

INDIANA COMMISSION FOR HIGHER EDUCATION

New Program Proposal Form
for BPE Authorized Institutions

Diploma in Practical Nursing
To Be Offered by Essential Healthcare Academy at 4656
W Jefferson Blvd. Suite 125 Fort Wayne, IN 46804

Degree Award Level²: Diploma

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

Career Relevant/Out-of-Classroom Experiences⁴:

Suggested CIP Code⁵ for Program: 51.3901

Name of Person Preparing this Form: Sedricka Epperson Telephone Number and

Email: 260-467-9837 info@essentialhca.com Address: 4656 W Jefferson Blvd. Suite

125 Fort Wayne, IN 46804

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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 nursing program is designed to prepare individuals to become competent, compassionate, and knowledgeable nurses who can provide quality healthcare to individuals, families, and communities. The program aims to achieve several objectives:

1. **Clinical Competence:** Students learn the skills and knowledge necessary to assess, diagnose, plan, implement, and evaluate nursing care across various healthcare settings.
2. **Critical Thinking and Problem-Solving:** The program fosters the development of critical thinking skills to make sound clinical judgments and solve complex healthcare problems effectively.
3. **Communication Skills:** Nursing students learn effective communication techniques to interact with patients, families, and interdisciplinary healthcare teams.
4. **Ethical and Professional Behavior:** The program instills ethical principles and professional standards to ensure integrity, accountability, and advocacy in nursing practice.
5. **Cultural Competence:** Students are educated on cultural diversity and sensitivity to provide culturally competent care to diverse populations.
6. **Leadership and Collaboration:** Nursing education emphasizes leadership skills and collaboration within healthcare teams to improve patient outcomes and promote healthcare delivery.

The nursing program is structured to accomplish these objectives through a combination of classroom lectures, laboratory simulations, and clinical experiences.

1. **Classroom Instruction:** Students receive theoretical knowledge through lectures, discussions, and presentations covering topics such as anatomy, physiology, pharmacology, nursing theory, and healthcare ethics.
2. **Laboratory Simulations:** Nursing programs often include laboratory sessions where students practice clinical skills in a controlled environment using medical equipment and simulation technology to simulate real-life patient care scenarios.
3. **Clinical Rotations:** Students gain hands-on experience through clinical rotations in hospitals, clinics, long-term care facilities, and community settings under the supervision of licensed nurses and clinical instructors. These rotations allow students to apply theoretical knowledge to real patient care situations, develop clinical skills, and refine critical thinking abilities.
4. **Preceptorship/Internship:** In some programs, students participate in preceptorship or internship experiences where they work closely with a registered nurse preceptor in a clinical setting, providing direct patient care and further refining their nursing skills under supervision.
5. **Capstone Projects:** Many nursing programs require students to complete a capstone project or a comprehensive exam to demonstrate their mastery of nursing knowledge and skills before graduation.

Overall, the structured curriculum and varied learning experiences of the nursing program aim to prepare graduates who are competent, compassionate, and well-rounded professionals capable of meeting the diverse healthcare needs of individuals and communities

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

Total course hours: 61 credit hours

Quarter hours **X**

Tuition: \$17, 446

Length of program: 12 months

Specialty Courses:

Course Number	Course Title	Course Hours
NUR100	Fundamentals of Nursing I	6 credit hours, 40 lecture hours, 40 lab hours
NUR201	Fundamentals of Nursing II	6 credit hours, 30 lecture hours, 70 clinical hours
PHAR201	Pharmacology	3 credit hours, 45 lecture hours
NUR202	Geriatric Nursing	8 credit hours, 50 lecture hours, 90 clinical hours
NUR300	Medical-Surgical Nursing I	6 credit hours, 40 lecture hours, 60 clinical hours
NUR301	Into to Maternity & Pediatric Nursing	4 credit hours, 32 lecture hours, 50 clinical hours
NUR305	Mental Health Nursing	3 credit hours, 30 lecture hours
NUR401	Medical-Surgical Nursing II	6 credit hours, 40 lecture hours, 60 clinical hours
NUR400	Leadership & Professional Development	

General Education/Liberal Arts Course:

AP100	Anatomy & Physiology	6 credit hours, 50 lecture hours, 20 lab hours
MED100	Medical Terminology	2 credit hours, 20 lecture hours
MA100	Dosage Calculations	3 credit hours, 30 lecture hours
NUTR100	Nutrition	3 credit hours, 48 lecture hours
PN402	NCLEX-PN Review	2 credit hours, 30 lecture hours

Number of Credit/Clock Hrs. in Specialty Courses: 52 / 61 Percentage: 85%

Number of Credit/Clock Hrs. in General Courses: 9 / 61 Percentage: 15%

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 3 / Percentage:

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

a. Location of library; Hours of student access; Part-time, full-time librarian/staff: There is no physical library on site.

a. Number of volumes of professional material: N/A

b. Number of professional periodicals subscribed to: N/A

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

Allen County Public Library - 900 Library Plaza

Allen County Public Library Little Turtle - 2200 Sherman Blvd.

Allen County Public Library - 5630 Coventry Lane

Total # of Faculty in the Program:		Full-time:	2	Part-time:	5
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
Abby Widman	BSN, RN	12	0	3		X
Angel Martin	MSN, Family Nurse Practitioner	9	1	0		X
Donielle Krempel	BSN, RN	8	1.5	0	X	
Kimberly Richard	MSN, Family Nurse Practitioner	5	0	2		X
Kiera Wilkerson	BSN, RN	10	2	0		X
Lakesha Wims	MSN	9	0	0		X
Rashida Muhammad	MSN Family Nurse Practitioner	13	2	0		X
Sedricka Epperson	MSN Family Nurse Practitioner	11	4	5	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 institution proposes the nursing program to address the growing demand for qualified healthcare professionals, particularly nurses, in response to population growth, aging demographics, and evolving healthcare needs. By offering a nursing program, the institution aims to:

1. **Meet Workforce Demands:** The healthcare industry continually seeks skilled nurses to fill various roles across healthcare settings. By providing a nursing program, the institution contributes to addressing the shortage of nurses and helps meet the increasing demand for healthcare services.
2. **Enhance Community Health:** Nurses play a vital role in promoting health, preventing diseases, and delivering patient-centered care. By educating future nurses, the institution contributes to improving community health outcomes and addressing healthcare disparities.
3. **Support Academic Mission:** Offering a nursing program aligns with the institution's academic mission to provide quality education, advance knowledge through research, and serve the community. It expands the institution's academic offerings and enhances its reputation as a comprehensive educational institution.
4. **Foster Interdisciplinary Collaboration:** Nursing education often involves collaboration with other healthcare disciplines such as medicine, pharmacy, and public health. By integrating nursing education into its curriculum, the institution fosters interdisciplinary collaboration and enriches the learning experience for students across various fields.
5. **Utilize Existing Resources:** The institution may already have infrastructure, faculty expertise, and clinical partnerships in place that can be leveraged to support the nursing program. Building upon these existing strengths minimizes the need for extensive investment and facilitates the successful implementation of the program.

Overall, the institution proposes the nursing program as a strategic initiative to address societal needs, support its academic mission, and capitalize on existing institutional strengths to educate future generations of nurses and contribute to the advancement of healthcare delivery.

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

The nursing program aligns with the mission of the institution by:

1. **Promoting Education and Service:** The institution's mission likely emphasizes education and service to the community. The nursing program fulfills this mission by educating future nurses who will serve individuals, families, and communities through compassionate and competent healthcare delivery.
2. **Advancing Knowledge and Research:** Many institutions prioritize the advancement of knowledge through research. The nursing program contributes to this mission by fostering research in nursing

science, evidence-based practice, and healthcare outcomes, thus advancing the institution's research agenda.

3. Addressing Societal Needs: Institutions often strive to address societal needs and challenges. The nursing program directly addresses the need for qualified healthcare professionals, particularly nurses, to meet the growing demands of the healthcare industry and improve population health outcomes.
4. Fostering Diversity and Inclusion: Institutions committed to diversity and inclusion aim to create equitable opportunities for all individuals. The nursing program promotes diversity by educating culturally competent nurses who can provide quality care to diverse populations, thus furthering the institution's commitment to inclusivity.

Regarding its fit into the institution's strategic plan:

1. Strategic Priority: The nursing program may be identified as a strategic priority within the institution's strategic plan, reflecting its importance in fulfilling the institution's mission and addressing key challenges or opportunities in the healthcare landscape.
2. Resource Allocation: The strategic plan likely allocates resources, such as funding, faculty support, and infrastructure, to support the development and implementation of the nursing program. This ensures that the program receives the necessary support to thrive and achieve its objectives.
3. Partnerships and Collaborations: The strategic plan may outline partnerships and collaborations with healthcare organizations, clinical facilities, and community stakeholders to enhance the nursing program's effectiveness and impact. These partnerships facilitate clinical placements, research opportunities, and community engagement initiatives.
4. Measurable Goals and Outcomes: The strategic plan likely includes measurable goals and outcomes related to the nursing program, such as graduation rates, licensure exam pass rates, research productivity, and community health impact. These metrics enable the institution to assess the success and effectiveness of the program and make data-informed decisions for continuous improvement.

In summary, the nursing program is consistent with the institution's mission by promoting education, service, research, and diversity. It fits into the institution's strategic plan as a priority area with allocated resources, strategic partnerships, and measurable goals to advance the institution's mission and address key societal needs in healthcare.

b. State Rationale: General

- How does this program address state priorities as reflected in the Commission's most recent strategic plan [*Reaching Higher In a State of Change*](#)?

1. Workforce Development: Nursing programs contribute to workforce development by educating and training qualified healthcare professionals, including nurses, to meet the healthcare needs of the state's population. By producing a skilled and competent nursing workforce, the program supports the state's

goal of building a strong and resilient workforce.

2. Healthcare Access and Equity: Nursing programs play a crucial role in addressing healthcare access and equity issues by preparing nurses to provide culturally competent care to diverse populations, including underserved and marginalized communities. By promoting diversity, equity, and inclusion within the nursing profession, the program supports the state's efforts to improve healthcare access and reduce disparities in health outcomes.

3. Education Attainment and Success: Nursing programs contribute to education attainment and success by providing students with opportunities for academic and professional advancement in the healthcare field. By offering quality education and training programs, the program helps students achieve their educational and career goals, thereby supporting the state's objectives related to increasing educational attainment and success.

4. Economic Development: Nursing programs contribute to economic development by producing skilled workforce that drives innovation and productivity in the healthcare sector. By preparing nurses to meet the evolving healthcare needs of the state's population, the program supports economic growth and development in the healthcare industry, which is a significant contributor to the state's economy.

5. Healthcare Quality and Patient Outcomes: Nursing programs contribute to healthcare quality and patient outcomes by educating nurses who are competent, compassionate, and capable of providing evidence-based care. By emphasizing clinical excellence, patient safety, and quality improvement, the program supports the state's goals of enhancing healthcare quality and improving patient outcomes across healthcare settings.

In summary, the nursing program aligns with the state priorities outlined in the Commission's strategic plan by addressing workforce development, healthcare access and equity, education attainment and success, economic development, and healthcare quality and patient outcomes. By producing a skilled and diverse nursing workforce, the program contributes to the state's efforts to achieve its overarching goals related to education, healthcare, and economic prosperity.

c. State Rationale: Equity-Related

- How does this program address the Equity section of [*Reaching Higher In a State of Change*](#) (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

The nursing program addresses equity considerations, including race/ethnicity, socioeconomic status, gender, and geography, in several ways:

1. Culturally Competent Education: The program incorporates cultural competence training to ensure that nursing students understand and respect the diverse cultural backgrounds of patients. By recognizing and addressing cultural differences, nurses can provide more equitable and patient-centered care to individuals of different races and ethnicities.

2. Financial Support and Scholarships: The program offers financial support and scholarships to students from diverse socioeconomic backgrounds, reducing financial barriers to accessing nursing education. This ensures that individuals from lower-income families have equal opportunities to pursue a career in nursing, promoting socioeconomic equity in the profession.

3. Diversity Recruitment and Retention: The program actively recruits and retains students from underrepresented racial/ethnic groups, genders, and geographic regions. By promoting diversity within the nursing student population, the program fosters a more inclusive learning environment and prepares nurses who reflect the diverse communities they serve.

4. Clinical Placements in Underserved Areas: The program facilitates clinical placements in underserved and geographically remote areas, exposing students to diverse patient populations and healthcare settings. By providing clinical experiences in these areas, the program promotes equity in healthcare access and addresses disparities in healthcare delivery across different geographic regions.

5. Gender-Inclusive Policies and Support: The program adopts gender-inclusive policies and provides support services to ensure that all students, regardless of gender identity, feel welcomed and supported in their educational journey. This fosters a more inclusive and equitable learning environment for students of all gender identities.

6. Community Engagement and Outreach: The program engages with local communities to understand their healthcare needs and collaborates with community organizations to address health disparities. By actively involving community members in program development and implementation, the program ensures that healthcare services are responsive to the needs of diverse populations and promote equity in healthcare delivery.

Overall, the nursing program demonstrates a commitment to equity by addressing the needs of individuals from diverse racial/ethnic, socioeconomic, gender, and geographic backgrounds through culturally competent education, financial support, diversity recruitment efforts, clinical placements, gender-inclusive policies, and community engagement initiatives.

d. Evidence of Labor Market Need

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

The nursing program serves a national, state, and regional labor market need simultaneously, depending on various factors such as demand for healthcare services, population demographics, and healthcare workforce shortages. Here's how the nursing program may address each level of labor market need:

1. National Need: Nursing is a profession in high demand across the United States due to factors such as an aging population, increased prevalence of chronic diseases, advancements in healthcare technology,

and healthcare reform initiatives. The nursing program contributes to addressing the national need for qualified nurses by producing graduates who can work in diverse healthcare settings across the country.

2. State Need: Each state has its unique healthcare challenges and workforce needs influenced by factors such as population demographics, healthcare infrastructure, and state healthcare policies. The nursing program serves the state labor market need by producing nurses who are specifically trained to meet the healthcare needs of the state's population. This may involve addressing state-specific health disparities, healthcare access issues, and workforce shortages in certain regions or specialties.

3. Regional Need: Within a state, there may be regional variations in healthcare demand and workforce needs. Urban areas, rural communities, and underserved regions may have distinct healthcare challenges that require tailored approaches. The nursing program serves regional labor market needs by producing nurses who are equipped to work in diverse geographic areas and address the unique healthcare needs of different communities within the region.

Overall, the nursing program plays a vital role in addressing labor market needs at the national, state, and regional levels by producing a skilled and diverse nursing workforce capable of providing quality care to individuals, families, and communities across various healthcare settings. Whether at the national, state, or regional level, the program contributes to meeting the evolving demands of the healthcare industry and improving health outcomes for populations served.

e. Placement of Graduates

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

The majority of nursing graduates are expected to find employment in a variety of occupations and industries within the healthcare sector. Some principal occupations and industries where nursing graduates commonly find employment include:

1. Hospital Nursing: Hospitals are one of the largest employers of nursing graduates. Nurses work in various departments within hospitals, including medical-surgical units, intensive care units (ICUs), emergency departments, labor and delivery units, pediatric units, and specialty areas such as oncology, cardiology, and orthopedics.

2. Long-Term Care Facilities: Nursing graduates may also find employment in long-term care facilities, including nursing homes, assisted living facilities, and rehabilitation centers. In these settings, nurses provide care to elderly or disabled individuals who require assistance with activities of daily living, medication management, and medical monitoring.

3. Community Health Nursing: Some nursing graduates may pursue careers in community health nursing, working in public health departments, community clinics, schools, and nonprofit organizations. Community health nurses focus on health promotion, disease prevention, and improving health outcomes for populations within a community or geographic area.

4. Home Health and Hospice Care: Nursing graduates may work in home health agencies or hospice organizations, providing healthcare services to patients in their homes. Home health nurses assess patient needs, develop care plans, administer treatments, and provide education and support to patients and their families in a home setting.

5. Ambulatory Care Settings: Nursing graduates may work in ambulatory care settings such as outpatient clinics, urgent care centers, and specialty clinics. In these settings, nurses provide a wide range of healthcare services, including primary care, specialty care, preventive services, and minor procedures.

Overall, nursing graduates have diverse employment opportunities within the healthcare sector, spanning various occupations and industries that involve direct patient care, health promotion, disease prevention, and community health initiatives.

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

The majority of graduates may be expected to pursue advanced degrees in nursing or related fields. Some principal kinds of graduate programs that nursing graduates may be admitted to include:

1. Bachelor in Science in Nursing (BSN) and Master of Science in Nursing (MSN): Many nursing graduates may choose to pursue a Bachelor in Science in Nursing (BSN) and Master of Science in Nursing (MSN) degree, which offers advanced preparation in nursing practice, leadership, education, or specialization in a clinical area. MSN programs may include tracks such as Nurse Practitioner (NP), Nurse Educator, Nurse Leader/Manager, Clinical Nurse Specialist (CNS), Nurse Anesthetist, or Nurse Midwife.

2. Doctor of Nursing Practice (DNP): Nursing graduates may also pursue a Doctor of Nursing Practice (DNP) degree, which is a terminal practice-focused degree that prepares nurses for advanced clinical practice, leadership, and healthcare administration roles. DNP programs emphasize evidence-based practice, quality improvement, healthcare policy, and leadership development.

3. Ph.D. in Nursing: Some nursing graduates may choose to pursue a Ph.D. in Nursing, which is a research-focused doctoral degree designed to prepare nurses for careers in academia, research, or healthcare policy. Ph.D. programs in nursing typically emphasize research methodology, scholarly inquiry, and the development of nursing science.

4. Nurse Practitioner (NP) Programs: Nursing graduates interested in advanced practice nursing may enroll in Nurse Practitioner (NP) programs, which offer specialized training and certification in primary care, acute care, family practice, pediatric care, adult-gerontology, psychiatric-mental health, or women's health. NP programs typically lead to certification as an advanced practice registered nurse (APRN) in the respective specialty.

5. Clinical Nurse Leader (CNL) Programs: Some nursing graduates may pursue Clinical Nurse Leader (CNL) programs, which prepare nurses for advanced generalist roles in healthcare delivery, care coordination, quality improvement, and patient safety. CNL programs focus on enhancing clinical leadership skills and preparing nurses for interdisciplinary teamwork in complex healthcare environments.

6. Healthcare Administration and Leadership Programs: Nursing graduates interested in healthcare administration, management, or leadership roles may enroll in graduate programs in healthcare administration, healthcare management, or healthcare policy. These programs provide training in healthcare finance, organizational behavior, strategic planning, and healthcare policy analysis.

Overall, nursing graduates have a wide range of graduate program options to pursue, depending on their career goals, interests, and professional aspirations. Advanced degrees in nursing and related fields offer opportunities for specialization, leadership development, research, and advanced practice roles within the healthcare industry.

f. Job Titles

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

Specific job titles and broad job categories that would be appropriate for a graduate of a LPN nursing program:

1. Licensed Practical Nurse (LPN) Positions*

- Medical-Surgical Nurse
- Long Term Care Nurse
- Rehab Nurse
- Dialysis Nurse
- Emergency Room Nurse
- Oncology Nurse
- Psychiatric Nurse
- Home Health Nurse
- Public Health Nurse
- School Nurse

2. Nurse Leadership and Management Positions:

- Nurse Manager
- Nurse Supervisor
- Nurse Director
- Nurse Educator
- Staff Development Coordinator

3. Other Nursing Specialties and Roles:

- Forensic Nurse
- Wound Care Nurse
- Travel Nurse

These job titles and categories encompass a wide range of roles and specialties within the nursing profession. Graduates of a nursing program may pursue careers in various healthcare settings, including hospitals, clinics, long-term care facilities, community health organizations, schools, and government agencies.

6. Information on Competencies, Learning Outcomes, and Assessment

a. Program Competencies or Learning Outcomes

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

1. Clinical Competence:

- Assessing patient health status accurately.
- Developing comprehensive care plans based on patient assessments and evidence-based practice.
- Administering medications safely and accurately.
- Performing nursing interventions effectively to promote patient well-being.
- Evaluating patient responses to nursing interventions and modifying care plans as needed.

2. Critical Thinking and Clinical Judgment:

- Analyzing clinical data and making sound clinical judgments.
- Prioritizing nursing care based on patient needs and acuity.
- Identifying potential complications and taking appropriate actions to prevent or address them.
- Solving clinical problems effectively using evidence-based practice and critical thinking skills.
- Recognizing ethical dilemmas in healthcare and making ethical decisions in nursing practice.

3. Communication and Interpersonal Skills:

- Communicating effectively with patients, families, and interdisciplinary healthcare team members.
- Providing patient education and counseling to promote health literacy and self-management.
- Collaborating with healthcare team members to coordinate patient care and ensure continuity of care.
- Advocating for patients' rights and needs within the healthcare system.
- Using therapeutic communication techniques to establish rapport and build trusting relationships with patients.

4. Cultural Competence and Diversity Awareness:

- Recognizing and respecting cultural diversity among patients and families.
- Providing culturally competent care that considers patients' cultural beliefs, values, and preferences.
- Addressing healthcare disparities and promoting health equity for diverse populations.
- Collaborating with interpreters and cultural liaisons to facilitate communication and understanding.
- Advocating for culturally sensitive healthcare policies and practices within healthcare organizations.

5. Professionalism and Ethics:

- Demonstrating integrity, honesty, and ethical behavior in all aspects of nursing practice.
- Upholding professional standards and ethical principles established by nursing organizations and regulatory bodies.
- Maintaining confidentiality and privacy of patient information in accordance with HIPAA regulations.
- Engaging in lifelong learning and professional development to stay current with advances in nursing practice.
- Advocating for social justice and healthcare reform to address systemic issues impacting patient care and health outcomes.

6. Leadership and Collaboration:

- Demonstrating leadership skills in nursing practice, education, and advocacy.
- Collaborating effectively with interdisciplinary healthcare team members to achieve optimal patient outcomes.
- Participating in quality improvement initiatives to enhance patient safety and healthcare delivery.
- Mentoring and supporting peers and junior colleagues in their professional development.
- Engaging in healthcare policy advocacy and promoting nursing's role in shaping healthcare policies

and practices.

These competencies and learning outcomes reflect the multifaceted nature of nursing practice and the diverse roles and responsibilities that nurses fulfill in providing high-quality, patient-centered care across various healthcare settings. Graduates of a nursing program are expected to demonstrate proficiency in these areas to become competent, compassionate, and ethical professionals capable of meeting the healthcare needs of individuals, families, and communities.

b. Assessment

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

The institution intends to assess nursing students with respect to mastery of program competencies or learning outcomes through a comprehensive and multifaceted approach that includes the following strategies:

1. **Formative and Summative Assessments:** Nursing students will undergo both formative and summative assessments throughout their educational journey. Formative assessments, such as quizzes, assignments, and simulations, provide ongoing feedback to students and faculty to identify areas for improvement. Summative assessments, including exams, clinical evaluations, and capstone projects, measure students' mastery of program competencies at key milestones in the nursing program.
2. **Clinical Performance Evaluations:** Nursing students will be evaluated on their clinical performance during clinical rotations in healthcare settings. Clinical instructors and preceptors will assess students' clinical competence, critical thinking skills, communication abilities, and professionalism in providing patient care. These evaluations provide valuable feedback to students and faculty regarding students' readiness for professional nursing practice.
3. **Objective Structured Clinical Examinations (OSCEs):** Nursing students may participate in OSCEs, which are structured assessments that simulate real-life clinical scenarios to assess students' clinical skills and decision-making abilities. OSCEs allow students to demonstrate their proficiency in performing nursing interventions, assessing patient conditions, and responding to clinical emergencies in a controlled environment.
4. **Portfolio Assessment:** Nursing students may compile portfolios that document their learning experiences, achievements, and reflections throughout the nursing program. Portfolios provide a holistic view of students' growth and development over time and allow students to demonstrate their attainment of program competencies through examples of their work, clinical experiences, and self-reflections.
5. **Standardized Testing:** Nursing students may be required to complete standardized tests, such as the NCLEX-PN (National Council Licensure Examination for Licensed Practical Nurses), to demonstrate their competency for licensure as registered nurses. These standardized tests assess students' knowledge and application of nursing principles, clinical reasoning abilities, and ethical decision-making skills.

By employing a variety of assessment methods, the institution ensures that nursing students are comprehensively evaluated on their mastery of program competencies and learning outcomes. These assessments provide valuable feedback to students and faculty, support continuous improvement in

nursing education, and ensure that graduates are well-prepared to enter professional nursing practice.

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

a. Federal Financial Responsibility Composite Score

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

This institution does not have a Federal Financial Responsibility Composite Score at this time.

b. State Licensure

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure? Yes and yes.
- If so, please identify:
- The specific license(s) needed: License Practical Nurse
- The State agency issuing the license(s): Indiana Board of Nursing

a. Professional Certification

- What are the professional certifications that exist for graduates of similar program(s)? Diploma
- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?
- If so, please identify: The graduate will be able to obtain a nurse license compact (NLC) which allows nurses to practice in other NLC states.
- Each specific professional certification: Nurse License Compact
- The national organization issuing each certification: National Council of State Board of Nursing
- Please explain the rationale for choosing each professional certification:

The rationale for the National Council of State Boards of Nursing (NCSBN) Licensed Practical Nurse (LPN) certification includes several key points:

1. Competence Validation: Assures employers and the public that certified LPNs have met predetermined

criteria and possess the necessary knowledge and skills to perform their duties effectively.

2. Public Protection: Enhances patient safety by ensuring that only qualified individuals are licensed to practice, thereby reducing the risk of harm from incompetent care.

3. Professional Recognition: Provides recognition for LPNs, validating their expertise and potentially leading to better job opportunities and career advancement.

4. Continuing Education: Encourages lifelong learning and professional development, as maintaining certification typically requires ongoing education.

5. Legal and Regulatory Compliance: Helps state boards enforce regulations and uphold standards within the nursing profession, ensuring compliance with state and federal laws.

6. Quality Improvement: Facilitates continuous improvement in nursing practice and education by providing data and insights into areas needing enhancement.

These points collectively contribute to the overall goal of promoting high standards in nursing practice and safeguarding public health.

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

Semester 1:

- Introduction to Nursing: Foundations of Nursing Practice, Anatomy and Physiology, Medical Terminology
- Basic Nursing Skills: Fundamentals of Patient Care, Introduction to Clinical Practice

Semester 2:

- Intermediate Nursing Concepts: Pathophysiology, Pharmacology, Health Assessment
- Clinical Rotations I: Medical-Surgical Nursing, Pediatric Nursing, Obstetric Nursing

Semester 3:

- Advanced Nursing Practice: Mental Health Nursing, Community Health Nursing, Gerontological Nursing
- Clinical Rotations II: Intensive Care, Emergency Nursing, Leadership and Management

Semester 4:

- Specialized Nursing Fields: Public Health, Nursing Research, Nursing Ethics
- Capstone Project: Research Project or Clinical Internship, Preparation for Licensing Exams

b. Professional Industry Standards/Best Practices

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

Developing a nursing curriculum that incorporates best practices involves integrating evidence-based teaching strategies, ensuring alignment with professional standards, and fostering a comprehensive understanding of

both theoretical and practical aspects of nursing. Here are key components of an effective nursing curriculum:

1. Evidence-Based Curriculum Design

- Integration of Current Research: Incorporate the latest research findings and clinical guidelines to ensure the curriculum is up-to-date and relevant.
- Competency-Based Education: Focus on developing core competencies as outlined by bodies like the NCSBN and the American Association of Colleges of Nursing (AACN).

2. Clinical Practice and Simulation

- Clinical Rotations: Provide diverse clinical placements across various healthcare settings to expose students to a wide range of patient care scenarios.
- Simulation-Based Learning: Use high-fidelity simulations to allow students to practice clinical skills and decision-making in a controlled, safe environment.

3. Interprofessional Education

- Collaborative Learning: Encourage teamwork and collaboration with students from other healthcare disciplines to promote interprofessional practice and communication.

4. Curriculum Integration

- Holistic Approach: Integrate courses that cover fundamental nursing concepts, advanced clinical skills, and specialized areas such as pediatrics, geriatrics, mental health, and community health.
- Technology Integration: Use electronic health records (EHRs), telehealth, and other digital tools to prepare students for modern healthcare environments.

5. Active Learning Strategies

- Flipped Classroom: Assign pre-class readings or videos and use class time for interactive discussions, case studies, and problem-solving activities.
- Clinical Reasoning Exercises: Incorporate exercises that enhance critical thinking and clinical reasoning skills, such as case study analyses and reflective practice.

6. Assessment and Evaluation

- Formative and Summative Assessments: Use a variety of assessment methods, including practical exams, written tests, and reflective essays, to evaluate student learning continuously.
- Objective Structured Clinical Examinations (OSCEs): Conduct OSCEs to assess clinical competence in a structured and standardized manner.

7. Professional Development

- Ethics and Leadership Training: Include courses on nursing ethics, leadership, and management to prepare students for roles beyond direct patient care.
- Continuing Education: Encourage lifelong learning and professional growth through ongoing education and professional development opportunities.

8. Cultural Competency

- Diversity and Inclusion: Teach cultural competency and sensitivity to ensure that future nurses can provide respectful and effective care to diverse populations.
- Global Health Perspectives: Include global health issues and practices to broaden students' understanding of healthcare beyond their local context.

9. Community Engagement

- Service Learning: Incorporate service-learning projects that connect theoretical knowledge with community needs, fostering a sense of social responsibility and engagement.
- Public Health Initiatives: Involve students in public health campaigns and outreach programs to enhance their understanding of community health dynamics.

10. **Faculty Development

- Ongoing Training Provide faculty with opportunities for professional development in teaching strategies, clinical practice, and research to ensure high-quality instruction.
- Mentorship Programs: Implement mentorship programs where experienced faculty support and guide newer educators.

11. Feedback Mechanisms

- Student Feedback: Regularly collect and act on feedback from students regarding the curriculum and teaching methods.
- Program Evaluation: Conduct comprehensive evaluations of the curriculum's effectiveness and make adjustments based on outcomes and feedback.

Implementing these best practices in a nursing curriculum ensures that graduates are well-prepared to meet the challenges of modern healthcare environments and provide high-quality patient care.

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

NCSBN and the American Association of Colleges of Nursing (AACN).

c. Institutional Accreditation

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

Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN) within 2 years of Accreditation by Board of Proprietary Education (BPE) and Indiana State Board of Nursing

- Reason for seeking accreditation.

To integrate and adhere to the industry standards or best practices.

Specialized Program Accreditation

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

d. Transferability of Associate of Science Degrees

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:
- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution? Yes, the graduate can apply credits to a baccalaureate program.
- If so, please list the baccalaureate degree(s): Bachelor of Science in Nursing

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

- a. Are all student transcripts in a digital format? No

- If not what is the percentage of student transcripts in a digital format? 50%
- What is the beginning year of digitized student transcripts? 2024
 - Are student transcripts stored separately from the overall student records? Yes
- b. How are the digital student records stored? Electronic
 - Where is the computer server located? In office
 - What is the name of the system that stores the digital records? Excel, NHA, Campus Café pending
- c. Where are the paper student records located? Locked storage/supply room
- d. What is the beginning year of the institutional student record series? 2021
- e. What is the estimated number of digital student records held by the institution? 1000
- f. What is the estimated number of paper student records held by the institution?
- g. Aside from digital and paper, does the institution maintain student records in other formats such as microfiche? No
 - If so, what is the most significant format?
 - If so, what is the estimated number of student records maintained in that format?
- h. Does the institution maintain a staff position that has overall responsibility and authority over student records? No
 - If so, what is the name, title, and contact information for that individual?
- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced? Yes
- j. Approximately what is the average number of requests for student records or verification of attendance does the institution receive in a day and week?

This Section Applies to All Institutions

- k. Is there anything that the Commission should consider with regard to the institutional student records? No
- l. What is the digital format of student transcripts? Campus Café , Parchment

- m. Is the institution using proprietary software, if so what is the name? No
- n. Attach a sample transcript specifically for the program being proposed as the last page of the this program application. See attached.

9. Projected Headcount and FTE Enrollments and Degrees Conferred

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

Projected Headcount and FTE Enrollments and Degrees Conferred										
Date, 2025										
Institution/Location: Essential Healthcare Academy										
Program: Program ABC										
				Year 1	Year 2	Year 3	Year 4	Year 5		
				FY2025	FY2026	FY20XX	FY20XX	FY20XX		
Enrollment Projections (Headcount)										
	Full-Time			10	10	15	20	25		
	Part-Time			0	10	15	20	25		
	Total			10	20	30	40	50		
Enrollment Projections (FTE*)										
	Full-Time			6	6	8	10	12		
	Part-Time			6	6	8	10	12		
	Total			12	12	16	20	24		
Degrees Conferred Projections				5	10	20	30	40		
Degree Level: Associate										
CIP Code: - 51.3901; State - IN										
FTE Definitions:										
Undergraduate Level: 30 Semester Hrs. = 1 FTE										
Undergraduate Level: 24 Semester Hrs. = 1 FTE										



4656 W Jefferson Blvd. Suite 125
Fort Wayne, IN 46804
UNOFFICIAL TRANSCRIPT

Student Name: Sedricka Epperson
Student DOB: 4/28/92
Student ID: 00003434994
SSN: ***-**-6476

Major: Nursing
Program: Diploma Practical Nurse
Award Earned: Practical Nursing
Date Earned: 12/20/2024

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Earned Hours</u>	<u>Final Grade</u>
QUARTER 1				
APY 101	Anatomy & Physiology	6		
MA 100	Dosage Calculation for Nursing	3		
PN-NURS 101	Fundamental Nursing I	6		
MED 100	Medical Terminology	2		
QUARTER 2				
PN-NURS 200	Fundamental Nursing II	6		
PN-NURS 201	Gerontological Nursing	7		
PHAR 205	Pharmacology	4		
COM 100	Health Information Technology	1		
QUARTER 3				
PN-NURS 300	Contemporary Practical Nursing I	1		
PN-NURS 301	Medical-Surgical Nursing I	6		
PN-NURS 302	Human Growth & Development	3		
PN-NURS 303	Introduction to Maternity & Pediatric Nursing	4		
QUARTER 4				
PN 300	Medical-Surgical Nursing II	8		
PN301	Contemporary Practical Nursing II	2		
PN 302	Transition to the Role of Practical Nursing	4		

Issued By:
Signature:

Date:

Academic Transcript Key

Essential healthcare Academy is a private owned educational Academy serving students since 2021.

Accreditation

Essential health care Academy is accredited by Office for Career and Technical Schools (OCTS) for education and Indiana Department of Health (IDOH).

Quarter

Essential healthcare Academy and roll a new class every quarter in the quarter is 12 weeks in length.

Grading System

Grade	Points per credit	Explanation
A	4.0	Excellent
B	3.0	Good
C	2.0	Satisfactory
D	1.0	Substandard
F	0.0	Failure

The below grade are no credit points:

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