



# University Catalog

*Academic Year 2024-2025*



**Joyce**

UNIVERSITY OF NURSING  
& HEALTH SCIENCES

## Table of Contents

PRESIDENT’S MESSAGE .....	9
MISSION, VISION, AND VALUES.....	10
Mission Statement .....	10
Vision .....	10
Core Values and Institutional Learning Outcomes.....	10
History .....	11
Statement Of Ownership .....	12
Organization and Governance.....	12
Non-Discrimination Policy.....	13
ACCREDITATION .....	13
Northwest Commission on Colleges and Universities (NWCCU).....	13
Accreditation Commission for Education in Nursing (ACEN) .....	13
Commission on Collegiate Nursing Education (CCNE).....	14
American Occupational Therapy Association (AOTA) .....	14
American Holistic Nurses Credentialing Corporation (AHNCC) .....	15
Society for Simulation in Healthcare .....	15
STATE AUTHORIZATION.....	15
Utah Department of Commerce, Division of Consumer Protection .....	15
The National Council for State Authorization Reciprocity Agreements (NC-SARA) .....	16
California Bureau for Private Postsecondary Education (BPPE).....	17
PROFESSIONAL LICENSING BOARDS.....	18

Arizona State Board of Nursing .....	18
Colorado State Board of Nursing.....	18
Idaho Board of Nursing.....	18
Missouri Board of Nursing.....	18
Nevada Board of Nursing.....	19
New Mexico Board of Nursing.....	19
Oregon Board of Nursing .....	19
Utah Division of Occupational and Professional Licensing, Board of Nursing.....	19
Wisconsin Board of Nursing.....	20
<b>FACILITIES AND EQUIPMENT .....</b>	<b>21</b>
Student Building Access .....	22
Identification Badge.....	23
Animals on Campus Policy.....	24
Children in the Classroom .....	24
<b>ADMISSIONS INFORMATION .....</b>	<b>25</b>
Admissions Policy.....	25
Background Screening Policy.....	27
Failure to Disclose or Unlawful Conduct After Admission.....	28
Student Location Policy.....	29
<b>TUITION, BOOKS, AND FEES SCHEDULE .....</b>	<b>30</b>
Effective for New Program Enrollments, Spring Semester 2025.....	31
Effective for New Program Enrollments, Fall Semester 2024.....	32
Effective for New Program Enrollments, Spring Semester 2024, and Summer Semester 2024 .....	33

Effective for New Program Enrollments, Fall Semester 2023.....	34
Effective for New Program Enrollments, in or prior to Fall Semester 2023 .....	35
PROGRAM COST BREAKDOWN.....	36
Effective for New Program Enrollments, Spring Semester 2025.....	36
Effective for New Program Enrollments, Fall Semester 2024.....	38
Effective for New Program Enrollments, Spring Semester 2024, and Summer Semester 2024 .....	40
Effective for New Program Enrollments, Fall Semester 2023.....	42
Effective for New Program Enrollments, in or prior to Fall Semester 2023. ....	44
FINANCIAL AID INFORMATION .....	49
Cost of Attendance (COA) .....	49
Eligibility and Application Process for Financial Aid .....	52
Types of Financial Aid .....	54
Veteran and Military Benefits.....	56
Tuition Installment Contract .....	58
Institutional Scholarships.....	59
Determination of Financial Need and Awarding of Aid .....	65
Verification of Data.....	66
Academic Year and Full-time Status Defined.....	66
Recalculation of Financial Aid (Pell and Loan Eligibility) .....	66
Registration and Graduation Holds.....	67
Course Refresher/Review for Graduates (Course Audit) .....	67
Refund Policies.....	68
ACADEMIC POLICIES AND INFORMATION .....	73

Transfer of Credit Policy .....	73
Changes to Delivery of Program and Services .....	77
Proctoring Policy .....	78
Concurrent Course Registration Policy .....	78
Non-Degree Seeking Course Registration Policy .....	78
Graduate Course Substitution Policy .....	79
Joyce University Attendance Policy .....	79
Active Not Attending Status Policy .....	81
Withdrawal Policies .....	82
Re-Entry Policy .....	84
Leave of Absence Policy .....	85
Satisfactory Academic Progress Policy .....	87
University Grading System .....	93
Final Grade Appeal Policy .....	97
Late Work Policy .....	98
Graduation .....	99
CLINICAL AND FIELDWORK INFORMATION .....	100
Clinical and Fieldwork Experience Policy and Expectations .....	100
Clinical/Fieldwork Sites and Vaccination Requirements Policy .....	101
Medical Clearance Policy and Procedure .....	102
STUDENT RIGHTS AND RESPONSIBILITIES .....	103
Grievance Policy .....	103
Family Educational Rights and Privacy Act (FERPA) .....	105

Accommodations Policy .....	107
Title IX Policy .....	108
UTAH SARA Complaint Process .....	109
PROFESSIONAL BEHAVIOR AND STUDENT CODE OF CONDUCT .....	111
Student Code of Conduct .....	111
Copyright Policy .....	116
Student Communication Policy .....	118
Drug Free School and Workplace Policy .....	118
Firearm and Dangerous Weapon Prohibition Policy .....	119
Jeanne Clery Disclosure of Campus Security Policy .....	119
COMPUTER TECHNOLOGY AND THE INTERNET .....	120
Rights And Responsibilities .....	120
Appropriate Use .....	120
Existing Legal Context.....	121
Additional Use Policies .....	121
Computer Requirements .....	122
STUDENT SUPPORT RESOURCES AND SERVICES .....	125
Learning Support Center .....	125
Office of the Registrar .....	125
Student Affairs.....	126
Student Success Advising .....	126
Career Services.....	126
Library Resources.....	127

ACADEMIC CALENDAR .....	128
ACADEMIC CALENDAR 2024.....	129
ACADEMIC CALENDAR 2025.....	130
ACADEMIC CALENDAR 2026.....	131
ACADEMIC CALENDAR 2027.....	132
ACADEMIC CALENDAR 2028.....	133
ACADEMIC CALENDAR 2029.....	134
ACADEMIC CALENDAR 2030.....	135
PROGRAM OFFERINGS AND LENGTHS.....	136
Program Delivery Systems.....	136
Course Delivery Methods .....	136
Associate of Science Degree Program – Occupational Therapy Assistant .....	138
Associate of Science in Nursing Degree Program .....	143
Bachelor of Science in Nursing Degree Program .....	149
Bachelor of Science in Nursing – RN to BSN Degree Program .....	160
Bachelor of Science in Nursing Degree Program – Accelerated BSN Degree Program.....	171
Master of Science in Nursing – Nursing Leadership Track .....	185
COURSE DESCRIPTIONS.....	191
Prerequisites and Corequisites.....	192
General Education Courses .....	193
Undergraduate Nursing Courses.....	216
Graduate Nursing Courses.....	247
Occupational Therapy Assistant Courses .....	254

Academic Affairs Leadership and Staff.....	262
Office of the Provost.....	262
Office of Curriculum and Instruction.....	262
Office of Institutional Research and Effectiveness .....	262
Learning Support Center .....	263
Center for Simulation and Learning Laboratories.....	263
Program Leadership.....	264
General Education and Occupational Therapy Assistant Program .....	264
School of Nursing.....	265
Faculty .....	266
General Education Faculty.....	266
Nursing Faculty .....	268
Occupational Therapy Assistant – Associate of Science Program Faculty .....	274
Appendix A – Addendum 09/13/2024 .....	275
Appendix B – Addendum 9/24/2024 .....	277
Appendix C – Addendum 10/1/2024 .....	278
Appendix D – Addendum 10/10/2024.....	282
Appendix E – Addendum 12/03/2024 .....	283



**This Catalog is effective August 30, 2024. 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 reflect our institution. They are assertive, resilient, eager, willing, and able to pursue the future with enthusiasm. Our stellar faculty, comprised of scholars and expert clinicians, are committed to achieving our institutional and program learning outcomes for the betterment of the people we serve.

We welcome you into our community; we pride ourselves on being a place of belonging, where the country's finest and most deserving talent is educated and stewarded.

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. In an environment that fosters and focuses on the balance between care and accountability, this transformation is yours for the taking.

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.

To your success -



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 and Institutional Learning Outcomes

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.

Institutional Learning Outcomes (ILOs) are the knowledge, skills, and abilities all students are expected to develop as a result of their overall experiences at Joyce University. The ILOs at Joyce University align with the Core Values. The alignment of the values with the ILOs ensures common expectations and standards for both employees and students.

### SERVICE

Core Value      Act for the betterment of our people and our communities.

ILO                Act for the betterment of people and communities.

### LEARNING

Core Value      Continually pursue knowledge and have an environment which provides and encourages that opportunity.

ILO                Continually pursue knowledge and contribute to a culture which provides that opportunity.

## INTEGRITY

Core Value Adhere to the highest standards of professionalism, ethics, and personal responsibility.

ILO Adhere to the highest standards of professionalism, ethics, and personal responsibility.

## CARING

Core Value Practice empathy and nurture the well-being of others.

ILO Practice empathy and nurture the well-being of others to promote a kind world.

## EXCELLENCE

Core Value Be a **standard bearer** by continually measuring and improving outcomes.

ILO Be a **standard bearer** by engaging in a process of continuous improvement.

## 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 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, Provost
- Heather Bailey, Vice President of Operations
- 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
- 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 correspondence on the institution's accreditation status on February 18, 2022, was to grant Initial Accreditation effective October 5, 2021.

#### **Northwest Commission on Colleges and Universities**

8060 165th Avenue NE, Suite 100

Redmond, WA 98052

(425) 558-4224

[www.nwccu.org](http://www.nwccu.org)

### Accreditation Commission for Education in Nursing (ACEN)

The Associate of Science in Nursing program at Joyce University of Nursing and Health Sciences 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](#).

## **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

## **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**

7501 Wisconsin Avenue, Suite 510E

Bethesda, Maryland 20814

(301) 652-AOTA

[www.acoteonline.org](http://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](http://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](http://www.ssih.org)

## STATE AUTHORIZATION

### **Utah Department of Commerce, Division of Consumer Protection**

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

Division of Consumer Protection

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

Salt Lake City, Utah 84114-6704

(801) 530-6601

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



## 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 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/](http://www.bppe.ca.gov/)

# PROFESSIONAL LICENSING BOARDS

## Arizona State Board of Nursing

The accelerated Bachelor of Science (aBSN) program 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/>

## Colorado State Board of Nursing

An applicant (from out-of-state school) can apply for licensure by examination if the student graduated from a nursing program that is approved by the relevant board of nursing and accredited by an accreditor recognized by ED. Colo. Code Regs. § 716-1:1.1-E(3). Joyce University meets these requirements for Colorado residents.

<https://dpo.colorado.gov/Nursing>

## Idaho Board of Nursing

As an out-of-state institution, the Bachelor of Science in Nursing and Associate Degree in Nursing are approved by the Idaho Board of Nursing for clinical instruction to occur in state. Idaho residents may apply for licensure of after graduation from a program that is accredited by a nationally recognized nursing accreditor and approved by the Board of Nursing of the state in which it is located. Joyce University meets these requirements. <https://dopl.idaho.gov/bon/>

## Missouri Board of Nursing

Joyce University can serve Missouri residents through reciprocity under NC-SARA and Nurse Licensure Compact (NLC) memberships. <https://www.ncsbn.org/bon-member-details/Missouri>

## Nevada Board of Nursing

As an out-of-state institution, the Bachelor of Science in Nursing and Associate Degree in Nursing are approved by the Nevada Board of Nursing for clinical instruction to occur in state. Nevada residents may apply for licensure after graduation from a program that is accredited by a nationally recognized nursing accreditor. Joyce University meets these requirements for Nevada residents.  
<https://nevadanursingboard.org/>

## New Mexico Board of Nursing

Joyce University can serve New Mexico residents through reciprocity under NC-SARA and Nurse Licensure Compact (NLC) memberships. <https://www.ncsbn.org/bon-member-details/New-Mexico>

## Oregon Board of Nursing

As an out-of-state institution, the Bachelor of Science in Nursing and Associate Degree in Nursing are approved by the Oregon State Board of Nursing for clinical instruction to occur in state. Oregon residents may apply for licensure after graduation from a program that is accredited by a nationally recognized nursing accreditor and approved by Board of Nursing of the state in which it is located. Joyce University meets these requirements for Oregon residents.  
<https://osbn.oregon.gov/OSBNPublic/ApprovedPrograms>

## Utah Division of Occupational and Professional Licensing, Board of Nursing

The Associate of Science in Nursing and the Bachelor of Science in Nursing programs at Joyce University are authorized by the Division of Occupational and Professional Licensing (DOPL), Utah State Board of Nursing.

### **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>

## Wisconsin Board of Nursing

Joyce University is approved as an out-of-state nursing school to serve Wisconsin residents by the Wisconsin Board of Nursing, within the Department of Safety and Professional Services.

### **Wisconsin Board of Nursing**

4822 Madison Yards Way

Madison, WI 53705

<https://dsps.wi.gov/Pages/Professions/NursingSchools.aspx>

# 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:

- Administrative and Faculty offices
- Anatomy & Physiology Lab
- Chemistry Lab
- Lecture Room
- Learning Support Center
- Occupational Therapy Assistant Lab and Sensory Room
- Quiet Study Center
- Student Lounge with vending services
- Student Resource Center
- Testing Center
- 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

At Joyce University, currently enrolled students are provided with an ID badge to access university buildings and facilities. Access is restricted to specific areas based on their academic programs or extracurricular activities. Unauthorized duplication or use of student access credentials is strictly prohibited and may lead to disciplinary action. Refer to the Student Room Access Schedule on page 23. Campus spaces may be temporarily closed without notice for repairs or maintenance, requiring students to relocate or vacate as needed.

## Designated Student Study Areas

Currently enrolled students have 24/7 badge access to the following designated study areas:

- Flo's Student Study Center
- Zonks
- Student Resource Center

Outside of regular campus hours, students will need to use their identification badge to enter through the north exterior doors. Identification badges are required at all times to enter through the north interior doors.

## 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.

## Food And Drink

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

## Student Room Access Schedule

### ***A&P Lab, Room 2051***

Monday – Friday 6:30 AM – 5:00 PM MST

Saturday 8:00 AM – 2:00 PM MST

### ***Chemistry Lab, Room 2049***

Monday – Friday 6:30 AM – 5:00 PM MST

### ***Learning Support Center, Room 101***

Monday – Friday 8:00 AM – 6:00 PM MST

### ***Lecture, Room 2060***

Monday – Friday 8:00 AM – 5:00 PM MST

### ***OTA Classroom, Room 2063***

Monday – Friday 6:00 AM – 6:00 PM MST

### ***Simulation Labs, Rooms 1-12***

Monday – Thursday 5:30 AM – 9:30 PM MST

Friday 5:30 AM – 6:00 PM MST

Saturday 6:30 AM – 5:00 PM MST

## Identification Badge

*This section was amended effective 9/6/2024. See Appendix A for the previous information.*

All students are required to wear assigned identification (ID) badges on campus and at clinical and fieldwork sites. 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.

To obtain a replacement ID badge, students should follow these steps:

1. Visit the receptionist to pay a \$10.00 fee and present a government-issued ID. Acceptable forms of ID include:
  - Valid Driver's License
  - Birth Certificate



- State-issued Identification Card
  - Social Security Card
  - Military Identification Card
  - Passport or Passport Card
2. After paying the fee, present the receipt to the Facilities Department to receive the replacement ID badge.

## **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).

### ***Accommodations***

Individuals requiring the assistance of a service animal as defined by the ADA should contact the Accommodations 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.

## **Children in the Classroom**

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 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.

# ADMISSIONS INFORMATION

## Admissions Policy

*This section was amended effective 12/3/2024. See Appendix E for the previous information.*

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 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 general requirements to be considered for admission:

- Complete, sign and submit an application form.
- Pay any applicable fees.
- Provide proof of successful high school completion, 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. Acceptable documents include official/unofficial high school transcripts or copies of high school diplomas or GED. 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 must 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](#).
- Successfully meet an entrance pathway option, when required.
- 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
- Complete all required Financial Aid documents and secure remaining balance.

Once a prospective student has submitted their application and completed all the 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.

### **Entrance Examinations**

Applicants who meet one of the following may qualify to apply for admission:

- Official transcripts indicating that a bachelor's degree was awarded from an accredited institution recognized by the U.S. Department of Education
- Official transcripts indicating that an associate degree was awarded from an accredited institution recognized by the U.S. Department of Education
- ACT minimum score of 20
- SAT minimum score of 1000
- Passing Test of Essential Academic Skills (TEAS) score per criteria outlined below:
  - 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, 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).

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.

## **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 at 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.

## **Background Screening Policy**

Background screening serves as an important part of the Admissions process and is 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**

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 be denied admission if they fail to pass the background, drug and/or reference checks.
- An applicant may be denied admission 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 be denied admission 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. It is the student's responsibility to review licensing and employment eligibility standards.

## **Failure to Disclose or Unlawful Conduct After Admission**

Joyce University reserves the right to deny admission, suspend, or dismiss a current student should they fail to fully and truthfully disclose the nature or extent of any criminal charges, pending or otherwise. A student is required to disclose any change in background status that occurs while enrolled in a Joyce University program. Examples of such conduct include, but are not limited to, any arrest, and/or charges or convictions of a felony or misdemeanor, or a change in professional licensure status. Joyce University shall not be responsible for any student's inability or ineligibility to continue their Program at Joyce University, secure student financial assistance, a clinical or

fieldwork site, certification, licensure, or employment in his or her field of study due to criminal conduct.

## **Student Location Policy**

Potential and/or enrolled students must keep the University updated on their current residential location as provided on the Enrollment Agreement. Relocation to another state may adversely impact a student's ability to complete the program and/or obtain state issued professional licensure.

# TUITION, BOOKS, AND FEES SCHEDULE

The breakdown of tuition and fees are published for each program description in this catalog. The program cost breakdown represents the program cost through graduation for new program enrollments for the effective start date(s).

## 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 (7<sup>th</sup>) of the payment period/semester. This will enable students to purchase books and supplies elsewhere. Book Lists for your program and courses can be found online at: <https://www.joyce.edu/about/consumer-information/>

## 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.

## Effective for New Program Enrollments, Spring Semester 2025

<b>Tuition</b>	<b>Per Credit</b>	<b>Total Credits in Program</b>
ASN Core Course Credits	\$970	See Program Cost Breakdown
ASN General Education Course Credits	\$500	See Program Cost Breakdown
BSN Core Course Credits	\$685	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
MSN Core Course Credits	\$588	See Program Cost Breakdown
MSN Specialty Course Credits	\$588	See Program Cost Breakdown
<b>Resources</b>	<b>Amount</b>	<b>Description</b>
NCLEX Resources Fee	\$2,980	One-Time Fee
<b>Charges</b>	<b>Amount</b>	<b>Description</b>
Entrance TEAS Test	up to \$75	One-time fee
<i>The charge above was amended effective 9/13/2024. See Appendix A for the previous information.</i>		
Physical/Mental exam	Varies	Paid directly to physician or clinic
Background Check and Drug Screening	\$111	One-time fee, paid directly to 3 <sup>rd</sup> party
New Mexico Caregiver Service	\$109.50	One-time fee, for NM students only
<i>The charge above was added effective 10/10/2024. See Appendix D for details.</i>		
<b>Additional Expenses the Student may Incur While Attending Joyce University</b>		
	<b>Amount</b>	<b>Description</b>
Audit Course	\$100	Per Course
CPR Class	\$45	Estimated, varies by vendor
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



## Effective for New Program Enrollments, Fall Semester 2024

<b>Tuition</b>	<b>Per Credit</b>	<b>Total Credits in Program</b>
ASN Core Course Credits	\$970	See Program Cost Breakdown
ASN General Education Course Credits	\$500	See Program Cost Breakdown
BSN Core Course Credits	\$685	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
MSN Core Course Credits	\$588	See Program Cost Breakdown
MSN Specialty Course Credits	\$588	See Program Cost Breakdown
<b>Resources</b>	<b>Amount</b>	<b>Description</b>
NCLEX Resources Fee	\$2,980	One-Time Fee
<b>Charges</b>	<b>Amount</b>	<b>Description</b>
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	\$111	One-time fee, paid directly to 3 <sup>rd</sup> party
<b>Additional Expenses the Student may Incur While Attending Joyce University</b>		
	<b>Amount</b>	<b>Description</b>
Audit Course	\$100	Per Course
CPR Class	\$45	Estimated, varies by vendor
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

## Effective for New Program Enrollments, Spring Semester 2024, and Summer Semester 2024

<b>Tuition</b>	<b>Per Credit</b>	<b>Total Credits in Program</b>
ASN Core Course Credits	\$925	See Program Cost Breakdown
ASN General Education Course Credits	\$475	See Program Cost Breakdown
BSN/aBSN Core Course Credits	\$725	See Program Cost Breakdown
BSN/aBSN 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
<b>Resources</b>	<b>Amount</b>	<b>Description</b>
NCLEX Resources Fee	\$2,980	One-Time Fee
<b>Charges</b>	<b>Amount</b>	<b>Description</b>
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
<b>Additional Expenses the Student may Incur While Attending Joyce University</b>		
<b>Incur While Attending Joyce University</b>	<b>Amount</b>	<b>Description</b>
Audit Course	\$100	Per Course
CPR Class	\$45	Estimated, varies by vendor
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

## Effective for New Program Enrollments, Fall Semester 2023

<b>Tuition</b>	<b>Per Credit</b>	<b>Total Credits in Program</b>
General Education Course Credits	\$475	See Program Cost Breakdown
ASN Core Course Credits	\$925	See Program Cost Breakdown
BSN/aBSN 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
<b>Resources</b>	<b>Amount</b>	<b>Description</b>
NCLEX Resources Fee	\$2,980	One-Time Fee
<b>Charges</b>	<b>Amount</b>	<b>Description</b>
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 3 <sup>rd</sup> party
<b>Additional Expenses the Student may Incur While Attending Joyce University</b>		
	<b>Amount</b>	<b>Description</b>
Audit Course	\$100	Per Course
CPR Class	\$45	Estimated, varies by vendor
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

## Effective for New Program Enrollments, in or prior to Fall Semester 2023

<b>Tuition</b>	<b>Per Credit</b>	<b>Total Credits in Program</b>
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
<b>Books &amp; Supplies</b>	<b>Amount</b>	<b>Description</b>
Books & Supplies (Estimated)	Varies	See Program Cost Breakdown
Technology Fees	\$500-\$750	Per Semester, Varies by Program
NCLEX Resources Fee	\$2,980	One-Time Fee
<b>Charges</b>	<b>Amount</b>	<b>Description</b>
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 3 <sup>rd</sup> party
<b>Additional Expenses the Student may Incur While Attending Joyce University</b>		
<b>Incur While Attending Joyce University</b>	<b>Amount</b>	<b>Description</b>
Audit Course	\$100	Per Course
CPR Class	\$45	Estimated, varies by vendor
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

## PROGRAM COST BREAKDOWN

The program cost breakdown represents the program cost through graduation for new program enrollments for the effective start date(s).

### Effective for New Program Enrollments, Spring Semester 2025

#### 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
<b>Total Estimated Program Cost</b>			<b>\$55,810</b>

#### 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	\$685	68	\$46,580
NCLEX Resource Fee			\$2,980
<b>Total Estimated Program Cost</b>			<b>\$75,560</b>

#### 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
<b>Total Estimated Program Cost</b>			<b>\$13,617</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$61,460</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$18,816</b>

## Effective for New Program Enrollments, Fall Semester 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
<b>Total Estimated Program Cost</b>			<b>\$55,810</b>

### 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	\$685	68	\$46,580
NCLEX Resource Fee			\$2,980
<b>Total Estimated Program Cost</b>			<b>\$75,560</b>

### 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
<b>Total Estimated Program Cost</b>			<b>\$13,617</b>

### 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
<b>Total Estimated Program Cost</b>			<b>\$61,460</b>

**MASTER OF SCIENCE IN NURSING**

<b>Description</b>	<b>Per Credit Rate</b>	<b>Total Credits</b>	<b>Estimated Total Cost</b>
MSN Core Course Credits	\$588	15	\$8,820
MSN Specialty Course Credits	\$588	17	\$9,996
<b>Total Estimated Program Cost</b>			<b>\$18,816</b>



## Effective for New Program Enrollments, Spring Semester 2024, and Summer Semester 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
<b>Total Estimated Program Cost</b>			<b>\$53,305</b>

### 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
<b>Total Estimated Program Cost</b>			<b>\$76,980</b>

### 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
<b>Total Estimated Program Cost</b>			<b>\$12,954</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$60,355</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$17,920</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$44,175</b>

## Effective for New Program Enrollments, Fall Semester 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
<b>Total Estimated Program Cost</b>			<b>\$53,305</b>

### 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
<b>Total Estimated Program Cost</b>			<b>\$76,980</b>

### 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
<b>Total Estimated Program Cost</b>			<b>\$26,115</b>

### 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
<b>Total Estimated Program Cost</b>			<b>\$60,355</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$17,920</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$44,175</b>

## Effective for New Program Enrollments, in or prior to Fall Semester 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
<b>Total Estimated Program Cost</b>			<b>\$60,105</b>

### BACHELOR OF SCIENCE IN NURSING

Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$425	52	\$22,100
BSN Core Course Credits	\$600	68	\$40,800
Books and Supplies Estimate			\$4,000
Technology Fee			\$6,000
NCLEX Resources Fee			\$2,980
<b>Total Estimated Program Cost</b>			<b>\$75,880</b>

### BACHELOR OF SCIENCE IN NURSING - RN TO BSN

Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$425	15	\$6,375
RN-BSN Core Course Credits	\$425	36	\$15,300
Books and Supplies Estimate			\$250
Technology Fees			\$3,000
<b>Total Estimated Program Cost</b>			<b>\$24,925</b>

## BACHELOR OF SCIENCE IN NURSING - ACCELERATED BSN

Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$425	14	\$5,950
aBSN Core Course Credits	\$975	46	\$44,850
Books and Supplies Estimate			\$1,900
Technology Fee			\$3,750
NCLEX Resources Fee			\$2,980
<b>Total Estimated Program Cost</b>			<b>\$59,430</b>

## MASTER OF SCIENCE IN NURSING, 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
<b>Total Estimated Program Cost</b>			<b>\$17,836</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$17,905</b>

## MASTER OF SCIENCE IN NURSING - DIRECT ENTRY

Description	Per Credit Rate	Total Credits	Estimated Total Cost
General Education Course Credits	\$425	14	\$5,950
DE-MSN Core Course Credits	\$725	81	\$58,725
Books and Supplies Estimate			\$2,800
Technology Fees			\$6,000
NCLEX Resources Fee			\$2,980
<b>Total Estimated Program Cost</b>			<b>\$76,455</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$18,240</b>

## 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
<b>Total Estimated Program Cost</b>			<b>\$43,625</b>

## **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.

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.

## FINANCIAL AID INFORMATION

The Joyce University Financial Aid Department assists students who need financial aid to help pay their tuition, books and other related expenses incurred while attending Joyce University. Each student's eligibility for financial aid is based on the information provided by the student (and contributors, if applicable) on the Free Application for Federal Student Aid (FAFSA).

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](http://www.studentaid.gov). Joyce University uses the information submitted by students and their contributors (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), Student Aid Index (SAI), enrollment status (Full-Time,  $\frac{3}{4}$  Time,  $\frac{1}{2}$  Time or Less-Than-Half-Time (LTHT), Enrollment Intensity, and the length of the academic year.

### Cost of Attendance (COA)

Cost of Attendance (COA) is an estimated average and the reasonable cost of school-related expenses a student can expect to have for the academic year, or semester of enrollment. COA serves as the foundation to determine a student's financial need as well as the amount of financial aid a student's eligible for. The COA is composed of the following categories: tuition and fees; books, course materials, supplies, and equipment; living expenses (housing and food); transportation/travel, and some personal/miscellaneous expenses. These components are determined in accordance with law, Higher Education Act of 1965, section 472, and are designed to cover the educational-related expenses of the student. In addition, the COA will consider the living arrangements (i.e., living with parents or off campus), and, in some cases, the student's program of study. The COA can only include costs for the individual student and the Financial Aid office may adjust a student's COA on a case-by-case basis.

The COA components below are based on an 8-month Academic Year and for full time students. Since COA is based on estimated averages, the costs below may differ from your specific COA.

**EXAMPLE of 2024-25 Undergraduate Financial Aid Cost of Attendance (COA)**

<b>Average Direct Costs</b>	<b>Living with Parent</b>	<b>Not Living with Parent</b>
Tuition	\$18,700	\$18,700
Fees	\$2,980	\$2,980
Books, course materials, supplies and equipment <sup>3</sup>	\$0	\$0
<b>TOTAL Average Direct Costs <sup>1</sup></b>	<b>\$21,680</b>	<b>\$21,680</b>
<b>Estimated Indirect Costs</b>	<b>Living with Parent</b>	<b>Not Living with Parent</b>
Living Expenses	\$4,018	\$8,022
Personal Costs	\$2,513	\$2,513
Transportation	\$2,478	\$2,478
<b>TOTAL Estimated Indirect Costs<sup>2</sup></b>	<b>\$9,009</b>	<b>\$13,013</b>
<b>Total Estimated COA</b>	<b>\$30,689</b>	<b>\$34,693</b>

**EXAMPLE of 2024-25 Graduate Financial Aid Cost of Attendance (COA)**

<b>Average Direct Costs</b>	<b>Living with Parent</b>	<b>Not Living with Parent</b>
Tuition	\$11,760	\$11,760
Fees	\$0	\$0
Books, course materials, supplies and equipment <sup>3</sup>	\$0	\$0
<b>TOTAL Average Direct Costs <sup>1</sup></b>	<b>\$11,760</b>	<b>\$11,760</b>

<b>Estimated Indirect Costs</b>	<b>Living with Parent</b>	<b>Not Living with Parent</b>
Living Expenses	\$4,018	\$8,022
Personal Costs	\$2,513	\$2,513
Transportation	\$2,478	\$2,478
<b>TOTAL Estimated Indirect Costs<sup>2</sup></b>	<b>\$9,009</b>	<b>\$13,013</b>

<b>Total Estimated COA</b>	<b>\$20,769</b>	<b>\$24,773</b>
----------------------------	-----------------	-----------------

<sup>1</sup>Actual tuition, fee, and book charges vary by student, credit load, and program of study. To view your actual charges, go to the student portal to review your student ledger.

<sup>2</sup>Actual costs vary by student, based on student choice and travel.

<sup>3</sup>Actual book, course materials, supplies and equipment may vary. Please refer to your Enrollment Agreement.

**Cost of Attendance (COA) Adjustments**

A student's Cost of Attendance (COA) may be increased, along with the financial aid eligibility if a student incurs expenses during the academic year that are higher than their standard financial aid budget. This is called a Cost of Attendance Adjustment. COA Adjustments must be sent directly to the Financial Aid Office for individual review. Additional documentation may be requested. Submission of this request does not guarantee that your financial aid eligibility will change. Your aid package

could remain the same, increase or decrease based on the documentation submitted to the Financial Aid office.

**Expenses often considered for COA Adjustment include the cost of:**

- Rent and utilities increasing.
- Purchasing a computer (you can only request this once every three years)
- Uninsured medical, dental, or optical expenses.
- Additional transportation expenses
- Childcare expenses.
- Additional required educational expenses
- Relocating expenses (new students).

## 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.gov](http://www.studentaid.gov) under “Considering School”.

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.

## Special Circumstances and Dependency Override

### *Special Circumstances*

We acknowledge that a student's ability to pay for college may be impacted by circumstances that cannot be reported on the FAFSA, or by situations that occur after the FAFSA has been filed. A Special Circumstances Form can be requested which allows you to share information with the Financial Aid Office that affects your ability to cover your educational costs. The Financial Aid Office will review your request and determine if supporting documentation is required. Submission of this form does not guarantee that your financial aid eligibility will change. Your aid package could remain the same, increase or decrease based on the documentation submitted to the Financial Aid office.

#### **Special circumstances may include loss of income due to:**

- Job termination or reduction in hours.
- Divorce or separation after completion of the FAFSA.
- Married after completion of the FAFSA.
- Death of a parent or spouse after completion of the FAFSA.
- Loss or reduction of untaxed income or benefits.
- Reduced earnings due to a natural disaster or disability.
- Unusual medical or dental expenses not covered by insurance.
- Dependent care expenses.

### *Unusual Circumstances*

Some undergraduate students are considered dependent students, even if the student doesn't live with a parent. This means that your parents' tax information was used to fill out the FAFSA application. Students can refer to the Federal Student Aid website to determine their dependency status for financial aid purposes. In some circumstances, the financial aid office can change a student's FAFSA status from dependent to independent in situations where providing parental information may be difficult for the student. An Unusual Circumstances Form can be requested which allows you to share information with the Financial Aid Office that affects your dependency status. The Financial Aid Office will review your request and determine if supporting documentation is required. Submission of this form does not guarantee that your dependency status will change.

Your aid package could remain the same, increase or decrease based on the documentation submitted to the Financial Aid office.

**Unusual circumstances may include:**

- An abusive family environment.
- Abandonment and/or estrangement by parents.
- Incarceration or institutionalization of both parents.
- Parents cannot be located.

**The following circumstances would not be considered for an Unusual Circumstance override:**

- Parents refuse to contribute to the student's education.
- Parents are unwilling to provide information on the FAFSA or for verification.
- Parents do not claim the student as a dependent for income tax purposes.
- Student demonstrates total self-sufficiency.

## 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 Student Aid Index (SAI) calculated using the information submitted on the Free Application for Federal Student Aid (FAFSA). Using the SAI 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 receive

the Federal Pell Grant. The award is made by the school based on the availability of funds. The FSEOG Grant 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. 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 Loan is available to parents who wish to apply for additional assistance for their dependent student's educational expenses. Eligibility is not based on financial need, but a credit check is required. Borrowers who have an adverse credit history may be denied. In the event the Parent Borrower is denied, additional funding may be available to the dependent student. A parent's decision not to apply for a PLUS loan does not guarantee the dependent student may receive additional financial aid assistance.

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

<https://studentaid.gov/understand-aid/types/loans/interest-rates>

### ***Alternative Private Education Loans***

If Federal Loan programs do not meet students borrowing needs, private lenders offer a variety of supplemental loan programs. These loans are considered consumer loans, and approval is based on good credit history and a satisfactory debt-to-income ratio. Students can only borrow up to their Cost of Attendance for the Academic Year period. 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 assistance to eligible service members, veterans, and their dependents. 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 Contract**

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 the Tuition Installment Contract. 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 or student portal.

**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 or visit the [Joyce University Scholarships and Grants website](#).

### 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.

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.

## BSN Alumni Scholarship

The BSN Alumni Scholarship is offered to students who have earned their Bachelor of Science in Nursing degree from Joyce University 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.

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.

## 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.

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.

## Advancement Scholarship

The Advancement Scholarship is for new, incoming students to Joyce University in the ASN, aBSN, or BSN program, all of whom are eligible to apply for this scholarship award.

- Students must initially participate in a Financial Planning session with a 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: up to \$6,000 (\$2,500 in semester 3 and \$3,500 in semester 5)
  - aBSN: up to \$7,000 (\$3,000 in semester 3 and \$4,000 in semester 5)
  - BSN: up to \$8,000 (\$2,000 in semester 3, \$3,000 in semester 5, and \$3,000 in semester 7)

### **Requirements to receive the funds and maintain eligibility are:**

1. First time enrollee at Joyce University
2. A completed scholarship 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

### **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.



## Joshua Ray Memorial Scholarship

### Background

A proud Joyce University alum, Joshua Ray joined Joyce University as an employee in 2015. Joshua most recently served as our Director of Academic Innovation, having previously served in the following key roles: Director of Clinical, Lab, and Simulation; Associate Program Director of Acute Care; Clinical Relations Manager; and Nursing Faculty. Prior to entering the field of nursing, Joshua served as a volunteer firefighter and State Trooper in Alaska.

Joshua leaves behind a legacy of creativity, dedication, innovation, and a profound spirit that touched us all. This scholarship has been developed to honor his contributions to our Mission, unwavering support for our students and employees, and relentless innovation and creativity.

### Scholarship Details:

The Joshua Ray Memorial Scholarship is offered to any pre-licensure student enrolled at Joyce University. One recipient will be selected per semester to receive this award. Recipients are eligible for a maximum award of \$10,000 awarded over at \$2000 max per semester for five semesters and must maintain a CGPA of 3.0 to maintain eligibility each semester. The deadline for applications will be 3 weeks prior to the start of each semester.

### Requirements to receive the funds and maintain eligibility are:

1. First time enrollee at Joyce University, going into their first semester
2. Enrolled in a pre-licensure program at Joyce University (ASN, BSN, aBSN)
3. This completed application
4. Maintenance of a CGPA of 3.0
5. Maintaining continuous enrollment and satisfactory academic process
6. Submission of a written essay (see prompt below)
7. Finalists will be asked to participate in an interview with Joyce faculty/staff

### 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 is 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.

## **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 reported on the FAFSA which are used to calculate the Student Aid Index (SAI) from the student and contributors (if applicable). The SAI 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 several 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 provided on the FAFSA application. For example, some verifiable items may include identity, income (AGI), household size, and number in college. The financial aid office will contact you if you are selected for verification and will provide a list of documentation they need.

## 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 Federal Pell Grant is awarded based on enrollment intensity for term-based programs. Enrollment intensity is a percentage that represents how much a student is enrolled in compared

to full-time enrollment, rounded to the nearest whole percent. For example, if a student is enrolled in 7 credit hours and full-time enrollment is 12 credit hours, their enrollment intensity would be 58%. Enrollment intensity cannot exceed 100% for Pell Grant proration. For direct subsidized and unsubsidized loans, a student must be attempting at least ½ time status (6 credits) to receive federal loan funds.

**Notice:**

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

## **Registration and Graduation Holds**

Students are required to have their account balance current prior to registering for classes or graduating from the University. Students that fail to meet their payment obligations may be placed on a registration hold until the account balance has been paid in full. A grad audit will take place to ensure balances are paid in full prior to graduation.

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

Graduates may return to audit a course they have previously taken as a refresher. Eligibility is limited to courses offered in the program from which the student graduated from (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 their enrollment agreement or within seven calendar days of the class start (add/drop period) 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 students account once a book has been accessed online. If a physical book was provided and not returned unopened and in new condition within 5 days, a charge for the book will be billed to the students account. 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 add/drop period (7 days) 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) for 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 the students loan debt.
2. Return any Title IV credit balance to the student.
3. Retain any credit balance on the account to cover any additional expenses that the student may incur prior to the end of the applicable loan period/award year to assist the student in managing their educational funds.

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, 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. 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. Students are 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 and/or the approval of the reapplication process. 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 must submit an application for re-entry following Financial Aid Suspension withdrawal (See Admissions Policy). 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 reserves the right to accept or deny any or all credits earned at other institutions. Transfer credits will be applied based on the course description and the appropriateness to the specific degree programs requirements and curricula. The course content, level, and number of credits earned should be equivalent or comparable to the current program requirements. . Other requirements for specific programs may apply.

All official transcripts must be received by Registrar's Office prior to the start of the student's program. 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 credits must have been earned from an accredited institution recognized and 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.

## Associate 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.

## 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.

## Course Transfer Requirements

### ***BIO220 Anatomy and Physiology I and II with Lab (8 credits)***

- 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.

### ***BIO252 Human Anatomy (3 credits) / BIO254 Human Anatomy Laboratory (1 credit)***

- 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.

### ***BIO262 Human Physiology (3 credits) / BIO264 Human Physiology Laboratory (1 credit)***

- 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.

Students are required to have 8 credits of Anatomy and Physiology that contains lab components and meets the criteria outlined above. This requirement may be fulfilled with either a combination of Anatomy & Physiology I & II, or separate courses for Anatomy and Physiology totaling 8 credits.

***BIO280 Pathophysiology***

Not accepted for transfer credit

***BIO290 Pharmacology***

Not accepted for transfer credit

***BIO275 Microbiology***

Must have a lab component.

***CHM215 Fundamentals of Chemistry***

Must have a lab component.

***NTR120 Nutrition***

Must be completed no more than 5 years before program start date.

***COM112 Public Speaking***

Any communications course is acceptable for transfer.

***COM300 Interprofessional Communication***

Any communications course at any level is acceptable for transfer.

***ENG220 English Composition and Professional Writing (3 credits)***

- Must have a writing emphasis (Literature focused courses will not be accepted).
- Creative writing will not be accepted.

***HUM200 Exploring Humanities***

- Acceptable course transfers include humanities, arts, religion, history, and philosophy.
- Courses such as psychology and sociology are not acceptable.

***PSY212 Principles of Human Psychology***

- Acceptable course transfers include any Psychology course.

- Courses such as philosophy, arts, and history are not acceptable.

### ***PSY310 Human Growth and Development Across the Lifespan***

- Acceptable course transfers include any Psychology course.
- Courses such as philosophy, arts, and history are not acceptable.

### ***MAT300 Statistics***

Must be an upper division statistics course, math courses that are not statistics courses do not fulfill this requirement.

### **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 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.

### **Transcript Acceptance Policy**

Joyce University will only accept official transcripts from educational institutions for evaluation. All transcripts must be sent to transcripts@joyce.edu or mailed to the Office of the Registrar at 12257 Business Park Drive, Draper, UT 84020. Transcripts received electronically must indicate that it is an official transcript and must include information on how to verify the authenticity of the transcript. Transcripts printed (hard copy) must be in the original sealed envelope with the school's insignia/seal and signed by the issuing institution.

Official transcripts will **not** be accepted if:

- The transcript is issued to a person or institution other than Joyce University.
- The date of transcript issuance is greater than 1 year prior to date of receipt by the Office of the Registrar.
- The transcript was sent or forwarded by anyone other than 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
  - Learning Support Center
  - 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.

In the event the course faculty member is unavailable during the scheduled class time or course component meeting time, and a qualified substitute is not available, students will be notified through their University email account that the course session is canceled with instructions for makeup requirements.

## **Proctoring Policy**

Joyce University highly values Academic Integrity and students are to adhere to the highest possible standards, including adherence with exam proctoring instructions. 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 Registration Policy**

Concurrent course registration is when a student in a program in which courses are scheduled within the terms or blocks wishes to register for extra courses in one term or block. The student must meet the Satisfactory Academic Progress (SAP) requirements and obtain the approval of the Program Chair 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.

## **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](mailto: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.

## Graduate Course Substitution Policy

A student enrolled in the Bachelor of Science in Nursing (BSN) program with a cumulative GPA of 3.25 and no previous NUR course failure or withdrawal may request a course substitution for:

- NUR443 Global Health with NUR504 Ethics and Policy in Population and Global Health
- NUR453 Interprofessional Teams with NUR502 Leadership, Interprofessional Partnerships and Person-Centered Care)

## Joyce University Attendance Policy

Attendance is mandatory for all Joyce University courses, including all course components, commensurate with the expectations of employers within the healthcare industry. Students should arrive at or before the designated start time for all course sessions and remain for the duration.

To be considered excused, an absence must be the result of an extenuating circumstance in good faith, which is defined at Joyce University as a significant life event beyond an individual's control that has an extreme impact on their ability to meet expectations or fulfill obligations.

Examples of circumstances that are not considered to be extenuating include, but are not limited to:

- Poor time management or lack of planning.
- Failure to review instructions or expectations.
- Social or entertainment obligations.
- Work schedule conflicts.
- Personal travel plans and vacations.

Students who miss 10 minutes or more of class time will receive an absence. The excusal of absences related to missed class time follows the Excused Absence Approval Procedure.



## Excused Absence Approval Procedure

Students must notify their faculty member in case of an absence as soon as possible and provide documentation to demonstrate the absence was due to an extenuating circumstance. The excusal of an absence is at the course faculty member's discretion. Absence excusal decisions made by faculty are final. Students who incur more than one unexcused absence in any one course component will be withdrawn from all course components, unless otherwise required by law.

Circumstances resulting in 14 days of non-attendance or the inability to meet the required technical standards listed in the Technical Standards and Health Assessment Form may require an unofficial withdrawal or a leave of absence (LOA). See Leave of Absence Policy and Withdrawal Policies for additional information.

## Online Course Attendance Policy

In online synchronous courses, including online lecture, online lab, or online clinical sessions, students must remain engaged throughout the duration of the class as determined by the faculty member for the course which may include, but is not limited to:

- Participating with the camera on, in appropriate attire, including business casual or Joyce clinical uniform for lecture, and Joyce clinical uniform for lab and clinical.
- Displaying the first and last name as listed on the attendance roster.
- Being in a professional, distraction-free environment, such as being seated at a desk or table. Examples of inappropriate environments or environments that may be a distraction to the student or their peers may include, but are not limited to, being in a bed, at work, in a car, or engaging with and showing others around you on camera.
- Participating in breakout sessions.
- Participating in online polls or quizzes.

In online asynchronous courses, students must actively participate in the course of study weekly to be considered present through the submission of an assignment, quiz, or discussion participation in the learning management system.

## **Clinical (Community Clinical, On Campus Simulation, and Virtual Simulation), Skills Laboratory, and Fieldwork Attendance Policy**

To be considered present, students must adhere to the requirements for lab, clinical, or fieldwork experiences, as outlined in the program handbook. Failure to comply with the requirements will result in an unexcused absence.

Unexcused absences are not eligible for make-up and will result in the student earning a failing grade for the course due to the inability to meet the hour requirement.

Faculty will assist the student with coordinating a makeup opportunity for excused absences.

Attendance for makeup sessions follows the same expectations as described in this policy and procedure. If an adequate makeup opportunity is not available, the student will earn a failing grade for the course due to the inability to meet the hour requirement.

The clinical course component may consist of community clinical experiences, on campus simulation experiences, and/or virtual simulation experiences. Two unexcused absences in any clinical experience type will result in course withdrawal. For example, one unexcused absence in virtual simulation and one unexcused absence in a community clinical rotation is equivalent to two clinical absences and will result in course withdrawal.

## **Active Not Attending Status Policy**

Students enrolled in the RN to BSN, and MSN programs may request an Active not Attending (ANA) status when scheduled for the 300, 400, 500, 600 level block or term 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 5-week block, 7.5-week term or course start date. Students are only allowed to be in an ANA status for one block (5 weeks) or one term (7.5 weeks) of the semester and must be enrolled in the remaining blocks or term 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 or term, the student may be administratively withdrawn from the University. For 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.

## **Withdrawal Policies**

### ***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 Office of the Registrar 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 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. In addition, to ensure proper cancellation, students must notify the Registrar's Office 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 Active Not Attending (ANA) status. 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.

### ***Administrative Withdrawal***

*Note: This section was amended effective 10/1/2024. Please see Appendix C for the previous version.*

1. 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. **14 Days of Non-Attendance:** Student fails to attend classes for 14 consecutive calendar days. The date of determination of withdrawal shall be following the 14<sup>th</sup> consecutive day of absence. For RN to BSN students, the **Last Date of Attendance** is determined by the last day a student participated in an academically related activity including projects, posting to a discussion board, submitting an assignment, or completing a quiz or exam.
2. **Failure to Meet Satisfactory Academic Progress:** Student either fails to meet SAP minimums after one payment period on FA Warning status, (**please consult Financial Aid Warning, Suspension, and Dismissal**), 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. **Student Code of Conduct Violation:** If a student is found by a committee to be in violation of the University's Student Code of Conduct Policy, 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.

## ***Suspension or Administrative Withdrawal***

Joyce University retains the right to make an administrative determination to place a student on suspension 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 suspension or an administrative withdrawal.

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.

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 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.

**Withdrawal:**

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 in writing. Students will work through the re-entry process with their Program Administrator and the Office of the Registrar to complete the necessary paperwork.

**Administrative Withdrawal:**

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 apply for re-entry into their program (Please consult the Admissions Policy).

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.

Students that fail to meet Satisfactory Academic Progress may not be eligible for financial aid.

**Leave of Absence Policy**

*Note: This section was amended effective 10/1/2024. Please see Appendix C for the previous version.*

A Leave of Absence ("LOA" or "Leave") is a temporary interruption in a student's program of study. Students may apply for a LOA during circumstances that make it impractical for the students to continue attending 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 LOA request for one of the following reasons with supporting documentation.***

1. Military deployment or required Military training.
2. Extreme serious illness or hospitalization of student or family member
3. Pregnancy and Childbirth
4. Death of a family member
5. Jury Duty
6. Natural disaster, inclement weather, or emergency situations that prevent a student from being able to attend 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) through their Student Success Advisor 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. ALOA 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. When the Student returns, they must retake the semester interrupted by their LOA.
7. Student must return on the date designated as the return date on their LOA Request Form, or the student will be withdrawn from the University.
8. While students are on the LOA, 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 receive a “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, CPR certifications, and/or medical clearance from a healthcare provider. Students must meet with the registrar at least two weeks before the scheduled return date to receive their schedule.
12. Students must meet and get clearance from the Financial Aid department before returning to classes.
13. 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.

## **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 Cumulative Grade Point Average (CGPA) Requirement

Undergraduate Programs : 2.0

Graduate Programs : 3.0

## Minimum Course Completion Rate Requirement : 66.67%

Financial Aid Warning occurs if the CGPA and/or Course Completion Rate are below the minimum at the end of a payment period. Suspension occurs if CGPA and/or Course Completion Rate are below the minimum at the 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. The 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 a 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	104
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 66.67% 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 66.67% 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 or Financial Aid Probation. 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 or two seven and a half week terms. Courses with a grade of Incomplete, Withdraw, Withdraw Fail, Non-Passing, 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 entitled (Satisfactory Academic Progress Standards). Students must obtain an overall cumulative grade point average (CGPA) of 2.0 in undergraduate programs or a 3.0 in graduate programs to graduate from a program. To avoid being placed on

Financial Aid Warning or Financial Aid Probation, a student must achieve 2.0 in undergraduate programs or a 3.0 in graduate programs 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 Dismissal and Financial Aid**

*Note: This section was amended effective 10/1/2024. Please see Appendix C for the previous version.*

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 entitled (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. If at the end of the Financial Aid Warning payment period, the CGPA and/or rate of progress are at or above 2.0 for undergraduate and 3.0 for graduate and 66.67%, respectively, the student will be removed from Financial Aid Warning and returned to active status.

## **Re-Entry Following Satisfactory Academic Progress (SAP) Dismissal**

*Note: This section was amended effective 10/1/2024. Please see Appendix C for the previous version.*

Students who have been dismissed 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 66.67% 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 and the approval through the reapplication process. Please consult Financial Aid Guidelines for Re-entry Following a Withdrawal in the University 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 semester of being on FAW are dismissed.
5. Students can re-apply for admission following dismissal. If admission 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 the student does not meet the academic plan requirements, they may be dismissed from the program and withdrawn from the University. The status code will be academic dismissal for not meeting SAP.

## **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 and rate of progress calculations. 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) in the same semester. If a student does not pass all components, they must retake all components of the course.

## University 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, 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 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 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 two weeks 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 purposes of calculating Satisfactory Academic Progress.

**SW- Scheduled Withdrawal** – is given when a student is withdrawn or administratively 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 purpose 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- Withdrawal Cancel** – is given when a student withdraws or receives an administrative withdrawal 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 Exam Score Average: Programmatic Core Courses

To pass the programmatic 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

If 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.

## Final Grade Appeal Policy

The Final Grade Appeal Policy is provided to students to address a final grade in a course, but only if a student has reason to believe that a final grade is not accurate due to a clerical or computational error or does not align with the expectations of the course syllabus. In these circumstances, a student may submit a Final Grade Appeal for an assessment regarding the accuracy of the final grade. Since the grading process involves the instructor's assessment of the student's academic performance, the only issue under consideration for a Final Grade Appeal is whether the student can provide clear evidence that the assignment of the grade was a result of an error or does not align with the expectations of the course syllabus.

The Final Grade Appeal Policy is not applicable and will not be considered for different course components, individual assignments or exams, final grades posted in previous semester, or students whose degrees have been conferred. A Final Grade Appeal may not be filed for repercussions imposed under the academic integrity or student conduct policies, or any other University Policy.

### Final Grade Appeal Procedure

1. To initiate a Final Grade Appeal, the student must address the concern or issue with the faculty member of the course in writing. If the student feels as though the issue has not been resolved or adequately addressed, they may then submit a Final Grade Appeal in accordance with this Procedure.
2. Final Grade Appeals must be submitted by completing the electronic Final Grade Appeal Form. All sections of the Final Grade Appeal Form must be completed for consideration.
3. Final Grade Appeals are expected to be submitted no later than five business days of the end of the term at 4PM MT. After this deadline all grades are considered final.

Students will receive notification of the final decision via the student's Joyce email. Decisions will be made within 15 business days of receipt of the complete Appeal. All Final Grade Appeal determinations are final.

## 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, a significant life event beyond an individual's control that has an extreme impact on their ability to meet expectations or fulfill obligations. 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 and some lab and clinical requirements.

## Graduation

To graduate from Joyce University of Nursing and Health Sciences, a student must:

1. Obtain an overall cumulative grade point average (CGPA) of 2.0 in undergraduate programs or a 3.0 in graduate programs.
2. Complete and earn a passing grade as defined in the University Grading System for all required program core and general education courses.
3. Meet all program-specific graduation requirements (see individual program pages).

Graduates are encouraged to participate in commencement ceremonies held in recognition of their achievement.

Commencement ceremonies are held three times a year. Commencement 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 Success Advisor or Career Services representative.

### 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.

<b>Undergraduate Cumulative GPA</b>	<b>Honor Conferred</b>
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)

<b>Graduate Cumulative GPA</b>	<b>Honor Conferred</b>
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.*

# CLINICAL AND FIELDWORK INFORMATION

## 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 rotations, including but not limited to using speech or demeanor which reflects poorly on the Institution or affiliated clinical/fieldwork site, 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 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.

## Medical Clearance Policy and Procedure

If a student involved in a course with a clinical, lab, simulation, or fieldwork component experiences a change in physical or mental health status, it is their responsibility to disclose it to their Student Success Advisor before returning to the course/ experience. Once change in status is disclosed, follow procedure below:

- Individual will disclose a change in health status to assigned Student Success Advisor (SSA)
- Individual will work with a licensed healthcare provider to determine a return date and any restrictions or accommodations that may be required.
  - If an ADA accommodation is recommended, the individual will follow the ADA Accommodation Policy and Procedure.
  - If a Title IX accommodation is recommended, the individual will follow the Title IX Policy & Procedure.
- Prior to returning to scheduled activity, individuals must receive clearance in all areas listed on the medical clearance form for their relevant program.
- Once clearance is received, the student will present SSA with the medical clearance form and work through any makeup procedure that may be necessary.

# STUDENT RIGHTS AND RESPONSIBILITIES

## Grievance Policy

Advocating for yourself in a professional and respectful manner is always encouraged at Joyce University. Joyce University recognizes the rights of students to present a complaint through the impartial procedures of a Grievance. For the purpose of this Policy and Procedure, a “Grievance” is a formal disagreement between a student, as recognized by the University, regarding an action taken by the University or members of the University community.

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
- any alleged violation of civil rights

**Please note:** For any situation involving sexual misconduct or sex-based discrimination, please reference the Title IX Policy & Procedure in the University Catalog.

## Grievance Procedure:

1. A student should first make a reasonable effort to resolve the Grievance directly with the person or entity they feel caused their complaint (without placing themselves in harm).
2. In the event the issue remains unresolved, or if the student is uncomfortable discussing the issue with the involved faculty or staff member, a student may fill out and submit a Grievance Form, completed in its entirety, within 10 business days of the date of Grievance.
3. Upon acceptance of the Grievance, the allegations or situation will be investigated and reviewed by the Grievance Committee and a determination will be issued to the student via student’s Joyce email within 10 business days.



- a. During the investigation, the student may be requested for a personal interview in person, by phone, or a virtual meeting platform.
4. If the student is not satisfied with the determination of the Grievance Committee, they have the option to appeal the decision to the Chief Grievance Officer. The student must submit the written Grievance, including why the Committee was not correct in their determination. The student will receive notification of the final decision via the student's Joyce email within twenty (20) business days of receipt of the original formal written complaint. All determinations by the Chief Grievance Officer are final.

A record of each Grievance, including its nature and disposition, shall be maintained by the University. Students may also contact the authorities listed on pages 14-20 of the Joyce University Catalog.

### **Non-Retaliation Policy**

Retaliation against any Joyce University student or community member 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 standard 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.
2. 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.
3. 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 Registrar responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.
4. 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 be a third-party 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.

5. 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

The Family Education Rights and Privacy Act (FERPA) permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions. 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 are met.
- 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.
- 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.

- 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.
- To organizations conducting studies for, or on behalf of, the school, in order to: Develop, validate, or administer predictive tests, Administer student aid programs or Improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency,
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding 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 them.
- 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.

## **Accommodations Policy**

Joyce University recognizes its obligations under the Americans with Disabilities Act of 1990 and the Section 504 Rehabilitation Act of 1973 prohibiting discrimination on the basis of disability and requiring reasonable accommodations to qualified disabled students in all programs and activities. Students with disabilities are not required to self-disclose, although they are

encouraged to do so. 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.

If a student is seeking additional information or accommodations, they must contact the Accommodations Coordinator at [disabilityservices@joyce.edu](mailto:disabilityservices@joyce.edu) and submit the Reasonable Accommodations Request Form. The Accommodations Coordinator will review all accommodation requests, evaluate documentation, and implement reasonable accommodations for enrolled students.

## **Title IX Policy**

Joyce University adheres to all federal, state, and local civil rights laws prohibiting discrimination and harassment in employment and education. As a recipient of federal financial assistance for education activities, Joyce University is required by Title IX of the Education Amendments of 1972 (Title IX) to ensure that all of its education programs and activities do not discriminate on the basis of sex. Sex includes sex, sex stereotypes, sex characteristics, gender identity, sexual orientation, and pregnancy or related conditions. Sex discrimination is prohibited under Title IX and by Joyce University Policy, and it includes sex-based harassment, sexual assault, dating and domestic violence, stalking, quid pro quo harassment, hostile environment harassment, disparate treatment, and disparate impact.

Joyce University also prohibits retaliation against any person opposing discrimination or harassment or participating in any internal or external investigation or complaint process related to allegations of sex discrimination.

Any Joyce University faculty member, employee, or student who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities, and/or benefits of any member of the Joyce University community on the basis of sex is in violation of the Title IX Policy and Procedure.

## Title IX Procedure

Any person may report sex discrimination or harassment (whether or not the person reporting is alleged to have experienced the conduct) in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator. A report may be made at any time (including during non-business hours) by contacting the University at [titleIX@joyce.edu](mailto:titleIX@joyce.edu).

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For more information contact the Title IX Coordinator.

Jennifer Ayotte

Title IX Coordinator

12257 Business Park Dr, Draper, UT 84020

801-816-8619

[titleix@joyce.edu](mailto:titleix@joyce.edu)

Nothing in this Policy prohibits an individual from contacting law enforcement or filing a complaint with the appropriate federal, state, or local agency within the time frame required by law. Please refer to the Licensure and Accreditation Section of the University Catalog for relevant contact information.

## 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 14 for contact information.

# PROFESSIONAL BEHAVIOR AND STUDENT CODE OF CONDUCT

All Joyce University students are expected to adhere to the highest standards of professional and ethical conduct. Students are expected to conduct themselves according to the standards expected of members of the professional community in which they are seeking entry.

## Student Code of Conduct

This Student Code of Conduct is always applicable to all Joyce University students and student groups whether they are at campus, remote, clinical sites, fieldwork locations or whenever representing Joyce University. Joyce University strives to create a safe environment that facilitates learning and academic growth for the success of all students and guided by the values of Joyce University including Service, Learning, Integrity, Caring and Excellence. The following list should be considered illustrative, not comprehensive, for all behavior that may be considered a Code of Conduct violation. Engaging in the following prohibited behaviors will be considered a violation of the Code of the Conduct and may be grounds for disciplinary action including in-course academic repercussions, written warning, probationary status, and dismissal from the University:

1. **Disruptive Behavior.** Obstructing or disrupting teaching, classes, research, team projects, or University sponsored functions. This includes insubordination to faculty or administration including using abusive, foul, or threatening language toward students, faculty, or administration or disregard of safety standards.
2. **Incivility or Bullying.** This behavior is defined as one or more rude, discourteous, or disrespectful actions that may or may not have negative intent behind them.
3. **Inappropriate Online or Social Media Conduct.** Public remarks deemed inappropriate by the University administration, or that breach required confidentiality or reasonable expectations of privacy, regarding educational experience, patients, classmates, colleagues, clinical and fieldwork sites, or other University matters.



4. **Sexual Misconduct or harassment.** 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.
5. **Harassment.** 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.
6. **Unlawful Conduct.** Unlawful conduct encompasses any violation of local, state, or federal laws, including arrests and any criminal charges pending prior to any determination. A student is required to disclose conviction of any felony, misdemeanor, or criminal act that occurs while enrolled in a Joyce University program. As applicable, a student is required to disclose any change in background status and/or in any professional licensure status.
7. **Clinical Site Misconduct.** In a clinical setting, students are expected to demonstrate professionalism, competence, and safety. Clinical site misconduct includes all prohibited behaviors in this Policy, and extends to engaging in irresponsible or unsafe practices including failure to adequately prepare prior to clinical, failure to report an error or incident in accordance with University Policy and Site requirements, and/or breaching HIPAA patient confidentiality. This also encompasses fabrication, alteration, or exaggeration of duties performed, number of hours completed, or preceptor feedback pertaining to student performance at the site. In the event of Clinical Site Misconduct, the student will be removed from the clinical setting and Joyce University will not facilitate placing the student in an alternative clinical site.
8. **Academic Integrity Standards** violation encompassing, but not limited to, the following components:
  - **Dishonesty.** Students will pursue academic work in a straightforward and truthful manner, free from deception or fraud.
  - **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.

- **Misrepresentation.** Falsifying information including but not limited to the following: Having another person represent or stand in for oneself in circumstances where one's attendance and/or performance are required, Misrepresenting class, clinical, fieldwork or externship attendance, Presenting false academic credentials, Submitting someone else's work as one's own, 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), Forging or using another's signature.
  - **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.
  - **Inappropriate use of technology or academic aids.** This includes prohibited use of Artificial Intelligence as defined and in accordance with the Artificial Intelligence Policy and the expectations set for its use by each faculty member in each course.
9. Violation of any **Joyce University Policies or standards**, including Firearm and Dangerous Weapon Policy, Copyright Policy, Attendance Policy, Drug and Alcohol Abuse Prevention Policy, Student Communication Policy, Honor Code, Etc.

### **Student Code of Conduct Violation Procedure**

All members of the Joyce University community, including faculty, administrators, staff, and students, must report any reasonable suspicion that a student has violated the Joyce University Student Code of Conduct. A report must be made through the Student Code of Conduct Violation Report Form where the issue will be reviewed and referred to the Student Code of Conduct Committee for investigation, assessment, and repercussions. The Student Code of Conduct Committee will consist of Program Leadership, Faculty, and Student Affairs Representatives and the

Joyce University | 2024-2025 Catalog | Page 113

Committee has the sole discretion to determine the appropriate sanctions for Student Code of Conduct Violation(s) on a case-by-case basis which may include the following:

***Student Code of Conduct Violation Sanctions***

<b>Academic Outcome</b>	Outcome affecting course or academic work, awarding of points and/or grades.
<b>Verbal Warning &amp; Coaching</b>	Issuance of oral reprimand and clarification of expectations moving forward.
<b>Written Warning</b>	Issuance of written reprimand and written clarification of expectations and repercussions moving forward should conduct continue.
<b>Probation</b>	A status with conditions imposed for a defined period of time that includes heightened repercussions for violation during probationary status.
<b>Suspension</b>	Separation of student from the University until student is eligible and in compliant status to return to the University in accordance with applicable Policies.
<b>Dismissal</b>	Separation of student from University for a defined period of time.
<b>Expulsion</b>	Permanent separation of the student from the University.

**Artificial Intelligence Use Policy**

Student use of artificial intelligence (AI) in relation to coursework and academic endeavors at the University is determined by the AI-Use status in each course as provided for by the respective Academic Department that course falls under. Student use of artificial intelligence for coursework does not absolve the student of any existing obligation under university policy, state or federal law as pertaining to copyright, plagiarism, non-factual or false information, and /or dissemination.

**Authorized Use of Artificial Intelligence:** The use of artificial intelligence is considered acceptable only if there is faculty permission providing for its use within a course. The following are some examples of acceptable use of AI:

- A. Use of artificial intelligence to edit and / or expand upon student authored work through substantive or mechanical changes.
  - **Substantive editing:** focuses on structure, content, language, style, and presentation as they relate to purpose of the document.
  - **Mechanical editing:** focuses on spelling, grammar, punctuation, and formatting.
- B. Use of artificial intelligence to generate ideas, but not content, towards application to coursework.
- C. Use of artificial intelligence to assist in the organization and collection of research related materials (i.e. articles, books, videos, etc).

**Unauthorized Use of Artificial Intelligence:** The use of artificial intelligence is considered unacceptable if it is used in the absence of any faculty permissions for use within a course. The following are some examples of unacceptable use of AI:

- Use of artificial intelligence in a course that does not authorize use.
  - Use of artificial intelligence to complete coursework in the absence of student contribution.
- Student Contribution:** student authored draft, be it written, visual, audio, or any combination therein.
- Use of artificial intelligence without acknowledgment of use.

**Acknowledgment of use:**

Company. (Year). Service (MMDD Version) [Type of AI]

[Weblink](#)

**Prohibited Use of Artificial Intelligence:** Circumstances where use of artificial intelligence is never acceptable.

- A. Input of documents or information proprietary to Joyce University.

- B. Input of identifying or confidential information (ie patient, student, etc) without required permission.

### **Artificial Intelligence Procedure**

Students that violate the Artificial Intelligence Use Policy will be considered in violation of the Student Code of Conduct Policy, specifically the Academic Integrity Standards, and will be subject to disciplinary action in accordance with the Student Code of Conduct Policy and Procedure as published in University Catalog.

## **Copyright Policy**

The Copyright Policy applies to all who use Joyce University's network or equipment to share files, including 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.

### **Example of Activities Violating Federal Law**

Following are some examples of copyright infringement:

- 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

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](https://copyright.gov) at <https://copyright.gov>.

## 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, Microsoft Outlook, and the Learning Management System, Canvas. It is the 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 the [Personal Support Center](#). Students are expected to keep the Office of the Registrar informed of any changes in contact 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.

## Drug Free School and Workplace Policy

In accordance with Drug-Free Schools and Communities Act (34 CFR Part 84), Joyce University is committed to providing a alcohol and drug-free learning environment and workplace. Students are prohibited from the unlawful manufacture, distribution, possession or use of a controlled substance or alcohol anywhere on University property or while participating in University sponsored or related activities, including clinical and practicum. Smoking, including tobacco or vape use, is prohibited within 25 feet of any campus door at Joyce University.

Students may be required to submit to drug testing prior to admission and throughout enrollment, and as a condition of placement in a clinical or practicum site. Passing a drug test for the purpose of continued enrollment or clinical placement is determined by Joyce University, in its sole discretion. Students that violate this policy or fail to abide by drug testing requirements, will be referred to the Student Code of Conduct and subject to disciplinary action including dismissal. For additional resources please refer to the Drug and Alcohol Abuse Prevention Program at [www. Joyce.edu](http://www.Joyce.edu).

## **Firearm and Dangerous Weapon Prohibition 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 University sponsored or affiliated activities. Prohibited items include, but are not limited to, firearms (this encompasses 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 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. A violation of this Policy may result in discipline up to dismissal, as well as referral for criminal prosecution to the appropriate prosecutorial agencies of the State of Utah.

## **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 upon request.



# COMPUTER TECHNOLOGY AND THE INTERNET

## Rights And Responsibilities

Computers and networks can provide access to resources both on and off campus, as well as the ability to communicate with other users worldwide. This access is a privilege and requires responsible behavior from each user. Users must respect the rights of others, maintain the integrity of the systems and related physical resources, and comply with all applicable laws, regulations, and contractual obligations.

Under federal and state laws, students have rights to access information about themselves contained in computer files. Files may be subject to search under court order. Additionally, system administrators may access user files in order to protect the integrity of computer systems. For example, system administrators, following organizational guidelines, may access or examine files or accounts suspected of unauthorized use, misuse, or any form of compromise.

## Appropriate Use

Joyce University grants students, faculty, and staff the privilege to use its computers and network. With access to the campus network, users can send and receive electronic mail messages, share ideas through appropriate media, and use browsers and other tools to search and find necessary information.

The internet is a vast network of connected computers whose users make up a worldwide community. In addition to formal policies, regulations, and laws governing the use of computers and networks, the Internet user community follows informal standards of conduct. These standards, based on common understandings of appropriate and considerate behavior, evolved in the early days of the Internet when it was primarily used by an academic and highly technical community. While the Internet now has a much wider broader user base, these early codes of conduct persist, transcending geographical and governmental boundaries to foster a 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 those specific to computers and networks, as well as those applicable to general personal conduct. Activities authorized by appropriate University officials for security or performance testing are not considered misuse.

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 the appropriate authorities for disciplinary action.

Reproduction or distribution of copyrighted works, including but not limited to images, text, or software, without the owner's permission is an infringement of U.S. Copyright Law. Such infringement is subject to civil damages and criminal penalties, including fines and imprisonment. Please consult the Copyright Policy for more information.

## Additional Use Policies

The Computer Use Policy applies to all Joyce University computer and network resources. Additional policies, terms and conditions may apply to other electronic services offered by the campus. Users are responsible for reviewing and adhering to these additional policies as they engage with different services.

## Examples Of Misuse

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

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 that interferes 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, worms, spyware, and other forms of malicious software.
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 for misuse of computing resources may be imposed under Joyce University policy, as well as state and 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 classes.

## Minimum System Specifications

1. Operating System
  - a. Microsoft Windows 10 version 22H2
  - b. Microsoft Windows 11 version 22H1 or better
  - c. Mac OS 14 or greater
  - d. Windows RT and S are not supported operating system
2. Internet Browser:
  - a. Microsoft Edge 125 or greater
  - b. Google Chrome 125 or greater
3. Processor
  - a. PC: 2.3 GHz Dual Core
  - b. Mac: 2.0 GHz Intel processor
  - c. Hard Drive
  - d. 256 GB or greater
4. Memory
  - a. 16 GB RAM or greater
5. Screen Resolution
  - a. PC: 1366 x 768
  - b. Mac: 1280 x 800
6. Peripherals
  - a. Universal Serial Bus (USB) Port
  - b. Keyboard and mouse / touchpad
  - c. Webcam with microphone

7. Network Connectivity

a. Ethernet Port: 10/100/1000 Mbps

b. Wireless: 802.11b/g/n/ac/ax

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

# STUDENT SUPPORT RESOURCES AND SERVICES

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 Learning Support Center and Student Success Advising.

## Learning Support Center

- Student Academic Resources
- Student Success Coaches
- Time Management and Study Skills Assistance
- Tutoring Center
  - Anatomy & Physiology
  - Math
  - Medical-Surgical Nursing
  - Pathophysiology
  - Pharmacology
  - NCLEX Preparation
- Writing Assistance

## 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

## 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

## 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

## Career Services

Joyce University strives to assist each graduating student in finding employment through resume building assistance, licensing requirement, interview skills, and job placement support. 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.

## Library Resources

*This section was amended effective 09/09/2024. See Appendix A for the previous information.*

Joyce University provides students with online library resources through the University's consortium membership and subscriptions with the Library and Information Resources Network (LIRN). LIRN is a 3rd party Library and Librarian Solution whom Joyce University partners with to provide comprehensive library resources and librarians to ensure that all faculty and staff are knowledgeable about library resources. LIRN has numerous online resources from a wide variety of vendors (inclusive of databases containing articles from periodicals [peer reviewed, academic and trade], eBook collections, video collections, or interactive applications. Joyce University has selected resources relevant to specific areas of study at our institution. All of LIRN's resources are intended for use in higher education to promote academic study, research and growth, including all areas of General Education. Joyce University is supported by a team of LIRN Librarians who have earned a master's degree in library science (MLS), Librarianship, or Library and Information Studies (MLIS) from a program accredited by the American Library Association (ALA). LIRN's librarians are not faculty and/or staff of the subscriber institution. LIRN Librarians provide library support for 84 hours of support each week. Monday through Friday, 8am to 10pm EST and Saturday and Sunday 12pm to 7pm EST.



# ACADEMIC CALENDAR

The following programs consist of 15-week courses and follow the Semester dates:

- Associate of Science in Nursing Degree Program
- Associate 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 Degree Program

The following programs consist of 7.5-week courses and follow the Term dates:

- Bachelor of Science in Nursing – RN to BSN Degree Program (for students who enroll fall 2023 or later)
- Master of Science in Nursing Degree Program

The following programs consist of 5-week courses and follow the Block dates:

- Bachelor of Science in Nursing – RN to BSN Degree Program (for students who enroll summer 2023 or earlier)

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

**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 2024

<b>Fall 2024 Semester</b>	
Monday, August 26	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, September 2	Labor Day – University Closed
Tuesday, September 3	Fall Semester, Block A and Fall Term 1 Begin
Sunday, October 6	Block A Ends
Monday, October 7	Block B Begins
Wednesday, October 23	Fall Term 1 Ends
Thursday, October 24	Fall Term 2 Begins
Sunday, November 10	Block B Ends
Monday, November 11	Block C Begins
Thursday, November 28 - Friday, November 29	Thanksgiving Holiday – University Closed
Sunday, December 15	Fall Semester, Block C, Term 2, and OTA270/280/290 End
Tuesday, December 24	Christmas Eve – University Closed
Wednesday, December 25	Christmas Day - University Closed

## ACADEMIC CALENDAR 2025

<b>Spring 2025 Semester</b>	
December 30, 2024	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Wednesday, January 1	New Year's Day – University Closed
Monday, January 6	Spring Semester and Spring Term 1 Begin
Monday, January 20	Martin Luther King, Jr. Day – University Closed
Monday, February 17	President's Day – University Closed
Wednesday, February 25	Spring Term 1 Ends
Thursday, February 27	Spring Term 2 Begins
Sunday, April 20	Spring Semester and Spring Term 2 End

<b>Summer 2025 Semester</b>	
Monday, April 28	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, May 5	Summer Semester and Summer Term 1 Begin
Monday, May 26	Memorial Day – University Closed
Thursday, June 19	Juneteenth - University Closed
Wednesday, June 25	Summer Term 1 Ends
Thursday, June 26	Summer Term 2 Begins
Friday, July 4	Independence Day (Observed) - University Closed
Sunday, August 17	Summer Semester, Term 2, and OTA270/280/290 End

<b>Fall 2025 Semester</b>	
Monday, August 25	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, September 7	Labor Day – University Closed
Tuesday, September 2	Fall Semester and Fall Term 1 Begin
Wednesday, October 22	Fall Term 1 Ends
Thursday, October 23	Fall Term 2 Begins
Thursday, November 27 - Friday, November 28	Thanksgiving Holiday – University Closed
Sunday, December 14	Fall Semester, Term 2, and OTA270/280/290 End
Wednesday, December 24	Christmas Eve – University Closed
Thursday, December 25	Christmas Day - University Closed

## ACADEMIC CALENDAR 2026

<b>Spring 2026 Semester</b>	
December 29, 2025	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Thursday, January 1	New Year's Day – University Closed
Monday, January 5	Spring Semester and Spring Term 1 Begin
Monday, January 19	Martin Luther King, Jr. Day – University Closed
Monday, February 16	President's Day – University Closed
Wednesday, February 25	Spring Term 1 Ends
Thursday, February 26	Spring Term 2 Begins
Sunday, April 19	Spring Semester and Spring Term 2 End

<b>Summer 2026 Semester</b>	
Monday, April 27	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, May 4	Summer Semester and Summer Term 1 Begin
Monday, May 25	Memorial Day – University Closed
Friday, June 19	Juneteenth - University Closed
Wednesday, June 24	Summer Term 1 Ends
Thursday, June 25	Summer Term 2 Begins
Friday, July 3	Independence Day (Observed) - University Closed
Sunday, August 16	Summer Semester, Term 2, and OTA270/280/290 End

<b>Fall 2026 Semester</b>	
Monday, August 24	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, August 31	Fall Semester and Fall Term 1 Begin
Monday, September 7	Labor Day – University Closed
Wednesday, October 21	Fall Term 1 Ends
Thursday, October 22	Fall Term 2 Begins
Thursday, November 26 - Friday, November 27	Thanksgiving Holiday – University Closed
Sunday, December 13	Fall Semester, Term 2, and OTA270/280/290 End
Thursday, December 24	Christmas Eve – University Closed
Friday, December 25	Christmas Day - University Closed
Monday, December 28	Spring 2027 NUR Clinical Orientation Week & OTA 270/280/290 Begin

## ACADEMIC CALENDAR 2027

<b>Spring 2027 Semester</b>	
December 28, 2026	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Friday, January 1	New Year's Day – University Closed
Monday, January 4	Spring Semester and Spring Term 1 Begin
Monday, January 18	Martin Luther King, Jr. Day – University Closed
Monday, February 15	President's Day – University Closed
Wednesday, February 24	Spring Term 1 Ends
Thursday, February 25	Spring Term 2 Begins
Sunday, April 18	Spring Semester and Spring Term 2 End

<b>Summer 2027 Semester</b>	
Monday, April 26	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, May 3	Summer Semester and Summer Term 1 Begin
Monday, May 31	Memorial Day – University Closed
Friday, June 18	Juneteenth (Observed) - University Closed
Wednesday, June 23	Summer Term 1 Ends
Thursday, June 24	Summer Term 2 Begins
Monday, July 5	Independence Day (Observed) - University Closed
Sunday, August 15	Summer Semester, Term 2, and OTA270/280/290 End

<b>Fall 2027 Semester</b>	
Monday, August 23	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, August 30	Fall Semester and Fall Term 1 Begin
Monday, September 6	Labor Day – University Closed
Wednesday, October 20	Fall Term 1 Ends
Thursday, October 21	Fall Term 2 Begins
Thursday, November 25 - Friday, November 26	Thanksgiving Holiday – University Closed
Sunday, December 12	Fall Semester, Term 2, and OTA270/280/290 End
Friday, December 24	Christmas Eve – University Closed
Monday, December 27	Christmas Day (Observed) - University Closed
Monday, December 27	Spring 2028 NUR Clinical Orientation Week & OTA 270/280/290 Begin
Friday, December 31	New Year's Day (Observed) – University Closed

## ACADEMIC CALENDAR 2028

<b>Spring 2028 Semester</b>	
December 27, 2027	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, January 3	Spring Semester and Spring Term 1 Begin
Monday, January 17	Martin Luther King, Jr. Day – University Closed
Monday, February 21	President’s Day – University Closed
Wednesday, February 23	Spring Term 1 Ends
Thursday, February 24	Spring Term 2 Begins
Sunday, April 16	Spring Semester and Spring Term 2 End

<b>Spring 2028 Semester</b>	
Monday, April 24	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, May 1	Summer Semester and Summer Term 1 Begin
Monday, May 29	Memorial Day – University Closed
Monday, June 19	Juneteenth- University Closed
Wednesday, June 21	Summer Term 1 Ends
Thursday, June 22	Summer Term 2 Begins
Tuesday, July 4	Independence Day - University Closed
Sunday, August 13	Summer Semester, Term 2, and OTA270/280/290 End

<b>Fall 2028 Semester</b>	
Monday, August 28	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, September 4	Fall Semester and Fall Term 1 Begin
Monday, September 4	Labor Day – University Closed
Wednesday, October 25	Fall Term 1 Ends
Thursday, October 26	Fall Term 2 Begins
Thursday, November 23 - Friday, November 24	Thanksgiving Holiday – University Closed
Sunday, December 17	Fall Semester, Term 2, and OTA270/280/290 End
Monday, December 25	Christmas Eve (Observed)– University Closed
Tuesday, December 26	Christmas Day (Observed) - University Closed

## ACADEMIC CALENDAR 2029

<b>Spring 2029 Semester</b>	
Monday, January 1	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, January 1	New Year's Day – University Closed
Monday, January 8	Spring Semester and Spring Term 1 Begin
Monday, January 15	Martin Luther King, Jr. Day – University Closed
Monday, February 19	President's Day – University Closed
Wednesday, February 28	Spring Term 1 Ends
Thursday, March 1	Spring Term 2 Begins
Sunday, April 22	Spring Semester and Spring Term 2 End

<b>Summer 2029 Semester</b>	
Monday, April 30	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, May 7	Summer Semester and Summer Term 1 Begin
Monday, May 28	Memorial Day – University Closed
Tuesday, June 19	Juneteenth- University Closed
Wednesday, June 27	Summer Term 1 Ends
Thursday, June 28	Summer Term 2 Begins
Wednesday, July 4	Independence Day - University Closed
Sunday, August 19	Summer Semester, Term 2, and OTA270/280/290 End

<b>Fall 2029 Semester</b>	
Monday, August 27	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, September 3	Fall Semester and Fall Term 1 Begin
Monday, September 3	Labor Day – University Closed
Wednesday, October 24	Fall Term 1 Ends
Thursday, October 25	Fall Term 2 Begins
Thursday, November 22 - Friday, November 23	Thanksgiving Holiday – University Closed
Sunday, December 16	Fall Semester, Term 2, and OTA270/280/290 End
Monday, December 24	Christmas Eve – University Closed
Tuesday, December 25	Christmas Day – University Closed
Monday, December 31	Spring NUR Clinical Orientation Week and OTA 270/280/290 Begin

## ACADEMIC CALENDAR 2030

<b>Spring 2030 Semester</b>	
December 31, 2029	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Tuesday, January 1	New Year's Day – University Closed
Monday, January 7	Spring Semester and Spring Term 1 Begin
Monday, January 21	Martin Luther King, Jr. Day – University Closed
Monday, February 18	President's Day – University Closed
Wednesday, February 27	Spring Term 1 Ends
Thursday, March 28	Spring Term 2 Begins
Sunday, April 21	Spring Semester and Spring Term 2 End

<b>Summer 2030 Semester</b>	
Monday, April 29	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, May 6	Summer Semester and Summer Term 1 Begin
Monday, May 27	Memorial Day – University Closed
Wednesday, June 19	Juneteenth- University Closed
Wednesday, June 26	Summer Term 1 Ends
Thursday, June 27	Summer Term 2 Begins
Thursday, July 4	Independence Day - University Closed
Sunday, August 18	Summer Semester, Term 2, and OTA270/280/290 End

<b>Fall 2030 Semester</b>	
Monday, August 26	NUR Clinical Orientation Week and OTA 270/280/290 Begin
Monday, September 2	Fall Semester and Fall Term 1 Begin
Monday, September 2	Labor Day – University Closed
Wednesday, October 23	Fall Term 1 Ends
Thursday, October 24	Fall Term 2 Begins
Thursday, November 28 - Friday, November 29	Thanksgiving Holiday – University Closed
Sunday, December 16	Fall Semester, Term 2, and OTA270/280/290 End
Tuesday, December 24	Christmas Eve – University Closed
Wednesday, December 25	Christmas Day – University Closed
Monday, December 30	Spring NUR Clinical Orientation Week and OTA 270/280/290 Begin



## 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.

### Program Delivery Systems

- i. Joyce University programs are offered through **blended program delivery**, which is defined at Joyce University as a program in which the curriculum is delivered through a combination of course delivery methods.
- ii. Joyce University defines **residential program delivery** as a program in which all curriculum is delivered at the college facility in an on-ground, residential format.
- iii. Joyce University defines **online program delivery** as a program in which all curriculum is delivered exclusively online in an asynchronous format.

### Course Delivery Methods

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

### Online Courses and Learning

Students are expected to login to the Learning Management Systems (LMS) two to five times each week, depending on course requirements. Students may participate in discussions, communicate with instructors and peers, and complete assignments, assessments, quizzes, and exams. Online courses are designated as such in the Catalog and in each course syllabus so students can

distinguish between online and on-campus skills laboratory and clinical offerings during registration. Students 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 substantial interaction during the course and activities occur weekly throughout the course. Substantial interaction is required to support deeper learning of essential content to become professionals in their role.
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, 4<sup>th</sup>ed.* to prioritize, plan, and carry out independent and collaborative therapeutic interventions that focus on “occupation” as the means and end.
  - Promote health and wellness among individuals, communities, and populations.
  - Participate in professional organizations, community involvement and lifelong learning.
  - Implement professional communication skills when interacting with clients and members of the healthcare team.
- 

### Program Description

The Occupational Therapy Assistant (OTA) 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 includes 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 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.

**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:** AZ, CO, FL, HI, ID, MO, NV, OH, OR, PA, TX, UT, WA

**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, 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 Lengths**

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.

---

## Required Courses

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

### 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
MAT105	College Mathematics	2.00
PSY212	Principles of Human Psychology	3.00
SOC212	The Study of Society	3.00
TRM102	Medical Terminology	1.00

### CORE 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

<b>Total General Education Curriculum Credits</b>	<b>21.00</b>
<b>Total Core Course Credits</b>	<b>45.00</b>
<b>Total Required Curriculum Credits</b>	<b>66.00</b>

\*Grade of C+ is required to pass.

# 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 ASN 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-like client 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. The ASN Degree Program at 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.

**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.

**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:** CO, ID, MO, NM, NV, OR, SD, UT, WI

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

---

---

### Required Courses - ASN students starting Spring Semester, 2025, and beyond

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

#### GENERAL EDUCATION COURSES

Course Number	Course Name	Credits
BIO252	Human Anatomy*	3.00
BIO254	Human Anatomy Laboratory*	1.00
BIO262	Human Physiology*	3.00
BIO264	Human Physiology Laboratory*	1.00
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
TRM102	Medical Terminology	1.00

### CORE 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
<b>Total General Education Curriculum Credits</b>		<b>30.00</b>
<b>Total Core Course Credits</b>		<b>39.00</b>
<b>Total Required Curriculum Credits</b>		<b>69.00</b>

\*Grade of C+ is required to pass.

## Required Courses - ASN students starting Spring Semester, 2023, through Fall Semester, 2024

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

### 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
TRM102	Medical Terminology	1.00

### CORE 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

<b>Total General Education Curriculum Credits</b>	<b>30.00</b>
<b>Total Core Course Credits</b>	<b>39.00</b>
<b>Total Required Curriculum Credits</b>	<b>69.00</b>

\*Grade of C+ required to pass.

# 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-like client 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 most 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**

Healthcare entities across the nation are bolstering their efforts to increase the number of bachelor's degree prepared nurses working in their hospitals, clinics, and long-term care facilities. 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.

**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 American Heart Association (AHA) 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 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.

**Note:** *The following list was amended effective 9/24/2024. See Appendix B for the previous information.*

**Meets:** AZ, CO, ID, MO, NM, NV, OR, SD, UT, WI

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

### **Accreditation**

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

**Required Courses for BSN program students starting Spring Semester, 2025, and beyond.**

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

**GENERAL EDUCATION COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
BIO252	Human Anatomy*	3.00
BIO254	Human Anatomy Laboratory*	1.00
BIO262	Human Physiology*	3.00
BIO264	Human Physiology Laboratory*	1.00
BIO275	Microbiology*	4.00
BIO280	Pathophysiology*	3.00
BIO290	Pharmacology*	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
NTR120	Nutrition	3.00
PSY212	Principles of Human Psychology	3.00
SOC212	The Study of Society	3.00

## CORE 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

<b>Total General Education Curriculum Credits</b>	<b>52.00</b>
<b>Total Core Course Credits</b>	<b>68.00</b>
<b>Total Required Curriculum Credits</b>	<b>120.00</b>

\*Grade of C+ required to pass.

## Required Courses

Effective for BSN students starting Summer Semester, 2023, through Fall Semester, 2024.

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

### GENERAL EDUCATION COURSES

Course Number	Course Name	Credits
BIO220	Anatomy and Physiology I & II with Lab*	8.00
BIO275	Microbiology*	4.00
BIO280	Pathophysiology*	3.00
BIO290	Pharmacology*	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
NTR120	Nutrition	3.00
PSY212	Principles of Human Psychology	3.00
SOC212	The Study of Society	3.00

## CORE 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

<b>Total General Education Curriculum Credits</b>	<b>52.00</b>
<b>Total Core Course Credits</b>	<b>68.00</b>
<b>Total Required Curriculum Credits</b>	<b>120.00</b>

\*Grade of C+ required to pass.

## Required Courses for BSN program students starting Spring 2023 or before.

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

### 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	The Study of Society	3.00

## CORE COURSES

Course Number	Course Name	Credits
NUR200	Nursing Health Assessment*	3.00
NUR205	Foundations of Nursing*	5.00
NUR295	Care of the Older Adult *	2.00
NUR336	Population & Community Focused Nursing Care*	3.00
NUR350	Medical Surgical Nursing I*	6.00
NUR351	Medical Surgical Nursing II*	6.00
NUR360	Maternal and Newborn Nursing*	4.00
NUR361	Nursing Care of the Child*	4.00
NUR378	Psychiatric Mental Health Nursing*	3.00
NUR405	Technology & Informatics in Nursing*	3.00
NUR415	Leadership and Management for the New Nurse*	3.00
NUR426	Practicing Holistic Nursing Within Diverse Communities*	3.00
NUR428	Quality Improvement and Patient Safety*	3.00
NUR440	Nursing Research: Assessing Evidence for Nursing*	3.00
NUR470	Professional Issues in Nursing*	3.00
NUR480	Transition to Nursing Practice & Leadership - Capstone*	4.00
NUR498	NCLEX Testing Orientation*	1.00
<b>Total General Education Curriculum Credits</b>		<b>61.00</b>
<b>Total Core Course Credits</b>		<b>59.00</b>
<b>Total Required Curriculum Credits</b>		<b>120.00</b>

\*Grade of C+ required to pass.



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

For all RN to BSN students beginning Fall 2023 semester and beyond

Delivery Method: Blended

---

---

### Objective

The objective of the Bachelor of Science in Nursing Registered Nurse to 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**

Healthcare entities across the nation are bolstering their efforts to increase the number of bachelor's degree prepared nurses working in their hospitals, clinics, and long-term care facilities. 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**

#### **Bachelor of Science in Nursing, RN to BSN Pathway 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 United States ( 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 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.

**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.ccneaccreditation.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.

---

## Required Courses - RN to BSN students starting Fall Semester, 2023, and beyond

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

### 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

### CORE 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

## OTHER REQUIRED COURSES

Transfer Credits 69.00

<b>Total General Education Course Credits</b>	<b>9.00</b>
<b>Total Core Course Credits</b>	<b>42.00</b>
<b>Transfer Credits</b>	<b>69.00</b>
<b>Total Required Credits</b>	<b>120.00</b>

\*Grade of C+ is required to pass.

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

For all RN to BSN students beginning Summer 2023 semester and before.

Delivery Method: Blended

---

### Objective

The objective of the Bachelor of Science in Nursing Registered Nurse to 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**

Healthcare entities across the nation are bolstering their efforts to increase the number of bachelor's degree prepared nurses working in their hospitals, clinics, and long-term care facilities. 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**

### **Bachelor of Science in Nursing, RN to BSN Pathway 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 United States ( 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 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.

**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.ccneaccreditation.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 least 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.

**Required Courses - RN to BSN students starting Summer Semester 2023 or before.**

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

**GENERAL EDUCATION COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
COM305	Communication in Healthcare	4.00
HUM305	Introduction to World Religions	4.00
BIO270	Microbiology	3.00
MAT305	Data Driven Statistics	4.00

**CORE COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
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

## OTHER REQUIRED COURSES

Transfer Credits 69.00

<b>Total General Education Course Credits</b>	<b>15.00</b>
<b>Total Core Course Credits</b>	<b>36.00</b>
<b>Transfer Credits</b>	<b>69.00</b>
<b>Total Required Credits</b>	<b>120.00</b>

\*Grade of C+ is required to pass.

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

For all students beginning Fall Semester, 2023, and beyond.

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-like client 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 most 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**

Healthcare entities across the nation are bolstering their efforts to increase the number of bachelor's degree prepared nurses working in their hospitals, clinics, and long-term care facilities. 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**

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

*Note: This section was amended effective 10/01/2024. See Appendix C for previous information.*

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 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.

**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 American Heart Association (AHA) 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 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, CO, ID, MO, NM, NV, OR, UT, WI

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

### **Accreditation**

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

---

**Required Courses - aBSN students starting Spring Semester, 2025, and beyond.**

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

**GENERAL EDUCATION COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
BIO252	Human Anatomy*	3.00
BIO254	Human Anatomy Laboratory*	1.00
BIO262	Human Physiology*	3.00
BIO264	Human Physiology Laboratory*	1.00
BIO280	Pathophysiology*	3.00
BIO290	Pharmacology*	3.00
MAT300	Statistics	3.00

**CORE COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
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

<b>Total General Education Course Credits</b>	<b>17.00</b>
<b>Total Core Course Credits</b>	<b>68.00</b>
<b>Total General Education and Core Courses Credits</b>	<b>85.00</b>
<b>Transfer Credits for Prerequisite Bachelor's Degree</b>	<b>35.00</b>
<b>Total Required Curriculum Credits</b>	<b>120.00</b>

\*Grade of C+ required to pass.

**Required Courses - aBSN students beginning Fall Semester, 2023, through Fall Semester, 2024.**  
 A complete description of all courses is provided in the course descriptions section of this catalog.

### GENERAL EDUCATION COURSES

Course Number	Course Name	Credits
BIO220	Anatomy & Physiology I and II*	8.00
BIO280	Pathophysiology*	3.00
BIO290	Pharmacology*	3.00
MAT300	Statistics	3.00

### CORE 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

<b>Total General Education Course Credits</b>	<b>17.00</b>
<b>Total Core Course Credits</b>	<b>68.00</b>
<b>Total General Education and Core Courses Credits</b>	<b>85.00</b>
<b>Transfer Credits for Prerequisite Bachelor's Degree</b>	<b>35.00</b>
<b>Total Required Curriculum Credits</b>	<b>120.00</b>

\*Grade of C+ required to pass.

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

For all students beginning Summer Semester, 2023, and before.

Delivery Method: Blended

---

### **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-like client 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**

Healthcare entities across the nation are bolstering their efforts to increase the number of bachelor's degree prepared nurses working in their hospitals, clinics, and long-term care facilities. 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**

### **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.

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.

**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 American Heart Association (AHA) 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 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, ID, CO, MO, NM, NV, OR, UT, WI

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

### **Accreditation**

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

---

**Required Courses - aBSN students beginning summer semester 2023 and before.**

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

**GENERAL EDUCATION COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
BIO305	Anatomy & Physiology for Nursing Practice*	6.00
BIO315	Pathophysiology for Nursing Practice *	5.00
BIO365	Pharmacological Principles*	3.00
MAT325	Statistics	4.00

**CORE COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
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



<b>Total General Education Course Credits</b>	<b>18.00</b>
<b>Total Core Course Credits</b>	<b>42.00</b>
<b>Total General Education and Core Courses Credits</b>	<b>60.00</b>
<b>Transfer Credits for Prerequisite Bachelor's Degree</b>	<b>60.00</b>
<b>Total Required Curriculum Credits</b>	<b>120.00</b>

\*Grade of C+ required to pass.

## Master of Science in Nursing – Nursing Leadership Track

For all students beginning Fall Semester, 2023, and beyond.

Delivery Method: Blended

---

---

### **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 Concentration***

- 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 Leadership Concentration***

- 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 format. Most specialty courses include a clinical component that requires a program approved preceptor and practice 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.

## **Admissions and Additional 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 clinical 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:** Clinical sites may require current immunization and proof of CPR certification for Nurse Educator and Nurse Leader students. Immunization requirements may include Tetanus, Diphtheria & Pertussis (Tdap), Varicella, MMR, Hepatitis B, Influenza, COVID-19, Tuberculosis testing, and current CPR Certification. Clinical sites may make additional requirements. Failure to provide required documentation will prevent students from entering the clinical 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 clinical experiences are completed in approved practice settings supervised by an approved preceptor. All students develop an evidence-informed, rapid-cycle, quality improvement capstone project that is fully implemented in the clinical setting and evaluated for clinical significance during the final semester of the program.

---

**Required Courses - MSN students beginning summer fall 2023 and beyond.**

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

**NURSING LEADERSHIP TRACK: CONCENTRATION IN EXECUTIVE NURSING LEADERSHIP**

**CORE COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
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	Applied Physical Health Assessment, Pathophysiology, Pharmacology	3.00
NUR504	Ethics and Policy in Population & Global Health	3.00

**SPECIALTY COURSES**

<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
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

<b>Total Core Course Credits</b>	<b>15.00</b>
<b>Total Specialty Course Credits</b>	<b>17.00</b>
<b>Total Required Credits for Executive Nursing Leadership Concentration</b>	<b>32.00</b>

## 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	Applied Physical Health Assessment, Pathophysiology, Pharmacology	3.00
NUR504	Ethics and Policy in Population & Global Health	3.00

### SPECIALTY COURSES

Course Number	Course Name	Credits
NUR620	Curriculum Development & Program Evaluation	4.00
NUR621	Innovative Teaching & Learning Strategies	4.00
NUR622	Assessment & Evaluation of Learning	4.00
NUR623	Immersion & Capstone Project	5.00

<b>Total Core Course Credits</b>	<b>15.00</b>
<b>Total Specialty Course Credits</b>	<b>17.00</b>
<b>Total Required Credits for Nursing Education Concentration</b>	<b>32.00</b>

# COURSE DESCRIPTIONS

## Course Code Legend

Code	Course Name
BIO	Life Science Courses
CHM	Chemistry Courses
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***

Courses numbered one hundred (100) through two hundred ninety-nine (299).

### ***Upper Division Courses***

Courses numbered three hundred (300) through four hundred ninety-nine (499).

### ***Graduate Level Courses***

Courses numbered five hundred (500) through six hundred ninth-nine (699)



## Prerequisites and Corequisites

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.

## General Education Courses

### BIO131 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.

### BIO141 Pharmacological Principles II

**Length:** 30 Hours (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:** Online or Blended

**Prerequisite:** None

**Corequisites:** None

**Course Description:** 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.

## BIO240 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.

## BIO250 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.

## BIO252 Human Anatomy

**Section was amended effective 12/31/2024. See Appendix E for previous information.**

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online or Blended

**Prerequisite:** None

**Corequisites:** BIO262, BIO264, BIO254

**Course Description:** This course provides the lecture component of human anatomy. Topics include detailed study of the structures of the human body with emphasis on macroscopic and microscopic study of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

## BIO254 Human Anatomy Laboratory

**Length:** 30 hours (lab)

**Credits:** 1 Credit Hour

**Delivery Method:** Online or Blended

**Prerequisite:** None

**Corequisites:** BIO252

**Course Description:** This course provides the laboratory component of human anatomy. Laboratory activities focus on the structure and interdependence of human body systems. Students will gain an understanding of the body's individual structures and their integration into a single organism.

## 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.

## BIO262 Human Physiology

**Section was amended effective 12/31/2024. See Appendix E for previous information.**

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online or Blended

**Prerequisite:** None

**Corequisites:** BIO252, BIO254, BIO264 (Human Physiology Lab)

**Course Description:** This course provides the lecture component of human physiology where students learn basic physiological principles including the functioning of human tissues, organs, and organ systems. Topics include integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems and the integrated functions of how systems work together to maintain homeostasis.

## BIO264 Human Physiology Laboratory

**Length:** 30 hours (lab)

**Credits:** 1 Credit Hour

**Delivery Method:** Online or Blended

**Prerequisite:** None

**Corequisites:** BIO252, BIO254, BIO262

**Course Description:** This course includes laboratory activities to explore the physiology of human body systems and their component parts. Students gain an understanding of how the body's individual structures and their integration into a single organism work together to maintain homeostasis. The laboratory activities provide an opportunity for students to apply knowledge related to normal physiology of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.



## 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

**Section was amended effective 12/31/2024. See Appendix E for previous information.**

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

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO220 or BIO252 (Human Anatomy), BIO254 (Human Anatomy Lab, BIO262 (Human Physiology), & BIO264 (Human Physiology Lab)

**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.

## BIO276 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.

## BIO280 Pathophysiology

**Section was amended effective 12/31/2024. See Appendix E for previous information.**

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** BIO220, or BIO252 (Human Anatomy), BIO254 (Human Anatomy Lab, BIO262 (Human Physiology), & BIO264 (Human Physiology Lab)

**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

**Section was amended effective 12/31/2024. See Appendix E for previous information.**

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** BIO220, or BIO252 (Human Anatomy), BIO254 (Human Anatomy Lab, BIO262 (Human Physiology), & BIO264 (Human Physiology Lab)

**Corequisites:** BIO280 (Pathophysiology)

**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, Blended, or Residential

**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 various 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 basic writing skills and an overview of the basic forms of writing in any workplace setting. Assignments will address various types of writing experiences. The current communication style will be reviewed with a focus on formatting and citation. The 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 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.

## HUM310 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.

## MAT112 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 mathematical functions including basic mathematical calculations, algebraic formulas, geometry, statistics, and dimensional analysis. Students will learn how to apply mathematical functions to relevant examples in their field of study and personal life.

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

**Length:** 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 (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.

## 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.

## SOC212 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.

## TRM102 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.



## Undergraduate Nursing Courses

### **NUR103 Introduction to Nursing and Professional Identity**

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** MAT125, ENG220

**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 (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** MAT125, ENG220

**Corequisites:** NUR115, NUR125

**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.

## NUR115 Holistic Health Assessment Across the Lifespan

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

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO252, BIO254, BIO262, BIO264, MAT125, ENG220

**Corequisites:** BIO280, BIO290, NUR125

**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.

## NUR125 Fundamentals of Professional Nursing

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

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO252, BIO254, BIO262, BIO264, MAT125, ENG220

**Corequisites:** BIO280, BIO290, NUR115

**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.

## NUR175 Mental Health Nursing

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

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** NUR115, NUR125

**Corequisites:** NUR198, 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.

## **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

**Prerequisites:** BIO280, BIO290, NUR115, NUR125

**Corequisites:** NUR175

**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 clients with long-term alterations in health.

## **NUR234 Maternal Newborn Nursing**

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

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** BIO280, BIO290, NUR175, NUR198

**Corequisites:** NUR235, NUR258

**Course Description:** Focus on the holistic nursing care of the maternal newborn clients. Emphasis on clients during 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

**Prerequisites:** BIO280, BIO290, NUR175, NUR198

**Corequisites:** NUR234, NUR258

**Course Description:** Focus on the holistic care of the 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.

## NUR258 Adult Health Nursing II

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

**Credits:** 5 Credit Hours

**Delivery Method:** Blended

**Prerequisite:** BIO252, BIO254, BIO262, BIO264, BIO280, BIO290, NUR175, NUR 198

**Corequisites:** NUR234, NUR235

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

## NUR278 Professional Nursing Identity, Leadership, and Management

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

**Credits:** 2 Credit Hours

**Delivery Method:** Online

**Prerequisites:** NUR234, NUR235, NUR258

**Corequisites:** NUR298, NUR299

**Note:** \*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.

## 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. Students 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

**Prerequisites:** NUR234, NUR235, NUR258

**Corequisites:** NUR278, NUR299

**Note:** \*If a student must retake NUR278, 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

**Prerequisites:** NUR234, NUR235, NUR258

**Corequisites:** NUR278, NUR298

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

## NUR300 Contemporary Nursing Issues and Innovations

**Length:** 60 hours (Lecture)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

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

**Corequisites:** None

**Course Description:** Students in this course will focus on the complexity of nursing practice within the United States 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

**Prerequisite:** None

**Corequisites:** None

**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.

## NUR313 Quality and Safety in Nursing

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

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** NUR302

**Corequisites:** NUR322

**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:** 90 hours (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.

## NUR321 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.

## NUR322 Health Promotion

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

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** NUR302

**Corequisites:** NUR313

### **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: 90 hours** (45 hours didactic / 45 hours clinical)

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**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.

## NUR333 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 Hours Lecture

**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.

## **NUR337 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: NUR313, NUR322

**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 hours lecture /30 hours skills lab /45 hours 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 hours lecture/ 30 hours skills lab/ 90 hours clinical) **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.

## NUR351 Medical-Surgical Nursing II

**Length:** 165 hours (52.5 hours lecture/ 112.5 hours clinical)

**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.

## NUR355 Essentials of Nursing II: Care of Clients and Communities

**Length:** 165 hours (45 hours lecture /30 hours lab /90 hours 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.

## NUR361 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.

## NUR423 Genetics, Genomics, and Ethics in Nursing

**Length:** 45 hours lecture

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** NUR321, NUR337

**Corequisites:** none

### **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.

## NUR433 Nursing Leadership and Management Systems

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

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** NUR302, NUR313, NUR 322, NUR333

**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.

## **NUR443 Global Health**

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

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** NUR333, 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.

## NUR453 Interprofessional Teams

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

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** 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.

## NUR463 Healthcare Policy, Finance, and Law

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

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** NUR433

**Corequisites:** NUR473

**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.

## NUR473 Scholarly Development and Evidence-Based Practice

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

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** MAT300, NUR433, NUR443

**Corequisites:** NUR453, NUR463

**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:** NUR234, NUR235, NUR258

**Corequisites:** NUR453, NUR299, NUR463, NUR473

**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:** NUR473, NUR463

**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 hours lecture

**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.

## Graduate Nursing Courses

### **NUR500 Informatics & Technology to Improve Healthcare Quality and Safety**

**Length:** 45 hours (didactic) over 7 ½ Weeks

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisites:** Must be completed during Term 1 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:** 45 hours (didactic) 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:** 75 hours (30 hours didactic/45 clinical hours) over 15 weeks

**Credits:** 3 Credit Hours

**Delivery Method:** Blended

**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. Completion of 45 clinical hours related to Applied Physical Health Assessment, Pathophysiology, Pharmacology.

## **NUR504 Ethics and Policy in Population and Global Health**

**Length:** 45 hours (didactic) 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.

## **NUR610 Budgeting & Finance for Nurse Leaders**

**Length:** 90 hours (45 didactic/45 clinical) over 15 Weeks

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR500, NUR611

**Corequisites:** None

**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 clinical hours related to fiscal responsibilities of the nurse leader.

## NUR611 Leading Change in Healthcare Systems

**Length:** 90 hours (45 didactic/45 clinical) over 15 Weeks

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**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 clinical 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 clinical) 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 clinical hours related to the role of the nurse executive leader.

## **NUR620 Curriculum Development & Program Evaluation**

**Length:** 90 hours (45 didactic/45 clinical) over 15 Weeks

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** NUR500, NUR621

**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 clinical hours in an approved practice setting.

## **NUR621 Innovative Teaching & Learning Strategies**

**Length:** 90 Hours (45 didactic/45 clinical) over 15 Weeks

**Credits:** 4 Credit Hours

**Delivery Method:** Blended

**Prerequisites:** None

**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 clinical hours in an approved practice setting.

## **NUR622 Assessment & Evaluation of Learning**

**Length:** 90 Hours (45 didactic/45 clinical) 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 clinical hours in an approved practice setting.

## **NUR623 Immersion & Capstone Project**

**Length:** 135 Hours (45 didactic/90 clinical) 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 clinical hours in an approved practice setting.

## Occupational Therapy Assistant Courses

### 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, 4th. 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.

# Academic Affairs Leadership and Staff

## Office of the Provost

**LYNN BILDER**, PhD, RN, Provost  
PhD, Indiana University of Pennsylvania  
MSN, University of Cincinnati  
BSN, Marywood University  
AA, Pennsylvania State University

**KATIE HAMILTON**, Chief of Staff – Office of the Provost  
MS, University of Nebraska Kearney  
BS, Purdue University

## Office of Curriculum and Instruction

**KARI LUOMA**, PhD, RN, Dean of Curriculum and Instruction  
PhD, Capella University  
MSN, Clarkson College  
BSN, University of Wisconsin-Green Bay  
ASN, Gogebic Community College

**KASEY DAMORI**, Director of Instructional Design  
MSEd, University of Wyoming  
BS, University of Wyoming

**ROBIN DENNISON**, DNP, RN, Faculty Training and Development Specialist  
DNP, University of Kentucky  
MSN, University of Delaware  
BSN, Marshall University

**JONATHAN HILL**, MD, PhD, Faculty Training and Development Specialist  
MD, Saint George's University School of Medicine  
PhD, Marquette University  
BA, College of Saint Rose

**TAMI ROGERS**, PhD, RN, Faculty Success Coach  
PhD, Capella University  
MSN, University of Phoenix  
BSN, Florida State University  
ASN, Enterprise State Community College

## Office of Institutional Research and Effectiveness

**REBECCA COLLINS**, PhD, Assistant Vice President of Institutional Research and Effectiveness  
PhD, Northcentral University  
MEd, Butler University  
BA, St. Olaf College

**JICHUL KIM**, Director of Institutional Research  
EdD, Auburn University  
MEd, Troy University  
BA, University of Seoul

**KELLY KORTRIGHT**, PhD, Survey and Research Analyst  
PhD, University of South Florida  
MS, University of Alabama,  
BA, San Diego State University

## Learning Support Center

**COLETTE ANDERSEN**, Director of Learning Support Services  
MEd, University of Phoenix  
BA, University of Phoenix

**CORY MEYER**, RN, Student Success Coach  
MSN, Western Governors University  
BSN, University of Wyoming  
ASN, Laramie County Community College

**ABIGAIL MYHRE**, RN, Student Success Coach  
MSN, Vanderbilt University  
BSN, University of Virginia

**CLANCEY SOLLIS**, DNP, RN, Student Success Coach  
DNP, Regis College  
MSN, Western Governors University  
BSN, Western Governors University  
BS, University of Utah  
ASN, Eagle Gate College

## Center for Simulation and Learning Laboratories

**MICHELLE HOWARD**, RN, National Director of Simulation and Learning Laboratories  
MSN, Liberty University  
BSN, Southwest University  
ASN, St. John's School of Nursing

**KATRINA LITTLE**, DNP, RN, Assistant Director of Simulation and Learning Laboratories  
DNP, Boise State University  
MSN, University of Utah  
BSN, Creighton University  
ASN, Weber State University

**WENDY DAHMEN**, RN, Simulation Curriculum Coordinator  
MS, Western Governors University  
BS, Westminster University  
AS, Salt Lake Community College

**JULIE BARSON**, Simulation Education Specialist  
MSN, Joyce University of Nursing & Health Sciences  
BSN, Ameritech College of Healthcare  
ASN, Utah Valley University

**MEGAN BARTEL**, Simulation Education Specialist  
MSN, University of Utah  
BSN, University of Utah



**COLLEEN CAWLEY**, RN, MSN, Simulation Education Specialist  
MSN, Western Governors University  
BSN, Old Dominion University  
ADN Northern Virginia Community College

**BRIANNE COLE**, Simulation Education Specialist  
MSN, University of Oklahoman Health Science Center  
College of Nursing  
BSN, Oklahoma Wesleyan University  
ADN Rose State College

**JILL DATTIS**, Simulation Education Specialist  
PhD Capella University  
MSN, Robert Morris University  
BSN, Robert Morris University

**ROCIO GOMEZ**, RN, Simulation Education Specialist  
MSN, Joyce University  
BSN, Ameritech College

**JASON LUND**, Simulation Education Specialist  
BSN, Ameritech College  
ASN, Fortis College

**EMMA MORRIS**, Simulation Education Specialist  
MSN, University of Utah  
BSN, New Mexico State University

**TONYA PATTERSON**, Simulation Education Specialist  
MSN, Joyce University  
BSN, Joyce University  
ADN, Utah Valley University

**LINDSAY RAMSEY** Simulation Education Specialist  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Broadview University

**LEESHA SIMONS**, Simulation Education Specialist  
MSN, Arizona State University  
BSN, Western University  
ASN, Eagle Gate College

**JOY SPENCER**, RN, Simulation Education Specialist  
MSN Western Governors University  
BSN Western Governors University  
ASN Utah Valley University

## Program Leadership

### General Education and Occupational Therapy Assistant Program

**JENNIFER AYOTTE**, Dean of General Education and Health Sciences  
MS Saint Joseph's University  
BA University of Missouri

**ALLISON BUDAJ**, PhD, Department Chair  
PhD, Union Institute and University  
MH, Tiffin University  
BS, Kennesaw State University

**LACEY CHAPMAN**, Department Chair  
MS, University of Huddersfield  
BS, Salisbury University

**TAYLOR HOYT**, OTD, ORD/L, Program Director  
OTD, Rocky Mountain University of Health Professions  
MS, Occupational Therapy, Belmont University  
AAS, Occupation Therapy Assistant, Salt Lake Community College

**CHRISTOPHER WALTERS**, COTA/L, Academic Fieldwork Coordinator  
BS, University of Utah  
AAS, Salt Lake Community College

## 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

**DAVID HASKELL**, DNP, RN, Associate Dean of Nursing  
DNP, Boise State University  
MSN, Ed, University of Phoenix  
BSN, Weber State University  
ASN, Utah Valley University

**MYKEL WINTER**, RN, Associate Dean of Nursing  
MSN, Informatics, University of Utah  
BSN, Westminster College

**JENNIFER COWHERD**, RN, Program Chair of Nursing  
BSN Florida State University  
FNP University South Florida

**CATHY DOLAN**, RN, Program Chair, Graduate Degree  
Nursing  
DHA, University of Phoenix  
MEd, Teachers College Columbia U  
MA, Teachers College Columbia U  
BSN, Adelphi U

**CARRIE LEONE**, DNP, RN, Program Chair, Bachelor of  
Science in Nursing  
DNP, Chamberlain University  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Weber State University

**MIKENNA DUDLEY**, RN, Assistant Dean of Nursing  
MSN, Western Governors University  
BSN, Roseman University  
BA University of California Santa Cruz

**DELYNN GRANGE**, RN, Assistant Dean of Nursing  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Salt Lake Community College

**TIFFANY WAGNER**, DNP, RN, Assistant Dean of Nursing  
DNP, Chamberlain College of Nursing Chicago  
MSN, University of Phoenix  
BSN, University of Phoenix

**DANIEL WAKAMATSU**, DNP, RN, Assistant Dean of  
Nursing  
DNP, University of San Francisco  
MSN, University of San Francisco  
BSN, University of Utah

**COURTNEY ZUK, RN**, Assistant Dean of Nursing  
MSN, Western Governors University  
BSN, Fort Hays State University  
ASN, Arapahoe Community College

**JENNIFER KOBACK**, DNP, RN, Assistant Program Chair  
DNP, Rasmussen University  
MSN, Grand Canyon University  
BSN, University of Wisconsin – Eau-Claire

**ASHLEY OTTO**, DNP, RN, Assistant Program Chair  
DNP, Grand Canyon University  
MSN, University of Phoenix  
BSN, University of Wisconsin-Oshkosh

# Faculty

## General Education Faculty

**JONINA ANDERSON-LOPEZ**, Full Professor  
PhD, Union Institute & University  
MA, Union Institute & University  
BA, Arizona Global Campus

**EMILY ASHER**, Associate Professor  
MS, Portland State University  
BS, Portland State University

**JENNIFER AVERY**, Adjunct Faculty  
PhD, University of Washington  
MA, Clark University  
BA, Westfield State University

**CICELY BLAIR**, Associate Professor  
MS, Medical University of South Carolina  
BS, Charleston Southern University

**JOSHUA BRYAN**, Associate Professor  
DC, Palmer University  
BA, Brigham Young University

**ANDREA BUSTAMANTE**, Assistant Professor  
PharmD, University of New Mexico  
PhC, University of New Mexico  
BA, University of New Mexico

**JENNIFER COLE**, RN, Full Professor  
MSN, Texas Agricultural and Mechanical University  
BSN, Texas Agricultural and Mechanical University

**MARY ANN COOK, RN**, Associate Professor  
MSN, University of Utah  
BSN, University of Utah  
ASN, Salt Lake Community College

**JARED ESCOBAR**, RRT, MHA, Distinguished Faculty,  
Adjunct  
MS, Independence University  
BS, Stevens Henagar College

**JUSTIN ETHINGTON**, Adjunct Faculty  
BSN, University of Colorado, Denver  
BS, Utah Valley University

**LAURA FIELD**, Adjunct Faculty  
PhD, University of North Carolina at Greensboro  
MA, University of North Carolina at Greensboro  
BA, Montclair State University

**MICHELLE GILLERAN**, PhD, MS, RDN, LD, Adjunct  
Faculty  
PhD, Wayne State University  
MSN, Case Western Reserve University  
BSN, Central Michigan University

**PATRICIA GODOY**, Adjunct Faculty  
PhD, Universidade de Sao Paulo (USP)  
MSc, Universidade Federal de Sao Paulo (UNIFESP)  
BA, Universidade Estadual do Norte Fluminense

**ANTHONY GUERRA**, Assistant Professor  
PharmD, University of Maryland School of Pharmacy  
MHCI, Iowa State University  
BA, Iowa State University  
AS, Des Moines Area Community College  
AA, University of Florida

**ELIZA HAMILTON**, Adjunct Faculty  
BS, Brigham Young University

**KLAUS HEYER**, Adjunct Faculty  
PhD, University of New Orleans  
MS, University of Rhode Island  
MA, San Jose State University  
BA, Rhode Island College

**JAYNE KELLER**, Adjunct Faculty  
MA, San Diego State University  
BA, University of San Diego

**LAURYN KING**, Full Professor  
PharmD, Hampton University

**ASHLEY LISSIMORE**, Assistant Professor  
MS, Clemson University  
BA, College of Charleston

**HAZEL MARIANO**, Associate Professor  
MD University of the East Ramon Magsaysay Memorial  
Medical Center  
BSN, Roseman University of Health Sciences  
BSN, Ateneo de Manila University

**MARISA MAY**, Adjunct Faculty  
Ed.D. Liberty University  
MA Sam Houston State University  
BS University of Mary Hardin-Baylor

**SANDRA MCGEE**, Adjunct Faculty  
MA, University of Rhode Island  
BA, Rhode Island College

**ANGELA MCMILLAN**, Adjunct Faculty  
PhD Walden University  
MA University of the Rockies  
BS Colorado State University

**ASHLEY MENARD**, Adjunct Faculty  
Ph.D Liberty University  
MA COMM Austin Peay  
BS Austin Peay

**ERIN MORRIS**, Adjunct Faculty  
MPA, University of Massachusetts  
EdD, Argosy University  
MA, California State University Dominguez Hills  
BA, Arizona State University

**MARIAN MULDROW**, Distinguished Faculty, Adjunct  
EdD, Georgia Southern University  
EdS, University of West Georgia  
MEd, University of West Georgia  
BA, University of West Georgia

**ARTHUR NIZZA**, Adjunct Faculty  
DSW, Adelphi University  
MSW, Adelphi University  
BA, Long Island University

**GARY OESCH**, Adjunct Faculty  
EdD, University of South Florida  
MA, University of West Florida  
BA, University of South Florida  
AS, Pasco-Hernando Community College

**CHRISTOPHER PACKARD**, Full Professor  
DPT, Arcadia University  
MPT, Idaho State University  
BS Physical Education, Utah State University

**SHAUNTE POHL**, Full Professor  
PharmD, Butler University

**BRAD PULSIPHER**, Full Professor  
DPT, University of Utah  
BS, University of Phoenix

**AMY REPKO**, Assistant Professor  
MSN, West Liberty University  
BS, University of Utah

**LYNN ROSSER**, Distinguished Faculty, Adjunct  
MAEd, Framingham State University  
BS, State University of NY

**JENNIFER RUFFIN**, Associate Professor  
PhD, Ohio University College of Osteopathic Medicine  
MSN, SUNY Update Medical University  
MSN, Mississippi College  
BSN, Vanderbilt University

**STANLEY SAJI**, Adjunct Faculty  
PharmD, Saint John's University  
MBA, Walden University

**EILEEN SLATON**, adjunct faculty  
MA Southwest Texas, State University  
BA Southwest Texas, State University

**SAMANTHA SMITH**, Assistant Professor  
MS, Brigham Young University  
BS, Brigham Young University

**BETH STEWART**, Distinguished Faculty, Adjunct  
MA, Sociology, Ball State University  
BA, Sociology, Indiana University

**RUSSELL THELIN**, MS, LVRC, CRC, CRL, Distinguished  
Faculty, Adjunct  
MS, Utah State University  
BS, University of Utah

**MONYCA THOMAS**, Assistant Professor  
MS, University of Utah School of Medicine  
BS, Brigham Young University

**JARED THOMPSON**, Assistant Professor  
MS, State University of New York  
BS, Weber State University

**JOANNE VAKIL**, Adjunct Faculty  
PhD, The Ohio State University  
MA, The Ohio State University  
MA, Worcester Polytechnic Institute  
BS, Florida Atlantic University

**MARSHA VERNOGA**, Adjunct Faculty  
MS, California State University  
BS, California Polytechnic University

**NICOLE WARD**, Assistant Professor  
MSN, University of Utah  
BSN, University of Virginia

**SAMANTHA WHITEHEAD**, Assistant Professor  
DNP, University of Utah  
BSN, Utah Valley University  
BS, Brigham Young University  
ASN, Utah Valley University

**DANIEL WILLIAMS**, Assistant Professor  
MS, East Carolina University  
BS, University of North Carolina  
AAS, Forsyth Technical Community College

**LISA WORKMAN**, Adjunct Faculty  
MA, Hollins University  
BA, Baylor University

**SHEILA WRIGHT**, Adjunct Faculty  
MFA, Chapman University  
BA, California State University

## Nursing Faculty

**HAFSA ABDIKADIR**, APRN, FNP-C, Faculty  
MSN, Maryville University  
BSN, University of Utah  
AS, Salt Lake Community College

**CODI ALDERSON**, Associate Professor  
DNP, Grand Canyon University  
MSN, Grand Canyon University  
ASN, Western Wyoming Community College

**JONATHAN ALLEN**, RN, Assistant Professor  
DNP, Regis College  
MSN, Jacksonville University  
BSN, Jacksonville University  
BA, College of Charleston

**CORI ANDERSON**, RN, Faculty  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Salt Lake Community College

**WYATT ARGYLE**, Faculty  
MSN, Chamberlain University  
BSN, Utah Tech University  
ADN, Nightingale College  
AS, Utah Tech University

**CYNTHIA BAIN**, RN, CNE, Associate Professor  
MSN, Walden University  
BSN, University of Texas  
ADN Central Texas College

**CAROL BARCLAY**, RN, Adjunct Faculty  
DNP, Walden University  
MEd, Phoenix University  
MS, Phoenix University  
BSN, Phoenix University  
**ABIGAIL BARRUS**, RN, Faculty  
BSN, University of Utah  
ASN, Salt Lake Community College

**BECKY BLAIR**, Faculty  
MSN, Kaplan University  
BSN, Regis University  
ASN, Long Beach City College

**DAVID BROWN**, RN, Faculty  
DNP, University of Utah  
BSN, Brigham Young University

**PATRICE BROWN**, Associate Professor  
DNP, Rutgers University  
BSN, Russell Sage College

**KATHY BUHLER**, RN, Associate Professor  
MSN, Walden University  
BSN, Weber State University  
ASN, Weber State College

**JESSICA BURNETT**, RN, Adjunct Faculty  
DNP, Northern Kentucky University  
MSN, Indiana Wesleyan University  
BSN, Indiana Wesleyan University  
ADN, Spencerian College

**KYSHA CERISIER**, RN, Distinguished Faculty  
DNP, University of Miami  
FNP, University of Massachusetts  
MSN, University of Miami  
BSN, Florida International University

**MANDY CHAMBERLAIN**, RN, Faculty  
BSN, Provo College  
ASN, Provo College  
AS, Utah Valley University

**KATHLEEN CLARK**, DNP, RN, NI-BC, Distinguished Core Faculty  
DNP, Executive Leadership, Edgewood College  
MSN, Informatics, Excelsior University  
BSN, South University

**BROOKE CLAWSON**, Faculty  
BSN, Utah Valley University

**LOICE COLLINS**, DNP, Full Professor  
DNP, Nursing Walden University  
MSN, Walden University  
BSN, Old Dominion University

**SAVANNAH COTTAM**, Assistant Professor  
MSN, United States University  
BSN, American Sentinel  
ASN, Utah State University Eastern

**JENNIFER DECKER**, Assistant Professor  
MSN, St. Joseph's College of Maine  
BSN, Weber State University  
ASN, Weber State University

**TAMARA DEITRICK**, RN, Associate Professor  
MSN, Chamberlain College of Nursing  
BSN, Chamberlain College of Nursing  
ASN, Utah Valley University

**NICOLE DE LA VEGA**, RN, Assistant Professor  
BSN, Nightingale College  
ASN, McLennan Community College

**HAZEL DENNISON**, Adjunct Faculty  
FNP Monmouth University  
DNP, Rutgers University  
MSN, Widener University  
BSN, Widener University

**JESSICA DEVORE**, RN, Associate Professor  
MSN, Grand Canyon University  
BSN, Arizona State University

**TARA DRERUP**, Faculty  
MSN, University of Colorado  
BSN, University of Colorado  
AS, Colorado Mountain College

**LORRIE DOOLEY**, Associate Professor  
DNP Regis College  
MSN, University of Phoenix  
BSN, William Paterson University

**JENNIFER DRAPP**, Full Professor  
DNP, Marymount University  
MSN, University of Central Florida  
BSN, University of Central Florida

**DEDE DYER**, RN, Associate Professor  
MSN, Western Governor's University  
BSN, Westminster College  
ASN, Brigham Young University

**BRANDY EBERT**, Adjunct Faculty  
MBA, Keller Graduate School of Management  
DNP, American Sentinel University  
MSN, Chamberlain University  
BSB, Goldfarb School of Nursing  
BSN, University of Missouri Columbia

**MARKIESHA EDGERTON**, Adjunct Faculty  
DNP, University of Cincinnati  
MSN, Vanderbilt University  
BS, Barton College  
MA, Bowling Green State University  
BS, High Point University

**LINDSEY ELLINGFORD**, RN, Assistant Professor  
MSN, Grand Canyon University  
BSN, Grand Canyon University  
ASN, College of Eastern Utah

**ANDRA EVANS**, RN, Faculty  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Dixie State College

**MARIENELLE FERNANDEZ**, RN, Associate Professor  
MS, University of Utah  
MHA, Colorado State  
BS, University of Utah  
AAS, Salt Lake Community College  
ASN, Salt Lake Community College

**CARRIE FISCHER**, RN, Assistant Professor  
MSN, Education, Western Governors University  
BSN, Western Governors University

**EBONY FISHER**, RN, Associate Professor  
MSN, Walden University  
BSN, Serbia Southeast Missouri State University

**ELEANOR FRANGES**, RN, Adjunct Faculty  
DNP, Wilkes University  
MSN, Widener University  
BSN, Mount Saint Mary College

**ELLIE FULLER**, RN, Assistant Professor  
MSN-Ed, Western Governors University  
BSN, Weber State University  
ASN, Weber State University

**RENEE GLESNER**, RN, Assistant Professor  
MSN, Walden University  
ASN, NWTC

**NINA GODDIN**, RN, Associate Professor  
MSN, University of Central Florida  
BSN, University of Pittsburgh

**DAVID GONZALES**, RN, Faculty  
BSN, Western Governors University ASN, Ameritech  
College of Healthcare

**ASHLEY GREENHALGH**, APRN, FNP-BC,  
Associate Professor  
FNP, Maryville University  
MSN, Maryville University  
BSN, Northern Arizona University  
ASN, Paradise Valley Community College

**JENNIFER GROH**  
DHA National University  
PhD Northcentral University  
MSN, Missouri State University  
BSN, Cox College  
ASN, Cox College

**LEJLA HADZIALIJAGIC**, RN, Faculty  
BSN, Adams State University

**DANA HALECKA**, Full Professor  
DNP, Wilmington University  
MSN, Widener University  
BSN, William Paterson University

**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

**MICHAEL HASEBROOCK**, RN, Assistant Professor  
BSN, University of Florida

**LANIE HERNANDEZ, RN**, Faculty  
BSN Regis University

**MICHELLE HIGGINS**, MSN, RN, Associate Professor  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Salt Lake Community College

**AMY HIGHLAND**, RN, Adjunct Faculty  
MSN, Grand Canyon University  
BSN, University of Southern California

**CATHRYN HILER**, DNP, RN, CCRN, CMC, Distinguished Faculty  
DNP, Case Western Reserve University  
MSN, Jefferson College of Health Sciences  
BSN, Jefferson College of Health Sciences  
ASN, Dabney S. Lancaster Community College

**AARON HILL**, RN, Faculty  
ASN Weber State University  
BSN Weber State University

**KAREN HOPKINS**, RN, Faculty  
BSN, Weber State University  
ASN, Weber State University  
LPN Milwaukee Area Technical College

**SUZANNE HOTTMANN**, RN, Assistant Professor  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, University of State of NY  
LPN Salt Lake Community College

**RYAN HUFF**, RN, Faculty  
MSN, Walden University  
ASN, Salt Lake Community College

**MEGHANN HYDE**, RN, Faculty  
BSN, Western Governors University  
ASN, Ameritech College of Healthcare  
AAS, Salt Lake Community College

**WHITNEY IVER, RN**, Faculty  
ASN Ozarks Technical Community College  
BSN Missouri State University  
MSN University of Central Missouri

**JACKIE JARDINE**, RN, Faculty  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Scottsdale Community College

**BRENDA JEFFERS**, MHA, MSN, RN, Distinguished Faculty  
MSN, Nursing, Walden University  
MS Health Care Administration, University Osteopathic Medicine and Health Sciences  
BSN, Iowa Wesleyan College

**BONNIE JENSEN**, RN, Full Professor  
DNP, Leadership, Bradley University  
MSN, Administration, Stevens-Henagar College  
BSN, Administration, Stevens-Henagar College  
ASN, Regents College

**LORENE JOHNSON**, RN, Associate Professor  
MS Advanced Practice Registered Nurse, University of Utah  
BSN, University of Utah

**NATASHA JOHNSON**, RN, Assistant Professor  
BSN, Nursing, Brigham Young University – Idaho

**LAUREN KAISER**, Associate Professor  
MSN, Grand Canyon University  
ASN, Camden County College

**ANDREA KANEN**, Assistant Professor  
MSN, Chamberlain University  
BSN, Shepherd University

**MEGAN KIRSCHNER**, Full Professor  
DNP Touro University  
MSN, Chamberlain College of Nursing  
BSN, Chamberlain College of Nursing  
ASN, Gateway Community College

**KARA KOSYCARZ**, APRN, WHNP-BC, RNC-OB, CNE, Full Professor  
DNP, Regis College  
MSN, University of South Alabama  
BSN, Texas Christian University

**KIM LANGFORD**, Adjunct Faculty  
BS Penn State University  
AS, Keiser University

**RENEE MARG**, Full Professor  
DNP, Chamberlain University  
MSN, Chamberlain University  
BSN, Chamberlain University  
ADN Northcentral Technical College

**MELISSA MATAMOROS**, Faculty  
BSN, Weber State University  
ASN, Salt Lake Community College

**JOLYN MAYER**, Faculty  
BSN, Stevens-Henagar College  
ASN, Salt Lake Community College



**LAURA MCCARTNEY**, RN, Assistant Professor  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Hibbing Community College  
LPN, Itasca Community College

**ETHELIND MCGEE**, RN, Adjunct Faculty  
DNP, South University  
MSN, South University  
BSN, South University

**SHIJUAN MCKINNEY**, Associate Professor  
MA, Walden University  
BS, Florida A & M University

**JULIE MENENDEZ**, Adjunct Faculty  
MSN, Florida International University  
BSN, Florida International University  
ASN, Miami Dade College's School of Advanced Studies

**DENISE MENONNA-QUINN**, RN, Full Professor  
DNP, William Paterson University  
MSN, Seaton Hall University  
BSN, St. Peters College

**KATHERINE-MARIE MIGLIORI**, RN, Faculty  
BSN, Ameritech College of Healthcare  
ASN, Utah State University

**ERNEST MWATHI**, Associate Professor  
DNP Walden University  
MSN, Georgetown University  
BSN, South University

**BARBARA NARU**, Associate Professor  
DNP, Quinnipiac University  
MSN, New York University  
BSN, Cornell University

**BEN NERDIN**, RN, Assistant Professor  
BSN, Brigham Young University-Idaho

**MALLORY NEWMAN**, DNP, RN, Full Professor  
DNP/FNP, Idaho State University  
PMNHP, Post Grad Certificate Regis College  
BSN, Brigham Young University

**MELISSA NEWINGHAM**, Associate Professor  
DNP, Rasmussen University  
MSN, Grand Canyon University  
ASN, Northeast Wisconsin Technical College

**SHIRLEY OBERG**, RN, Associate Professor  
MSN, University of Phoenix  
BSN, University of Phoenix  
ASN, Weber State University  
LPN, Weber State University

**TENNILLE O'CONNOR**, Adjunct Faculty  
DNP, Liberty University  
MSN, Liberty University  
BSN, Viterbo University  
ASN, Chippewa Valley Technical College

**LORNA OKOROWO**, RN, Full Professor  
DNP, Georgia Regents University  
MSN, Hunter College of City Univ of NY  
BSN, Lehman College of City Univ of NY  
BS Nutrition and Dietetics, Pratt Institute

**ANN O'SULLIVAN**, Adjunct Faculty  
MSN, Northern Illinois University  
BSN, Northern Illinois University

**MATHEW PEDERSEN**, APRN, Associate Professor  
DNP, Maryville University  
BSN, Utah Valley University

**JACLYN PELFREY**, RN, Faculty  
BSN, Brigham Young University

**CHAD PERREAULT**, RN, Associate Professor  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Ameritech College of Healthcare

**KARA POTTER**, Full Professor  
PhD, Walden University  
MSN, San Jose State University  
BSN, Norwich University

**KIM RICE**, RN, Adjunct Faculty  
DNP, Capella University  
MSN, Tennessee State University

**ANDREA RICH**, Faculty  
DNP Arizona State University  
MSN Grand Canyon University  
BSN Towson University

**JENNIFER ROBBINS**, RN  
MSN Capella University  
BSN Arizona College of Nursing

**KIRK ROBERTS**, RN, Associate Professor  
MSN (FNP), Marysville University  
MBA, University of Phoenix  
BSN, Brigham Young University

**IRLANDE ROBILLARD**, RN, Adjunct Faculty  
DNP, NY State University at Buffalo  
MSN, Leadership and Administration, Roberts Wesleyan College  
BSN, NY State University at Buffalo  
BA, Health and Human Services, NY State University at Buffalo

**RENEE ROBINSON**, RN, Adjunct Faculty  
DNP, Walden University  
MSN, Walden University  
ADN Sargeant Reynolds Community College

**ERIN SABO**, Faculty  
BSN Western Governors University  
AAS Arizona Western College

**MAGGIE SALIB-BARRIOS**  
DNP, Florida State University  
BSN, University of Calgary  
BA University of Florida

**HUSSEIN SALIH**, APRN, Faculty  
DNP, University of Utah  
BSN, University of Utah

**KATIE SAPORSKY**, Associate Professor  
DNP/FNP, Liberty University  
MSN, Liberty University  
BSN, Liberty University

**TARA SAUCIER**, PhD, MS, RN, Distinguished Faculty  
PhD, Nursing Education and Administration, William Carey University  
MSN, Duquesne University  
BA Nursing, University of Southern Mississippi

**GARET SCHAERRER**, RN, Assistant Professor  
MSN, Western Governors University  
BSN, Western Governors University  
ASN, Ameritech College of Healthcare

**JANIE SCHAUGAARD**, MSN, RN, Faculty  
MSN, Leadership, Western Governors University  
BS Science of Nursing, Western Governors University  
ASN, Utah Valley University

**MISTY SCHREINER**, RN, Distinguished Faculty  
MSN, Weber State University  
BSN, Weber State University  
ASN, Weber State University  
AS, Salt Lake Community College

**DAWN SEAMONS**, RN, Faculty  
MBA Healthcare Administration, Western Governor's University  
BA, English Literature, University of Utah  
ASN, Eagle Gate College

**AMANDA SHEFFER**, Assistant Professor  
FNP, Chamberlain University  
BSN, University of Alaska Anchorage

**CAROLYN SHUMWAY**, RN, Distinguished Faculty  
MSN, Weber State University  
BSN, Weber State University

**TRACEY SIMMONS**, DNP, RN, Full Professor  
DNP, University of South Alabama  
MS University of South Alabama  
B.S University of South Alabama  
AS, Okaloosa Walton Community College

**TIMOTHY SPEK**, RN, Faculty  
BSN, University of Utah  
ASN, Utah Valley University

**ANN SPENCE**, DNP, RN, NEA-BC, Distinguished Core Faculty  
DNP, Duquesne University  
MS Parent Child Nursing, University of Michigan  
BSN, Michigan State University

**MARY STARKE**, RN, Assistant Professor  
BSN, Joyce University of Nursing and Health Sciences  
ASN, Ameritech College of Healthcare

**KIM STEVENSON**, Faculty  
BSN University of Utah  
MSN University of Utah

**JESSICA STEWART**, RN, Faculty  
BSN, Brigham Young University  
ASN, Brigham Young University

**TAMI SUISSSE**, RN, Distinguished Faculty  
DNP, Weber State University  
MSN, Weber State University  
BSN, Western Governors University  
ASN, Weber State University

**ANITRA THOMAS**, Assistant Professor  
DNP, Texas Christian University  
MSN, University of Phoenix  
BSN, Prairie View A&M University

**HANNAH THOMPSON**, Faculty  
MSN Chamberlain University  
BSN Chamberlain College of Nursing  
BS Boise State University

**KOKO TIATIA**, Faculty  
ASN Joyce University of Nursing and Health Sciences  
BSN Joyce University of Nursing and Health Sciences

**CHYLEEN TUCKER**, RN, Associate Professor  
MSN, Excelsior College  
BSHCA, Idaho State University  
ASN, Regents College

**BEVERLY WALCHAK**, RN, Faculty  
MSN, Nursing Education Grand Canyon University  
BSN, University of Colorado  
AS, General Studies, Community College of Aurora

**MARIE WALSH**, Adjunct Faculty  
D.N.P Walden University  
MSN, Walden University  
BSN, Chamberlain College

**ERIC WEST**, RN, Assistant Professor  
MSN, Weber State University  
BSN, Weber State University  
ASN, Weber State University

**RICHARD WILCOX**, RN, Faculty  
MSN, University of Phoenix  
BSN, California State University – Chico  
ASN, Ameritech College of Healthcare

**EFI WILKINS**, Associate Professor  
DNP, Regis College  
MSN, Endicott College  
BSN, Salem State University  
ADN North Shore Community College

**JENNIFER WILSON**, Associate Professor  
DNP, Waynesburg University  
MSN, University of Phoenix  
BSN, West Liberty University

## Occupational Therapy Assistant – Associate of Science Program Faculty

**KATIE GAENZLER**, COTA/L, Assistant Professor  
B.G.S. Fine Arts Education Concentration, University of Connecticut  
AS, Occupational Therapy, Manchester Community College  
AS, Science, Tunxis Community College  
Certificate, Dance, NVCC

**DAWN KLODZINSKI**, COTA/L, Associate Professor  
MEd Advanced Studies, Cognitive Science/Higher Education- American College of Education  
BS Special Education- Southern Illinois University  
AAS, Occupational Therapy Assistant- College of DuPage

**SYDNEY SCHUESSLER**, Adjunct Faculty  
MS, Occupational Therapy, University of St. Augustine  
BS Health Sciences Pre-Clinical, University of Central Florida  
AA Valencia College

## Appendix A – Addendum 09/13/2024

### Identification Badge

Page Number: 24

Amendment of the original text:

To obtain a replacement ID badge, students should follow these steps:

1. Visit the receptionist to pay a \$10.00 fee and present a government-issued ID.

Acceptable forms of ID include:

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

2. After paying the fee, present the receipt to the **Facilities Department IT Service Desk** to receive the replacement ID badge.

### Tuition, Books, and Fees Schedule, Effective for New Program Enrollments Spring Semester 2025

Page Number: 31

Amendment of the original text:

Charges	Amount	Description
Entrance TEAS Test	<del>\$40</del> up to \$75	One-time fee, <del>per test attempt</del>

### Library Resources

Page Number: 127

The following was removed and no longer effective on 09/13/2024. See page 127 for the current information.

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](mailto:joyceuniversity@lirn.libanswers.com).

## Appendix B – Addendum 9/24/2024

### *Bachelor of Science in Nursing, Professional Licensure Disclosure*

Page Number: 151

Amendment of the Original Text:

**Meets:** AZ, CO, ID, MO, NM, NV, OR, SD, UT, WI

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

## Appendix C – Addendum 10/1/2024

### *Administrative Withdrawal*

Page Number: 83

Amendment of the Original Text:

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~~ Dismissal**), 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.

### *Leave of Absence Policy*

Page Number: 86

Amendment of the Original Text:

1. Military deployment or required Military training.
  - ~~Documentation must consist of military orders.~~
2. ~~Required military training.~~
  - ~~Documentation must consist of military training orders.~~
3. Extreme serious illness or hospitalization of student or family member
  - ~~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 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.~~

- ~~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
  - ~~Documentation can consist of a copy of the deceased's obituary, death certificate or funeral program.~~
- 6. Jury Duty
  - ~~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 prevent a student from being able to attend classes.

### ***Satisfactory Academic Progress Warning, Suspension, and Dismissal and Financial Aid***

Page Number: 90

Amendment of the Heading:

**Satisfactory Academic Progress Warning, Suspension, and ~~Withdrawal~~ Dismissal and Financial Aid**

### ***Re-Entry Following Satisfactory Academic Progress (SAP) Dismissal***

Page Number: 91

Amendment of the Original Text and Heading:

**Re-Entry Following Satisfactory Academic Progress (SAP) ~~Suspension and Withdrawal~~ Dismissal**

Students who have been ~~withdrawn~~ dismissed 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 66.67% 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 and the approval through the re-application process. Please consult Financial Aid Guidelines for Re-entry Following a Withdrawal in the University 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 semester of being on FAW are ~~placed~~ dismissed. ~~suspension~~.
5. Students can re-apply for admission following ~~suspension~~ dismissal. If admission 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 the student does not meet the academic plan requirements, 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.~~

### ***Admissions and Additional Program Information, Bachelor of Science in Nursing, Accelerated Degree Program***

Page Number: 172

Amendment of the Original Text:

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.

## Appendix D – Addendum 10/10/2024

### *Tuition, Books, and Fees Schedule, Effective for New Program Enrollments, Spring Semester 2025*

Page Number: 31

Addition of the following:

New Mexico Caregiver Service	\$109.50	One-time fee, for NM students only
------------------------------	----------	------------------------------------

## Appendix E – Addendum 12/03/2024

### **Admissions Policy**

Page Number: 25

Amendment of the original text:

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 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 general requirements to be considered for admission:

- Complete, sign and submit an application form.
- Pay any applicable fees.
- Provide **official** proof of **high school transcript, successful high school completion, 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. **Acceptable documents include official/unofficial high school transcripts or copies of high school diplomas or GED.** 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 must 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.
- Successfully meet an entrance pathway option, when required.

- 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
- Complete all required Financial Aid documents and secure remaining balance.

Once a prospective student has submitted their application and completed all the admissions requirements, the application file will be reviewed, and a determination will be made. Prospective students will be notified in writing of the determination.

**Course Description, BIO252**

Page 197

Amendment of the original text:

**BIO252 Human Anatomy**

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online or Blended

**Prerequisite:** None

**Corequisites:** **BIO262, BIO264**, BIO254

**Course Description:** This course provides the lecture component of human anatomy. Topics include detailed study of the structures of the human body with emphasis on macroscopic and microscopic study of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

## Course Description, BIO262

Page 199

Amendment of the original text:

### BIO262 Human Physiology

**Section was amended effective 12/31/2024. See Appendix E for previous information.**

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online or Blended

**Prerequisite:** None

**Corequisites:** BIO252, BIO254, **BIO264 (Human Physiology Lab)**

**Course Description:** This course provides the lecture component of human physiology where students learn basic physiological principles including the functioning of human tissues, organs, and organ systems. Topics include integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems and the integrated functions of how systems work together to maintain homeostasis.

### **Course Description, BIO275**

Page 200

Amendment of the original text:

#### **BIO275 Microbiology with Lab**

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

**Credits:** 4 Credit Hours

**Delivery Method:** Online

**Prerequisites:** BIO220 or **BIO252 (Human Anatomy), BIO254 (Human Anatomy Lab, BIO262 (Human Physiology), & BIO264 (Human Physiology Lab)**

**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.

### **Course Description, BIO280**

Page 201

Amendment of the original text:

#### **BIO280 Pathophysiology**

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** BIO220, or **BIO252 (Human Anatomy), BIO254 (Human Anatomy Lab, BIO262 (Human Physiology), & BIO264 (Human Physiology Lab)**

**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.

## **Course Description, BIO290**

Page 202

Amendment of the original text:

### **BIO290 Pharmacology**

**Length:** 45 hours (lecture)

**Credits:** 3 Credit Hours

**Delivery Method:** Online

**Prerequisite:** BIO220, or BIO252 (Human Anatomy), BIO254 (Human Anatomy Lab, BIO262 (Human Physiology), & BIO264 (Human Physiology Lab)

**Corequisites:** BIO280 (Pathophysiology)

**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.