



University Catalog

Academic Year 2023-2024



Joyce

UNIVERSITY OF NURSING
& HEALTH SCIENCES



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This Catalog is effective September 2023. 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 and resilient, and are 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 have the unique ability to profoundly transform a student's life.

Lastly, and true to the core tenets of Joyce University, you should expect to move fast, work hard, never sacrifice quality, and be a standard-bearer among your peers.

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

Sincerely

Dr. John Smith-Coppes

President and CEO



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 location 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

- Rex Anderson, MBA, CPA, Independent Trustee
- Dr. Richard Cowling, III, RN, PhD, AHN, SGAHN, ANEF, FAAN, Independent Trustee
- Dr. David Harpool, JD, PhD, Independent Trustee
- Dr. Shelley A. Johnson, EdD, MSN, MBA, RN, NE-BC, CNE, Independent Trustee
- Fabienne Jones, Owner Trustee
- William Jones, MBA, MA, RN, MSN, Owner Trustee
- Virgil Opfer, MBA, Owner Trustee

Administration

- Dr. John Smith-Coppes, President and Chief Executive Officer (Officer)
- Shea Smith, Chief Financial Officer (Officer)
- Dr. Lynn Bilder, Vice Provost
- Heather Bailey, Chief of Staff (Officer)
- Dr. Janet Houston, Dean of Nursing
- Ann Johnson, Vice President of People & Culture
- Phillip Kagol, Vice President of Enrollment Management
- Tricia Kingsley, Director of Legal Affairs & Associate Counsel
- Joshua Knotts, Senior Vice President of Strategy and Experience
- Dr. Nicolette Watkins, Vice President of Teaching and Learning
- Stephanie Williamson, Campus Director
- Megan Zurkan, Vice President of Marketing & Development

Non-Discrimination Policy

Joyce University has a strong commitment to the principles and practices of equal opportunity for all throughout the community. 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.

ACCREDITATION

Northwest Commission on Colleges and Universities (NWCCU)

Joyce University is a member institution with Northwest Commission on Colleges and Universities. 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

8060 165th Avenue NE, Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

Accrediting Commission for Education in Nursing (ACEN)

The Associate of Science in Nursing Degree program at Joyce University of Nursing and Health Sciences at the Draper campus in Draper, Utah is accredited by the:

ACCREDITING COMMISSION FOR EDUCATION IN NURSING

3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326
(404) 975-5000
<https://www.acenursing.org/>

Commission on Collegiate Nursing Education (CCNE)

The Bachelor of Science in Nursing Degree program (BSN) and the Master of Science in Nursing Degree Program (MSN) at Joyce University of Nursing and Health Sciences are accredited by the:

COMMISSION on COLLEGIATE NURSING EDUCATION

655 K Street NW, Suite 750
Washington, DC 20001
202-887-6791
<https://www.aacnursing.org/ccne-accreditation>

American Occupational Therapy Association (AOTA)

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

6116 Executive Boulevard, Ste 200
Bethesda, Maryland 20852-4929
(301) 652-AOTA
www.acoteonline.org

American Holistic Nurses Credentialing Corporation (AHNCC)

In addition to the accreditation listed above, the Bachelor of Science in Nursing – RN to BSN Degree Program is currently endorsed by the American Holistic Nurses Credentialing Corporation

AMERICAN HOLISTIC NURSES CREDENTIALING CORPORATION

811 Linden Loop
Cedar Park, Texas 78613
512-528-9210
www.ahncc.org

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

State Authorization and Professional Licensing Boards**Utah Division of Consumer Protection**

Joyce University holds a Certificate of Post Secondary State Authorization issued by the State of Utah.

Division of Consumer Protection
160 East 300 South, 2nd Floor P.O. Box 146704
Salt Lake City, Utah 84114-6704
(801) 530-6601
www.dcp.uthah.gov

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/>

California Bureau for Private Postsecondary Education (BPPE)

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

Bureau for Private Postsecondary Education
PO Box 980818
West Sacramento, CA 95798
(916) 574-8900
www.bppe.ca.gov/

Utah Board of Nursing

The Associate of Science in Nursing (ASN) and the Bachelor of Science in Nursing 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>

Arizona State Board of Nursing

The accelerated Bachelor of Science (aBSN) is approved by the Arizona Board of Nursing.

Arizona State Board of Nursing
1740 W. Adams, Suite 2000
Phoenix, AZ 85007
<https://www.azbn.gov/>

FACILITIES AND EQUIPMENT

Joyce University campus is located at 12257 Business Park Drive, Draper, Utah. The campus occupies 60,000 square feet, comprising the following:

- Occupational Therapy Assistant Lab and Sensory Room
- Anatomy & Physiology Lab
- Anatomy & Physiology Lecture Room
- Chemistry Lab
- Center for Teaching and Learning (CTL)
- Student Resource Center
- Student Lounge with vending services (Zonk's)
- Quiet Study Center (Flo's)
- Testing Center
- Administrative and Faculty offices
- The Joyce Johnson Center of Simulation (JJC) is a state-of-the art 15,000 square foot facility which includes:
 - Twelve healthcare program simulation suites patterned after hospital rooms complete with hospital grade equipment and supplies
 - One practitioner clinical examination room
 - Adult, obstetric, pediatric, and neonatal high-fidelity patient simulators
 - Adult mid-fidelity patient simulators
 - Medication dispensing system and supply room
 - SimCapture for audio/video recording capabilities
 - Briefing rooms
 - Six skills training labs with patient care manikins, task trainer models, along with supplies and equipment similar to what is used in hospitals, medical facilities and clinics

Student Building Access

The student access policy at Joyce University defines students as currently enrolled individuals who are provided with an ID badge. Access to University buildings and facilities is restricted to specific areas based on their academic programs or extracurricular activities. Unauthorized duplication or use of student access credentials is strictly forbidden and may lead to disciplinary consequences. Refer to Table A1 for the student badge schedule. Additionally, campus spaces can be temporarily closed for repairs or maintenance, requiring students to relocate or vacate as needed.

Designated student study areas are available to students 7 days a week, 24 hours per day badge access to the following spaces:

- Main Doors
- Flo's
- Zonks
- Student Resource Center

Table A1: Below shows the times students can access room/areas of the building:

	Simulation Labs	Student A&P Lecture	Student A&P Lab	Student Chem Lab	CTL Learning Space	OTA Classroom
	Rooms 1 - 12	Room 2060	Room 2051	Room 2049	Room 2066	Room 2063
Monday	5:30am - 9:30pm	6:30am - 7:00pm	6:30am - 7:00pm	6:30pm - 5:00pm	8:00am - 6:30pm	6:00am - 6:00pm
Tuesday	5:30am - 9:30pm	6:30am - 7:00pm	6:30am - 7:00pm	6:30pm - 5:00pm	8:00am - 8:30pm	6:00am - 6:00pm
Wednesday	5:30am - 9:30pm	6:30am - 7:00pm	6:30am - 7:00pm	6:30pm - 5:00pm	8:00am - 6:30pm	6:00am - 6:00pm
Thursday	5:30am - 9:30pm	6:30am - 7:00pm	6:30am - 7:00pm	6:30pm - 5:00pm	8:00am - 6:30pm	6:00am - 6:00pm
Friday	5:30am - 9:30pm	6:30am - 7:00pm	6:30am - 7:00pm	6:30pm - 5:00pm	8:00am - 6:30pm	6:00am - 6:00pm
Saturday		8:00am - 7:00pm	8:00am - 2:00pm			
Sunday						

ID Badge

All students are required to wear assigned Identification badges at clinical and fieldwork sites as well as on campus.

The university reserves the right to deactivate or revoke access privileges in the event of a lost or stolen identification card until a replacement is issued.

ID Badge Replacement

For a replacement ID badge, students should first visit the receptionist to pay a \$10.00 fee and present a government-issued ID (See Below). After the fee has been paid, students present the receipt to the IT ServiceDesk to receive the replacement ID badge.

Acceptable forms of ID are:

- Valid Driver's License
- Birth Certificate
- State-issued Identification Card
- Social Security Card
- Military Identification Card
- Passport or Passport Card

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
- Nursing and Allied Health
- Family Health
- Health Management
- Biology Journals
- 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

ADMISSIONS INFORMATION

Admissions Policy

Admission to Joyce University programs is based upon available facilities, resources within Joyce University, and the community. Prospective students are required to adhere to established admission deadlines in order to be accepted, in addition to providing the required documentation specific to each program, as required by Joyce University. Applicants must meet program specific requirements, in addition to all general admission requirements. Some programs have specific admission requirements in addition to the general requirements listed below, please refer to the program page for any additional requirements.

In addition to program specific requirements, all applicants must meet the following 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).
- Successfully pass a qualifying entrance examination(s), when required
- Complete Smarter Measure Assessment
- 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 in accordance with Joyce University's Policies

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. Prospective students will be notified in writing of the determination.

Mandatory New Student Orientation

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

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 also 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 will conduct background/drug screenings 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, in accordance with applicable laws. Joyce University may release information obtained from the background/drug screenings and reference checks to clinical providers as required 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.
- An applicant may not be admitted if the criminal history report indicates a pending felony or misdemeanor charge.
- 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.

NOTICE:

Joyce University reserves the right to deny admission to any applicant who has a criminal record or pending criminal charges, or fails to fully disclose the nature or extent of any felonies, misdemeanors, or criminal convictions. Joyce University may deny admission based on an adverse result of a background, drug, or fingerprint screening.

Entrance Examinations

Smarter Measure

Completion of the Smarter Measure Assessment 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:

- Associate of Science in Nursing Degree
- Bachelor of Science in Nursing Degree (excludes Accelerated BSN and RN to BSN Programs)
- Associate of Science Degree – Occupational Therapy Assistant

A minimum cumulative passing score of 60%, with a minimum score of 60% on the Reading section is required for admission. For Associate of Science in Nursing applicants with residency outside the state of Utah for enrollment starting Spring Semester 2024 or later, all components including science must be completed and a minimum cumulative passing score of 65% is required for admission.

Passing TEAS exam score is valid for one year from the date administered. Results from a TEAS exam proctored in a manner acceptable as determined by Joyce University within the past 12-months may be accepted. The TEAS exam may be taken three (3) times within a 12-month period.

Applicants who meet one or more of the following will have the Entrance Examination requirements waived as a condition of admission.

- 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
- ACT minimum score of 20
- SAT minimum score of 1000

General Admissions Requirements

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. Joyce University reserves the right to deny admission to an otherwise qualified applicant, or defer qualified applicants to future start dates.

Student Location Policy

An potential and/or enrolled student must keep the University updated on their current residential location, as relocation to another state may adversely impact a student's ability complete the program and/or obtain state issued licensure.

TUITION, BOOKS AND FEES SCHEDULE

The breakdown of tuition and fees are published for each program description in this catalog. The following information is effective for all new programmatic enrollments beginning in or after Spring Semester 2024.

TUITION (Effective with Spring, 2024 Start Date)	PER CREDIT	TOTAL CREDITS IN PROGRAM
ASN Core Course Credits	\$925	See Program Cost Breakdown
ASN General Education Course Credits	\$475	See Program Cost Breakdown
BSN Core Course Credits	\$725	See Program Cost Breakdown
BSN General Education Course Credits	\$475	See Program Cost Breakdown
RN to BSN Core Course Credits	\$254	See Program Cost Breakdown
RN to BSN General Education Course Credits	\$254	See Program Cost Breakdown
OTA Core Course Credits	\$760	See Program Cost Breakdown
OTA General Education Course Credits	\$475	See Program Cost Breakdown
MSN Core Course Credits	\$560	See Program Cost Breakdown
MSN Specialty Course Credits	\$560	See Program Cost Breakdown
RESOURCES	AMOUNT	DESCRIPTION
NCLEX Resources Fee	\$2,980	One-Time Fee
CHARGES	AMOUNT	DESCRIPTION
Entrance TEAS Test	\$40	One-time fee, per test attempt
Physical/Mental exam	Varies	Paid directly to physician or clinic
Background Check and Drug Screening	\$109	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	\$8	Each Request
Diploma Replacement	\$25	Each Request

The breakdown of tuition and fees are published for each program description in this catalog. The following information is effective for all new programmatic enrollments beginning in Fall Semester 2023.

TUITION (Effective with Fall, 2023 Start Date)	PER CREDIT	TOTAL CREDITS IN PROGRAM
General Education Course Credits	\$475	See Program Cost Breakdown
ASN Core Course Credits	\$925	See Program Cost Breakdown
BSN Core Course Credits	\$725	See Program Cost Breakdown
RN to BSN Core Course Credits	\$520	See Program Cost Breakdown
OTA Core Course Credits	\$760	See Program Cost Breakdown
MSN Core Course Credits	\$560	See Program Cost Breakdown
MSN Specialty Course Credits	\$560	See Program Cost Breakdown
RESOURCES	AMOUNT	DESCRIPTION
NCLEX Resources Fee	\$2,980	One-Time Fee
CHARGES	AMOUNT	DESCRIPTION
Entrance TEAS Test	\$40	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	\$8	Each Request
Diploma Replacement	\$25	Each Request

The breakdown of tuition and fees are published for each program description in this catalog. The following tuition, books, and fees schedule is effective for program enrollment prior to fall, 2023. This schedule represents the tuition, books and fees through graduation for enrollments started prior to fall, 2023.

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 to 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
MSN Core Course Credits	\$425	See Program Cost Breakdown
MSN Concentration Course Credits	\$500	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	\$40	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	\$8	Each Request
Diploma Replacement	\$25	Each Request

Books and Supplies Purchase Policy

Students at Joyce University enrolled in a program prior to Fall 2023 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 (7th) 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 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 Joyce University Transfer policies. 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

Program Cost Breakdown, Effective Spring 2024 Start Date, for New Program Enrollments

The following program cost breakdown is effective for program enrollment in or after spring, 2024. This schedule represents the program cost through graduation for enrollments started in or after spring, 2024.

Associate of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$475	30	\$14,250
ASN Core Course Credits	\$925	39	\$36,075
NCLEX Resource Fee			\$2,980
Total Estimated Program Cost			\$53,305
Bachelor of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$475	52	\$24,700
BSN Core Course Credits	\$725	68	\$49,300
NCLEX Resource Fee			\$2,980
Total Estimated Program Cost			\$76,980
Bachelor of Science in Nursing - RN to BSN			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$254	9	\$2,286
RN-BSN Core Course Credits	\$254	42	\$10,668
Total Estimated Program Cost			\$12,954
Bachelor of Science in Nursing - Accelerated BSN			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$475	17	\$8,075
aBSN Core Course Credits	\$725	68	\$49,300
NCLEX Resource Fee			\$2,980
Total Estimated Program Cost			\$60,355
Master of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
MSN Core Course Credits	\$560	15	\$8,400
MSN Specialty Course Credits	\$560	17	\$9,520
Total Estimated Program Cost			\$17,920
Associate of Science in Occupational Therapy Assistant			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$475	21	\$9,975
OTA Core Course Credits	\$760	45	\$34,200
Total Estimated Program Cost			\$44,175

Program Cost Breakdown, Effective Fall 2023 Start Date, for New Program Enrollments

The following program cost breakdown is effective for program enrollment in fall, 2023. This schedule represents the program cost through graduation for enrollments started in fall, 2023.

Associate of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$475	30	\$14,250
ASN Core Course Credits	\$925	39	\$36,075
NCLEX Resource Fee			\$2,980
Total Estimated Program Cost			\$53,305
Bachelor of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$475	52	\$24,700
BSN Core Course Credits	\$725	68	\$49,300
NCLEX Resource Fee			\$2,980
Total Estimated Program Cost			\$76,980
Bachelor of Science in Nursing - RN to BSN			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$475	9	\$4,275
RN-BSN Core Course Credits	\$520	42	\$21,840
Total Estimated Program Cost			\$26,115
Bachelor of Science in Nursing - Accelerated BSN			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$475	17	\$8,075
aBSN Core Course Credits	\$725	68	\$49,300
NCLEX Resource Fee			\$2,980
Total Estimated Program Cost			\$60,355
Master of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
MSN Core Course Credits	\$560	15	\$8,400
MSN Specialty Course Credits	\$560	17	\$9,520
Total Estimated Program Cost			\$17,920
Associate of Science in Occupational Therapy Assistant			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$475	21	\$9,975
OTA Core Course Credits	\$760	45	\$34,200
Total Estimated Program Cost			\$44,175

Program Cost Breakdown, Program Enrollment Prior to Fall, 2023

The following program cost breakdown is effective for program enrollment prior to fall, 2023. This schedule represents the program cost through graduation for enrollments started prior to fall, 2023.

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
Total Estimated Program Cost			\$60,105
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
Total Estimated Program Cost			\$75,880
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
Total Estimated Program Cost			\$24,925
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
Total Estimated Program Cost			\$59,430
Master of Science in Nursing, Nursing Leadership Track: Concentration in Executive Nursing Leadership			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
MSN Core Course Credits	\$425	16	\$6,800
MSN Specialty Course Credits	\$500	16	\$8,000
Books and Supplies Estimate			\$786
Technology Fees			\$2,250
Total Estimated Program Cost			\$17,836

Master of Science in Nursing, Nursing Leadership Track: Concentration in Nursing Education			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
MSN Core Course Credits	\$425	16	\$6,800
MSN Specialty Course Credits	\$500	16	\$8,000
Books and Supplies Estimate			\$855
Technology Fees			\$2,250
Total Estimated Program Cost			\$17,905
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 Fees			\$6,000
NCLEX Resources Fee			\$2,980
Total Estimated Program Cost			\$76,455
Master of Science in Nursing - BSN to MSN			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
BSN-MSN Core Course Credits	\$425	35	\$14,875
Books and Supplies Estimate			\$1,115
Technology Fees			\$2,250
Total Estimated Program Cost			\$18,240
Associate of Science in Occupational Therapy Assistant			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
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
Total Estimated Program Cost			\$43,625

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. This section is applicable through graduation for enrollments started prior to fall, 2023. This section does not apply to new students with an initial programmatic enrollment beginning Fall 2023 or later.

Direct Path: Programmatic Ladder Options & Cost Summary

Direct Path is a unique way to ladder, or bridge, multiple academic programs in order to obtain cost savings, coursework efficiencies, and seamless programmatic matriculation. Direct Path entrance options are not standalone academic programs. Direct Path entrance options (programmatic bridge options) allow initial program applicants to identify their multi-degree intent at the beginning of their student journey through the execution of an Enrollment Agreement (EA) addendum; the EA Addendum includes all qualifications and limitations of the program ladder option. With a signed agreement on file, a student can secure current tuition pricing and seamless program matriculation as long as continuous enrollment is maintained. There is no obligation for enrolling in the subsequent program should the applicant sign a Direct Path EA Addendum. Current Direct Path programmatic ladders and cost summaries are represented below:

Direct Path MSN: aBSN Program to MSN (Nursing Leadership Track, either concentration)			
Description (Fall 2023 Enrollment & EA Addendum)	Separate Program Tuition	Maximum Direct Path Savings	Direct Path: Program(s) Tuition
Program 1: aBSN Course Credits and NCLEX Resource Fee	\$60,355		
Ladder savings in Program 1*		(\$990)	\$59,365
Program 2: MSN Course Credits	\$17,920		
Ladder savings in Program 2**		(\$3,360)	\$14,560
Total Tuition for both Programs	\$78,275	(\$4,350)	\$73,925

*MSN Courses (Take up to 6 credits: \$560/credit price, replace \$725/credit price per credit)

**MSN Courses transferred in from aBSN Portion of the Ladder (reduce credits by 6)

- *Direct Path participation allows BSN course NUR443 to be replaced by MSN course NUR504 as an equivalent towards degree completion in the Bachelor of Science in Nursing – Accelerated Program*
- *Direct Path participation allows BSN course NUR453 to be replaced by MSN course NUR502 as an equivalent towards degree completion in the Bachelor of Science in Nursing – Accelerated Program*
- *If NUR504 and NUR502 are taken and passed successfully in a Joyce University undergraduate BSN program (BSN, aBSN, or RN to BSN), these courses are eligible for full transfer into the MSN Nursing Leadership Track Program (either concentration)*

Direct Path MSN: RN to BSN Program to MSN (Nursing Leadership Track, either concentration)			
Description (Fall 2023 Enrollment & EA Addendum)	Separate Program Tuition	Maximum Direct Path Savings	DirectPath: Program(s) Tuition
Program 1: RN to BSN Course Credits	\$26,115		\$26,115
Program 2: MSN Course Credits	\$17,920		
Ladder savings in Program 2**		(\$3,360)	\$14,560
Total Tuition for both Programs	\$44,035	(\$3,360)	\$40,675

**MSN Courses transferred in from aBSN Portion of the Ladder (reduce credits by 6)

- *Direct Path participation allows BSN course NUR443 to be replaced by MSN course NUR504 as an equivalent towards degree completion in the Bachelor of Science in Nursing – RN-BSN Program*
- *Direct Path participation allows BSN course NUR453 to be replaced by MSN course NUR502 as an equivalent towards degree completion in the Bachelor of Science in Nursing – RN-BSN Program*
- *If NUR504 and NUR502 are taken and passed successfully in a Joyce University undergraduate BSN program (BSN, aBSN, or RN to BSN), these courses are eligible for full transfer into the MSN Nursing Leadership Track Program (either concentration)*

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 an 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, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or 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

The Joyce University 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. Each student's eligibility for financial aid is based on their information as provided 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.

Joyce University is approved by the U.S. Department of Education to participate in Federal Student Aid programs (Title IV Funds) for its programs. Students requesting financial aid assistance must submit a Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov. Joyce University uses the information submitted by students and their families (if applicable) to determine their financial aid eligibility. 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, $\frac{3}{4}$ Time, $\frac{1}{2}$ Time or Less-Than-Half-Time (LTHT)), and the length of the academic year.

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 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

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 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)

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 in accordance with the terms of the lender.

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 1st 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 are no associated fees, and payment plans are interest free. Additional terms and conditions may apply as outlined per 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.

ASN Alumni Scholarship

The ASN Alumni Scholarship is offered to students who have earned their Associate of Science in Nursing degree from Joyce University and begin enrollment in the RN to BSN program at Joyce University starting spring, 2024, and beyond. Students are eligible for a maximum award of \$2,000 across a maximum of four semesters. Students must maintain a CGPA of 3.0 to maintain eligibility for each semester.

BSN Alumni Scholarship

The BSN Alumni Scholarship is offered to students who have earned their Bachelor of Science in Nursing degree and are enrolled in an MSN program at Joyce University. 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.

International Clinical Scholarship

The International Clinical Experience Scholarship is offered to students already accepted to attend an international clinical experience. Students are eligible for a one-time award up to a maximum of \$1500.

RN to BSN Scholarship

RN to BSN Scholarship is offered to students who are new enrollees in the RN to 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.

Note: The RN to BSN Scholarship is effective for students with RN to BSN program enrollments prior to spring, 2024.

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 follows:

Undergraduate Programs:

- 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

Graduate Programs:

- Full-Time status equals 6 credits or more
- Half-Time status equals 3 credits to 5 credits
- Less-than-half time (LTHT) equals 2 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:

The U.S. Department of Education determines eligibility and they may update or change at any time without notice. Joyce University does not 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.

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**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.

Title IV Credit Balance Policy

A Title IV credit balance occurs when the institution applies title IV, Higher Education Act (HEA) program funds to a student account that exceeds 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 the following options:

1. Return any Title IV credit balance to the appropriate lender to reduce my loan debt
2. Return any Title IV credit balance to you
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.

Federal Financial Aid Refund Policy

Joyce University is required by law 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 catalog in effect at time of re-enrollment will apply including the curriculum, 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. More information can be found under the Re-entry Policy in this Catalog.

Financial Aid Suspension

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 Policy 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.

ACADEMIC POLICIES AND INFORMATION

Transfer of Credit Policy

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 equivalent or 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 level transfer credit limit is no greater than 50% of the credits required for the program. See below for course information.

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 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 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 to BSN)

- COM Course
 - Any communications course at any college 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
 - Courses at any college level are acceptable for transfer
- 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 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 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/SOC Courses
 - 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 transfer of credit into or out of Joyce University and/or into or out of other academic institutions. Transferability of credit is at the discretion of the receiving institution, and it is the student's responsibility to confirm whether credits will be accepted by another institution. It is highly recommended that a students obtain confirmation that Joyce University will accept any credits earned at another college and/or should contact any other educational institutions they may attend to inquire directly about their Transfer of Credit policy.

Official Transcript Policy

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.

Changes to Delivery of Program and Services

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 (Student Success 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 Policy

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).

Proctoring Policy

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 Policy and Expectations

The clinical or fieldwork portion of the program (if required) can only begin if the student is fully prepared, able, and willing to represent themselves and Joyce University. 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. Numerous 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.

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.

Students are responsible for arranging their own transportation to clinical and fieldwork facilities. Students who participate in clinical rotations or fieldwork requiring travel to regional, national, and international locations may be responsible for their own travel arrangements, 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 but not limited to 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 Policy.

Clinical/Fieldwork Sites and Vaccination Requirements Policy

Each clinical/fieldwork facility and partner has its own vaccination policy and requirements, which includes determining their own exemption policy and process for all personnel, including students. Some clinical/fieldwork providers do not allow for any exemptions under any circumstances. Joyce University cannot control, including granting exemptions, any a clinical/fieldwork partner's vaccination requirements.

There is no guarantee that a clinical/fieldwork partner will grant a student's exemption request. The length of time a clinical/fieldwork site takes to make a determination about a student's exemption request should be taken into account, as it may cause a delay in the start of the student's clinical/fieldwork rotation. If the assigned clinical/fieldwork site will not approve a student's exemption request, Joyce University is not responsible for finding an alternate site, which may jeopardize a student's ability to progress in or complete their program.

Attendance Policy

Students are expected to attend all sessions of the courses for which they are registered, commensurate with the expectations of employers within the healthcare industry.

Attendance Requirements

Attendance is mandatory for all Joyce University courses including all course components. In courses with face-to-face component(s), attendance is recorded by faculty. In online synchronous lectures, students must participate with their camera on, in the camera frame, and remain 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 who incur more than one absence will be withdrawn from the course, unless otherwise required by law. If the course has multiple components (Lecture, Clinical/Fieldwork, Lab, Simulation) 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.)

Any absence should only be the result of an extenuating circumstance. 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 whether the circumstance qualifies as extenuating. Only absences resulting from extenuating circumstances will be considered in the student petition to be re-instated in the course should the student be withdrawn based upon multiple absences. 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.

An extenuating circumstance is defined as a significant life event beyond an individual's control that has an extreme impact on their ability to meet expectations or fulfill obligations. The final determination of whether an event constitutes an extenuating circumstance is made by program leadership.

Nursing Experiential Learning Session: Includes any scheduled class or shift for nursing clinical, simulation, and skills lab.

Experiential Absence: Students should not expect to be eligible for makeups from an experiential learning session/shift due to personal events such as work, travel, or family. If the absence is not eligible for makeup, the student will not meet the hour requirement of the experiential component and therefore will not be able to pass the course. In the event of an extenuating circumstance, an attendance exception may be requested. If a student is absent, they must provide documentation to support the extenuating circumstance within 48 hours of the missed experiential learning session/shift. If documentation is provided from a medical provider, the visit must be within 48 hours of the missed experiential session and include provider name, location of visit, date of visit and date of excusal. A makeup class or shift may be provided for an approved attendance exception, if available. If an appropriate experiential learning makeup opportunity is not available, the course may need to be repeated based on the student's inability to achieve the requisite hour requirement necessary to pass the course. An absence related to non-compliance with experiential learning requirements does not qualify for experiential learning make up.

OTA Fieldwork Attendance Policy

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 simulation.

Nursing Didactic, General Education, and OTA Didactic courses:

Students who miss 25% or more of the total class time will be marked absent. Students who are not present for the entirety of a class but who miss less than 25% will receive a tardy. Three tardies in a single course will result in an absence.

Nursing Experiential Learning Session:

Students who miss 10 minutes or more of the total class time will be marked absent. Students who miss 1-9 minutes of total class time will be marked tardy. An absence will be assigned if a student is tardy to an experiential learning session/shift 3 times. This absence will not be considered for a makeup.

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.

Active Not Attending Status Policy

Students enrolled in the RN to BSN, BSN, aBSN 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 Policies

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 14th 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.

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 an 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.

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 administratively 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.

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

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

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 core course failures and/or same core 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 core course failures and/or same core 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-apply for admission..

Re-entering students will be subject to current institutional and programmatic admissions policies and will be responsible for reading and understanding the current University 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.

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
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
Master of Science in Nursing Degree – Nursing Leadership Track with a concentration in either Executive Nursing Leadership or Nursing Education	32	48

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/Student Success Advisor through the Financial Aid Warning period. The Student Success 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) 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, or OTA 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. In courses with multiple components (e.g., didactic, lab, simulation, clinical), failure to pass one or more components of the course will result in a failing grade in the course as a whole. Assuming all course components are passed, the grade of record will be the letter grade earned in the didactic component of the course.

The required passing grade varies by course area, course component, and program, as outlined in the table below:

Course Area/Course Component	Passing Grade
General Education Course*	74% (C)
Undergraduate Core Course	77% (C+)
Graduate Course	84% (B)
Nursing Experiential Learning Component (Skills Lab, Simulation and Clinical)	85% (Pass)
*Select General Education courses require a minimum of 77% to earn credit and progress within the program of study. See program specific requirements.	

Letter Grade	Percentage	GPA Equivalent
A	94 – 100%	4.0
A-	90 – 93%	3.7
B+	87 – 89%	3.3
B	84 – 86%	3.0
B-	80 – 83%	2.7
C+	77 – 79%	2.3
C	74 – 76%	2.0
C-	70 – 73%	1.7
D+	67 – 69%	1.3
D	64 – 66%	1.0
D-	60 – 63%	0.7
F	0 – 59%	0.0

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), or OTA 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. If the threshold is not achieved, the total exam score average will be the grade of record.

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 and they will receive a response from the appropriate academic leader.

Late Work Policy

Students are expected to complete all assignments, quizzes, and exams by the designated deadline found in the assignment details and/or course syllabus. Students must contact their faculty to request to turn in an assignment, quiz, or exam past the deadline. If the opportunity is granted for a late submission, students will have a 15% reduction from the total points earned on the assignment, quiz, or exam for each day that it is late up to 48 hours after the deadline. An assignment, quiz or exam is considered one day late as soon as the deadline has passed. After 24 hours beyond the deadline, it is considered two days late. When 48 hours have passed from the deadline, it will no longer be accepted, and the student will earn a zero.

Joyce University understands that there are times that turning in an assignment, quiz or exam on time may not be possible due to extenuating circumstances. In these cases, students must submit supporting documentation of an extenuating circumstance and request from their instructor permission to turn in their assignment, quiz, or exam late for the opportunity to earn full credit. Student situations will be reviewed on an individual basis. Consideration and resolution of late work is within the sole discretion of the University.

The Late Work Policy does not apply to final exams, discussion boards, lab/simulation sign offs or other experiential learning requirements.

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

STUDENT RIGHTS AND RESPONSIBILITIES

Appeals Policy and Procedure

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 must 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.

1. 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.

2. Appealing a Dismissal Due to Poor Academic Performance

Students who are appealing to return from re-entry to Joyce University after a dismissal should reach out to their Student Success Advisor for guidance and 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.

3. 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.

4. 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.

Grievance Policy and Procedure

Concerns, complaints, or problems that are not covered by the Appeals Policy should first be discussed with the involved faculty/staff member. Advocating for yourself in a professional and respectful manner is always encouraged at Joyce University. 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. The student will receive a response from the appropriate academic or administrative leader.

Grievance Process:

If a student has taken reasonable efforts 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.

Non-Retaliation Policy

Retaliation against any Joyce University student for bringing forward a complaint, appeal, grievance, or concern in good faith is strictly prohibited. Any claims of retaliation will be investigated and resolved under the complaint procedures of the University.

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 (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 advise 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 University to comply with the requirements of FERPA.

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

Student Privacy Policy Office
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

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. While Joyce University does not provide testing for the identification of learning disabilities, if a student suspects they may have a disability, they may meet with the ADA Coordinator to discuss options for testing by an outside agency, at their own expense.

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 ann.johnson@joyce.edu

Title IX 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 University. 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, ann.johnson@joyce.edu

UTAH 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

- Complaints relating to an institution’s quality of education may be referred to the institution’s accreditor. Please refer to Accreditation information on page 10 for contact information.

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, academic growth, and safety. 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 and/or offensive 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

A student is required to disclose conviction of any felony, misdemeanor, or criminal act that occurs while enrolled in a Joyce University program. 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. Joyce University shall not be

responsible for any student's inability or ineligibility to continue their education, secure student financial assistance, a clinical or fieldwork site, certification, licensure, or employment in his or her field of study as a result of such conduct.

Online and Social Media Conduct Policy

As a healthcare professional, 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, including dismissal. This includes remarks made via social media whether on or off campus, during or outside of University hours.

Harassment

Joyce University has a zero-tolerance policy toward harassment of any type. Harassment is defined as any conduct, including 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. Anyone who believes they are a victim of harassment or related conduct, should report the incident immediately to a faculty member, Program Director or Dean, and any other Campus Administrator.

Unwanted comments and/or advances of a sexual nature directed toward faculty, staff members, or other students will not be tolerated. Such behavior is grounds for immediate dismissal from the University. 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.

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

For the safety and comfort of all, 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. 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

In accordance with Drug-Free Schools and Communities Act, Joyce University is committed to providing a safe and drug-free learning environment and workplace. 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 may face disciplinary action up to and including dismissal from the University. 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 at Joyce University. 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

Joyce University is committed to providing a safe working and learning environment, and prohibits the possession or use of weapons and firearms at all University facilities, and all University sponsored activities. Prohibited items include, but are not limited to, firearms (encompassing handgun, pistol, revolver, shotgun, short-barreled shotgun, rifle, or any device which expels a projectile by action of an explosion), bb/pellet guns, paint guns, arrows, swords and/or knives, and pocket/utility knives. Prohibited items include weapons that are not loaded, non-functioning, or that are used for display/simulation, including toys.

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. 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.

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.

Jeanne Clery Disclosure of Campus Security Policy

Joyce University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistic Act, and the Annual Security Report is available for review.

ACADEMIC INTEGRITY POLICY

Academic integrity is highly valued, and expected, 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 access is a privilege and requires that individual users act responsibly. Users must respect others' rights, respect the integrity of the systems and related physical resources, and comply with all relevant laws, regulations, and contractual obligations. Under federal and state laws, students may have rights to access information about themselves contained in computer files. Files may be subject to search under court order. In addition, system administrators may access user files in order 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 compromised in any way.

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, share in the exchange of ideas through appropriate media, and use browsers and other tools to search and find needed information.

The internet is a very large set of connected computers whose users 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 base of users, but the early codes of conduct persist, crossing boundaries of geography and government to make its use a more positive and productive experience. Students are expected to observe these informal standards and be "good digital citizens".

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 all Joyce University computer and network resources. Additional policies, terms and conditions may be in place for other 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 Joyce University policy, state, or federal laws.

Infractions by students may result in the temporary or permanent restriction of access privileges, notification to university administration, or possible dismissal from the program. Offenses in violation of local, state, or federal laws, will be reported to the appropriate authorities.

Computer Requirements

A personal computer with reliable internet access is essential for all students. Course content, books, and other materials are delivered through online learning management and associated systems. Students should have a contingency plan in place should access to their primary computer become unavailable.

Students will also need Microsoft Office 365 / Microsoft Office 2016 or better, and up-to-date anti-virus software. All software must be installed, updated, and ready for use prior to the start of class.

Minimum System Specifications

1. Operating System
 - a. Microsoft Windows 10 Anniversary Update (Windows 10 RT/S excluded)
 - b. Mac OS X 10.13 – 10.15
2. Internet Browser:
 - a. Firefox 72 or newer with cookies enabled
 - b. Google Chrome 80 or newer
3. Processor
 - a. PC: 2.3 GHz Dual Core
 - b. Mac: 2.0 GHz Intel processor
4. Hard Drive
 - a. 160 GB
5. Memory
 - a. 8 GB RAM
6. Screen Resolution
 - a. PC: 1366 x 768
 - b. Mac: 1280 x 800
7. Universal Serial Bus (USB) Port
8. Keyboard and mouse / touchpad
9. Webcam with microphone
10. Network Connectivity
 - a. 10/100/1000 GB Ethernet Port and/or
 - b. 802.11b/g/n/ac/ax Wireless
11. Java Plugin v8.0 or higher

Note: Devices such as Chromebooks, tablets, (Android, iOS), or other mobile devices are not supported.

STUDENT SUPPORT SERVICES and 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 Student Success Advising. Students should contact the specific office for support and/or assistance.

Student Success Advising

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

Student Success 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

ACADEMIC CALENDAR

- The following programs have 15 week courses and follow the Full Semester start dates:
 - Associates of Science - Nursing Degree Program
 - Associates of Science – Occupational Therapy Assistant Program
 - Bachelor of Science in Nursing Degree Program
 - Bachelor of Science in Nursing – Accelerated BSN Degree Program.
 - Master of Science in Nursing – Nursing Leadership Track: Concentration in Executive Nursing Leadership
 - Master of Science in Nursing– Nursing Leadership Track: Concentration in Nursing Education
 - Master of Science in Nursing - Direct Entry MSN Degree Program
- The following programs have 7.5 week courses and follow the Term start dates:
 - Bachelor of Science in Nursing – RN to BSN Degree Program (for students who enroll fall 2023 or later)
 - Master of Science in Nursing – Nursing Leadership Track: Concentration in Executive Nursing Leadership
 - Master of Science in Nursing– Nursing Leadership Track: Concentration in Nursing Education
- The following programs have 5 week courses and follow the Module Block start dates:
 - Bachelor of Science in Nursing – RN to BSN Degree Program (for students who enroll summer 2023 or earlier)
 - Master of Science in Nursing - Direct Entry MSN Degree Program
 - Master of Science in Nursing – BSN to MSN Degree Program

Joyce 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

NOTE: Students completing clinical, and, fieldwork, *hours must follow the holiday and work schedules of the facilities where they are completing these requirements. i.e.* 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.

Academic Calendar 2023

Spring Semester 2023			
Tuesday, January 3, 2023 through Friday, January 6, 2023			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Monday, January 9, 2023	Sunday, April 23, 2023	1/16/23 - Martin Luther King, Jr. Day
Module Block A Start	Monday, January 9, 2023	Sunday, February 12, 2023	
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			
	Semester Start Date	Semester End date	Holidays
Standard Semester Start	Monday, January 9, 2023	Sunday, April 23, 2023	1/16/23 - Martin Luther King, Jr. Day
Extended Semester Start			
Courses - OTA 270, OTA 280, OTA 290	Tuesday, January 3, 2023	Sunday, April 23, 2023	2/20/23 - President's Day
Summer Semester 2023			
Monday, May 1, 2023 through Friday, May 5, 2023			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Monday, May 8, 2023	Sunday, August 20, 2023	5/29/23 - Memorial Day
Module Block A Start	Monday, May 8, 2023	Sunday, June 11, 2023	
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	
Extended Semester Start for OTA270, OTA280, OTA290	Monday, May 1, 2023	Sunday, August 20, 2023	7/04/23 - Independence Day
Fall Semester 2023			
Monday, August 28, 2023 through Friday, September 1, 2023			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	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	
Term 1 Start	Tuesday, September 5, 2023	Wednesday, October 25, 2023	11/23 - 11/24/23 - Thanksgiving
Term 2 Start	Thursday, October 26, 2023	Sunday, December 17, 2023	
Extended Semester Start for OTA270, OTA280, OTA290	Monday, August 28, 2023	Sunday, December 17, 2023	

Academic Calendar 2024

Spring Semester 2024			
Tuesday, January 2, 2024 through Friday, January 5, 2024			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Monday, January 8, 2024	Sunday, April 21, 2024	1/15/2024 - Martin Luther King, Jr. Day
Module Block A Start	Monday, January 8, 2024	Sunday, February 11, 2024	
Module Block B Start	Monday, February 12, 2024	Sunday, March 17, 2024	
Module Block C Start	Monday, March 18, 2024	Sunday, April 21, 2024	2/19/2024 - President's Day
Term 1 Start	Monday, January 8, 2024	Wednesday, February 28, 2024	
Term 2 Start	Thursday, February 29, 2024	Sunday, April 21, 2024	
Extended Semester Start for OTA270, OTA280, OTA290	Tuesday, January 2, 2024	Sunday, April 21, 2024	
Summer Semester 2024			
Monday, April 29, 2024 through Friday, May 3, 2024			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Monday, May 6, 2024	Sunday, August 18, 2024	5/27/2024 - Memorial Day
Module Block A Start	Monday, May 6, 2024	Sunday, June 9, 2024	
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	
Term 1 Start	Monday, May 6, 2024	Wednesday, June 26, 2024	7/04/2024 - Independence Day
Term 2 Start	Thursday, June 27, 2024	Sunday, August 18, 2024	
Extended Semester Start for OTA270, OTA280, OTA290	Monday, April 29, 2024	Sunday, August 18, 2024	
Fall Semester 2024			
Monday, August 26, 2024 through Friday, August 30, 2024			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Tuesday, September 3, 2024	Sunday, December 15, 2024	9/2/2024 - Labor Day
Module Block A Start	Tuesday, September 3, 2024	Sunday, October 6, 20224	
Module Block B Start	Monday, October 7, 2024	Sunday, November 10, 2024	
Module Block C Start	Monday, November 11, 2024	Sunday, December 15, 2024	11/28/2024 - 11/29/2024 - Thanksgiving Day Holiday
Term 1 Start	Tuesday, September 3, 2024	Wednesday, October 23, 2024	
Term 2 Start	Thursday, October 24, 2024	Sunday, December 15, 2024	
Extended Semester Start for OTA270, OTA280, OTA290	Monday, August 26, 2024	Sunday, December 15, 2024	

Academic Calendar 2025

Spring Semester 2025			
Monday, December 30, 2024 through Friday, January 3, 2025			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Monday, January 6, 2025	Sunday, April 20, 2025	
Module Block A	Monday, January 6, 2025	Sunday, February 9, 2025	1/1/2025 - New Year's Day
Module Block B	Monday, February 10, 2025	Sunday, March 16, 2025	
Module Block C	Monday, March 17, 2025	Sunday, April 20, 2025	
Term 1 Start	Monday, January 6, 2025	Wednesday, February 26, 2025	1/20/2025 - Martin Luther King, Jr. Day
Term 2 Start	Thursday, February 27, 2025	Sunday, April 20, 2025	
Extended Semester Start for OTA270, OTA280, OTA290	Monday, December 30, 2024	Sunday, April 20, 2025	2/17/2025 - President's Day
Summer Semester 2025			
Monday, April 28, 2025 through Friday, May 2, 2025			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Monday, May 5, 2025	Sunday, August 17, 2025	
Module Block A	Monday, May 5, 2025	Sunday, June 8, 2025	5/26/2025 - Memorial Day
Module Block B	Monday, June 9, 2025	Sunday, July 13, 2025	
Module Block C	Monday, July 14, 2025	Sunday, August 17, 2025	
Term 1 Start	Monday, May 5, 2025	Wednesday, June 25, 2025	6/19/2025 - Juneteenth
Term 2 Start	Thursday, June 26, 2025	Sunday, August 17, 2025	
Extended Semester Start for OTA270, OTA280, OTA290	Monday, April 28, 2025	Sunday, August 17, 2025	7/04/2025 - Independence Day
Fall Semester 2025			
Monday, August 25, 2025 through Friday, August 29, 2025			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Tuesday, September 2, 2025	Sunday, December 14, 2025	
Module Block A	Tuesday, September 2, 2025	Sunday, October 5, 2025	9/1/2025 - Labor Day
Module Block B	Monday, October 6, 2025	Sunday, November 9, 2025	
Module Block C	Monday, November 10, 2025	Sunday, December 14, 2025	
Term 1 Start	Tuesday, September 2, 2025	Wednesday, October 22, 2025	11/27/2025 - 11/28/2025 - Thanksgiving Day Holiday
Term 2 Start	Thursday, October 23, 2025	Sunday, December 14, 2025	
Extended Semester Start for OTA270, OTA280, OTA290	Monday, August 25, 2025	Sunday, December 14, 2025	

Academic Calendar 2026

Spring Semester 2026			
Monday, December 29, 2025 through Friday, January 2, 2026			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Monday, January 5, 2026	Sunday, April 19, 2026	1/1/2026 - New Year's Day
Term 1 Start	Monday, January 5, 2026	Wednesday, February 25, 2026	1/19/2026 - Martin Luther King, Jr. Day
Term 2 Start	Thursday, February 26, 2026	Sunday, April 19, 2026	
Extended Semester Start for OTA270, OTA280, OTA290	Monday, December 29, 2025	Sunday, April 19, 2026	2/16/2026 - President's Day
Summer Semester 2026			
Monday, April 27, 2026 through Friday, May 1, 2026			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Monday, May 4, 2026	Sunday, August 16, 2026	5/25/2026 - Memorial Day
Term 1 Start	Monday, May 4, 2026	Wednesday, June 24, 2026	
Term 2 Start	Thursday, June 25, 2026	Sunday, August 16, 2026	6/19/2026 - Juneteenth
Extended Semester Start for OTA270, OTA280, OTA290	Monday, April 27, 2026	Sunday, August 16, 2026	7/03/2026 - Independence Day, Observed
Fall Semester 2026			
Monday, August 24, 2026 through Friday, August 28, 2026			Mandatory Nursing Clinical Orientation Week
	Semester Start Date	Semester End date	Holidays
Full Semester Start	Monday, August 31, 2026	Sunday, December 13, 2026	9/7/2026 - Labor Day
Term 1 Start	Monday, August 31, 2026	Wednesday, October 21, 2026	
Term 2 Start	Thursday, October 22, 2026	Sunday, December 13, 2026	11/26/2026 - 11/27/2026 - Thanksgiving Day Holiday
Extended Semester Start for OTA270, OTA280, OTA290	Monday, August 24, 2026	Sunday, December 13, 2026	

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 Smarter Measure 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.

Programs are not available for residents of all states. For more information students should contact an Admissions Representative.

Associate of Science Degree Program – Occupational Therapy Assistant

DELIVERY METHOD: BLENDED

OBJECTIVE

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, 4thed.* 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.
-

PROGRAM DESCRIPTION

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) exam. 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.

CAREER INFORMATION

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

ADMISSIONS AND ADDITIONAL PROGRAM INFORMATION

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.

Important Fieldwork 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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) prior to registering in course with a fieldwork component. Failure to provide the required documentation may result in withdrawal from courses and/or program. 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.

This program is not available to residents of all states, please speak with an Admissions representative to determine your eligibility for enrollment.

PROFESSIONAL LICENSURE DISCLOSURE: The Associate of Science in Occupational Therapy Assistant (OTA) is designed to meet the educational requirement to apply for licensure as an Occupational Therapy Assistant in Utah. It has been determined that this program meets the educational requirements for licensure as an OTA in additional states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

Meets: UT, CO, TX, MO, OR, ID, AZ, WA, FL, NV, OH, PN, HI

Does Not Meet: AL, AK, AR, CA, CT, DE, DC, GA, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MT, NE, NH, NJ, NM, NY, NC, ND, OK, PA, PR, RI, SC, SD, TN, VT, VA, VI, WV, WI, WY

Accreditation

The Occupational Therapy Assistant program is programmatically accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

PROGRAM OFFERING AND LENGTH

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. Online courses in this program typically include synchronous elements where attendance is required in a virtual class at a designated time; these are in addition to asynchronous elements. Specific schedules and/or fieldwork sites cannot be guaranteed.

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

GENERAL EDUCATION COURSES

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

OTHER REQUIRED COURSES

MAT105	COLLEGE MATHEMATICS	2.00
TRM102	MEDICAL TERMINOLOGY	1.00
TOTAL OTHER REQUIRED COURSES		3.00

***CORE COURSES**

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

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

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

OBJECTIVE

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.

PROGRAM DESCRIPTION

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).

CAREER INFORMATION

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

ADMISSIONS AND 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. Joyce University's Nursing Program reserves the right to use multiple determinants in deciding whether to recommend a student for licensure

Important Clinical 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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *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 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.

This program is not available to residents of all states, please speak with an Admissions Representative to determine your eligibility for enrollment.

PROFESSIONAL LICENSURE DISCLOSURE: The Associate of Science in Nursing Degree program (ASN) is designed to meet the educational requirements to apply for licensure as a Registered Nurse (RN) in Utah. It has been determined that this program meets the educational requirements for licensure as an RN in additional states as displayed below. “Meets” means that the program meets the educational requirements for professional licensure. “Does Not Meet” means that the program does not meet the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

Meets: UT, CO, NM, SD

Does Not Meet: AL, AK, AZ, AR, CA, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NY, NC, ND, OH, OK, OR, PA, PR, RI, SC, TN, TX, VT, VA, VI, WA, WV, WI, WY

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. Online courses in this program typically include synchronous elements where attendance is required in a virtual class at a designated time; these are in addition to asynchronous elements. 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
TOTAL GENERAL EDUCATION CURRICULUM CREDITS		29.00

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
NUR105	INTRODUCTION TO PROFESSIONAL NURSING IDENTITY*	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
TOTAL CORE COURSES		39.00
TOTAL REQUIRED CURRICULUM CREDITS		69.00
<i>A complete description of all courses is provided in the course descriptions section of this catalog</i>		

ASSOCIATE OF SCIENCE IN NURSING DEGREE PROGRAM		
REQUIRED COURSES – FOR ALL STUDENTS BEGINNING ON OR BEFORE SEPTEMBER 6, 2022 ¹		
GENERAL EDUCATION COURSES		
COURSE NUMBER	COURSE NAME	CREDITS
BIO211	ANATOMY & PHYSIOLOGY*	6.00
BIO131	PHARMACOLOGICAL PRINCIPLES I*	3.00
BIO141	PHARMACOLOGICAL PRINCIPLES II*	2.00
BIO240	PATHOPHYSIOLOGY I*	3.00
BIO250	PATHOPHYSIOLOGY II*	2.00
ENG220	ENGLISH COMPOSITION AND PROFESSIONAL WRITING	3.00
NTR110	NUTRITION	2.00
PSY212	PRINCIPLES OF HUMAN PSYCHOLOGY	3.00
SOC212	THE STUDY OF SOCIETY	3.00
TOTAL GENERAL EDUCATION CURRICULUM CREDITS		27.00
OTHER REQUIRED COURSES		
COURSE NUMBER	COURSE NAME	CREDITS
MAT112	CLINICAL MATHEMATICS	2.00
TRM102	MEDICAL TERMINOLOGY	1.00
*CORE COURSES		
*Grade of C+ is required to pass these courses		
COURSE NUMBER	COURSE NAME	CREDITS
NUR100	INTRODUCTION TO NURSING PRACTICE*	2.00
NUR112	ESSENTIALS OF NURSING I*	5.00
NUR120	ESSENTIALS OF NURSING II*	5.00
NUR171	PSYCHIATRIC/MENTAL HEALTH NURSING*	3.00
NUR195	CARE OF THE ADULT CLIENT I*	6.00
NUR224	CARE OF THE CHILDBEARING FAMILY*	3.00
NUR225	CARE OF THE PEDIATRIC CLIENT*	3.00
NUR255	CARE OF THE ADULT CLIENT II*	4.00
NUR273	TRANSITION TO THE PROFESSIONAL ROLE*	5.00
NUR290	NCLEX REVIEW*	3.00
TOTAL CORE COURSES		39.00
TOTAL REQUIRED CURRICULUM CREDITS		69.00
<i>A complete description of all courses is provided in the course descriptions section of this catalog</i>		
¹ 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.		

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.

ADMISSIONS AND 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 Clinical 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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *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 not available to residents of all states, please speak with an Admissions Representative to determine your eligibility for enrollment.

PROFESSIONAL LICENSURE DISCLOSURE: The Bachelor of Science in Nursing Degree (BSN) program is designed to meet the educational requirement to apply for licensure as a Registered Nurse (RN) in Utah. It has been determined that this program meets the educational requirements for licensure as an RN in additional states as displayed below. “Meets” means that the program meets the educational requirements for professional licensure. “Does Not Meet” means that the program does not meet the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

Meets: UT, CO

Does Not Meet: AL, AK, AZ, AR, CA, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KA, KY, LA, ME, MD, MA, MI, MN, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, VT, VA, VI, WA, WV, WI, WY

ACCREDITATION

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

PROGRAM OFFERING AND LENGTHS

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. Online courses in this program typically include synchronous elements where attendance is required in a virtual class at a designated time; these are in addition to asynchronous elements. 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
BIO220	ANATOMY & PHYSIOLOGY I AND II*	8.00
BIO275	MICROBIOLOGY*	4.00
BIO280	PATHOPHYSIOLOGY*	3.00
BIO290	PHARMACOLOGY I*	3.00
CHM215	FUNDAMENTALS OF CHEMISTRY	4.00
COM112	PUBLIC SPEAKING	3.00
COM300	INTERPROFESSIONAL COMMUNICATION	3.00
ENG220	ENGLISH COMPOSITION AND PROFESSIONAL WRITING	3.00
HUM200	EXPLORING HUMANITIES	3.00
MAT125	COLLEGE MATHEMATICS	3.00
MAT300	STATISTICS	3.00
NTR120	NUTRITION	3.00
PSY212	PRINCIPLES OF HUMAN PSYCHOLOGY	3.00
PSY310	HUMAN GROWTH & DEVELOPMENT THROUGH THE LIFESPAN	3.00
SOC212	SOCIOLOGY	3.00
TOTAL GENERAL EDUCATION CURRICULUM CREDITS		52.00

*CORE COURSES

*GRADE OF C+ IS REQUIRED TO PASS THESE COURSES

Course Number	Course Name	Credits
NUR103	INTRODUCTION TO NURSING AND PROFESSIONAL IDENTITY*	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
NUR299	NCLEX SUCCESS*	2.00
NUR302	CONTEMPORARY ISSUES IN NURSING*	3.00
NUR313	QUALITY AND SAFETY IN NURSING*	3.00
NUR322	HEALTH PROMOTION*	3.00
NUR333	TECHNOLOGY IN HEALTHCARE*	3.00
NUR343	POPULATION HEALTH*	4.00
NUR433	NURSING LEADERSHIP AND MANAGEMENT SYSTEMS*	3.00
NUR443	GLOBAL HEALTH*	3.00
NUR453	INTERPROFESSIONAL TEAMS*	3.00
NUR463	HEALTHCARE POLICY, FINANCE, AND LAW	3.00
NUR473	SCHOLARLY DEVELOPMENT AND EVIDENCE-BASED PRACTICE*	3.00
NUR493	BSN CAPSTONE*	5.00
TOTAL CORE COURSES		68.00
TOTAL REQUIRED CURRICULUM CREDITS		120.00

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
TOTAL GENERAL EDUCATION CURRICULUM CREDITS		61.00

*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
TOTAL CORE COURSES		59.00
TOTAL REQUIRED CURRICULUM CREDITS		120.00

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

¹ Students who were dismissed from Joyce University and subsequently re-entered or did not successfully pass required courses in this BSN curriculum may be required to switch to the May 8, 2023 version of the BSN program.

Bachelor of Science in Nursing – RN to BSN Degree Program

Delivery Method: Online

For all students beginning Fall 2023 and beyond

OBJECTIVE

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:

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 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.

CAREER INFORMATION

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.

ADMISSIONS AND ADDITIONAL PROGRAM INFORMATION

Bachelor of Science in Nursing, RN to BSN Admission Requirements

In addition to applicable general requirements for admission into the BSN and RN to 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. by week 8 of semester 1 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.

Important Clinical 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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *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 not available to residents of all states, please speak with Admissions to determine your eligibility for enrollment.

Professional Licensure Disclosure: The program is a post-RN licensure program and is not intended to prepare graduates for any advanced practice or other state-issued nursing license.

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 to BSN Pathway is currently endorsed by the American Holistic Nursing Credentialing Corporation (AHNCC). This endorsement allows graduates from the BSN Degree RN to 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.

PROGRAM OFFERING AND LENGTHS

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 online.

All program courses are designed to promote student and faculty engagement opportunities using a variety of technology applications. Courses with a clinical component include direct and indirect client care experiences. Clinical Practice Experience assignments provide the students with the opportunity for intraprofessional and interprofessional collaboration as they apply new knowledge for the achievement of a BSN. 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

For all students beginning Fall 2023 and beyond

GENERAL EDUCATION COURSES

COURSE NUMBER	COURSE NAME	CREDITS
COM300	INTERPROFESSIONAL COMMUNICATION	3.00
HUM310	HUMANITIES	3.00
MAT300	INTRODUCTION TO STATISTICS: DATA-DRIVEN DECISION MAKING	3.00
TOTAL GENERAL EDUCATION CURRICULUM CREDITS		9.00

*CORE COURSES

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

COURSE NUMBER	COURSE NAME	CREDITS
NUR302	CONTEMPORARY ISSUES IN NURSING *	3.00
NUR313	QUALITY AND SAFETY IN NURSING*	3.00
NUR321	HOLISTIC AND ALTERNATIVE THERAPIES IN HEALTHCARE*	3.00
NUR322	HEALTH PROMOTION*	3.00
NUR337	PROFESSIONAL IDENTITY FORMATION*	2.00
NUR333	TECHNOLOGY IN HEALTHCARE*	3.00
NUR343	POPULATION HEALTH*	4.00
NUR423	GENETICS, GENOMICS, AND ETHICS IN NURSING*	3.00
NUR433	NURSING LEADERSHIP AND MANAGEMENT SYSTEMS*	3.00
NUR443	GLOBAL HEALTH*	3.00
NUR453	INTERPROFESSIONAL TEAMS*	3.00
NUR463	HEALTHCARE, POLICY, FINANCE, AND LAW*	3.00
NUR473	SCHOLARLY DEVELOPMENT AND EVIDENCE-BASED PRACTICE*	3.00
NUR497	RN TO BSN CAPSTONE*	3.00
TOTAL CORE COURSES		42.00
TOTAL REQUIRED CURRICULUM CREDITS		51.00
OTHER REQUIRED COURSES		
TRANSFER CREDITS		69.00
TOTAL REQUIRED CREDITS		120.00

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

No longer admitting students after Summer 2023

OBJECTIVE

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

PROGRAM DESCRIPTION

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.

CAREER INFORMATION

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.

ADMISSIONS AND ADDITIONAL PROGRAM INFORMATION

Bachelor of Science in Nursing, RN to BSN Requirements

In addition to applicable general requirements for admission into the BSN and RN to 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. by week 8 of semester 1 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.

Important Clinical 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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *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 not available to residents of all states, please speak with an admissions representative to determine your eligibility for enrollment

Professional Licensure Disclosure: The RN-BSN program is a post-RN licensure program and is not intended to prepare graduates for any advanced practice or other state-issued nursing license.

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 to BSN Pathway is currently endorsed by the American Holistic Nursing Credentialing Corporation (AHNCC). This endorsement allows graduates from the BSN Degree RN to 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.

ADMISSIONS PROGRAM REQUIREMENTS

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.

PROGRAM OFFERING AND LENGTHS

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 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

NO LONGER ADMITTING STUDENTS AFTER SUMMER 2023

GENERAL EDUCATION COURSES

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

CORE COURSES*Grade of C+ is required to pass these courses*

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

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

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

DELIVERY METHOD: BLENDED

For all students beginning Fall 2023 and beyond

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.

ADMISSIONS AND PROGRAM INFORMATION

Bachelor of Science in Nursing, Accelerated Degree Program Admission 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, or Unofficial transcripts of the same requirement indicating that a bachelor's degree is achievable and expected to be awarded during the first academic semester of the Program.
- If a qualifying unofficial transcript as described above is submitted and accepted in order to fulfill the entrance requirement, official transcripts that meet all qualifying requirements must be submitted to the registrar by week 8 of semester 1 in order to progress further in the program.

- If a qualifying official transcript as described above is submitted and accepted in order to fulfill the entrance requirement, the Entrance Examination requirement will be waived.

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 Clinical 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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *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 not available to residents of all states, please speak with an admissions representative to determine your eligibility for enrollment.

PROFESSIONAL LICENSURE DISCLOSURE: The Accelerated Bachelor of Science in Nursing Degree (aBSN) program is designed to meet the educational requirement to apply for licensure as a Registered Nurse (RN) in Utah. It has been determined that this program meets the educational requirements for licensure as an RN in additional states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

Meets: AZ, UT

Does Not Meet: AL, AK, AR, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, VT, VA, VI, WA, WV, WI, WY

ACCREDITATION

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

PROGRAM OFFERING AND LENGTHS

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 (35 block transfer and 17 general education), and 68 credit hours of core courses. The program consists of 5-6 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 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 DEGREE PROGRAM – ACCELERATED BSN DEGREE PROGRAM

REQUIRED COURSES – FOR ALL STUDENTS BEGINNING FALL 2023 AND BEYOND

GENERAL EDUCATION COURSES

COURSE NUMBER	COURSE NAME	CREDITS
BIO220	ANATOMY & PHYSIOLOGY I AND II*	8.00
BIO280	PATHOPHYSIOLOGY*	3.00
BIO290	PHARMACOLOGY I*	3.00
MAT300	STATISTICS	3.00
TOTAL GENERAL EDUCATION CURRICULUM CREDITS		17.00

***CORE COURSES**

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

Course Number	Course Name	Credits
NUR103	INTRODUCTION TO NURSING AND PROFESSIONAL IDENTITY*	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
NUR299	NCLEX SUCCESS*	2.00
NUR302	CONTEMPORARY ISSUES IN NURSING*	3.00
NUR313	QUALITY AND SAFETY IN NURSING*	3.00
NUR322	HEALTH PROMOTION*	3.00
NUR333	TECHNOLOGY IN HEALTHCARE*	3.00
NUR343	POPULATION HEALTH*	4.00
NUR433	NURSING LEADERSHIP AND MANAGEMENT SYSTEMS*	3.00
NUR443	GLOBAL HEALTH*	3.00
NUR453	INTERPROFESSIONAL TEAMS*	3.00
NUR463	HEALTHCARE POLICY, FINANCE, AND LAW	3.00
NUR473	SCHOLARLY DEVELOPMENT AND EVIDENCE-BASED PRACTICE*	3.00
NUR493	BSN CAPSTONE*	5.00
TOTAL GENERAL EDUCATION AND CORE COURSES		85.00
TRANSFER CREDITS FOR PREREQUISITE BACHELOR'S DEGREE		35.00
TOTAL REQUIRED CURRICULUM CREDITS		120.00

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

¹ Students who were dismissed from Joyce University and subsequently re-entered or did not successfully pass required courses in this BSN curriculum may be required to switch to the September 3, 2023 version of the aBSN program.

Bachelor of Science in Nursing – Accelerated BSN Degree Program

DELIVERY METHOD: BLENDED

No longer admitting students after Summer 2023

OBJECTIVE

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.

PROGRAM DESCRIPTION

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.

CAREER INFORMATION

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.

ADMISSIONS AND 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.

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, or Unofficial transcripts of the same requirement indicating that a bachelor's degree is achievable and expected to be awarded during the first academic semester of the Program.
- If a qualifying unofficial transcript as described above is submitted and accepted in order to fulfill the entrance requirement, official transcripts that meet all qualifying requirements must be submitted to the registrar by week 8 of semester 1 in order to progress further in the program.

If a qualifying official transcript as described above is submitted and accepted in order to fulfill the entrance requirement, the Entrance Examination requirement will be waived.

Important Clinical 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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *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 not available to residents of all states, please speak with an admissions representative to determine your eligibility for enrollment.

PROFESSIONAL LICENSURE DISCLOSURE: The Accelerated Bachelor of Science in Nursing Degree (aBSN) program is designed to meet the educational requirement to apply for licensure as a Registered Nurse (RN) in Utah. It has been determined that this program meets the educational requirements for licensure as an RN in additional states as displayed below. "Meets" means that the program meets the educational requirements for professional licensure. "Does Not Meet" means that the program does not meet the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time.

Meets: AZ, UT

Does Not Meet: AL, AK, AR, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, VT, VA, VI, WA, WV, WI, WY

ACCREDITATION

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

PROGRAM OFFERING AND LENGTHS

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****NO LONGER ADMITTING STUDENTS AFTER SUMMER 2023****GENERAL EDUCATION COURSES*****GRADE OF C+ IS REQUIRED TO PASS THESE COURSES**

Course Number	Course Name	Credits
BIO305	ANATOMY AND PHYSIOLOGY FOR NURSING PRACTICE*	6.00
BIO315	PATHOPHYSIOLOGY FOR NURSING PRACTICE*	5.00
BIO365	PHARMACOLOGICAL PRINCIPLES*	3.00
MAT325	STATISTICS	4.00

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

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

DELIVERY METHOD: BLENDED
PROGRAM BEGINS FALL SEMESTER 2023

OBJECTIVE

The Master of Science in Nursing (Nursing Leadership Track) program prepares graduates for specialty practice in executive nursing leadership or nursing education, allowing for seamless transition into a research or practice-focused doctoral program.

Core Program Learning Outcomes:

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

- Develop a professional identity that guides holistic nursing practice to elevate the profession, the healthcare system, and the health and wellness of individuals, communities, and populations.
- Synthesize research evidence, critical thinking, clinical reasoning, advanced knowledge, and clinical expertise to support advanced practice care management and innovative approaches to health promotion and disease management.
- Plan safe, innovative, holistic, and ethical care as an advocate for the global health and well-being of diverse individuals, communities, and populations.
- Lead the delivery of competent, safe, evidence-based, and people-centered care that utilizes technology and innovation to optimize healthcare outcomes of diverse individuals, aggregates, and populations.
- Advance professional development through self-reflection, lifelong learning, and scholarship.

Additional Program Learning Outcomes by Concentration

Executive Nursing Leadership

- Apply leadership theories to most effectively promote fiscally responsible, high-performing teams that exceed institutional goals.
- Influence evidence-based change that continually improves quality, safety, effectiveness, and institutional outcomes.
- Appraise legal, ethical, professional, accreditation, and regulatory requirements to guide practice as a nurse leader.

Nursing Education

- Facilitate maximum learner development and socialization across a variety of learning environments.
- Influence evidence-based change that continually improves curriculum, teaching/learning, and program outcomes.
- Appraise legal, ethical, professional, accreditation, and regulatory requirements to guide practice as a nurse educator.

PROGRAM DESCRIPTION

The Master of Science in Nursing (MSN) program prepares graduates for specialty practice in executive nursing leadership or nursing education that uses a holistic and scholarly approach to advanced nursing practice. Graduate level nursing competencies pertinent to the practice specialty are attained throughout the program and culminate in development, implementation, and evaluation of an evidence-informed, rapid-cycle, quality improvement capstone project. All didactic course content is delivered in an asynchronous, adaptive learning, competency-focused format. Most specialty courses include a practicum component that requires a program approved preceptor and practicum site.

CAREER INFORMATION

Depending on the specialty courses completed, graduates of the MSN program are prepared for entry-level jobs as either nurse leader or nurse educator. All students complete core courses to advance knowledge and skills related to informatics and technology; quality and safety; scientific foundations to support scholarship of practice; interprofessional partnerships; person-centered and holistic care; equity, inclusion, and diversity; and population and global health.

Graduates are academically prepared to complete certification as either a Certified Nurse Educator (nurse educator concentration) or Nurse Executive (executive nursing leadership concentration) All graduates are also academically prepared to complete certification as an Advanced Holistic Nurse. Additional practice requirements after graduation may be necessary for some certifications.

ADMISSIONS AND PROGRAM INFORMATION

Master of Science in Nursing Degree, Nursing Leadership Track

In addition to applicable general requirements for admission, applicants are required to have:

- An unencumbered RN license to practice as a registered nurse in the state in which the student resides and where the practicum will be completed.
- 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.

Important Clinical Information: Documentation of current immunization and proof of CPR certification are required prior to enrollment in any course with a practicum component in the FNP option. Practicum sites may require current immunization and proof of CPR certification for Nurse Educator and Nurse Leader students. Immunization requirements include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Flu Vaccination, TB test, and current CPR Certification. Practicum sites may make additional requirements. Failure to provide required documentation will prevent students from entering the practicum setting, which may result in course failure or withdrawal from a course and/or the program.

This program is not available to residents of all states, please speak with an admissions representative to determine your eligibility for enrollment.

Professional Licensure Disclosure: This program is not intended or designed to prepare graduates for any advanced practice nursing license or other state-issued license including Nurse Practitioner (NP), Advanced Practice Nurse (APN), Advanced Practice Registered Nurse (APRN).

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 MSN program requires completion of 15 semester credit hours of core courses in the nurse educator or nurse leader options with an additional 17 semester credit hours of specialty course work for a total of 32 semester credit hours, which are completed in 3 semesters of full-time study. Didactic content in both options is delivered in an asynchronous, online format. Required practicum experiences are completed in approved practice settings under the supervision of an approved preceptor. All students develop an evidence-informed, rapid-cycle, quality improvement capstone project that is fully implemented in the practicum setting and evaluated for clinical significance during the final semester of the program.

MASTER OF SCIENCE IN NURSING (MSN) PROGRAM		
REQUIRED COURSES – FOR ALL STUDENTS BEGINNING FALL 2023 AND BEYOND		
NURSING LEADERSHIP TRACK: CONCENTRATION IN EXECUTIVE NURSING LEADERSHIP		
CORE COURSES		
COURSE NUMBER	COURSE NAME	CREDITS
NUR500	INFORMATICS & TECHNOLOGY TO IMPROVE HEALTHCARE QUALITY AND SAFETY	3.00
NUR501	SCIENTIFIC FOUNDATIONS & SCHOLARSHIP OF PROFESSIONAL NURSING PRACTICE	3.00
NUR502	LEADERSHIP, INTERPROFESSIONAL PARTNERSHIPS, & PERSON-CENTERED CARE	3.00
NUR503	ETHICAL POLICY TO SUPPORT EQUITY, INCLUSION, & DIVERSITY IN HEALTHCARE	3.00
NUR504	EQUITABLE & INCLUSIVE POPULATION & GLOBAL HEALTH INITIATIVES	3.00
TOTAL CORE CREDITS FOR EXECUTIVE NURSING LEADERSHIP CONCENTRATION		15.00
SPECIALTY COURSES		
NUR610	BUDGETING & FINANCE FOR NURSE LEADERS	4.00
NUR611	LEADING CHANGE IN HEALTHCARE SYSTEMS	4.00
NUR612	PROMOTING EQUITY & SOCIAL JUSTICE TO IMPROVE HEALTHCARE	3.00
NUR613	LEADING COMPLEX HEALTHCARE SYSTEMS WITH CAPSTONE	6.00
TOTAL SPECIALTY CREDITS FOR EXECUTIVE NURSING LEADERSHIP CONCENTRATION		17.00
TOTAL REQUIRED CREDITS FOR EXECUTIVE NURSING LEADERSHIP CONCENTRATION		32.00
NURSING LEADERSHIP TRACK: CONCENTRATION IN NURSING EDUCATION		
CORE COURSES		
COURSE NUMBER	COURSE NAME	CREDITS
NUR500	INFORMATICS & TECHNOLOGY TO IMPROVE HEALTHCARE QUALITY AND SAFETY	3.00
NUR501	SCIENTIFIC FOUNDATIONS & SCHOLARSHIP OF PROFESSIONAL NURSING PRACTICE	3.00
NUR502	LEADERSHIP, INTERPROFESSIONAL PARTNERSHIPS, & PERSON-CENTERED CARE	3.00
NUR503	ETHICAL POLICY TO SUPPORT EQUITY, INCLUSION, & DIVERSITY IN HEALTHCARE	3.00
NUR504	EQUITABLE & INCLUSIVE POPULATION & GLOBAL HEALTH INITIATIVES	3.00
TOTAL CORE CREDITS FOR NURSING EDUCATION CONCENTRATION		15.00
SPECIALTY COURSES		
NUR620	CURRICULUM DEVELOPMENT & PROGRAM EVALUATION	4.00
NUR621	TEACHING & LEARNING STRATEGIES	4.00
NUR622	ASSESSMENT & EVALUATION OF LEARNING	4.00
NUR623	IMMERSION & CAPSTONE PROJECT	5.00
TOTAL SPECIALTY CREDITS FOR NURSING EDUCATION CONCENTRATION		17.00
TOTAL REQUIRED CREDITS FOR NURSING EDUCATION CONCENTRATION		32.00

MASTER OF SCIENCE IN NURSING - DIRECT ENTRY DEGREE PROGRAM

DELIVERY METHOD: BLENDED

No longer admitting students after Summer 2023

OBJECTIVE

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
-

PROGRAM DESCRIPTION

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.

CAREER INFORMATION

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.

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.

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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *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 not available to residents of all states, please speak with an admissions representative to determine your eligibility for enrollment.

PROFESSIONAL LICENSURE DISCLOSURE: The Master of Science in Nursing – Direct Entry program is designed to meet the educational requirement to apply for licensure as a Registered Nurse (RN) in Utah. It has been determined that this program meets the educational requirements for licensure as an RN in additional states as displayed below. “Meets” means that the program meets the educational requirements for professional licensure. “Does Not Meet” means that the program does not meet the educational requirements for professional licensure. Other licensure eligibility requirements may apply; please verify your eligibility against applicable rules, which may change at any time. This program is not intended or designed to prepare graduates for any advanced practice nursing license or other state-issued license including Nurse Practitioner (NP), Advanced Practice Nurse (APN), or Advanced Practice Registered Nurse (APRN).

Meets: UT

Does Not Meet: AL, AK, AR, AZ, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, VT, VA, VI, WA, WV, WI, WY

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 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**

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

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

No longer admitting students after Summer 2023

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.

ADMISSIONS AND ADDITIONAL PROGRAM INFORMATION

Master of Science in Nursing, BSN to MSN Degree Program Admission 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.

Important Clinical 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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *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 not available to residents of all states, please speak with an admissions representative to determine your eligibility for enrollment.

Professional Licensure Disclosure: This program is not intended or designed to prepare graduates for any advanced practice nursing license or other state-issued license including Nurse Practitioner (NP), Advanced Practice Nurse (APN), or Advanced Practice Registered Nurse (APRN).

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**

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

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.

The following tuition, books, and fees are effective for program enrollment prior to fall, 2023. This schedule represents the tuition, books and fees through graduation for enrollments started prior to fall, 2023.

Microbiology with Lab	4 credits	Cost is \$425 per credit
Microbiology Lab Only	1 credit	Cost is \$425 per credit
Book estimated cost		\$186.00
Lab materials estimate		\$72.00

The following tuition is effective for all new programmatic enrollments beginning in or after Fall Semester 2023.

Microbiology with Lab	4 credits	Cost is \$475 per credit with no additional costs
Microbiology Lab Only	1 credit	Cost is \$475 per credit with no additional costs

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
SOC	SOCIOLOGY COURSES
TRM	MEDICAL TERMINOLOGY COURSES

Lower Division Courses: Lower division courses are those courses numbered one hundred (100) through two hundred ninety-nine (299).

Upper Division Courses: Upper division courses are those courses numbered three hundred (300) through four hundred ninety-nine (499).

Graduate Level Courses: Graduate level courses are those courses numbered five hundred (500) through six hundred ninth-nine (699)

Prerequisites and Corequisites:

In order to take a course that identifies a prerequisite requirement, the student must have successfully completed the prerequisite course. A student who drops, withdraws, or fails a course that has been identified as a prerequisite will be withdrawn from any future courses that classify that course as a prerequisite.

A course that identifies a corequisite must be taken concurrently with the corresponding corequisite course. In the event of a course failure or course withdrawal from a course that identifies a corequisite, the corequisite requirement(s) of the course will be satisfied if a passing grade was achieved in the corresponding corequisite course prior to repeating the failed course. While it is not mandatory to repeat a passed corequisite course, students are encouraged to take corequisite courses concurrently for an optimal learning experience.

Courses with corequisite requirements are treated differently from courses with multiple components. In the case of a course with multiple components (i.e., L suffix), the course components must be taken simultaneously as they are considered a single course in the assignment of final grades and in the granting of course credit(s).

For nursing prelicensure programs, the NCLEX review course must be completed in the final semester of the program, even if passed in previous semesters.

Course Delivery Methods

Courses may be offered through one of three delivery methods.

- Residential Delivery: Curriculum is delivered at the college facility, clinical site, or fieldwork site, in a scheduled on-ground, in-person format.
- Online Delivery: Curriculum is delivered exclusively online in a synchronous or asynchronous format.
- Blended Delivery: Curriculum is delivered through a combination of residential delivery and online (asynchronous or synchronous) delivery.

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:** BIO220**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:** Online**Prerequisite:** BIO220**Corequisites:** BIO290

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:** Online**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:** BIO211 or BIO212 and BIO213**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:** BIO220**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:** Online**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.

NUR 103 Introduction to Nursing and Professional Identity**Length:** 45 hours (45 hours lecture)**Credits:** 3 Credit Hours**Delivery Method:** Online**Prerequisite:** COM112, ENG220, BIO275**Corequisites:** none**Course Description:**

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

NUR105 Introduction to Professional Nursing Identity**Length:** 45 hours (45 hours lecture)**Credits:** 3 Credit Hours**Delivery Method:** Online**Prerequisite:** none**Corequisites:** none**Course Description:**

Introduces the associate of science 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, NUR105**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, NUR105**Corequisites:** BIO280, BIO290, NUR115, NUR103**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 or NUR103, NUR115, NTR120**Corequisites:** 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:** BIO211, BIO131, BIO240, MAT112, NUR112, TRM102, 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:** BIO220, MAT125, NUR115, NUR125, BIO280, NUR103 or NUR 105, 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 or equivalent A&P II course, 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 or equivalent Pharmacology I course**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 or NUR103, NUR115, NUR125**Corequisites:** NUR198, ENG220, NTR120

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 (37.5 hours lecture/22.5 hours clinical)**Credits:** 3 Credit Hours**Delivery Method:** Blended**Prerequisite:** BIO220, BIO280, BIO290, MAT125, NUR105 or NUR103, NUR115, NUR125, ENG220, NTR120**Corequisites:** NUR175, 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*

*If a student must retake NUR255 or NUR273, NUR290 must be taken with those courses even if NUR290 was successfully completed previously.

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, ENG220, MAT125, NUR105 or NUR103, NUR115, NUR125, NUR198, NUR234, NTR120**Corequisites:** NUR175, NUR235, PSY212**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 224, NUR 225**Corequisites:** NUR 255, NUR 290*, SOC212

*If a student must retake NUR273, NUR290 must be taken with the course even if NUR290 was successfully completed previously

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 Nursing Identity, Leadership, and Management****Length:** 30 hours (30 hours lecture)**Credits:** 2 Credit Hours**Delivery Method:** Online**Prerequisite:** BIO220, BIO280, BIO290, ENG220, MAT125, NTR120, NUR105, NUR115, NUR125, NUR175, NUR198, NUR234, NUR235, NUR258, PSY212**Corequisites:** NUR298, NUR299*, SOC212

*If a student must retake NUR278, then NUR299 must be taken concurrently even if NUR299 was successfully completed previously.

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

*If a student must retake NUR255 or NUR273, then NUR290 must be taken concurrently even if NUR290 was successfully completed previously.

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 or Corequisites:** BIO220, BIO280, BIO290, ENG220, MAT125, NTR120, NUR105, NUR115, NUR125, NUR175, NUR198, NUR234, NUR235, NUR258, PSY212, TRM102**Corequisites:** NUR278, NUR299*, SOC212

*If a student must retake NUR278 or NUR298, then NUR299 must be taken concurrently even if NUR299 was successfully completed previously.

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:** Online**Prerequisite:** BIO220, BIO280, BIO290, ENG220, MAT125, NTR120, NUR103 or NUR105, NUR115, NUR125, NUR175, NUR198, NUR234, NUR235, NUR258, PSY212**Corequisites:** SOC212

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.

NUR302 Contemporary Issues in Nursing**Length:** 45 hours (45 hours lecture)**Credits:** 3 Credit Hours**Delivery Method:** Online**Prerequisite:** none**Corequisites:** none**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: Online

Prerequisite: NUR302

Corequisites: 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 321 Holistic Alternative Therapies in Healthcare

Length: 45 hours (45 hours lecture)

Credits: 3 Credit Hours

Delivery Method: Online

Prerequisite: RN License

Co-requisites: None

Course Description:

Introduces selected complementary and alternative therapies that promote health and prevent disease. Emphasis will be placed on therapeutic practices for common health problems. Exploration of therapies practiced and consideration for the intercultural and socioeconomic impacts.

NUR 322 Health Promotion**Length:** 45 hours (45 hours lecture)**Credits:** 3 Credit Hours**Delivery Method:** Online**Prerequisite:** NUR302**Corequisites:** 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:** Online**Prerequisite:** NUR302**Corequisites:** 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.

NUR 337 Professional Identity Formation**Length:** 30 hours (30 hours lecture)**Credits:** 2 Credit Hours**Delivery Method:** Online**Prerequisite:** RN License**Co-requisites:** None**Course Description:**

Introduces the registered nurse to the formation of professional identity. Emphasis is placed on the application of the identity developed during the nursing career to build lifelong learning practices. Focus is on the factors that will contribute to the development of professional identity.

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.

NUR343 Population Health**Length:** 90 hours (45 hours lecture/45 hours clinical)**Credits:** 4 Credit Hours**Delivery Method:** Blended**Prerequisite:** NUR302, NUR313, NUR322, NUR333**Corequisites:** 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 on 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.

NUR 423 Genetics, Genomics, and Ethics in Nursing**Length:** 45 hours (45 hours lecture)**Credits:** 3 Credit Hours**Delivery Method:** Online**Prerequisite:** NUR321, NUR337**Co-requisites:** NUR302**Course Description:**

Introduces the application of genetic and genomic concepts to nursing practice, health care, and society. Explore the ethical impacts of genetic and genomic science on the nursing care of clients and families across the lifespan. Ethical, legal, cultural, and social issues related to genetics and genomics will be discussed.

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 to 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:** Online**Prerequisite:** NUR302, NUR313, NUR 322, NUR333, NUR343**Co-requisites:** none**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:** Online**Prerequisite:** NUR343, NUR302, NUR313, NUR322, 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:** Online**Prerequisite:** NUR433, NUR302, NUR313, NUR322, NUR343, 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 Healthcare Policy, Finance, and Law**Length:** 45 hours (45 hours lecture)**Credits:** 3 Credit Hours**Delivery Method:** Online**Prerequisite:** NUR433, NUR302, NUR313, NUR322, NUR333, NUR343, NUR443**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:** Online**Prerequisite:** MAT300, NUR302, NUR313, NUR322, NUR333, NUR343, NUR433, NUR443**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**Corequisites:** 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.

NUR497 RN to BSN Capstone**Length:** 45 hours (45 hours lecture)**Credits:** 3 Credit Hours**Delivery Method:** Online**Prerequisite:** All previous semester nursing courses**Co-requisites:** NUR453**Course Description:**

Focus is on the culmination of all previous nursing courses. Emphasis is on the application of the program outcomes to the clinical setting and to socialize into the role of the baccalaureate degree nurse.

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.

NUR500 Informatics & Technology to Improve Healthcare Quality and Safety

Length: 75 clock hours (30 hours didactic/45 practice experience hours) over 7 ½ Weeks **Credits:** 3 Credit Hours

Delivery Method: Online

Prerequisites: Must be completed during Block A of first semester

Corequisites: None

Course Description: Prepares the student to leverage informatics and technology concepts to evaluate and improve quality and safety across healthcare settings. Emphasis on the use of data as evidence to guide ethical and legal decision-making.

NUR501 Scientific Foundations & Scholarship of Professional Nursing Practice

Length: 45 hours (didactic) over 7 ½ Weeks

Credits: 3 Credit Hours

Delivery Method: Online

Prerequisites: NUR500

Corequisites: None

Course Description: Integration of scientific and theoretical concepts to guide and improve nursing practice and healthcare outcomes with an emphasis on the scholarship of professional nursing practice.

NUR502 Leadership, Interprofessional Partnerships, & Person-Centered Care

Length: 105 clock hours (15 hours didactic/90 practice experience hours) over 15 Weeks **Credits:** 3 Credit Hours

Delivery Method: Online

Prerequisites: NUR501

Corequisites: None

Course Description: Integrates concepts of leadership with interprofessional partnerships to improve systems-based approaches to person-centered care in nursing practice and across healthcare organizations.

NUR503 Applied Physical Health Assessment, Pathophysiology, Pharmacology

Length: 105 clock hours (15 hours didactic/90 practice experience hours) over 15 weeks **Credits:** 3 Credit Hours

Delivery Method: Online

Prerequisites: NUR501

Corequisites: None

Course Description: This course is designed for the Master of Science in Nursing student in the nursing leadership track. This course builds upon undergraduate nursing education and practice experience to further develop nursing knowledge across the lifespan. Students will integrate concepts of advanced pathophysiology and advanced pharmacology to apply advanced health assessment principles needed by nurse educators and leaders in both direct and indirect care roles.

NUR504 Ethics and Policy in Population and Global health

Length: 78.5 clock hours (28.5 hour didactic/50 practice experience hours) over 15 weeks **Credits:** 3 Credit Hours

Delivery Method: Online

Prerequisites: NUR502

Corequisites: None

Course Description: Develops an ethics-based approach that ensures equity and inclusion in all aspects of professional nursing practice. Addresses concepts of health promotion and disease prevention of populations at the local, national, and global levels with an emphasis on the impact of social determinants of health across the lifespan.

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.

NUR610 Budgeting & Finance for Nurse Leaders**Length:** 90 hours (45 didactic/45 Practicum) over 15 Weeks**Credits:** 4 Credit Hours**Delivery Method:** Blended**Prerequisites:** NUR500**Corequisites:** NUR500

Course Description: Provides knowledge and skills related to fiscal responsibility of the nurse leader including the budgeting process, managing and prioritizing fiscal resources, and developing strategies to improve safety, quality, and fiscal health and responsibility across healthcare organizations. Completion of 45 practicum hours related to fiscal responsibilities of the nurse leader.

NUR611 Leading Change in Healthcare Systems**Length:** 90 hours (45 didactic/45 practicum) over 15 Weeks**Credits:** 4 Credit Hours**Delivery Method:** Blended**Prerequisites:** NUR610**Corequisites:** None

Course Description: Emphasis on application of leadership and organizational theories to create evidence-based change in healthcare systems that improve organizational and patient outcomes. A focus on interdisciplinary communication, change theory, and quality improvement concepts. Completion of 45 practicum hours related to leading change within healthcare.

NUR612 Promoting Equity & Social Justice to Improve Healthcare**Length:** 45 hours (didactic) over 7 ½ Weeks**Credits:** 3 Credit Hours**Delivery Method:** Online**Prerequisites:** NUR611**Corequisites:** None

Course Description: Builds knowledge and skills to effectively manage change, empower others, and influence political processes that promote equity and social justice in healthcare organizations, across healthcare disciplines, and throughout society-at-large.

NUR613 Leading Complex Healthcare Systems with Capstone**Length:** 180 hours (45 didactic/135 practicum) over 15 Weeks**Credits:** 6 Credit Hours**Delivery Method:** Blended**Prerequisites:** NUR612 Must be completed in final semester of the program**Corequisites:** None

Course Description: Emphasis on systems leadership, systems thinking, social complexity, collaboration, culture change, human resources, and promotion of effective outcomes in healthcare systems. Accreditation and regulatory requirements are explored. Completion of 135 practicum hours related to the role of the nurse executive leader.

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.

NUR620 Curriculum Development & Program Evaluation**Length:** 90 hours (45 didactic/45 practicum) over 15 Weeks**Credits:** 4 Credit Hours**Delivery Method:** Blended**Prerequisites:** NUR500**Corequisites:** NUR500**Course Description:** Prepares for the development, implementation, and evaluation of curricula, courses, and programs across a variety of nursing education settings. Emphasis on the contemporary role of the nurse educator. Completion of 45 practicum hours in an approved practice setting.**NUR621 Innovative Teaching & Learning Strategies****Length:** 90 Hours (45 didactic/45 practicum) over 15 Weeks**Credits:** 4 Credit Hours**Delivery Method:** Blended**Prerequisites:** NUR620**Corequisites:** None**Course Description:** Prepares for the development, implementation, and evaluation of curricula, courses, and programs across a variety of nursing education settings. Emphasis on the contemporary role of the nurse educator. Completion of 45 practicum hours in an approved practice setting.**NUR622 Assessment & Evaluation of Learning****Length:** 90 Hours (45 didactic/45 practicum) over 15 Weeks**Credits:** 4 Credit Hours**Delivery Method:** Blended**Prerequisites:** NUR621**Corequisites:** None**Course Description:** Development and implementation of effective evaluation strategies of learning with an emphasis on formative versus summative evaluation, validity, reliability, and academic integrity in clinical and academic settings. Completion of 45 practicum hours in an approved practice setting.**NUR623 Immersion & Capstone Project****Length:** 135 Hours (45 didactic/90 practicum) over 15 Weeks**Credits:** 5 Credit Hours**Delivery Method:** Blended**Prerequisites:** NUR504, NUR621 (Must be completed in final semester of the program.)**Corequisites:** None**Course Description:** Showcases accomplishment of program outcomes and national, specialty-role competencies through development, implementation, and evaluation of a rapid-cycle, evidence-based, quality improvement project relevant to the role of the Nurse Educator. Completion of 90 practicum hours in an approved practice setting.

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.

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.

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Faculty
M.S. Nursing, Health Care Education,
University of Phoenix
B.S. Nursing, University of Barcelona

CHYLEEN TUCKER, RN, Associate Professor
M.S. Nursing, Excelsior College
B.S. Nursing Idaho State University
A.S. Nursing Regents College

JOANNE VAKIL, Adjunct Faculty
Ph.D. The Ohio State University
M.A. The Ohio State University
M.A. Worcester Polytechnic Institute
B.S. Florida Atlantic University

MARSHA VERNOGA, Faculty
M.S. California State University
R.D. California State University
B.S. California Polytechnic University

DANIEL WAKAMATSU, RN, Faculty
D.N.P., University of San Francisco
M.S. Nursing, University of San Francisco
B.S. Nursing, University of Utah

BEVERLY WALCHAK, RN, Faculty
M.S.N., Nursing Education Grand Canyon University
B.S.N. University of Colorado
A.S., General Studies, Community College of Aurora

MARIE WALSH, Adjunct Faculty
D.N.P. Walden University
M.S.N. Walden University
B.S.N. Chamberlain College

ERIC WEST, RN, Assistant Professor
M.S.N. Weber State University
B.S.N. Weber State University
A.S.N. Weber State University

RICHARD WILCOX, RN, Faculty
M.S.N. University of Phoenix
B.S.N. California State University – Chico
A.S.N. Ameritech College of Healthcare

EFI WILKINS, Associate Professor
D.N.P. Regis College
M.S.N. Endicott College
B.S.N. Salem State University
A.D.N. North Shore Community College

JENNIFER WILSON, Assistant Professor
M.S.N. University of Phoenix
B.S.N. West Liberty University

Occupational Therapy Assistant – Associate of Science Program Faculty

LISA BURRSTON, Adjunct Faculty
M.S. Occupational Therapy, University of Utah
A.S., Dixie College

JAIME FLETCHER, MEd, MS, OTR/L,
Assistant Professor
M.S. Occupational Therapy, A. T. Still University
M.Ed. Early Childhood Special Education, University of Utah
B.S. Elementary Education, Brigham Young University
B.S. Early Childhood Education, Brigham Young University

TAYLOR HOYT, Associate Professor
M.S. Occupational Therapy, Belmont University
A.A.S. Occupation Therapy Assistant, Salt Lake Community College

SYDNEY SCHUESSLER, Adjunct Faculty
M.S. Occupational Therapy, University of St. Augustine
B.S. Health Sciences Pre-Clinical, University of Central Florida
A.A. Valencia College



2023-2024 Catalog Addendum A

Effective October 17, 2023

Change to Page 78, *Program Offerings and Lengths*:

Remove “Students who do not complete all ASN courses and graduation requirements within eight (8) semesters may be withdrawn from the program.”



2023-2024 Catalog Addendum B

Effective October 18, 2023

Change to Page 10, *Accreditation*

Remove:

Accrediting Commission for Education in Nursing (ACEN)

The Associate of Science in Nursing Degree program at Joyce University of Nursing and Health Sciences at the Draper campus in Draper, Utah is accredited by the:

ACCREDITING COMMISSION FOR EDUCATION IN NURSING
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326
(404) 975-5000
<https://www.acenursing.org/>

Replace with:

Associate of Science in Nursing Degree Program

The Associate of Science in Nursing program at Joyce University of Nursing and Health Sciences at the Draper Campus located in Draper, Utah is accredited by the: Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program on [the ACEN website](#).

Change to Page 119, *NUR 273 Transition to the Professional Role*

Remove: "**Length:** 157.5 hours (37.5 hours Lecture/120 hours Clinical)

Replace with: "**Length:** 150 hours (37.5 hours Lecture/112.5 Clinical)

Change to Page 119, *NUR 290 NCLEX Review*

Remove: "**Delivery Method:** Blended"

Replace with: "**Delivery Method:** Online"



2023-2024 Catalog Addendum C

Effective October 19, 2023

Change to Page 188, *NUR 255 Care of the Adult Client II*

Remove: “**Delivery Method:** Blended”

Replace with: “**Delivery Method:** Online”



2023-2024 Catalog Addendum D

Effective January 5, 2024

Correction to Page 16, *Background Screening Policy*

Remove:

Joyce University will conduct background/drug screenings are compliance with all federal, state, county, and local statutes, as applicable.

Replace with:

Joyce University will conduct background/drug screenings in compliance with all federal, county, and local statutes, as applicable.

Change to Page 17, *Entrance Examinations – effective 11/28/2023*

Remove:

A minimum cumulative passing score of 60%, with a minimum score of 60% on the Reading section is required for admission. For Associate of Science in Nursing applicants with residency outside the state of Utah for enrollment starting Spring Semester 2024 or later, all components including science must be completed and a minimum cumulative passing score of 65% is required for admission.

Replace with:

A minimum cumulative passing score of 60%, with a minimum score of 60% on the Reading section is required for admission. For Associate of Science in Nursing applicants with residency outside the state of Utah for enrollment starting Spring Semester 2024 or later, all components of the TEAS must be completed, and applicants must meet the admission requirements in one of the following ways:

- Achieve a minimum 60% cumulative score using the standard TEAS scoring system (including the science component)
- Achieve a minimum of 60% cumulative score and a minimum 60% on the Reading section (the science component is completed but not calculated in the cumulative score)

Correction to Page 26, *Direct Path: Programmatic Ladder Options & Cost Summary*

Remove:

Direct Path MSN: RN to BSN Program to MSN (Nursing Leadership Track, either concentration)			
Description (Fall 2023 Enrollment & EA Addendum)	Separate Program Tuition	Maximum Direct Path Savings	DirectPath: Program(s) Tuition
Program 1: RN to BSN Course Credits	\$26,115		\$26,115
Program 2: MSN Course Credits	\$17,920		
Ladder savings in Program 2**		(\$3,360)	\$14,560
Total Tuition for both Programs	\$44,035	(\$3,360)	\$40,675

Replace with:

Direct Path MSN: RN to BSN Program to MSN (Nursing Leadership Track, either concentration)			
Description (Fall 2023 Enrollment & EA Addendum)	Separate Program Tuition	Maximum Direct Path Savings	DirectPath: Program(s) Tuition
Program 1: RN to BSN Course Credits	\$12,954		\$12,954
Program 2: MSN Course Credits	\$17,920		
Ladder savings in Program 2**		(\$3,360)	\$14,560
Total Tuition for both Programs	\$30,874	(\$3,360)	\$27,514

Changes to Page 31, *Institutional Scholarships*

Add the following to “ASN Alumni Scholarship”, “BSN Alumni Scholarship”, “Lifetime Learning Scholarship”, and “RN to BSN Scholarship”:

1. Joyce University reserves the right to adjust individual scholarship awards to ensure compliance with institutional and federal policies.
2. Renewable awards are contingent upon maintaining Satisfactory Academic Progress.
3. Awards are based on full time enrollment; awards will be prorated based on enrollment for students who fall below full-time status.
4. Awards may only apply to charges on a student ledger card or direct costs (tuition and fees) a student incurs while at Joyce University.
5. Students may qualify only for one scholarship, per degree program.
6. If you withdraw or are withdrawn from a term, scholarship refunds will be prorated using the same formula as the institutional tuition refund policy.
7. Joyce reserves the right to withdraw individual scholarship awards at any time should an applicant be found ineligible.
8. Scholarship recipients whose CGPA falls below the scholarship stated minimum will be granted a one semester probationary period to improve their CGPA to at or above the stated minimum. During this probationary semester, the scholarship funds will be awarded. Failure to improve the CGPA to above stated minimum after the probationary semester will result in loss of remaining scholarship funds.

Remove:

International Clinical Scholarship

The International Clinical Experience Scholarship is offered to students already accepted to attend an international clinical experience. Students are eligible for a one-time award up to a maximum of \$1500.

Change to Page 32, *Registration and Graduation Holds*

Remove:

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.

Change to Page 35, *Unpaid Balances*

Remove:

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.

Changes to Pages 36, 37, and 38, *Transfer of Credit Policy*

Remove:

Transfer of Credit Policy

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 equivalent or 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 level transfer credit limit is no greater than 50% of the credits required for the program. See below for course information.

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 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 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 to BSN)

- COM Course
 - Any communications course at any college 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
 - Courses at any college level are acceptable for transfer
- 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 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 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/SOC Courses
 - Acceptable course transfers include any PSY/SOC courses
 - Courses such as philosophy, arts, and history are not acceptable

Replace with:

Transfer of Credit Policy

Joyce University may accept transfer credits for courses completed at other accredited post-secondary institutions. 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).

Transfer credits will be applied based on the course description and the appropriateness to the degree program requirements and curricula. Joyce University reserves the right to accept or deny any or all credits earned at other institutions. Transfer credit will not be awarded for any course the student has started at Joyce University and in which attendance has been recorded.

Students re-admitted to Joyce University after more than one year not in attendance may be eligible to transfer courses completed after their original program start date.

Transfer credits will be evaluated for students who have officially applied for enrollment to Joyce University. All official transcripts must be received by the Office of the Registrar prior to the start of the student's program. The Office of the Registrar may review official transcripts through the student's first semester or term on a case-by-case basis. The turnaround time for transfer credit evaluation is 10 business days from receipt of the official transcript, or the student's completed application date, whichever is later.

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.
- All courses require a minimum grade of C or equivalent unless otherwise indicated
- Courses must be equivalent in semester credit hours
 - Courses may be combined to reach credit hour requirements on a case-by-case basis
- Courses at remedial level are not eligible for transfer

Program Transfer Credit Limits

- Undergraduate level transfer credit limit is no greater than 50% of the credits required for the program. See below for course information.

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

Bachelor of Science – Nursing

- BIO Courses
 - Anatomy and Physiology
 - Must be completed no more than 5 years before program start date
 - Must have a lab component
 - Must have a minimum grade of C+ or equivalent
 - 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, literature, fine and performing arts, foreign languages, and philosophy
 - Courses such as psychology, history, and sociology are not acceptable
- NTR Course
 - Must be completed no more than 5 years before program start date
- PSY Courses
 - Acceptable course transfers include any PSY courses at any level
- SOC Course
 - Acceptable course transfers include economics, history, anthropology, political science, and sociology
 - Courses such as philosophy, arts, and religion are not acceptable
- MAT Courses
 - Statistics: Any statistics course at any level
 - College Math: Any math course at any level

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 lab component
 - Must have a grade of C+ or above
 - Pathophysiology
 - Not accepted for transfer credit
 - Pharmacology
 - Not accepted for transfer credit
- MAT Courses
 - Statistics: Any statistics course at any level
 - College Math: Any math course at any level

Bachelor of Science – Nursing (RN to BSN)

- COM Course
 - Any communications course at any level

- HUM Course
 - Acceptable course transfers include humanities, arts, religion, literature, fine and performing arts, foreign languages, and philosophy
 - Courses such as psychology, history, and sociology are not acceptable
- Statistics
 - Any statistics course at any level

Associates Degree Requirements

Associate of Science – Nursing

- BIO Courses
 - Anatomy and Physiology
 - Must be completed no more than 5 years before program start date
 - Must have a lab component
 - Must have a minimum grade of C+ or equivalent
 - 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
- MAT Course
 - Any math course at any level
- NTR Course
 - Must be completed no more than 5 years before program start date
- PSY Course
 - Any psychology course at any level
- TRM Course
 - Any medical terminology course at any level
- SOC Courses
 - Acceptable course transfers include economics, history, anthropology, political science, and sociology
 - Courses such as philosophy, arts, and religion 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 lab component
 - Must have a minimum grade of C+ or equivalent
- ENG Course
 - Must have a writing emphasis (Literature focused courses will not be accepted)
 - Creative writing will not be accepted
- MAT Course
 - Any math course at any level
- PSY Course
 - Any psychology course at any level
- TRM Course
 - Any medical terminology course at any level
- SOC Courses
 - Acceptable course transfers include economics, history, anthropology, political science, and sociology
 - Courses such as philosophy, arts, and religion are not acceptable

Change to Page 43, Active Not Attending Status Policy

Remove:

Students must resolve any financial obligations with Joyce University before receiving an official transcript from the Registrar’s office.

Change to Page 51, Honor Designation at Graduation

Remove:

Honors 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

Replace With:

Graduation with Honors

Honors designation is reserved for students who achieve the following GPA requirements at graduation. Cumulative GPA requirements are determined by degree level.

Undergraduate Cumulative GPA	Honor Conferred
3.50 - 3.69	Graduate with honor (cum laude)
3.70 – 3.89	Graduate with high honor (magna cum laude)
3.90 – 4.00	Graduate with highest honor (summa cum laude)

Graduate Cumulative GPA	Honor Conferred
3.80 – 3.89	Graduate with honor (cum laude)
3.90 – 3.99	Graduate with high honor (magna cum laude)
4.00	Graduate with highest honor (summa cum laude)

Note: The university reserves the right to change these standards.

Change to Page 53, Grievance Policy and Procedure

Remove: 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.

Replace with: The student will be informed, in writing, of any committee decision.

Change to Page 91, Professional License Disclosure

Remove “CO” from “Does Not Meet”

Add “CO” to “Meets”

Correction to Page 92, Bachelor of Science in Nursing Degree Program – Accelerated BSN Degree Program

Remove: TOTAL GENERATE EDUCATION AND CORE COURSES

Replace with: TOTAL GENERAL EDUCATION AND CORE COURSES

Change to Page 111, CHM215 Fundamentals of Chemistry with Lab

Remove: “Delivery Method: Online”

Replace With: “Delivery Method: Online, Blended, or Residential”

Change to Page 142, *Academic Leadership*

Add:

CHRISTOPHER BELL, *Program Chair of Nursing*

DNP American Sentinel University

MSN South University

BSN Jacksonville University

DELYNN GRANGE, *Assistant Director of Nursing Faculty: Clinical/Capstone*

MSN Western Governors University

BSN Western Governors University

ASN Salt Lake Community College

ASHLEY OTTO, *Assistant Director of Nursing Faculty*

DNP Grand Canyon University

MSN University of Phoenix

BSN University of Wisconsin-Oshkosh

Changes to Pages 142-148, *Faculty Listing*

Add:

CODI ALDERSON, *Associate Professor*

DNP Grand Canyon University

MSN Grand Canyon University

ASN Western Wyoming Community College

WYATT ARGYLE, *Faculty*

MSN Chamberlain University

BSN Utah Tech University

ADN Nightgale College

AS Utah Tech University

CYNTHIA BAIN, *Associate Professor*

MSN Walden University

BSN University of Texas

ADN Central Texas College

MEGAN BARTEL, *Faculty*

MSN University of Utah

BSN University of Utah

BRIANNE COLE, *Assistant Professor*

MSN University of Oklahoman Health Science

Center College of Nursing

BSN Oklahoma Wesleyan University

ADN Rose State College

SAVANNAH COTTAM, *Assistant Professor*

MSN United States University

BSN American Sentinel

ASN Utah State University Eastern

MICHAEL CROOKS, *Adjunct Faculty*

MSN Western Governors University

BSN Millers College of Nursing

JILL DATTIS, *Assistant Professor*

PhD Capella University

MSN Robert Morris University

BSN Robert Morris University

JOSH DONEY, *Faculty*

MSN Weber State University

BSN Utah Valley University

BRANDY EBERT, *Adjunct Faculty*

MBA Keller Graduate School of Management

DNP American Sentinel University

MSN Chamberlain University

BSN Goldfarb School of Nursing

BSN University of Missouri Columbia

KATIE GAENZLER, *COTA/L, Assistant Professor*

B.G.S. Fine Arts Education Concentration,
University of Connecticut

A.S., Occupational Therapy, Manchester
Community College

A.S., Science, Tunxis Community College

Certificate, Dance, NVCC

JENNIFER GROH

DHA National University

PHd Northcentral University

MSN Missouri State University

BSN Cox College

ASN Cox College

JAELYNN HALL, *Assistant Professor*

MSN University of Texas

BSN University of Texas

RENEE HANSEN

DNP Grand Canyon University
MSN Grand Canyon University
BSN Grand Canyon University
ADN Fix Valley Technical College

EILEEN KLANG, Adjunct Faculty

DNP Duquesne University
MSN Walden University
BSN Kutztown University
ASN Regents College

DAWN KLODZINSKI, COTA/L, Associate Professor

M.Ed. Advanced Studies, Cognitive Science/Higher
Education- American College of Education
B.S. Special Education- Southern Illinois University
A.A.S. Occupational Therapy Assistant- College of
DuPage

MICHELLE LITTON, Adjunct Faculty

MSN Case Western Reserve University
BSN Central Michigan University

HAZEL MARIANO

MD University of the East Ramon Magsaysay
Memorial Medical Center
BSN Roseman University of Health Sciences
BSN Ateneo de Manila University

MELISSA MATAMOROS, Faculty

BSN Weber State University
ASN Salt Lake Community College

JOLYN MAYER, Faculty

BSN Stevens-Henagar College
ASN Salt Lake Community College

JULIE MENENDEZ, Adjunct Faculty

MSN Florida International University
BSN Florida International University
ASN Miami Dade College's School of Advanced
Studies

TANYA O'BRIEN, Assistant Professor

DNP University of St. Augustine Health Sciences
MSN Messiah College
BSN Messiah College

TENNILLE O'CONNOR, Adjunct Faculty

DNP Liberty University
MSN Liberty University
BSN Viterbo University
ASN Chippewa Valley Technical College

LINDSAY RAMSEY, Assistant Professor

MSN Western Governors University
BSN Western Governors University
ASN Broadview University

AMY REPKO, Assistant Professor

MSN West Liberty University
BS University of Utah

TAMI ROGERS, Full Professor

Ph.D Capella University
MSN University of Pheonix
BSN Florida State University
ASN Enterprise State Community College

JENNIFER RUFFIN, Associate Professor

Ph.D Ohio University College of Osteopathic
Medicine
MSN SUNY Update Medical University
MSN Mississippi College
BSN Vanderbilt University

MAGGIE SALIB-BARRIOS

DNP Florida State University
BSN University of Calgary
BA University of Florida

KATIE SAPORSKY, Associate Professor

DNP/FNP Liberty University
MSN Liberty University
BSN Liberty University

AMANDA SHEFFER, Assistant Professor

FNP Chamberlain University
BSNS University of Alaska Anchorage

LEXIKA SHELTON, Faculty

BSN Weber State University
ASN Weber State University

ANITRA THOMAS, Assistant Professor

DNP Texas Christian University
MSN University of Phoenix
BSN Prairie View A&M University

Add the following credentials to the following individuals:**TAYLOR HOYT, OTD, ORD/L**

O.T.D. Rocky Mountain University of Health Professions

CHRIS WALTERS, COTA/L, Academic Fieldwork Coordinator

Remove:

Trujillo, Carenina; Matthes, Kathy; Sanders, Tonya; Thompson, Deidra; Dimene, Shannon; Bell, Evelyn; Maynard, Leah; Herbert, Kelly; Daye, Jen; Visser, Jesse; Robinson, Stephanie; Petillot, Joe; Trujillo, Carenina; Matthes, Kathy; Sanders, Tonya; Dimene, Shannon; Holden, Madison; Trainor, Leia; Hendrson, Veritta; Maynard, Leah; Illies, Alysha; Carter, Brea; Thompson, Angela; Daye, Jen; Boehlen, Casady; Case, Mariam; Fletcher, Jaime; Nuttall, Jill; Crozier, Matthew; Newton, Patricia; Brower, Thomas; Tolentino, Sheila; Joyce, Jenna; Smythe, Marcia; Swasey, Brenda; Fletcher, Jaime; Saldaris, Christa; Ferguson, Julie; Ashdown, Natalie; O'Brien, Tanya



2023-2024 Catalog Addendum E
Effective March 11, 2024

Addition to Page 19, Tuition, Books, and Fees Schedule

The breakdown of tuition and fees are published for each program description in this catalog. The following information is effective for all new programmatic enrollments beginning in or after Fall Semester 2024.

TUITION (Effective with Fall, 2024 Start Date)	PER CREDIT	TOTAL CREDITS IN PROGRAM
ASN Core Course Credits	\$970	See Program Cost Breakdown
ASN General Education Course Credits	\$500	See Program Cost Breakdown
BSN Core Course Credits	\$760	See Program Cost Breakdown
BSN General Education Course Credits	\$500	See Program Cost Breakdown
aBSN Core Course Credits	\$735	See Program Cost Breakdown
aBSN General Education Course Credits	\$500	See Program Cost Breakdown
RN to BSN Core Course Credits	\$267	See Program Cost Breakdown
RN to BSN General Education Course Credits	\$267	See Program Cost Breakdown
OTA Core Course Credits	\$795	See Program Cost Breakdown
OTA General Education Course Credits	\$500	See Program Cost Breakdown
MSN Core Course Credits	\$588	See Program Cost Breakdown
MSN Specialty Course Credits	\$588	See Program Cost Breakdown
RESOURCES	AMOUNT	DESCRIPTION
NCLEX Resources Fee	\$2,980	One-Time Fee
CHARGES	AMOUNT	DESCRIPTION
Entrance TEAS Test	\$40	One-time fee, per test attempt
Physical/Mental exam	Varies	Paid directly to physician or clinic
Background Check and Drug Screening	\$109	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	\$8	Each Request
Diploma Replacement	\$25	Each Request

Addition to Page 22, Program Cost Breakdown

Program Cost Breakdown, Effective Fall 2024 Start Date, for New Program Enrollments

The following program cost breakdown is effective for program enrollment in or after fall, 2024. This schedule represents the program cost through graduation for enrollments started in or after fall, 2024.

Associate of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$500	30	\$15,000
ASN Core Course Credits	\$970	39	\$37,830
NCLEX Resource Fee			\$2,980
Total Estimated Program Cost			\$55,810
Bachelor of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$500	52	\$26,000
BSN Core Course Credits	\$760	68	\$51,680
NCLEX Resource Fee			\$2,980
Total Estimated Program Cost			\$80,660
Bachelor of Science in Nursing - RN to BSN			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$267	9	\$2,403
RN-BSN Core Course Credits	\$267	42	\$11,214
Total Estimated Program Cost			\$13,617
Bachelor of Science in Nursing - Accelerated BSN			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$500	17	\$8,500
aBSN Core Course Credits	\$735	68	\$49,980
NCLEX Resource Fee			\$2,980
Total Estimated Program Cost			\$61,460
Master of Science in Nursing			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
MSN Core Course Credits	\$588	15	\$8,820
MSN Specialty Course Credits	\$588	17	\$9,996
Total Estimated Program Cost			\$18,816
Associate of Science in Occupational Therapy Assistant			
Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$500	21	\$10,500
OTA Core Course Credits	\$795	45	\$35,775
Total Estimated Program Cost			\$46,275

Change to Page 22, *Program Cost Breakdown*

Remove:

Program Cost Breakdown, Effective Spring 2024 Start Date, for New Program Enrollments

The following program cost breakdown is effective for program enrollment in or after spring, 2024. This schedule represents the program cost through graduation for enrollments started in or after spring, 2024.

Replace With:

Program Cost Breakdown, Effective Spring or Summer 2024 Start Date, for New Program Enrollments

The following program cost breakdown is effective for program enrollment in spring, 2024, or summer, 2024. This schedule represents the program cost through graduation for enrollments started in or after spring, 2024, or summer, 2024.

Change to Page 78, *Associate of Science in Nursing Degree Program, Professional License Disclosure*

Remove from “Does Not Meet”: MO and NM

Add to “Meets”: MO and NM

Change to Page 81, *Bachelor of Science in Nursing, Professional License Disclosure*

Remove from “Does Not Meet”: MO and NM

Add to “Meets”: MO and NM

Change to Page 91, *Bachelor of Science in Nursing Degree Program – Accelerated BSN Degree Program, Professional License Disclosure*

Remove from “Does Not Meet”: MO and NM

Add to “Meets”: MO and NM



2023-2024 Catalog Addendum F
Effective March 14, 2024

Changes to Page 26, Direct Path: Programmatic Ladder Options and Cost Summary

Remove: With a signed agreement on file, a student can secure current tuition pricing and seamless program matriculation as long as continuous enrollment is maintained.

Replace With: With a signed agreement on file, a student can secure seamless program matriculation as long as continuous enrollment is maintained.

Add to first table heading “Direct Path MSN: aBSN Program to MSN (Nursing Leadership Track, either concentration)”: program enrollment prior to fall, 2024

Add beneath first table:

Direct Path MSN: aBSN Program to MSN (Nursing Leadership Track, either concentration), program enrollment fall, 2024, and beyond			
Description (Fall 2023 Enrollment & EA Addendum)	Separate Program Tuition	Maximum Direct Path Savings	Direct Path: Program(s) Tuition
Program 1: aBSN Course Credits and NCLEX Resource Fee	\$61,460		
Ladder savings in Program 1*		(\$882)	\$60,578
Program 2: MSN Course Credits	\$18,816		
Ladder savings in Program 2**		(\$3,528)	\$15,288
Total Tuition for both Programs	\$80,276	(\$4,410)	\$75,866

Remove: *MSN Courses (Take up to 6 credits: \$560/credit price, replace \$725/credit price per credit)

Replace with: *MSN Courses (Take up to 6 credits: MSN Core Course price per credit, replace BSN Core Course price per credit)

Add to second table heading “Direct Path MSN: RN to BSN Program to MSN (Nursing Leadership Track, either concentration)”: program enrollment prior to fall, 2024

Add beneath second table:

Direct Path MSN: RN to BSN Program to MSN (Nursing Leadership Track, either concentration), program enrollment fall, 2024, and beyond			
Description (Fall 2023 Enrollment & EA Addendum)	Separate Program Tuition	Maximum Direct Path Savings	DirectPath: Program(s) Tuition
Program 1: RN to BSN Course Credits	\$13,617		\$13,617
Program 2: MSN Course Credits	\$18,816		
Ladder savings in Program 2**		(\$3,528)	\$15,288
Total Tuition for both Programs	\$32,433	(\$3,528)	\$28,905



2023-2024 Catalog Addendum G
Effective April 3, 2024

Change to Page 78, *Associate of Science in Nursing Degree Program, Professional License Disclosure*

Remove from "Does Not Meet": NV
Add to "Meets": NV

Change to Page 81, *Bachelor of Science in Nursing, Professional License Disclosure*

Remove from "Does Not Meet": NV
Add to "Meets": NV

Change to Page 91, *Bachelor of Science in Nursing Degree Program – Accelerated BSN Degree Program, Professional License Disclosure*

Remove from "Does Not Meet": NV
Add to "Meets": NV



2023-2024 Catalog Addendum H
Effective April 15, 2024

Addition to Page 27, *California Residents Only*

California Residents:

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an 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 with 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.



2023-2024 Catalog Addendum I Effective May 3, 2024

Change to Page 7, *Institutional Learning Outcomes*

Remove:

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

Replace with:

1. **Service:** Act for the betterment of people and communities.
2. **Learning:** Continually pursue knowledge and contribute to a culture which provides that opportunity.
3. **Integrity:** Adhere to the highest standards of professionalism, ethics, and personal responsibility.
4. **Caring:** Practice empathy and nurture the well-being of others.
5. **Excellence:** Be a standard bearer by leading and engaging in continuous improvement.

Change to Page 8, *Administration*

Remove:

Dr. Janet Houston, Dean of Nursing
Dr. Nicolette Watkins, Vice President of Teaching and Learning
Stephanie Williamson, Campus Director

Revise:

Dr. Lynn Bilder, Provost
Heather Bailey, Vice President of Operations

Addition to Page 13, *Animals on Campus Policy:*

For the health and safety concerns of all, and to facilitate a professional learning environment, animals are not permitted on campus. This policy applies to all animals, except as provided for under the Americans with Disabilities Act (ADA).

ADA Accommodations:

Individuals requiring the assistance of a service animal as defined by the ADA should contact the ADA Coordinator to discuss specific needs and appropriate accommodations. The accommodation process may require supporting documentation as per ADA guidelines.

Other Animal Requests:

Requests for the presence of non-service animals must be directed to Facility Management. These requests will be evaluated on a case-by-case basis, considering the nature of the area and the proposed reason for animal access.

Change to Page 31, *Institutional Scholarships*

Remove: RN to BSN Scholarship

Add:

Advancement Scholarship

The Advancement Scholarship is for new, incoming students to Joyce University, all of whom are eligible to apply for this scholarship award.

- Students must initially participate in a Financial Planning session with financial aid advisor.
- Students must submit an application and a written essay explaining why they decided to pursue a career in healthcare and how this scholarship will assist making the academic program more affordable.
- Students are eligible for a maximum award based on their program of enrollment:
 - ASN - 6K: 2.5 -in semester 3 and \$3.5K in semester 5
 - aBSN - 7K: \$3K in semester 3 and \$4K in semester 5
 - BSN - \$8K: \$2K in semester 3, \$3K in semester 5, and \$3K in semester 7

Requirements to receive the funds and maintain eligibility are:

1. First time enrollee at Joyce University
2. This completed application
3. Maintenance of a CGPA of 3.0
4. Remaining current in all payments affecting student ledger
5. Maintaining continuous enrollment and satisfactory academic process
6. Submission of a written essay (see prompt below)

Scholarship Terms:

Acceptance of an individual scholarship award shall be an agreement to the terms and conditions of that award as well as all policies governing Joyce University scholarships. Every student's financial aid award package is subject to compliance with federal regulations.

1. Joyce University reserves the right to adjust individual scholarship awards to ensure compliance with institutional and federal policies.
2. Renewable awards are contingent upon maintaining Satisfactory Academic Progress.
3. Awards are based on full time enrollment; awards will be prorated based on enrollment for students who fall below full-time status.
4. Awards may only apply to charges on a student ledger card or direct costs (tuition and fees) a student incurs while at Joyce University.
5. Students may qualify only for one scholarship, per degree program.
6. If a student withdraws or are withdrawn from a term, all potential scholarship awards are forfeited and will not be reinstated.
7. Joyce reserves the right to withdraw individual scholarship awards at any time should an applicant be found ineligible.
8. Scholarship recipients whose CGPA falls below the scholarship stated minimum will be granted a one semester probationary period to improve their CGPA to at or above the stated minimum. During this probationary semester, the scholarship funds will be awarded. Failure to improve the CGPA to above stated minimum after the probationary semester will result in loss of remaining scholarship funds.

Addition to Page 36, *Non Degree Seeking Course Registration Policy*

A non-degree seeking course is a general education course that is not a degree requirement. Students may request to enroll in a non-degree seeking course for the upcoming semester by emailing registrar@joyce.edu by the last business day of the semester prior. Students are not allowed to register for core program courses outside of their program of study. Courses not required for the program of study are not eligible to be used to calculate Title IV financial aid eligibility. Personal funds or private loans must be used to pay for non-degree seeking courses. See Tuition, Books, and Fees schedule for estimated cost information.

Correction to Page 50, *Total Course Grade: Programmatic Core Courses*

Remove:

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), or OTA 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. If the threshold is not achieved, the total exam score average will be the grade of record.

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% $((800+750+820+700+820+1925)/75 = 77.53, \text{ or } 78\%)$

Replace with:

Total Exam Score Average: Programmatic Core Courses

To pass the 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 course.

- Each course exam will be individually calculated, earning a distinct percentage.

- Exam “percentages” (not points) will then be added individually and divided by the number of exams in the course to determine achievement of the 77% threshold.

- Example if there are five modular exams in the course, and one final exam:

Results of exam 1 (50 questions) = 80%

Results of exam 2 (50 questions) = 75%

Results of exam 3 (50 questions) = 82%

Results of exam 4 (50 questions) = 70%

Results of exam 5 (50 questions) = 82%

Results of final exam (100 questions) = 77%

The total exam score average would be 77.6%, or 78% $[(80+75+82+70+82+77)/6]$.

Total Course Grade: Programmatic Core Courses

- Once the 77% total exam score average threshold has been met, the final grade for the course will be calculated based on all incorporate points earned for exams, assignments, quizzes, and other coursework requirements.
- Students who successfully reach the 77% exam average threshold as calculated above will then have the course grade determined by an overall course point calculation which includes all earned points as outlined in the course syllabus.

Addition to Page 56, *Americans with Disabilities Act*

Add: For ADA inquiries and resources please reach out to the ADA Coordinator, Melanie Evans, melanie.evans@joyce.edu.

Change to Page 75, *Important Fieldwork Information*

Remove:

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). It is the student’s responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) prior to registering in course with a fieldwork component. Failure to provide the required documentation may result in withdrawal from courses and/or program. 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.

Replace With:

Documentation of current immunization records, physical examination, proof of CPR certification and evidence of personal health insurance may be required prior to admission and are required prior to registering for any course with a clinical component. Failure to provide and maintain the required documentation in the specified compliance portal, throughout the entirety of your program, may result in withdrawal from courses and/or the program. OTA courses with fieldwork component requirements include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Influenza, COVID-19, Tuberculosis testing, and current CPR Certification.

Change to Page 77 *Important Clinical Information*

Remove:

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). It is the student’s responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *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 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.

Replace With:

Documentation of current immunization records, physical examination, proof of CPR certification and evidence of personal health insurance may be required prior to admission and are required prior to registering for any course with a clinical component. Failure to provide and maintain the required documentation in the specified compliance portal, throughout the entirety of your program, may result in withdrawal from courses and/or the program. Nursing courses with a clinical component requirements include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Influenza, COVID-19, Tuberculosis testing, and current CPR Certification.

Change to Pages 80, 91, 94, 104, Important Clinical Information

Remove:

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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *prior to registering* in course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

Replace With:

Documentation of current immunization records, physical examination, proof of CPR certification and evidence of personal health insurance may be required prior to admission and are required prior to registering for any course with a clinical component. Failure to provide and maintain the required documentation in the specified compliance portal, throughout the entirety of your program, may result in withdrawal from courses and/or the program. Nursing courses with a clinical component requirements include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Influenza, COVID-19, Tuberculosis testing, and current CPR Certification.

Change to Pages 85, 88, Important Clinical Information

Remove:

Important Clinical 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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *prior to registering* in course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

Change to Page 97, Important Clinical Information

Remove:

Documentation of current immunization and proof of CPR certification are required prior to enrollment in any course with a practicum component in the FNP option. Practicum sites may require current immunization and proof of CPR certification for Nurse Educator and Nurse Leader students. Immunization requirements include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Flu Vaccination, TB test, and current CPR Certification. Practicum sites may make additional requirements. Failure to provide required documentation will prevent students from entering the practicum setting, which may result in course failure or withdrawal from a course and/or the program.

Replace With:

Documentation of current immunization records and proof of CPR certification are required prior to registering for any course with a practicum component. Practicum sites may require current immunization and proof of CPR certification for Nurse Educator and Nurse Leader students. Immunization requirements include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Influenza, COVID-19, Tuberculosis testing, and current CPR Certification. Practicum sites may make

additional requirements. Failure to provide required documentation will prevent students from entering the practicum setting, which may result in course failure or withdrawal from a course and/or the program.

Correction to Page 99, *NUR503*

Remove: Ethical Policy to Support Equity, Inclusion, and Diversity in Healthcare

Replace with: Applied Physical Health Assessment, Pathophysiology, Pharmacology

Change to Page 101, *Important Clinical Information*

Remove:

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). It is the student's responsibility to have proof of current health insurance and submit it as directed (i.e., upload into Complio) *prior to registering* in course with a clinical component. Failure to provide the required documentation may result in withdrawal from courses and/or program.

Replace With:

Important Clinical Information: Documentation of current immunization records, physical examination, proof of CPR certification and evidence of personal health insurance may be required prior to admission and are required prior to registering for any course with a clinical component. Failure to provide and maintain the required documentation in the specified compliance portal, throughout the entirety of your program, may result in withdrawal from courses and/or the program. Nursing courses with a clinical component requirements include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Influenza, COVID-19, Tuberculosis testing, and current CPR Certification.

Deletions on Pages 100-104

Remove: Master of Science in Nursing – Direct Entry Degree Program, Master of Science in Nursing – Direct Entry Degree Program, Required Courses, Master of Science in Nursing – BSN to MSN Degree Program, and Master of Science in Nursing – BSN to MSN Degree Program, Required Courses.

Change to Page 105, *Non Degree Seeking Courses*

Remove:

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.

The following tuition, books, and fees are effective for program enrollment prior to fall, 2023. This schedule represents the tuition, books and fees through graduation for enrollments started prior to fall, 2023.

Microbiology with Lab	4 credits	Cost is \$425 per credit
Microbiology Lab Only	1 credit	Cost is \$425 per credit
Book estimated cost		\$186.00
Lab materials estimate		\$72.00

The following tuition is effective for all new programmatic enrollments beginning in or after Fall Semester 2023.

Microbiology with Lab	4 credits	Cost is \$475 per credit with no additional costs
Microbiology Lab Only	1 credit	Cost is \$475 per credit with no additional costs

Changes to Page 107, *Course Descriptions*

Add:

BIO 276 Microbiology Lab

Length: 30 hours (lab)

Credit Hours: 1 Credit Hour

Delivery Method: Online

Prerequisites: BIO212, BIO213, BIO220

Corequisites: None

Course Description: This course provides the lab component of an introductory microbiology course. It explores an overview of the biology of microorganisms. Using a virtual lab environment, students will engage with subjects including anatomy, physiology, taxonomy, genetics, medical significance, and responses of the human body to bacteria, viruses, fungi, and parasitic organisms. Through various lab activities, the student will explore the principles and application of microbiology in the health care environment, including the identification, control, and prevention of infectious agents.

Revision, BIO220 Course Description

Remove:

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.

Replace With:

This course introduces the concepts of human anatomy and physiology, setting a firm foundation for future learning. It explores all human body systems and their interconnectivity through didactic and lab activities. Upon course completion, students will be able to explain how the human body functions and adjusts to environmental changes to retain homeostasis.

Remove: NUR505, NUR515, NUR52, NUR605, NUR615, NUR625, NUR635, NUR645, NUR655

Correction to Page 138, *OTA180 Foundations and Engagement*

Remove: Occupational Therapy Practice Framework, (Domain & Process, 4th ed.)

Replace With: Occupational Therapy Practice Framework: Domain & Process, 4th ed.

Change to Page 139 and 140, *OTA270 Fieldwork II-A and OTA280 Fieldwork II-B*

Remove: Occupational Therapy Practice Framework; Domain and Process, 3rd. Ed.

Replace With: Occupational Therapy Practice Framework: Domain and Process, 4th ed.

Changes to Page 142, *Academic Leadership*

Add:

JENNIFER AYOTTE, *Dean of General Education and Health Sciences*

MS Saint Joseph's University

BA University of Missouri

DELYNN GRANGE, RN, *Assistant Dean*

M.S.N. Western Governors University

B.S.N. Western Governors

A.S.N. Salt Lake Community College

MICHELLE HOWARD, *National Director of Simulation and Learning Laboratories*

MSN Liberty University

BSN Southwest University

ASN St. John's School of Nursing

KELLY MCCOLLOUGH, DNP, APRN, *Dean of Nursing*

DNP University of South Alabama

MSN University of South Florida

BSN University of South Florida

Revise:

COLETTE ANDERSEN, *Director of Learning Support Services*

M.A. Education, University of Phoenix

B.A. Business Management, University of Phoenix

LYNN BILDER, PhD, RN, Provost

PhD in Nursing, Indiana University of Pennsylvania

MSN Women's Health Nurse Practitioner, University of Cincinnati

BSN, Marywood University

AA, Pennsylvania State University

REBECCA COLLINS, PhD, Assistant Vice President of Institutional Research and Effectiveness

PhD., Education, Northcentral University

M.S., Education, Butler University

B.A., Psychology, St. Olaf College

MIKENNA DUDLEY, RN, *Assistant Dean*

M.S.N. Western Governors University

B.S.N. Roseman University

B.A. University of California Santa Cruz

KATIE HAMILTON, Chief of Staff – Office of the Provost
M.S. Biology, University of Nebraska Kearney
B.S. Biology, Purdue University

KARI LUOMA, RN, Dean of Curriculum and Instruction
Ph.D., Capella University
M.S.N., Clarkson College
B.S.N., University of Wisconsin-Green Bay
A.S.N., Gogebic Community College

TIFFANY WAGNER, DNP, RN, *Assistant Dean*
D.N.P., Hospital Administration, Chamberlain College of Nursing Chicago
M.S.N. University of Phoenix
B.S.N. University of Phoenix

DANIEL WAKAMATSU, DNP, RN, *Assistant Dean*
D.N.P., University of San Francisco
M.S. Nursing, University of San Francisco
B.S. Nursing, University of Utah

NICOLETTE WATKINS, PsyD, Dean of Student Success
PsyD. Human and Organizational Psychology, Touro University Worldwide
M.A. Education, University of Phoenix
B.S. Psychology, University of Utah

MYKEL WINTER, RN, *Associate Dean of Nursing*
M.S. Nursing Informatics, University of Utah
B.S. Nursing, Westminster College

COURTNEY ZUK, RN, *Assistant Dean*
M.S.N. Western Governors University
B.S.N. Fort Hays State University
A.S.N. Arapahoe Community College

Remove:
Janet Houston
Jaimee Kastler

Changes to Pages 142-148, Faculty Listing

Add:

WYATT ARGYLE, RN, *Faculty*
M.S.N. Chamberlain University
B.S.N. Utah Tech University
A.S.N. Nightingale

KATHLEEN CLARK, RN, *Faculty*
D.N.P., Edgewood College
M.S. Nursing Informatics, Excelsior University
B.S. Nursing, South University

HAZEL DENNISON, *Adjunct Faculty*

FNP Monmouth University
DNP Rutgers University
MSN Widener University
BSN Widener University

ROBIN DENNISON, DNP, RN, Faculty Training and Development Specialist

D.N.P., University of Kentucky
M.S.N., University of Delaware
B.S.N., Marshall University

JOSH DONEY, RN, Faculty

M.S.N. Weber State University
B.S.N. Utah Valley University

JONATHAN HILL, MD, Ph.D., Faculty Training and Development Specialist, Full Professor

MD, Saint George's University School of Medicine
Ph.D., Marquette University
B. A., College of Saint Rose

KIM LANGFORD, Adjunct Faculty

BS Penn State University
AS Keiser University

ABIGAIL MYHRE, Student Success Coach

M.S. Acute-Gerontology Acute Care, Vanderbilt University
B.S.N., University of Virginia

MELISSA NEWINGHAM, Associate Professor

DNP Rasmussen University
MSN Grand Canyon University
ASN Northeast Wisconsin Technical College

Revise:

DAVIN BROWN, DNP, Faculty

D.N.P. University of Utah
B.S.N. Brigham Young University

CORY MEYER, RN, Student Success Coach, Associate Professor

M.S. Nursing Education Western Governors University
B.S. Nursing, University of Wyoming
A.S. Nursing, Laramie County Community College

MALLORY NEWMAN, D.N.P., RN, Full Professor

DNP/FNP, Idaho State University
PMHNP Post Graduate Certificate, Regis College
B.S. Nursing, Brigham Young University- Idaho

KIRK ROBERTS, RN, Associate Professor

M.S.N. (F.N.P.), Marysville University
MBA, University of Phoenix
B.S.N., Brigham Young University

BROOKE SHELTON, RN, Assistant Professor

B.S.N., University of Utah B.A. History, University of Utah
M.S.N. Westminster University

TAMI ROGERS, Faculty Success Coach, Full Professor

Ph.D Capella University
MSN University of Pheonix
BSN Florida State University
ASN Enterprise State Community College

TAMI SUISSE, DNP, RN, Faculty

D.N.P. Weber State University
M.S.N. Weber State University
B.S.N. Western Governors University
A.S.N. Weber State University

Remove:

Brower, Thomas; Boehm, Kennedie; Krush, Zach; George, Amber; Gonzales, Jan Ina, Peterson, Kaylee;
Shelton, Lexika; Burnett, Heather; Ferguson, Julie Ann; Keller-Goodell, Patti; Ashdown, Natalie; Bowen,
Callie