		Length of Program: 27 months (9 quarters)		
Special Fees: PA Program Fee \$495 per term				

SPECIALTY COURSES:		
Course Number	Course Title	Course Hours
PAS 5100	Clinical Anatomy	6
PAS 5120	Clinical Physiology	3
PAS 5160	Health Assessment and Physical Examination	6
PAS 5130	Professional Issues I	2
PAS 5201	Clinical Pathophysiology and Genetics	4
PAS 5262	Clinical Assessment and Management I	6
PAS 5271	Pharmacotherapeutics I	3
PAS 5210	Clinical Laboratory Medicine	2
PAS 5240	Essentials of EKG	2
PAS 5250	Essentials of Radiology	2
PAS 5355	Medical Wellness	2
PAS 5362	Clinical Assessment and Management II	6
PAS 5371	Pharmacotherapeutics II	3
PAS 5330	Public Health	2

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
PAS 5340	Women's Health	3
PAS 5382	Essentials of Cardiology	3
PAS 5441	Emergency Medicine	4
PAS 5462	Clinical Assessment and Management III	6
PAS 5471	Pharmacotherapeutics III	2
PAS 5420	Clinical Pediatrics	3
PAS 5410	Psychiatry and Behavioral Medicine	2
PAS 5445	Evidence-Based Medicine	1
PAS 5500	Professional Issues II	2
PAS 5531	Fundamentals of Surgery	5
PAS 5521	Clinical Geriatrics	3
PAS 5530	Research Design and Methodology	1
PAS 5561	Didactic Summative Evaluation	4
PAS 5610	Internal Medicine - Clinical	9
PAS 5620	Surgery - Clinical	9
PAS 5630	Family and Geriatric Medicine - Clinical	9
PAS 5640	Emergency Medicine - Clinical	9
PAS 5650	Women's Health - Clinical	9
PAS 5660	Pediatrics – Clinical	9
PAS 5671	Clinical Psychiatry and Behavioral Medicine - Clinical	9
PAS 5680	Elective - Clinical	9
PAS 5691	Clinical Summative Review	3
PAS 5701	Capstone Research Project	3
<u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
NA		

Number of Credit/Clock Hrs. in Specialty Courses: 166 / 166 Percentage: 100%

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

If applicable:

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

See Appendix A for Major Course Descriptions

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:**

The South College Library collection is provided in digital format with only a small number of holdings in physical copy. This allows for maximum access for students and faculty. The Department of Library Services employs ten full-time librarians to support student learning at all campuses and online. Librarians are available in person, through the library's Virtual Reference desk, and via phone, email, or Zoom appointments. A full-time Library Technician is employed at each learning site that does not have an on-ground librarian to provide services to students in the Resource Centers. The Resource Center Library Technician for the Indianapolis campus is responsible for the day-to-day operations of the Resource Center on campus, providing assistance with library resources, circulation duties, and clerical duties including statistics tracking and making ID cards. The Library Technician helps students and faculty with research and refers them to a librarian for additional assistance as appropriate. The library technician also assists students with navigating Canvas. The Resource Center for the Indianapolis campus is located on the first floor of the facility.

Hours of the Resource Center:

Monday – Thursday 8:00am – 7:00pm

Friday 8:00am – 5:00pm

Saturday 9:00am – 12:00pm

Staffed Hours:

Monday – Friday 8:00am – 5:00pm

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

The library serves the mission of South College by providing users with access to a broad range of information and learning resources. The library collection is made up of print and electronic books, print and electronic journals, other periodicals, CDs, DVDs, streaming videos, and online databases. The library subscribes to 133 databases and journal collections which include access to over 107,000 online, full-text journals, magazines, newspapers, and other publications. In addition to full text, the library databases include over 185,000 streaming videos from feature films to news clips, documentaries, and performing arts. In addition to 7,000 books in the print collections, the library has

access to over 340,000 full text electronic books. To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and Lyrasis. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth. The library reviews materials borrowed through reciprocal agreements for addition to the library collection as appropriate.

South College Library Website: <https://library.south.edu/home>

The library and its collections have continued to grow over the years to adequately support all graduate and undergraduate curricula, including business, computer science, engineering technology, legal studies, nursing, allied health, medical, and education programs. The librarians continually work with faculty to add new resources to support South College academic programs, basing selections on faculty recommendations, standard selection tools and bibliographies, benchmarking with other institutions, and reviews in professional journals.

Librarians at South College use nationally recognized selection tools to build library collections. In addition to program-specific bibliographies, librarians also employ additional selection tools in general and specific subject areas. Librarians consult Library Journal, Journal of the Medical Library Association, Doody's Core Titles, professional online discussion lists, and refereed journals in specific subject areas to keep informed about the newest publications.

Faculty members play an active role in developing library collections. The Library Department staff believe that this is vital to sustaining and enhancing adequate collections that are appropriate to the curricula. The Director of Library Services oversees collection development policies for the library and has assigned the librarians on staff to be the collection development library liaisons for specific academic programs. Librarians contact the full-time and adjunct faculty of their assigned programs at least once every quarter to discuss academic resource needs for the upcoming quarter. Department chairs are contacted each spring to discuss the needs of their programs for the annual library budget proposal. Requests from faculty are accepted year-round.

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

The library provides access to 133 databases and journal collections which include over 107,000 online, full-text journals, magazines, newspapers, and other publications.

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

To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and Lyrasis. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth. The library reviews materials borrowed through reciprocal agreements for addition to the library collection as appropriate.

See Appendix B for Library Subscription Resources

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:		Full-time: 10		Part-time: 0		
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL ORDER.</u>)						
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
Carson, Hannah	MMS Physician Assistant	3	NA	1.5	X	
Frankum, Molly (Starts June 2027)	Doctor of Medical Science MHS Physician Assistant Studies	7	NA	NA	X	
Layton, Shannon	Doctor of Medical Science Master in Physician Assistant Studies	13	NA	3	X	
Lequay, Elizabeth (Starts June 2027)	Master of Physician Assistant Studies	9	NA	NA	X	
Li, Krystal (Starts June 2027)	Doctor of Medical Science MS Physical Assistant Studies	6	NA	NA	X	
Sexton, Dalton (Starts June 2027)	MMS Physician Assistant Studies	7	NA	2	X	
Smith, Jenna (Starts June 2027)	Master of Physician Assistant Studies	8	NA	NA	X	
Stakeman, Ashley (Starts June 2027)	MS Physician Assistant Studies	11	NA	2	X	
Tawfik, Sylvia (Starts Oct 2026)	Doctor of Medical Science/Cert PA Educator MMS Physical Assistant Studies	9	NA	NA	X	
Urie, Lauren (Starts June 2027)	Master in Physician Assistant Science	7	NA	NA	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 (BLS) projects a 20% growth in physician assistant employment from 2024 to 2034. This growth rate is among the highest for all occupations, highlighting the increasing demand for PAs in the healthcare system. About 12,000 job openings for PAs are anticipated each year, primarily due to employment growth and the need to replace professionals exiting the workforce such as to retire. Industries with the highest employment for PAs include office physicians, general medical and surgical hospitals, outpatient care centers, colleges and universities, medical and diagnostic laboratories, and scientific research and development services (<https://www.bls.gov/ooh/healthcare/physician-assistants.htm>).

According to CareerOneStop sponsored by the US Department of Labor, PA positions in Indiana are projected to increase 28% from 2022 to 2032. The job opportunities are considered very bright and expected to grow much faster than average. The median salary in Indiana is indicated at \$132,050 (<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Physician%20Assistants&onetcode=29107100&location=Indiana>).

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?

South College offers professional and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively. Through comprehensive academic programs, innovative and contemporary in content and mode of delivery, students are exposed to diverse perspectives and skills essential to independent and lifelong learning. Because academic programs are professional and career focused, South College responds to local, regional, and national employment needs and supports current workforce trends (from South College Mission). South College continues to work to assist in addressing the needs in the states in which its campuses are located.

The institution has demonstrated success in working with the needs of employers to implement and operate programs to address the workforce's needs. Successful program implementation has occurred with positive record of meeting both state and accreditation requirements. Many of the programs offered require graduates to pass licensure/certification exams to practice and the institution has demonstrated effectiveness in preparing students for this achievement. Graduates of programs have been successful in becoming employed in their field. South College began offer the program in 2007 and currently offers the MHS in Physician Assistant Studies in Atlanta, GA, Asheville, NC, Knoxville, TN, Nashville, TN, and Orlando, FL.

- 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)?

Offering of the program contributes to the achievement of the institutional mission, vision, and strategic goals.

EDUCATIONAL EXCELLENCE/DIRECTION (GOAL 1)

South College strives to provide quality instruction, resources, and support services based on systematic and ongoing assessment and evaluation of objectives/outcomes to ensure the development of student abilities necessary for the achievement of positive student outcomes and the mission/vision of the college. The institution establishes policies and procedures to maintain compliance with applicable federal, state, and accrediting requirements. New programs of study and revisions to existing programs of study are carefully reviewed for content relevancy and overall alignment with the institutional mission. Future program opportunities are considered across all educational levels from certificate to doctorate.

GROWTH (GOAL 2)

South College seeks to maintain optimal learning environments that are conducive to positive educational outcomes and the ability of the college to positively recruit and develop students, staff, and faculty. The institution strives to admit students who possess career goals in alignment with programmatic offerings and who will, as graduates, represent the institution positively. Faculty focuses on teaching, scholarly activity, and service with an emphasis on student success and learning. Staff provide additional support services designed to enhance student academic and career success. The institution seeks to maintain/enhance student retention and new student enrollment through its instruction, programs, and services. Exploration into new programs and additional learning sites is expected as the institution looks to the future.

The projected job growth, stable salaries, and wide range of job opportunities, settings, and client base are reasons for Physician Assistant to be an in-demand career in Indiana and support the readiness for program a program Indianapolis.

See Appendix C for South College Mission, Vision

State's Priorities

b. State Rationale: General

- How does this program address state priorities of advancing affordability, accessibility, and attainment, as well as alignment with labor market demand?

The Commission's strategic plan includes the Guiding Principle – FUTURE-FOCUSED indicating the need for "recognizing that changing workforce needs will require continuous education for a growing number of Hoosiers and increased innovation by our postsecondary institutions to meet the needs of an uncertain future economy." Other concepts include the need for "the mindset of a commitment to lifelong learning" and "rapid turns and increased collaboration to meet the needs of employers."

The proposed MHS Physician Assistant Studies program is a 27-month program, which leads to the opportunity for graduates to become gainfully employed to meet the rising needs of employers in the healthcare industry. This role is recognized as one important to the provision of quality healthcare

across the continuum of patients. The utilization of PAs as mid-level practitioners across the State of Indiana. The healthcare infrastructure within the central Indiana area specifically accepts the value of these practitioners. Opportunities also exist for graduates to continue in their educational growth if they desire. South College offers the Doctor of Medical Science program specifically designed for physician assistants.

c. Evidence of Labor Market Need

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

The U.S. Bureau of Labor Statistics (BLS) projects a 20% growth in physician assistant employment from 2024 to 2034. This growth rate is among the highest for all occupations, highlighting the increasing demand for PAs in the healthcare system. About 12,000 job openings for PAs are anticipated each year, primarily due to employment growth and the need to replace professionals exiting the workforce such as to retire. Industries with the highest employment for Pas include office physicians, general medical and surgical hospitals, outpatient care centers, colleges and universities, medical and diagnostic laboratories, and scientific research and development services (<https://www.bls.gov/ooh/healthcare/physician-assistants.htm>).

According to CareerOneStop sponsored by the US Department of Labor, PA positions in Indiana are projected to increase 28% from 2022 to 2032. The job opportunities are considered very bright and expected to grow much faster than average. The median salary in Indiana is indicated at \$132,050 (<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Physician%20Assistants&onetcode=29107100&location=Indiana>

The proposed Physician Assistant program at South College Indianapolis assists with addressing this documented labor market need by preparing graduates for entry into a profession that requires formal education, clinical competency, and certification/licensure. By expanding the pipeline of qualified PAs, the program supports national, state, and regional workforce needs while contributing to Indiana's healthcare capacity and workforce development goals.

d. Placement of Graduates

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

Graduates of the Physician Assistant program are expected to find employment primarily in healthcare occupations requiring formal education, clinical training, and certification/licensure. The principal occupation for program graduates is Physician Assistant with focus in a variety of specialty areas including orthopedics, cardiology, surgery, family medicine, emergency medicine, pediatrics, internal medicine, and women's health.

Industries with the highest employment for PAs include office physicians, general medical and surgical hospitals, outpatient care centers, government agencies, colleges and universities, medical and diagnostic laboratories, and scientific research and development services (<https://www.bls.gov/ooh/healthcare/physician-assistants.htm>). Additional employment opportunities exist in currently in telehealth and dermatology.

- 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

e. **Job Titles**

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

Physician Assistant
PA

Many times the specialty area is part of the job titles such as PA – Surgery, PA – Emergency Medicine, Pediatric PA, etc.

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.

Roles, Competencies, and Performance Criteria Expected of Graduates from the South College Physician Assistant Program

Using appropriate competencies and psychomotor skill sets, the graduate will be able to elicit a detailed and accurate history; perform a comprehensive physical examination under the direction of a licensed physician regardless of the patient's age, sex or presenting health care problem; and provide professional patient care in the following ways:

Interpersonal & Communications Skills

- Communicate effectively as a health care professional.
- Elicit a problem-oriented and/or comprehensive history from patients appropriate for age or gender with an attitude of respect and adherence to the concepts of privileges and confidentiality.
- Perform a comprehensive and/or focused physical examination appropriate for the patient's age, gender, and health problem(s), based on historical information.
- Assess, monitor, and analyze the information database of the patient.
- Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- Utilize the patient database to establish a complete problem list.

Patient Care

- Develop primary and differential diagnoses based on the data obtained from an appropriate history and physical exam.
- Identify, order, perform, and interpret appropriate diagnostic procedures or studies.
- Formulate and document an individual treatment/management plan for a patient appropriate for age, gender, and health problem(s) in consultation with a physician.
- Provide health education services to the patient, his/her family members or significant others, the public, or other health care providers.

- Provide education and counseling to patient and his/her family or significant others appropriate for their health care problem(s).
- Implement, monitor and modify the treatment/management plan for the patient appropriate for age, gender, and health problem(s).
- Recognize and manage life-threatening emergencies.

Professionalism

- Maintain the ethical code of the PA profession with respect for the diversity of patient values and beliefs as well as the complexities of team-based care.
- Manage ethical dilemmas specific to patient/population centered care situations.
- Place the interests of patients and populations at the center of interprofessional health care delivery.
- Be aware of limitations; seek help and advice when needed.
- Demonstrate professional relationships with physician supervisors and other health care providers.
- Recognize accountability to patients, society, and the profession.

Practice-based Learning & Improvement

- Possess skills for lifelong learning with appropriate use of medical resources.
- Possess knowledge and skills essential to incorporating into practice proven evaluation/treatment modalities, preventions and interventions, and compliance techniques.
- Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

Systems-based Practice

- Effectively interact with different types of medical practice and delivery systems.
- Advocate for quality patient care and assist patients in dealing with system complexities.
- Apply leadership practices that support collaborative practice and team effectiveness.

b. Civic Responsibility and Commitment

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

The mission of the South College Master of Health Science in Physician Assistant Studies program is to educate highly qualified physician assistants, preparing them to become competent, compassionate, and comprehensive health care providers for clinical practice in rural and urban areas, focusing on under-served communities.

Endeavoring to provide students with a comprehensive evidence-based medical education that focuses on the future delivery of excellent health care, the program promotes the importance of health maintenance, health education, the prevention of disease, and the need for a lifelong path dedicated to continuous learning and self-assessment. The faculty strive for educational excellence as they prepare physician assistant students to think critically, communicate compassionately, and understand the importance of collaborating in interdisciplinary health care teams to meet patient and family needs within an ever changing health care delivery system.

Physician assistants (PAs) continue to contribute to our society as they champion basic American core values including equal access to opportunity and individual dignity by expanding healthcare delivery to underserved rural and inner-city populations. They uphold professional

ethical standards of fairness, ensuring that all patients receive compassionate, culturally sensitive care regardless of their background (<https://pmc.ncbi.nlm.nih.gov/articles/PMC1124003/>) The curriculum for the PA program addresses healthcare through the lifespan for understanding and sensitivity. The program requires a community service component requiring a minimum number of service hours to promote further understanding and commitment to this need while in the program, as well as after graduation.

c. Assessments

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

South College is committed to continuous quality improvement, including evidence-based decision making and a systematic approach to program assessment. The approach is multidimensional and incorporates formative, summative, quantitative, and qualitative data that is collected and analyzed. The PA program works with the ARC-PA to ensure program quality, faculty effectiveness, and student success. Assessment of program student learning outcomes is achieved through the course of assessments aligned with specific program evaluation tools. Student Satisfaction is evaluated through end-of-course evaluations, student satisfaction survey, and graduating student survey. Community satisfaction is evaluated through employer surveys. Program completion rates, certification pass rates, and employment rates of available graduates on an annual basis are all crucial in the evaluation of program outcomes. The South College evaluation process is ongoing and comprehensive. Faculty meetings and retreats provide a regular foundation for evaluation and review of methods to ensure program compliance, effectiveness, and student success.

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 South College Composite Score for FY 2024-2025 was 2.6.

b. State Licensure

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

Yes. The curriculum at South College Indianapolis is designed to prepare students to meet the educational requirements for eligibility to sit for the Physician Assistant National Certifying Examination (PANCE). To obtain licensure in Indiana, graduates must pass the PANCE.

- If so, please identify:

A graduate of this program must be licensed to practice as a Physician Assistant in the State of Indiana. Licensure is issued through the Indiana Professional Licensing Agency

- The specific license(s) needed:

State licensure to practice as a Physician Assistant.

- The State agency issuing the license(s):

A graduate of this program must be licensed to practice as a Physician Assistant in the State of Indiana. Licensure is issued through the Indiana Professional Licensing Agency.

c. **Professional Certification**

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

NCCPA Certification which is awarded following passing of the PANCE and designated as PA-C (Physician Assistant-Certified).

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

Yes.

- 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?

NCCPA Certification is awarded following passing of the PANCE after graduation (see curriculum earlier in application) of the PA program for the PA-C (Physician Assistant-Certified) credential.

For PAs wanting to demonstrate advanced expertise and experience in a specific field, the NCCPA offers voluntary Specialty Certificates of Added Qualifications. These require specific continuing medical education (CME), attestations of experience, and a specialty exam following graduation.

Available specialties include:

- Cardiovascular and Thoracic Surgery
- Dermatology
- Emergency Medicine
- Geriatric Medicine
- Hospital Medicine
- Nephrology
- OBGYN
- Orthopaedic Surgery
- Palliative Medicine and Hospice Care
- Pediatrics
- Psychiatry

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

The South College program incorporates evidence-based clinical practice guidelines and professional standards established by the ARC-PA. These guidelines inform curriculum design, clinical competencies, patient care protocols, and ethical practice expectations to ensure alignment with current professional practice.

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

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the Physician Assistant Education Associate (PAEA).

e. **Institutional Accreditation**

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

South College is accredited institutionally by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Programmatic accreditation is being sought with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Application for Provisional Accreditation due November 5, 2026

On-Site Visit scheduled for January 28-29, 2027

Commission Decision at June 2027 meeting

First cohort anticipated to begin October 2027

- Reason for seeking accreditation.

Graduation from an ARC-PA accredited program is required for licensure and eligibility to sit for PANCE examination. Passing the PANCE examination is also a licensure requirement.

f. **Specialized Program Accreditation**

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

Yes

- If so, please identify the specialized accrediting agency:

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

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 the credits to a related baccalaureate degree at your institution?

NA

- 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, South College transcripts are available through Parchment in digital format.

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

NA

- What is the beginning year of digitized student transcripts?

2021

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

All student records are maintained in Anthology Student (SIS), which is a Student-Centric Academic and Administrative Platform: each student has an individual record for all documents. The transcript for each student is generated through the transcript module.

b. How are student records stored?

All student records are maintained in the Anthology Student Information System (SIS). The Anthology environment consists of a Portal server, a Microsoft SQL database server, and three web servers. The system operates on on-premises SAN storage and is hosted in the Knoxville Data Center.

A disaster recovery and business continuity plan has been developed to secure, back up, and protect the data. The entire environment is replicated to a secondary data center in Pittsburgh for redundancy and continuity purposes.

- Where is the computer server located?

All student records are maintained in the Anthology Student Information System (SIS). The Anthology environment consists of a Portal server, a Microsoft SQL database server, and three web servers. The system operates on on-premises SAN storage and is hosted in the Knoxville Data Center.

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

Anthology Student Information System (SIS)

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

NA

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

2021

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

South College has over 60,000 digital student transcripts maintained. Those for Indiana began in 2021.

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

NA

- 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?

NA

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

NA

- 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?

Michele Hand, Institutional Registrar, mpriddy@south.edu, 629-802-3014

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

South College maintains its own records but does work with Parchment. Requests for student transcripts are made through our south.edu site that then is directed to a Parchment site for the institution. The requester indicates if they would like the transcript digitally or through mail and Parchment fills the request.

- 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?**

Institutionally, the average number of requests per day is 10 and 50 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?**

Transcripts are available through Parchment in PDF format.

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

All student records are maintained in the SIS, Anthology Student, which is a Student-Centric Academic and Administrative Platform; each student has an individual record for all documents. The transcript for each student is generated through the transcript module or through Parchment.

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

Please see end of 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 steadystate, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred									
July 2026									
Institution/Location: South College Indianapolis				FY – Oct-Sept					
Program: MHS Physician Assistant Studies									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2028 (Oct 27 1 st Class)	FY2029 (1 st and 2 nd Class)	FY2030 1 st class grad Dec 29	FY2031 2 nd class grad Dec 30	FY2032 3 rd class grad Dec 31	
Enrollment Projections (Headcount)									
	Full-Time			95	185	275	275	275	
	Part-Time			0	0	0	0	0	
	Total			95	185	275	275	275	
Enrollment Projections (FTE*)									
	Full-Time			95	185	275	275	275	
	Part-Time			0	0	0	0	0	
	Total			95	185	275	275	275	
Degrees Conferred Projections				0	0	90	90	90	
Degree Level: Master's									
CIP Code: - 51.0912; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Appendix A
Master of Health Science Physician Assistant Studies
Course Descriptions

PAS 5100 Clinical Anatomy Credits: 6	This course provides a comprehensive study of adult human anatomy with clinical emphasis. The clinical significance of topographical and radiological anatomical features is emphasized. Lectures are complemented by lab study of images, models, simulated dissection, and medical imaging.
PAS 5120 Clinical Physiology Credits: 3	This course will provide students with a detailed overview of medical physiology. Students will attain knowledge of the normal functions of the human body that is essential for clinical medicine. Emphasis is placed on homeostasis and the integration among organ systems.
PAS 5160 Health Assessment and Physical Examination Credits: 6	This course provides students with the fundamental grounding to prepare them for their professional clinical role. This course provides students with skills for interviewing, patient communication skills, and physical examination techniques necessary to conduct age-appropriate and thorough medical interviews and comprehensive physical examinations on culturally diverse populations.
PAS 5130 Professional Issues I Credits: 2	This is the first course in a two-course series and introduces students to the foundational concepts of the PA profession and professional practice. Content includes the history and development of the physician assistant role, certification and licensure pathways, professional organizations, and scope of practice. Students explore the PA role within interprofessional healthcare teams, with emphasis on collaboration and team-based care. Additional content includes principles of professional behavior, medical documentation, and effective communication in clinical settings. This course establishes the foundational professional identity and expectations for PA practice.
SCI 5201 Clinical Pathophysiology and Genetics Credits: 4	This course provides students with an understanding of human pathophysiology, medical pathology, and genetics, emphasizing their application to clinical practice. Using a systems-based approach, students explore the pathophysiology and pathogenesis of diseases encountered in clinical settings. The course emphasizes the structural and functional changes in cells, tissues, and organs that underlie disease processes, while integrating the molecular and genetic mechanisms that contribute to disease development, including inherited disorders and cancer. Through this integrated approach, students develop the foundational knowledge necessary to recognize disease processes, understand their clinical implications, and apply this knowledge in the diagnosis and management of patients in their future roles as clinicians.

PAS 5262 Clinical Assessment & Management I Credits: 6	This is the first course in a three-course sequence designed to teach the essentials of medicine for Physician Assistant students. The course utilizes an organ-system and problem-oriented approach to develop an understanding of the etiology, epidemiology, pathophysiology, clinical manifestations, diagnostic evaluation, and management of diseases encountered in general practice. Students will continue to develop and refine culturally responsive patient communication, medical history-taking, and physical examination skills, including focused examinations of each organ system. Students will also integrate health promotion, disease prevention, and patient education into the management of each condition. Students will also gain competency in the use of medical instruments and procedures relevant to clinical practice.
PAS 5271 Pharmacotherapeutics I Credits: 3	This is the first course in a three-course sequence designed to provide a foundation in clinical pharmacology and pharmacotherapeutics for medical conditions encountered in clinical practice. Students will examine drug classes and individual agents, mechanisms of action, evidence-based therapeutic uses, adverse effects, contraindications, and clinically relevant similarities and differences across a wide range of organ systems. The course also develops essential skills in patient counseling to promote adherence, recognition of drug interactions, therapeutic monitoring, and accurate prescription writing.
PAS 5210 Clinical Laboratory Medicine Credits: 2	This course introduces clinical laboratory diagnostic testing and its application to practicing evidence-based medicine. Emphasis is placed on the basic theory, appropriate selection, and basic interpretation of laboratory procedures. Students will develop practical knowledge to apply laboratory results to screen, diagnose, evaluate, and monitor patient conditions. The course also introduces regulatory and safety standards relevant to laboratory medicine, including the requirements of the Occupational Safety and Health Administration (OSHA) and the Clinical Laboratory Improvement Amendments (CLIA), and their implications for clinical practice.

PAS 5240 Essentials of EKG (New Course) Credits: 2 credits	This course introduces the principles and clinical application of electrocardiography in patient assessment. Emphasis is placed on the appropriate use, indications, contraindications, and interpretation of electrocardiograms. Students will develop competency in systematic interpretation of 12-lead EKGs and cardiac rhythm strips, including recognition of normal and abnormal findings commonly encountered in clinical practice. Instruction focuses on correlating electrocardiographic findings with underlying normal and abnormal cardiac physiology.
PAS 5250 Essentials of Radiology (New Course) Credits: 2 credits	This course introduces the principles and clinical application of diagnostic imaging in patient assessment. Emphasis is placed on the appropriate use, indications, contraindications, and interpretation of diagnostic imaging modalities. Students will develop competency in systematic interpretation of diagnostic imaging modalities, including recognition of normal and abnormal findings commonly encountered in clinical practice. Instruction focuses on correlating findings with underlying normal and abnormal physiology.
PAS 5355 Medical Wellness Credits: 2	This course introduces the principles of lifestyle medicine and their application to patient care, with an emphasis on health maintenance, disease prevention, and patient education. The course emphasizes behavioral strategies to support sustainable lifestyle change, while also examining the socioeconomic and environmental factors that influence patient health and well-being.
PAS 5340 Women's Health Credits: 3	This course introduces women's health issues including the diagnosis, management, and treatment of acute and chronic medical problems encountered in reproductive health care and gynecology.
PAS 5330 Public Health Credits: 2	This course provides students with an introduction to the foundational principles of public health and preventive medicine as they apply to clinical practice and population health. The course examines the structure and function of the US healthcare system. Additionally, this course reinforces concepts including patient advocacy, professional responsibility, confidentiality, informed consent, and patient welfare.

PAS 5362 Clinical Assessment & Management II Credits: 6	This is the second course in a three-course sequence designed to teach the essentials of medicine for Physician Assistant students. The course utilizes an organ-system and problem-oriented approach to develop an understanding of the etiology, epidemiology, pathophysiology, clinical manifestations, diagnostic evaluation, and management of diseases encountered in general practice. Students will continue to develop and refine culturally responsive patient communication, medical history-taking, and physical examination skills, including focused examinations of each organ system. Students will also integrate health promotion, disease prevention, and patient education into the management of each condition. Students will also gain competency in the use of medical instruments and procedures relevant to clinical practice.
PAS 5371 Pharmacotherapeutics II Credits: 3	This is the second course in a three-course sequence designed to provide a foundation in clinical pharmacology and pharmacotherapeutics for medical conditions encountered in clinical practice. Students will examine drug classes and individual agents, mechanisms of action, evidence-based therapeutic uses, adverse effects, contraindications, and clinically relevant similarities and differences across a wide range of organ systems. The course also develops essential skills in patient counseling to promote adherence, recognition of drug interactions, therapeutic monitoring, and accurate prescription writing.
PAS 5382 Essentials of Cardiology Credits: 3	This course provides Physician Assistant students with an organ-system and problem-oriented approach to the evaluation and management of cardiovascular diseases encountered in general clinical practice. Emphasis is placed on the etiology, epidemiology, pathophysiology, clinical manifestations, and diagnostic evaluation of cardiac conditions, as well as evidence-based approaches to treatment and management. For each cardiac condition, principles of health promotion, disease prevention, and patient education are integrated to support comprehensive patient care.
PAS 5420 Clinical Pediatrics Credits: 3	This course provides an introduction to pediatric medicine across the full pediatric age span. Students develop knowledge of history taking, physical examination, diagnostic evaluation, and treatment of pediatric patients. Emphasis is placed on recognizing normal growth and development, pediatric-specific diseases, as well as age-specific variations across childhood.

PAS 5441 Emergency Medicine Credits: 4	This course introduces students to the specialty of emergency medicine and the evaluation and management of acute and emergent conditions across the lifespan. Emphasis is placed on clinical decision-making, interprofessional collaboration, and the technical skills necessary for emergency care practice.
PAS 5462 Clinical Assessment and Management III Credits: 6	This is the third course in a three-course sequence designed to teach the essentials of medicine for Physician Assistant students. The course utilizes an organ-system and problem-oriented approach to develop an understanding of the etiology, epidemiology, pathophysiology, clinical manifestations, diagnostic evaluation, and management of diseases encountered in general practice. Students will continue to develop and refine culturally responsive patient communication, medical history-taking, and physical examination skills, including focused examinations of each organ system. Students will also integrate health promotion, disease prevention, and patient education into the management of each condition. Students will also gain competency in the use of medical instruments and procedures relevant to clinical practice.
PAS 5471 Pharmacotherapeutics III Credits: 2	This is the third course in a three-course sequence designed to provide a foundation in clinical pharmacology and pharmacotherapeutics for medical conditions encountered in clinical practice. Students will examine drug classes and individual agents, mechanisms of action, evidence-based therapeutic uses, adverse effects, contraindications, and clinically relevant similarities and differences across a wide range of organ systems. The course also develops essential skills in patient counseling to promote adherence, recognition of drug interactions, therapeutic monitoring, and accurate prescription writing.
PAS 5410 Psychiatry and Behavioral Medicine Credits: 2	This course introduces the diagnosis and management of psychiatric diseases. Emphasis is placed on refining culturally appropriate communication, medical history taking, health promotion, disease prevention, and patient education. The course also addresses the social and behavioral aspects of patient care.

PAS 5445 Evidence Based Medicine Credits: 1	This course prepares students to search, interpret, and critically evaluate medical literature in order to maintain an operational knowledge of new medical findings and establish a foundation for evidence-based clinical practice. Areas of study include informed consent and ethical principles in research. Strategies for effective patient education and the translation of evidence into clinical decision-making are also emphasized.
PAS 5521 Clinical Geriatrics Credits: 3	This course equips students with the knowledge and compassionate approach necessary for the comprehensive care of older adults, including age-related biological, psychological, functional, and medical considerations. Multimorbidity, polypharmacy, interdisciplinary care, and end-of-life decision-making are also addressed.
PAS 5531 Fundamentals of Surgery Credits: 5	This course provides an introduction to the discipline of surgery, including the evaluation and management of acute surgical conditions, critical illness, surgical malignancies, and elective surgical procedures. Emphasis is placed on preoperative and postoperative care, surgical decision-making, and the management of surgical patients.
PAS 5543 Professional Issues II Credits: 2	This is the second course in a two-course series and builds on foundational professional concepts and focuses on advanced issues related to physician assistant practice. Emphasis is placed on professional responsibility, medicolegal concepts including liability and risk management, and the role of the PA in system-based practice.
PAS 5551 Research Design and Methodology Credits: 1	This course builds on foundational evidence-based medicine principles and provides students with an introduction to medical research design. Emphasis is placed on the practical, educational, and professional applications of research within physician assistant practice.
PAS 5561 Didactic Summative Evaluation Credits: 4	This course assesses and strengthens students' integration of didactic knowledge, clinical reasoning, communication, and clinical skills while evaluating readiness for progression to the clinical phase of training.

Appendix B

Library Databases

Databases 2025-26

5MinuteClinical
Academic Search Complete
Academic Video Online
AccessEmergency Medicine
AccessMedicine
AccessPediatrics
AccessPharmacy
AccessPhysiotherapy
AccessSurgery
Acland's Video Atlas of Human Anatomy
AMA Style Manual
APA Manual of Style
APA PsycArticles
APA PsycBooks
APhA Pharmacy Library
ASHP Ebook Collection
AtoZ International Business
Bates' Visual Guides
Business Source Ultimate
CINAHL Ultimate
Cochrane Library
Credo Reference: Academic Core
Credo Reference: Nursing Collection
Criminal Justice Abstracts with Full Text
Dentistry & Oral Sciences Source
DSM Library
Dynamic Health
Ebook Academic Collection
EBSCO Ebook Database
EBSCO Ebook Medical Collection
Education Source
EMCARE
Engineering Source
FA Davis PT Collection
Gale Academic OneFile
Gale Business Entrepreneurship
Gale Business: Insights
Gale Directory Library Complete
Gale Ebooks
Gale General OneFile
Gale Health and Wellness
Gale In Context: Biography
Gale In Context: College
Gale In Context: Environmental Studies
Gale In Context: Global Issues
Gale in Context: Opposing Viewpoints
Gale In Context: Science
Gale In Context: U.S. History
Gale In Context: World History
Gale Literature Criticism

Gale Literature Resource Center
Gale Literature: Contemporary Authors
Gale Literature: Dictionary of Literary Biography
Gale Literature: LitFinder
Gale Literature: Scribner Writer Series
Gale Literature: Something About The Author
Gale Literature: Twayne's Author Series
Gale OneFile: Agriculture
Gale OneFile: Business
Gale OneFile: Communications and Mass Media
Gale OneFile: Computer Science
Gale OneFile: Contemporary Women's Issues
Gale OneFile: Criminal Justice
Gale OneFile: Culinary Arts
Gale OneFile: Diversity Studies
Gale OneFile: Economics and Theory
Gale OneFile: Educator's Reference Complete
Gale OneFile: Entrepreneurship
Gale OneFile: Environmental Studies
Gale OneFile: Fine Arts
Gale OneFile: Gardening and Horticulture
Gale OneFile: Gender Studies
Gale OneFile: Health and Medicine
Gale OneFile: Home Improvement
Gale OneFile: Hospitality and Tourism
Gale OneFile: Information Science
Gale OneFile: Informe Academico
Gale OneFile: Insurance and Liability
Gale OneFile: Leadership and Management
Gale OneFile: LegalTrac
Gale OneFile: News
Gale OneFile: Nursing and Allied Health
Gale OneFile: Physical Therapy and Sports Medicine
Gale OneFile: Pop Culture Studies
Gale OneFile: Popular Magazines
Gale OneFile: Psychology
Gale OneFile: Religion and Philosophy
Gale OneFile: Science
Gale OneFile: U.S. History
Gale OneFile: Vocations and Careers
Gale OneFile: War and Terrorism
Gale OneFile: World History
Global Road Warrior
HBR Case Studies
HBR Core Collection
Health Source - Consumer
Health Source Nursing/Academic
ICE Video Library
Lexidrug
LWW Anesthesiology Health Library
LWW PA & RN Journal Collection
Made Incredibly Easy Health Library Collection
MEDLINE Ultimate

che.illn.gov

Micromedex
Natural Medicines
Nursing Allied Health Reference Source
OverDrive Academic
Pharmacotherapy Principles & Practice
Political Science Complete
PrepSTEP for Colleges & Universities
Project Muse Journal Collection
Regional Business News
Rehabilitation & Sports Medicine Source
Sage Premier Collection
Sanford Guide
Science Reference Center
Science Reference Ebook Collection
Scopus
SocINDEX Full Text
SpringerNature Optimum Collection
STAT!Ref
Statista Pro
StrokeHelp
Swank Digital Campus
UpToDate
USP Dictionary
USP FCC
USP NF
VisualDx
Westlaw Paralegal Drafting Essential
Westlaw Paralegal Lit
Westlaw Paralegal Premier
Wiley Journal Database
Zotero

Direct Journal Subscriptions 2025-26

American Journal of Emergency Medicine
American Journal of Obstetrics & Gynecology
American Journal of Psychology
Anaesthesia, Critical Care, & Pain Medicine
Anesthesiology Clinics
Annals of Physical and Rehabilitation Medicine
Applied Nursing Research
Archives of Physical Medicine and Rehabilitation
Association of Women's Health, Obstetrics and Neonatal Nurses (two titles)
BMJ
BMJ British Journal of Sports Medicine
British Journal of Anaesthesia
CHE Reports
CHEST
Chronicle of Higher Education
Clinical Biomechanics
Clinical Simulation in Nursing
Computing in Science and Engineering
Currents in Pharmacy Teaching and Learning

Geriatric Nursing
Health Affairs
IEEE Industrial Electronics Magazine
IEEE Potentials
IJPC
International Journal of Obstetric Anesthesia
JAMA
JBJS
Journal of Allied Health
Journal of Applied Physiology
Journal of Bodywork and Movement Therapies
Journal of Business Research
Journal of Clinical Anesthesia
Journal of College Student Development
Journal of Community Health Nursing
Journal of Critical Care
Journal of Higher Education
Journal of Interprofessional Education & Practice
Journal of Manual & Manipulative Therapy
Journal of Marketing Management
Journal of Medical Insight
Journal of Medicinal Chemistry
Journal of Nuclear Medicine
Journal of Nuclear Medicine Technology
Journal of Nursing Education
Journal of Nursing Regulation
Journal of Occupational Science
Journal of Orthopaedic & Sports Physical Therapy
Journal of Pain
Journal of Pediatric Health Care
Journal of Pediatric Nursing
Journal of Perianesthesia Nursing
Journal of Pharmaceutical Sciences
Journal of Professional Nursing
Journal of Psychology
Journal of the American College of Cardiology
Journal of the American College of Radiology
Journal of the American Dental Association
Journal of the American Pharmacists Association
Journal of Vascular and Interventional Radiology
Musculoskeletal Science & Practice
NEJM
NEJM AI
NEJM Catalyst
NEJM Evidence
NEJM Journal Watch
Nurse Education Today c-w Nurse Education in Practice
Nursing Outlook
Pain Management Nursing
Pain Medicine
Physical Therapy & Rehabilitation Journal
Physiotherapy Theory and Practice
Policing and Society

che.IN.gov

Public Health

Radiography

Radiology

The American Journal of Cardiology

The Medical Letter

The Spine Journal

The Teaching Professor

Wall Street Journal Digital

Official Transcript

3904 Lonas Drive
Knoxville, TN 37909
www.south.edu

BPE Agency Page 66

Student: [REDACTED] Student ID: [REDACTED] DOB: [REDACTED] Original Start Date: 9/29/2023 Student GPA: 3.860000

Program: MHS Physician Assistant Studies

Enrollment #: KO24038993 Status: Graduate

Start Date: 4/05/2024 Grad Date: 12/12/2025

Term: 202344 Fall 2023 PA 9/29/2023 - 12/13/2023

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS5160	Health Assess & Physical Exam	6.00	6.00	24.00	A +
SCI5100	Gross Anatomy	6.00	6.00	24.00	A +
SCI5120	Human Physiology	3.00	3.00	12.00	A +
PAS5513	Professional Issues	2.00	2.00	8.00	A +

Term GPA: 4.00 Cum GPA: 3.95

Term GPA: Cum GPA:

Term: 202414 Winter 2024 PA 1/08/2024 - 3/22/2024

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS5430	Clinical Lab Medicine	2.00	2.00	8.00	A +
PAS5262	Clinical Assessment & Mgt I	6.00	6.00	24.00	A +
PAS5314	Behavioral Science Concepts	1.00	1.00	4.00	A +
RAD5412	Essentials of Radiology & Electrophysiology	3.00	3.00	12.00	A +
PAS5271	Pharmacotherapeutics I	3.00	3.00	9.00	B +
SCI5201	Medical Pathology/Genetics	4.00	4.00	16.00	A +

Term GPA: Cum GPA:

Term GPA: 4.00 Cum GPA: 3.96

Term: 202424 Spring 2024 PA 4/01/2024 - 6/14/2024

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS5340	Women's Health	3.00	3.00	12.00	A
PAS5231	Medical Wellness	2.00	2.00	8.00	A
PAS5371	Pharmacotherapeutics II	3.00	3.00	12.00	A
PAS5362	Clinical Assessment & Mgt II	6.00	6.00	24.00	A
PAS5242	Public Health	2.00	2.00	8.00	A
PAS5382	Essentials of Cardiology	3.00	3.00	12.00	A
		19.00	19.00	76.00	

Term GPA: 4.00 Cum GPA: 3.95

Term: 202434 Summer 2024 PA 7/01/2024 - 9/13/2024

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS5420	Clinical Pediatrics	3.00	3.00	12.00	A
PAS5440	Emergency Medicine	4.00	4.00	16.00	A
PAS5351	Evidence Based Medicine	2.00	2.00	8.00	A
PAS5485	Neuroanatomy & Diseases of Neuro Sys	3.00	3.00	12.00	A
PAS5462	Clinical Assessment & Mgt III	5.00	5.00	20.00	A
PAS5471	Pharmacotherapeutics III	2.00	2.00	8.00	A
		19.00	19.00	76.00	

Term GPA: 4.00 Cum GPA: 3.96

** Indicates Retaken Course
R* Indicates Retaken Override

Not official unless signed by Registrar

Indicates Pass/Fail Course
+ Indicates Associated Course

South College

Official Transcript

3904 Lonas Drive
Knoxville, TN 37909
www.south.edu

Student: [REDACTED] Student ID: [REDACTED] DOB: [REDACTED] Original Start Date: 9/29/2023 Student GPA: 3.860000

Term: 202444 Fall 2024 PA 9/30/2024 - 12/13/2024

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS551	Research Design & Method	1.00	1.00	4.00	A
PAS531	Fundamentals of Surgery	5.00	5.00	20.00	A
PAS521	Clinical Geriatrics	3.00	3.00	9.00	B
HSC542	Health Care Ethics and Law	1.00	1.00	4.00	A
PAS561	Didactic Summative Evaluation	4.00	4.00	16.00	A
		14.00	14.00	53.00	

Term GPA: 3.79 Cum GPA: 3.93

Term: 202514 Winter 2025 PA 1/06/2025 - 3/21/2025

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS620	Surgery - Clinical	9.00	9.00	27.00	B
PAS660	Pediatrics - Clinical	9.00	9.00	36.00	A
		18.00	18.00	63.00	

Term GPA: 3.50 Cum GPA: 3.86

Term: 202524 Spring 2025 PA 3/31/2025 - 6/13/2025

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS630	Family Medicine/Geriatrics - Clinical	9.00	9.00	36.00	A
PAS650	Women's Health - Clinical	9.00	9.00	27.00	B
		18.00	18.00	63.00	

Term GPA: 3.50 Cum GPA: 3.81

Term: 202534 Summer 2025 PA 6/30/2025 - 9/12/2025

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS640	Emergency Medicine - Clinical	9.00	9.00	36.00	A
PAS671	Clin Psy & Beh Health - Clinical	9.00	9.00	36.00	A
		18.00	18.00	72.00	

Term GPA: 4.00 Cum GPA: 3.83

Term: 202544 Fall 2025 PA 9/30/2025 - 12/12/2025

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS610	Internal Medicine - Clinical	9.00	9.00	36.00	A
PAS680	Elective - Clinical	9.00	9.00	36.00	A
PAS691	Clinical Summative Review	3.00	3.00	12.00	A
PAS701	Capstone Research Project	3.00	3.00	12.00	A
		24.00	24.00	96.00	

Term GPA: 4.00 Cum GPA: 3.86

President's List

MHS Physician Assistant Studies GPA: 3.86 166.00 166.00

Honors: Magna Cum Laude

Credential Awarded: Master of Health Science - MHS Physician Assistant Studies

Date Awarded: 12/12/2025 Date Cleared: 12/12/2025

*** End of Transcript ***

Authorized Signature

Date

** Indicates Retaken Course
R* Indicates Retaken Override

Not official unless signed by Registrar

Indicates Pass/Fail Course
+ Indicates Associated Course