New Program Proposal Form
For BPE Authorized Institutions

ASSOCIATE OF SCIENCE IN NURSING (ASN)

To Be Offered by Jeremi College at Munster Indiana

Degree Award Level[2]: Associate's Degree

Mode of Delivery (In-person or Online [3]): In-person/Hybrid instruction, onsite labs, external clinical experiences

Career Relevant/Out-of-Classroom Experiences[4]: Clinical experiences at hospitals and long term care facilities

Suggested CIP Code[5] for Program: 51.3801

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

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

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

[2] The "Degree Award Level" refers to the following categories (see Degree Award Level Definitions for additional detail.
1.   Award of Less than One Academic Year
2.   Award of at Least One but Less than Two Academic Years
3.   Associate's Degree
4.   Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years 5. Bachelor's Degree
6.   Post-Baccalaureate Certificate
7.   Master's Degree
8.   Post-Master's Certificate
17. Doctor's Degree-Research/Scholarship
18. Doctor's Degree-Professional Practice
19. Doctor's Degree-Other

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

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

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

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

The proposed Jeremi College's Associate of Science in Nursing (ASN) program will prepare students to deliver nursing care in hospitals, long-term care facilities, outpatient clinics and many other healthcare facilities. The program is a two-year, cohort styled quarter system with each cohort consisting of a small group of students, instructor to student ratio of 1:8. The ASN program encompasses instruction in the following areas as identified by the IBON: physical and biological sciences, social and behavioral sciences, and the science of nursing and applicable clinical experience embedded with ANA Standards of Care. Similarly, the program is designed to offer classes that are required in order for the student to be able to sit for, and pass the NCLEX-RN exam to become a Registered Nurse.

End-of-program student learning outcomes (SLO)

The student learning outcomes at the end of the program incorporate components from the National League of Nursing (NLN) Educational Competencies for ASN Nurses, Quality and Safety Education for Nurses (QSEN), NCLEX-RN Test Blueprint, and the Nursing Process / Clinical Judgment Model.

1. Integrate physiological concepts, psychosocial concepts, and clinical judgment to effectively apply the nursing process and deliver quality patient-centered care.
2. Demonstrate safety practices to prevent and minimize harm to patients.
3. Implement caring behaviors that promote clients' physiologic, mental, emotional, and social well-being across their lifespan in diverse settings.
4. Utilize health promotion and disease prevention principles to enhance the overall well-being of diverse individuals, families, and communities.
5. Practice professional nursing behaviors in accordance with professional, legal, and ethical standards.
6. Effectively collaborate and communicate with patients, families, and healthcare team members to optimize patient outcomes and continuity of care.
7. Demonstrate responsibility for ongoing personal and professional development.
8. Demonstrate the utilization of the nursing process in delivering safe, culturally competent, and socially diverse care.
9. Exhibit critical thinking and make safe decisions regarding the care needed for patients with acute, chronic, or critical needs within the nursing process in alignment with evidence-based practice.
10. Effectively collaborate and communicate with patients, family, and team members to optimize patient outcomes and continuity of care.
11. Demonstrate nursing practice growth by providing optimal patient care management, including pharmacological and parenteral therapies.

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

Total Course Hours: <u>2240 clock hours /185 quarter credit hours</u>   Check one: Quarter Hours   <u>X</u>

Semester Hours   <u>   </u>

Clock Hours   <u>**2240**</u>

24 months

<mark>Tuition</mark> :   <u>$27,000</u>   Length of Program: <u>   </u>

$ 5,001.75

<mark>Special Fees</mark>:   <u>   </u>

SPECIALTY COURSES:

Course Number	Course Title	Course Hours	Quarter Credits
NUR 100	Introduction to Professional Nursing	10	10
NUR 101	Fundamentals of Nursing	100	10
NUR 102	Gerontology Nursing	210	13
NUR 103	Pharmacology	120	12
NUR 201	Medical-Surgical Nursing I	210	15
NUR 202	Medical-Surgical Nursing II	210	15
NUR 203	Maternal-Newborn Nursing	210	15
	Pediatric Nursing	210	15

NUR 204			
NUR 205	Mental Health Nursing	210	15
NUR 206	Professional Nursing Practice	120	12
NUR 207	Nursing Seminar	120	12

ENERAL EDUCATION / LIBERAL ARTS COURSES:

Course Number	Course Title	Course Clock Hours/ Quarter Credits
ANP 101	Anatomy and Physiology I	70/6
ANP102	Anatomy and Physiology II	70/6
BIOS 101	Microbiology	70/6
ENG 101	English Composition	50/5
COM 101	Interpersonal Communication	N/A
MAT 101	College Math	50/5
PSY 101	Introduction to Psychology	50/5
PSY 102	Human Development	50/5
SOC101	Introduction to Sociology	50/5
SCI 101	Nutrition and Health	50/5

Number of Credit/Clock Hrs. in Specialty Courses: 142 / 185 Percentage: 76%

Number of Credit/Clock Hrs. in General Courses: 43 / 185 Percentage: 24%

If applicable: N/A

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

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

a. Location of library; Hours of student access; Part-time, full-time librarian/staff: The school has a library located in the Lower Level of the building by the Lab. The hours the students can access the library are Monday-Thursday 12:00 pm – 8:00 pm. The does not employ a librarian but the library is monitored by full time staff members. Students who wish to access the library during a time when the library is closed, they can access online materials and resources at any time. Due to the limited capacity of the school's library, the school plans to subscribe to Library and Information Resource (LIRN) upon program approval from Indiana.

Students can also go to the Munster Branch Library to access General Education (Gen Ed) courses text and resources.

b. Number of volumes of professional material: The number of volumes of professional material the school offers students is small at the current moment but the school is in the process of obtaining more resources for the ASN program. We have created an account with Elsevier for textbooks required for majority of the ASN courses. Additionally, Jeremi College current has an account with Pearson Learning where faculty can order books and online resources for students. The Pearson Portal offers the ability to access instructional materials online and allows students to complete their homework assignments and quizzes.

c. Number of professional periodicals subscribed to: The school subscribes to a few professional periodicals at the current moment but will be subscribing more after the program is approved and before students become enrolled.

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

Munster Branch of Lake County Public Library
8701 Calumet Ave.
Munster IN 46321
(219) 836-8450
Open:
Monday-Thursday 10:00 am – 8:30 pm
Friday-Saturday 9:00 am – 5:00 pm
Sunday closed

As stated above, upon program approval, Jeremi College will subscribe to Library and Information Resource (LIRN), a non-profit company that provides library services to schools such as ours.

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

** ** Include all required documentation pertaining to the qualifications of each instructor.				
Total # of Faculty in the Program:		**Full-time:**	5	**Part-time:** 3

Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDE 1.)

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
Collins, Denise	MS Psychology, BS English	8 yrs	0	10 yrs		X
Dafiaghor, Sandra	PhD Educational Leadership	15yrs	5yrs	12yrs	X	
Ellis-Childs, Trina	Doctorate in Higher Education Leadership	5 yrs	3 yr	11 yrs		X
Green, Jennifer	Masters in Health Administration	17 yrs	4 yrs	17 yrs	X	
McCarthy, Bola (DON)	MA Education Administration/Curriculum and Instruction; BS in Nursing	30 yrs	6mos	27 yrs	x	
Pruim, Julie	MS in Nursing	13 yrs	0	8 yrs		X
Benton, Pakisha	MS Health Administration; BS in Biology	8 yrs	1yr	6 yrs		X
Wynn, LaNita	MS in Nursing	5 yrs	0	5 yrs	X	

5. Rationale for the Program

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

Why is the institution proposing this program and how does it build upon institutional strengths? **The school offers other Allied Health programs and the addition of an ASN program will ensure the school's capacity to offer career pathway programs ending in an Associate degree. Students can bridge from the Clinical Medical Assistant (CMA) program to the Associate of Science in Nursing (ASN) program.** This aligns with the school's mission to equip students with the knowledge, skills, and confidence to excel in their workplaces. Our mission necessitates that we identify in-demand, high growth jobs. Nurses are crucial in healthcare, yet a significant nursing shortage exists across the Nation. The US Bureau of Labor has projected that about 193,100 openings for registered nurses are projected each year, on average, over the decade (2022-2032). In Indiana, according to the last quarterly labor market data released in Hoosiers by the Numbers report for Region 1, (DWD Economic Growth Region 1 Statistical Data Report for October 2023, Released December 2023) Registered Nurse is the number 1 on the list of frequently listed jobs. It has been number 1 in several previous reports. Meanwhile, in the same report, which list the top 20 occupations desired by applicants on their resumes in the past 12 months, RN is not on the list. This signifies a major mismatch between what employers need and available talent.

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)? **Jeremi College's mission is to equip students with the knowledge, skills, and confidence to excel in their workplaces.** The proposed program is consistent with the institutions mission and it fits into the institution's strategic plan by offering an in demand program that will provide the necessary knowledge and skills in order for them to become nurses.
Background: Jeremi College is a Career and Technical skills training school that utilizes a multidisciplinary approach with flexible schedule and options, combining technical and hands-on learning for students interested in Healthcare and IT career pathways. Its main Campus in Munster, Indiana was approved by Indiana Department of Workforce Development, Office for Career and Technical Schools in 2019 to provide Medical Assistant training. The Indiana agency gave approval for 3 more programs in the following year to include CompTIA A+, Medical Administrative Assistant and Phlebotomy Technician. We more recently gained national accreditation from Council of Occupational Education. While we have excelled in the current programs, there is need to grow by adding training programs in high growth sector of healthcare, specifically Associate of Science in Nursing (ASN) program, as articulated in the Institution's strategic plan document. The strategic plan for the school was to provide a nursing program to meet the high demands of the community. The high demand for Nurses was identified in research conducted as part of the strategic planning sessions. The lack of Nursing talent to meet the high employer demand was also highlighted. The outcome of the strategic planning sessions

concluded that the college needed to add a nursing program into mix of its offerings. Hence, Jeremi College's Strategic plan document has as one of its' objectives "Programming/Training Expansion: To create additional in demand internationally and nationally recognized certification and licensure program/skills training in a way that meet the needs of a broader spectrum of students both locally and globally so that the institution is sustained, and even more students access high growth jobs". The accompanying task for this objective was identify and research high demand programs to add to Jeremi College's offerings. In carrying out this task, a consultant and College staff worked together and determined that the ASN program should be added.

    b.   State Rationale: General

- How does this program addresses state priorities as reflected in the Commission's most recent strategic plan *Reaching Higher In a State of Change*? **The program addresses the state priorities as reflected in the Commission's strategic plan by enrolling students into the ASN program so that they can proceed on a career pathway that leads to receiving their BSN and then their Masters in Nursing. This will be a stepping stone for individuals that wish to further their education. The strategic plan discusses guiding principles of student-centered, mission-driven, and workforce-aligned criteria which the school's ASN program will meet.**
  As stated in the strategic plan for Reaching Higher in a State of Change, the school will reach the goals by the following:

  Completion: Jeremi College's ASN program will follow the strategic plan where it states when learners pursue and complete credentials that provide individual opportunity. It naturally strengthens Indiana's economy. The school's ASN program will do this by offering required classes that coincide with Indiana State Board of Nursing so that the students can take their NCLEX exam and find employment that will enhance the economy in Indiana. They will have the option to further their education to receive their BSN as well by using their ASN degree as a stepping stone to furthering their career. The completion of their twenty-four month ASN program is relevant because they will have obtained their college degree and find employment that will assist with Indiana's employment numbers. Their completion of the ASN program is measurable by reporting the number of graduates during the required reporting periods.

  Equity: Jeremi College believes in equity and consistently demonstrates utilizing an equity lens as a core value in the design and service delivery of each of our programs. Administrative staff, faculty, board members, employer partners and funding partners closely reflect the communities and students we serve. Clearly stated in our values is our anti-discrimination statement; Jeremi Group Inc. is an equal opportunity employer and does not discriminate on the basis of race, color, religion, gender, or national origin. We value the diversity of all people. The school does not discriminate against any individual on any basis, be it race, sexual orientation, disabilities, age or physical attributes. Similar to the State of Indiana's Equity stance in "Reaching Higher In a State of Change", Jeremi and its staff and board members strongly believe that anti-racism, diversity, racial equity and inclusion are essential to our mission-driven pursuit of equipping students with the knowledge, skills, and confidence to excel in their workplaces by providing all students who

come through our doors the best education to ensure that they thrive in a global economy regardless of their race, sexual orientation, disabilities, national origin, age or physical attributes.

Talent: Jeremi College takes talent seriously by equipping students to be successful in their fields. The school will be educating future ASN students who will complete their program and go into the workforce with the necessary skills to provide a service for the community. By educating students and giving them the tools to be employed, there will be less individuals seeking unemployment. The employment rates have a chance to go down based upon providing credentialed individuals entering the workforce. The school collaborates with employers to get students placed.

c.   State Rationale: Equity-Related

How does this program address the Equity section of *Reaching Higher In a State of Change* (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?
As stated above, Jeremi utilizes equity lens in planning its enrollment, program delivery, and employment. Jeremi has extensive experience in assisting students from diverse, marginalized backgrounds accessing our quality career specific training programs so that they can gain employment in high growth industries. We utilize our vast network of partners to ensure long-terms success for our students regardless of their socio-economic background. Students are provided an inclusive and welcoming experience right from the first interaction with Jeremi College staff. This positive, inclusive student experience is due to a variety of intentional activities that come together for their collective impact. We are proud to employ people from diverse backgrounds, representing a variety of talents and skills that reflect the students and communities we serve. The proposed program will embody all of our intentional activities surrounding equity and inclusion; in alignment with the equity section of the State of Indiana strategic plan, there will be no discrimination against potential students based upon race/ethnicity, socioeconomic status, gender or geography.
In alignment with the State's Equity statement; "Life's circumstances or obstacles
should not dictate opportunity to succeed." Jeremi College strongly believes that all students can succeed given an enabling environment. Life happens, so we provide opportunities for them to come back and continue if they have to take some time off. We provide extensive certification exam preparation and give ample opportunities to take practice tests. Also, we encourage and give students an opportunity to come back and retake the test at no cost if they do not succeed the first time. Faculty gives students opportunity to catch up in case of an emergency that necessitates students taking time off. The school partners with services that assist potential students who may have barriers. Since the school is learner-focused and the school realizes that students learn in different ways, the school will be providing varying means of teaching to reach each learning style. The school will assess each students needs and provide services based upon those needs.

d.   Evidence of Labor Market Need

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

The program is serving a state market need by offering training in the nursing program. The school will graduate nursing students that will enter the field with the knowledge and experience needed to fill the void that the current labor market needs. At the National level, according to the Occupational Outlook Handbook, registered nurses are projected to grow 6 percent from 2022 to 2032, which is faster than the average for all occupations. About 54,400 openings for nurses are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

At the State level, the Indiana Hospital Association IHA, estimates the state will need around 5,000 more nurses by 2031. According to IHA, Indiana currently has nearly 4,300 job openings for nurses each year, thus, on average, Indiana would need to graduate 1,300 additional nurses per year until 2030 to meet the state's current health care needs due to the nursing shortage caused by a variety of factors including COVID-19, limited support for nursing education, Staffing shortages, low number of experienced faculty for nursing programs and unwillingness of healthcare employers to provide clinical placements for students due to limited number of preceptors to supervise students during their clinical rotations.

Similarly, at the regional level, the last quarter Statistical Data Report for October 2023, Released December 2023, Hoosiers by The Numbers LMR, published quarterly by Indiana Department of Workforce Development showed the same nursing shortage in Economic Growth Region (EGR) 1 where a majority of our students come from. Nursing is number 1 on the list of the top 20 job listings by number of openings in Region 1. It has been on the top of this list for the many of the past reports. On the other hand, nursing is not listed on the corresponding list of top 20 occupations desired by applicants on their resumes in the same time period. This is clearly a mismatch between what employers want and the available talent pipeline.

Jeremi College and its staff will work tirelessly to engage employers and partners so that graduates from Jeremi College will be able to fill a lot of the vacancies at both the State and region 1 level. This is strongly in alignment with our mission of equipping students with the knowledge, skills, and confidence to excel in their workplaces and our strategic objective of identifying high growth, high demand and high paying jobs as the basis for designing our program offerings.

e.   Placement of Graduates

Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment - The principal occupations and industries that the majority of the graduates from our ASN program are expected to find employment is in the medical field. Specifically, the field of nursing. They can find employment in a doctor's office, clinic, hospital or a nursing care facility. Students who enroll into Jeremi College's ASN program are able to find employment at various levels whether it be at the local, state, or federal based upon the match between the employer looking to employ a Nurse and the ASN graduates

f. 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 program is not a feeder for graduate programs. It is a stand-alone Associate's degree program.**

g. Job Titles

List specific job titles and broad job categories that would be appropriate for a graduate of this program. **The specific job title for graduates who complete ASN course work and pass NCLEX_RN would be Registered Nurse (RN) and the broad job category would be nursing.**

6. <u>Information on Competencies, Learning Outcomes, and Assessment</u>

a. Program Competencies or Learning Outcomes

List the significant competencies or learning outcomes that students completing this program are expected to master, which will be included in the Indiana Credential Registry.

End-of-program student learning outcomes (SLO)

The student learning outcomes at the end of the program incorporate components from the National League of Nursing (NLN) Educational Competencies for ASN Nurses, Quality and Safety Education for Nurses (QSEN), NCLEX-RN Test Blueprint, and the Nursing Process / Clinical Judgment Model.

1. Integrate physiological concepts, psychosocial concepts, and clinical judgment to effectively apply the nursing process and deliver quality patient-centered care.
2. Demonstrate safety practices to prevent and minimize harm to patients.
3. Implement caring behaviors that promote clients' physiologic, mental, emotional, and social well-being across their lifespan in diverse settings.
4. Utilize health promotion and disease prevention principles to enhance the overall well-being of diverse individuals, families, and communities.
5. Practice professional nursing behaviors in accordance with professional, legal, and ethical standards.
6. Effectively collaborate and communicate with patients, families, and healthcare team members to optimize patient outcomes and continuity of care.
7. Demonstrate responsibility for ongoing personal and professional development.
8. Demonstrate the utilization of the nursing process in delivering safe, culturally competent, and socially diverse care.
9. Exhibit critical thinking and make safe decisions regarding the care needed for patients with acute, chronic, or critical needs within the nursing process in alignment with evidence-based practice.
10. Effectively collaborate and communicate with patients, family, and team members to optimize patient outcomes and continuity of care.
11. Demonstrate nursing practice growth by providing optimal patient care management, including pharmacological and parenteral therapies.

b. Assessment

Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes - The institution intends to assess students in the ASN program with respect to mastery of program competencies or learning outcomes by skills assessment, quizzes, homework assignments, labs, clinical site evaluation, end of course exams and the NCLEX prep classes that are mandatory by the school. The assessments will show mastery of the program outcomes. Jeremi College will utilize HESI to assess students' suitability for entrance into the program after completing and passing the program's prerequisites in the first quarter.

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

a. Federal Financial Responsibility Composite Score

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

   The school's most recent Composite score is attached.

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, graduates of this program need to be licensed by the state to practice their profession in Indiana.**

- If so, please identify: **Students who complete the ASN program must be licensed by the Indiana State Board of Nursing by applying through the Indiana Professional Licensing Agency.**

- The specific license(s) needed: **NCLEX-RN**

- The State agency issuing the license(s): **The Indiana Professional Licensing Agency is the state agency that graduates of the ASN program who have passed their NCLEX-RN exam would apply to get their State License.**

a. Professional Certification
   What are the professional certifications that exist for graduates of similar program(s)? **The professional certifications that exist for graduates of same/similar programs is the RN.**

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? A national certification is not required if the student already received their licensure from the State of Indiana. However, a **graduate of the ASN program must obtain the RN licensure in order to find employment in Indiana. The students take the NCLEX-RN exam.** They will be able to obtain their BLS in CPR after taking the certification class as well. Students will be strongly encouraged to complete a CPR course since it is a basic skill that they will have to know when becoming a nurse.

- If so, please identify **Students in the ASN program who take and pass the NCLEX-RN exam can become registered by appling to the State of Indiana Professional Licensing Agency to get their RN licensure.**

- Each specific professional certification: **The students in the ASN program take the NCLEX-RN exam and receive their RN licensure after passing Exam and applying to Indiana Professional Licensing Agency.**

- The national organization issuing each certification: **The national organization issuing the certification will be the National Council of State Boards of Nursing (NCSBN)**

- Please explain the rational for choosing each professional certification: **The rational for choosing the professional certification for the ASN program is based upon the requirements for the nursing program. Students in the nursing program are required to take the NCLEX-RN test in order to become a registered nurse.**
- Please identify the single course or a sequence of courses that lead to each professional certification?

b. Professional Industry Standards/Best Practices

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)? Yes, the program curriculum incorporates professional industry standards and best practices as stated by the Indiana State Board of Nursing**.** The curriculum is based upon those requirements and teach the students best practices in each course offering. Some courses interwoven in the curriculum include Interpersonal Communication, Fundamentals of Nursing and Professional Nursing Practice.

If so, please identify: The professional industry standards and best practices are imbedded into the curriculum. Each class identifies industry standards and best practices so that when a student finishes their program, they will be able to be competitive in their field.
Built throughout the curriculum and specifically addressed in several courses the specific professional industry standards and/or best practices for the ASN program include content from two courses; Fundamentals of Nursing and Professional Nursing Practice. For instance, the course description for the Professional Nursing Practice prepares nursing students for transitioning to the nursing profession. The transitioning student will gain a broader understanding of the foundations of professional nursing practice and its history, the varying nursing roles and

actions, changing healthcare environments, the dynamics of society, ethics, legal aspects, and how all affect the future of the professional nurse. One student learning outcomes for example is demonstrating the nursing process in delivering safe, culturally competent, and socially diverse care.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate: **Jeremi College's ASN program and curriculum is based on the Indiana State Board of Nursing Regulation: 848 IAC Curriculum; registered nurse programs**

c. Institutional Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation. **The school will be seeking accreditation through COE and the State of Indiana Board of Nursing. The timeline for the accreditation is to have the program up and running by August 1, 2024. The school will be seeking accreditation through the listed accrediting bodies.**

- Reason for seeking accreditation. **The reason the school is seeking accreditation is because there is a need in the community for more RNs so if the school were to provide training and education for that program, we would be filling the need for nurses. The nursing field is in high demand and the school is seeking to fill that need. Additionally, accreditation to provide the ASN training and RN licensure is a requirement of both the State of Indiana and the Nursing profession.**

  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? **Students who graduate in the ASN program will be accredited through the State of Indiana and also nationally through COE. They must graduate from an accredited school and pass the NCLEX_RN in order to be able to become licensed as an RN.**

- If so, please identify the specialized accrediting agency: **Students who graduate from the ASN program through the Indiana State Board of Nursing will apply to Indiana Professional Licensing Agency to obtain their RN licenses.**

d. Transferability of Associate of Science Degrees

e. 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: **The credits that students will receive from Jeremi College can be applied towards a Bachelor's degree at another college that offers a baccalaureate degree, but it will be at the discretion of the receiving college to award the credits.**

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? **The school does not offer a baccalaureate degree for the credits to transfer. The school is only offering programs up to an associate's degree.**

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

8. <u>**Student Records**</u> (*Institutions that have Previously Operated*)

   a. Are all student transcripts in a digital format? **The school can generate a student's transcript using the SMART system which creates a digital transcript that can be emailed or printed.**
       - If not what is the percentage of student transcripts in a digital format? – **N/A**

       - What is the beginning year of digitized student transcripts? **The beginning year of digitized student transcripts is 2022 when the school starting using the SMART system. The school has entered the information for the previous students who attended the school that dates back to 2020.**

       - Are student transcripts stored separately from the overall student records? **Student transcripts are printed and kept within the students file.**

   b. How are the digital student records stored? **The digital student records for the ASN program will be stored in the SMART system and also on the G-Drive for the school.**

       Where is the computer server located? **We use Google Suite and we store our data in a secured Google drive.**

       What is the name of the system that stores the digital records? **The digital records are stored in the SMART system and the G-Drive for the school.**

   c. Where are the paper student records located? **The paper student records for the students are kept in a fire proof locked filing cabinet located at the school.**

   d. What is the beginning year of the institutional student record series? **The beginning year of the institutional student record series is from students who attended class since 2020. The institution holds student records from when it first held its first class in 2020.**

   e. What is the estimated number of digital student records held by the institution? **The estimated number of digital student records held by the institution is approximately 600.**
   f. What is the estimated number of paper student records held by the institution? **The estimated number of student records held by the intuition is approximately 600.**

g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? **No, the school does not use microfiche to hold digital copies of student's records.**

- 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? **The school has a Register on campus that has overall responsibility and authority over student records.**

- If so, what is the name, title, and contact information for that individual? **The Registers information is as follows:**
  Yvette Bell-Registrar
  ybell@jeremiinstitute.com; (219) 237-2929

i. Has the institution contracted with a third party vendor such as Parchment to have student records digitized, maintained, and serviced? **No, the school has not partnered with a third party to have student records digitized, maintained, or serviced.**

j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week? **The school may receive up to two education verifications per week.**

This Section Applies to All Institutions

k. Is there anything that the Commission should consider with regard to the institutional student records? **There is nothing that the Commission should consider with regards to the instructional student records.**

l. What is the digital format of student transcripts? **The school uses the SMART system that houses the grades and attendance for students to generate a transcript. There is transcript request form that students complete to obtain a copy of their transcript.**

m. Is the institution using proprietary software, if so what is the name? **The school uses the SMART system for grades, attendance, and transcripts.**

n. Attach a sample transcript specifically for the program being proposed as the last page of this program application. **Please find a sample transcript attached that is specifically for the ASN program.**

9. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System **–See attached**

- Report a table for each campus or off-campus location at which the program will be offered **–See attached**
- 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. **–The ASN program is only being offered at the Indiana campus.**
- Round the FTE enrollments to the nearest whole number **–See attached**
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections. **–The program will not take more than five years to implement.**

Projected Headcount and FTE Enrollments and Degrees Conferred								
June 6, 2025								
Institution/Location: Jeremi College ____								
Program: Associate of Science in Nursing								
				Year 1	Year 2	Year 3	Year 4	Year 5
				FY2025	FY2026	FY2027	FY2028	FY2029
Enrollment Projections (Headcount)								
	Full-Time			8	16	32	32	64
	Part-Time			0	0	8	16	24
	Total			8	16	40	48	88
Enrollment Projections (FTE*)								
	Full-Time			8	16	32	32	64
	Part-Time			0	0	8	16	24
	Total			8	16	40	48	88
Degrees Conferred Projections				0	0	6	14	36

Degree Level: Associate's									
CIP Code: - 51.3801; State - 25-23-1									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

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SMART Systems, Inc.

Jeremi College
1544 45th St., Suite 2
Munster, IN 46321
(219)237-2929

Academic Transcript for Permit No.: 996-69967
Cumulative

Doe, Jane	SSN: 0000
000 No Street	Active? N
Nowhere , IN, 00000	Scheduled Hours:

Labs

Lab No.	Description	Date	Grade	No. Labs	CumTot Lab No.	Req Lab No.	CumBal Req No.
ANP 101	Anatomy & Physiology I	9/8/2023	95.00	0.00	0.00	0.00	0.00
ANP 102	Anatomy and Physiology II	9/8/2023	85.00	0.00	0.00	0.00	0.00
BIOS 101	Microbiology	9/8/2023	85.00	0.00	0.00	0.00	0.00
COM 101	Interpersonal Communication	9/8/2023	87.00	0.00	0.00	0.00	0.00
ENG 101	English Composition	9/8/2023	90.00	0.00	0.00	0.00	0.00
MAT 101	College Math	9/8/2023	85.00	0.00	0.00	0.00	0.00
NUR 100	Introduction to Professional Nursing	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 101	Fundamentals of Nursing	1/11/2024	95.00	0.00	0.00	0.00	0.00
NUR 102	Gerontology Nursing	1/11/2024	95.00	0.00	0.00	0.00	0.00
NUR 103	Pharmacology	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 201	Medical-Surgical Nursing I	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 202	Medical-Surgical Nursing II	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 203	Maternal-Newborn Nursing	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 204	Pediatric Nursing	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 205	Mental Health Nursing	1/11/2024	90.00	0.00	0.00	0.00	0.00
NUR 206	Professional Nursing Practice	1/11/2024	95.00	0.00	0.00	0.00	0.00
NUR 207	Nursing Seminar	1/11/2024	95.00	0.00	0.00	0.00	0.00
PSY 101	Introduction to Psychology	9/8/2023	90.00	0.00	0.00	0.00	0.00
PSY 102	Human Development	9/8/2023	90.00	0.00	0.00	0.00	0.00
SCI 101	Nutrition and Health	9/8/2023	90.00	0.00	0.00	0.00	0.00
SOC 101	Introduction to Sociology	9/8/2023	95.00	0.00	0.00	0.00	0.00

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SMART Systems, Inc.

Jeremi College

1544 45th St., Suite 2

Munster, IN 46321

(219)237-2929

Academic Transcript for Permit No.: 996-69967

Cumulative

Doe, Jane

000 No Street

Nowhere , IN, 00000

SSN: 0000

Active? N

Scheduled Hours:

Cumulative

Current Cumulative Data for: Doe, Jane				996-69967		0000	
GPA:	89.20	Crs:	Associate of Science in Nursing	Date Started:	1/11/2024	Leave of Absence:	0
Test Score Value:	0.00	Crs Hrs:	0.00	Drop Date:	n/a	Contract Grad Date:	9/4/2025
Lab Score Value:	0.00	Total Hrs:		ReEnroll Date:	n/a	Max Time Frame:	7/2/2026
Major Test	0.00	Transfer Hrs:	0.00	Drop2 Date:	n/a	Actual Grad Date:	9/4/2025
Score Value:		% Complete:	0.00	ReEnroll Date:	n/a	Loan Ent Date:	n/a
SAP?		Hrs Remaining:		Drop3 Date:	n/a	Loan Exit Date:	n/a
		GrandTot Hrs:		ReEnroll Date:	n/a	Determined:	
End Date	1/10/2024	Attended		Scheduled		0 SCH -vs- ACT %:	No Sched

Notes:

Yvette Bell

Student Signature	Date	Registrar	Date