



# University Catalog

*Academic Year 2022-2023*



**Joyce**

UNIVERSITY OF NURSING  
& HEALTH SCIENCES



## Table of Contents

<b><u>PRESIDENT’S MESSAGE.....</u></b>	<b><u>6</u></b>
<b>GENERAL INFORMATION .....</b>	<b>7</b>
<b>MISSION, VISION, AND VALUES .....</b>	<b>7</b>
<b>HISTORY .....</b>	<b>8</b>
<b>STATEMENT OF OWNERSHIP.....</b>	<b>8</b>
<b>ORGANIZATION AND GOVERNANCE .....</b>	<b>8</b>
<b>STATEMENT ON ACADEMIC FREEDOM .....</b>	<b>9</b>
<b>UNIVERSITY HOLIDAYS .....</b>	<b>9</b>
<b>NON-DISCRIMINATION AND EQUAL OPPORTUNITY .....</b>	<b>10</b>
<b>POTENTIAL EXPOSURE .....</b>	<b>10</b>
<b><u>INSTITUTIONAL ACCREDITATION .....</u></b>	<b><u>11</u></b>
<b>NWCCU.....</b>	<b>11</b>
<b><u>PROGRAMMATIC ACCREDITATIONS .....</u></b>	<b><u>11</u></b>
<b>ASSOCIATE OF SCIENCE IN NURSING DEGREE PROGRAM.....</b>	<b>11</b>
<b>BACHELOR OF SCIENCE IN NURSING DEGREE PROGRAM .....</b>	<b>11</b>
<b>MASTER OF NURSING DEGREE PROGRAM .....</b>	<b>11</b>
<b>ASSOCIATE OF SCIENCE - OCCUPATIONAL THERAPY ASSISTANT PROGRAM .....</b>	<b>11</b>
<b>BACHELOR OF SCIENCE IN NURSING - RN TO BSN PROGRAM.....</b>	<b>12</b>
<b><u>AFFILIATIONS AND MEMBERSHIPS .....</u></b>	<b><u>12</u></b>
<b>THE NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS (NC-SARA).....</b>	<b>12</b>
<b>THE ASSOCIATE OF SCIENCE IN NURSING AND THE BACHELOR OF SCIENCE PROGRAMS.....</b>	<b>12</b>
<b><u>PROFESSIONAL LICENSURE DISCLOSURE .....</u></b>	<b><u>13</u></b>
<b><u>FACILITIES AND EQUIPMENT .....</u></b>	<b><u>14</u></b>
<b>BUILDING ACCESS.....</b>	<b>14</b>
<b>STUDENT STUDY CENTER .....</b>	<b>14</b>
<b>LIBRARY RESOURCES .....</b>	<b>14</b>
<b><u>ADMISSIONS INFORMATION .....</u></b>	<b><u>16</u></b>

ADMISSIONS POLICY .....	16
LEGAL DISCLOSURES AND CONSIDERATIONS.....	16
BACKGROUND SCREENING POLICY.....	16
BACKGROUND SCREENING AND ACCESS TO RECORDS.....	16
IMPORTANT INFORMATION ABOUT THE BACKGROUND SCREENING POLICY .....	17
ENTRANCE EXAMINATIONS.....	17
NEW STUDENT ORIENTATION .....	17
FINANCIAL ARRANGEMENTS .....	17
GENERAL ADMISSIONS REQUIREMENTS .....	18
PROGRAM-SPECIFIC REQUIREMENTS .....	18
BACHELOR OF SCIENCE IN NURSING, RN-BSN REQUIREMENTS.....	18
BACHELOR OF SCIENCE IN NURSING, ACCELERATED DEGREE PROGRAM REQUIREMENTS.....	19
MASTER OF SCIENCE IN NURSING, DIRECT ENTRY PROGRAM REQUIREMENTS .....	19
MASTER OF SCIENCE IN NURSING, BSN TO MSN DEGREE PROGRAM REQUIREMENTS .....	19
<b><u>TUITION, BOOKS AND FEES SCHEDULE .....</u></b>	<b><u>21</u></b>
BOOKS AND SUPPLIES PURCHASE POLICY.....	21
PROGRAM COST BREAKDOWN .....	22
REGISTRATION AND GRADUATION HOLDS.....	23
CALIFORNIA RESIDENTS ONLY: .....	24
<b><u>FINANCIAL AID INFORMATION .....</u></b>	<b><u>25</u></b>
GENERAL INFORMATION .....	25
ELIGIBILITY AND APPLICATION PROCESS FOR FINANCIAL AID .....	25
GRANTS AND SELF-HELP AID.....	25
FEDERAL DIRECT LOANS AND ALTERNATIVE PRIVATE EDUCATION LOANS .....	26
VETERAN AND MILITARY BENEFITS.....	27
TUITION INSTALLMENT ARRANGEMENT PLAN.....	28
INSTITUTIONAL SCHOLARSHIPS .....	28
DETERMINATION OF FINANCIAL NEED AND AWARDING OF AID .....	28
VERIFICATION OF DATA .....	29
ACADEMIC YEAR AND FULL-TIME STATUS DEFINED .....	29
RECALCULATION OF FINANCIAL AID (PELL AND LOAN ELIGIBILITY) .....	29
REGISTRATION AND GRADUATION HOLDS.....	29
COURSE REFRESHER/REVIEW FOR GRADUATES (COURSE AUDIT) .....	29
<b><u>REFUND POLICIES .....</u></b>	<b><u>30</u></b>
TITLE IV CREDIT BALANCE POLICY .....	30
INSTITUTIONAL REFUND FOR CANCELLATION OF ENROLLMENT .....	30
INSTITUTIONAL REFUND POLICY FOR WITHDRAWAL FROM ENROLLMENT.....	30
INSTITUTIONAL REFUND POLICY CLARIFICATION (ADD/DROP PERIOD) CONTINUING STUDENTS.....	30
RETURN OF FEDERAL FINANCIAL AID FUNDS POLICY.....	31
UNPAID BALANCES.....	32
FINANCIAL AID GUIDELINES FOR RE-ENTRY FOLLOWING A WITHDRAWAL.....	32
CONSUMER DISCLOSURE INFORMATION.....	33

<b>ACADEMIC INFORMATION</b> .....	<b>34</b>
ADVANCED STANDING/TRANSFER CREDIT .....	34
CALCULATION FOR SEMESTER, QUARTER AND TRIMESTER SYSTEMS .....	34
TRANSFER CREDIT LIMITATIONS.....	34
CREDIT FOR MILITARY TRAINING.....	37
NOTICE OF TRANSFERABILITY DISCLOSURE.....	37
OFFICIAL TRANSCRIPT REQUIREMENTS.....	37
PROGRAM DESIGN.....	37
CHANGES TO DELIVERY OF PROGRAM AND SERVICES .....	37
COURSE MATERIALS .....	38
CONCURRENT COURSE (DOUBLE-UP) REGISTRATION POLICY.....	38
CLINICAL AND FIELDWORK EXPERIENCE .....	38
AUTOMATIC DEGREE AWARDS.....	39
ATTENDANCE POLICIES .....	40
LEAVE OF ABSENCE POLICY .....	40
ADMINISTRATIVE LEAVE OF ABSENCE OR ADMINISTRATIVE WITHDRAWAL.....	41
ACTIVE NOT ATTENDING STATUS POLICY .....	42
WITHDRAWAL POLICY .....	42
RE-ENTRY POLICY.....	43
APPEALS POLICY.....	43
SATISFACTORY ACADEMIC PROGRESS POLICY .....	47
MAXIMUM TIME FRAME.....	47
CUMULATIVE GRADE POINT AVERAGE REQUIREMENTS .....	48
SATISFACTORY ACADEMIC PROGRESS WARNING, SUSPENSION, AND WITHDRAWAL AND ITS IMPACT ON FINANCIAL AID.....	48
RE-ENTRY FOLLOWING SATISFACTORY ACADEMIC PROGRESS SUSPENSION AND WITHDRAWAL.....	48
REPEATING COURSES .....	48
GRADING SYSTEM .....	49
<b>STUDENT RIGHTS AND RESPONSIBILITIES</b> .....	<b>52</b>
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) .....	52
AMERICANS WITH DISABILITIES ACT .....	54
TITLE IX POLICY .....	55
TITLE IX COMPLAINTS.....	55
INFORMAL COMPLAINT PROCESS.....	55
FORMAL COMPLAINT PROCESS .....	55
APPEALING A TITLE IX COMPLAINT DECISION .....	56
UT SARA COMPLAINT PROCESS .....	56
<b>PROFESSIONAL STUDENT BEHAVIOR</b> .....	<b>58</b>
STUDENT CODE OF CONDUCT .....	58
UNLAWFUL OR UNPROFESSIONAL CONDUCT .....	58
SOCIAL MEDIA CONDUCT .....	59
NETIQUETTE.....	59
HARASSMENT .....	59
IDENTIFICATION BADGE.....	59
ELECTRONIC EQUIPMENT .....	59

FOOD AND DRINK .....	60
CHILDREN IN THE CLASSROOM .....	60
USE OF TOBACCO, ALCOHOL, AND ILLEGAL DRUGS .....	60
STUDENT COMMUNICATION POLICY .....	60
FIREARM AND DANGEROUS WEAPON POLICY .....	60
<b><u>ACADEMIC INTEGRITY.....</u></b>	<b>62</b>
DISHONESTY.....	62
CHEATING .....	62
MISREPRESENTATION .....	62
PLAGIARISM.....	62
COPYRIGHT POLICY .....	63
EXAMPLE OF ACTIVITIES VIOLATING FEDERAL LAW.....	63
PENALTIES FOR COPYRIGHT INFRINGEMENT.....	63
<b><u>COMPUTER TECHNOLOGY AND THE INTERNET .....</u></b>	<b>64</b>
RIGHTS AND RESPONSIBILITIES .....	64
APPROPRIATE USE.....	64
EXISTING LEGAL CONTEXT .....	64
ADDITIONAL USE POLICIES .....	64
ENFORCEMENT.....	65
COMPUTER REQUIREMENTS .....	66
<b><u>STUDENT SUPPORT RESOURCES .....</u></b>	<b>67</b>
NEW STUDENT ORIENTATION .....	67
ACADEMIC ADVISING.....	67
GRADUATION .....	68
HONOR DESIGNATION AT GRADUATION .....	68
ACADEMIC CALENDAR 2023 .....	69
ACADEMIC CALENDAR 2024 .....	70
ACADEMIC CALENDAR 2025 .....	71
<b><u>PROGRAM OFFERINGS AND LENGTHS .....</u></b>	<b>72</b>
PROGRAM OFFERINGS LISTING .....	72
ASSOCIATE OF SCIENCE DEGREE PROGRAM – OCCUPATIONAL THERAPY ASSISTANT.....	73
ASSOCIATE OF SCIENCE IN NURSING DEGREE PROGRAM.....	76
ASSOCIATE OF SCIENCE IN RESPIRATORY CARE.....	79
BACHELOR OF SCIENCE IN NURSING DEGREE PROGRAM .....	82
BACHELOR OF SCIENCE IN NURSING – RN TO BSN DEGREE PROGRAM.....	86
BACHELOR OF SCIENCE IN NURSING – ACCELERATED BSN DEGREE PROGRAM.....	89
MASTER OF SCIENCE IN NURSING – DIRECT ENTRY DEGREE PROGRAM .....	94
MASTER OF SCIENCE IN NURSING – BSN TO MSN DEGREE PROGRAM.....	95
<b><u>NON-DEGREE SEEKING COURSES:.....</u></b>	<b>97</b>

**COURSE DESCRIPTIONS.....98**

**FACULTY LISTING ..... 131**

**GENERAL EDUCATION FACULTY..... 131**

**NURSING FACULTY ..... 132**

**OCCUPATIONAL THERAPY ASSISTANT – ASSOCIATE OF SCIENCE PROGRAM FACULTY..... 136**

**RESPIRATORY CARE FACULTY – ASSOCIATE OF SCIENCE PROGRAM FACULTY ..... 137**

*This catalog version supercedes all previous versions. All content is subject to change by addendum.*

## PRESIDENT'S MESSAGE

Welcome to Joyce University of Nursing and Health Sciences, an accredited institution known for graduating skilled, sought after, and successful health professionals. Founded in 1979 in Provo, Utah, Joyce University's mission is to prepare people to serve as competent professionals, to advance their careers, and to pursue lifelong learning. In pursuit of our mission, we aspire to create learning environments that will transform the lives of the people we serve, enabling them to have a greater positive impact on their communities.

Today, Joyce University is a thriving institution with a vibrant learning community. Our students and proud alumni are a reflection of our institution. They are assertive, resilient, and eager, willing, and able to pursue the future with enthusiasm. Our stellar faculty comprised of subject-matter experts in their respective fields are committed to achieving our institutional and program learning outcomes for the betterment of the people we serve.

We welcome you to join our community. As a Joyce University student, you should expect to be challenged, enriched, and transformed. We challenge our students because the professions they seek require individuals who are worthy of great trust. We enrich our students through our values of caring and service so that, as graduates, they may go on to enrich their communities. We often reflect on the transformation we see in such a short period of time with our students. Executed at its highest level, education and learning has the unique ability to profoundly transform a student's life.

Lastly, true to Joyce University at its core, you should expect to move fast, never sacrifice quality, and be a standard-bearer among your peers.

With the Joyce University faculty and staff, I look forward to having you become a part of our rich history of proud Joyce University students and alumni.

Sincerely,

Sherry Jones, M.T. (ACSP), PMST  
President and CEO



## GENERAL INFORMATION

Joyce University of Nursing and Health Sciences is an accredited institution of higher education specializing in healthcare professions. This section offers general information about the University, beginning with the guiding principles that shape education at the institution.

## MISSION, VISION, AND VALUES

### MISSION STATEMENT

To prepare people to serve as competent professionals, to advance their careers, and to pursue lifelong learning.

### VISION

We aspire to create learning environments which will transform the lives of the people we serve, enabling them to have a greater positive impact on their communities.

### CORE VALUES

Joyce University of Nursing and Health Sciences implements its mission guided by five dynamic and integrated core values that are embedded into the institution, dictate behavior, and are reflected in the University's work.

#### INTEGRITY

To adhere to the highest standard of professionalism, ethics, and personal responsibility.

#### EXCELLENCE

To be a standard bearer by continually measuring and improving outcomes.

#### LEARNING

To continuously pursue knowledge and have an environment which provides and encourages that opportunity.

#### CARING

To practice empathy and nurture the wellbeing of others.

#### SERVICE

To act for the betterment of our people and our communities.

### INSTITUTIONAL LEARNING OUTCOMES

All Joyce University of Nursing and Health Sciences graduates shall be able to:

1. Use evidence-based research in practice
2. Serve diverse communities and stakeholders
3. Demonstrate life-long learning skills
4. Perform as competent professionals



## History

Joyce University of Nursing and Health Sciences has a rich history of more than 40 years helping people to become competent healthcare professionals, to advance their careers, and pursue lifelong learning. The University was founded in 1979 as the American Institute of Medical Dental Technology, Inc. In 2006, the institution expanded and opened a new site in Draper, Utah, and changed its name to Ameritech College to reflect its expanding scope of education and training, and the launching of its Associate of Science in Nursing degree.

In May 2015, to emphasize healthcare as the College's educational focus, the name was changed to Ameritech College of Healthcare, and in 2022, with NWCCU accreditation, the institution rebranded to Joyce University of Nursing and Health Sciences.

Today, Joyce University of Nursing and Health Sciences is a thriving multidisciplinary institution that awards both undergraduate and graduate degrees. Joyce University has become a top choice among students seeking accelerated pathways into select Health professions.

Since its inception, the University has operated as a private institution. As of September 2018, the University, as part of its goal of becoming a leading institution of higher learning, has added an independent Board of Trustees and a shared governance model to its operational strategy.

## Statement of Ownership

Ameritech College, LLC, doing business as Joyce University of Nursing and Health Sciences, is a Utah Limited Liability Company (LLC) with its primary office located in Draper, Utah.

## Organization and Governance

Responsibility for the organization and governance of Joyce University of Nursing and Health Sciences rests with the officers of Joyce University. The Officers exercise responsibility for the establishment of the basic policies that govern the operation of the university.

### Board of Trustees

- Dr. Jim M. Dorris, Chair of the Board & Governance, Independent Trustee
- Dr. Richard Cowling – Independent Trustee
- Rex Anderson, Independent Trustee, Audit Committee Chair
- William Jones, M.B.A., M.A., Owner Trustee
- Virgil Opfer, M.B.A., Owner Trustee
- Fabienne Jones, Owner Trustee
- Dr. David Harpool, J.D., Ph.D. – Independent Trustee

### Administration

- Sherry Jones – President, Chief Executive Officer
- Dr. John Smith-Coppes – Provost & Chief Academic Officer
- Ashley Jones Lee – Chief Financial Officer
- Heather Bailey – Chief of Staff
- Joshua Knotts – Vice President of Strategy and Experience
- Stephanie Williamson – Campus Director
- Ann Johnson – Vice President of People and Culture
- Dr. Nicolette Watkins – Vice President of Academic Affairs
- Dr. Janet Houston – Dean of Nursing

## Statement on Academic Freedom

The University endorses and adheres to the concept of academic freedom and supports the instructor's privilege to function as a scholar in the interpretation and application of theories and ideas. While course descriptions in the University Catalog specify what content is to be covered, and the student learning outcomes to be achieved, specific methods for teaching the course are not imposed, except for those courses offered exclusively online, where the delivery medium requires consistent methods. University faculty members are committed to protecting longstanding rights of academic freedom important for the intellectual health of the University. At the same time, responsibilities guide and direct the faculty's engagement with the University's entire institutional and cultural life. The two together—rights and responsibilities—are partners in the protection of an open, diverse, and stimulating academic environment.

Members of the Joyce University of Nursing and Health Sciences faculty are entitled to:

- Full freedom of inquiry and research, and the publication of the results thereof
- The same rights, privileges, and prerogatives of citizenship as are enjoyed by all American citizens, and the full exercise of these freedoms, rights, and privileges cannot serve as a basis for dismissal from their faculty positions

The exercise of freedom entails the responsibility to:

- Present their subjects accurately, adequately, and fairly, without narrow partisanship or bias
- Keep pace with developments in their field(s) of specialization
- Conduct their professional activities according to high standards of scholarship

Academic freedom includes the obligation to respect the rights of others, freedom of speech and the right to be heard, freedom from personal force and violence, freedom of movement, and freedom from personal harassment of such a character as to constitute grave disrespect to an individual's dignity.

Academic freedom does not include the right to interfere with the personal freedoms, rights, dignity, and reasonable expectations of others.

## University Holidays

Joyce University observes the following holidays. Campus operations will be closed.

New Year's Day

Martin Luther King, Jr. Day

Presidents Day

Memorial Day

Juneteenth

Independence Day

Labor Day

Thanksgiving Holidays (Thursday and Friday)

Christmas Eve

Christmas Day

New Year's Eve

Please consult the academic calendar for more information about scheduled class breaks. Students completing clinical, and, fieldwork, hours must follow the holiday and work schedules of the facilities where they are completing these requirements. Thus, if Joyce University is closed for a holiday listed above, but a student's clinical, or fieldwork site is open that day, the student must report to the off-campus facility as scheduled.

**Non-Discrimination and Equal Opportunity**

Joyce University has a strong commitment to the principles and practices of diversity throughout the university community. Women, members of minority groups and individuals with disabilities are encouraged to consider and apply for admission. Joyce University does not discriminate on the basis of race, color, creed, gender identity or expression, age, sexual orientation, national and ethnic origin, or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, or other college-administered programs.

Joyce University is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and inquiries should be directed to Disability Services. Joyce University complies with the Student Right to Know, and Campus Security Act (PL 103-542) and those reports are available from the Office of Public Affairs. Joyce University maintains all federal and state requirements for a drug-free campus and workplace; information on student drug and alcohol programs are published in the University Catalog and employee information is distributed by the HR Office. Graduation reports are available upon request from the Admissions Office and Registrar.

**Potential Exposure**

Universal Precautions against possible biohazardous blood-borne pathogens are always practiced during invasive procedures where contamination could occur. Modern techniques of sterility and cleanliness are maintained to prevent the transmission of disease.

Reasonable accommodation will be made for individuals with disabilities, including but not limited to persons with HIV, HBV, immune-suppression, TB, etc.

## INSTITUTIONAL ACCREDITATION

### NWCCU

Joyce University is a member institution with Northwest Commission on Colleges and Universities (NWCCU). Joyce University's accreditation status is Accredited. The NWCCU's most recent on the institution's accreditation status on February 18, 2022, was to grant Initial Accreditation.

Northwest Commission on Colleges and Universities (NWCCU)  
8060 165th Avenue NE, Suite 100  
Redmond, WA 98052  
(425) 558-4224  
[www.nwccu.org](http://www.nwccu.org)

## PROGRAMMATIC ACCREDITATIONS

### Associate of Science in Nursing Degree Program

The Associate of Science in Nursing Degree Program at Joyce University has been granted programmatic accreditation from the Accrediting Commission for Education in Nursing, Inc. (ACEN).

ACCREDITING COMMISSION FOR EDUCATION IN NURSING, INC. (ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326  
(404) 975-5000 Voice | (404) 975-5020 Fax  
[www.acenursing.org](http://www.acenursing.org)

### Bachelor of Science in Nursing Degree Program

The Baccalaureate Degree Program in Nursing at Joyce University is accredited by the Commission on Collegiate Nursing Education <http://www.ccneaccreditation.org>. The BSN Degree Program has three pathways, an RN-BSN pathway, a Pre-Licensure BSN pathway, and the Accelerated BSN pathway.

### Master of Nursing Degree Program

The Master of Science in Nursing Program at Joyce University is accredited by the Commission on Collegiate Nursing Education <http://www.ccneaccreditation.org>.

COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)  
655 K Street NW, Suite 750  
Washington, DC 20001  
(202) 887-6791  
[www.aacnnursing.org/CCNE](http://www.aacnnursing.org/CCNE)

### Associate of Science - Occupational Therapy Assistant Program

The Associate of Science - Occupational Therapy Assistant Program has been granted programmatic accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)  
6116 Executive Boulevard, Ste 200  
Bethesda, Maryland 20852-4929  
(301) 652-AOTA  
[www.acoteonline.org](http://www.acoteonline.org)

**Bachelor of Science in Nursing - RN to BSN Program**

The Bachelor of Science in Nursing – RN to BSN Degree Program is currently endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC).

AMERICAN HOLISTIC NURSES CREDENTIALING CORPORATION (AHNCC)

811 Linden Loop  
Cedar Park, Texas 78613  
512-528-9210  
[www.ahncc.org](http://www.ahncc.org)

**Associate of Science in Respiratory Care Program**

The Associate of Science – Respiratory Care Program is seeking provisional accreditation from the Commission on Accreditation for Respiratory Care (CoARC).

COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE (CoARC)

264 Precision Blvd  
Telford, TN 37690  
(817) 283-2835  
[www.coarc.com](http://www.coarc.com)

**AFFILIATIONS AND MEMBERSHIPS****The National Council for State Authorization Reciprocity Agreements (NC-SARA)**

Joyce University is an authorized participant in the State Authorization Reciprocity Agreement (SARA). SARA is an agreement among member states, districts, and territories in which participating states adhere to established standards offering postsecondary distance education courses and programs. SARA allows students to participate in online courses and online programs in other SARA states with a few restrictions including fieldwork and clinical requirements. SARA is overseen by a National Council and administered by four regional education compacts. The state of Utah is a member of the State Authorization Reciprocity Agreement (SARA). For more information and a list of member states, please visit <http://nc-sara.org/>.

National Council of State Authorization Reciprocity Agreements  
3005 Center Green Drive, Suite 130  
Boulder, Colorado 80301  
(303) 848-3764  
<https://nc-sara.org/>

**The Associate of Science in Nursing and the Bachelor of Science Programs**

The Associate of Science in Nursing and the Bachelor of Science Programs at Joyce University are authorized to operate by the Utah State Department of Commerce, Division of Occupational and Professional Licensing, Utah State Board of Nursing, which qualifies graduates of the program for appropriate testing for Utah State Licensure as Registered Nurses.

Utah State Board of Nursing  
Heber M. Wells Bldg., 4th Floor 160 East 300 South  
Salt Lake City, Utah 84111  
(801) 530-6628  
<https://dopl.utah.gov/nurse/index.html>

Joyce University is also registered as an out-of-state institution by the California Bureau for Private Postsecondary Education.

**Society for Simulation in Healthcare**

The Joyce Johnson Center of Simulation has been granted provisional accreditation from the Society for Simulation in Healthcare (SSH) by demonstrating a commitment and attentive focus to the structure and processes for delivering high-quality health care simulation education.

Society for Simulation in Healthcare  
P.O. Box 856114  
Minneapolis, MN 55485-6114  
[www.ssih.org](http://www.ssih.org)

**PROFESSIONAL LICENSURE DISCLOSURE**

The curriculum for programs customarily leading to licensure at Joyce University have been designed to meet the licensure/certification requirements in Utah as well as preparing students to apply for licensure exams in the State of Utah. The licensure boards in each state are responsible for establishing the requirements for licensure/certification for their state. Students who intend to move to any state other than Utah need to review the professional licensure disclosures pertaining to their program and consult with the state professional licensing board. Joyce University is providing disclosures regarding the educational requirements for our programs that lead to professional licensure or certification.

The disclosures are found at [Joyce.edu/about/professional-licensure](http://Joyce.edu/about/professional-licensure) and lists all States for which Joyce University's curriculum meets State educational requirements for professional licensure or certification; lists all States for which the University's curriculum does not meet State educational requirements for professional licensure or certification; and lists all States for which Joyce University has not made a determination of whether the curriculum meets educational requirements for professional licensure or certification.

## FACILITIES AND EQUIPMENT

The campus is located at 12257 Business Park Drive, Suite 100, Draper, Utah. The campus occupies approximately 55,000 square feet, comprising the following:

- Eight classrooms
- The Joyce Johnson Center of Simulation is a start-of-the art 15,000 square foot facility includes:
  - Twelve healthcare program simulation suites patterned after hospital rooms complete with hospital grade equipment and supplies, four high fidelity adult patient simulators, one high fidelity birthing obstetric patient simulator, one high fidelity pediatric patient simulator, several neonatal patient simulators, a medication dispensing system and supply room, audio/video recording capabilities, and six debriefing rooms
  - Five healthcare program skills training labs with four med fidelity patient simulators and 16 training patient simulators and other task training supplies and equipment similar to what is used in hospitals, medical facilities, and clinics
- One Occupational Therapy Assistant lab with supporting furnishings and equipment
- One Anatomy & Physiology Lab
- One Anatomy & Physiology Lecture Room
- One Chemistry Lab
- One Tutoring Center
- Two Student Study and Resource Centers
- One Student Lounge
- Snack area including vending machines
- Administrative and Faculty offices

### Building Access

Designated student study areas are available to students 7 days a week, 24 hours per day. This includes the main entrance, Flo's, Zonks, and the 2<sup>nd</sup> floor open area. Classrooms will be opened by faculty or staff. Students will need to wait for their instructor and/or teaching assistant to open the door. Sim Labs are open from 5:00 am – 5:00 pm Monday-Friday and from 5:00 am to 3:00 pm Saturday via badge access. The CTL learning space is open from 8:00 am – 6:00 pm Monday – Friday via badge access.

There is no on-site security so please be aware of your surroundings, especially when walking to and from the parking lot. Under no circumstances should you let someone in the building after hours. Only students are allowed in the building after 7 pm.

### Student Study Center

Computers (with internet access) and printers are available in Flo's Student Study Center. Desktop computers, wireless internet access, and power sources are available for student use during campus operating hours. Printing may incur a cost to the student.

### Library Resources

Joyce University provides students with online library resources through the University's consortium membership and subscriptions with the Library and Information Resources Network (LIRN). The LIRN collection of databases includes:

- |  |                     |
|--|---------------------|
| • ProQuest Health and Medical Complete | • Health Management |
| • Nursing and Allied Health            | • Biology Journals  |
| • Family Health                        | • Science Journals  |

Students can access LIRN database content of eBooks, reference materials, scholarly journals, and periodicals 24/7. Joyce University also subscribes to LIRN's Consortium Librarian Services. For research assistance and training, students and faculty may contact the LIRN Librarian at: [joyceuniversity@lirn.libanswers.com](mailto:joyceuniversity@lirn.libanswers.com)



## ADMISSIONS INFORMATION

### Admissions Policy

Admission to Joyce University programs is selective. It is based upon available facilities, resources within Joyce University, and the community. To assist prospective students in meeting their educational and professional goals, an admissions representative will conduct an interview to assess which program is best suited for them.

Prospective students are required to adhere to established admission deadlines in order to be accepted. This would include all application materials stipulated by the University as stated in the General Admissions Requirements, and Program-Specific Requirements.

Once a prospective student has submitted their application and completed all of the necessary admissions requirements, the application file will be reviewed, and a determination will be made to whether the student will be accepted or rejected.

Joyce University reserves the right to:

- Deny admission to an otherwise qualified applicant
- Revoke admission based on an adverse result of a background, drug, or fingerprint screening
- Defer qualified applicants to future start dates

Prospective students will be notified in writing of the decision.

### Legal Disclosures and Considerations

In certain states, professional standards, regulations, and laws prohibit the issuing of a nursing or other professional healthcare license to a convicted felon. Additionally, healthcare facilities routinely refuse to allow convicted felons into the clinical setting to obtain clinical experience. As a result, Joyce University requires applicants who have been convicted of a felony, misdemeanor, or any criminal acts to disclose this information as a mandatory step in the application process.

Joyce University reserves the right to deny admission to any applicant who has a criminal record and may revoke acceptance of a student who does not fully disclose the nature or extent of any felonies, misdemeanors, or criminal convictions.

### Background Screening Policy

Joyce University believes that the enrollment of qualified students contributes to the overall success of the education process. Background screening and drug screening serve as an important part of the admissions process and are conducted on every applicant. Screenings are used to verify the accuracy of the information provided by the applicant. The verification may be but not limited to the following:

- Social security number
- Criminal convictions from federal, state and/or county/local records
- Sexual Offender and Kidnap Registry
- Applicable state Medicaid exclusion list
- GSA list of parties excluded from federal programs
- OIG list of excluded individuals

Joyce University ensures that all background/drug screenings are conducted in compliance with all federal, state, county, and local statutes, as applicable.

### Background Screening and Access to Records

Results from the background/drug screenings will be kept strictly confidential. Only approved personnel at Joyce University will have access to this information. Joyce University may release information obtained from the background/drug screenings and reference checks to clinical providers in relation to the applicant's participation at clinical facilities.

### **Important Information About the Background Screening Policy**

- An applicant may not be admitted if they fail to pass the background, drug and/or reference checks.
- An applicant may not be admitted if the criminal history report indicates a conviction of either a felony classification or misdemeanor within the past seven years unless there are mitigating circumstances.
- Admission to the University or any of its programs does not guarantee that an individual will be eligible for employment or licensure. Employers and licensing agencies may have more restrictive requirements relating to the screenings. Therefore, it is the student's responsibility to review licensing and employment eligibility standards.

Joyce University reserves the right to deny admission to any applicant who has a criminal record at its discretion.

### **Entrance Examinations**

#### **Distance Education Readiness Assessment (DERA)**

The Distance Education Readiness Assessment (DERA) is a requirement for the acceptance into all degree-level programs.

#### **Test of Essential Academic Skills (TEAS)**

Applicants to the following programs are required to take the Test of Essential Academic Skills (TEAS) exam:

- All Pre-licensure programs (ASN, BSN, aBSN, DEMSN)
- Associate of Science Degree – Occupational Therapy Assistant (OTA)
- Associate of Science in Respiratory Care (ASRC)

For admission a minimum cumulative passing score is 60%, with a minimum score of 60% on the Reading section.

Passing TEAS exam score is valid for one year from the date administered. Results from a TEAS exam proctored at an approved institution within the past 12-months may be accepted. The TEAS exam may be taken three (3) times within a 12-month period.

#### **New Student Orientation**

Newly admitted students, regardless of program, are required to participate in mandatory program orientation. Students who do not participate in mandatory program orientation may lose their spot in the semester in which they wish to start and may need to reapply for the next available semester.

#### **Financial Arrangements**

Financial arrangements must be complete by the end of the first week of classes. If all financial obligations are not met by the end of the first week of classes, students may lose their spot in the semester in which they wish to start and may need to reapply for the next available semester.

## General Admissions Requirements

All applicants must meet the following general requirements to be considered for admission:

- Complete, sign and submit an application form
- Pay any applicable fees
- Provide official proof of high school transcript, or successful completion of the General Education Development test (GED), or verification of graduation from an Associate degree or higher program from an accredited college or university. Acceptance of any of the documents listed above is at the sole discretion of the Institution.
- Applicants who received their high school diploma in another country are required to submit their official high school transcripts to a foreign credentialing evaluation service. The prospective student's evaluation must be received by the Joyce University Registrar before the student can be fully admitted and enrolled in classes. The foreign credentialing evaluation service must be approved by the National Association of Credential Evaluation Services ([www.naces.org/members](http://www.naces.org/members)).
- Successfully pass a qualifying entrance examination(s), when required
- Pass the Distance Education Readiness Assessment (DERA)
- Successfully passed a Physical/Mental Examination by a Healthcare Provider
- Provide proof of health insurance
- Satisfactorily pass a background screening and/or drug screening prior to the start of classes, when required
- Transfer Credits – Submit official transcripts from all colleges/universities you attended if you are requesting transfer credits to the Registrar's office prior to the start date of their program. For more details on transferring credits, refer to the Transfer Credit Policy within this catalog
- Make satisfactory arrangements to cover the cost of education

## Program-Specific Requirements

Certain programs may require prerequisite skills, knowledge specific to entry-level courses, additional entrance and academic requirements, and other procedures. Additionally, programs may be accredited by professional or technical organizations that could require specific minimum standards for entrance into a program of study. To learn more, prospective students should refer to program-specific requirements below:

### Bachelor of Science in Nursing, RN-BSN Requirements

In addition to applicable general requirements for admission into the BSN and RN-BSN degree programs, applicants are required to have:

- Official transcripts indicating an associate degree was awarded with a minimum cumulative grade point average (CGPA) of 2.0 from an accredited institution recognized by the U.S. Department of Education. Additionally, students may be required to provide proof of high school graduation (high school transcript, diploma, or GED)
- Applicants have met the requirements to take the NCLEX exam and obtain an active unencumbered RN license to practice as a registered nurse within the U.S. during the first semester of the program.
- Students will need to pass NCLEX and obtain a Registered Nurse License by week 8 of semester 1 in order to progress further in the program.
- Applicants have met the other requirements for obtaining an active unencumbered RN license to practice as a registered nurse within the U.S.
- And met the other requirements for admission to the RN-BSN program

**Note:** Applicants who reside outside the state of Utah and who are interested in this online program which leads to a professional licensure are expected to inquire with the appropriate licensing agency in their home state to ensure that the program is approved to obtain the desired licensure prior to beginning the program.

To assist with the research, NC-SARA provides a **Professional Licensure Directory** for the nursing profession with contact information for all 50 states and three (3) territories. Additional information is available at:

[Joyce.edu/about/professional-licensure](http://Joyce.edu/about/professional-licensure)

### **Bachelor of Science in Nursing, Accelerated Degree Program Requirements**

In addition to applicable general requirements for admission into the Bachelor of Science in Nursing-Accelerated BSN degree program applicants are required to have:

- Official transcripts indicating that a bachelor's degree was awarded with a minimum cumulative grade point average (CGPA) of 2.75 from an accredited institution recognized by the U.S. Department of Education.

### **Master of Science in Nursing, Direct Entry Program Requirements**

In addition to applicable general requirements for admission in the direct entry, Master of Science in Nursing Direct Entry degree program applicants are required to have:

- Official transcripts indicating that a bachelor's degree was awarded with a minimum cumulative grade point average (CGPA) of 3.0 from an accredited institution recognized by the U.S. Department of Education.

All students must obtain licensure as an RN prior to beginning the MSN portion of the DEMSN program. Students that have not had an unsuccessful attempt at the NCLEX-RN examination and show evidence of scheduling the NCLEX-RN examination will be allowed to complete NUR525. Proof of RN licensure must be provided to the MSN Program Chair prior to the end of NUR525. Students that do not provide evidence of RN licensure prior to the end of NUR525 will have a registration hold placed on their account until proof of RN licensure is provided.

All students are expected to reside in UT or CO for the duration of the DEMSN program. Students must notify student services immediately upon relocation outside of UT or CO. Failure to declare a change in state residency is a violation of the professional nursing values of integrity and ethical practice and the Joyce University code of conduct and may result in expulsion from the university.

### **Master of Science in Nursing, BSN to MSN Degree Program Requirements**

In addition to applicable general requirements for admission in the MSN degree program BSN-MSN applicants are required to have:

- An unencumbered RN license to practice as a registered nurse in the United States.
- Completed a Bachelor of Science in Nursing from an accredited institution recognized by the U.S. Department of Education with a minimum cumulative grade point average (CGPA) of 3.0.

### **Associate of Science in Respiratory Care Requirements**

The Respiratory Care program is currently limited by routine accreditation standards to 40 students per cohort and therefore utilizes an academic evaluation at the conclusion of the first semester (referred to as the "pre-professional" term). If the student meets the general admissions requirements for all programs, as outlined above, the student is considered to be admitted into Joyce University of Nursing and Health Sciences and is considered to be admitted to the Respiratory Care program. At the conclusion of the pre-professional term, the student's academic performance is evaluated.

- Respiratory Care Pre-Professional Term Evaluation  
Since the Respiratory Care Program's student population is inclusive of a significant variety of academic backgrounds, the program utilizes a formal means of evaluating all candidates in academic areas which pertain directly to Respiratory Care.
- All students admitted to the pre-professional term will complete:  
BIO220 – Anatomy and Physiology I & II  
ENG220 – English Composition  
RES101 – Introduction to Respiratory Care and Patient Assessment  
MAT125 – College Mathematics  
TRM102 – Medical Terminology
- Selection for formal admission into the professional program is based upon:
  - Attaining a minimum GPA of 2.50 for the pre-professional term.
  - Successful completion of each course in the pre-professional term.

If the student fails to earn any of the required outcomes, the student's admittance will be withdrawn. Title IV recipients will be ineligible for additional Title IV funds. If the student passes all parts of the academic evaluation, he/she is considered admitted to the full Respiratory Care program without further contingencies.

**Note:** Applicants who reside outside the state of Utah and who are interested in this online program which leads to a professional licensure are expected to inquire with the appropriate licensing agency in their home state to ensure that the program is approved to obtain the desired licensure prior to beginning the program.

To assist with the research, NC-SARA provides a **Professional Licensure Directory** for the nursing profession with contact information for all 50 states and three (3) territories. Additional information is available at: [Joyce.edu/about/professional-licensure](http://Joyce.edu/about/professional-licensure)

### **Admittance Exceptions**

Prospective students that are not meeting the Program Specific Admissions GPA Requirement but have a Cumulative GPA (CGPA) within .25 of the Program Specific Requirement from an accredited institution may be admitted into Joyce University. Prospective students in this situation will have their professional work experience and a letter of intent reviewed to determine if it should compensate for the unmet CGPA requirement.

The Admittance Exceptions Committee will review petitions on an individual basis. Consideration and resolution of petitions is with the sole discretion of the Admittance Exception Committee to include a representative from the nursing department.

## TUITION, BOOKS AND FEES SCHEDULE

The breakdown of tuition and fees are published for each program description in this catalog.

TUITION	PER CREDIT	TOTAL CREDITS IN PROGRAM
General Education Course Credits	\$425	See Program Cost Breakdown
ASN Core Course Credits	\$975	See Program Cost Breakdown
BSN Core Course Credits	\$600	See Program Cost Breakdown
RN-BSN Core Course Credits	\$425	See Program Cost Breakdown
DE-MSN Core Course Credits	\$725	See Program Cost Breakdown
BSN-MSN Core Course Credits	\$425	See Program Cost Breakdown
OTA Core Course Credits	\$650	See Program Cost Breakdown
Respiratory Care Core Course Credits	\$600	See Program Cost Breakdown
BOOKS & SUPPLIES	AMOUNT	DESCRIPTION
Books & Supplies (estimated)	**	See Program Cost Breakdown
Technology Fees	\$500-\$750	Per Semester, Varies by Program
NCLEX Resources Fee	\$2,980	One-Time Fee
CHARGES	AMOUNT	DESCRIPTION
Entrance TEAS Test	\$75	One-time fee, per test attempt
Physical/Mental exam	Varies	Paid directly to physician or clinic
Background Check and Drug Screening	\$100	One-time fee- paid directly to third party
ADDITIONAL EXPENSES THE STUDENT MAY INCUR WHILE ATTENDING JOYCE UNIVERSITY	AMOUNT	DESCRIPTION
Audit Course	\$100	Per Course
CPR Class	\$45	
ACLS Class	\$75	
I-20 Processing – Foreign Student Visa Form	\$25	
Non-Sufficient Funds	\$20	Returned Checks or EFT
PALS Class	\$75	
Replacement Badge	\$10	Each Request
Transcript Request	\$5	Each Request

### Books and Supplies Purchase Policy

Students at Joyce University may purchase books and supplies from the University or may opt-out and purchase on their own. Students who choose to opt-out of receiving books from Joyce University and who have a credit balance on their account for the semester, may request a refund for the credit balance by the seventh day (7<sup>th</sup>) of the payment period/semester. This will enable students to purchase books and supplies elsewhere. Book Lists for your program and courses can be found online at: <https://www.joyce.edu/about/consumer-information/>

**Disclosure:** New cost per credit tuition costs is effective January 1, 2021, for students beginning enrollment in any program of study at Joyce University. Book charges and other fees are separately assessed from tuition. Such students are not charged for courses for which transfer credits are accepted from another institution in accordance with institutions transfer credit policy. Furthermore, students on the cost per credit, will be required to pay for repeating any failed courses.

Note: Students who enrolled prior to January 1, 2021 and who subsequently transfer from one program at Joyce University to another program at Joyce University after January 1, 2021 will remain subject to the cost-per-program tuition cost applicable at the time of their initial enrollment which includes all fees and books, does not provide for reductions for transfer credits from another institution, and does not assess additional charges if a student needs to repeat a course.

## Program Cost Breakdown

Associate of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$425	30	\$12,750
ASN Core Course Credits	\$975	39	\$38,025
Books and Supplies Estimate			\$2,600
Technology Fee			\$3,750
NCLEX Resources Fee			\$2,980
<b>Total Estimated Program Cost</b>			<b>\$60,105</b>
Bachelor of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$425	52	\$22,100
BSN Core Course Credits	\$600	68	\$40,800
Books and Supplies Estimate			\$4,000
Technology Fee			\$6,000
NCLEX Resources Fee			\$2,980
<b>Total Estimated Program Cost</b>			<b>\$75,880</b>
Bachelor of Science in Nursing - RN to BSN			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$425	15	\$6,375
RN-BSN Core Course Credits	\$425	36	\$15,300
Books and Supplies Estimate			\$250
Technology Fees			\$3,000
<b>Total Estimated Program Cost</b>			<b>\$24,925</b>
Bachelor of Science in Nursing - Accelerated BSN			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$425	14	\$5,950
aBSN Core Course Credits	\$975	46	\$44,850
Books and Supplies Estimate			\$1,900
Technology Fee			\$3,750
NCLEX Resources Fee			\$2,980
<b>Total Estimated Program Cost</b>			<b>\$59,430</b>
Master of Science in Nursing - Direct Entry			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$425	14	\$5,950
DE-MSN Core Course Credits	\$725	81	\$58,725
Books and Supplies Estimate			\$2,800
Technology Fee			\$6,000
NCLEX Resources Fee			\$2,980
<b>Total Estimated Program Cost</b>			<b>\$76,455</b>

<b>Master of Science in Nursing - BSN to MSN</b>			
<b>Description</b>	<b>Per Credit Rate</b>	<b>Total Credits</b>	<b>Estimated Total Cost</b>
BSN-MSN Core Course Credits	\$425	35	\$14,875
Books and Supplies Estimate			\$1,300
Technology Fees			\$2,250
<b>Total Estimated Program Cost</b>			<b>\$18,425</b>
<b>Associate of Science in Occupational Therapy Assistant</b>			
<b>Description</b>	<b>Per Credit Rate</b>	<b>Total Credits</b>	<b>Estimated Total Cost</b>
General Education Course Credits	\$425	21	\$8,925
OTA Core Course Credits	\$650	45	\$29,250
Books and Supplies Estimate			\$1,700
Technology Fees			\$3,750
<b>Total Estimated Program Cost</b>			<b>\$43,625</b>
<b>Associate of Science - Respiratory Care</b>			
<b>Description</b>	<b>Per Credit Rate</b>	<b>Total Credits</b>	<b>Estimated Total Cost</b>
General Education Course Credits	\$425	22	\$9,350
Respiratory Care Core Course Credits	\$600	60	\$36,000
Books and Supplies Estimate			\$1,600
Technology Fees			\$3,000
<b>Total Estimated Program Cost</b>			<b>\$49,950</b>

**Technology Fee** is the teaching and learning technology tools utilized by students. Students will have access to these technology tools throughout the enrollment at Joyce University.

### **Registration and Graduation Holds**

Students are required to meet all tuition and related payments in order to register for courses or graduate. Students who fail to meet payment obligations may be placed on a registration/graduation hold until the account balance has been paid in full. Requests to release unofficial or official documents, including transcripts or diplomas, from Joyce University may be denied if a student's account is delinquent.



California residents only:

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery, if it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## FINANCIAL AID INFORMATION

### General Information

Joyce University is approved by the U.S. Department of Education to participate in Federal Student Aid programs (Title IV Funds) for its programs. The Financial Aid Department provides assistance to students who need financial aid to help with paying their tuition, books and other related expenses incurred while attending at Joyce University.

It is the belief that the primary responsibility for educational costs is with the student and their family. However, financial aid is available to those who qualify. Each student's eligibility for financial aid is based on their information imputed on the Free Application for Federal Student Aid (FAFSA). The total costs associated with attending college may include but not limited to tuition, fees, books, supplies, room and board, personal expenses, and allowable travel expenses.

Students requesting financial aid assistance must submit a Free Application for Federal Student Aid (FAFSA) at [www.studentaid.gov](http://www.studentaid.gov). Joyce University uses the information submitted by students and their families (if applicable) to determine their financial aid eligibility.

### Eligibility and Application Process for Financial Aid

The types and amounts of financial aid are determined by financial need and available funds. A full description of Federal aid programs available can be found at [www.studentaid.ed.gov](http://www.studentaid.ed.gov) under "Prepare for College".

#### To be eligible for financial aid, a student must:

- Demonstrate financial need
- Be a U.S. citizen, or an eligible non-citizen. Verification of eligible non-citizen may be required.
- Have a valid Social Security number
- Have a high school diploma or recognized equivalent such as a General Educational Development (GED)
- Be enrolled or accepted for enrollment in an eligible program of study at least half-time (with the exception of Pell and FSEOG)
- Maintain satisfactory academic progress
- Not be in loan default or owe an overpayment of Federal Student Financial Aid
- Use federal student aid only for educational purposes

### Types of Financial Aid

Financial aid is available to those who qualify. The amount of financial aid students qualify for is based on each student's Cost of Attendance (COA), expected Family Contribution (EFC), enrollment status (Full-Time, ¾ Time, ½ Time or Less-Than-Half-Time (LTHT), and the length of the academic year.

## Grants and Self-Help Aid

### Federal Pell Grant

A Federal Pell Grant is a financial aid award to assist students to pay for their education. Pell grants do not have to be repaid unless a student becomes ineligible. Eligibility for a Federal Pell Grant is based on several factors, as determined by the Estimated Family Contribution (EFC) calculated using the information submitted on the Free Application for Federal Student Aid (FAFSA). Using the (EFC) number and other criteria, a Federal Pell Grant award is determined. Students with a bachelor's degree or higher are not eligible for a Federal Pell Grant even if they are attending an undergraduate program. The Federal Pell Grant is limited to a lifetime of six full-time years of funding, referred to as Pell Lifetime Eligibility Usage (LEU).

### Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant helps financially needy undergraduate students, who have not earned a bachelor's or professional degree, meet the cost of postsecondary education. The FSEOG Grant gives priority to students who receives the Federal Pell Grant. The award is made by the school based on the availability of funds. A FSEOG does not need to be repaid.

### **Federal Work Study (FWS) – Self Help Aid**

Student employment is available through the Federal Work Study program. This is considered to be self-help aid. This program offers employment opportunities on and off campus in the areas of Student Services and in Community Service. The awards are based on a student's unmet need. Contact the Financial Aid Department for more information and the application form. Federal work study money does not typically need to be repaid.

### **State Grants**

The Workforce Innovation and Opportunity Act (WIOA) is a federally funded program that provides supportive and training services to eligible customers. In Utah, WIOA is administered by the Department of Workforce Services, Vocational Rehabilitation and Adult Education. For more information and to find your local Workforce Center go to <https://jobs.utah.gov/index.html>

## **Federal Direct Loans and Alternative Private Education Loans**

Joyce University offers a variety of loans to assist students in meeting their educational costs. Educational loans must be repaid.

### **Direct Subsidized Loans**

The Direct Subsidized Loan program provides low interest loans through the U.S. Department of Education. The federal government pays the interest while the borrower is in school and enrolled at least half-time (6 credits). Interest does not begin to accrue until the student leaves school or anytime that their enrollment drops below a half-time status, and after the grace period has ended. Subsidized Federal Loans provide many flexible repayment options as outlined in the loan counseling materials.

### **Direct Unsubsidized Loans**

The Direct Unsubsidized Loan program provides low interest loans through the U.S. Department of Education. The federal government does not pay the interest on unsubsidized loans while the student is in school. Student loan borrowers are responsible for all interest that accrues on the loans while enrolled, during the grace period, and any deferment periods. Students may elect to make interest payments while in school to avoid the capitalization of interest and lower the overall repayment debt. The repayment period for a Direct Unsubsidized Loan begins the day after the grace period ends.

### **Direct PLUS Loans (For Parents)**

The Direct PLUS Loans is available to parents who wish to apply for additional assistance for their dependent student's educational expenses. Eligibility is not based on financial need, but a credit check is required. Borrowers who have an adverse credit history may be denied. In the event the Parent Borrower is denied, additional funding may be available to the dependent student. A parent's decision not to apply for a PLUS loan does not guarantee the dependent student may receive additional financial aid assistance.

**Note:** The interest rates are re-established every July 1<sup>st</sup> for the next award year. Contact your loan servicer for any information on what the terms, interest rates, and any fees that may be assessed to your Federal Direct Subsidized and Unsubsidized Loans. Additional information can be found at: <https://studentaid.gov/understand-aid/types/loans/interest-rates>

### **Alternative Private Education Loans**

If Federal Loan programs do not meet students borrowing needs, private lenders offer a variety of supplemental loan programs. These loans are considered consumer loans, and approval is based on a good credit history and a satisfactory debt-to-income ratio. Students may borrow only up to the Cost of Attendance. Borrowers should compare fees, interest rates, and repayment options before applying. Joyce University has no preferred lenders. To apply and compare loans please visit: <https://choice.fastproducts.org/FastChoice/home/2270800/1>

### **Veteran and Military Benefits**

Joyce University is proud to support our veteran students and their dependents. The institution makes every effort to provide assists to eligible service members, veterans, and their dependents in their educational goals. Veterans Educational (VA) Benefits are available for eligible programs at Joyce University. Application information may be obtained in the Financial Aid office or from the Veterans Affairs website at: <http://www.benefits.va.gov/gibill/>.

Students must remain in good academic standing in order to continuously receive Veterans Educational Benefits. Various VA benefits are tied to a students' academic load. For undergraduate students, the full-time rate of pursuit is 12 semester credits. For graduate students, the full-time rate of pursuit is 12 semester credits at the graduate level.

**Chapter 33 Certification:** Students wishing to use their Chapter 33 Benefits will be certified twice each semester. Students will initially be certified for credit hours. After the add/drop period (7 days of the start of the semester) the institution will certify for appropriate tuition and fees once attendance has been posted in all courses for that semester.

**Veteran Readiness and Employment (Chapter 31):** Veteran Readiness and Employment is a program designed to assist service-disabled veterans to obtain suitable employment and promote maximum independence in daily living. Professional counselors from the Department of Veterans Affairs assist in preparing an individual plan that includes services and financial assistance necessary to complete a designated program. Students seeking additional information pertaining to this type of benefit should contact the Veteran Readiness and Employment program of the Department of Veterans Affairs.

**Department of Defense Educational Assistance Programs:** The Department of Defense has established special programs to assist active-duty military personnel with their educational expenses. These programs are administered by the various branches of the armed services. Eligibility requirements and the availability of funds vary. Contact a post-education office for additional information.

**Chapter 35 Survivors' and Dependents' Educational Assistance Program (DEA):** DEA provides education and totally disabled due to a service-related condition, or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits.

**Chapter 1606- Montgomery GI Bill – Selected Reserve (MGIB-SR):** The MGIB-SR program may be available to you if you are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard. Benefits are paid directly to the student.

**Yellow Ribbon Program:** Joyce University participates in the VA Yellow Ribbon Program. Eligible students will be certified under Yellow Ribbon program once their annual allowance of VA benefits has been reached. The Department of Veterans Affairs publishes annual benefits amounts on its website.

## TUITION INSTALLMENT ARRANGEMENT PLAN (TIA) AND INSTITUTIONAL SCHOLARSHIPS

### Tuition Installment Arrangement Plan

Joyce University allows students to arrange for payment of tuition in installments over the course of the semester. There is no application fee, and payment plans are interest free. Additional terms and conditions may apply as outlined per the Enrollment Agreement and/or Tuition Installment Agreement. Joyce University is equipped to accept several types of payment methods, including all major credit cards, ACH, wire transfer, and checks. Payments can be made at the Bursar's Office during regular business hours. Credit card payments may also be submitted online through the Joyce University website.

**Note:** Non-sufficient funds and collections fees may be applied to all returned checks.

### Institutional Scholarships

Joyce University has institutional scholarship opportunities to assist in paying for college. Contact the Financial Aid Department for details and the application process.

### BSN Alumni Scholarship

The BSN Alumni Scholarship is offered to students who have earned their Bachelor of Nursing degree. Students are eligible for a maximum award of \$5,000 awarded over a maximum of three semesters. Students must maintain a CGPA of 3.0 to maintain eligibility for each semester.

### Lifetime Learning Scholarship

The Lifetime Learning Scholarship is offered to registered nurses looking to advance their education and obtain a master's degree. Students must submit a copy of their active, unencumbered RN license. Students must be enrolled in the MSN program. Students are eligible for a maximum award of \$5,000 awarded over a maximum of three semesters. Students must maintain a CGPA of 3.0 to maintain eligibility for each semester.

### Respiratory Care Scholarship

The inaugural Respiratory Care Scholarship is offered to students who have enrolled in the Respiratory Care program. Students must submit an application and a written essay explaining why they should be awarded a scholarship, including a description of how they will use their degree in Respiratory Care. Students are eligible for a maximum award of \$16,200 over 6 semesters. Students must maintain a CGPA of 2.0 to maintain eligibility for each semester.

### RN-BSN Scholarship

RN-BSN Scholarship is offered to students who have enrolled in the RN-BSN program. Students must submit an application and a written essay explaining why they should be awarded a scholarship, including a description of how the Bachelor of Science in Nursing degree will enhance their career in nursing. Students are eligible for a maximum award of \$10,400 over 4 semesters. Students must maintain a CGPA of 2.0 to maintain eligibility for each semester.

### Determination of Financial Need and Awarding of Aid

The amount of financial aid each student may receive is determined by the results of completing the FAFSA. The FAFSA results document is called the Institutional Student Information Report (ISIR) and it determines the extent of financial need in an equitable manner by applying a federally approved formula. The formula includes family size, income, assets, and other resources which are used to calculate the expected family contribution (EFC) from the student and possibly parents. The EFC is deducted from the student's cost of attendance (COA) for the academic year and determines the student eligibility for need-based financial aid.

### **Verification of Data**

Each year the U.S. Department of Education selects a number of students for a process called verification. If your FAFSA is selected for verification, Joyce University will need to collect additional documentation from you to verify the information you entered. For example, some verifiable items may be income (AGI), household size, and number in college. The financial aid department will contact you if you are selected for verification and let you know what you will need to provide.

### **Academic Year and Full-time Status Defined**

An academic year is defined as 24 credits and 30 weeks, comprised of two 15-week semesters. The enrollment status for each semester is defined as:

- Full-Time status equals 12 credits or more
- $\frac{3}{4}$  time status equals 9 credits to 11 credits
- $\frac{1}{2}$  time status equals 6 credits to 8 credits
- Less-than-half time (LTHT) equals 5 credits or less

### **Recalculation of Financial Aid (Pell and Loan Eligibility)**

At the beginning of each semester there is an add/drop period (7 days) to allow students to adjust their schedule. At the end of the add/drop period, the financial aid department is required to evaluate the number of credits a student is attempting to determine the amount of aid that can be disbursed.

- The Pell Grant is awarded at the Full-Time amounts and if the student is either at  $\frac{3}{4}$ ,  $\frac{1}{2}$  time or LTHT then the institution will need to complete a recalculation before disbursing the funds.
- For direct subsidized and unsubsidized loans, a student must be attempting at least  $\frac{1}{2}$  time status (6 credits) to receive the loan funds.

### **Notice of Disclaimers**

The U.S. Department of Education may update or change the student eligibility at any time without notice. Joyce University may need to update eligibility as directed by the U.S. Department of Education. If you have any questions, contact the Financial Aid Department for clarification.

For more information on financial aid, review the Financial Aid Information Guide located on the Joyce University website under Consumer Information.

### **Registration and Graduation Holds**

Students are required to meet all tuition and related payments in order to register for classes or graduate. Students who fail to meet payment obligations may be placed on registration/graduation hold until the account balance has been paid in full. Requests to release unofficial or official documents, including transcripts or diplomas, from Joyce University may be denied if a student's account is delinquent or has an unpaid balance.

### **Course Refresher/Review for Graduates (Course Audit)**

Graduates may return to refresh courses. Eligible courses are limited to those courses offered in the program from which the student graduated (when space is available). Credits will not be awarded.

Students will be charged an audit fee of \$100 per course. Additionally, students will need to purchase any textbooks or materials used in the course at the published price. Returning students will be required to adhere to all University policies outlined in the current catalog and student handbook.

## REFUND POLICIES

### Title IV Credit Balance Policy

A Title IV credit balance occurs when the institution applies title IV, Higher Education Act (HEA) program funds to your student account that exceed the amount of direct educational cost for tuition, books, and fees and/or other authorized charges for the program. Students are required to complete an Application of Title IV Credit Balance Form that instructs the institution how to administer the Title IV credit balance. Students can choose from one of three considerations.

1. Return any title IV credit balance to the appropriate lender to reduce my loan debt
2. Return any credit balance to me
3. Retain any credit balance on my account to cover any additional expenses that I may incur prior to the end of the applicable loan period/award year to assist me in managing my educational fund

The institution must issue the credit balance to either the student or return to the lender within 14 days of when the Title IV credit balance occurred. Any credit balance will be issued via check or EFT to the student or lender.

## INSTITUTIONAL REFUND POLICY

### Institutional Refund for Cancellation of Enrollment

A student in any ground or online program who provides written or verbal notice of cancellation of his or her enrollment by the later of within three business days (excluding federal and state holidays) of signing this enrollment agreement or within seven calendar days of the class start will not be charged tuition and will receive a refund of all monies paid for tuition and other charges assessed by the institution. Fees paid to third party agencies for registration items such as entrance exams, immunizations, drug screenings, and background checks will not be refunded by the institution. All books issued to a student will be billed to the student unless returned unopened and in new condition within 5 days. In addition, to ensure proper cancellation, students must notify, as indicated in the catalog, the Campus Administration Office verbally or in writing of the intent to cancel their enrollment. The institutional refunds will be made within 30 calendar days.

Subsequent to notice of cancellation, online students that cancel or are cancelled during the first term of enrollment through the end of the first week will not incur financial responsibility for the materials and cost of the program. To ensure proper cancellation, students should notify the Campus Administration Office verbally or in writing of the intent to cancel their enrollment.

### Institutional Refund Policy for Withdrawal from Enrollment

Withdrawal after the student's first day of class will result in proration of tuition billed equal to the percentage of the semester completed. This is calculated by dividing the number of calendar days from the semester start date to the student's last date of attendance by the total number of calendar days in the semester. For example, if a student completed 25 days out of a 100-day semester, the student will be charged 25% (twenty five percent) of total tuition billed for the semester. Once a student completes 60% (sixty percent) or more of the semester the student is responsible for 100% (one hundred percent) of tuition billed for the semester. If all tuition is paid in cash, excess funds will be refunded to the student. If a third-party agency pays for the student's tuition, excess funds will be refunded to the proper agency. For recipients of Federal Financial Aid, the Federal Return of Title IV Funds hierarchy is adhered to. The institutional refunds will be made within 30 calendar days.

### Institutional Refund Policy Clarification (Add/Drop Period) continuing students

The add/drop period also applies to continuing students. Students beginning a semester will not be charged tuition if the last day of attendance (LDA) does not exceed the add/drop period. The add/drop period is defined as the first week of the semester.

## Return of Federal Financial Aid Funds Policy

Joyce University is required by Federal statute to recalculate Federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The Federal Title IV financial aid programs must be recalculated in these situations:

- If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student's withdrawal.

Refunds are returned in the following order:

- Federal Unsubsidized Direct Stafford Loans
- Federal Subsidized Direct Stafford Loans
- Federal Direct Parent PLUS Loans
- Federal Pell Grants
- Federal Supplemental Opportunity Grants

If a student received financial aid in excess of authorized charges for living expenses, the University is only required to return the unearned portion of financial aid that was used to pay authorized charges. Any unearned financial aid that is part of the funds the student received is returned by the student to the appropriate financial aid program. This is called an overpayment, and the student will be notified if this type of return of funds is required. Loan overpayments are generally paid in the normal course of loan repayment. Pell Grant overpayments are rare but can occur. These types of overpayments can be paid within the first 30 days to the University. However, if no payment is received within the 30-day period, the University refers the overpayment to the U.S. Department of Education Student Credit Management Collections. Once the overpayment is reported, the student may be ineligible for additional financial aid until the overpayment is repaid.

If the student withdraws after completing 60% of a payment period or term, the student will earn 100% of the Title IV funds (and the institution must perform an R2T4 calculation)

The amount of unearned funds an institution must return is the lesser of the total amount of unearned Title IV assistance to be returned or an amount equal to the total institutional charges incurred by the student for the payment period or term multiplied by the percentage of Title IV grant or loan assistance that has not been earned.



**Unpaid Balances**

If an unpaid balance remains after the proration of tuition and the unearned financial aid has been returned, the student is notified and is responsible for paying the balance in full upon request. The University does not provide financing for unpaid balances but may assist the student with making third-party payment arrangements. Delinquent accounts may also be sent to third-party collection agencies and reported to each credit bureau. Joyce University accepts no obligation to provide any student with an official copy of their transcript or other enrollment records if the student is in default herein. Nonsufficient funds fees, collection fees, interest and attorney fees shall apply and be charged based on local, state, or federal statute at the maximum rate permitted by law, whichever is lower.

**Financial Aid Guidelines for Re-Entry Following a Withdrawal**

If a student wishes to return to Joyce University, the student may be subject to current tuition and fee rates and may be required to meet satisfactory financial arrangements with the Financial Aid Office prior to re-entry. Any holds or outstanding balances are required to be paid in full before a student may be eligible for re-entry. Title IV funds cannot be used to pay off an existing balance with the University from any previous enrollments. Re-entry is subject to space availability, the approval of the reapplication process, and/or the appeals committee. Students applying for re-entry may be subject to the current version of the program they wish to re-enter. More information can be found under the Re-entry Policy in this Catalog.

Students who fail to maintain Satisfactory Academic Progress (SAP) may be placed on Financial Aid Suspension and be withdrawn. (More information can be found under the Satisfactory Academic Progress Policy in this Catalog.) Students may appeal the Financial Aid Suspension withdrawal. (Please consult the Appeals Procedure in this catalog.) Students who have been suspended and withdrawn for failure to meet Satisfactory Academic Progress (SAP) requirements are ineligible for Title IV aid; however, they may apply for re-entry without financial aid following the payment period in which they were suspended. Students who are allowed to re-enter at this point must pay for educational expenses by other means and are still subject to the SAP policy. Students may reestablish Title IV eligibility once again by bringing the CGPA and rate of progress to the minimum levels of 2.0 and 66.7%, respectively.

## Consumer Disclosure Information

The Higher Education Act (HEA) of 1965, as amended requires higher education institutions receiving federal financial assistance to provide prospective and current students with the following information to help them make informed decisions about the educational benefits available.

Below is a list of consumer information available on our website: [Joyce.edu/about/consumer-info](http://Joyce.edu/about/consumer-info).

- College Navigator
- Complaint Process
- Constitution Day
- Disability Services and Accessibility
- Drug and Alcohol Abuse Prevention Program and Drug Fee Workplace
- Financial Aid
  - Annual Student Loan Acknowledgement
  - College financing Plan
  - Cost of Attendance
  - Federal Loan Entrance & Exit Counseling Disclosure requirements
  - National Student Loan Data System (NSLDS)
  - Net Price Calculator
  - Preferred Lender Information
  - Return of title IV Funds
  - Student Rights and Responsibilities
  - Financial Aid Code of Conduct
  - Verification Policy
- Non-Discrimination Policy
- Safely and Security
  - Annual Security Report
  - Emergency Response and Evacuation Notification
  - Timely Crime and Security Warning Notification
- Student Demographic and Achievement Data
  - Student Diversity Profile
  - Student Graduate Statistics
  - Placement and Licensure Rates
- Title IX Program
- Vaccination Policy
- Veterans Services
- Voter Registration

## ACADEMIC INFORMATION

### Advanced Standing/Transfer Credit

Joyce University may accept transfer credits for courses completed at other accredited post-secondary institutions. Transfer credits will be applied based on the course description and the appropriateness to the specific degree programs requirements and curricula. The course quality, content, level, and number of credits earned should be comparable to the current program's curricula. Other requirements for specific program may apply. Joyce University reserves the right to accept or deny any or all credits earned at other institutions.

Generally, for awarding of transfer credits, all official transcripts must be received by Registrar's Office prior to the start of the student's program. However, the registrar's office may review official transcripts prior to the start of each subsequent semester on a case-by-case bases. The turnaround time for transfer credit evaluation is 10 business days from receipt of the official transcript for the registrar's office to review, accept or deny transfer credits. Transfer credit will not be awarded for any course the student has started and recorded attendance.

Transfer credits must have been earned from a nationally or regionally accredited institution approved by the U.S. Department of Education. Experiential credits or credits by proficiency may be accepted if recommended using an official transcript by American Council on Education (ACE).

### Calculation for Semester, Quarter and Trimester Systems

Joyce University is on the semester credit hour system. Official transcripts from quarter or trimester systems will need to be converted to the semester system.

- A Quarter hour system is converted to the semester hour system taking the credit hours earned and dividing by 1.5.
- A Trimester system of 15+ weeks is equal to a semester system not requiring credit conversion.
- A Trimester system of less than 15 weeks is equal to a quarter system and will follow the quarter hour system conversion.

### Transfer Credit Limitations

Each program has transfer credit limits and/or additional degree requirements.

#### Program Transfer Credit Limits

- Undergraduate transfer credit limit is no greater than 50% of the credits required for the program.
- Graduate transfer credit limit is no greater than 9 semester hours or equivalent provided the credits align with the educational outcomes of the program.

#### Master's Degree Requirements

##### *Master of Science – Nursing (Direct Entry)*

- BIO Courses
  - Anatomy and Physiology
    - Must be completed no more than 5 years before program start date
    - Must have a residential lab component
    - Must have a grade of C+ or above
  - Pathophysiology
    - Not accepted for transfer credit
  - Pharmacology
    - Not accepted for transfer credit
- Statistics
  - Must be an upper division course
  - Must be on the topic of statistics

#### Bachelor's Degree Requirements

- Additional requirements for students who have already received a bachelor's degree and are seeking an associate degree, or second bachelor's degree must meet all of the general education requirements, except for specific math and science courses required for the degree sought. To ensure that all requirements are

met, for most programs a course-by-course evaluation will be conducted upon receipt of a student's official transcript.

*Bachelor of Science – Nursing*

- BIO Courses
  - Anatomy and Physiology
    - Must be completed no more than 5 years before program start date
    - Must have a residential lab component
    - Must have a grade of C+ or above
  - Pathophysiology
    - Not accepted for transfer credit
  - Pharmacology
    - Not accepted for transfer credit
  - Microbiology
    - Must have a lab component
- CHM Course
  - Must have a lab component
- COM Course
  - Any communications course at any level is acceptable for transfer
- ENG Course
  - Must have a writing emphasis (Literature focused courses will not be accepted)
  - Creative writing will not be accepted
- HUM Course
  - Acceptable course transfers include humanities, arts, religion, history, and philosophy
  - Courses such as psychology and sociology are not acceptable
- NTR Course
  - Must be completed no more than 5 years before program start date
- PSY/SOC Courses
  - Acceptable course transfers include any PSY/SOC courses
  - Courses such as philosophy, arts, and history are not acceptable
- Statistics
  - Must be an upper division course
  - Must be on the topic of statistics

*Bachelor of Science – Nursing (Accelerated Degree)*

- BIO Courses
  - Anatomy and Physiology
    - Must be completed no more than 5 years before program start date
    - Must have a residential lab component
    - Must have a grade of C+ or above
  - Pathophysiology
    - Not accepted for transfer credit
  - Pharmacology
    - Not accepted for transfer credit
- Statistics
  - Must be an upper division course
  - Must be on the topic of statistics

*Bachelor of Science – Nursing (RN-BSN)*

- Microbiology
  - Must have a lab component
- COM Course
  - Any communications course at any level is acceptable for transfer
- HUM Course
  - Acceptable course transfers include humanities, arts, religion, history, and philosophy

- Courses such as psychology and sociology are not acceptable
- Statistics
  - Must be an upper division course
  - Must be on the topic of statistics

#### **Associates Degree Requirements**

- Students transferring an associate degree from another institution must meet all of the general education requirements. To ensure that all requirements are met, a course-by-course evaluation will be conducted upon receipt of a student's official transcript.

#### *Associate of Science – Nursing*

- BIO Courses
  - Anatomy and Physiology
    - Must be completed no more than 5 years before program start date
    - Must have a residential lab component
    - Must have a grade of C+ or above
  - Pathophysiology
    - Not accepted for transfer credit
  - Pharmacology
    - Not accepted for transfer credit
- ENG Course
  - Must have a writing emphasis (Literature focused courses will not be accepted)
  - Creative writing will not be accepted
- NTR Course
  - Must be completed no more than 5 years before program start date
- PSY/SOC Courses
  - Acceptable course transfers include any PSY/SOC courses
  - Courses such as philosophy, arts, and history are not acceptable

#### *Associate of Science – Occupational Therapy Assistant*

- Anatomy and Physiology
  - Must be completed no more than 5 years before program start date
  - Must have a residential lab component
  - Must have a grade of C+ or above
- ENG Course
  - Must have a writing emphasis (Literature focused courses will not be accepted)
  - Creative writing will not be accepted
- PSY Course
  - Not accepted for transfer credit
- SOC Course
  - Acceptable course transfers include any PSY/SOC courses
  - Courses such as philosophy, arts, and history are not acceptable

#### *Associate of Science – Respiratory Care*

Students wishing to transfer respiratory care core courses from a previous institution to be assigned advanced standing may be required to complete an entry-to-practice level assessment. The assessment will include questions developed from primary content categories from the NBRC matrix. Results of the Joyce University RC assessment will be used to determine courses and credits that may be transferred.

- Clinical practice requirements will be based on completion of comparable hours credit, and successful completion of skills assessment.
- Courses will only be accepted for transfer credit with a grade of “C” or better unless otherwise indicated.
- BIO Courses
  - Anatomy and Physiology
    - Must be completed no more than 5 years before program start date
    - Must have a residential lab component
    - Must have a grade of C+ or above

- Microbiology
  - Must have a lab component
- ENG Course
  - Must have a writing emphasis
  - Literature focused courses will not be accepted
  - Creative writing will not be accepted
- PSY Course
  - Acceptable course transfers include any PSY/SOC courses
  - Courses such as philosophy, arts, and history are not acceptable

### **Credit for Military Training**

Students with Military training must submit their Joint Services Transcript (JST) directly to the Registrar's office. Official JST transcripts will be evaluated to determine if any courses are able to be transferred. Note: Transfer credits are awarded based on American Council on Education (ACE) recommendations.

### **Notice of Transferability Disclosure**

Joyce University does not guarantee credit transfer into or out of the school. Transferability is always at the discretion of the receiving college. It is the student's responsibility to confirm whether credits will be accepted by another institution.

The ability to transfer credits from Joyce University to another educational institution may be limited. Therefore, a student may need to repeat courses previously taken at Joyce University if they decide to enroll at another college. Students should:

- Not assume that credits will transfer to or from any educational institution. It is highly recommended that a student understands the transfer credit policy at Joyce University. Additionally, the student should contact any other educational institutions they may attend to review their transfer policy as well.
- Obtain confirmation that Joyce University will accept any credits earned at another college.

### **Official Transcript Requirements**

The institution will only accept official transcripts from colleges that the student attended for evaluation. Official transcripts will not be accepted if:

- The transcript is issued to a person or institution other than Joyce University. Example: issued to student.
- The date issued is greater than 1 year of receipt by the registrar's office.
- The electronic transcript was sent or forwarded by anyone other than the issuing institution. Example: forwarded by the student. Note: Transcripts received electronically must indicate that it is an official transcript and must include information on how to verify the authenticity of the transcript.
- The printed (hard copy) transcript is not in the original sealed envelope with the school's insignia/seal or not signed by the issuing institution.

### **Program Design**

All programs are designed with a full-time student workload. Occasionally circumstances may require a student to request an alternate workload for various reasons (part-time, take a break, change cohorts).

The institution will consider a student's request and whether it can be accommodated at its discretion understanding there is no guarantee that the request will be granted.

### **Changes to Delivery of Program and Services**

To uphold academic standards, Joyce University, at its discretion, reserves the right to alter at any time with or without prior notice:

- The academic schedule

- Location of instructional and learning activities
- The content and grading of courses (including changing to pass/fail or another grading format)
- The course syllabus (in part or in whole)
- Instructional format (including modality) of its courses and programs which may include but not limited to:
  - Delivery of programs, courses, clinical, and fieldwork experiences in whole or in part by distance education, virtual or augmented reality activities.
- The class schedules
- Availability and/or format to which services are provided to students. This would include, but not limited to:
  - Student Services (Academic Advising)
  - Career Services Office
  - Registrar's Office
  - Center for Teaching and Learning (CTL)
  - Financial Aid Office
  - Bursar's Office (Student Accounts)

Students shall not be entitled to tuition refunds or offsets when Joyce University exercises such discretion. Any exceptions would only be permitted as stated in the published refund policy.

### **Course Materials**

Some courses are digitally enabled where students are charged a technology fee to access the eBook in their Learning Management System. Students who choose to opt out of receiving textbooks through the institution will be responsible for the purchase of their books and supplies and will also be responsible for all of the required additional resources (See Books and Supplies Purchase Policy). Students cannot opt out of the technology fee.

### **Proctoring**

Joyce University highly values Academic Integrity and students are to adhere to the highest possible academic standards. Proctoring supports students in creating a secure environment for testing. All exams will be proctored. Virtual proctoring requires specific technology (see Computer Requirements Section).

### **Concurrent Course (Double-up) Registration Policy**

Concurrent course (double-up) registration is when a student in a module program wishes to register for two courses in one module. Student must meet the Satisfactory Academic Progress (SAP) requirements and obtain the approval of the Program Director or designee. Additionally, students receiving financial aid should discuss the financial implications of the concurrent course registration. Concurrent course registration cannot violate progression or prerequisite requirements.

### **Clinical and Fieldwork Experience**

The clinical or fieldwork portion of the program (if required) can only begin if the student is fully prepared, able, and willing to represent the Institution. It is a period of learning, observing, and practicing the skills learned in the student's program. Students must be in good standing with the institution and meet all eligibility and academic requirements for clinical rotations and fieldwork.

Clinical arrangements are made based on clinical site eligibility requirements, program of study and other considerations. While the institution seeks to work with individual students, they are expected to be flexible. Numerous and a variety of clinical/fieldwork facilities are utilized and vary by semester. Eligibility and participation requirements may vary by site assignment and clinical or fieldwork provider. Students must adhere to the requirements of the clinical/fieldwork partner or could be subject to dismissal from the clinical/fieldwork experience. Students may not receive compensation during the clinical or fieldwork during the clinical rotations or fieldwork.

Institution officials will arrange clinical and fieldwork placements at appropriate facilities. Availability of clinicals or fieldwork may be limited. The institution cannot guarantee availability of placements or the time, location, or

identity of placements. Students may be expected to attend clinical or fieldwork on any day of the week including weekends and at any time of the day (early hours, swing shift, night shift, etc.). Should there be conflicts or disputes at a site, alternative sites may not be available.

Occasionally, it may be necessary for a student to be assigned a clinical/fieldwork experience in a facility that is some distance (local, regional, national, and international clinical rotations) from the campus. Clinical rotations or fieldwork requiring travel to local, regional, national, and international locations may be available. Students who participate in these opportunities may be responsible for their own travel arrangement, meals, and becoming familiar with local customs and laws.

Students are expected to complete their clinical or fieldwork within the scheduled time frame. Therefore, students are discouraged from having work responsibilities while in the program due to the rigorous nature of the program and the flexibility required to attend their clinicals or fieldwork.

Upon completion of a clinical rotation or fieldwork the clinical/fieldwork supervisor will complete an evaluation report of the student's performance. Failure to perform professionally while on clinical or fieldwork including using speech or demeanor which reflects poorly on the Institution or affiliated clinical/fieldwork may result in dismissal from the clinical/fieldwork site and dismissal from the institution. If the student is dismissed from clinical/fieldwork for unprofessional behavior, the student will receive a failing grade for the course. If the student is dismissed from the clinical/fieldwork and is the only course being taken, the student will be withdrawn from the institution.

Students who are permitted to repeat a clinical/fieldwork course will be responsible for the tuition and fees for all components of the course. Please consult the Re-Entry section.

The institution shall not be held responsible for injury, accident or sickness which may arise from, or be attributed to, traveling for the purpose of visiting or participating in a clinical/fieldwork site (clinic, hospital or any other facility) for instructional purposes during the time a student is enrolled in a course whether by a student's own means of transportation, as a passenger in a private vehicle, in public transportation or any other means of transportation including on foot.

### ***Vaccination Exemption Requests and Clinical/Fieldwork Sites***

Joyce University (Joyce) does not have its own vaccination requirements and thus does not make vaccination exemption decisions. Each clinical/fieldwork partner has its own vaccination requirements and exemption policy, and some clinical/fieldwork sites do not allow for any exemptions. Joyce cannot grant exemptions or accommodations to a clinical/fieldwork partner's vaccination requirements.

Joyce will provide direction for students related to this process. The length of time a clinical/fieldwork site takes to make a determination about the student's request should be taken into account, as it may cause a delay in the start of the student's clinical/fieldwork rotation.

There is no guarantee that a clinical/fieldwork partner will grant the student's exemption request. If the assigned clinical/fieldwork site will not accept the student's exemption request, Joyce is not responsible for finding an alternate site. Thus, this may jeopardize the student's ability to progress in or complete their program. The only available accommodations that Joyce may provide on a discretionary basis to students in such situations may be deferral or temporary withdrawal from the program.

### **Automatic Degree Awards**

Automatic awarding of degrees is the process of awarding the pre-licensure portion of the degree prior to completion of the declared certificate.

For instance: The BSN, MSN programs which has the 5 semesters of pre-licensure coursework included may be awarded the automatic degree at the successful completion of the course work required for the ASN or BSN degree. This allows a student to sit for the NCLEX-RN exam.



## Attendance Policies

Joyce University of Nursing and Health Sciences is an attendance taking institution. Students are expected to maintain a superior level of course attendance commensurate with the expectations of employers within the healthcare industry. Students are expected to attend all sessions of the courses for which they are registered.

**Attendance Requirements:** Attendance is mandatory for all Joyce University courses including all course components. Students that incur more than one absence will be withdrawn from the course, unless otherwise required by law. In courses with face-to-face component, attendance is recorded by faculty. In online synchronous lectures, students must participate with their camera on, in the camera frame, and engaged to be considered present. In courses or course components that are not face-to-face, attendance is tracked weekly through academic engagement (see below).

*Students that incur more than one absence will be withdrawn from the course, unless otherwise required by law. If the course has multiple components to it (Lecture, Clinical/Fieldwork, Lab, SCE) and the student incurs a second absence in any one component, they will be withdrawn from *all components of the course*. (Refer to the Grading System section of the University Catalog for more information on withdrawal from courses.)*

Joyce University understands that there are times where attendance is impossible due to situations outside of the student's control. In these cases, Program Leaders will work with students on an individual basis to determine an appropriate course of action. Consideration and resolution of attendance issues is within the sole discretion of the University.

**Academic Engagement** is defined as active participation by a student in an instructional activity related to the student's course of study. This includes but is not limited to submitting an academic assignment; taking an assessment or an exam; or participating in a course discussion board. *Academic engagement DOES NOT include merely logging into an online class, tutorial, or recorded lecture.*

**OTA Fieldwork Attendance Requirements:** Refer to the OTA Student Handbook.

**Tardies:** Students should arrive on or before the designated starting time for course sessions of all types including face-to-face lecture, online synchronous lecture, clinical, lab, fieldwork, and SCE. Students with multiple tardies may receive a Student Code of Conduct violation.

Clinical, Lab and SCE: Students that arrive 10 minutes after the class's assigned start time will not be permitted to attend and will be considered absent.

## Leave of Absence Policy

A Leave of Absence (LOA) is a temporary interruption in students' programs of study. Students may apply for a LOA in the event of circumstances that make it impractical for the students to continue in attendance in current courses but have a reasonable expectation of returning and completing their program of enrollment. Students must meet with Student Services to discuss LOA eligibility requirements, which include:

- Adequate reason for request of Leave
- Meet institutional expectation for a reasonable return date.
- The student's return on the next scheduled semester/term start date
- The total time of the LOA needed, not exceeding 180 days

Students may submit a request for a LOA for one of the following reasons with supporting documentation.

1. Military deployment
  - a. Documentation can consist of military orders
2. Required military training
  - a. Documentation can consist of military training orders
3. Extreme serious illness or hospitalization of student or family member
  - a. Documentation can include a note from the doctor or release from the hospital the documentation does not need to contain specifics of the medical condition and/or injury, etc.

4. Pregnancy and Childbirth
  - a. A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions, or childbirth for as long as the doctor deems the absence(s) medically necessary
  - b. Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences
5. Death of a family member
  - a. Documentation can consist of a copy of the deceased's obituary
6. Jury Duty
  - a. Documentation can consist of a copy of the jury summons
7. Other reasons as approved by University Administration
8. Natural disaster, inclement weather, or emergency situations that require the University to cancel classes

Please note that not all LOA applications are approved; each request is evaluated on a case-by-case basis. Students will be notified of the LOA decision within five (5) business days.

Terms and conditions of an approved LOA include:

1. Students who need to take a formal break from their program must submit a signed, written request for a Leave of Absence (LOA) that includes the date and the reason for the request.
2. All students actively enrolled at the University are eligible to request a LOA.
3. Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period, including approved LOA days that occur during a period of time when the student is subsequently withdrawn.
4. An LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in a withdrawal status, and the request is not due to unforeseen circumstances that occurred prior to the withdrawal status.
5. The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
6. Student must return and complete their coursework he/she began prior to the leave of absence.
7. Student must return on the date designated as the Return Date on his/her LOA Request Form, or the student will be withdrawn from the University.
8. While students are on the LOA, and when the student returns no additional institutional charges will be assessed.
9. While students are on the LOA they will not be considered to have withdrawn.
10. Students will be assessed an "L" grade for the courses from which they left.
11. Upon return, students may be asked to complete or update drug screens, background checks, immunizations and/or CPR certifications.
12. Students must meet with the registrar at least two weeks prior to the scheduled return date in order to receive their schedule.
13. Students must meet and get clearance from the Financial Aid department before returning to classes.
14. For students who are Title IV loan recipients who fail to return from the LOA, the withdrawal date used in the Return to Title IV calculation will be the student's last date of attendance. Students will have a six-month grace period from the last date of attendance to when repayment begins for Direct Loans.

### **Administrative Leave of Absence or Administrative Withdrawal**

Joyce University retains the right to make an administrative determination to place a student on administrative leave of absence or administrative withdrawal for any of but not limited to the following situations:

1. The student poses a significant risk of imminent danger to self or to others within the campus community.
2. The student, although not posing significant or imminent danger to self or others, disrupts the daily functioning of community members, or is an alleged assailant in a compliant pending investigation.
3. The student has not cooperated with the medical clearance process after a medical intervention, illness, hospitalization, or secondary exposure to an illness.

The University has the authority to review the facts of a student situation and make a decision to place a student on administrative withdrawal or leave of absence.

As appropriate to the specific situation, the University will work in consultation with the student, faculty, and different departments to understand and document the facts of the situation.

When a student is identified as posing an immediate or serious threat of harm to self or others, appropriate designated administrators will be contacted as well as Campus Safety, local emergency response personnel, and/or local law enforcement agencies as appropriate.

If the student's behavior is determined to be an immediate or serious threat, the student may be placed on Leave of Absence or withdrawn effective immediately by the University. The student will be notified in writing that an administrative LOA is in place and of the restrictions on his/her contact with community members and any restrictions regarding access to the Joyce University campus.

### **Active Not Attending Status Policy**

Students enrolled in the RN-BSN, BSN and BSN to MSN programs may request an "Active not Attending (ANA) status when scheduled for the 300, 400, 500, 600 level block courses. Students are considered withdrawn when they are not enrolled or active in a course during the semester.

Students must submit their written request and receive approval for an ANA status prior to the semester or course start date for which they will not be attending.

If approved, the Registrar will identify the specific date for the student's return. This date is the first day of the subsequent next five-week semester or course start date. Students are only allowed to be in an ANA status for one block (five weeks) of the semester and must be enrolled in the remaining two blocks in a scheduled semester. Students who intend to withdraw from Joyce University should submit a letter to the Registrar's office requesting withdrawal.

If the student does not return during the next block, the student may be administratively withdrawn from the University. For official withdrawals, students' notification dates are the dates students officially notifies the institution in writing of their intent to withdraw. For administrative withdrawals, students will be determined to be withdrawn from the University if they violate the school's published attendance policy. Students must resolve any financial obligations with Joyce University before receiving an official transcript from the Registrar's office.

### **Withdrawal Policy**

The institution is required to have a written withdrawal policy that clearly outlines the process a student must go through to withdrawal from the institution. This policy relates to both new enrollments and continuing students. Enrollment is defined as starting a semester or module whether as a new enrollment or continuing student.

**Official Withdrawal:** Occurs when the student requests to be withdrawn from the program. When an official withdrawal request is received within the first week of student's first semester, an enrollment cancellation may be granted in lieu of a withdrawal on a case-by-case basis. The Last Date of Attendance is determined by the last day a student participated in an academically related activity including classroom attendance, projects, clinical or fieldwork experience, posting to a discussion board, submitting an assignment, or completing a quiz or exam. For a student who officially withdraws (i.e., notified the Campus Administration Office in writing, of their intent to withdraw) the "date of determination" of withdrawal is the date of notification. A student in any ground or online program who provides written or verbal notice of cancellation of his or her enrollment by the later of within three business days (excluding federal and state holidays) of signing this enrollment agreement or within seven calendar days of the class start will not be charged tuition and will receive a refund of all monies paid for tuition and other charges assessed by the institution. Fees paid to third party agencies for registration items such as entrance exams, immunizations, drug screenings, and background checks will not be refunded by Joyce University. All books issued to a student will be billed to the student unless returned unopened and in new condition within 5 days. In addition, to ensure proper cancellation, students must notify, as indicated in the Catalog, the Campus Administration Office verbally or in writing of the intent to cancel their enrollment

In the rare circumstance the University is unable to offer any of the courses a student needs for a semester, the University may initiate an Academic Leave. In this case, for Title IV purposes, the student is considered withdrawn from the University with the expectation to return the following semester. Standard withdrawal procedures will be followed. *Please refer to the Return of Federal Financial Aid Funds Policy.*

**Unofficial Withdrawal:** Occurs when the student fails to meet required program attendance, fails to attend for fourteen consecutive calendar days, fails to meet Satisfactory Academic Progress (SAP) requirements, violates the Academic Integrity or Student Code of Conduct policy, or fails to meet financial obligations. If the student is unavailable for signature, Joyce University will consider the student to have unofficially withdrawn.

1. **14 Days of Non-Attendance:** Student fails to attend classes for 14 consecutive calendar days. The date of determination of withdrawal shall be following the 14<sup>th</sup> consecutive day of absence. For RN to BSN students, the **Last Date of Attendance** is determined by the last day a student participated in an academically related activity including projects, posting to a discussion board, submitting an assignment, or completing a quiz or exam.
2. **Failure to Meet Satisfactory Academic Progress:** Student either fails to meet SAP minimums after one payment period on FA Warning status, (*please consult Financial Aid Warning, Suspension, and Withdrawal*), cannot meet Satisfactory Academic Progress (SAP) requirements within one payment period. The date of determination of withdrawal shall be the date that grades were entered, and Satisfactory Academic Progress (SAP) calculated.
3. **Academic Integrity/ Code of Conduct Violation:** If a student is found by a committee to be in violation of the University's Academic Integrity or Code of Conduct policies, the date of determination of withdrawal shall be the date the committee notifies the Registrar of the offense.
4. **Failure to Meet Financial Obligations:** If a student does not meet all financial obligations, the student shall be withdrawn. The date of determination shall be the date the Bursar's Office notifies the Office of the Registrar.

### Re-Entry Policy

Students who have withdrawn either voluntarily or involuntarily and who wish to return to the University must contact the Registrar's Office. Student's re-entering will be subject to the current version of their program, current tuition, and fee rates, and will be required to make satisfactory financial arrangements with the Financial Aid Department prior to re-entry start date.

Students must follow the appropriate step listed below.

- If the student withdrawal was for any reason other than failure to maintain Satisfactory Academic Progress (SAP), three failures and/or same course failure twice (associate and bachelor's degree programs), or violation of the Student Code of Conduct, the student needs to contact the Office of the Registrar. Students will work through the re-entry process with their Program Administrator and the Office of the Registrar to complete the necessary paperwork.
- If the student was withdrawn due to failure to maintain SAP, three failures and/or same course failure twice (associate and bachelor's degree programs), or violation of the Student Code of Conduct, they must submit an appeal form for re-entry into their program (Please consult the Appeals Policy). It also must be mathematically possible for the student to meet Satisfactory Academic Progress over the course of the next payment period.
- If the student's last date of attendance (LDA) is greater than 365 days from the re-entry start date the student would be considered a new enrollment and must contact the Admissions Department to re-enter.

Re-entering students will be subject to current institutional and programmatic admissions policies and will be responsible for reading and understanding the current College Catalog, course syllabi, and all other applicable documents where policy is outlined.

All students withdrawn as a result of not meeting Satisfactory Academic Progress (SAP) may not be eligible for Title IV aid and will need to pay for educational expenses by other means.

### Appeals Policy

Students may appeal an action resulting from an institutional policy in the following circumstances:

1. Financial Aid suspension
2. Dismissal due to poor academic performance
3. Dismissal due to violation of the Code of Conduct
4. Dismissal due to academic integrity violation

To proceed with an appeal for any of the above-stated reasons, students must submit the official electronic appeal form via the student portal. Appeals must be submitted within two days from the date of the action (not including the date of the action but including holidays and weekends). All sections of the electronic appeal form must be fully completed to be valid.

The written appeal form will include the specific action the student is asking for exemption from and justification, including documentation as applicable, for this request. The appeal must also include information detailing how the student's circumstances have changed as well as an action plan specifying how compliance with the policy under appeal will be achieved and maintained.

Joyce University Appeals Committee will review appeals on an individual basis. Consideration and resolution of appeals is within the sole discretion of the Joyce University Appeals Committee.

### Appealing a Financial Aid Suspension

Students placed on Financial Aid suspension may continue to receive federal financial aid based on the academic plan. If at the end of the Financial Aid suspension semester/payment period the CGPA and/or rate of progress are still below the minimum 2.0 and 66.7% respectively, the student will be placed on academic dismissal and withdrawn from the University.

### Appealing a Dismissal Due to Poor Academic Performance

Students who are appealing to return from re-entry to the university after a dismissal should reach out to their Academic Advisor for deadlines. However, in general, the following deadlines apply:

- Re-entry students – Appeals must be received at least 2 weeks prior to a semester start date in order to be processed in time for the upcoming semester. Appeals that are received after this date will be reviewed for re-entry the following semester.
- Continuing Students – Students needing to appeal to continue the following semester will need to submit their appeal within two days from the date of the action (not including the date of the action but including holidays and weekends).
- Students granted an appeal for SAP suspension may continue the program uninterrupted and will be placed on Financial Aid probation. Once an appeal has been granted, the student signs the academic plan that outlines any provisions to be met. The length of time a student allowed may be on or two semesters/payment periods, as determined by the appeals committee and included in the academic plan.

### Appealing a Dismissal Due to Violation of the Code of Conduct

To appeal a dismissal due to a violation of the Code of Conduct, students must follow the appeals process stated above.

### Appealing a Dismissal Due to Academic Integrity Violation

To appeal a dismissal due to an academic integrity violation, students must follow the appeals process stated above.

Please note, students may be permanently dismissed from the university if they were withdrawn for the following reasons:

- Failed any one course twice
- Three or more course failures
- Second dismissal for any reason

Disabilities are not covered by the appeals process, but by the Americans with Disabilities Act (ADA). There are procedures governing ADA and the institution's obligations in this area. Please consult the ADA section of this catalog or contact Disability Services for information regarding ADA.

All other student questions or concerns follow the Grievance Procedure as outlined in this catalog.

### **Grievance Procedures**

Note: Students who take issue with an action resulting from an institutional policy, including Financial Aid suspension, dismissal due to poor academic performance, dismissal due to violation of the Code of Conduct, or dismissal due to academic integrity violation must follow the Appeals Policy.

Informal Grievance process:

Concerns, complaints, or problems that are not covered by the Appeals Policy should first be discussed with the involved faculty/staff member. If the issues are not resolved after this discussion, if the issue is program-related, or if the student is uncomfortable discussing the issue with the involved faculty/staff member, the student should submit a Support Request at [help.joyce.edu](http://help.joyce.edu). The student will receive a response from the appropriate academic or administrative leader.

Formal Grievance Process:

If a student has followed the informal grievance process and the issue is still not resolved, the student may file a formal grievance with the University Administration using the Grievance Form on the student portal.

A grievance is a formal difference or dispute between a student and a university employee about the interpretation and/or application of the college's non-academic policies and procedures, or provision of services, by members of the college's faculty or staff, that negatively affects the student.

A grievance may be based on one of the following claims:

- failure to provide services
- arbitrary and/or capricious actions by a college employee or administrative office
- policy or procedure applied unfairly and/or in a different manner than it was applied to others
- administrative error in the application of the policy or procedure

University Administration will review the submitted request and may schedule a personal interview with the student and/or staff or faculty involved with the situation. Interviews may be conducted in person or over the phone. The student will be informed, in writing, of any decision within ten (10) calendar days of receipt of the formal written complaint, unless a different time period is required by law.

Students who are not satisfied with the written grievance decision from University Administration may contact the Northwest Commission on Colleges and Universities (NWCCU). NWCCU will consider a Complaint against one of its member institutions that relates solely to eligibility requirements, standards for accreditation, or policies. NWCCU does not, however, provide dispute resolution or appeal services.

Northwest Commission on Colleges and Universities (NWCCU)

8060 165th Avenue NE, Suite 200

Redmond, WA 98052 USA

(425) 558-4224

<https://nwccu.org/tools-resources/complaints/>

In addition to the University's grievance policy and procedure, students may also contact the Utah Division of Consumer Protection at any time through the U.S. mail, phone, or website. This contact may be utilized regardless of whether students have availed themselves of the University's grievance policy.

Division of Consumer Protection

160 East 300 South, 2<sup>nd</sup> Floor P.O. Box 146704

Salt Lake City, Utah 84114-6704

(801) 530-6601

[www.dcp.uthah.gov](http://www.dcp.uthah.gov)

### Satisfactory Academic Progress Policy

All students are expected to maintain Satisfactory Academic Progress (SAP). In addition, SAP must be maintained to remain eligible to continue receiving federal financial assistance. The SAP policy is for all students whether they are receiving Federal Aid or not. SAP is measured using maximum time frame, successful course completion rate (quantitative measure), and Cumulative Grade Point Average (CGPA) standards (qualitative measure). These standards are outlined below and are considered minimum requirements.

#### SATISFACTORY ACADEMIC PROGRESS STANDARDS

Minimum CGPA requirement:	Minimum course completion rate	Financial Aid Warning if CGPA and/or course completion rate is below minimum:	Suspension if CGPA and/or course completion rate is below minimum:
Undergraduate 2.0 Graduate 3.0	66.7%	End of any payment period	End of one Financial Aid Warning payment period

### Maximum Time Frame

Students must successfully complete the educational objectives of the program, including the clinical and fieldwork experience (if applicable), within a maximum time frame not to exceed 150% of the normal program length. Maximum time frame will be measured by limiting students to attempt 1.5 times, or 150% of the number of credits in their program of study (*see table below for a listing of programs together with the 150% calculation*). If an SAP review shows that a student cannot complete the program within 150% of the normal program credits, all Title IV aid must stop, even if the student has not yet attempted the maximum 150% of the total program credits.

Program Name	Total Program Semester Credits	150% of Program Credits
Associate of Science - Occupational Therapy Assistant	66	99
Associate of Science in Nursing Degree	69	103
Associate of Science – Respiratory Care	82	123
Bachelor of Science in Nursing Degree	120	180
Bachelor of Science in Nursing Degree – RN to BSN	120	180
Bachelor of Science in Nursing Degree-Accelerated BSN	120	180
Master of Science in Nursing Degree	155	232
Master of Science in Nursing Degree – BSN to MSN	35	53

### Successful Course Completion Rate

A student must complete at least 66.7% of the credits attempted to be making Satisfactory Academic Progress. The successful course completion rate is calculated as the cumulative number of credit hours of courses successfully completed divided by the cumulative number of credit hours attempted for all courses. If a student has transfer credits earned at other institutions, those credits are counted in the calculation as both credits attempted and as credits completed. A student must earn a minimum of 66.7% of the credits attempted each payment period to complete the program within the maximum time frame and to avoid being placed on Financial Aid Warning. A payment period covers fifteen weeks of instruction regardless of whether the program is scheduled as one fifteen-week semester or three five-week blocks within each semester. Courses with a grade of Incomplete, Withdraw, Withdraw Fail, and course withdrawn prior to completion are counted as credits attempted but not credits completed. Both failed courses and repeated courses are counted in the calculation as credits attempted but not completed. Joyce University has no provisions for remedial course work, non-credit



courses, or pass/fail grades and these activities have no effect on SAP. The successful course completion rate requirements are detailed in the Satisfactory Academic Progress Standards table above.

### **Cumulative Grade Point Average Requirements**

Students must meet specific Cumulative Grade Point Average (CGPA) requirements at specific points during their enrollment to be making Satisfactory Academic Progress. These requirements are detailed in the table on the previous page intitled (Satisfactory Academic Progress Standards). Students are required to achieve a cumulative grade point average of at least 2.0 to graduate from a program. To avoid being placed on Financial Aid Warning, a student must achieve a cumulative grade point average of at least 2.0 (master's program 3.0) as measured at the end of each payment period. At the time a student begins a program of study, the Satisfactory Academic Progress policy goes into effect.

### **Satisfactory Academic Progress Warning, Suspension, and Withdrawal and Its Impact on Financial Aid**

At the end of each payment period after grades have been posted, each student's CGPA and rate of progress is reviewed to determine if the student is meeting (SAP) as defined above. Students will be placed on Financial Aid Warning when the CGPA and/or the rate of progress falls below the values specified in the table on the previous page intitled (Satisfactory Academic Progress Standards). During the period of Financial Aid Warning, students are considered to be making satisfactory progress for both academic and financial aid eligibility. Students will remain on Financial Aid Warning for one payment period and should work with their Instructors/Academic Advisor through the Financial Aid Warning period. The Academic Advisor will work with the student's Program Director if tutoring is needed. If at the end of the Financial Aid Warning payment period, the CGPA and/or rate of progress are at or above the 2.0 and 66.7% respectively the student will be removed from Financial Aid Warning and returned to active status.

### **Re-Entry Following Satisfactory Academic Progress Suspension and Withdrawal**

Students who have been dismissed and withdrawn for failure to meet Satisfactory Academic Progress (SAP) requirements are ineligible for Title IV aid; however, they may apply for re-entry without financial aid following the payment period in which they were suspended. Students who are allowed to re-enter at this point, must pay for educational expenses by other means, and are still subject to the SAP policy. Students may reestablish Title IV eligibility once again by bringing the CGPA and/or rate of progress to the minimum levels of 2.0 and 66.7% for undergraduate programs and 3.0 GPA and 66.67% for graduate programs.

A student who fails or drops a course is not guaranteed enrollment in the subsequent semester. Re-entry is subject to space availability, the approval of the reapplication process, and/or the appeals committee. Please consult Financial Aid Guidelines for Re-entry Following a Withdrawal in this catalog.

1. SAP is reviewed after every semester.
2. Students not meeting SAP requirements are placed on FAW for one semester.
3. If SAP requirements are met after one semester on FAW the student is returned to Active.
4. Students not meeting SAP requirements after one term of being on FAW are placed on suspension.
5. Student can appeal suspension. If the appeal is granted the student returns on a Financial Aid Probation (FAP) status.
6. A student may be placed on probation for up to 2 semesters/payment periods per appeal. If at any time the student does not meet the requirements of the academic plan they may be dismissed from the program and withdrawn from the University. The status code will be academic dismissal for not meeting SAP.
7. A student could apply for re-entry after being dismissed but may not receive funding. They would also have to be able to meet SAP requirements before the end of their program.

### **Repeating Courses**

Students may repeat a failed core course (courses with prefix NUR, OTA, RES) one time. Failed courses count as credits attempted but not completed and are part of the Cumulative GPA calculation. Failed and repeat courses are both included in the maximum time frame calculation of SAP. Students thus are reminded that failed courses may jeopardize their ability to meet the University's SAP policy. Failure to meet the SAP policy will, in effect, limit the number of courses students may repeat (please consult the Satisfactory Academic Progress Policy). Students enrolled in Undergraduate Programs cannot enroll in subsequent semester core courses until all

previous/current semester core courses are passed; all prerequisite and corequisite course requirements must be met. Additionally, courses that are scheduled in subsequent semesters of the program may not be taken out of sequence without the express consent of the Dean of Nursing, OTA Program Director, or Respiratory Care Program Director. Students who incur a third core course failure or fail the same core course twice at any time during the program may be permanently dismissed from the program without possibility of re-entry.

A passing grade must be achieved in all components of the course (Lecture, Clinical/Fieldwork, Lab, SCE) in the same semester. If a student does not pass all components, they are required to retake all components of the course.

### Grading System

Each student is responsible for maintaining a minimum CGPA of 2.0 (3.0 master's program) and must receive a passing grade in each course to graduate from Joyce University. Final program grades are computed from various elements and competencies mastered within the course and are reflected individually and collectively on each student's final transcript.

Letter Grade	Percentage	GPA Equivalent	Status	Letter Grade	Percentage	GPA Equivalent	Status
A	94 – 100%	4.0	Passing	AU	-	**	Audit
A-	90 – 93%	3.7	Passing	I	-	**	Incomplete
B+	87 – 89%	3.3	Passing	IP	-	**	Incomplete
B	84 – 86%	3.0	Passing	L	-	**	Leave of Absence
B-	80 – 83%	2.7	Passing	SW	-	**	Scheduled
C+	77 – 79%	2.3	Passing***	TC	-	**	Transfer Credit
C	74 – 76%	2.0	*Passing***	W	-	**	Withdrawal
C-	70 – 73%	1.7	Not Passing	WF	0%	0.0	Withdraw Fail
D+	67 – 69%	1.3	Not Passing	WC	-	**	Withdraw Cancel
D	64 – 66%	1.0	Not Passing				
D-	60 – 63%	0.7	Not Passing				
F	0 – 59%	0.0	Not Passing				
<p>*Select courses require a minimum of 77% to earn credit and progress within the program of study. See program specific requirements ** not computed in GPA *** a grade of 84% or higher is required to pass graduate courses</p>							

**AU – Audit** – is given when a student takes a course for no academic credit. Audit courses may be limited to students who have taken and passed the course at Joyce University or who have been awarded transfer credit for the course. An audit student is expected to participate in all course activities and complete all course-related assignments, projects, examinations, etc. An AU grade has no effect on GPA or on the rate of progress for purposes of calculating Satisfactory Academic Progress.

**I – Incomplete** – is given when a student is unable to complete the coursework by the end of the grading period (semester/term). If a student fails to complete a required segment of a course by the end of the grading period (semester/term) and believes that with additional time he/she could reasonably pass the course, the student should approach the faculty member and request the grade of “I” (incomplete). The decision to grant this request is at the discretion of the faculty member, with approval of the program director.

When the grade “I” (incomplete) is granted, both the student and the faculty member must agree on provisions for the make-up work. The grade “I” cannot extend beyond two weeks following the end of the grading period. When the work is completed in a satisfactory manner (within two weeks), the faculty member will complete a Grade Change form and the “I” grade will be changed to the grade earned. Failure to complete the work will result in failure of the class, at which time the “I” grade will be changed to an F. The F grade will be computed in

the GPA. Students on academic warning will not be allowed to progress to the next set of scheduled courses until the “I” grade is resolved.

**IP-Incomplete in Progress** – is at the faculty member’s discretion to a student who has not completed all of the course requirements but has attended at least 67 percentage of the course. Students who are unable to complete the course work in the timeframe of ten days as outlined in the “I” – Incomplete grade may receive an “IP” (Incomplete in Progress) with the approval of the program director and faculty member. Requirements for an “IP” grade must be fulfilled by the end of the next semester. A grade of “IP” that is not made up by the required date will automatically be changed to an “F”. Students must meet with the faculty member to develop a contract that stipulates the requirements for completing the course. The contract will include the length of time for completion and the consequences for failure to complete the requirements. A grade of “IP” is changed to the permanent grade once it is submitted by the faculty member.

**L- Leave of Absence** – is given when a student takes a Leave of Absence (LOA) before completing the coursework for the semester/block. The L grade has no effect of GPA or rate of progress for purposed of calculating Satisfactory Academic Progress.

**SW- Scheduled Withdraw** – is given when a student is unofficially withdrawn from Joyce University in a grading period that does not coincide with the student’s payment period. An SW grade has no effect on GPA or on the rate of progress for purposes of calculating Satisfactory Academic Progress.

**TC – Transfer Credit** – refers to transfer credit and is an indication of a transfer credit allowance. A TC grade has no effect on GPA; however, transfer credits are counted as credits attempted as well as credits completed, thereby affecting rate of progress.

**W – Withdrawal** – is given when a student withdraws from a course through 60% of the course time. Withdrawals have no effect on GPA. However, course credits will be considered as “attempted” but not “completed” for purposes of calculating Satisfactory Academic Progress (*please consult the Withdrawal Policy*).

**WC- Withdraw Cancel** – is given when a student officially or unofficially withdraws from school within the first two weeks of scheduled classes after the official start date of the classes. Withdraw Cancels will have no effect on GPA or credits “attempted”.

**WF- Withdrawal Fail** – is given when a student withdraws either voluntarily or involuntarily from a course beyond 60% of the course time. Course credits will be considered as attempted but not earned for purposes of calculating Satisfactory Academic Progress and will be calculated at 0.0 points for GPA.

### **Total Course Grade: Programmatic Core Courses**

In order to achieve a passing grade in a core course as part of an undergraduate pre-licensure nursing (including undergraduate core courses in the DEMSN), OTA, or RC program, a passing Total Exam Score Average threshold must first be achieved. Once the Total Exam Score Average threshold has been met as defined, the final grade for the course will be calculated based on all incorporated points earned for exams, assignments, quizzes, and other coursework requirements.

Students who successfully reach the Total Exam Score Average threshold as defined will then have the course grade determined by overall course point calculation, which includes all course points as outlined in the course syllabus.

### **Total Exam Score Average Defined:**

To pass a pre-licensure nursing program core course, students are required to achieve an overall Total Exam Score Average at or above a threshold of 77% for all exams taken within the nursing course. Current rounding rules will be followed to determine achievement of the threshold.

**Total Exam Score Average calculation:** Each course exam will be individually calculated, earning a specific percentage. The exam percentages (not points) will each be multiplied by the weight of the exam as a percentage of course points. Each factor will be added individually, and the total will be divided by the number of weighted course percentage points in the course to determine the Weighted Average, which can then be used to satisfy the Total Exam Score Average and consequent achievement of the threshold.

**Example:**

If there are 5 module exams and 1 final exam in the course, and the module exams are each weighted at 10% of the course grade, and the final exam is weighted at 25% of the course grade, and the results of the exams are as follows:

Result of Exam 1 (50 questions) = 80% (10% weight)	= 800
Result of Exam 2 (50 questions) = 75% (10% weight)	= 750
Result of Exam 3 (50 questions) = 82% (10% weight)	= 820
Result of Exam 4 (50 questions) = 70% (10% weight)	= 700
Result of Exam 5 (50 questions) = 82% (10% weight)	= 820
Result of Final Exam (100 questions) = 77% (25% weight)	= 1,925

The **Total Exam Score Average** would be 78%  $((800+750+820+700+820+1925)/75 = 77.53$ , or 78%)

**Grade Change Request**

If a grading error has occurred, students may request a grade change and must submit their request in writing to the course faculty member within five business days of final grade posting. If the issue is not resolved, the student should submit a Support Request at [help.joyce.edu](http://help.joyce.edu) and they will receive a response from the appropriate academic leader.

## STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to communicate openly with faculty, staff, and administration. Students have the right to be treated fairly and objectively. Students have the right to utilize the Grievances Policy & Procedure to address any issues that may occur.

Students have the right to review their student records upon request under the Family Educational Rights and Privacy Act (FERPA).

### Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records (Note. an "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution). These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the University receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall refer the student to the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Office of the Chief Privacy Officer  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

### Disclosures that Postsecondary Institutions May Make Without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within the institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to:
  - a) Develop, validate, or administer predictive tests
  - b) Administer student aid programs
  - c) Improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

### **FERPA Annual Notice Addendum**

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of your Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

### **Americans with Disabilities Act**

Joyce University of Nursing and Health Sciences recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Section 504 Rehabilitation Act of 1973, prohibiting discrimination based on a disability and requiring the Institution to provide reasonable accommodations to qualified disabled students in all University programs and required activities.

The University makes every effort to provide equal access to programs and courses by providing reasonable and appropriate accommodations. The specific accommodations for which a student will be approved depends upon the documentation provided, the essential elements of the courses or programs, and the functional limitations created by the student's disability.

Students must complete the Americans with Disability Act Amendments Act Reasonable Accommodation Request Form and provide Clinical Documentation within the last 3 years that includes:

1. The date/dates of all testing
2. The name, title, and professional credentials of the evaluator
3. The names of the assessment instruments used which must be appropriate for the adult population
4. A clear statement of the diagnosed disability from the doctor or clinician
5. A description of specific accommodation requests based on clear and specific evidence of a disability, including a description of the related functional limitations and a list of the tests and techniques used to arrive at the diagnosis
6. If you have medical disabilities, appropriate documentation from a physician will be sufficient

If applicants to the University notify administration of a disability for which accommodations are requested, the University will make a good-faith effort to provide reasonable accommodations.

The ADA Coordinator will review all ADA requests, evaluate documentation, determine eligibility, and implements reasonable accommodations for enrolled students as guided by Section 504 of the Rehabilitation Act, The Americans with Disabilities Act, and University policy.

Please note that the University does not grant accommodations solely based on Individual Education Plans, letters from special education teachers, or notes from tutors. Official testing must be included.

While Joyce University does not provide testing for the identification of learning disabilities, if you suspect you may have a disability, you may meet with the ADA Coordinator to discuss options for testing by an outside agency. Joyce University is not responsible for the cost of the testing.

Services and equipment are provided as accommodations for Joyce University institutional, educational access. Misuse or abuse of equipment or services may result in disqualification from such accommodations and may be subject to university action include referral to the Student Code of Conduct council for disciplinary action.

Due to Health and safety concerns, Service Animals are generally not permitted in restricted areas on campus, classrooms with demonstration, rooms with highly sensitive equipment, and areas outlined in state law as being inaccessible to animals. Exceptions may be granted on a case-by-case basis by contacting Disability Services. The ADA Coordinators will work with the appropriate department representative.

### **Title IX Policy**

Joyce University is committed to providing a working and learning environment free from Sexual Harassment through training, education, prevention programs, and policies and procedures that promote prompt reporting, prohibit retaliation, and promote timely, fair, and impartial investigation and resolution in a manner that eliminates the Sexual Harassment, prevents its recurrence, and addresses its effects.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX and other federal and state laws, Joyce University has developed policies that prohibit discrimination and misconduct on the basis of gender, such as sexual misconduct, sexual violence, sexual harassment, intimate partner violence, stalking and any other gender-based harassment or misconduct.

These policies apply regardless of the complainant's or respondent's sexual orientation, sex, gender identity or expression, age, race, nationality, religion, or ability. Harassment or discrimination based upon an individual's sexual orientation may be considered gender-based and be subject to the policy. Also, prohibitions against discrimination and harassment do not extend to statements or written materials that are germane to the classroom or academic course of study.

Title IX inquiries may be referred to the Title IX coordinator, Ann Johnson at [ajohnson@joyce.edu](mailto:ajohnson@joyce.edu)

### **Title IX Complaints**

#### **Informal Complaint Process**

A complainant may request to file an informal complaint when permissible. When an allegation of sexual assault has occurred, an informal resolution would not be appropriate. Under the informal complaint process, the Title IX Coordinator will conduct an informal investigation to provide a resolution to protect the interests of both the complainant and respondent, as well as the College community. An informal investigation and resolution will be completed within ten (10) days of the receipt of the complaint. If additional time is needed, both parties will be notified of the extended time necessary to resolve the informal complaint. The informal process may include discussion, training, and an overall expectation that the inappropriate behavior cease. If the behavior continues and rises to the level of discrimination a formal investigation may be pursued.

**At any time during the informal resolution process all parties, the complainant or respondent, as well as the Title IX Coordinator can request or determine that a formal investigation is needed. The formal process is described below.**

#### **Formal Complaint Process**

When a formal Title IX complaint is received, the Title IX Coordinator must first determine if the Title IX Coordinator has the jurisdiction to investigate the complaint. Alleged acts of discrimination, harassment, stalking, sexual misconduct, and retaliation are investigative actions. Investigations completed by the Title IX Coordinator are independent from outside agencies of the College. Other complaints would be referred to the grievance or appeals process as outlined in the institutional catalog.



### The following steps outline the formal Title IX complaint process:

- **Step 1** – The Title IX Coordinator conducts an investigation of the alleged policy violation. The investigation is to be conducted in a fair and unbiased manner. The investigation will be completed within ten (10) days of the receipt of the complaint. If additional time is needed, both parties will be notified of the extended time necessary to resolve the formal complaint. Additionally, trained parties may be appointed to assist with the investigation. As part of the investigation the respondent can review and respond to the allegations. All parties involved in the investigation, including the complainant and the respondent, will be able to review the investigation report before the report is made final.
- **Step 2** – The investigator(s) will review all the evidence gathered during the investigation to determine if a violation of the alleged policy occurred. If the evidence supports that a violation occurred, the Title IX Coordinator will make recommendations for resolution in a final written report. Resolutions will include preventative measures for future violations including but not limited to sanctions for the respondent. If the evidence does not support a violation, the final written report will indicate no violations occurred and the investigation will be closed. The Title IX Coordinator along with the department of Human Resources makes the final decision as outlined in the final written report.

### Appealing a Title IX Complaint Decision

The complainant or respondent may appeal the findings of the final written report. Appeals will be reviewed by a selected member group of the Appeals Committee. These selected members must include one academic associate, one non-academic associate, and one representative of administration.

Appeals related to a discrimination complaint must be made in writing within five (5) calendar days of the completed final written report being received. Included in the complaint's appeals must be the following:

1. How the decision was unfair or biased
2. How the decision was impacted by a conflict of interest
3. How the finding results in considerable injustice

The selected member Appeal's Committee will review the appeal. If the committee determines that the Title IX Coordinator exhibited a decision that was unfair or biased, that a conflict of interest occurred, or the findings resulted in considerable injustice then the committee may overturn or modify the findings of the final written decision. Notification of any changes made to the original written report will be made to both the complainant and respondent within ten (10) business days of receiving the appeal.

**Title IX Coordinator contact information:** Ann Johnson, [ajohnson@joyce.edu](mailto:ajohnson@joyce.edu)

### UT SARA Complaint Process

UT SARA is the initial contact point for complaints about Utah SARA institutions resulting from distance education courses, activities, and operations. As the state portal agency, UT SARA serves as the final decision-maker on SARA-related complaints.

To file a SARA complaint, you must:

- File within two years of the date of the incident.
- First file and follow through with the institution's complaint process. If the complaint is not resolved after going through the institutional complaint process, students may file with UT SARA.
- Address a complaint that the institution violated a standard or regulation of the terms of SARA (see [institution eligibility in section 3 of SARA manual](#)); and
- Be a student at a UT SARA institution:
  - Utah students may not use UT SARA to complain about distance education courses offered by a Utah institution, only distance education courses offered by a postsecondary institution in another state.
  - Students outside Utah involved with distance and correspondence education from a UT SARA institution may file a complaint with UT SARA. They can also file a complaint with [their state's enforcement authority](#).

Once a complaint is filed, UT SARA will conduct a review within five business days. If the complaint fits within the SARA jurisdiction, investigation and follow up will take place. If the complaint does not fall under the SARA jurisdiction, it may be referred to another entity for investigation and follow up.

- Complaints covered by the student code of conduct, such as grade grievances or conduct issues – that have not been filed with the institution – will be referred to the institution. Students should follow an institution’s process for filing a complaint.
- Complaints relating to fraud, false advertising, or other deceptive practices will be referred to the Utah Division of Consumer Protection:

Utah Division of Consumer Protection  
160 East 300 East, 2nd Floor, Salt Lake City, UT 84111  
801-530-6601 or 1-800-721-SAFE  
<https://consumerprotection.utah.gov/complaints.html?f=c>

- Complaints relating to an institution’s quality of education may be referred to the institution’s accreditor.

[Submit a complaint regarding a SARA institution](#)

## PROFESSIONAL STUDENT BEHAVIOR

Students are expected to show professionalism and courtesy in their behavior toward the faculty and administrative staff, clinical, or fieldwork staff and fellow students. Students are also expected to be engaged in the dynamics of the classroom, lab, clinical, and fieldwork at all times. Students are being prepared to enter a professional healthcare environment with all the necessary skills and dispositions to demonstrate the behavior expected by clinical or fieldwork sites and by prospective employers. Students who are in violation of these standards will be subject to sanctions including written warning, Student Code of Conduct Probation, and/or dismissal from the University. These sanctions may be imposed in any order. Professional behavior includes, but is not limited to, compliance with the following policies and standards.

### Student Code of Conduct

Joyce University strives to create an environment that facilitates learning and academic growth. Students are expected to act in a professional and courteous manner at all times. Students shall not engage in unacceptable behaviors that are identified below, or that are otherwise prohibited by Joyce University. These standards apply to all delivery modalities including clinical/fieldwork. Engaging in any of these activities can lead to disciplinary action up to and including dismissal from Joyce University:

1. Insubordination to faculty or administration including using abusive, foul, or threatening language toward students, faculty, or administration.
2. Inappropriate use of public communication, including social media.
3. Engaging in harassment or bullying of any form whether verbal, written or physical.
4. Conduct contrary to the best interests of the University or that reflects poorly on the University or affiliated clinical, or fieldwork site.
5. Illegal possession of weapons or explosive materials at Joyce University or affiliated clinical or fieldwork premises.
6. Use, possession, sale, transfer, or being under the influence of illegal drugs or alcohol on Joyce University or clinical, fieldwork premises.
7. Violation against the Academic Integrity Standards
8. Stealing or willfully damaging Joyce University's property, another student's or an employee's equipment or personal property.
9. Inappropriate use of Joyce University's or clinical, fieldwork experience sites' electronic or computer equipment, including but not limited to, sending, accessing, or storing discriminatory, harassing, defamatory or pornographic material, duplicating or distributing copyrighted material without permission, or transmitting confidential information.
10. Violating safety requirements or building regulations at Joyce University including clinical/fieldwork sites.
11. Performing any type of immoral or indecent act on Joyce University or clinical or fieldwork premises.
12. Violating Joyce University Dress and Grooming Standards. See the Student Handbook for additional information.
13. Breach of confidentiality or privacy whether intentional or inadvertent.
14. Soliciting of clinical or fieldwork partners for clinical, fieldwork, or capstone placement or direct outreach to these clinical or fieldwork partners for any other matter without the express permission of Clinical Administration

The above list should be considered illustrative, and not comprehensive. Other actions and violations of a similar nature may also result in disciplinary action, up to and including dismissal from the University. Joyce University reserves the right to amend the Student Code of Conduct at any time with or without notice.

### Unlawful or Unprofessional Conduct

Students should be aware that past, present, or future unlawful and/or unprofessional conduct could render a student ineligible for clinical or fieldwork rotation, certification, licensure, or employment in many fields of study offered by Joyce University. In addition, unlawful and/or unprofessional conduct could result in suspension or

dismissal from university. Examples of such conduct include, but are not limited to, arrest, and/or conviction of a felony or misdemeanor, as well as the possession or distribution of controlled substances. Students should also be aware that past, present, or future unlawful conduct involving the possession or distribution of controlled substances might result in the loss or suspension of eligibility for student financial assistance and the loss of the right to continue their education. Prospective students who are concerned that they may not qualify for certification, licensure, employment, or financial assistance for these, or other reasons are encouraged to inquire prior to enrollment. Joyce University shall not be responsible for any student's inability or ineligibility to secure student financial assistance, a clinical or fieldwork site, certification, licensure, or employment in his or her field of study as a result of disqualification.

### **Social Media Conduct**

Students are expected to adhere to the highest ethics and standards. Public remarks deemed inappropriate by the University administration regarding educational experience, patients, classmates, colleagues, clinical and fieldwork sites, or other University matters may result in disciplinary action. This includes remarks made via social media whether on or off campus, during or outside of university hours.

### **Netiquette**

Students should act in accordance with professional expectations of Netiquette. Internet etiquette, or Netiquette, is the polite behavior used when communicating online. This includes behavior in email, social media, online discussions, or any other form of online interaction, whether these interactions occur through the written word, audio/speech, video/visuals, or any other means of electronic communication. When communicating in an online setting, students must express themselves clearly, be precise, use proper language, respect others, and support their ideas/views with credible sources. Students should avoid strong wording, abbreviations, slang, insults, or wording in all capital letters (considered shouting). This type of communication may be misinterpreted and can come across as rude.

Students who behave in a manner inconsistent with professional expectations of Netiquette are subject to disciplinary action, up to and including termination.

### **Harassment**

Joyce University has a zero-tolerance policy toward harassment of any type. Harassment is defined as any conduct, physical, verbal, written or electronic, on or off campus, that has the intent or effect of unreasonably interfering with an individual's or group's educational or work performance at Joyce University. This includes bullying. Unwanted comments and advances of a sexual nature directed toward faculty, staff members, or other students will not be tolerated. Such behavior is grounds for immediate dismissal. Sexual harassment includes the following types: gender harassment, seductive behavior, sexual bribery, sexual coercion, and sexual imposition. Complaints based on sexual harassment should be made under the Title IX Complaint Policy.

Anyone who believes he/she is a victim of harassment needs to:

1. Keep a record of events; including dates, times, places, names of persons involved, witnesses, and comments made by the participants
2. Report the incident immediately to a faculty member, Program Director, or any other Campus Administrator
3. Understand that all reports will be fully investigated; and
4. Understand confidentiality will be respected to the extent possible.

### **Identification Badge**

All students are required to wear assigned Identification badges at clinical and fieldwork sites as well as on campus. A fee will be assessed for badge replacements.

### **Electronic Equipment**

Personal electronic devices may be used for educational purposes only during class sessions.

## Food And Drink

Food and drinks are not permitted in the labs at any time.

## Children in the Classroom

Children are not allowed in any campus area, including the parking lots, and surrounding the buildings. Authorities will be notified if a child(ren) is left unattended in a car or in the parking lot.

If an enrolled student must bring their child on campus for non-instructional-related activities (e.g., financial aid counseling, to make a payment, meeting with a faculty or staff member) the child must be closely supervised by the student at all times. Parents or legal guardians are responsible for their children's behavior and safety while on university property and will be held responsible for damage to university property caused by their children. Joyce University is not responsible for any unsupervised children on campus at any time.

If there is an instruction-based need to have children in the classrooms or other instructional areas of the campus, the faculty member will provide adequate prior notification to the University and the student may be required to sign an acknowledgement form.

## Use of Tobacco, Alcohol, and Illegal Drugs

The use of alcohol on campus or during clinical or fieldwork hours is prohibited. Use of illegal drugs, as well as abuse of prescription medications, at any time during a student's enrollment in the University, whether on campus or not is prohibited. Drug testing, either "random" or "with-cause", may take place at any time. Students who refuse to submit to a drug test when asked will face disciplinary action up to and including termination. Students who have a positive result on a drug test will be withdrawn from the University.

Smoking is prohibited within 25 feet of any campus door. Refer to the official Joyce University Drug and Alcohol Abuse Prevention Policy for more information.

## Student Communication Policy

All email communications within the University (i.e., assignments, course questions, instructor questions and answers, etc.) must be done using the University's email service. It is students' responsibility to check their email at least once a week; students are solely responsible for any missed communication. Students unable to access the University's email should seek assistance from any member of the faculty or staff. Students are expected to keep the Office of the Registrar informed of any changes in contact or name information. Emergency University closures or other pertinent information will be sent via Joyce University of Nursing and Health Sciences email, website, social media, and/or text message.

## FIREARM AND DANGEROUS WEAPON POLICY

Because Joyce University of Nursing and Health Sciences (the "University") is committed to providing a safe working and learning environment, the possession and use of any firearm or dangerous weapon, is prohibited on the University premises.

### 1. Definitions

For purposes of this Policy, a "firearm" is defined to include any handgun, pistol, revolver, shotgun, short-barreled shotgun, rifle or short barreled rifle, or a device that could be used as a dangerous weapon from which is expelled a projectile by action of an explosive. A "dangerous weapon" is defined to include a firearm, and/or any other object that, in the manner of its use or intended use is capable of causing death or serious bodily injury. A "short barreled shotgun" or "short barreled rifle" is defined to mean any shotgun having a barrel or barrels of fewer than 18 inches in length, or in the case of a rifle, having a barrel or barrels of fewer than 16 inches in length, or a dangerous weapon made from a rifle or shotgun by alteration, modification, or otherwise, if the weapon as modified has an overall length of fewer than 26 inches.

## 2. Applicability

This policy applies to all University students, faculty, employees, personnel, contractors, and staff (“Community Member”), and applies in all University facilities, including, but not limited to offices, classrooms, laboratories, restroom facilities, laboratories, common areas, and spaces shared with other tenants. Firearms and weapons are also prohibited at university sponsored activities without the express permission of the University and the activity sponsor. It is incumbent upon you to understand and comply with the rules and regulations related to firearms and dangerous weapons at any site you visit on behalf of or in accordance with your relationship with Joyce University of Nursing and Health Sciences.

Any plausible statement or evidence that a Community Member possesses a firearm or dangerous weapon may be responded to as an actual threat, whether or not evidence of a firearm or dangerous weapon exists. A violation of this policy may result in discipline up to and including termination or expulsion, as well as referral for criminal prosecution to the appropriate prosecutorial agencies of the State of Utah.

## 3. Exceptions and Approval

Any exceptions to this policy must be requested by submitting a written request to the CEO in writing. Community Members must receive written approval prior bringing any firearm or dangerous weapon onto university premises, unless otherwise authorized to do so under applicable Utah law. The possession of non-lethal self-defense instruments (for example, pepper spray, alarms) is permitted; however, the negligent or reckless use of such non-lethal self-defense instruments may be considered a violation of this or other applicable University policies or state laws and may subject the user to discipline up to and including termination or expulsion, as well as referral for criminal prosecution to the appropriate prosecutorial agencies of the State of Utah.

Nothing in this policy prohibits an individual from transporting or storing a firearm in a motor vehicle on any property designated for motor vehicle parking, if: (i) the individual is legally permitted to transport, possess, purchase, receive, transfer, or store the firearm; (ii) the firearm is locked securely in the motor vehicle or in a locked container attached to the motor vehicle while the motor vehicle is not occupied; and (iii) the firearm is not in plain view from the outside of the motor vehicle.

## ACADEMIC INTEGRITY

Academic integrity is highly valued at Joyce University of Nursing and Health Sciences. Students are expected to adhere to the highest possible academic standards while attending Joyce University. The following are minimal guidelines that students are required to follow. These guidelines should be considered illustrative, and not comprehensive.

### Dishonesty

Students will adhere to the principles and rules of the University and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Any attempt to deviate from these principles is academic dishonesty and sanctions may include but are not limited to, a failing grade for the assignment, failing grade for the course, probation, suspension, or dismissal or withdrawal from the program. These sanctions do not need to follow in any specific order.

### Cheating

Presenting another's work as one's own or assisting another student to do so in the classroom, lab, or any other location. Cheating may also occur when a student violates the conditions governing an examination. Examples of cheating include, but are not limited to, the following:

1. Using verbal, written, visual, or other forms of communication intended to give or receive improper assistance.
2. Looking at or copying another's work.
3. Discussion of test material with students who have not yet taken the exam.
4. Use of unauthorized materials (texts, notes, calculators, etc.).
5. Taking an exam for another student.
6. Having someone else take an exam for you; or
7. Obtaining and/or using an upcoming exam ahead of test time

### Misrepresentation

Falsifying information including but not limited to the following:

1. Having another person represent or stand in for oneself in circumstances where one's attendance and/or performance are required.
2. Misrepresenting class, clinical, fieldwork or externship attendance.
3. Presenting false academic credentials.
4. Submitting someone else's work as one's own.
5. Submitting work originally submitted for one course to satisfy the requirements of another course without prior consent of the current faculty (It is assumed that the current faculty member expects the work to be original).
6. Forging or using another's signature.
7. Altering or destroying academic records and documents; or
8. Presenting false data, experimental or physical results.

### Plagiarism

Plagiarism is defined as using another person's ideas, evidence, or words without proper acknowledgment or conveying the false impression that the arguments and writing in a paper are one's own. A student must always submit work that represents his or her original words or ideas. Words or ideas that do not represent the original work of a student must be cited to include all relevant sources. The extent to which such sources were used should also be made clear. All submissions provided in any Joyce University class forum fall within the scope of words and ideas that require citations if used by someone other than the original author. The work of a student that does not follow these standards will be considered plagiarism and violates the Academic Integrity policy.

### Plagiarism includes, but is not limited to, the following:

1. Acquiring by purchase or otherwise, a part of or an entire document of work which is represented as one's own.
2. Representing the ideas, data, or writing of another person as one's own work, even though some wording, method of citation, or arrangement of evidence, ideas, or arguments have been altered.
3. Concealing the true sources of information, ideas, or argument in any piece of work.
4. Using one's previous coursework in a current course without citation or faculty permission.

## Copyright Policy

This policy applies to those who use Joyce University's network or equipment to share files, including (but are not limited to) Joyce University faculty, staff, students, guests, external individuals, and organizations accessing network services via Joyce University's networking or computing facilities.

Upon notification or due to detection, Joyce University's Information Technology Department will take all necessary actions, including but not limited to temporary disconnection from internet access, to stop illegal sharing of copyrighted material on its network or computing devices by identified users.

This is in accord with the <https://www.copyright.gov/dmca/>, which provides educational institutions with some protections if individual members of the community violate the law. For Joyce University to maintain this protection, it must expeditiously take down or otherwise block access to infringing material whenever it is brought to the attention of the organization.

## Example of Activities Violating Federal Law

Following are some examples of copyright infringement that may be found in a university setting:

- Downloading and sharing MP3 files of music, videos, and games without permission of the copyright owner
- Using corporate logos without permission
- Placing an electronic copy of a standardized test on a department's web site without permission of the copyright owner
- Enhancing a departmental web site with music that is downloaded or artwork that is scanned from a book, all without attribution or permission of the copyright owners
- Scanning a photograph that has been published and using it without permission or attribution
- Placing a number of full-text articles on a course web page that is not password protected and allowing the web page to be accessible to anyone who can access the Internet
- Downloading licensed software from non-authorized sites without the permission of the copyright or license holder
- Making a movie file or a large segment of a movie available on a web site without permission of the copyright owner
- Torrenting from peer-to-peer communication on the network

## Penalties for Copyright Infringement

A school may use this sample statement to meet the requirement that it disseminate a summary of the penalties for violating federal copyright law. The use of this sample summary is optional.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at <https://copyright.gov>.



## COMPUTER TECHNOLOGY AND THE INTERNET

### Rights And Responsibilities

Computers and networks can provide access to resources on and off campus, as well as the ability to communicate with other users worldwide. Such open access is a privilege and requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations. Students may have rights of access to information about themselves contained in computer files, as specified in federal and state laws. Files may be subject to search under court order. In addition, system administrators may access user files as required to protect the integrity of computer systems. For example, following organizational guidelines, system administrators may access or examine files or accounts that are suspected of unauthorized use or misuse, or that have been corrupted or damaged.

### Appropriate Use

Joyce University extends to students, faculty, and staff the privilege to use its computers and network. When provided access to the campus network, users are enabled to send and receive electronic mail messages around the world, share in the exchange of ideas through electronic news groups, and use Web browsers and other Internet tools to search and find needed information.

The internet is a very large set of connected computers, whose user's make-up a worldwide community. In addition to formal policies, regulations, and laws, which govern the use of computers and networks, the Internet user community observes informal standards of conduct. These standards are based on common understandings of appropriate, considerate behavior, which evolved in the early days of the Internet, when it was used mainly by an academic and highly technical community. The Internet now has a much wider variety of users, but the early codes of conduct persist, crossing boundaries of geography and government, to make using the Internet a positive, productive experience. Students are expected to comply with these informal standards and be "good citizens" of the internet.

### Existing Legal Context

All existing laws (federal and state) and University regulations and policies apply, including not only those laws and regulations that are specific to computers and networks, but also those that may apply generally to personal conduct. Activities will not be considered misuse when authorized by appropriate University officials for security or performance testing.

Misuse of computing, networking, or information resources may result in the restriction of computing privileges. Additionally, misuse can be prosecuted under applicable statutes. Users may be held accountable for their conduct under any applicable University or campus policies, procedures, or collective bargaining agreements. Complaints alleging misuse of campus computing and network resources will be directed to those responsible for taking appropriate disciplinary action. Reproduction or distribution of copyrighted works, including but not limited to images, text, or software, without permission of the owner is an infringement of U.S. Copyright Law and is subject to civil damages and criminal penalties including fines and imprisonment. Please consult the Copyright Policy.

### Additional Use Policies

The Computer Use Policy applies to use of all Joyce University computer resources. Additional computer and network use policies and terms and conditions may be in place for specific electronic services offered by the campus.

### Examples Of Misuse

Examples of misuse include but are not limited to the activities in the following list:

1. Using an unauthorized computer account.
2. Obtaining a password for a computer account without the consent of the account owner.
3. Using the campus network to gain unauthorized access to any computer systems.
4. Knowingly performing an act which will interfere with the normal operation of computers, terminals, peripherals, or networks.

5. Knowingly running or installing on any computer system or network, or giving to another user, a program intended to damage or to place an excessive load on a computer system or network. This includes but is not limited to programs known as computer viruses, Trojan horses, and worms.
6. Attempting to circumvent data protection schemes or uncover security loopholes.
7. Violating terms of applicable software licensing agreements or copyright laws.
8. Deliberately wasting computing resources or viewing inappropriate content.
9. Using electronic mail or social media to harass others.
10. Masking the identity of an account or machine.
11. Posting materials on electronic bulletin boards that violate existing laws or the University codes of conduct.
12. Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.
13. Creating media representing Joyce University of Nursing and Health Sciences on the internet or through other medium without the express consent of Joyce University.

**Enforcement**

Penalties may be imposed under one or more of the following: Joyce University regulations, Utah law, or the laws of the United States.

Minor infractions of this policy or those that appear accidental in nature are typically handled informally by electronic mail or in person discussions. More serious infractions are handled via formal procedures. In some situations, it may be necessary to suspend account privileges to prevent ongoing misuse while the situation is under investigation.

Infractions by students may result in the temporary or permanent restriction of access privileges, notification to university administration, and may result in termination from the program. Offenses, which are in violation of local, state, or federal laws, may result in the restriction of computing privileges, and will be reported to the appropriate University and law enforcement authorities.

## Computer Requirements

Regular access to a computer with internet access is a key requirement for students at Joyce University of Healthcare. Course content, books, and other course material are only offered via the University's learning management system (LMS). A contingency plan needs to be designed should a primary computer become unavailable. To maximize success in select programs, students must own or have access to a computer. Software: Most students will need software for word processing, spreadsheets, and browsing the web. Students are required to have anti-virus software installed and up to date on their computers when connecting to the network, wired or wireless.

Please have all software installed or updated and ready for use prior to class start.

1. Operating System:
  - a. Microsoft Windows 10 Anniversary Update (Windows 10 RT/S excluded); or
  - b. Mac OS X 10.13 – 10.15; or
2. Internet Browser:
  - a. Firefox 72 or newer with cookies enabled; or
  - b. Google Chrome 80 or newer
3. Processor:
  - a. PC: 2.3 GHz Dual Core or faster; or
  - b. Mac: 2.0 GHz Intel processor or faster.
4. Hard Drive: 160 GB or higher
5. Memory: 8 GB RAM
6. Screen Resolution
  - a. PC: 1366 x 768; or
  - b. Mac: 1280 x 800
7. USB: 2.0 or higher
8. Keyboard and Mouse or Touchpad
9. Webcam with microphone
10. Network Connectivity
  - a. 10/100/1000 Gigabit Ethernet Connection Port; and/or
  - b. 802.11b/g/n/ac/ax (WIFI 2-6) Wireless LAN
11. Software: Most students will need software for word processing, spreadsheets, and browsing the web. Students are required to have anti-virus software installed and up to date on their computers when connecting to the network, wired or wireless. Please have all software installed or updated and ready for use prior to class start.
  - a. Microsoft Office 365; or Microsoft Office 2016 or the latest version
  - b. Anti-virus software
  - c. Java Plugins version 8 or higher

**Note:** Devices such as Chromebooks, Android and iOS tablets are NOT supported and will not meet the educational needs of Joyce University of Nursing and Health Sciences.

## STUDENT SUPPORT RESOURCES

Joyce University of Nursing and Health Sciences is committed to supporting students to ensure that their learning opportunities are enhanced outside of the classroom.

Support is available through the Registrar's Office, Career Services, Student Affairs, the Center for Teaching and Learning, and Academic Advising. Students should contact the specific office for support and/or assistance.

### New Student Orientation

Academic Advising is available for students from a student's first day of classes to graduation. Academic Advisors help with questions outside of academics, such as study habits, Satisfactory Academic Progress (SAP), tutoring, and other related University policies. In addition, Academic Advisors provide help, resources and support for students that are experiencing personal challenges.

### Academic Advising

Student advising is available for students that have questions regarding things outside of academics, such as study habits, Satisfactory Academic Progress (SAP), tutoring, ADA requests, and other related University policies. Academic Advisors provide help, resources and support for students that are experiencing personal challenges.

### Career Services

Joyce University strives to assist each graduating student in finding employment. No guarantees for employment can be given as hiring decisions are at the discretion of employers. Nevertheless, Career Services Advisors participate in relationships with businesses, organizations, and community partners to identify employment opportunities. Career Services Advisors, as well as Program Administrators, maintain close contact with employers and stay up to date with possible job openings. Career Services assistance is available to graduates and is offered at no cost.

#### Office of the Registrar

- Attendance
- Course Registration
- Course Withdrawals
- FERPA
- Grades
- Graduation
- Program Changes
- Re-entry
- Satisfactory Academic Progress (SAP)
- Status Changes
- Transcripts
- Transfer Credit Policy

#### Career Services

- Alumni Services
- Interviewing Skills
- Job Placement Support
- Licensing Requirements
- Resume Building

#### Center for Teaching and Learning

- Student and Faculty Resources
- Tutoring
  - Anatomy & Physiology
  - Math
  - Medical-Surgical Nursing
  - Pathophysiology
  - Pharmacology
  - NCLEX Preparation

#### Academic Advising

- New Student Advising
- First Generation College Student Support
- VA Student Support
- LGBTQIA+ Student Support
- Diversity, Equity & Inclusion (DEI) Student Support
- Student Appreciation
- Student Awareness Campaigns
- Study Skills & Tutoring Resources
- Schedules
- Course Withdrawals
- Academic Warning/Probation
- Financial Aid Warning/Probation
- Personal Challenges

## Student Affairs

- ADAAA Support
- Title IX Support
- Identification of Students Academically at Risk
- Academic Integrity
- Student Code of Conduct
- Commencement & Pinning Ceremonies
- Student Council
- Student Clubs

## Graduation

In order to graduate from Joyce University of Nursing and Health Sciences, a student must meet the following requirements:

- i. All required coursework must be completed satisfactorily within the maximum program length (150% of the program total credits).
- ii. An overall cumulative grade point average (CGPA) of 2.0 (3.0 master's program) must be obtained.
- iii. A 77% ("C+") or better\* must be earned in all program core and select general education courses for undergraduate programs.
- iv. A 74% ("C") or better\* in the remaining courses must be earned with the exception of those programs that have specific graduation requirements for undergraduate programs.
- v. All program-specific graduation requirements must be met (see individual program pages).

The University and its programs are approved to operate in the state of Utah, and meet state of Utah requirements for occupational licensing, as applicable. Educational programs may or may not meet licensing requirements or be approved in other states. Students considering relocation post-graduation should contact their Program Director and/or Career Services to determine eligibility for out-of-state professional licensure, as applicable.

Graduates are encouraged to participate in commencement ceremonies held in recognition of their achievement. There is a commencement fee for students who wish to participate in the commencement ceremony. The fee covers expenses including cap and gown.

Graduation ceremonies are held routinely throughout the year. Graduation is a dignified occasion, rich in tradition, where academic achievement is celebrated. Formal caps and gowns are worn at the graduation ceremony. For more information about graduation, students can contact their Student Services or Career Services representative.

## Honor Designation at Graduation

Any student who achieves a cumulative grade point average (CGPA) for their program of graduation will earn the following honor designation at graduation:

- High Honors           4.0
- Honors                 3.70 - 3.99

## Academic Calendar 2023

<b>Spring Semester 2023</b>			
ASN/BSN/aBSN/MSN/ASRC Follow the Semester Start Dates and RN-BSN/BSN-MSN follow the Module Start Dates			
Tuesday, January 3, 2023 through Friday, January 6, 2023			Orientation Week
	Semester Start Date	Semester End date	Holidays
<b>Full Semester Start</b>	Monday, January 9, 2023	Sunday, April 23, 2023	
Module Block A Start	Monday, January 9, 2023	Sunday, February 12, 2023	1/16/23 - Martin Luther King, Jr. Day
Module Block B Start	Monday, February 13, 2023	Sunday, March 19, 2023	2/20/23 - President's Day
Module Block C Start	Monday, March 20, 2023	Sunday, April 23, 2023	
OTA			
Tuesday, January 3, 2023 through Friday, January 6, 2023			Orientation Week
	Semester Start Date	Semester End date	Holidays
<b>Standard Semester Start</b>	Monday, January 9, 2023	Sunday, April 23, 2023	1/16/23 - Martin Luther King, Jr. Day
<b>Extended Semester Start</b>			2/20/23 - President's Day
<b>Courses - OTA 270, OTA 280, OTA 290</b>	Tuesday, January 3, 2023	Sunday, April 23, 2023	
<b>Summer Semester 2023</b>			
ASN/BSN/aBSN/MSN/ASRC Follow the Semester Start Dates and RN-BSN/BSN-MSN follow the Module Start Dates			
Monday, May 1 , 2023 through Friday, May 5, 2023			Orientation Week
	Semester Start Date	Semester End date	Holidays
<b>Full Semester Start</b>	Monday, May 8, 2023	Sunday, August 20, 2023	
Module Block A Start	Monday, May 8, 2023	Sunday, June 11, 2023	5/29/23 - Memorial Day
Module Block B Start	Monday, June 12, 2023	Sunday, July 16, 2023	6/19/23 - Juneteenth
Module Block C Start	Monday, July 17, 2023	Sunday, August 20, 2023	7/04/23 - Independence Day
OTA			
Monday, May 1 , 2023 through Friday, May 5, 2023			Orientation Week
	Semester Start Date	Semester End date	Holidays
<b>Standard Semester Start</b>	Monday, May 8, 2023	Sunday, August 20, 2023	5/29/23 - Memorial Day
<b>Extended Semester Start</b>			6/19/23 - Juneteenth
<b>Courses - OTA 270, OTA 280, OTA 290</b>	Monday, May 1, 2023	Sunday, August 20, 2023	7/04/23 - Independence Day
<b>Fall Semester 2023</b>			
ASN/BSN/aBSN/MSN/ASRC Follow the Semester Start Dates and RN-BSN/BSN-MSN follow the Module Start Dates			
Monday, August 28 ,2023 through Friday, September 1, 2023			Orientation Week
	Semester Start Date	Semester End date	Holidays
<b>Full Semester Start</b>	Tuesday, September 5, 2023	Sunday, December 17, 2023	9/4/23 - Labor Day
Module Block A Start	Tuesday, September 5, 2023	Sunday, October 8, 2023	
Module Block B Start	Monday, October 9, 2023	Sunday, November 12, 2023	
Module Block C Start	Monday, November 13, 2023	Sunday, December 17, 2023	11/23 - 11/24, 2023 - Thanksgiving
OTA			
Monday, August 28 ,2023 through Friday, September 1, 2023			Orientation Week
	Semester Start Date	Semester End date	Holidays
<b>Standard Semester Start</b>	Tuesday, September 5, 2023	Sunday, December 17, 2023	9/4/23 - Labor Day
<b>Extended Semester Start</b>			
<b>Courses - OTA 270, OTA 280, OTA 290</b>	Monday, August 28, 2023	Sunday, December 17, 2023	11/23 - 11/24, 2023 - Thanksgiving

## Academic Calendar 2024

<b>Spring Semester 2024</b>			
<b>ASN/BSN/aBSN/MSN/ASRC Follow the Semester Start Dates and RN-BSN/BSN-MSN follow the Module Start Dates</b>			
<b>Tuesday, January 2, 2024 through Friday, January 5, 2024</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Full Semester Start</b>	Monday, January 8, 2024	Sunday, April 21, 2024	
Module Block A Start	Monday, January 8, 2024	Sunday, February 11, 2024	1/15/2024 - Martin Luther King, Jr. Day
Module Block B Start	Monday, February 12, 2024	Sunday, March 17, 2024	2/19/2024 - President's Day
Module Block C Start	Monday, March 18, 2024	Sunday, April 21, 2024	
<b>OTA</b>			
<b>Tuesday, January 2, 2024 through Friday, January 5, 2024</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Standard Semester Start</b>	Monday, January 8, 2024	Sunday, April 21, 2024	1/15/2024 - Martin Luther King, Jr. Day
<b>Extended Semester Start</b>			2/19/2024 - President's Day
<b>Courses - OTA 270, OTA 280, OTA 290</b>	Tuesday, January 2, 2024	Sunday, April 21, 2024	
<b>Summer Semester 2024</b>			
<b>ASN/BSN/aBSN/MSN/ASRC Follow the Semester Start Dates and RN-BSN/BSN-MSN follow the Module Start Dates</b>			
<b>Monday, April 29 , 2024 through Friday, May 3, 2024</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Full Semester Start</b>	Monday, May 6, 2024	Sunday, August 18, 2024	
Module Block A Start	Monday, May 6, 2024	Sunday, June 9, 2024	5/27/2024 - Memorial Day
Module Block B Start	Monday, June 10, 2024	Sunday, July 14, 2024	6/19/2024 - Juneteenth
Module Block C Start	Monday, July 15, 2024	Sunday, August 18, 2024	7/04/2024 - Independence Day
<b>OTA</b>			
<b>Monday, April 29 , 2024 through Friday, May 3, 2024</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Standard Semester Start</b>	Monday, May 6, 2024	Sunday, August 18, 2024	5/27/2024 - Memorial Day
<b>Extended Semester Start</b>			6/19/2024 - Juneteenth
<b>Courses - OTA 270, OTA 280, OTA 290</b>	Monday, April 29, 2024	Sunday, August 18, 2024	7/04/2024 - Independence Day
<b>Fall Semester 2024</b>			
<b>ASN/BSN/aBSN/MSN/ASRC Follow the Semester Start Dates and RN-BSN/BSN-MSN follow the Module Start Dates</b>			
<b>Monday, August 26 ,2024 through Friday, August 30, 2024</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Full Semester Start</b>	Tuesday, September 3, 2024	Sunday, December 15, 2024	9/2/2024 - Labor Day
Module Block A Start	Tuesday, September 3, 2024	Sunday, October 6, 2024	
Module Block B Start	Monday, October 7, 2024	Sunday, November 10, 2024	11/28/2024 - 11/29/2024 - Thanksgiving Day
Module Block C Start	Monday, November 11, 2024	Sunday, December 15, 2024	Holiday
<b>OTA</b>			
<b>Monday, August 26 ,2024 through Friday, August 30, 2024</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Standard Semester Start</b>	Tuesday, September 3, 2024	Sunday, December 15, 2024	9/2/2024 - Labor Day
<b>Extended Semester Start</b>			
<b>Courses - OTA 270, OTA 280, OTA 290</b>	Monday, August 26, 2024	Sunday, December 15, 2024	11/28/2024 - 11/29/2024 - Thanksgiving Day Holiday

## Academic Calendar 2025

<b>Spring Semester 2025</b>			
<b>ASN/BSN/aBSN/MSN/ASRC Follow the Semester Start Dates and RN-BSN/BSN-MSN follow the Module Start Dates</b>			
<b>Monday, December 30, 2024 through Friday, January 3, 2025</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Full Semester Start</b>	Monday, January 6, 2025	Sunday, April 20, 2025	1/1/2025 - New Year's Day
Module Block A Start			
	Monday, January 6, 2025	Sunday, February 9, 2025	1/20/2025 - Martin Luther King, Jr. Day
Module Block B Start	Monday, February 10, 2025	Sunday, March 16, 2025	2/17/2025 - President's Day
Module Block C Start	Monday, March 17, 2025	Sunday, April 20, 2025	
<b>OTA</b>			
<b>Monday, December 30, 2024 through Friday, January 3, 2025</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Standard Semester Start</b>	Monday, January 6, 2025	Sunday, April 20, 2025	1/1/2025 - New Year's Day
<b>Extended Semester Start</b>			1/20/2025 - Martin Luther King, Jr. Day
<b>Courses - OTA 270, OTA 280, OTA 290</b>	Monday, December 30, 2024	Sunday, April 20, 2025	2/17/2025 - President's Day
<b>Summer Semester 2025</b>			
<b>ASN/BSN/aBSN/MSN/ASRC Follow the Semester Start Dates and RN-BSN/BSN-MSN follow the Module Start Dates</b>			
<b>Monday, April 28 , 2025 through Friday, May 2, 2025</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Full Semester Start</b>	Monday, May 5, 2025	Sunday, August 17, 2025	
Module Block A Start	Monday, May 5, 2025	Sunday, June 8, 2025	5/26/2025 - Memorial Day
Module Block B Start	Monday, June 9, 2025	Sunday, July 13, 2025	6/19/2025 - Juneteenth
Module Block C Start	Monday, July 14, 2025	Sunday, August 17, 2025	7/04/2025 - Independence Day
<b>OTA</b>			
<b>Monday, April 28 , 2025 through Friday, May 2, 2025</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Standard Semester Start</b>	Monday, May 5, 2025	Sunday, August 17, 2025	5/26/2025 - Memorial Day
<b>Extended Semester Start</b>			6/19/2025 - Juneteenth
<b>Courses - OTA 270, OTA 280, OTA 290</b>	Monday, April 28, 2025	Sunday, August 17, 2025	7/04/2025 - Independence Day
<b>Fall Semester 2025</b>			
<b>ASN/BSN/aBSN/MSN/ASRC Follow the Semester Start Dates and RN-BSN/BSN-MSN follow the Module Start Dates</b>			
<b>Monday, August 25 ,2025 through Friday, August 29, 2025</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Full Semester Start</b>	Tuesday, September 2, 2025	Sunday, December 14, 2025	9/1/2025 - Labor Day
Module Block A Start	Tuesday, September 2, 2025	Sunday, October 5, 2025	
Module Block B Start	Monday, October 6, 2025	Sunday, November 9, 2025	11/27/2025 - 11/28/2025 - Thanksgiving Day Holiday
Module Block C Start	Monday, November 10, 2025	Sunday, December 14, 2025	
<b>OTA</b>			
<b>Monday, August 25 ,2025 through Friday, August 29, 2025</b>			<b>Orientation Week</b>
	<b>Semester Start Date</b>	<b>Semester End date</b>	<b>Holidays</b>
<b>Standard Semester Start</b>	Tuesday, September 2, 2025	Sunday, December 14, 2025	9/1/2025 - Labor Day
<b>Extended Semester Start</b>			
<b>Courses - OTA 270, OTA 280, OTA 290</b>	Monday, August 25, 2025	Sunday, December 14, 2025	11/27/2025 - 11/28/2025 - Thanksgiving Day Holiday



## PROGRAM OFFERINGS AND LENGTHS

Joyce University of Nursing and Health Sciences offers programs across the healthcare spectrum. Information about these programs is offered in this Catalog as well as in program-specific Student Handbooks. All courses at Joyce University are conducted in English. Prospective and current students are encouraged to contact the University for more information about its programs.

**Delivery Systems:** Programs may be offered in one of three delivery systems.

- a) **Residential Delivery:** Programs have the curriculum delivered at the college facility in an on-ground, residential format
- b) **Online Delivery:** Offered exclusively online in an asynchronous format
- c) **Blended Delivery:** Blended programs and courses combine on-ground/residential and online work

### Online Learning

Online courses require the same level of effort as on-campus courses. Students are expected to log in to the LMS two to five times each week, depending on course requirements. There, they participate in discussions, exchange messages with their instructors and peers, and complete assignments and exams. Online programs and courses are designated as such in the Catalog and in each course syllabus so that students can distinguish between online and on-campus offerings during registration. All students complete a Distance Education Readiness Assessment (DERA) during the admissions process to determine their capacity and preferences for online versus in-class learning experiences. Students also complete an orientation to the online environment before beginning their online studies.

To maximize success within online courses or programs, students must:

1. Have and maintain internet access.
2. Use provided joyce.edu email account for all college-related communications.
3. Have and maintain a working phone and accessible number.
4. Participate in online course orientation.
5. Commence online contact with the faculty member(s) within the first three days after the term start date.
6. Understand that student participation and class activities occur weekly throughout the course. This enhances learning opportunities and insures against potential security threats.
7. Understand that if a student fails to participate in any scheduled program activities during a 14-consecutive calendar day period, the student will be withdrawn from the program and will not be allowed to re-enter the program during that term. Please consult with the Office of the Registrar for specific program re-entry information.

Not all courses' programs are approved for distance education. For more information students should contact their Program Director or Registrar.

### Program Offerings Listing

**Associates of Science Degree Program – Occupational Therapy Assistant**

**Associates of Science - Nursing Degree Program**

**Associate of Science in Respiratory Care**

**Bachelor of Science in Nursing Degree Program**

**Bachelor of Science in Nursing – RN to BSN Degree Program**

**Bachelor of Science in Nursing – Accelerated BSN Degree Program**

**Master of Science in Nursing - Direct Entry MSN Degree Program**

**Master of Science in Nursing – BSN to MSN Degree Program**

## Associate of Science Degree Program – Occupational Therapy Assistant

DELIVERY METHOD: BLENDED

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### OBJECTIVE

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The objective of the Associate of Science Degree - Occupational Therapy Assistant program of study is to prepare graduates with the essential skills, professional attitudes and practice competencies needed to succeed in their roles as occupational therapy assistants.

Learning Outcomes: Students will be able to:

- Partner with clients and the healthcare team to design and implement client-centered care that is inclusive of the realities, experiences and values held by diverse populations
- Use the *Occupational Therapy Practice Framework: Domain and Process, 4<sup>th</sup>ed.* to prioritize, plan, and carry out independent and collaborative therapeutic interventions that focus on “occupation” as the means and end
- Promote health and wellness among individuals, communities, and populations
- Participate in professional organizations, community involvement and lifelong learning.
- Implement professional communication skills when interacting with clients and members of the healthcare team.

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### PROGRAM DESCRIPTION

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The Occupational Therapy Assistant program prepares graduates to work with individuals and groups who are experiencing difficulties in participating in and/or completing everyday living tasks as a result from physical injury or illness, mental health concerns, developmental or learning disabilities, or the aging process. Students learn to utilize evidence-based practice, occupation-based, and client-centered approaches to patient/client care to assist clients in achieving their highest level of function and independence for improving the client’s quality of life. The OTA participates in all aspects of the occupational therapy process including, assessing client needs, providing feedback on therapeutic goals, treatment intervention planning, and discharge planning. Once the supervising OT creates a plan of care for the client, the OTA is responsible for planning and carrying out treatment intervention sessions, communicating with clients, family, caregivers and healthcare providers, and documenting client progress to ensure the best possible outcome for the client. Occupational Therapy Assistants are employed in various settings, including but not limited to rehabilitation facilities, hospitals, skilled nursing facilities, schools, day treatment centers, outpatient clinics and other community agencies.

A graduate of the OTA program is eligible to take the National Board for Certification in Occupational Therapy (NBCOT). Upon passing the exam, students will need to submit for state licensure in their state, to obtain employment. The OTA courses are taught in a blended course delivery model which include, synchronous, asynchronous, lab components on campus, and fieldwork experiences with community partners. General education courses are integrated into the program to supplement and enhance our OTA courses.

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### CAREER INFORMATION

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Graduates are generalists in the field and are prepared to work with clients throughout the lifespan in a variety of settings.

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#### ADDITIONAL PROGRAM INFORMATION

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Occupational Therapy is a physically and psychologically demanding career. Potential students should consider their ability to perform the cognitive, gross, and fine motor skills required as well as their general state of physical and emotional health. The Occupational Therapy Assistant program is programmatically accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

**Important Information:** Documentation of current immunization, proof of CPR certification and evidence of personal health insurance are required after admission and prior to registering in any course with a fieldwork component (i.e., Nursing, OTA, Resp Care). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Immuware) prior to registering in course with a fieldwork component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

Nursing and OTA Courses with a Clinical/Fieldwork component requirements include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Influenza, COVID-19, Tuberculosis testing, and current CPR Certification.

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#### PROGRAM OFFERING AND LENGTH

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The Associate of Science - Occupational Therapy Assistant Degree program is 66-semester credit hours, consisting of 75 weeks (5 semesters) and is offered as a blended (combination of on ground and online courses) program. Coursework will consist of lecture, lab, and fieldwork education. Courses are scheduled Monday-Friday, anytime between 8:00am-7:00pm, with varying field, lab, and preceptor hours. Students may be required to attend classes, labs and fieldwork rotations during morning, afternoon, and evening hours, including weekends and holidays. Specific schedules and/or fieldwork sites cannot be guaranteed.

**ASSOCIATE OF SCIENCE DEGREE PROGRAM - OCCUPATIONAL THERAPY ASSISTANT**

**REQUIRED COURSES**

**GENERAL EDUCATION COURSES**

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
<b>BIO211</b>	ANATOMY & PHYSIOLOGY*	6.00
<b>BIO215</b>	KINESIOLOGY AND FUNCTIONAL MOVEMENT	3.00
<b>ENG220</b>	ENGLISH COMPOSITION AND PROFESSIONAL WRITING	3.00
<b>PSY212</b>	PRINCIPLES OF HUMAN PSYCHOLOGY	3.00
<b>SOC212</b>	THE STUDY OF SOCIETY	3.00
<b>TOTAL GENERAL EDUCATION CURRICULUM CREDITS</b>		<b>18.00</b>

**OTHER REQUIRED COURSES**

<b>MAT105</b>	COLLEGE MATHEMATICS	2.00
<b>TRM102</b>	MEDICAL TERMINOLOGY	1.00
<b>TOTAL OTHER REQUIRED COURSES</b>		<b>3.00</b>

**\*CORE COURSES**

**\*Grade of C+ is required to pass these courses**

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
<b>OTA100</b>	INTRODUCTION TO OCCUPATIONAL THERAPY*	2.00
<b>OTA110</b>	THE OTA PROFESSIONAL*	2.00
<b>OTA120</b>	OCCUPATIONS OF CHILDHOOD AND ADOLESCENCE*	4.00
<b>OTA130</b>	PEDIATRIC SKILLS*	2.00
<b>OTA150</b>	OCCUPATIONS OF ADULTHOOD*	5.00
<b>OTA170</b>	ADULT SKILLS*	2.00
<b>OTA180</b>	FOUNDATIONS AND ENGAGEMENT*	2.00
<b>OTA190</b>	PSYCHOSOCIAL ASPECTS OF OCCUPATION*	3.00
<b>OTA200</b>	OCCUPATIONS OF LATER ADULTHOOD*	4.00
<b>OTA230</b>	LATER ADULTHOOD SKILLS*	2.00
<b>OTA250</b>	PROFESSIONAL TOPICS FOR THE OTA*	3.00
<b>OTA270</b>	FIELDWORK II – A*	6.00
<b>OTA280</b>	FIELDWORK II – B*	6.00
<b>OTA290</b>	NBCOT REVIEW*	2.00
<b>TOTAL CORE COURSES</b>		<b>45.00</b>
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>66.00</b>

*A complete description of all courses is provided in the course descriptions section of this catalog.*

## Associate of Science in Nursing Degree Program

DELIVERY METHOD: BLENDED

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### OBJECTIVE

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The objective of the Associate of Science in Nursing (ASN) Degree program of study is to prepare students to become eligible for licensure as a registered nurse by passing a standardized exam.

#### Learning outcomes:

At the end of their program of study, students will be able to:

- Demonstrate professional identity and leadership through teamwork, collaboration, and service.
- Utilize critical thinking, clinical reasoning, and clinical judgment to make ethical, evidence-based nursing decisions.
- Provide safe and holistic client-centered care.
- Exhibit ethical use of informatics, technology, and data in providing quality and safe nursing care.
- Demonstrate the importance of self-reflection and lifelong learning.

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### PROGRAM DESCRIPTION

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The Associate of Science in Nursing Degree program provides students the opportunity to learn how to be professional nurse leaders in caring for clients, families, and communities. Students are prepared for a career in nursing through lecture, laboratory, and clinical experiences. Additionally, the nursing program offered at Joyce University utilizes a complex human patient simulator to enhance clinical critical thinking skills, and clinical judgment to make the best client centered decisions for safe care. Students are also expected to take general education courses that are integrated into the program as a foundation that supplements nursing courses. Some of these general education courses are offered in an asynchronous, 100% online delivery method. Joyce University has been granted accreditation from the Accrediting Commission for Education in Nursing, Inc. (ACEN).

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### CAREER INFORMATION

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Graduates are generalists in the field and are prepared to work with clients throughout the lifespan.

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### ADDITIONAL PROGRAM INFORMATION

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Nursing is a physically and psychologically demanding career. Potential students should consider their ability to perform the gross and fine motor skills required as well as their general state of physical and emotional health. Joyce University's Nursing Program reserves the right to use multiple determinants in deciding whether to recommend a student for licensure.

**Important Information:** Documentation of current immunization, health history and physical, proof of CPR certification and evidence of *personal health insurance* are required after admission and prior to registering in any course with a clinical component (i.e., Nursing, OTA, Resp Care). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Immuware) *prior to registering* for a course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or the program.

Nursing and OTA Courses with a Clinical/Fieldwork component requirements include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Influenza, COVID-19, Tuberculosis testing, and current CPR Certification.

PROGRAM OFFERING AND LENGTHS

The Associate of Science in Nursing Degree program is 69-semester credit hours, consisting of 75 weeks (5 semesters) and is offered as a blended (combination of on-ground lab, clinical, simulation, and online courses) program. Coursework will consist of lecture, lab, and clinical. Students may be required to attend classes, labs, and clinical rotations during morning, afternoon, and evening hours, including weekends and holidays, and these commitments may include 12-hour shifts. Specific schedules cannot be guaranteed. Students who do not complete all ASN courses and graduation requirements within eight (8) semesters may be withdrawn from the program.

**ASSOCIATE OF SCIENCE IN NURSING DEGREE PROGRAM**

REQUIRED COURSES – FOR ALL STUDENTS BEGINNING JANUARY 9, 2023 AND BEYOND

**GENERAL EDUCATION COURSES**

COURSE NUMBER	COURSE NAME	CREDITS
BIO220	ANATOMY & PHYSIOLOGY I AND II WITH LAB*	8.00
BIO280	PATHOPHYSIOLOGY*	3.00
BIO290	PHARMACOLOGY*	3.00
ENG220	ENGLISH COMPOSITION AND PROFESSIONAL WRITING	3.00
MAT125	COLLEGE MATHEMATICS	3.00
NTR120	NUTRITION	3.00
PSY212	PRINCIPLES OF HUMAN PSYCHOLOGY	3.00
SOC212	THE STUDY OF SOCIETY	3.00
<b>TOTAL GENERAL EDUCATION CURRICULUM CREDITS</b>		<b>29.00</b>

**OTHER REQUIRED COURSES**

COURSE NUMBER	COURSE NAME	CREDITS
TRM102	MEDICAL TERMINOLOGY	1.00

**\*CORE COURSES**

**\*Grade of C+ is required to pass these courses**

COURSE NUMBER	COURSE NAME	CREDITS
NUR103	INTRODUCTION TO PROFESSIONAL NURSING*	3.00
NUR115	HOLISTIC HEALTH ASSESSMENT ACROSS THE LIFESPAN*	3.00
NUR125	FUNDAMENTALS OF PROFESSIONAL NURSING*	4.00
NUR175	MENTAL HEALTH NURSING*	3.00
NUR198	ADULT HEALTH NURSING I*	6.00
NUR234	MATERNAL NEWBORN NURSING*	3.00
NUR235	NURSING CARE OF THE CHILD*	3.00
NUR258	ADULT HEALTH NURSING II*	5.00
NUR278	PROFESSIONAL NURSING IDENTITY, LEADERSHIP, AND MANAGEMENT*	2.00
NUR298	ASN CAPSTONE*	5.00
NUR299	NCLEX SUCCESS*	2.00
<b>TOTAL CORE COURSES</b>		<b>39.00</b>
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>69.00</b>

*A complete description of all courses is provided in the course descriptions section of this catalog*

**ASSOCIATE OF SCIENCE IN NURSING DEGREE PROGRAM**

REQUIRED COURSES – FOR ALL STUDENTS BEGINNING ON OR BEFORE SEPTEMBER 6, 2022<sup>1</sup>

**GENERAL EDUCATION COURSES**

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
<b>BIO211</b>	ANATOMY & PHYSIOLOGY*	6.00
<b>BIO131</b>	PHARMACOLOGICAL PRINCIPLES I*	3.00
<b>BIO141</b>	PHARMACOLOGICAL PRINCIPLES II*	2.00
<b>BIO240</b>	PATHOPHYSIOLOGY I*	3.00
<b>BIO250</b>	PATHOPHYSIOLOGY II*	2.00
<b>ENG220</b>	ENGLISH COMPOSITION AND PROFESSIONAL WRITING	3.00
<b>NTR110</b>	NUTRITION	2.00
<b>PSY212</b>	PRINCIPLES OF HUMAN PSYCHOLOGY	3.00
<b>SOC212</b>	THE STUDY OF SOCIETY	3.00
<b>TOTAL GENERAL EDUCATION CURRICULUM CREDITS</b>		<b>27.00</b>

**OTHER REQUIRED COURSES**

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
<b>MAT112</b>	CLINICAL MATHEMATICS	2.00
<b>TRM102</b>	MEDICAL TERMINOLOGY	1.00

**\*CORE COURSES**

**\*Grade of C+ is required to pass these courses**

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
<b>NUR100</b>	INTRODUCTION TO NURSING PRACTICE*	2.00
<b>NUR112</b>	ESSENTIALS OF NURSING I*	5.00
<b>NUR120</b>	ESSENTIALS OF NURSING II*	5.00
<b>NUR171</b>	PSYCHIATRIC/MENTAL HEALTH NURSING*	3.00
<b>NUR195</b>	CARE OF THE ADULT CLIENT*	6.00
<b>NUR224</b>	CARE OF THE CHILDBEARING FAMILY*	3.00
<b>NUR225</b>	CARE OF THE PEDIATRIC CLIENT*	3.00
<b>NUR255</b>	CARE OF THE ADULT CLIENT II*	4.00
<b>NUR273</b>	TRANSITION TO THE PROFESSIONAL ROLE*	5.00
<b>NUR290</b>	NCLEX REVIEW*	3.00
<b>TOTAL CORE COURSES</b>		<b>39.00</b>
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>69.00</b>

***A complete description of all courses is provided in the course descriptions section of this catalog***

<sup>1</sup> Students who were dismissed from Joyce University and subsequently re-entered or did not successfully pass required courses in this ASN curriculum may be required to switch to the January 9, 2023 version of the ASN program.

## Associate of Science in Respiratory Care

DELIVERY METHOD: BLENDED

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### OBJECTIVE

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The goal of the Respiratory Care program is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRT's). The objective of the Associate of Science in Respiratory Care (ASRC) program is to prepare students to earn the Registered Respiratory Therapist credential of the National Board for Respiratory Care, thereby qualifying for Respiratory Care licensure to practice in any state.

Learning Outcomes – At the end of their program of study, students will be able to:

- Demonstrate competencies in the cognitive (knowledge) learning domain of respiratory care practice.
- Utilize competencies psychomotor (skills) learning domain of respiratory care practice.
- Practice competencies in the affective (behavior) learning domains of respiratory care practice.
- Model appropriate professionalism for an entry-level Respiratory Therapist.
- Function competently with required knowledge and skills of an entry-level Respiratory Therapist.

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### PROGRAM DESCRIPTION

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Respiratory Therapists evaluate, treat, and care for patients with respiratory or cardiopulmonary disorders. Practicing under the direction of a physician, Respiratory Therapists assume primary responsibility for all respiratory care therapeutic treatments and diagnostic procedures. Respiratory Therapists consult with physicians and other healthcare staff to help develop and modify patient care plans.

Respiratory therapists evaluate and treat all types of patients, ranging from premature infants whose lungs are not fully developed to elderly patients whose lungs are diseased. Respiratory Therapists provide temporary relief to patients with chronic asthma or emphysema, and they deliver emergency care to patients who are victims of a heart attack, stroke, drowning, or shock.

In assessing patients, Respiratory Therapists interview them, perform physical examinations, and conduct diagnostic tests. For example, Respiratory Therapists test a patient's lung volumes and flowrates and determine the concentration of oxygen and carbon dioxide in a patient's arterial blood. They also measure a patient's arterial pH, which indicates the acidity or alkalinity of the blood. Based upon these test results, Respiratory Therapists make recommendations to the patient's physician for appropriate therapies and modifications of therapies.

In the Joyce University ASRC program, students are prepared for a career in Respiratory Care through lecture, laboratory, and clinical experiences. Additionally, the program utilizes a complex human patient simulator to enhance clinical and critical thinking skills. Students are also expected to take general education courses which are integrated into the program to supplement the Respiratory Care courses. Joyce University has been granted provisional accreditation through the Commission on Accreditation for Respiratory Care (CoARC).



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#### CAREER INFORMATION

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A Respiratory Therapist, also known as a Respiratory Care Practitioner or RCP, is a specialist in the field of cardiopulmonary (heart and lung) care. Respiratory Therapists perform procedures that help to diagnose and treat persons with breathing disorders.

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#### ADDITIONAL PROGRAM INFORMATION

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Respiratory Care is a physically and psychologically demanding career. Potential students should consider their ability to perform the gross and fine motor skills required as well as their general state of physical and emotional health.

**Important Information:** Documentation of current immunization, health history and physical, proof of CPR certification and evidence of personal health insurance are required after admission and prior to registering in any course with a clinical component (i.e., Nursing, OTA, Resp Care). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Immuware) prior to registering in course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

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#### PROGRAM OFFERING AND LENGTHS

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The Associate of Science in Respiratory Care program is 82-semester credit hours, consisting of 6 semesters, and is offered as a blended (combination of on ground and online courses) program. Each credit hour is equivalent to three hours of academic work each week for fifteen weeks each semester which may be obtained through direct instruction, laboratory work, clinical hours, or other academic work. Coursework will consist of lecture, lab, and clinical training. Students may be required to attend classes, labs and clinical rotations during morning, afternoon, and evening hours, including weekends and holidays, and these commitments may include 12-hour shifts. Specific schedules cannot be guaranteed. Students who do not complete all ASRC course and graduation requirements within nine (9) semesters may be withdrawn from the program.

**ASSOCIATE OF SCIENCE IN RESPIRATORY CARE**

REQUIRED COURSES – FIRST COHORT BEGINNING MAY 1, 2023

GENERAL EDUCATION COURSES		
COURSE NUMBER	COURSE NAME	CREDITS
BIO220	ANATOMY & PHYSIOLOGY I AND II WITH LAB*	8.00
BIO275	MICROBIOLOGY WITH LAB*	4.00
ENG220	ENGLISH COMPOSITION AND PROFESSIONAL WRITING	3.00
MAT125	COLLEGE MATHEMATICS	3.00
PSY212	PRINCIPLES OF HUMAN PSYCHOLOGY	3.00
<b>TOTAL GENERAL EDUCATION CURRICULUM CREDITS</b>		<b>21.00</b>
OTHER REQUIRED COURSES		
COURSE NUMBER	COURSE NAME	CREDITS
TRM102	MEDICAL TERMINOLOGY	1.00
*Core Courses		
*GRADE OF C+ IS REQUIRED TO PASS THESE COURSES		
Course Number	Course Name	Credits
RES101	INTRODUCTION TO RESPIRATORY CARE AND PATIENT ASSESSMENT*	2.00
RES121	AIRWAY MANAGEMENT AND MEDICAL GASES*	5.00
RES131	PHARMACOLOGY AND AEROSOL THERAPY*	3.00
RES132	LUNG EXPANSION AND BRONCHIAL HYGIENE*	5.00
RES141	ARTERIAL BLOOD GASES*	5.00
RES142	APPLIED CARDIOPULMONARY PHYSIOLOGY*	2.00
RES201	PULMONARY PATHOLOGY AND GERIATRICS*	3.00
RES211	PULMONARY FUNCTION TESTING, ALTERNATE SITE CARE*	6.00
RES241	MEDICAL VENTILATION AND TRAUMA*	6.00
RES251	MEDICAL VENTILATION II*	6.00
RES261	PEDIATRIC/PERINATAL CARE*	6.00
RES271	ADVANCED CPR AND NBRC REVIEW*	5.00
RES272	EVIDENCE BASED MEDICINE – CASES AND DISEASE MANAGEMENT*	6.00
<b>TOTAL CORE COURSES CREDITS</b>		<b>60.00</b>
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>82.00</b>
<i>A complete description of all courses are provided in the course descriptions section of this catalog.</i>		

## Bachelor of Science in Nursing Degree Program

DELIVERY METHOD: BLENDED

### OBJECTIVE

The objective of the Bachelor of Science in Nursing (BSN) Degree program is to empower students to achieve a baccalaureate level while preparing them to pass the registered nurse licensing examination and prepare students for roles in leadership and management in nursing.

#### Learning Outcomes:

Students will be able to:

- Demonstrate professional identity in systems-based practice through interprofessional partnerships, collaboration, and service-oriented leadership.
- Utilize critical thinking, clinical reasoning, and clinical judgment to determine ethical, evidence-based nursing decisions.
- Advocate for policy-driven, ethical, safe, and holistic community-centered and client-centered care.
- Demonstrate how informatics, technology and data are used to provide quality and safe nursing care.
- Prioritize the importance of self-reflection, lifelong learning, and scholarship for professional development.

### PROGRAM DESCRIPTION

This program provides an opportunity for students to learn theory and practical application through lecture, laboratory, simulation, and clinical experiences. Additionally, the nursing program offered at Joyce University utilizes a complex human patient simulator to enhance clinical and critical thinking skills, and clinical judgment to ensure the best client-centered decisions for safe care. Courses are offered in a blended delivery method with lab, simulation, and clinical on-ground. Students prepare for a variety of clinical and management/leadership positions. Graduates will integrate concepts of caring that support the interrelationships of the bio-psychosocial spiritual dimensions of the human experience. The program includes general education coursework and core nursing courses.

### CAREER INFORMATION

A national goal set by the Institute of Medicine recommends preparing 80% of the nursing workforce with a bachelor's degree by the year 2020. This is reflective of studies showing when the percentage of baccalaureate-prepared nurses is higher, so are patient outcomes. Graduates will be prepared to care for clients throughout the lifespan and in leadership roles.

### ADDITIONAL PROGRAM INFORMATION

Nursing is a physically and psychologically demanding career. Potential students should consider their ability to perform the gross and fine motor skills required as well as their general state of physical and emotional health. The Joyce University Nursing Program reserves the right to use multiple determinants in deciding whether to recommend a student for licensure.

**Important Information:** Documentation of current immunization, proof of CPR certification and evidence of *personal health insurance* are required after admission and prior to registering in any course with a clinical component (i.e., Nursing, OTA, Resp Care). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Immuware) *prior to*

*registering* in course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

This program is designed with a full-time student workload. Occasionally circumstances may require a student to request accommodation (part-time, take a break, change cohorts, etc.) the College will accommodate where possible and in accordance with stated policy but there is not a guarantee.

#### **ACCREDITATION**

\*\* The baccalaureate degree program in nursing at Joyce University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

#### **CURRICULUM**

A current and relevant curriculum reflects The Essentials: Core Competencies for Professional Nursing Education, as established by The American Association of Colleges of Nursing (AACN). The curriculum meets other national industry professional nursing standards and guidelines.

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#### PROGRAM OFFERING AND LENGTHS

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The granting of the baccalaureate degree from Joyce University requires a total of 120 credit hours which is comprised of 52 credit hours of general education, and 68 credit hours of core courses. The program consists of 6-8 semesters, depending on transfer credits from other institutions. Courses are offered in a blended (combination of on-ground and online) format. Coursework consists of lecture, lab, and clinical training, with several courses being offered online, asynchronously. Students may be required to attend classes, labs, and clinical rotations during the morning, afternoon, and evening hours, including weekends and holidays. These commitments may include 12-hour shifts and specific schedules cannot be guaranteed. Several of the upper-division courses are designed to promote student and faculty engagement opportunities using a variety of technology applications. Clinical Practice Experience assignments may require interviews, collaboration and/ or observation in healthcare facilities. These assignments enrich the delivery of course content for the learner to have the opportunity to apply knowledge learned in courses. Students will complete a service-learning project aimed at increasing civic engagement.

## BACHELOR OF SCIENCE IN NURSING DEGREE PROGRAM

REQUIRED COURSES – FOR ALL STUDENTS BEGINNING MAY 1, 2023 AND BEYOND

### GENERAL EDUCATION COURSES

COURSE NUMBER	COURSE NAME	CREDITS
<b>BIO220</b>	ANATOMY & PHYSIOLOGY I AND II*	8.00
<b>BIO275</b>	MICROBIOLOGY*	4.00
<b>BIO280</b>	PATHOPHYSIOLOGY*	3.00
<b>BIO290</b>	PHARMACOLOGY I*	3.00
<b>CHM215</b>	FUNDAMENTALS OF CHEMISTRY	4.00
<b>COM112</b>	PUBLIC SPEAKING	3.00
<b>COM300</b>	INTERPROFESSIONAL COMMUNICATION	3.00
<b>ENG220</b>	ENGLISH COMPOSITION AND PROFESSIONAL WRITING	3.00
<b>HUM200</b>	EXPLORING HUMANITIES	3.00
<b>MAT125</b>	COLLEGE MATHEMATICS	3.00
<b>MAT300</b>	STATISTICS	3.00
<b>NTR120</b>	NUTRITION	3.00
<b>PSY212</b>	PRINCIPLES OF HUMAN PSYCHOLOGY	3.00
<b>PSY310</b>	HUMAN GROWTH & DEVELOPMENT THROUGH THE LIFESPAN	3.00
<b>SOC212</b>	SOCIOLOGY	3.00
<b>TOTAL GENERAL EDUCATION CURRICULUM CREDITS</b>		<b>52.00</b>

### \*CORE COURSES

\*GRADE OF C+ IS REQUIRED TO PASS THESE COURSES

Course Number	Course Name	Credits
<b>NUR103</b>	INTRODUCTION TO NURSING AND PROFESSIONAL IDENTITY*	3.00
<b>NUR115</b>	HOLISTIC HEALTH ASSESSMENT ACROSS THE LIFESPAN*	3.00
<b>NUR125</b>	FUNDAMENTALS OF PROFESSIONAL NURSING *	4.00
<b>NUR175</b>	MENTAL HEALTH NURSING*	3.00
<b>NUR198</b>	ADULT HEALTH NURSING I*	6.00
<b>NUR234</b>	MATERNAL NEWBORN NURSING*	3.00
<b>NUR235</b>	NURSING CARE OF THE CHILD*	3.00
<b>NUR258</b>	ADULT HEALTH NURSING II*	5.00
<b>NUR299</b>	NCLEX SUCCESS*	2.00
<b>NUR302</b>	CONTEMPORARY ISSUES IN NURSING*	3.00
<b>NUR313</b>	QUALITY AND SAFETY IN NURSING*	3.00
<b>NUR322</b>	HEALTH PROMOTION*	3.00
<b>NUR333</b>	TECHNOLOGY IN HEALTH CARE*	3.00
<b>NUR343</b>	POPULATION HEALTH*	4.00
<b>NUR433</b>	NURSING LEADERSHIP AND MANAGEMENT SYSTEMS*	3.00
<b>NUR443</b>	GLOBAL HEALTH*	3.00
<b>NUR453</b>	INTERPROFESSIONAL TEAMS*	3.00
<b>NUR463</b>	HEALTHCARE POLICY, FINANCE, AND LAW	3.00
<b>NUR473</b>	SCHOLARLY DEVELOPMENT AND EVIDENCE-BASED PRACTICE*	3.00
<b>NUR493</b>	BSN CAPSTONE*	5.00
<b>TOTAL CORE COURSES</b>		<b>68.00</b>
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>120.00</b>

*A complete description of all courses is provided in the course descriptions section of this catalog.*

## BACHELOR OF SCIENCE IN NURSING DEGREE PROGRAM

REQUIRED COURSES – FOR ALL STUDENTS BEGINNING ON OR BEFORE JANUARY 9, 2023

### GENERAL EDUCATION COURSES

COURSE NUMBER	COURSE NAME	CREDITS
BIO212	ANATOMY & PHYSIOLOGY I*	4.00
BIO213	ANATOMY & PHYSIOLOGY II*	4.00
BIO260	PATHOPHYSIOLOGY*	4.00
BIO303	PHARMACOLOGY I*	3.00
BIO304	PHARMACOLOGY II*	3.00
BIO275	MICROBIOLOGY*	4.00
CHM215	FUNDAMENTALS OF CHEMISTRY	4.00
COM112	PUBLIC SPEAKING	3.00
COM300	INTERPROFESSIONAL COMMUNICATION	3.00
ENG220	ENGLISH COMPOSITION AND PROFESSIONAL WRITING	3.00
HUM100	DIVERSITY SEMINAR	3.00
HUM200	EXPLORING HUMANITIES	3.00
HUM310	PRINCIPLES OF ETHICS	3.00
MAT125	COLLEGE MATHEMATICS	3.00
MAT310	QUANTITATIVE REASONING	3.00
NTR110	NUTRITION	2.00
PSY212	PRINCIPLES OF HUMAN PSYCHOLOGY	3.00
PSY310	HUMAN GROWTH & DEVELOPMENT THROUGH THE LIFESPAN	3.00
SOC212	SOCIOLOGY	3.00
<b>TOTAL GENERAL EDUCATION CURRICULUM CREDITS</b>		<b>61.00</b>

### \*CORE COURSES

\*GRADE OF C+ IS REQUIRED TO PASS THESE COURSES

Course Number	Course Name	Credits
NUR200	NURSING HEALTH ASSESSMENT*	3.00
NUR205	FOUNDATIONS OF NURSING*	5.00
NUR295	CARE OF THE OLDER ADULT *	2.00
NUR336	POPULATION & COMMUNITY FOCUSED NURSING CARE*	3.00
NUR350	MEDICAL SURGICAL NURSING I*	6.00
NUR351	MEDICAL SURGICAL NURSING II*	6.00
NUR360	MATERNAL AND NEWBORN NURSING*	4.00
NUR361	NURSING CARE OF THE CHILD*	4.00
NUR378	PSYCHIATRIC MENTAL HEALTH NURSING*	3.00
NUR405	TECHNOLOGY & INFORMATICS IN NURSING*	3.00
NUR415	LEADERSHIP AND MANAGEMENT FOR THE NEW NURSE*	3.00
NUR426	PRACTICING HOLISTIC NURSING WITHIN DIVERSE COMMUNITIES*	3.00
NUR428	QUALITY IMPROVEMENT AND PATIENT SAFETY*	3.00
NUR440	NURSING RESEARCH: ASSESSING EVIDENCE FOR NURSING*	3.00
NUR470	PROFESSIONAL ISSUES IN NURSING*	3.00
NUR480	TRANSITION TO NURSING PRACTICE & LEADERSHIP - CAPSTONE*	4.00
NUR498	NCLEX TESTING ORIENTATION*	1.00
<b>TOTAL CORE COURSES</b>		<b>59.00</b>
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>120.00</b>

*A complete description of all courses is provided in the course descriptions section of this catalog.*

## Bachelor of Science in Nursing – RN to BSN Degree Program

Delivery Method: Online

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### OBJECTIVE

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The objective of the Bachelor of Science in Nursing RN to BSN Degree program is to enable registered nurses to achieve a baccalaureate level of education through an online educational format that promotes seamless academic progression and to prepare students for roles in leadership and management in nursing.

Learning Outcomes: At the end of their program of study, students will be able to:

- Enhance communication and collaboration skills as professional nursing leaders
- Incorporate research, prior nursing experience, and a broad base of knowledge from the liberal arts and sciences into evidence-based practice
- Create plans for holistic nursing care as an advocate for diverse communities
- Identify principles that relate to the delivery of competent, safe, quality, and outcome-centered care through the effective use of technology and healthcare resources
- Prepare for graduate studies, and life-long learning

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### PROGRAM DESCRIPTION

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This program will prepare registered nurses with the knowledge and skills required to extend their practice options for a variety of clinical and management/leadership positions. With a conceptual framework based on holistic nursing practice, graduates will integrate concepts of caring that support the human experience. The program builds upon the foundational education of registered nurses and offers coursework in general education as well as nursing major courses to complete a BSN degree. Many courses in the program include a clinical experience linking the didactic instruction with the application of new knowledge.

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### CAREER INFORMATION

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Because studies show that when the percentage of baccalaureate-prepared nurses is higher, so are excellent patient outcomes, the Institute of Medicine recommends preparing 80% of the nursing workforce with a bachelor's degree by the year 2020. According to Economic Modeling Specialists International, the workforce will increase 21% from 2010-2020, increasing from 2.7 million jobs in 2010 to 3.3 million jobs in 2020. Unit managers, directors of nursing, and other leadership roles are areas looking for academic preparation at the Baccalaureate degree or above.

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### ADDITIONAL PROGRAM INFORMATION

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**Important Information:** Documentation of current immunization, proof of CPR certification and evidence of *personal health insurance* are required after admission and prior to registering in any course with a clinical component (i.e., Nursing, OTA, Resp Care). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Immuware) *prior to registering* in course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

This program is designed with a full-time student workload. Occasionally circumstances may require a student to request accommodation (part-time, take a break, change cohorts, etc.) the College will accommodate where possible and in accordance with stated policy but there is not a guarantee.

**\*\*ACCREDITATION** The baccalaureate degree program in nursing at Joyce University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

#### **ENDORSEMENT**

The BSN Degree Program RN-BSN Pathway is currently endorsed by the American Holistic Nursing Credentialing Corporation (AHNCC). This endorsement allows graduates from the BSN Degree RN-BSN Pathway Completion Program to sit for national certification as a Holistic Nurse Baccalaureate Board Certified (HNB-BC) and waives additional continuing education and practice requirements.

#### **CURRICULUM**

A current and relevant curriculum reflects the Essentials of Baccalaureate Education for Professional Nursing Practice, as established by The American Association of Colleges of Nursing (AACN). The curriculum is endorsed by the American Holistic Nurses Association, utilizes the Quality and Safety Education for Nurses (QSEN) competencies, and focuses on professional leadership skills. Upon completion of the nursing program, graduates may be eligible for certification as holistic nurses. Students are responsible for verifying eligibility with the American Holistic Nurses Association.

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### ADMISSIONS PROGRAM REQUIREMENTS

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Students must meet the requirements to take the NCLEX exam, as well as meet the requirements for obtaining an active unencumbered RN license to practice as a registered nurse in the U.S during the first semester of the program. The student must provide official transcripts to verify completion of an Associate degree in nursing. Accreditation must be from an institution recognized by the United States Department of Education (DOE). The Associate degree in nursing will block transfer in 69 semester credit hours of the required 120 semester credit hours necessary for awarding the baccalaureate degree. In addition, the Associate degree must include at a minimum 24 semester credit hours of general education courses as well as 24 semester credit hours of core coursework. A student may transfer in additional general education credit hours for the general education courses contained in the BSN Degree Completion program. See the transfer credit policy for more details.

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### PROGRAM OFFERING AND LENGTHS

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The granting of the baccalaureate degree from Joyce University requires a total of 120 credit hours which is comprised of a total of 69 credit hours transferred in and the completion of 51 credit hours in the program. The program consists of 60 weeks (4 semesters) and is offered exclusively online. All program courses are designed to promote student and faculty engagement opportunities using a variety of technology applications. Clinical Practice Experience assignments may require interviews, collaboration and/ or observation in healthcare facilities.

These assignments enrich the delivery of course content for the learner to have the opportunity to apply knowledge learned in courses. Each student will complete a service-learning project aimed at increasing civic engagement.



## BACHELOR OF SCIENCE IN NURSING – RN TO BSN DEGREE PROGRAM

### REQUIRED COURSES

#### GENERAL EDUCATION COURSES

COURSE NUMBER	COURSE NAME	CREDITS
<b>COM305</b>	COMMUNICATION IN HEALTHCARE	4.00
<b>HUM305</b>	INTRODUCTION TO WORLD RELIGIONS	4.00
<b>BIO270</b>	MICROBIOLOGY	3.00
<b>MAT305</b>	DATA DRIVEN STATISTICS	4.00
<b>TOTAL GENERAL EDUCATION CURRICULUM CREDITS</b>		<b>15.00</b>

#### \*CORE COURSES

*\*Grade of C+ is required to pass these courses*

COURSE NUMBER	COURSE NAME	CREDITS
<b>NUR300</b>	CONTEMPORARY NURSING ISSUES AND INNOVATIONS*	4.00
<b>NUR310</b>	NURSING RESEARCH AND USE OF EVIDENCE BASED PRACTICE*	4.00
<b>NUR320</b>	HOLISTIC NURSING AND HEALTH ASSESSMENT*	4.00
<b>NUR330</b>	POPULATION FOCUSED NURSING CARE*	4.00
<b>NUR340</b>	QUALITY AND SAFETY IN NURSING*	4.00
<b>NUR400</b>	NURSING INFORMATICS AND TECHNOLOGY*	4.00
<b>NUR410</b>	NURSING LEADERSHIP AND MANAGEMENT SYSTEMS*	4.00
<b>NUR420</b>	NURSING CARE OF THE OLDER ADULT*	4.00
<b>NUR430</b>	NURSING CAPSTONE SYNTHESIS*	4.00
<b>TOTAL CORE COURSES</b>		<b>36.00</b>
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>51.00</b>
<b>OTHER REQUIRED COURSES</b>		
<b>TRANSFER CREDITS</b>		<b>69.00</b>
<b>TOTAL REQUIRED CREDITS</b>		<b>120.00</b>

*A complete description of all courses is provided in the course descriptions section of this catalog.*

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## Bachelor of Science in Nursing – Accelerated BSN Degree Program

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DELIVERY METHOD: BLENDED

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### OBJECTIVE

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The objective of the Bachelor of Science in Nursing - Accelerated BSN Degree program is to empower students who have earned a conferred bachelor's degree in another field to earn a bachelor's degree in nursing, which will prepare them to pass the registered nurse licensing examination and assume roles in nursing leadership and management.

Learning Outcomes: At the end of their program of study, students will be able to:

- Demonstrate professional identity in systems-based practice through interprofessional partnerships, collaboration, and service-oriented leadership.
- Utilize critical thinking, clinical reasoning, and clinical judgment to determine ethical, evidence-based nursing decisions.
- Advocate for policy-driven, ethical, safe, and holistic community-centered and client-centered care.
- Demonstrate how informatics, technology, and data are used to provide quality and safe nursing care.
- Prioritize the importance of self-reflection and life-long learning and scholarship for professional development.

Prepare for licensure, certification, and graduate studies as life-long learners.

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### PROGRAM DESCRIPTION

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This program provides an opportunity for students to learn theory and practical application through lecture, laboratory, patient simulation and clinical experiences. Additionally, the nursing program offered at Joyce University utilizes a complex human patient simulator to enhance clinical and critical thinking skills, and clinical judgment to ensure the best client-centered decisions for safe care. Courses are offered in a synchronous and asynchronous, online delivery method. Students are prepared for a variety of clinical and management/leadership positions. Graduates will integrate concepts of caring that support the interrelationships of the bio-psychosocial spiritual dimensions of the human experience.

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### CAREER INFORMATION

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A national goal set by the Institute of Medicine recommends preparing 80% of the nursing workforce with a bachelor's degree by 2020. This is reflective of studies showing that when the percentage of baccalaureate-prepared nurses is higher, patient outcomes improve. Graduates will be prepared to care for clients throughout the lifespan and in leadership roles.

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### ADDITIONAL PROGRAM INFORMATION

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Nursing is a physically and psychologically demanding career. Potential students should consider their ability to perform the gross and fine motor skills required as well as their general state of physical and emotional health. The Joyce University Nursing Program reserves the right to use multiple determinants in deciding whether to recommend a student for licensure.

**Important Information:** Documentation of current immunization, proof of CPR certification and evidence of *personal health insurance* are required after admission and prior to registering in any course with a clinical component (i.e., Nursing, OTA, Resp Care). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Immuware) *prior to registering* in course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

This program is designed with a full-time student workload. Occasionally circumstances may require a student to request an accommodation (part-time, take a break, change cohorts, etc.) The college will accommodate where possible and in accordance with the stated policy but there is not a guarantee.

#### ACCREDITATION

\*\*The baccalaureate degree program in nursing at Joyce University College of Nursing is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

#### CURRICULUM

A current and relevant curriculum reflects The Essentials: Core Competencies for Professional Nursing Education, as established by The American Association of Colleges of Nursing (AACN). The curriculum meets other national industry standards and guidelines.

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#### PROGRAM OFFERING AND LENGTHS

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The granting of the bachelor's degree from Joyce University requires a total of 120 credit hours which is comprised of 46 hours of transfer credit from a previous bachelor's degree, 6 credits of general education, and 68 credit hours of core nursing courses. Coursework consists of lecture, lab, and clinical experiences, with online synchronous and asynchronous lectures and intensive clinical components during required residencies. During these residencies, students should expect to attend clinical rotations during morning, afternoon, and evening hours, including weekends and holidays. The clinical experiences enrich the delivery of course content for the learner to have the opportunity to apply knowledge learned in courses.

These commitments may include 12-hour shifts and specific schedules cannot be guaranteed. The program consists of 5 semesters, depending on transfer credits from other institutions. Courses are offered in a blended (combination of on-ground and online) format.

**BACHELOR OF SCIENCE IN NURSING – ACCELERATED BSN DEGREE PROGRAM**

REQUIRED COURSES

**GENERAL EDUCATION COURSES**

**\*GRADE OF C+ IS REQUIRED TO PASS THESE COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
<b>BIO305</b>	ANATOMY AND PHYSIOLOGY FOR NURSING PRACTICE*	6.00
<b>BIO315</b>	PATHOPHYSIOLOGY FOR NURSING PRACTICE*	5.00
<b>BIO365</b>	PHARMACOLOGICAL PRINCIPLES*	3.00

**\*CORE COURSES**

**\*GRADE OF C+ IS REQUIRED TO PASS THESE COURSES**

<b>NUR325</b>	STATISTICS FOR NURSING PRACTICE*	4.00
<b>NUR335</b>	INTRODUCTION TO NURSING AND EVIDENCE BASED PRACTICE*	3.00
<b>NUR345</b>	ESSENTIALS OF NURSING I: UNDERSTANDING NURSING PRACTICE*	5.00
<b>NUR355</b>	ESSENTIALS OF NURSING II: CARE OF CLIENTS AND COMMUNITIES*	6.00
<b>NUR375</b>	PSYCHIATRIC/MENTAL HEALTH*	3.00
<b>NUR395</b>	CARE OF THE ADULT CLIENT*	6.00
<b>NUR425</b>	QUALITY, SAFETY, AND TECHNOLOGY IN NURSING*	4.00
<b>NUR445</b>	CARE OF THE CHILDBEARING FAMILY*	6.00
<b>NUR455</b>	CARE OF THE HIGH ACUITY CLIENT*	2.00
<b>NUR475</b>	TRANSITION TO NURSING PRACTICE AND LEADERSHIP*	6.00
<b>NUR495</b>	NCLEX TESTING ORIENTATION*	1.00

**TOTAL REQUIRED CURRICULUM CREDITS**

**60.00**

**OTHER REQUIRED COURSES**

**TRANSFER CREDITS FOR THE PREREQUISITE BACHELOR'S DEGREE**

**60.00**

**TOTAL REQUIRED CURRICULUM CREDITS**

**120.00**

*A complete description of all courses is provided in the course descriptions section of this catalog.*

## MASTER OF SCIENCE IN NURSING - DIRECT ENTRY DEGREE PROGRAM

DELIVERY METHOD: BLENDED

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### OBJECTIVE

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The objective of the direct entry Master of Science in Nursing (DEMSN) program is to create a learning environment that enables students to prepare for advanced generalist care and leadership roles in overall population health allowing for seamless movement into a research or practice-focused doctoral program.

Learning outcomes: At the end of their program of study, students will be able to:

- Demonstrate a fuller understanding of the discipline of nursing in order to engage in higher level practice and leadership in a variety of settings
- Synthesize research, critical thinking, and knowledge to support evidence-based case management and other approaches to population health
- Design innovative, holistic plans of care as an advocate for the health and well-being of diverse communities
- Lead the delivery of competent, safe, quality, and outcome-centered care that utilizes technology, builds upon research, and optimizes healthcare resources to serve diverse people, families, and communities
- Advance professional excellence through ongoing preparation for licensure, certification, doctoral studies, and lifelong learning

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### PROGRAM DESCRIPTION

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Joyce University's Master of Science in Nursing Degree (DEMSN) program is a direct entry program that prepares graduates for advanced generalist care and organizational and system leadership roles. Students will participate in research, advanced holistic nursing care as well as gain an understanding of graduate level nursing practices that will culminate in a capstone project. Content and competencies relevant to leadership and advanced nursing are woven throughout the program for all students. BSN level courses are offered asynchronously, have a direct-care clinical component, and offer virtual simulation. Students are eligible to sit for the National Council Licensure Examination (NCLEX-RN) after successful completion of the first five semesters. Some courses are offered asynchronously (100% online), and others are offered through a blended method (partially online, partially on site). MSN level courses are offered asynchronously, have a practicum component, and some offer virtual simulation. Students will prepare for advanced generalist care and leadership roles with culmination in a capstone project in the final semester of the MSN program.

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### CAREER INFORMATION

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Individuals with a baccalaureate degree in another field may be interested in entering the field of nursing while maintaining education progression. The DEMSN program offers the opportunity to become a registered nurse through BSN preparation as well as achieve MSN preparation to become a leader in the ever-changing world of healthcare. Graduates will be ready to engage in practice at the bedside, as well as move into positions of management and leadership. Each graduate will have focal content and clinical experiences in improving population health outcomes, organizational and systems leadership, quality improvement and safety, as well as an understanding of graduate level nursing practice. Graduates will have the foundation to further their education and in practices-focused and research-focused doctoral programs.

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#### ADDITIONAL PROGRAM INFORMATION

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The curriculum reflects The Essentials of Baccalaureate Education for Professional Nursing Practice and The Essentials of a master's education in nursing, as established by the American Association of colleges of Nursing (AACN). The curriculum meets other national industry standards and guidelines. Nursing is a physically and psychologically demanding career. Potential students should consider their ability to perform the gross and fine motor skills required as well as their general state of physical and emotional health. The Joyce University Nursing Program reserves the right to use multiple determinants in deciding whether to recommend a student for licensure.

**Important Information:** Documentation of current immunization, proof of CPR certification and evidence of *personal health insurance* are required after admission and prior to registering in any course with a clinical component (i.e., Nursing, OTA, Resp Care). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Immuware) *prior to registering* in course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

Students are eligible to sit for the NCLEX-RN after successful completion of all requirements equivalent to earning a baccalaureate degree in nursing.

#### ACCREDITATION

The Master of Science in Nursing degree program at Joyce University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

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#### PROGRAM OFFERING AND LENGTHS

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The granting of the Master of Science in Nursing Direct Entry MSN degree from Joyce University requires a total of 155 credit hours which is comprised of 60 hours of transfer credit from previous baccalaureate education and 95 credit hours of core courses. The program consists of 8 semesters in a blended (combination of on ground and online) format. Coursework consists of lecture, lab, and clinical training, with online asynchronous lectures and intensive clinical components during required residencies. During these residencies, students should expect to attend clinical rotations during morning, afternoon, and evening hours, including weekends and holidays. These commitments may include 12-hours shifts and specific schedules cannot be guaranteed. In the MSN portion of the curriculum, students will work closely with faculty to develop and an individualized practicum in case management and population health. Students will develop a capstone project implemented through fieldwork experiences.

**MASTER OF SCIENCE IN NURSING – DIRECT ENTRY DEGREE PROGRAM**

REQUIRED COURSES

**\*CORE COURSES**

**\*GRADE OF C+ IS REQUIRED TO PASS THESE COURSES**

**\*\* GRADE OF B IS REQUIRED TO PASS THESE COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
<b>BIO305</b>	ANATOMY & PHYSIOLOGY*	6.00
<b>BIO315</b>	PATHOPHYSIOLOGY*	5.00
<b>BIO 365</b>	PHARMACOLOGICAL PRINCIPLES*	3.00
<b>MAT325</b>	STATISTICS*	4.00
<b>NUR335</b>	INTRODUCTION TO NURSING AND EVIDENCE BASED PRACTICE*	3.00
<b>NUR345</b>	ESSENTIALS OF NURSING I: UNDERSTANDING NURSING PRACTICE*	5.00
<b>NUR355</b>	ESSENTIALS OF NURSING II: CARE OF CLIENTS AND COMMUNITIES*	6.00
<b>NUR375</b>	PSYCHIATRIC/MENTAL HEALTH NURSING*	3.00
<b>NUR395</b>	CARE OF THE ADULT CLIENT*	6.00
<b>NUR425</b>	QUALITY, SAFETY, AND TECHNOLOGY IN NURSING*	4.00
<b>NUR445</b>	CARE OF THE CHILDBEARING FAMILY*	6.00
<b>NUR455</b>	CARE OF THE HIGH ACUITY CLIENT*	2.00
<b>NUR475</b>	TRANSITION TO NURSING PRACTICE AND LEADERSHIP*	6.00
<b>NUR495</b>	NCLEX TESTING ORIENTATION*	1.00
<b>NUR505</b>	NURSING MANAGEMENT OF CLINICAL OUTCOMES**	4.00
<b>NUR515</b>	ADVANCED HEALTH CARE RESEARCH**	4.00
<b>NUR525</b>	ADVANCED ISSUES IN NURSING LEADERSHIP**	4.00
<b>NUR605</b>	HEALTH CARE SYSTEMS, TECHNOLOGY AND FINANCE**	4.00
<b>NUR615</b>	GLOBAL HEALTH DISPARITIES**	4.00
<b>NUR625</b>	DISASTER MANAGEMENT**	4.00
<b>NUR635</b>	CASE MANAGEMENT AND NURSING PRACTICE**	4.00
<b>NUR645</b>	ADVANCED POPULATION HEALTH**	4.00
<b>NUR655</b>	CAPSTONE**	3.00
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>95.00</b>
<b>OTHER REQUIRED COURSES</b>		
<b>TRANSFER CREDITS</b>		<b>60.00</b>
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>155.00</b>

*A complete description of all courses is provided in the course descriptions section of this catalog.*

## Master of Science in Nursing – BSN to MSN Degree Program

DELIVERY METHOD: ONLINE/CLINICAL/VIRTUAL SIMULATION

### OBJECTIVE

The objective of the Master of Science in Nursing - BSN-MSN program is to create a learning environment that enables students to prepare for advanced generalist care and leadership roles in overall population health allowing for seamless movement into a research or practice-focused doctoral program.

Learning outcomes: At the end of their program of study, students will be able to:

- Demonstrate a fuller understanding of the discipline of nursing in order to engage in higher practice and leadership in a variety of settings
- Build collaborative interprofessional healthcare teams to address gaps in population health
- Synthesize research, critical thinking, and knowledge to support evidence-based practice of care
- Design innovative, holistic plans of care as an advocate for the health and well-being of diverse communities
- Lead the delivery of competent, safe, quality, and outcome-centered care that utilizes technology, builds upon research, and optimizes healthcare resources to serve diverse people, families, and communities
- Advance professional excellence through ongoing preparation for licensure, certification, doctoral studies, and lifelong learning

### PROGRAM DESCRIPTION

The Master of Science in Nursing (BSN-MSN) program prepares graduates for advanced generalist care and organizational and system leadership roles, participation in research, advanced holistic nursing care, as well as an understanding of graduate level nursing practices that will culminate in field experiences in the final semester capstone course. Content and competencies relevant to leadership and advanced nursing are woven throughout the program for all students. Students elect a capstone concentration in leadership or advanced nursing that includes a field experience. Courses are offered asynchronously, have a practicum, and some offer virtual simulation.

### CAREER INFORMATION

Graduates will be prepared as advanced generalists to provide care in a variety of roles that include advanced direct care, management, and education. Each graduate will have focal content and practicum experiences in improving population health outcomes, organizational and systems leadership quality improvement, and safety, as well as an understanding of graduate level nursing practice.

Graduates will have the foundation to further their education in practice-focused and research-focused doctoral programs.

### ADDITIONAL PROGRAM INFORMATION

The curriculum reflects the Essentials of master's education in nursing, as established by the American Association of Colleges of Nursing (AACN). The curriculum meets other national industry standards and guidelines.



**Important Information:** Documentation of current immunization, proof of CPR certification and evidence of *personal health insurance* are required after admission and prior to registering in any course with a clinical component (i.e., Nursing, OTA, Resp Care). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Immuware) *prior to registering* in course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

**ACCREDITATION**

The Master of Science in Nursing degree program at Joyce University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

**PROGRAM OFFERING AND LENGTHS**

The granting of the BSN-MSN master's degree from Joyce University requires a total of 35 credit hours. The program consists of 3 semesters of online coursework. Students will work closely with faculty to develop an individualized capstone project in case management or population health. Practicum assignments may require interviews, collaboration and/or observation in healthcare facilities. These assignments enrich the delivery of course content for the learner to have the opportunity to apply knowledge earned in courses. Students will develop a capstone project implemented through fieldwork experiences.

**MASTER OF SCIENCE IN NURSING – BSN TO MSN DEGREE PROGRAM**

**REQUIRED COURSES**

**\*CORE COURSES**

**\*\* GRADE OF B IS REQUIRED TO PASS THESE COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
<b>NUR505</b>	NURSING MANAGEMENT OF CLINICAL OUTCOMES**	4.00
<b>NUR515</b>	ADVANCED HEALTH CARE RESEARCH**	4.00
<b>NUR525</b>	ADVANCED ISSUES IN NURSING LEADERSHIP**	4.00
<b>NUR605</b>	HEALTH CARE SYSTEMS, TECHNOLOGY AND FINANCE**	4.00
<b>NUR615</b>	GLOBAL HEALTH DISPARITIES**	4.00
<b>NUR625</b>	DISASTER MANAGEMENT**	4.00
<b>NUR635</b>	CASE MANAGEMENT AND NURSING PRACTICE**	4.00
<b>NUR645</b>	ADVANCED POPULATION HEALTH**	4.00
<b>NUR655</b>	CAPSTONE**	3.00
<b>TOTAL REQUIRED CURRICULUM CREDITS</b>		<b>35.00</b>

*A complete description of all courses is provided in the course descriptions section of this catalog.*

### Non-Degree Seeking Courses:

Students needing Microbiology and/or Lab to meet state licensure requirements of a State other than Utah, may take these courses to meet the requirements. For programs in which these courses are not required of the degree curriculum, the courses are not eligible to be used to calculate Title IV financial aid eligibility and cannot be paid by financial aid funds. Therefore, the student would need to pay for these courses with personal funds or private loans.

Microbiology with Lab	4 credits	Cost is \$493 per credit
Microbiology Lab Only	1 credit	Cost is \$493 per credit
Book estimated cost		\$150.00
Lab materials estimate		\$72.00

COURSE DESCRIPTIONS LEGEND	
CODE	COURSE NAME
BIO	GENERAL EDUCATION SCIENCE COURSES
CHM	CHEMISTRY
COM	COMMUNICATIONS COURSES
ENG	ENGLISH COURSES
MAT	MATH COURSES
HUM	HUMANITIES COURSES
NTR	NUTRITION COURSES
NUR	NURSING COURSES
OTA	OCCUPATIONAL THERAPY ASSISTANT COURSES
PSY	PSYCHOLOGY COURSES
RES	RESPIRATORY CARE COURSE
SOC	SOCIOLOGY COURSES
TRM	MEDICAL TERMINOLOGY COURSES
<p><b>Lower Division Courses:</b> Lower division courses are those courses numbered one hundred (100) through two hundred ninety-nine (299).</p> <p><b>Upper Division Courses:</b> Upper division courses are those courses numbered three hundred (300) through four hundred ninety-nine (499).</p> <p><b>Graduate Level Courses:</b> Graduate level courses are those courses numbered five hundred (500) through six hundred ninth-nine (699)</p>	

## COURSE DESCRIPTIONS

### BIO 131 Pharmacological Principles

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO 211, MAT 112, TRM 102

**Corequisites:** NUR 112

**Course Description:** This course introduces students to the complexities of medication administration in today's practice. Students will learn principles of medical pharmacology, pharmacodynamics, drug classification, and the effect of drugs on health and well-being. Safety in drug administration is emphasized.

### BIO 141 Pharmacological Principles II

**Length:** 30 Hours (30 Lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO240, BIO 131

**Corequisites:** BIO250, NUR120, NUR171

**Course Description:** This course continues from BIO 131 the analysis of the actions, uses, and effects of drugs as used in current medical and nursing practice. Safety is emphasized in the usage and administration of medications covering a number of classifications and modalities.

### BIO211 Anatomy & Physiology

**Length:** 105 hours (75 Lecture/30 Lab)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course will provide a practical understanding of the key concepts of human anatomy and physiology to provide a solid foundation for future application. Students will learn each system of the human body and their interdependence. Upon completion of this course, students will understand how the human body functions and how the body reacts to changes in the internal or external environment in order to maintain homeostasis.

### BIO212 Anatomy and Physiology I with Lab

**Length:** 75 hours (45 Lecture/30 Lab)

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**Corequisites:** None

**Course Description:** Students will gain understanding of the key concepts of human anatomy and physiology to provide a solid foundation for future application. Students will learn each system of the human body and their interdependence. Upon completion of this course, students will understand how the human body functions and how the body reacts to changes in the internal or external environment in order to maintain homeostasis. This is the first course in a two-part series.

BIO213 Anatomy and Physiology II with Lab

**Length:** 75 hours (45 Lecture/30 Lab)

**Credit:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO212

**Corequisites:** None

**Course Description:** Students will gain understanding of the key concepts of human anatomy and physiology to provide a solid foundation for future application. Students will learn each system of the human body and their interdependence. Upon completion of this course, students will understand how the human body functions and how the body reacts to changes in the internal or external environment in order to maintain homeostasis. This is the second course in a two-part series.

BIO215 Kinesiology and Functional Movement

**Length:** 60 hours (30 hours lecture/30 hours lab)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO 211

**Corequisites:** None

**Course Description:** This course focuses on exploring components of body movement and connecting movement to function. Emphasis is placed on biomechanics and the muscular requirements for movement. Topics include understanding of development of movement across the lifespan in a functional capacity, analysis of normal and abnormal movement, and the impact of movement on occupational performance.

BIO220 Anatomy and Physiology I and II

**Length:** 150 hours (90 hours lecture/60 hours lab)

**Credits:** 8 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** None

**Corequisites:** None

**Course Description:** Introduces the key concepts of human anatomy and physiology to provide a solid foundation for future application. All human body systems and their interdependence will be examined through lecture and lab activities. Upon completion of this course, students will be able to discuss how the human body functions and how the body reacts to changes in the environment to maintain homeostasis.

BIO 240 Pathophysiology I

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO 211, TRM 102

**Corequisites:** None

**Course Description:** This course introduces students to the mechanism of disease processes and other alterations of human functioning. Overall theories of disease and aging will be presented along with processes influencing the function of the inflammatory and immune processes, genetic impacts, and cancer. Alterations in the hematology, endocrine, musculoskeletal, and integumentary systems are also presented.

BIO 250 Pathophysiology II

**Length:** 30 hours (Lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO 240

**Corequisites:** None

**Course Description:** This course continues the exploration of disease processes from BIO 240 (Pathophysiology I). Advanced topics relating to the alteration of systems of the human body will be explored, along with processes influencing the function of the renal, respiratory, cardiac, nervous, gastrointestinal, and hepatic systems.

### BIO260 Pathophysiology

**Length:** 75 hours (45 Lecture/30 Lab)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO213

**Corequisites:** None

**Course Description:** This course introduces students to the mechanism of disease processes and other alterations of human functioning. Overall theories of disease and aging will be presented along with processes influencing the function of the inflammatory and immune processes, genetic impacts, and cancer. Alterations in the hematology, endocrine, musculoskeletal, integumentary, cardiovascular, renal, respiratory, nervous, reproductive, and digestive systems are also presented.

### BIO270 Microbiology

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** none

**Corequisite:** None

**Course Description:** This course provides an overview of the biology of microorganisms. Subjects taught will include the anatomy, physiology, taxonomy, genetics, medical significance, and responses of the human body to bacteria, viruses, fungi, and parasitic organisms. The student will learn the application of principles of microbiology in the health care environment, including the identification, control, and prevention of infectious agents.

### BIO275 Microbiology with Lab

**Length:** 75 hours (45 lecture/30 lab)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course provides an overview of the biology of microorganisms. Subjects taught will include the anatomy, physiology, taxonomy, genetics, medical significance, and responses of the human body to bacteria, viruses, fungi, and parasitic organisms. The student will learn the application of principles of microbiology in the health care environment, including the identification, control, and prevention of infectious agents.

### BIO280 Pathophysiology

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220

**Corequisites:** None

**Course Description:** Introduces the mechanism of disease processes and alterations of normal physiology. Pathophysiology of selected disease process are related to clinical presentation. Students will employ a client centered and holistic approach to pathophysiology.

### BIO290 Pharmacology

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220

**Corequisites:** None

**Course Description:** Introduces medication classifications and administration techniques. Principles of pharmacokinetics and pharmacodynamic are applied to the delivery of medications. Students will employ a client centered and holistic approach to pharmacology.

### BIO303 Principles of Pharmacology I

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO 213, CHM 215, MAT 125      **Corequisites:** None

**Course Description:** This course introduces students to the complexities of medication administration in current nursing practice. Students will learn principles of medical pharmacology, pharmacodynamics, drug classification, and effect on client health and well-being. Emphasis is placed on safe drug administration that includes legal and ethical implications. Nonconventional therapies and alternative treatment options to restore wellness will be examined. 45 hours will be spent in lecture.

### BIO304 Pharmacology II

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO303

**Corequisites:** None

**Course Description:** This course continues the analysis of the physiological actions, therapeutic uses, adverse effects, drug interactions, and safe administration in today's nursing practice. Students will continue to learn principles of medical pharmacology, pharmacodynamics, and drug classification as it relates to the professional nursing role. Alternative treatment options and nonconventional therapies to achieve optimal wellness will be further examined.

### BIO305 Anatomy and Physiology

**Length:** 90 hours (Lecture)

**Credits:** 6 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course will provide a practical understanding of the key concepts of human anatomy and physiology to provide a solid foundation for future application. Students will learn each system of the human body and their interdependence. Upon completion of this course, students will understand how the human body functions and how the body reacts to changes in the internal or external environment in order to maintain homeostasis.

### BIO315 Pathophysiology

**Length:** 75 Lecture Hours

**Credits:** 5 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** BIO305

**Course Description:** This course provides a solid foundation and understanding of key concepts of pathophysiology with an emphasis on knowledge needed for nursing care of clients experiencing alterations in normal function. Utilizing a systems format, the course is taught with an appreciation for the interdependence of body structures on a microscopic and macroscopic level, with an understanding of how abnormal function in one structure, group, or organ affects the rest of the body.

BIO365 Pharmacological Principles

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO305, BIO315, NUR335

**Corequisites:** NUR 345

**Course Description:** This course introduces students to the complexities of medication administration in today's nursing practice. Students will learn principles of medical pharmacology, pharmacodynamics, drug classification, and effect on client health and well-being. Emphasis is placed on safe drug administration utilizing parenteral and enteral routes. Nonconventional therapies and alternative treatment options to restore wellness will be examined.

CHM215 Fundamentals of Chemistry with Lab

**Length:** 75 hours (45 Lecture/30 Lab)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** MAT 125

**Corequisites:** None

**Course Description:** This is a course designed to introduce basic concepts in general, organic, and biological chemistry. This course is designed to link the physical sciences to the life sciences through the understanding of chemistry. The course includes an exploratory laboratory component to reinforce and expand on major concepts covered in the lecture.

COM112 Public Speaking

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** The course teaches basic elements of effective public speaking including audience analysis, developing, organizing, and delivering ideas, and nonverbal communication. Students will apply lessons through presentation of speeches in a variety of formats throughout the course.

COM300 Interprofessional Communication

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** ENG 220

**Corequisites:** None

**Course Description:** This course combines principles of interpersonal communication with interprofessional education and collaboration to prepare students to effectively communicate in the interdisciplinary workplace. Students will utilize a variety of forms of communication including speaking, writing, presenting, researching, and utilizing visual and numerical data. This course will also help students develop skills associated with change management, conflict resolution, negotiation, and team building.

### COM305 Communication in Healthcare

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course covers the types of written and oral communications valued by healthcare employers and necessary for success as a healthcare professional. Students will practice creating written documents and oral communications common in the healthcare workplace. In addition, students will gain an understanding of the ethics and politics involved in workplace communications. Students will also practice writing for and speaking to different audiences. Communicating in the Healthcare Workplace reviews effective writing and speaking styles, and it offers opportunities for discussion of healthcare communication issues in an online asynchronous environment.

### ENG220 English Composition and Professional Writing

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course will provide the student with knowledge of basic writing skills and an overview of the basic forms of writing in any workplace setting. Assignments will address various types of writing experiences. Current written communication style will be reviewed with a focus on formatting and citation. Emphasis throughout the course will be on providing opportunities for the students to develop effective communication strategies and incorporate the use of technology through practical real-world writing assignments inclusive of a final culminating project presented as an APA research essay. This course emphasizes the development of writing as a tool to build critical thinking capacity, primarily through following the steps of the writing process as a way to develop strategies for effective communication.

### HUM100 Diversity Seminar

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course is designed to explore topics related to human diversity including race, ethnicity, culture, gender, religion, sexual orientation, and ability. Students will increase their awareness of their own and others' bias and prejudice and develop knowledge and skills to practice cultural sensitivity.

### HUM200 Exploring Humanities

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course introduces students to cultural history through a variety of disciplines including literature, philosophy, music, and visual and performing arts. Through their analysis of these works, students will explore critical issues and trends across cultures and historical periods and discover personal connections that prepare them to critically examine creative works in subsequent coursework and in their daily lives.



### HUM305 Introduction to World Religions

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course introduces key themes and concepts in world religions. The course discusses the origins of religion and the importance of studying religion and also reviews several influential world religions. Students are encouraged to compare and contrast the central tenets of religions, while at the same time gaining an important understanding of their historical and cultural significance. Students are also invited to think critically about religious themes as they review religious concepts, traditions, practices, and histories. Special emphasis is given to issues of religion and healthcare, and students are provided with opportunities to reflect on healthcare and its relation to religious themes like compassion, morality, suffering, and sin and salvation.

### HUM 310 Principles of Ethics

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** Through a contemporary framework, this course examines ethical principles as taught by various philosophers. Students will examine ethical dilemmas and apply learned principles to provide them with ethical tools for their future professional and personal decisions.

### MAT105 College Mathematics

**Length:** 30 hours (Lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This math course provides a comprehensive introduction to problem solving associated with the field of Occupational Therapy. Methods of calculation presented include usage of formulas, geometry, and basic mathematical skills.

### MAT 112 Clinical Mathematics

**Length:** 30 hours (Lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This math course provides a comprehensive introduction to problem solving associated with dosage calculations normally encountered in nursing. Method of calculation presented is dimensional analysis. Students will learn measures to ensure the safe calculation of enteral and parenteral medications.

### MAT125 College Mathematics

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course provides a comprehensive introduction to mathematic functions including basic mathematical calculations, algebraic formulas, geometry, statistics, and dimensional analysis. Students will learn how to apply mathematic functions to relevant examples in their field of study and personal life.

**MAT300 Introduction to Statistics: Data-Driven Decision Making**

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** MAT125

**Corequisites:** None

**Course Description:** Introduces the key principles of statistics. Students examine statistical tests of significance used for selected contexts. The role of data analysis in research and decision making is discussed.

**MAT305 Data Driven Statistics**

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course provides an understanding of data and how this data is used to make decisions through statistical techniques relevant to the field of healthcare. Students will understand how statistics can inform research and recognize the limitations of statistical information. By the end of the course, students will be able to analyze data sets, understand the key principles of statistics, and select appropriate tests of significance for multiple contexts.

**MAT310 Quantitative Reasoning**

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** MAT125

**Corequisites:** None

**Course Description:** This course is designed to introduce students to the use of numerical and statistical data in reasoning and decision making. Critical problem-solving methodologies presented will teach students to collect, process, analyze, and interpret data in practical, real-life situations and their field of study.

**MAT325 Statistics**

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** The decisions that one makes daily, come with potential risks and uncertainty. These decisions are based on the comprehension of data that is encountered from various sources. This course converges evidence-based practice concepts and statistical approaches to demonstrate how this data is used to make decisions through data driven research that is relevant healthcare. Students will explore methods on how to analyze data sets, understand the key principles of statistics, and select appropriate tests of significance for multiple contexts.

**NTR110 Nutrition**

**Length:** 30 hours (Lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course addresses the role of carbohydrates, protein, lipids, water, vitamins, and minerals in human nutrition as well as the relationship of nutrition to maintenance of health and prevention of disease. The role of nutrition in weight control, sports nutrition, eating disorders, pregnancy/lactation, and chronic disease is discussed.

NTR120 Nutrition

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** None

**Corequisites:** None

**Course Description:** Introduces the role of carbohydrates, protein, lipids, water, vitamins, and minerals in human nutrition. The relationship of nutrition to maintenance of health and prevention of disease is discussed. Students examine the role of nutrition in weight control, sports nutrition, eating disorders, pregnancy, lactation, and chronic disease.

NUR 100 Introduction to Nursing Practice

**Length:** 30 hours (Lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course introduces the student to the many dimensions of professional nursing. Students will begin to learn about the nursing process and the application of Maslow's hierarchy to prioritization of care. Coursework will include an overview of the current healthcare environment and the role of the nurse within the system.

NUR103 Introduction to Professional Nursing Identity

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** COM112, ENG220, BIO275

**Corequisites:** none

**Course Description:**

Introduces the nursing student to the roles and responsibilities of the registered nurse in providing safe holistic client-centered care. Emphasis will be on the standards and scope of practice. Includes the development of the nurse's professional identity.

NUR 112 Essentials of Nursing I

**Length:** 120 hours (45 hours lecture/30 hours lab/45 hours clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO 211, MAT 112, TRM 102

**Prerequisites or co-requisites:** NUR 100, ENG 220

**Corequisites:** BIO 131

**Course Description:** This course introduces fundamental concepts and essential principles central to nursing care. Students will apply the nursing process to the care of patients with long-term alterations in health. The course includes 45 lecture hours, 30 hours in the skills laboratory, and 45 hours in the clinical/simulation setting.

NUR115 Holistic Health Assessment Across the Lifespan

**Length:** 60 hours (30 hours lecture/30 hours lab)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, MAT125, TRM102

**Corequisites:** BIO280, BIO290, NUR103

**Course Description:** Introduces the health history and physical assessment of clients across the lifespan. Develop techniques to improve client outcomes. Emphasis on health promotion and disease prevention to plan for safe holistic nursing care.

NUR 120 Essentials of Nursing II

**Length:** 150 hours (30 hours lecture/30 hours lab/90 hours clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR 112, BIO 240, BIO 131

**Corequisites:** NUR 171

**Course Description:** This course continues the exploration into the fundamental concepts and essential principles of nursing care learned in NUR 112. Students will utilize the nursing process and other elements of planning, prioritizing, and collaborating as they care for adults with acute health problems. 30 hours will be spent in lecture, 30 hours in the skills laboratory, and 90 hours will be in the clinical/simulation setting.

NUR125 Fundamentals of Professional Nursing

**Length:** 105 hours (30 hours lecture/30 hours lab/45 hours clinical)

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, MAT125, TRM102, NUR115

**Corequisites:** BIO280, BIO290, NUR103NUR115

**Course Description:** Introduces the foundational aspects of holistic nursing care. Emphasis on safe effective nursing care. Apply critical thinking, clinical reasoning, and clinical judgment to plan for safe holistic care of clients.

NUR 171 Psychiatric/Mental Health Nursing

**Length:** 60 hours (37.5 hours lecture/22.5 hours clinical)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO240, NUR112, BIO131, PSY212

**Corequisites:** NUR 120

**Course Description:** This course focuses on mental and emotional health for individuals, families, and communities across the lifespan. Students will learn about applying principles of the nursing process to mental health patients in a variety of settings using therapeutic communication, milieu therapy, and biologic interventions. The 37.5 hours of lecture content is supported by 22.5 hours in the clinical/simulated mental health setting.

NUR175 Mental Health Nursing

**Length:** 60 hours (32.5 hours lecture/0 hours lab/22.5 hours clinical)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, BIO280, BIO290, MAT125, NUR105, NUR115, NUR125, NTR120, TRM102

**Corequisites:** ENG220, NUR125, PSY212

**Course Description:** Develop holistic plans of care for clients with common mental health disorders. Emphasis is on strategies, interventions, and resources to support clients with mental health disorders. Apply critical thinking, clinical reasoning, and clinical judgment to plan for safe holistic care of mental health clients.

NUR 195 Care of the Adult Client I

**Length:** 165 Hours (52.5 Lecture/112.5 Clinical)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NTR 110, NUR 120, BIO 141, NUR 171, BIO 250

**Corequisites:** NUR 224, NUR 225

**Course Description:** This course will build on the principles learned about fundamental nursing practice and pharmacologic intervention as well as pathophysiology to concentrate on the care of adult clients with a variety of disease processes. Maslow's hierarchy, the nursing process, and evidence-based practice guide the delivery of safe and effective nursing care. In this course students supplement 52.5 lecture hours with 112.5 hours in the clinical/simulation setting caring for adult clients.

NUR198 Adult Health Nursing I

**Length:** 172.5 hours (45 hours lecture/15 hours lab/112.5 hours clinical)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** NUR115, NUR125, BIO280, BIO290

**Corequisites:** NUR234, NTR120

**Course Description:** Focuses on the holistic nursing care of adult clients with health alterations. Strategies for safe and effective nursing care using critical thinking, clinical reasoning, and clinical judgment skills to prioritize safe nursing care.

NUR200 Nursing Health Assessment

**Length:** 60 Hours (30 lecture /30 skills lab)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO213, BIO275

**Corequisites:** PSY310

**Course Description:** This course introduces students to the health assessment examination process, including subjective and objective data. This course will focus on developing communication and critical thinking strategies and skills to assess the health of populations across the life span. Students are challenged to identify normal assessment findings and critically analyze variations from normal. 30 hours are spent in lecture and 30 hours in skills laboratory.

NUR205 Foundations of Nursing

**Length:** 135 hours (37.5 lecture/ 30 skills lab/ 67.5 clinical/simulation)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR200, BIO303

**Corequisites:** BIO304

**Course Description:** This course introduces the student to the professional nursing role from historical, social, legal-ethical political, economic, theoretical, and cultural perspectives. Students will be introduced to the concept of holistic nursing as defined by the American Holistic Nurses Association as well as the nursing process, roles of the professional nurse, settings for the practice of nursing, and the application of Maslow's hierarchy to the determination of priority client needs and caring for diverse cultures. Students will utilize the nursing process and other elements of planning, prioritizing, and collaborating as they assess and plan care for the health wellness of individuals, families, and populations throughout the lifespan. Coursework will include an overview of nursing as a profession, the economics and regulatory issues in nursing and healthcare. Students will apply the nursing process to the care of patients with long-term alterations in health. 37.5 hours are spent in lecture, 30 hours in skills laboratory, and 67.5 hours in clinical/simulation.

NUR 224 Care of the Childbearing Family

**Length:** 60 Hours (37.5 Lecture/22.5 Clinical)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR 120, BIO 141, NUR 171, BIO 250

**Corequisites:** NUR 195, NUR 225

**Course Description:** This course focuses on the nursing care of the childbearing family through pregnancy, labor, birth, and the postpartum period. Gynecological and newborn care will also be covered. Students will spend 37.5 hours in lecture and 22.5 hours in the clinical/simulation setting caring for obstetric, intrapartum, postpartum and/or neonatal clients.

NUR 225 Care of the Pediatric Client

**Length:** 60 Hours (37.5 Lecture/22.5 Clinical)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR 120, BIO 141, NUR 171, BIO 250

**Corequisites:** NUR 195, NUR 224

**Course Description:** This course focuses on the nursing care of the pediatric client and family, focusing on normal growth and development from infancy to adolescence as well as common childhood health and wellness issues. Students will augment 37.5 classroom hours with 22.5 hours in the clinical/simulation setting caring for pediatric clients.

NUR234 Maternal Newborn Nursing

**Length:** 60 hours (37.5 hours lecture/22.5 hours clinical)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, BIO280, BIO290, MAT125, NUR105, NUR115, NUR125, TRM102

**Corequisites:** NUR198

**Course Description:** Focus on the holistic nursing care of the maternal newborn clients. Emphasis on clients during the pregnancy, delivery, and postpartum. Explore common high-risk maternal and newborn conditions. Apply critical thinking, clinical reasoning, and clinical judgment to plan for safe holistic care.

NUR235 Nursing Care of the Child

**Length:** 60 hours (30 hours lecture/22.5 hours clinical)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, BIO280, BIO290, MAT125, NUR105, NUR115, NUR125, NTR120, TRM102

**Corequisites:** ENG220, NUR125, NUR198, PSY212

**Course Description:** Focus on the holistic care of child. Emphasis on the normal growth and development of the infant through adolescence with common health alterations. Apply critical thinking, clinical reasoning, and clinical judgment to plan for safe holistic care of child.

NUR 255 Care of the Adult Client II

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR 195, NUR 224, NUR 225

**Corequisites:** NUR 273, NUR 290

**Course Description:** This course will expand on the knowledge of the nursing process, Maslow's hierarchy of needs, and evidence-based practice when caring for acutely and critically ill adults. Emphasis is placed on the safe and effective nursing care of patients with complex medical and surgical problems.

NUR258 Adult Health Nursing II

**Length:** 150 hours (37.5 hours lecture/112.5 hours clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, BIO280, BIO290, MAT125, NUR105, NUR115, NUR125, NUR198, NUR234, NTR120, TRM102

**Corequisites:** ENG220, NUR175, NUR234, NUR235

**Course Description:** Continuation from NUR198. Focuses on the holistic nursing care of adult clients with health alterations. Strategies for safe and effective nursing care using critical thinking, clinical reasoning, and clinical judgment skills to prioritize safe nursing care.

NUR 273 Transition to the Professional Role

**Length:** 157.5 Hours (37.5 Lecture/120 Clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR 195, NUR 171, SOC 212, NUR 224, NUR 225

**Corequisites:** NUR 255, NUR 290, BIO 270

**Course Description:** This course offers students an opportunity to reflect on their role as a soon-to-be graduated nurse. Ethical dilemmas, legal issues, delegation, communication, and prioritization will be emphasized, and students will be given the opportunity to analyze their own philosophy and viewpoint as a member of the nursing profession. The clinical portion of the course consists of 108 hours in a preceptor-led capstone course under supervision of nursing faculty where students will have the ability to develop critical thinking and analysis skills allowing for independent nursing practice. Additionally, 12 hours will be spent in a community rotation to expose students to the varied areas where the nurse is able to practice in a professional role.

NUR278 Professional Identity, Leadership, and Management

**Length:** 30 hours (30 hours lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** Successfully complete all previous semester nursing courses

**Pre-requisites or Corequisites:** NUR298, NUR299

**Corequisites:** NUR299

**Course Description:** Builds strategies to lead and manage safe client care. Collaborate effectively with the interdisciplinary team in the health care systems. Emphasis is on assigning, delegating, and supervising holistic nursing care of clients. Apply evidence to guide critical reasoning, critical thinking, and clinical judgment as the foundation for safe nursing care.

NUR 290 NCLEX Review

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR 195, NUR 171, NUR 224, NUR 225

**Corequisites:** NUR 255, NUR 273

**Course Description:** This course will assist students to finalize preparation for taking the NCLEX examination. Students will learn test-taking techniques and spend time practicing questions in order to increase their comfort with the mechanics of the licensure exam. As part of this course, students will be assessed for readiness to take the NCLEX and individual assistance will be offered for test preparation as student needs are identified.

NUR295 Care of the Older Adult

**Length:** 30 hours (Lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO303

**Corequisites:** BIO304

**Course Description:** This course focuses on holistic nursing care specializing in the unique needs of the older adult individual, their family, community, and in diverse cultures and environments. Student will learn how to individualize care including planning, effective outcomes, and end-of-life issues.

NUR298 ASN Capstone

**Length:** 165 hours (30 hours lecture/135 hours clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** Successfully complete all previous semester nursing courses

**Pre-requisites or Corequisites:** NUR298, NUR299

**Corequisites:** NUR299

**Course Description:** Culmination of all previous nursing courses. Precepted facilitated clinical experience to socialize into the nursing profession, manage client care, and apply clinical judgment skills.

NUR299 NCLEX Success

**Length:** 30 hours (30 hours lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** Successful complete all previous semester courses,

**Pre-requisites or Corequisites:** NUR278, NUR298

**Course Description:** Supports students' preparation for the National Council Licensure Examination for Registered Nurse (NCLEX - RN®). Evaluate clinical judgment based on assessment results to determine the areas for improvement. Develop strategies for an individualized focused plan of study to successfully obtain a nursing license.

NUR300 Contemporary Nursing Issues and Innovations

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** RN License, BIO270, MAT305

**Corequisites:** None

**Course Description:** Students in this course will focus on the complexity of nursing practice within the United States (US) healthcare system. Principles of healthcare policy and reform, case management, human genetics/genomics, and innovation in nursing practice are explored.

NUR 302 Contemporary Issues in Nursing

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** NUR115

**Co-requisites:** NUR115

**Course Description:**

Focus on the contemporary issues that shape nursing practice. Examine theories that have unique perspectives of nursing to other disciplines. Review healthcare systems that ensure quality and safe nursing practice. Emphasis on the nurse's responsibility to advocate respectfully for safe client-centered care with interdisciplinary teams. Value cultural sensitivity, social justice, human rights, diversity, equity, and inclusion.

NUR310 Nursing Research and Use of Evidence Based Practice

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** RN License, BIO270, NUR300

**Corequisites:** MAT305

**Course Description:** This course presents students with an introduction to the research process as it is applied to nursing. Students will learn the steps in the research process and consider how both qualitative and quantitative methods are used in nursing studies. Students will apply this knowledge while developing a researchable question in the field of nursing. Students will use this question as the basis for a review of relevant scientific literature and to explore a variety of research models that could be used to conduct a study on their topic. Students will learn to critically examine and interpret research findings as the basis for applying research in evidence-based practice. The role of the nurse as researcher and consumer of research will be examined as well as ethical considerations and the rights of human subjects in research studies.



NUR 313 Quality and Safety in Nursing

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** NUR302

**Co-requisites:** NUR125

**Course Description:**

Focus on quality and safety measures that support the improvement process for client care. Explore national safety and quality standards that guide nursing practice and support a culture of client safety. Examine the nurse's role in an interpretational team that promotes safety and error prevention.

NUR320 Holistic Nursing and Health Assessment

**Length:** 45 hours (Lecture)/45 hours clinical

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** RN License, BIO270, MAT305, NUR310, COM305

**Corequisites:** None

**Course Description:** This course provides students with the knowledge and theoretical information required for holistic nursing practice. Content is based on the foundational principles and standards formulated by the American Holistic Nurses Association. This course provides a direct care clinical activity requiring a patient assessment. Students will explore the integration of body, mind, spirit, and culture as they impact health and wellness. Strategies used to assess the health and wellness status of individuals are explored. The concept of the holistic nurse as a coach and advocate for improved health and wellness is discussed.

NUR 322 Health Promotion

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** NUR115, NUR302

**Co-requisites:** None

**Course Description:**

Discuss the concepts of health and wellness. Examine the social determinants of health. Focus on health education to health promotion. Explore nursing interventions and standards to promote healthy individuals, families, communities, and populations. Examine health policies that affect nursing care at the local, regional, and national levels.

NUR330 Population Focused Nursing Care

**Length:** 45 hours didactic / 45 hours clinical

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** RN License, BIO270, NUR320

**Corequisites:** MAT305

**Course Description:** This course introduces students to the concepts and methods of population-based, community health nursing practice. Emphasis will be on the promotion of community health with a focus on community health nursing roles, biostatistics, and epidemiological measures of the health status of populations. This course provides a direct care clinical experience that provides an opportunity to meet with a healthcare member of the community to identify gaps in care, present assessment findings and implement a quality improvement strategy. The student will learn to assess, diagnose, plan, intervene and evaluate the health status of vulnerable populations. Health promotion and disease prevention at the community level is explored from a holistic perspective.

NUR 333 Technology in Healthcare

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** NUR103, NUR302

**Co-requisites:** None

**Course Description:**

Introduces the technology used in healthcare. Emphasis is on the application of technology in nursing to provide safe and effective nursing care. Focus is on the appropriate use of health information literacy for improving client care.

NUR335 Introduction to Nursing and Evidence Based Practice

**Length:** 45 Lecture Hours

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course introduces the student to the theoretical and historical foundation of the professional nursing role. Students will be introduced to the role of the master's-prepared nurse in the clinical setting as a Clinical Nurse Leader and the evolving nature of nursing practice. Theoretical foundations for nursing practice will be established, including the use of Maslow's hierarchy for prioritization, the multiple roles of the nurse, the holistic basis for nursing care, and the use of the nursing process. Students will learn about the utilization of current, reliable research in nursing and the role of the master's-prepared nurse in advocating for evidence-based practice.

NUR336 Population & Community Focused Nursing Care

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** MAT310, NUR205, NUR295, NUR350, BIO213, BIO260, BIO303, BIO304

**Corequisites:** NUR440

**Course Description:** Students will examine the role of the nurse in caring for diverse groups of people. Concepts of holistic health promotion, disease prevention, and basic epidemiological measures are applied to diverse populations as students explore the role of the community health nurse. Students will also discuss response systems and nursing management strategies for disasters that impact populations and communities.

NUR340 Quality and Safety in Nursing

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** RN License, BIO270, MAT305, NUR320

**Corequisites:** None

**Course Description:** This course will focus on the processes and practices of quality assessment and continuous quality improvement in healthcare. Students will examine a variety of health indicators that nurses are accountable for achieving. Students will examine the issue of patient safety, risk appraisal, and medical error reduction. Students will develop an evidence-based job description for an entry-level registered nurse.

NUR 343 Population Health

**Length:** 90 hours (45 hours lecture/45 hours clinical)

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, BIO280, BIO290, MAT300, NUR198

**Co-requisites:** None

**Course Description:** Integrates the concepts of population health nursing and includes disease prevention, epidemiology, community assessment, environmental health, disaster preparedness, and roles of the interprofessional team in community settings. Emphasis is placed of health promotion, risk reduction, and disease management of the population.

NUR345 Essentials of Nursing I: Understanding Nursing Practice

**Length:** 120 hours (45 Lecture /30 Lab /45 Clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR335

**Corequisites:** BIO365

**Course Description:** This course introduces fundamental concepts and essential principles of nursing care. Students will use Maslow's theory, the nursing process, and QSEN principles as foundational concepts in the delivery of holistically based nursing care. In addition to 45 lecture hours, students will spend 30 laboratory hours learning and refining essential nursing skills and actions. The clinical role of the nurse will be emphasized through 45 clinical hours.

NUR350 Medical-Surgical Nursing I

**Length:** 165 hours (45 Lecture/ 30 skills lab/ 90 Clinical/Simulation)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR205, NUR378, NUR295, BIO213, BIO260, BIO304, PSY310

**Corequisites:** None

**Course Description:** This course will build on the principles learned about fundamental nursing practice and pharmacologic intervention as well as pathophysiology to concentrate on the care of adult clients with a variety of chronic disease processes. Maslow's hierarchy, the nursing process, and evidence-based practice guide the delivery of safe and effective nursing care with an emphasis on promoting wellness and quality of life. 45 hours are spent in lecture, 30 hours in skills laboratory, and 90 hours in clinical/simulation.

NUR351 Medical-Surgical Nursing II

**Length:** 165 hours (52.5 Lecture/ 112.5 Clinical/Simulation)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO213, BIO260, BIO303, BIO304, NUR 350, NUR 360, NUR 426

**Corequisites:** None

**Course Description:** This course will expand on the knowledge and application of the nursing process, Maslow's hierarchy of needs, and evidence-based practice when caring for acutely and critically ill adults. Emphasis is placed on the safe and effective nursing care of patients with complex medical and surgical problems. Clinical experiences will also include leadership and management principles in providing safe care to individuals, families, and populations. 52.5 hours are spent in lecture and 112.5 hours in clinical/simulation.

NUR355 Essentials of Nursing II: Care of Clients and Communities

**Length:** 165 hours (45 Lecture /30 Lab /90 Clinical)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO365, NUR345

**Corequisites:** NUR375, NUR425

**Course Description:** This course continues to examine the role of the professional nurse with an emphasis on the care of adults in acute care situations as well as the care of clients in a community setting and the evaluation of community resources. Students will learn about the application of the nursing process in a variety of settings through 45 hours of didactic instruction, 30 hours of skills laboratory practice, and 90 clinical hours.

NUR360 Maternal-Newborn Nursing

**Length:** 75 hours (52.5 lecture/ 22.5 clinical)

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR205, NUR378, NUR295, BIO213, BIO260, BIO304, PSY310

**Corequisites:** None

**Course Description:** This course focuses on the holistic nursing care of the childbearing and childrearing family, including care of the childbearing family during pregnancy, labor, and delivery, and postpartum through normal pregnancy and birth as well as common high-risk conditions. The holistic care of the childrearing family will also focus on the normal principles of growth and development from conception to postpartum. 52.5 hours are spent in lecture and 22.5 hours in clinical/simulation.

NUR 361 Nursing Care of the Child

**Length:** 75 hours (52.5 lecture/ 22.5 clinical)

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO213, BIO260, BIO303, BIO304, NUR 350, NUR 360

**Corequisites:** None

**Course Description:** This course focuses on the holistic nursing care of the pediatric client and family. The holistic care of the pediatric client and family will focus on the normal principles of growth and development from the neonate through adolescence. Common pediatric health and wellness issues, as well as age-related health risks and common childhood health issues will be discussed. 52.5 hours are spent in lecture and 22.5 hours in clinical/simulation.

NUR375 Psychiatric/Mental Health Nursing

**Length:** 37.5 Lecture Hours/22.5 Clinical Hours

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO365, NUR345

**Corequisites:** NUR355, NUR425

**Course Description:** This course focuses on mental and emotional health for individuals, families, and communities across the lifespan. Students will learn about applying principles of the nursing process to mental health patients in a variety of settings using therapeutic communication, milieu therapy, and biologic interventions. The 37.5 hours of lecture content is supported by 22.5 hours in the clinical mental health setting.

NUR378 Psychiatric/Mental Health Nursing

**Length:** 37.5 Lecture Hours/22.5 Clinical Hours

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR200, BIO303

**Corequisites:** BIO304

**Course Description:** This course focuses on nursing care specializing in mental and emotional health for individuals, families, and communities across the lifespan, and in diverse cultures and environments. Students will learn about applying principles of the nursing process to mental health patients in a variety of settings using therapeutic communication, milieu therapy, and biologic interventions. 37.5 hours are spent in lecture and 22.5 hours in clinical/simulation.

#### NUR395 Care of the Adult Client

**Length:** 52.5 Lecture Hours/112.5 Clinical Hours

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO365, NUR355

**Corequisites:** None

**Course Description:** This course will build on the principles learned about fundamental holistic nursing practice and pharmacologic interventions as well pathophysiology to concentrate on the integrative care of adult and geriatric clients with a variety of disease processes. Maslow's hierarchy is used to assist students to learn prioritization and individualization of care. Nonconventional approaches to improving health and wellness will be examined. The students will spend 112.5 clinical hours caring for adult and geriatric clients in acute care.

#### NUR400 Nursing Informatics and Technology

**Length:** 45 hours didactic / 45 hours clinical

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** RN License, BIO270, MAT305, NUR330

**Corequisites:** None

**Course Description:** Informatics is identified by the Institute of Medicine and the Quality and Safety in Educating Nurses as a key initiative and competency required for nurses across all specialties and levels of practice. In exploring the concepts of informatics and data management, the role of the informatics nurse in practice, research and administration will be identified. Students will apply their learning via clinical hours to a real-world project to implement a technological solution to improve quality and/or safety in a practice setting.

#### NUR405 Technology and Informatics in Nursing

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR205, NUR378, NUR295, BIO303, BIO304

**Corequisites:** None

**Course Description:** This course teaches students how to utilize informatics and health care technologies as they manage diverse individuals, groups, and organizations in the improvement of patient outcomes. The role of informatics within nursing practice, research, and administration will be identified as students explore informatic and data management concepts. Students will apply their learning to a real-world project to implement a technological solution to improve quality and/or safety in practice.

#### NUR410 Nursing Leadership and Management Systems

**Length:** 45 hours didactic / 45 hours clinical

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** RN License, BIO270, MAT305, NUR400

**Corequisites:** None

**Course Description:** This nursing course focuses on transformational leadership and management principles that guide professional nursing across practice settings. Leadership theories and concepts are emphasized, including the identification of key organizational structures, mission, and cultures. Students will examine professional communication and teamwork, collaboration and conflict resolution, delegation and supervision, workforce motivation, and managing and leading change. This course provides a clinical experience by interviewing a nurse leader, identifying a leadership issue in the workplace, and planning to help improve the workplace. The course also addresses health care delivery structure and economics, and the integration of ethical and legal aspects of nursing leadership.

#### NUR415 Leadership & Management for the New Nurse

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO213, BIO260, BIO303, BIO304, NUR 350, NUR 360, NUR405, NUR 426

**Corequisites:** None

**Course Description:** This nursing course focuses on transformational leadership and management principles that guide professional nursing across practice settings. Leadership theories and concepts are emphasized, including the identification of key organizational structures, mission, and cultures. Students will examine professional communications and teamwork, collaboration and conflict resolution, delegation and supervision, workforce motivation, and managing and leading change. This course provides a clinical experience by interviewing a nurse leader, identifying a leadership issue in the workplace, and planning to help improve the workplace. This course also addresses health care delivery structure and economics, and the integration of ethical and legal aspects of nursing leadership.

#### NUR420 Nursing Care of the Older Adult

**Length:** 45 hours didactic / 45 hours clinical

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** RN License, BIO270, MAT305, NUR410

**Corequisites:** None

**Course Description:** This course is designed to educate students on the unique needs of the older adult using a holistic approach. Following an overview of the aging process, students will deliver a direct-care experience that explore strategies and interventions to support safe and effective outcomes for older adults in a variety of settings. Students will complete a holistic assessment, incorporating recommendations in an individualized plan of self-care. The special needs of hospice and end of life care, as well as legal and ethical issues will be considered.

#### NUR425 Quality, Safety, and Technology in Nursing

**Length:** 60 Lecture Hours

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR335, NUR345, MAT325

**Corequisites:** NUR355, NUR375

**Course Description:** This course will focus on the processes and practices of quality assessment and continuous quality improvement in healthcare that incorporates current technology and data management techniques. Students will examine a variety of health indicators that nurses are accountable for achieving as well as the role of informatics in managing data related to these indicators. The course will focus on issues of patient safety, risk appraisal, and medical error reduction with an emphasis on the ethical use of technology and data management resources to assist nurses in achieving their objectives.

#### NUR426 Practicing Holistic Nursing Within Diverse Communities

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR205, NUR378, NUR295, BIO303, BIO304

**Corequisites:** None

**Course Description:** This course provides students with the knowledge and theoretical information required for holistic nursing practice. Content is based on the foundational principles and standards formulated by the American Holistic Nursing Association. This course provides an understanding of practicing holistic nursing within diverse communities. Students will explore the integration of body, mind, spirit, and culture as they impact health and wellness. Strategies used to assess the health and wellness status of individuals are explored. The concept of holistic nurse as a coach and advocate for improved health and wellness are discussed.

#### NUR428 Quality Improvement & Patient Safety

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO213, BIO260, BIO303, BIO304, NUR 350, NUR 360, NUR405, NUR 426

**Corequisites:** None

**Course Description:** This course will focus on the processes and practices of quality assessment and quality improvement in healthcare. Students will examine a variety of healthcare indicators that nurses are accountable for achieving. Students will examine patient safety, risk appraisal, and medical error reduction. Exposure to models for quality, healthcare-associated infections, and preventable harm will be introduced and developed. Teamwork, event analysis, communication and the importance of the human factor will be discussed. Students will be given tools to help develop cognition and decision making, and to improve patient safety.

#### NUR430 Nursing Capstone Synthesis

**Length:** 90 hours (45 hours didactic / 45 hours clinical)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** Taken as a final course. Can take concurrently with NUR420. All other RN-BSN courses must be complete.

**Corequisites:** NUR420

**Course Description:** This course provides students with an opportunity for synthesis and application of prior learning, previous clinical experiences, and the knowledge gained in the program. Students will complete a real-world nursing project by collaborating with a professional practice leader under the direction of the course faculty member. The peer review process is incorporated in the course for further development of the vulnerable population project. Students will explore a variety of topics related to contemporary nursing practice.

#### NUR 433 Nursing Leadership and Management Systems

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, BIO280, BIO290, NUR313, NUR103

**Co-requisites:** NUR258

**Course Description:**

Emphasis is placed on the principles of leadership and management to improve quality and assures the safety of clients. Focus is on the organizational systems and data that inform nursing practice, evaluate system effectiveness, and improve processes.

#### NUR440 Nursing Research: Assessing Evidence for Practice

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** MAT310, BIO213, BIO260, BIO303, BIO304, NUR 351, NUR 361, NUR415, NUR 428

**Corequisites:** NUR336

**Course Description:** This course presents students with an introduction to the research process as it applies to nursing. Students will learn the steps in the research process and consider how both qualitative and quantitative methods are used in nursing studies. Students will apply this knowledge while developing a researchable question in the field of nursing. Students will use this question as the basis for a review of relevant scientific literature and to explore a variety of research models that could be used to conduct a study for their chosen research topic. Students will learn to critically examine and interpret research findings as the basis for applying research in evidence-based practice. The role of the nurse as a researcher and consumer of research will be examined as well as ethical considerations and the rights of human subjects in research studies.

NUR 443 Global Health

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, BIO280, BIO290, NUR343

**Co-requisites:** none

**Course Description:**

Exposure to global health care systems and models understanding the impacts on health around the world. Explore health disparities that are found in the United States and around the world. Examine efforts by organizations and countries to deal with health disparities.

NUR445 Care of the Childbearing Family

**Length:** 75 Lecture Hours/45 Clinical Hours

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO365, NUR355, NUR375

**Corequisites:** NUR395

**Course Description:** This course focuses on nursing care of the childbearing and childrearing family. The nursing process will be applied to holistic care of the childbearing family during pregnancy, labor, and delivery, and postpartum in normal as well as common high-risk conditions. The nursing care of the childrearing family will focus on the normal principles of pediatric growth and development from the neonate through adolescence and common pediatric health and wellness issues. Students will spend 45 hours in clinical and/or community settings working with a variety of obstetric and pediatric clients.

NUR 453 Interprofessional Teams

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, BIO280, BIO290, NUR433

**Co-requisites:** NUR473, NUR493

**Course Description:**

Examine the importance of interprofessional teams on the safe quality care of clients. Focus on respecting the perspectives of all team members to support decision-making and implement practice changes. Establish a holistic approach to client care using an Interprofessional collaborative practice.

NUR455 Care of the High Acuity Client

**Length:** 30 Lecture Hours

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO365, NUR395, NUR445

**Corequisites:** NUR475, NUR495

**Course Description:** This course is designed to build and expand on the delivery of safe, quality nursing care related to various complex medical-surgical conditions and alterations in health. Emphasis will be given to treating the client as a whole and using integrative, culturally appropriate nursing care to promote optimal health and wellness. Using Maslow's hierarchy and the nursing process, students will study the care of critically ill, high acuity, complex clients and identify priorities, interventions, and goals for safe patient-centered nursing care.



NUR 463 Health Care Policy, Finance, and Law

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** NUR433

**Prerequisites or co-requisites:** NUR453

**Corequisites:** none

**Course Description:**

Examines healthcare policy and its impact on nursing. Explores the role of the nurse in budgets and reimbursements. Provides students with legal, ethical, and regulatory requirements on health outcomes.

NUR470 Professional Issues in Nursing

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO213, BIO260, BIO303, BIO304, NUR 351, NUR 361, NUR415, NUR 428

**Corequisites:** None

**Course Description:** This course prepares the student with knowledge of the major trends and innovations in professional nursing practice in the United States (US) healthcare delivery system. Students will be exposed to the concepts of professional nursing and the history behind the profession, ethical, contextual, and philosophical elements related to nursing as a profession. Students will learn of the changing context of healthcare as well as workforce and workplace issues. Professional nursing roles will be explored and creating the future of the nursing workforce will be envisioned. Students will integrate knowledge from prior learning and nursing experience as they explore the complexity of healthcare system and practice innovations. Coursework will include an overview of the economics and regulatory issues in nursing and healthcare. Students will prepare for life-long learning, begin to establish a professional portfolio, and complete a project that requires the application of change management principles to nursing practice.

NUR 473 Scholarly Development and Evidence-Based Practice

**Length:** 45 hours (45 hours lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO220, BIO280, BIO290, NUR103, NUR125, MAT300

**Co-requisites:** NUR 198

**Corequisites:** none

**Course Description:**

Examines research and evidence to support and improve nursing practice. Explore methods and data collection and analysis, interpretation, and critique of research findings. Focus on the importance of protecting human subjects from research. Discuss building a spirit of inquiry to build an evidence-based practice.

NUR475 Transition to Nursing Practice and Leadership

**Length:** 52.5 Lecture Hours/112.5 Clinical Hours

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO365, NUR395, NUR445

**Corequisites:** NUR455, NUR495

**Course Description:** This course offers students an opportunity to refine their upcoming role as a registered nurse transitioning into graduate study and professional practice. Ethical dilemmas, legal issues, delegation, communication, prioritization, and self-awareness will be emphasized; and students will be given the opportunity to analyze their personal philosophy of health and wellness as a member of the nursing profession. The clinical portion of the course consists of 112.5 hours in a preceptor-led capstone course.

NUR480 Transition to Nursing Practice and Leadership – Capstone

**Length:** 22.5 Lecture Hours/112.5 Clinical Hours

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO213, BIO260, BIO303, BIO304, NUR 351, NUR 360, NUR361, NUR378

**Corequisites:** NUR 498

**Course Description:** The course offers students an opportunity to refine their upcoming role as a novice registered nurse. Ethical dilemmas, legal issues, delegation, communication, prioritization, and self-awareness will be emphasized; and students will be given the opportunity to analyze their personal philosophy of health and wellness as a member of the nursing profession. Professional development and the use of research to guide nursing practice are discussed as components of the role of the bachelor's degree nurse. 22.5 hours are spent in lecture and 112.5 hours in a preceptor-led capstone clinical experience.

NUR493 BSN Capstone

**Length:** 165 hours (30 hours lecture/135 hours clinical) **Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** All previous semester nursing courses

**Co-requisites:** NUR453, NUR299

**Course Description:**

Culmination of all previous nursing courses. Precepted facilitated clinical experience to socialize into the nursing profession, manage client care, and apply clinical judgment skills

NUR495 NCLEX Testing Orientation

**Length:** 15 hours (Lecture)

**Credits:** 1 Credit Hour

**Delivery Method:** Online

**Prerequisites:** BIO365, NUR395, NUR445

**Corequisites:** NUR455, NUR475

**Course Description:** This course will assist students to prepare for the National Council Licensure Examination (NCLEX-RN). Students will learn about the test itself and strategies needed to be successful in passing the examination. Each student will construct an individual plan of study and preparation according to their identified needs.

NUR498 NCLEX Testing Orientation

**Length:** 15 lecture hours

**Credits:** 1 Credit Hour

**Delivery Method:** Online

**Prerequisites:** BIO213, BIO260, BIO303, BIO304, NUR 351, NUR 360, NUR361, NUR378

**Corequisites:** NUR480

**Course Description:** This course will assist students to prepare for the National Council Licensure Examination (NCLEX-RN). Students will learn about how NCLEX-RN is written and delivered. They will also apply testing strategies necessary to be successful in passing the examination. Each student will construct an individual plan of study and prepare for NCLEX according to their identified needs.

NUR505 Nursing Management of Clinical Outcomes

**Length:** 45 Lecture Hours/45 Simulation

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**Corequisites:** None

**Course Description:** Students will explore their role as an advance nurse leader and their responsibility towards outcome for clients, communities, and populations. Principles of quality, safety, technology, and responsible management will be incorporated into a discussion of evidence-based practice and interprofessional collaboration. Virtual Simulation will be used to deliver 45 hours of clinical experience related to didactic instruction. Advanced skills with assessment, pathophysiology, and pharmacology will be developed.

#### NUR515 Advanced Health Care Research

**Length:** 60 Lecture Hours

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR505

**Corequisites:** None

**Course Description:** This course will build on the students' previous knowledge about evidence-based practice and nursing research as they prepare to conduct their own evidence-based practice project. Students will select an area of focus and identify literature and current research related to their topic of interest.

#### NUR525 Advanced Issues in Nursing Leadership

**Length:** 60 Lecture Hours

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR505

**Corequisites:** None

**Course Description:** Students will synthesize their body of learning as they prepare to solve issues of leadership and management. They will continue to develop an evidence-based practice project as they examine their role as an advanced practice nurse leader and their personal philosophy of nursing. Students will investigate nursing leadership strategies by connecting with nurse leaders.

#### NUR605 Health Care Systems, Technology, and Finance

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR505

**Corequisites:** None

**Course Description:** Students will examine how financial, technological, and leadership issues affect today's healthcare environment. The purpose of this context is to prepare a graduate to provide quality cost-effective care; to participate in the implementation of care; and to assure a leadership role in the management of human, fiscal, and physical healthcare resources. Emphasis will be placed on the nursing role in finance, budgeting, informatics, and advocacy at various levels of leadership in the healthcare system.

#### NUR615 Global Health Disparities

**Length:** 45 Lecture Hours/45 Clinical Hours

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR505

**Corequisites:** None

**Course Description:** This course will look at health systems around the world and examine how variations in culture, social policy, and resources affect the care of people worldwide. The attainment of requisite knowledge and skills to promote health, shape the health delivery system and advance values like social justice through policy processes and advocacy will be delivered. Students will become more aware of their role as advocates and leaders to promote health outcomes for underserved populations in the United States and around the globe. Students will participate in a local, regional, or international clinical experience to gain 45 hours of clinical experience.

### NUR625 Disaster Management

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR 505

**Corequisites:** None

**Course Description:** Students will examine the role of the nurse in preparing for, leading, and evaluating the response to a variety of events at a facility, community, state, national, and global level. The master's prepared nurse applies and integrates broad, organizational, patient-centered, and culturally responsive concepts into daily practice. Mastery of these concepts based on a variety of theories is essential in the design and delivery (planning, management, and evaluation) of evidence-based clinical prevention and population care and service to individuals, families, communities, and aggregate/clinical populations nationally and globally. The course will explore the aspects of responding to natural catastrophic events as well as acts of war and terrorism, including bioterrorism and manmade environmental disasters.

### NUR635 Case Management for Nursing Practice

**Length:** 45 Lecture Hours/45 Clinical Hours

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR505

**Corequisites:** None

**Course Description:** The role of case management in nursing practice is growing in importance. Nurses need to be aware of ways in which case managers become advocates for individuals, families and communities through interdisciplinary collaboration, innovation, and evidence-based practice. A master's prepared nurse must be articulate in the methods, tools, and performance measures, culture of safety principles, and standards related to quality, as well as prepared to apply quality principles within an organization to be an effective leader and change agent. During this course the student will spend 45 clinical hours with a professional (case manager, leader, quality nurse) to understand and evaluate their important role in the health care system.

### NUR645 Advanced Population Health

**Length:** 45 Lecture Hours/45 Clinical Hours

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR505

**Corequisites:** None

**Course Description:** Students will examine the role of the nurse in caring for diverse groups of people. The course will explore topics such as epidemiology, community health, and the optimization of health care resources. Nursing leadership within systems is required to design and ensure the delivery of clinical prevention interventions and population-based care that promotes health, reduces the risk of chronic illness, and prevents disease. Acquiring skills and knowledge necessary to meet this demand is essential for nursing practice and will be explored in this course. There will be opportunities for students to actively explore ways in which nurses improve the health of populations. The students will spend 45 clinical hours caring for diverse client populations in community health care settings.

### NUR655 Capstone Project

**Length:** 135 Hours Clinical Practicum

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR505, NUR515, NUR525, NUR605, NUR615, NUR625, NUR635, NUR645

**Corequisites:** None

**Course Description:** The capstone project is a culmination of master's study. Students will complete an original scholarly work that defines and outlines the execution of a project which works to solve a currently identified problem of nursing through the application of evidence-based practice. This course is delivered via 135 hours of clinical experiences.

#### OTA100 Introduction to Occupational Therapy

**Length:** 30 hours (lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** OTA110

**Course Description:** This course introduces the student to the profession of occupational therapy and the role of the occupational therapy assistant, including roles and responsibilities of the OT and OTA. An introduction to occupational therapy treatment settings, models of practice, frames of reference and current and emerging practice areas will be brought into focus. Occupational therapy topics include the history, philosophical principles and values of the profession, ethics, and the Occupational Therapy Practice Framework: Domain and Process, 4th ed. This course includes a detailed examination of activity analysis including adaptation, and gradation of activities.

#### OTA110 The OTA Professional

**Length:** 30 hours (Lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** OTA100

**Course Description:** This course mentors the student to develop professional behaviors and presents resources necessary for success as students and professionals in the field of OT. Skills taught include setting goals, study skills, learning styles, and stress management. This course also introduces documentation methods using a SOAP note format, electronic medical records, evidence-based practice, and research. Other topics covered are expectations of fieldwork experiences, the US healthcare system and reimbursement.

#### OTA120 Occupations of Childhood and Adolescence

**Length:** 75 hours (45 hours lecture/30 hours lab)

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** OTA100, TRM101, BIO211

**Corequisites:** OTA130

**Course Description:** This course explores occupational performance from infancy to adolescence. This course presents normal development through physical, psychosocial, and cognitive change. A review of commonly treated diagnoses, conditions, and circumstances for this period of human development, is explored. In depth application of the theoretical frameworks, interventions, and utilization of the Occupational Therapy Practice Framework: Domain & Process, 4th ed. is presented, focusing on the pediatric population.

#### OTA130 Pediatric Skills

**Length:** 75 hours (45 hours lab/30 hours fieldwork)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**Corequisites:** OTA120

**Course Description:** This course provides the students the opportunity to solidify their knowledge, clinical and professional skills necessary to work with the pediatric population in a variety of settings. The emphasis of this course is to allow students the opportunity to gain the skill set necessary to be a competent entry-level occupational therapy assistant.

### OTA150 Occupations of Adulthood

**Length:** 97.5 hours (52.5 hours lecture/45 hours lab)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** OTA120, BIO215

**Corequisites:** OTA170, OTA180

**Course Description:** This course examines occupational role performance throughout adulthood. This course presents the normal aging process and physical dysfunction, addressing how aging impacts the adult population through physical, psychosocial, and cognitive change. A review of commonly treated diagnoses, conditions, and circumstances for this period of human development, is explored. In depth application of the theoretical frameworks, interventions, and utilization of the Occupational Therapy Practice Framework; Domain & Process, 4th ed. is presented, focusing on the adult population.

### OTA170 Adulthood Skills

**Length:** 75 hours (45 hours lab/30 hours fieldwork)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**Corequisites:** OTA150, OTA180

**Course Description:** This course provides the students the opportunity to solidify their knowledge, clinical and professional skills necessary to work with the adult population and physical dysfunction in a variety of settings. The emphasis of this course is to allow students the opportunity to gain the skill set necessary to be a competent entry-level occupational therapy assistant.

### OTA180 Foundations and Engagement

**Length:** 45 hours (15 hours lecture/30 hours lab)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**Corequisites:** OTA150, OTA170

**Course Description:** This course presents an overview of occupational therapy foundations and of common interventions and engagement in the realm of physical disability for adults. This course presents an in-depth application of occupations, activity analysis, interventions, and utilization of the Occupational Therapy Practice Framework, (Domain & Process, 4th ed.), with focus on adults with impairments in cognition, perception, and sensation. An occupational lens approach is used to address health promotion and wellness for the client and the practitioner, work rehabilitation, driving and community mobility. The lab portion will allow students to develop skills in the areas of observation, assessment, documentation, home, and workplace modification for adults with physical impairments.

### OTA190 Psychosocial Aspects of Occupation

**Length:** 60 hours (30 hours lecture/30 hours lab)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** OTA100, PSY212

**Corequisites:** None

**Course Description:** This course examines psychosocial factors that impact occupational performance throughout the lifespan. A review of commonly treated psychosocial diagnoses and other conditions affecting psychosocial functioning is explored, including approaches to applying theoretical frameworks, interventions, and the Occupational Therapy Practice Framework: Domain & Process, 4th ed. This course also includes an examination of various strategies the OTA may employ to meet clients' specific psychosocial needs.

#### OTA200 Occupations of Later Adulthood

**Length:** 75 hours (45 hours lecture/30 hours lab)

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** OTA150, OTA 190

**Corequisites:** OTA230, OTA250

**Course Description:** This course examines occupational role change throughout older adulthood. This course presents the normal aging process and how the aging population is impacted through physical, psychosocial, and cognitive change. A review of commonly seen diagnoses, conditions, and circumstances for this period of human development, is explored. In depth application of the theoretical frameworks, interventions, and utilization of the Occupational Therapy Practice Framework: Domain & Process, 4th ed. is presented, focusing on the older adult population.

#### OTA230 Later Adulthood Skills

**Length:** 75 hours (45 hours lab/30 hours fieldwork)

**Credits:** 2 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**Corequisites:** OTA200, OTA250

**Course Description:** This course provides the students the opportunity to solidify their knowledge, clinical and professional skills necessary to work with the geriatric population in a variety of settings. The emphasis of this course is to allow students the opportunity to gain the skill set necessary to be a competent entry-level occupational therapy assistant.

#### OTA250 Professional Topics for the OTA

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** OTA150

**Corequisites:** OTA200, OTA230

**Course Description:** This course examines issues that are essential to the everyday practice of the occupational therapy assistant such as lifelong learning, scholarship, and health literacy. Collaboration between the OTA, OT, and the interdisciplinary team is discussed, including supervision requirements. Exploration of the OTA's role as a manager in traditional and non-traditional settings is introduced. This course also facilitates the opportunity for students to expand their knowledge in a chosen practice area through completion of a capstone experience, with mentoring of an OTA advisor.

#### **Change to the OTA program course length**

According to ACOTE standard C.1.10, level II fieldwork, completed during courses OTA 270 & OTA 280, must be a minimum of 16 weeks when completed at a full-time caseload. OTA students will begin their level II fieldwork 1 week prior to the institution's traditional semester start dates to better align with the institution's end of semester dates, as Joyce University's semesters are 15 weeks in length.

#### OTA270 Fieldwork II-A

**Length:** 270 hours (Fieldwork) 16 weeks – see statement above.

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** OTA200, ENG220, MAT105, SOC212

**Corequisites:** None

**Course Description:** This course is the first of two final clinical internships prior to the student entering the profession as an entry level clinician. The focus of this course is to provide a guided practice experience in which the student will implement use of the Occupational Therapy Practice Framework; Domain and Process, 3rd. ed. to provide appropriate interventions to a diverse population of persons in a healthcare, education, or community site. Faculty or clinical educators are present to assist with guiding the student's learning experiences and clinical decision making. This course is at an off-campus location, students are responsible for their own transportation.

OTA280 Fieldwork II-B

**Length:** 270 hours (Fieldwork) 16 weeks – See statement above.

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** OTA270

**Corequisites:** None

**Course Description:** This course is the second of two final clinical internships prior to the student entering the profession as an entry level clinician. The focus of this course is to provide a guided practice experience in which the student will implement use of the Occupational Therapy Practice Framework: Domain & Process, 3rd. ed. to provide appropriate interventions to a diverse population of persons in a healthcare, education, or community site. Faculty or clinical educators are present to assist with guiding the student's learning experiences and clinical decision making. This course is at an off-campus location, students are responsible for their own transportation.

OTA290 NBCOT Review

**Length:** 30 hours (Lecture)

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** OTA250

**Corequisites:** OTA270, OTA280

**Course Description:** This course will assist students as they finalize preparation for taking the NBCOT examination. Students will learn test-taking techniques and spend time practicing questions in order to increase their comfort with the mechanics of the licensure exam. As part of this course, students will be assessed for readiness to take the NBCOT and individual assistance will be offered for test preparation as student needs are identified.

PSY212 Principles of Human Psychology

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course is designed to give students an understanding and appreciation of the scientific approach to human behavior, thought and action and to provide the basic conceptual framework for studying the cognitive, emotional, and social aspects of human activity. Students will explore all of the major areas of psychology, including developmental, learning, physiological, clinical, social, and cognitive psychology.

PSY310 Human Growth and Development Throughout the Lifespan

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course focuses on the full process of human development from birth to death. Basic cognitive, social, and emotional changes during each period of development and related biological and environmental factors will be discussed. This course will help students relate knowledge of human development to personal experiences and future practice in their field of study.



RES101 Introduction to Respiratory Care and Patient Assessment

**Length:** 90 hours

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course focuses on the art, the science, and the profession of modern cardiopulmonary care. Patient assessment, asepsis, and the control of infectious disease in the healthcare setting are introduced.

RES121 Airway Management and Medical Gases

**Length:** 225 hours (including 30 lab/100 clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO220, MAT125, RES101

**Corequisites:** None

**Course Description:** This course focuses on techniques for airway management and medical gas therapy. Basic concepts in gas laws and the application of aerosol, humidity, and various medical gases such as oxygen and carbon dioxide are discussed.

RES131 Pharmacology and Aerosol Therapy

**Length:** 135 hours (including 30 lab/55 clinical)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO220, MAT125, RES101

**Corequisites:** None

**Course Description:** This course teaches the basics of Respiratory Care pharmacology, key concepts and principles of pharmacology, and drugs used to treat the respiratory system. Critical care and cardiovascular drug classes are also addressed.

RES132 Lung Expansion and Bronchial Hygiene

**Length:** 225 hours (including 30 lab/100 clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO220, RES121, RES131

**Corequisites:** None

**Course Description:** This course focuses on Respiratory Care techniques for lung expansion and airway clearance. Included are the indications, contraindications, and adverse effects for each form of therapy.

RES141 Arterial Blood Gases

**Length:** 225 hours (including 30 lab/55 clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO220, RES121, RES131

**Corequisites:** None

**Course Description:** This course focuses on arterial blood gases, a mainstay in diagnosing and managing clinical oxygenation, ventilation, and acid-base disorders.

RES142 Applied Cardiopulmonary Physiology

**Length:** 90 hours

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO220, RES121, RES131

**Corequisites:** RES141

**Course Description:** This course focuses on a detailed study of the structure and the function of the human cardiac, pulmonary, and renal systems.

RES201 Pulmonary Pathology and Geriatrics

**Length:** 135 hours (including 100 clinical)

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** RES132, RES141, RES142

**Corequisites:** None

**Course Description:** This course explores the etiology and pathophysiology of key cardiopulmonary disorders and its impact on elderly patients.

RES211 Pulmonary Function Testing and Alternative Site Care

**Length:** 270 hours (including 30 lab/55 clinical)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** RES132, RES141, RES142

**Corequisites:** None

**Course Description:** This course examines the theories and techniques of pulmonary function testing in accordance with American Thoracic Society guidelines. Basic concepts in managing patients in non-acute care settings is introduced.

RES241 Mechanical Ventilation and Trauma I

**Length:** 270 hours (including 30 lab/40 simulation/100 clinical)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** RES132, RES141, RES142

**Corequisites:** None

**Course Description:** This course presents the basics of continuous mechanical ventilation, including special procedures and acid-base physiology as it applies to modification of ventilator settings.

RES251 Mechanical Ventilation II

**Length:** 270 hours (including 30 lab/100 clinical)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** RES201, RES211, RES241

**Corequisites:** None

**Course Description:** This course follows Mechanical Ventilation I and focuses on mechanical ventilation application with emphasis on ventilator classification, methods, principles, and operational characteristics.

RES261 Pediatric/Perinatal Care

**Length:** 270 hours (including 30 lab/100 clinical)

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** RES201, RES211, RES241

**Corequisites:** None

**Course Description:** This course focuses on the theory and application of physiology, pathophysiology, monitoring, and care of pediatric and perinatal patients. Included are laboratory, physical examination and critical respiratory care for pediatrics and neonates.

RES271 Advanced CPR and NBRC Review

**Length:** 225 hours (including 30 lab/40 simulation/35 clinical)

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** RES215, RES261

**Corequisites:** None

**Course Description:** This course is a comprehensive review and simulation to optimize respiratory care credentialing exam success while enhancing critical thinking, information gathering, and decision-making skills.

RES272 Evidence Based Medicine – Cases and Disease Management

**Length:** 270 hours

**Credits:** 6 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** RES215, RES261

**Corequisites:** None

**Course Description:** This course augments acute care and technical skills by providing an expanded knowledge base for competent performance in the role of pulmonary disease manager.

SOC 212 The Study of Society

**Length:** 45 hours (Lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** This course is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. Students will critically analyze social theories and complementary and contrasting viewpoints about people, societies, and cultures. The Study of Society promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication. Students will understand social theory and methodology and recognize that social research promotes a deeper understanding of society, serving personal and social needs in our changing world.

TRM 102 Medical Terminology

**Length:** 15 hours (Lecture)

**Credits:** 1 Credit Hour

**Delivery Method:** Online

**Prerequisites:** None

**Corequisites:** None

**Course Description:** The purpose of this course is to introduce 350 medical elements which are the basis of medical language. As these elements are learned, memorized, and retained, students will be able to interpret and understand thousands of complex medical terms. Medical Terminology is a foundational class, providing the groundwork for all future courses and will be a useful tool in any healthcare career.

## FACULTY LISTING

### General Education Faculty

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