

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
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Date the Form was Prepared (Use date last revised):	08/21/2026 Revised



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

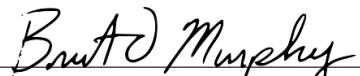
2026-2027: Summer 2027: Session B - 06/28/2027 - 08/16/2027

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

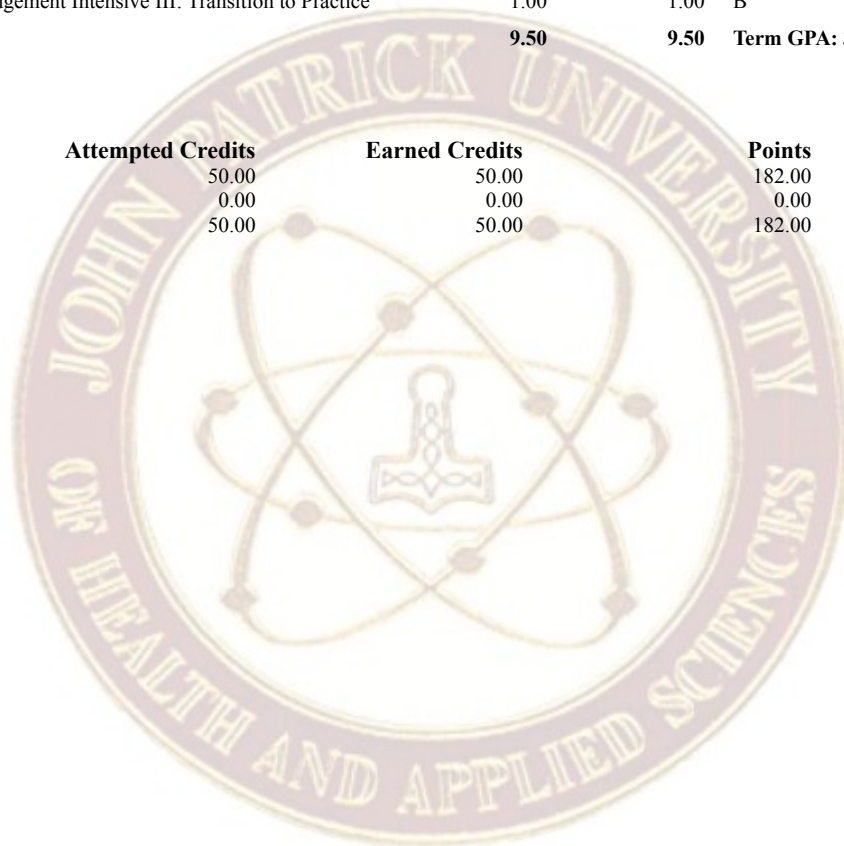
Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG410	Practice Synthesis I: Entry to Nursing Practice	0.50	0.50	A	2.00
NRSG411	Reproductive and Maternal Health	2.00	2.00	A	8.00
NRSG412	Pediatric and Family Nursing	2.00	2.00	A	8.00
NRSG413	Maternal, Newborn and Pediatric Practicum	1.00	1.00	A	4.00
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

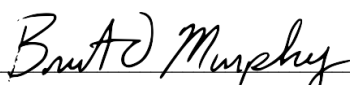
Course #	Name	Attempted Cr.	Earned Cr.	Grade	Points
NRSG358	Diagnostic Imaging in Healthcare	2.00	2.00	A	8.00
NRSG415	Practice Synthesis II: Professional Project	0.50	0.50	A	2.00
NRSG416	Critical Care and Complex Health Management	3.00	3.00	B	9.00
NRSG417	Integrated Practicum	2.00	2.00	A	8.00
NRSG418	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.