



Eagle Gate & Provo COLLEGE

2022 SCHOOL CATALOG

This catalog applies to the following locations:

<p>Eagle Gate College: Main Campus 5588 South Green Street Murray, UT 84123 385-262-9585</p>	<p>Provo College: Main Campus 1450 West 820 North Provo, UT 84601 385-262-9625</p>
<p>Eagle Gate College: (Non-Main Campus of Murray, UT) 915 North 400 West Layton, UT 84041 801-609-3434</p>	<p>Eagle Gate College: (Non-Main Campus of Provo, UT) 1592 E. 17th Street Idaho Falls, ID 83404 208-417-8723</p>
<p>Eagle Gate College: (Non-Main Campus of Murray, UT) 9300 West Overland Rd Boise, ID 83709 208-417-8723</p>	<p>Administrative Office 1401 Dove Street, #340 Newport Beach, CA 92660 888-382-8183</p>

EFFECTIVE DATE: JANUARY 1, 2022 to DECEMBER 31, 2022

Eagle Gate College and Provo College reserve the right to change this catalog's content, terms and conditions at any time without prior notice.

TABLE OF CONTENTS

Mission & Education Philosophy	4
School History	4
Facility Description	5
Accreditation & Approvals	6
Management and Staff	7
Campus Schedules	8
<i>Eagle Gate and Provo College Academic Calendar</i>	9
Programs	11
<i>Medical Assisting Program</i>	13
<i>Medical Assisting Courses</i>	15
<i>Practical Nursing Prerequisite Course (PN PRQ)</i>	20
<i>Practical Nursing Program</i>	21
<i>Practical Nursing Courses</i>	22
<i>Nursing (BSN) Program</i>	26
<i>Nursing (BSN) Courses</i>	30
<i>RN-to-BSN Distance Education Program</i>	39
<i>RN-to-BSN Courses</i>	42
<i>Masters Entry Program in Nursing (MEPN)</i>	47
<i>Masters Entry Program in Nursing (MEPN) Courses</i>	52
<i>Master of Science in Nursing</i>	56
<i>Master of Science Nursing Courses</i>	60
<i>Master of Science in Nursing Education</i>	61
<i>Master of Science in Nursing Education Courses</i>	63
<i>Master of Science in Nursing Administration and Leadership</i>	65
<i>Master of Science in Nursing Administration and Leadership Courses</i>	67
<i>Physical Therapist Assistant Program</i>	69
<i>Physical Therapist Assistant Courses</i>	69
<i>Eagle Gate and Provo College Course Descriptions</i>	75
Tuition & Fees	85
Admissions Policies	87
<i>Online Readiness</i>	90
<i>Admissions: Allied Health Programs</i>	90
<i>Admissions: Practical Nursing Prerequisite Course (PN PRQ)</i>	91
<i>Admissions: Practical Nursing Program</i>	91
<i>Admissions: Physical Therapist Assistant Program</i>	91
<i>Admissions: Bachelor of Science in Nursing (BSN)</i>	92
<i>Admissions: RN-to-BSN</i>	98
<i>Admissions: Master of Science in Nursing (MSN)</i>	99
<i>Admissions: Masters Entry Program in Nursing (MEPN)</i>	99
Immunizations / Vaccinations	100
Credit for Prior Education	101
Transferability of Credits/Credentials Earned at the College	104
Background Checks & Drug Screening	105
Cancellation Policy	105
Refund Policy	106
California Student Tuition Recovery Fund	109
Student Services	110

Career Services	111
Financial Aid	111
Student Finance Policies	113
Scholarships & Discounts	122
Family Educational Rights & Privacy Act (FERPA) & Personally Identifiable Information (PII)	126
Student Code of Conduct	127
<i>Bullying & Harassment</i>	128
<i>Drugs & Alcohol</i>	129
<i>Smoking & Tobacco Use</i>	130
<i>Dress Code</i>	130
Academics: Grading	131
<i>Student Records & Transcripts</i>	134
Academics: Honors Program	135
Academics: Satisfactory Academic Progress	136
Academics: Appeals & Grievances	139
Academics: Student Governance	142
Academic Terminology and Classification of Student	143
Attendance Policy	145
Dismissal, Withdrawal & Readmission	146
Leave of Absence (LOA) Policy	149
Graduation Requirements	150
Student Complaint Procedure	151
Plagiarism Policy	152
Copyright Policy	154
Non-Discrimination, Sexual Harassment, Title IX	155
Students With Disabilities	158
Miscellaneous Policies	159
<i>Determining Student Location</i>	162
Faculty	163
Summary of Changes	166
Legacy Programs	168
<i>Legacy Program: Medical Assisting</i>	168

MISSION & EDUCATION PHILOSOPHY

Please note throughout this catalog, “Eagle Gate College” and “Provo College” may be referred to individually as “the school” or “the college”, or jointly as “the schools” or “the colleges”.

Institutional Mission

We are caring professionals who empower individuals to achieve personal excellence through student-centered, market-driven education. This mission is further defined by:

Objectives

- Deliver quality, career-related education, which produces competent graduates who are qualified for entry-level positions in their chosen professions
- Develop professionalism and confidence through career-related education
- Provide a quality environment that includes ethical and moral conduct codes
- Emphasize research and analysis that contributes to an achievement of a high level of independence and critical thinking skills at the graduate level

Governing Values

- Make a positive difference in people’s lives by teaching skills that empower individuals to make meaningful contributions to society
- Live by and teach proper professional behavior
- Adapt to change and create innovation
- Accept those who are associated with the College as members of a team by recognizing that each has a unique contribution to make to that team effort

Strategies

- Commit each associate and student to live by a code of conduct that reflects professionalism
- Design curricula to fit the growing needs of industry through expansion and modification
- Obtain instructors who have the knowledge and experience to provide students with an in-depth and expedient educational experience
- Provide Career Services resources to develop opportunities for employment utilizing the skills obtained at the College

Vision Statement

We are known for giving power to students and associates by teaching cutting-edge, competency-based education, and leadership and personal effectiveness skills to have the career and life they desire.

SCHOOL HISTORY

Eagle Gate College was founded in 1979 as Intermountain College of Court Reporting. In July 2001, the College was acquired by Bullen and Wilson, LLC, and the name was changed to Eagle Gate College with the

addition of diploma programs in business, computer, and medical fields. In January 2002, the College was approved to offer Associate of Science degrees and in October 2007, the College was approved to offer Bachelor of Science degrees. In September 2004, a new non-main campus was established in Layton, Utah.

Provo College opened in 1984 under the name Dental Careers Institute and was later changed to Advanced Careers Institute. In December 1989, the College changed its name to Provo College to reflect the broadened scope of the College with the addition of curriculum in court reporting and medical transcription. In April 1992, the school was acquired by the Center for Professional Studies, Inc. and relocated to its current location. In 2005, Provo College was granted approval to change its degree offering from Associate of Applied Science to Associate of Science. In 2013 the College expanded its degree offerings to include bachelor's degrees.

In 2019 the colleges expanded by adding several new Masters programs in Nursing as well as two new non-main campuses in Idaho, and in 2020 the colleges received approval for a Change of Ownership as part of the Unitek Learning family of schools.

FACILITY DESCRIPTION

Eagle Gate College – Main Campus

5588 South Green Street (360 West), Murray, UT, near I-15 and 5300 South

The Eagle Gate College – Murray campus occupies just under 12,000 square feet with 11 classrooms (3 of which also serve as computer labs), 4 Nursing labs, a Medical Assisting Lab, student lounge, staff break room, TEAS Testing center, 2 reception areas (Main Front Area and Nursing Welcome Area), and faculty and administrative offices. Our facility will begin construction in the fall for a Virtual Reality (VR) Lab and SIM lab.

Provo College – Main Campus

1450 West 820 North, Provo, UT, near I-15, Utah Valley University and Brigham Young University

The Provo College campus occupies over 30,000 square feet with 7 classrooms (3 of which also serve as computer labs), 6 labs, Simulation lab (2 med surg, 1 OB/Peds), PTA Gym, student lounge, staff break room, TEAS Testing center, 2 student study rooms, 2 reception areas (Main Front Area and Admissions Welcome Area), and faculty and administrative offices. Our facility is currently under construction building a Virtual Reality (VR) Lab.

In early 2021, Provo College acquired occupancy in the building directly adjacent (West Building) to the main campus building. This West Building will provide an additional 10,000 square feet that will include serving both academics and administration. Creating a campus with over 40,000 total square feet.

Provo College is located in the center of Utah County, which is 42 miles south of Salt Lake City. The Provo College campus is located 35 miles from the Eagle Gate Murray Campus and 68 miles from the Eagle Gate Layton Campus. Both Eagle Gate campuses are part of Unitek Learning, Inc.

Eagle Gate College – Non-Main Campus (of Eagle Gate College Main Campus)

9300 West Overland Road, Boise, ID, near I-84

25,383 Sq ft, with 3 lecture classrooms, 1 computer classroom, 2 skills labs, 4 simulation labs, a library/computer lab, student breakroom, collaboration room, active learning center, reception, and administrative offices.

Eagle Gate College – Non-Main Campus (of Provo College Main Campus)

1592 E. 17th Street, Idaho Falls, ID, near I-15

The Idaho Falls campus occupies 19,933 square feet, including 3 classrooms, 2 skills labs, a simulation suite with reception area, student lockers and 4 simulation labs, a learning resource center, student collaboration room, active learning center with 12 computer stations, virtual reality lab, a dedicated Medical Assisting classroom and lab, and a student break room. The campus has a Career Services Center with conference room, office space and work study cubicles. There is also office space to accommodate both faculty and administration, as well as a staff break room and conference room.

Eagle Gate College – Non-Main Campus (of Eagle Gate College Main Campus)

915 North 400 West, Layton, UT, near I-15

Building and Facilities: All College campuses have well-lighted, air-conditioned classrooms and supporting facilities. College facilities include classrooms, labs, and administrative offices.

Eating Facilities: Facilities are equipped with food and beverage machines for student use. Many commercial facilities are in the vicinity of each campus.

Parking and Public Transportation: Parking facilities are provided at the College for students, faculty, and administration. The facilities are conveniently located close to the freeway and are easily accessible by public transportation.

Housing: The College maintains no housing accommodations for students. There are several apartment buildings in the general vicinity of each campus.

Photo Identification: Students will receive student photo identification cards at no charge. Students are required to wear Student IDs in plain sight whenever on campus.

ACCREDITATION & APPROVALS

Eagle Gate College and Provo College are institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES). The address of ABHES is 7777 Leesburg Pike, Suite 314 N., Falls Church, VA 22043, (703) 917-9503. The Accrediting Bureau of Health Education Schools is listed as a nationally recognized accrediting agency by the United States Department of Education.

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

The baccalaureate degree program in nursing at Eagle Gate College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

The master's degree program in nursing at Eagle Gate College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

The Physical Therapist Assistant Associate Degree Program at Provo College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100 Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 801-818-8910 or email Suzanne Reese : sreese@provocollege.edu.

Eagle Gate and Provo Colleges meet the requirements of Utah Code Ann. §13-34-107.5 to be registered postsecondary schools required under 34 C.F.R.600.9 to be legally authorized by the state of Utah. Eagle Gate College is licensed by Murray City and Layton City. Provo College is licensed by Provo City.

Eagle Gate and Provo Colleges have registered with the State of California's Bureau for Private Postsecondary Education (BPPE), in compliance with California Education Code (CEC) Section 94801.5, to allow California residents to enroll in distance education programs offered by the Colleges.

Eagle Gate College and Provo College have membership in the following organizations:

- National Association of Student Financial Aid Administrators
- Utah Association of Student Financial Aid Administrators
- Rocky Mountain Association of Financial Aid Administrators

Eagle Gate College is properly registered as a Private Postsecondary Education Institution with the State Board of Education under Idaho Statutes, Title 33 – Chapter 24.

MANAGEMENT AND STAFF

Corporate Officers & Department Heads

- Janis Paulson – Chief Executive Officer (CPA, BBA)
- Ali Bhola – Chief Financial Officer (CPA, MBA)
- Navneet Bhasin – Chief Operations Officer (MD)
- Abdel Yosef – Chief Academic Officer (PhD Nursing Education, MSN, Certified Nurse Educator)
- Jennifer (Jen) DeMay – General Counsel (JD, Certified Compliance & Ethics Professional)
- Stephanie Greenwood – National Dean of BSN, MSN, MEPN Programs (PhD Nursing Education, MSN, BSN)
- Janice Holt – National Dean of Vocational/Practical Nursing Programs (BSN, MSN)
- Lou Cabuhat, EdD – National Dean of Allied Health Programs (Ed.D)

- Don Corvin – Senior VP of Compliance (BS, Certified Internal Auditor)
- Sara Cramlet – Senior VP of Human Resources (MS HR Management)
- Debra Brooks – VP of Student Financial Services (BA Business Management)
- Michael Collins – VP of Admissions (BA)

Board of Directors

- Janis Paulson – Director (CPA, BBA)
- Steven Hodownes – Director (MBA)
- Tom McNamara – Director (MSc Finance)
- Adnan Nisar – Director (MBA)
- Tracey Kruse – Director (BA)
- Scott Serota – Director (MS Health Administration)
- Mona Sutphen – Director (MSc International Political Economy)
- Mary Ann Christopher – Director (BSN, MSN)

Organization and Governance

Eagle Gate College and Provo College are owned by Unitek College Utah, LLC, a privately held organization.

UTAH ADMINISTRATION

- Campus Director (Murray, UT) – Christine Anderson
- Registrar (Murray, UT) – Veronica Gomez
- Campus Director (Layton, UT) – Todd Smith
- Registrar (Layton, UT) – Alicia Swapp
- Campus Director (Provo, UT) – Kristen Whittaker
- Registrar (Provo, UT) – Brianna Madson

IDAHO ADMINISTRATION

- Campus Director (Boise, ID) – Dawn Valadez
- Registrar (Boise, ID) – Brooklyn Parkinson
- Campus Director (Idaho Falls, ID) – Felicia Wright
- Registrar (Idaho Falls, ID) – Heather Titland

CAMPUS SCHEDULES

Office Hours

Administrative offices are typically open Monday through Thursday from 9:00 a.m. to 6:00 p.m. and Friday from 9:00 a.m. to 4:00 p.m. Appointments at other times may be arranged in advance.

Schedule

Classes may be offered between 7:30 a.m. and 8:00 p.m. depending on program of study. Classes are typically scheduled Monday through Friday. Clinical courses may be scheduled at any time, depending on availability.

EAGLE GATE AND PROVO COLLEGE ACADEMIC CALENDAR

SEMESTER PROGRAMS

January Semester 2020

- January 13 Classes Begin
- April 29 Classes End

May Semester 2020

- May 11 Classes Begin
- May 25 Memorial Day (campus closed)
- July 3 Independence Day observed (campus closed)
- July 24 Pioneer Day (campus closed)
- August 26 Classes End

September Semester 2020

- September 8 Classes Begin
- November 11 Veteran's Day (no classes)
- Nov 26-27 Thanksgiving (campus closed)
- Dec 23 Classes End

January Semester 2021

- January 11 Classes Begin
- April 28 Classes End

May Semester 2021

- May 10 Classes Begin
- May 31 Memorial Day (campus closed)
- July 5 Independence Day observed (campus closed)
- July 23 Pioneer Day observed (campus closed)
- August 25 Classes End

September Semester 2021

- September 7 Classes Begin
- November 11 Veteran's Day (no classes)
- Nov 25-26 Thanksgiving (campus closed)
- Dec 22 Classes End

TERM PROGRAMS

* = Make-up day(s) may be required.

January Term 2020

- January 13 Classes Begin
- March 20 Classes End
- February Term 2020
- February 17 Classes Begin
- April 24 Classes End

March Term 2020

- March 23 Classes Begin
- May 25* Memorial Day (campus closed)
- May 29 Classes End

April Term 2020

- April 27 Classes Begin
- May 25* Memorial Day (campus closed)
- July 2 Classes End

June Term 2020

- June 1 Classes Begin
- July 3* Independence Day observed (campus closed)
- July 24* Pioneer Day (campus closed)
- August 7 Classes End

July Term 2020

- July 6 Classes Begin
- July 24* Pioneer Day (campus closed)
- September 7* Labor Day (campus closed)

- September 11 Classes End

August Term 2020

- August 10 Classes Begin
- September 7* Labor Day (campus closed)
- October 16 Classes End

September Term 2020

- September 14 Classes Begin
- November 11* Veteran's Day (no classes)
- November 20 Classes End

October Term 2020

- October 19 Classes Begin
- November 11* Veteran's Day (no classes)
- Nov 26-27* Thanksgiving (campus closed)
- Dec 21-Jan 1 Holiday Break (no classes)
- Jan 8, 2021 Classes End

November Term 2020

- November 23 Classes Begin
- Nov 26-27* Thanksgiving (campus closed)
- Dec 21-Jan 1 Holiday Break (no classes)
- Feb 12, 2021 Classes End

Holidays

Some holidays occur between terms; therefore, they do not require the interruption of the teaching schedule. Student holidays observed by the College within terms are shown on the Academic Calendar. Make up days may be required when a holiday disrupts the regular class schedule.

PROGRAMS

Eagle Gate College and Provo College foster an attitude of professionalism, encouraging graduates to continue their pursuit of knowledge through self-study of manuals and publications, memberships in professional organizations, and advanced courses of training as they become available. The Colleges also attempt to provide students with knowledge and skills of general educational value to prepare them more broadly for understanding and participating in modern society, vocations, and further academic study. Not all courses will be taught each term, nor will they always be in the order listed in the catalog. The College

reserves the right to change course curricula, schedule, prerequisites, and requirements, or to cancel a course or program for which there is insufficient enrollment. A student's individual success or satisfaction is not guaranteed and is dependent upon the student's individual efforts, abilities, and application to the requirements of the College.

The colleges indicated below are approved to offer the following master's degrees.

Delivery methods indicated as Residential (R), Distance Learning (D) or Combination of both (C).

Program Name	EGC Murray	EGC Layton	Provo College	EGC Boise	EGC Idaho Falls
Nursing Administration and Leadership	D				
Masters Entry Program in Nursing	C		C	C	C
Nursing Education	D				

The colleges indicated below are approved to offer the following bachelor's degrees:

Program Name	EGC Murray	EGC Layton	Provo College	EGC Boise	EGC Idaho Falls
Nursing	C	C	C	C	C
RN-BSN	D				

The colleges indicated below are approved to offer the following Associate Degrees:

Program Name	EGC Murray	EGC Layton	Provo College	EGC Boise	EGC Idaho Falls
Physical Therapist Assistant			C		

The colleges indicated below are approved to offer the following diplomas:

Program Name	EGC Murray	EGC Layton	Provo College	EGC Boise	EGC Idaho Falls
Medical Assisting	C		C	C	C

Practical Nursing				R	R
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For newer locations, enrollment into some programs may not have begun as of the date of this catalog.

Registration

New students are registered upon acceptance to the College. Registration for currently enrolled students is reviewed on specified days during the current term for the following term. Continuing students will be notified if an adjustment to their schedule must be made. Students wishing to make changes must contact the Registrar prior to the beginning of the new term. Financial obligations must be met before students are eligible to register, and students with an unpaid balance may not be able to register for the following term. Students expecting an unsatisfactory grade (see Graduation Requirements) in any course should contact the Registrar's office as soon as possible for rescheduling. No student may attend a college course for which the student has not been registered.

Add/Drop Period

The add/drop period applies to individual courses, not programs. The add/drop period for both new and continuing students enrolled in degree programs is through the first seven (7) calendar days of the beginning of a term/semester. Students must submit their request to their respective Campus Program Director or Registrar's office on or before the last day of the add/drop period. There is no add/drop period for non-degree programs or individual courses enrollments.

MEDICAL ASSISTING PROGRAM

Delivery: Blended

28.0 semester credits; 760 instructional clock hours; 33 instructional weeks

Expected completion time: 9 months

Program Overview

This is a blended (hybrid) program in which all theory (didactic) courses are online, while lab and externship courses are mostly residential with minor online components. The program emphasizes administrative and clinical skills, with extensive instruction in medical terminology, medical office procedures, medical/clinical procedures, basic anatomy and physiology, and special duties common in the field. The externship provides practical experience in physicians' offices, hospitals, or other healthcare facilities. Emphasis is placed on communication, critical thinking, human relations, decision making, and other skills required of well-qualified medical personnel.

Educational Objectives & Corresponding Occupation

Graduates are prepared to gain employment as entry-level Medical Assistants (CIP code 51.0801, SOC code 31-9092.00) performing clinical and/or administrative functions in a medical office, clinic, hospital, or other healthcare-related setting. Administrative functions may include answering telephones, scheduling

appointments, greeting patients, updating and filing patient charts, ordering supplies, arranging for hospital admission and laboratory services, handling billing, collections, bookkeeping, and the use of electronic medical records software. Clinical functions may include relaying prescriptions to a pharmacy, collecting and preparing laboratory specimens, sterilizing medical instruments, preparing patients for x-rays, taking electrocardiograms, removing sutures and changing dressings.

Classroom / Lab Environment

The labs are fully equipped to simulate an office and clinic setting. Lab equipment includes: micro-hematocrit centrifuge, blood and urine centrifuge, pulse oximeter, electrocardiogram machine, glucose meters, sphygmomanometers (B/P) cuffs, patient height and weight scale, infant height and weight scale, autoclave machine, and a hemoglobin meter.

Course Schedule

Seven Theory courses are paired with seven Lab courses in 4-week “modules” running sequentially throughout the year. New students may start the program in whichever module is offered at that time. After successful completion of all theory and lab courses, students are eligible to be scheduled for a full-time (40 hours per week) externship.

Module	Course #	Course Name	Instructional Weeks	Clock Hours	Semester Credits
1	HCMA110-T	Introduction to Medical Assisting& Medical Law – Theory	4	42.5	2.5
	HCMA110-L	Introduction to Medical Assisting& Medical Law – Lab		42.5	1.0
2	HCMA111-T	Pharmacology, Medication Administration, Diagnostic Imaging – Theory	4	42.5	2.5
	HCMA111-L	Pharmacology, Medication Administration, Diagnostic Imaging – Lab		42.5	1.0
3	HCMA112-T	Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Theory	4	42.5	2.5
	HCMA112-L	Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Lab		42.5	1.0
4	HCMA113-T	Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Theory	4	42.5	2.5
	HCMA113-L	Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems- Lab		42.5	1.0

5	HCMA114-T	Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Theory	4	42.5	2.5
	HCMA114-L	Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Lab		42.5	1.0
6	HCMA115-T	Office Management & Computerized Systems in Medical Assisting – Theory	4	42.5	2.5
	HCMA115-L	Office Management & Computerized Systems in Medical Assisting – Lab		42.5	1.0
7	HCMA116-T	First Aid, Emergencies, Behavior in Acute Situations – Theory	4	42.5	2.5
	HCMA116-L	First Aid, Emergencies, Behavior in Acute Situations – Lab		42.5	1.0

Upon completion of the seven-module cycle, students may begin Externship:

8	HCMA117	Medical Assisting Externship	5 (may vary)	165	3.5
		TOTAL PROGRAM	33	760	28.0

MEDICAL ASSISTING COURSES

HCMA110-T

Introduction to Medical Assisting & Medical Law – Theory

This is designed to introduce learners to the healthcare industry and typical responsibilities of a medical assistant. Learners devote time to differentiating between the scope of practice, reviewing the different professional organizations that exists for medical assistants, and summarize the history of medicine and its significance to the medical assisting profession. Techniques of therapeutic communication and active listening are explored as a prelude to understanding laws impacting the medical office. Issues of medical assistant licensing and malpractice prevention are introduced along with the elements of HIPAA. Learners review the physiological processes of blood pressure assessment and factors of essential hypertension, surface anatomy, describe body cavities, and body planes. Learners discuss elements of human acid-base balance. Learners are instructed how to make proper career decisions to secure and retain employment and use the Medical Office Simulation Software (MOSS) to practice documentation in electronic health records (EHR). Lastly, learners define, spell, and pronounce the terms specific to topics listed.

HCMA110-L

Introduction to Medical Assisting & Medical Law – Lab

This is an entry-level medical assisting course in the clinical laboratory, vital signs, communications, and the

function and use of computers in the medical environments. The course is designed to introduce learners to safety techniques regarding accidental exposure to blood and other body fluids and needle sticks. Learners are provided with hands-on guidance to demonstrate the following medical assistant skills: vital sign assessment (temperature, pulse, respirations, blood pressure), Korotkoff phases, use of pulse oximetry document height and weight (convert pounds to/from kilograms) communications, and the function and use of computers in the medical environments. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure. Lastly, learners will also develop important skills regarding the job search and career development: write a cover letter and resume and create a career portfolio.

HCMA111-T

Pharmacology, Medication Administration, Diagnostic Imaging – Theory

Course HCMA111-T is designed to introduce learners to pharmacology: calculation of medication dosages of medications for administration via parenteral routes, by mouth, transdermal, inhalation, instillation, and topical administration. Medication dosage calculation formulas are used by learners. Topics of anatomy and physiology for the following body systems are covered: immune system, integumentary system, and musculoskeletal system. Assisting with the physical examination using positioning and providing privacy for a patient, setting up instruments and supplies are the basis of instruction where learners explain the pre- intra- and post-assessment procedures to a patient. Entry-level information regarding diagnostic imaging is a part of the learning experience. Learners devote time to describing various bacterial staining characteristics, shapes, oxygen requirements, and physical structures of bacteria and discuss common diseases caused by bacteria. Learners work with CLIA-waived microbiology tests, discuss therapeutic modalities used in orthopedic medicine, and define, spell, and pronounce the terms specific to topics listed. Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA 111-L

Pharmacology, Medication Administration, Diagnostic Imaging – Lab

HCMA111-L is an entry-level medical assisting course in the clinical application of pharmacology: calculation of medication dosages of medications for administration via parenteral routes, by mouth, transdermal, inhalation, instillation, and topical administration. Medication dosage calculation formulas are used by learners. Hands-on exploration of the anatomy for the following body systems are covered: integumentary, lymphatic, and musculoskeletal. Learners demonstrate how to assist with the physical examination, use positioning and provide privacy for a patient, set up instruments, and review supplies to explain the pre- intra- and post-assessment procedures to a patient. Entry-level information regarding diagnostic imaging is a part of the learning experience. Learners discuss therapeutic modalities used in orthopedic medicine and define, spell, and pronounce terms specific to topics listed. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HCMA112-T

Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Theory

Course HCMA112-T is designed to introduce learners to theory-based information regarding the medical assistant role in maintain Occupational Safety and Health Administration (OSHA) standards. Learners

review anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: cardiac system, pulmonary system, gastrointestinal system. Principles of electrocardiography are introduced along with the following diagnostic procedures: EKG assessment, angiography, cardiac catheterization, doppler ultrasound, peak flow measurement, and spirometry. Principles of infection control, the chain of infection and handwashing are discussed within the context of the inflammatory response mechanism of the body. Learners describe CLIA-waived tests for common gastrointestinal disorders and build plans for special dietary needs for the following: pregnancy and lactation, epilepsy, HIV/AIDS and cancer diagnosis. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA112-L

Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand topics of anatomy and physiology, pathology, and treatment procedures and disease prevention for the following body systems: cardiac system, pulmonary system, gastrointestinal system. Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following principles: EKG assessment, angiography, cardiac catheterization, doppler ultrasound, peak flow measurement, and spirometry. Learners practice infection control, medical asepsis, and handwashing procedures to break the chain of infection and support the inflammatory response mechanism of the body. Learners review CLIA-waived tests for common gastrointestinal disorders and build plans for special dietary needs for pregnancy and lactation, epilepsy, HIV/AIDS and cancer diagnosis. Learners discuss Occupational Safety and Health Administration (OSHA) standards are a part of the learning experience. Learners discuss Occupational Safety and Health Administration (OSHA) standards and define, spell, and pronounce the terms specific to topics listed. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HCMA113-T

Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Theory

Course HCMA113-T is designed to introduce learners to theory-based information regarding the medical assistant role assisting the primary care provider (physician, physician assistant or nurse practitioner) in performing a physical exam. Learners review anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: nervous (CNS and PNS) and sensory system (eyes, ears, and nose), endocrine system, and circulatory system. Patient care principles involved in adult and pediatric phlebotomy are discussed: equipment, venipuncture and capillary blood collection, and chain of custody. Learners discuss common blood tests (normal and abnormal ranges) for the following: Complete Blood Count (CBC), Serum Electrolytes and Chemistry (SMA7), Erythrocyte Sedimentation Rate (ESR), Prothrombin Time (PT/INR), Partial Prothrombin Time (PTT), and ABO blood groups. Concepts of behavioral health are part of the learning experience. Learners differentiate among common behavioral health disorders, including the etiology, signs, symptoms, diagnostic procedures, and treatments. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA113-L

Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand topics of anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: nervous (CNS and PNS) and sensory system (eyes, ears, and nose), endocrine system, and circulatory system. Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following principles: providing assistance during patient assessment, behavioral health examination, adult and pediatric phlebotomy, venipuncture and capillary blood collection. Learners practice working with laboratory forms to document common blood tests: Complete Blood Count (CBC), Serum Electrolytes and Chemistry (SMA7), Erythrocyte Sedimentation Rate (ESR), Prothrombin Time (PT/INR), Partial Prothrombin Time (PTT), and ABO blood groups. Learners define, spell, and pronounce the terms specific to topics listed. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HCMA114-T

Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Theory

This course is designed to introduce learners to theory-based information regarding the medical assistant role in assisting with minor surgical procedures performed in clinics. Learners identify surgical instruments, discuss surgical asepsis, perform sterile tray setup and outline pre- and post-operative patient care instructions. Learners review anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: male and female reproductive system, and urinary system. Learners summarize pediatrics growth and development, anthropometrics and review common diseases for patients from newborn to 18 years of age. CLIA-waived tests for common urinary system and reproductive disorders are part of the learning experience. Stages of life are discussed along with the impact of the aging process on the cardiovascular, endocrine, gastrointestinal, integumentary, and musculoskeletal systems. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA114-L

Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand topics of anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: male and female reproductive system, and urinary system. Within the medical assistant scope of practice, learners discuss, model and demonstrate the skills of identifying surgical instruments, assisting the MD with minor surgical procedures, surgical asepsis, and pre- and post-operative patient care instructions. Learners practice anthropometrics for patients from newborn to 18 years old, CLIA-waived tests for common urinary system and reproductive disorders. Stages of life are discussed along with the impact of the aging process on the cardiovascular, endocrine, gastrointestinal, integumentary, and musculoskeletal systems. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HMCA115-T

Office Management & Computerized Systems in Medical Assisting – Theory

Course HCMA115-T is designed to introduce learners to theory-based information regarding the medical assistant role in assisting with the management and business aspects of running a medical practice. The following front office medical assistant skills comprise this course: communication practices using telephones and computers, scheduling appointments and patient records processing, medical record keeping, filing, health insurance records, billing and coding practices, banking services and procedures, and Microsoft Office Products (Word). Health insurance essentials and the inner workings of the Electronic Health Record (EHR) are an important component of this course where learners do the following: outline managed care requirements for patient referrals, distinguish between an electronic health record (EHR) and an electronic medical record (EMR), and discuss the impact of the Affordable Care Act on patient health care access. ICD-10 diagnostic coding procedures are used by learners to apply the code selection process and maximize third-party reimbursement. CPT and HCPCS coding guidelines are a part of the learning experience as are managed care policies and procedures. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR).

HCMA115-L

Office Management & Computerized Systems in Medical Assisting – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand how to assist with the management and business aspects of running a medical practice. Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following: communication practices using telephones and computers, scheduling appointments and patient records processing, medical record keeping, filing, health insurance records, billing and coding practices, banking services and procedures.

The inner workings of the Electronic Health Record (EHR) are an important component of this course where learners do the following: outline managed care requirements for patient referrals, distinguish between an electronic health record (EHR) and an electronic medical record (EMR), and discuss the impact of the Affordable Care Act on patient health care access. ICD-10 diagnostic coding procedures are used by learners to apply the code selection process and maximize third-party reimbursement. CPT and HCPCS coding guidelines are a part of the learning experience as are managed care policies and procedures. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR).

HCMA116-T

First Aid, Emergencies, Behavior in Acute Situations – Theory

This course is designed to introduce learners to theory-based information regarding the medical assistant role in coordinating laboratory tests and results and understanding the Clinical Laboratory Improvement Amendments (CLIA), specimen collection procedures, and use of use of Safety Data Sheets (SDS). Learners review strategies for managing a health care practice from daily operations to equipment inventory. Healthcare ethics are evaluated by learners in explaining best practices for separating personal and

professional ethics. Focus is applied to the following specific ethical challenges: reproductive issues, care involving children, medical research, end-of-life rituals and medical emergencies. HIPPA along with assisting in physical examinations and first aid for medical emergencies is part of the learning experience. Learners describe the function of a microscope and begin summarizing select microscopy tests performed in the ambulatory care setting. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA116-L

First Aid, Emergencies, Behavior in Acute Situations – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand the medical assistant role in coordinating laboratory tests and results and understanding the Clinical Laboratory Improvement Amendments (CLIA), specimen collection procedures, and use of Safety Data Sheets (SDS). Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following: managing a health care practice, assisting in physical examinations, and delivering first aid, use of a microscope. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure. Focus is applied to the following specific ethical challenges: reproductive issues, care involving children, medical research, end-of-life rituals and medical emergencies. Learners define, spell, and pronounce the terms specific to topics listed. Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA117

Medical Assisting Externship

This course provides the student with the opportunity to continue learning through demonstration and application of transferred knowledge to the clinical setting. The course begins with 5-hours of on-ground capstone learning involving topics of career development, employment preparation, professionalism, and interview skills. Following the capstone content, the student will report to the preceptor assigned by the college's Medical Assistant externship coordinator. Students will learn under the direct supervision of clinical site preceptor(s) and the college's medical assistant instructor.

PRACTICAL NURSING PREREQUISITE COURSE (PN PRQ)

Delivery Mode: Residential

80 INSTRUCTIONAL HOURS

While completion of this course is not required by the State Board of Nursing, passing this course (or demonstrating equivalent knowledge through prior education evaluated by the college) is a requirement for admission to the Practical Nursing Program. Please see the Practical Nursing entry in the Program-Specific Admissions Requirements section of this catalog for more details. As an avocational admissions course, this course does not lead to initial employment and is not eligible for Federal Financial Aid. Students receive a Transcript upon successful completion (not a Certificate of Completion, Diploma or

Degree).

The course consists of 80 hours of instruction over 2 weeks. Topics include study skills, critical thinking, identification of personality types and how they interact within teams, Nursing education levels and roles, communication in health care, web-based nursing resources, dosage calculations, and basic medical terminology related to primary systems (Skeletal, Muscular, Cardiovascular, Respiratory, Digestive, Urinary, and Nervous).

The course assists in identifying at-risk students who may not succeed in the Practical Nursing Program. The course also provides an opportunity to advise students and develop plans of action, including but not limited to changes in study habits, goal setting, study guide development, and tutoring. The course helps students and faculty assess students' study skills, learning styles, organizational skills, ability to follow directions, maintain attendance, be punctual, and pass quizzes in a fast-paced academic environment which mirrors that of the Practical Nursing Program.

Passing this course requires a cumulative score on all exams and quizzes of at least 75%. If a student fails this course, the student may be provided an opportunity to retake it one time. Students must receive approval from the Chief Academic Officer to take the course a 3rd time. Students may be required to pay all costs associated with retaking the course. Students wanting to retake this course should discuss their situation with an Admissions Advisor.

PRACTICAL NURSING PROGRAM

Delivery Mode: Residential

1,620 INSTRUCTIONAL HOURS (660 DIDACTIC, 306 LAB, 654 CLINICAL); 46 INSTRUCTIONAL WEEKS

Program Overview

The Practical Nursing (PN) program is a residential pre-licensure nursing program that prepares graduates to pass the NCLEX-PN exam and apply for licensure in the State of Idaho as a Licensed Practical Nurse (LPN). Graduate employment aligns with CIP Code: 51.3901

Program Objectives:

The program's goal is to prepare students to pass the NCLEX-PN license exam and gain entry-level employment as Licensed Practical Nurses. Graduates will be able to:

Practical Nursing (PN) Program Licensure Disclosure

The curriculum for the Practical Nursing (PN) program at Eagle Gate College has been designed to meet the educational licensure requirements in Idaho as well as prepare students to apply to the Idaho Board of Nursing to sit for the NCLEX licensure exam in the State of Idaho (see <https://ibn.idaho.gov/IBNPortal/> for

more information regarding licensure in Idaho). The nursing boards in each state are responsible for establishing the requirements for licensure for their state. Requirements may vary state to state and may change at any time. Students who intend to use their Eagle Gate College PN diploma to secure licensure in any state other than Idaho will need to review the professional licensure disclosures in that state pertaining to their program and consult with the applicable state nursing licensing board. For more information, see [Nursing Board Contact Information by State or Territory – PN Program](#) for a listing of state nursing licensing boards and determinations made by the College by state of whether the PN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made. NOTE: Graduates who become licensed in Idaho may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.

Course Schedule

Term One (14 weeks)	Total Hours: 450
PN 100: Nursing Fundamental PN 101: Nursing Fundamental Clinical/Skills	Theory = 226 hours Clinical/Skills/Simulation = 224 hours
Term Two (14 weeks)	Total Hours: 450
PN 200: Introduction to Pharmacology PN 201: Medical-Surgical I PN 202: Medical Surgical Clinical I	Theory = 32 hours Theory = 154 hours Clinical/Skills/Simulation = 264 hours
Term Three (18 weeks)	Total Hours: 720
PN 304: Medical-Surgical Nursing II PN 305: Medical-Surgical Clinical II PN 300: Maternal and Newborn PN 301: Maternal and Newborn Clinical PN 302: Pediatrics PN 303: Pediatrics Clinical PN 306: Professional Development	Theory = 146 hours Clinical/Skills/Simulation = 408 hours Theory = 32 hours Clinical/Skills/Simulation = 32 hours Theory = 32 hours Clinical/Skills/Simulation = 32 hours Theory = 38 hours

PRACTICAL NURSING COURSES

PN 100: Nursing Fundamentals – Theory

Co-requisite: PN 101 Nursing Fundamentals – Clinical/Skills

This course provides an introduction to the nursing profession and technical instruction towards mastery of entry level nursing skills and competencies. Subject matter includes: Nursing history and trends, trans-cultural nursing & health (spiritual and cultural diversity), human needs and wellness, community health, therapeutic communication, nurse client relationships, terminology and abbreviations, legal-ethical issues in nursing, safety and emergency preparedness, admissions, transfer and discharge, feeding and elimination, pain management, body mechanics, infection prevention and control; Nursing Process (inclusive of data collection / assessment and basic charting), medical and surgical asepsis, Nutrition, Anatomy and Physiology as well the Geriatric Patient. The following are the skills competencies in this

course; hand-washing, vital signs, body mechanics / personal hygiene, enemas, Foley insertion, sterile gloving and dressing, insertion and management of nasogastric and percutaneous feeding tubes, tracheostomy management and tracheostomy suctioning. This course also provides theory content and nursing skills competencies on care of the adult, older adult / geriatric client. Subject matter includes: Care of the adult early, middle, late; care settings; effects of aging on the systems of the body; risk factors; assessment and interventions in providing holistic care; effects of losses; elder abuse; diagnostics test and procedures, mini mental assessment; dementia; legal-ethical issues as related to the older adult. The Nursing Process is utilized as the foundation for all nursing interventions. This course also provides theory content and skills related to basic nutrition; special diets and nutritional need of the compromised clients. Subject matter includes: Basic precepts and guidelines of nutrition; cultural, social and religious influences; Excesses and deficit in nutrition; therapeutic diets, house diets, modified diets; special nutritional needs and nutritional support, as it relates to nursing. This course, as well, provides instruction as relate to anatomy and physiology. Subject matter includes: Overview of Body Systems and Body functions; Integumentary system; Musculoskeletal system; Gastrointestinal system, Genitourinary system; Reproductive Systems; Respiratory System; Cardiovascular System; Blood & Lymph and Immune Systems; Endocrine System; Neurological System and Sensory System.

PN 101: Nursing Fundamentals – Clinical/Skills

Co-requisite: PN 100 Fundamentals Theory

This course provides detailed education and training, and application of theory and nursing skill competencies in the clinical setting; direct client / patient interaction and care in a clinical / work based experience setting, long term care facility. Direct patient care of different age spectrums is provided, focusing on the client's / patients individual needs for the adult client / patient. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 200: Introduction to Pharmacology

Pre-requisite: Successful completion of Term 1

This course provides introduction to the basic principles of pharmacology content, drug regulations, and classification as it relates to the different body systems and diseases, categories, factors affecting medication administration, abbreviations and symbols, systems of measurements, delivery systems, calculations for drug administration, principles and methods of drug administration. The course encompasses review of Anatomy and Physiology as related to the effects of drugs to specific organ systems. The specific and in depth mechanisms of actions and Nursing care are incorporated in Medical-Surgical organ system disease topics and course.

PN 201: Medical-Surgical 1 – Theory

Pre-requisite: PN 200 Introduction to Pharmacology

Co-requisite: PN 202 Medical-Surgical 1 – Clinical

In this course, emphasis is placed on the study of specific medications, administration and treatment related to general conditions and specific organ systems and diseases. Subject matter includes: Inflammation, Infection, Immunity, Fluids and Electrolytes, Pain management, Surgical Care, First Aid, Emergency Care and Disaster Management, Shock, Delirium, Dementia, Incontinence, Falls, Fractures, Amputations, Care of the client with Skin Disorders, Immunologic Disorders, HIV, Cardiac Disorders,

Diabetes Mellitus, Hypoglycemia, and Acute and Chronic Respiratory Disorders. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 202: Medical-Surgical 1 – Clinical

Pre-requisite: PN 200 Introduction to Pharmacology

Co-requisite: PN 201 Medical-Surgical 1 – Theory

This course provides detailed education, training, and application of theory and nursing skill competencies in the clinical setting; direct client / patient interaction and care in a clinical / work-based experience setting, long term care facility and Simulation laboratories. Direct patient care is provided focusing on the adult client's / patient's individual needs. Emphasis is placed on medication administration and individualized care and treatment related to organ systems discussed in theory courses. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 304: Medical-Surgical 2 – Theory

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 305 Medical-Surgical 2 – Clinical

In this course, emphasis is placed on the understanding of the disease process and the care related to clients with specific organ system diseases as well as the medication utilized in treatment. The Nursing Process is utilized as the foundation for all nursing interventions. Subjects include: conditions related to reproductive systems, sexually transmitted infections, connective tissue disorders, upper and lower gastrointestinal tract disorders, liver, pancreatic and biliary tree disorders, endocrine disorders, urologic disorders and neurologic disorders. This course also covers the study of human behavior with emphasis on emotional and mental abnormalities and disorders; behavior therapy and psychiatric medications; coping mechanisms and nursing responsibilities, mental health teams and centers; therapeutic communication / defense mechanisms; psychiatric disorders, treatment and nursing interventions; substance abuse and addictions; assessment of mental functioning, effects of illness/hospitalization, interventions for mental health disorders and abuse and dependencies, including evaluation of outcomes.

PN 305: Medical-Surgical 2 – Clinical

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 304 Medical-Surgical 2 – Theory

This course provides detailed education and training, and application of theory and nursing skill competencies in the clinical setting; direct client / patient interaction and care in a clinical / work-based experience setting, long term care facility and Simulation laboratories. Direct patient care is provided focusing on the adult client's / patient's individual needs. Emphasis is placed on medication administration and individualized care and treatment related to the organ systems discussed in the theory courses. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 300: Maternal and Newborn – Theory

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 301 Maternal and Newborn – Clinical

This course provides theoretical instruction on care of the women during the stages of pregnancy and care of the newborn. Subject matter includes: Prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, prenatal teaching, preparation of childbirth, normal labor and delivery, nursing care of the newborn, post-partum care, possible complications, high risk pregnancy, high risk labor and delivery, high risk newborn, inclusive of concepts applicable to basic needs and support of the family during the period of change. The Nursing Process is utilized as the foundation for all nursing interventions. Course includes classroom and lab time.

PN 301: Maternal and Newborn – Clinical

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 300 Maternal and Newborn – Theory

This course provides detailed education, training, and clinical / work-based experience; direct patient care, in a variety of acute, sub-acute and / or long term care facilities. Care is provided focusing on the individual's needs across the life span inclusive of the Maternal /Newborn client. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 302: Pediatrics – Theory

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 303 Pediatrics – Clinical

This course provides detailed instruction on the care of the pediatric client, subject matter includes: Growth & Development, Care of the child with acute and chronic childhood diseases and disorders from infancy through adolescence. Assessment of: Health maintenance and wellness, interventions for acute and chronic disorders and diseases, and children with special needs.

PN 303: Pediatrics – Clinical

Pre-requisite: Successful Completion of Term 2

Co-requisite: PN 302 Pediatrics – Theory

This course provides detailed education, training, and clinical / work-based experience; direct patient care, in a variety of acute, sub-acute and / or long term care facilities as well as Pediatric clinics. Care is provided focusing on the individual's needs across the life span inclusive of the pediatric client. The Nursing Process is utilized as the foundation for all nursing interventions.

PN 306: Professional development

Pre-requisite: Successful Completion of all prior courses

Study of the importance of professional growth. This course provides instruction on the changing roles and skills needed for successful transition from student practical nurse to licensed practical nurse. Subject matter includes: Role transition, legal-ethical requirements, practice acts, rules and regulations, leadership qualities and styles, management styles, career pathways, job seeking skills, NCLEX-PN preparation and successful passing of a proctored exit exam.

PN PRQ: Practical Nursing Prerequisite Course

While completion of this course is not required by the Nevada State Board of Nursing, passing this course (or demonstrating equivalent knowledge through prior education evaluated by Unitek College) is a requirement for admission to the Practical Nursing Program. Please see the Practical Nursing entry in the Program-Specific Admissions Requirements section of this catalog for more details. As an avocational admissions course, this course does not lead to initial employment and is not eligible for Federal Financial Aid. Students receive a Transcript upon successful completion (not a Certificate of Completion, Diploma or Degree).

The course consists of 80 hours of instruction over 2 weeks. Topics include study skills, critical thinking, identification of personality types and how they interact within teams, Nursing education levels and roles, communication in health care, web-based nursing resources, dosage calculations, and basic medical terminology related to primary systems (Skeletal, Muscular, Cardiovascular, Respiratory, Digestive, Urinary, and Nervous).

The course assists in identifying at-risk students who may not succeed in the Practical Nursing Program. The course also provides an opportunity to advise students and develop plans of action, including but not limited to changes in study habits, goal setting, study guide development, and tutoring. The course helps students and faculty assess students' study skills, learning styles, organizational skills, ability to follow directions, maintain attendance, be punctual, and pass quizzes in a fast-paced academic environment which mirrors that of the Practical Nursing Program.

Passing this course requires a cumulative score on all exams and quizzes of at least 75%. If a student fails this course, the student may be provided an opportunity to retake it one time. Students must receive approval from the Chief Academic Officer in order to take the course a 3rd time. Students may be required to pay all costs associated with retaking the course. Students wanting to retake this course should discuss their situation with an Admissions Advisor.

NURSING (BSN) PROGRAM

BACHELOR OF SCIENCE IN NURSING (BSN)

Delivery Mode: Blended (Online and Residential)

120 SEMESTER CREDIT HOURS; 2207.5 INSTRUCTIONAL HOURS; 135 INSTRUCTIONAL WEEKS

Criminal background check and/or drug screen tests may be required for practicum experiences and/or employment.

The Bachelor of Science in Nursing program prepares the baccalaureate graduate to synthesize information from various disciplines, think logically, analyze critically, and communicate and collaborate

effectively with patients and the interprofessional team. Students are provided opportunities to develop knowledge, skills, and attitudes of baccalaureate generalist nursing practice through on-line and residential classroom instruction, virtual practice, and clinical nursing experiences. The graduate is prepared to sit for the NCLEX-RN licensure examination and practice as a registered nurse in a variety of settings including positions practicing in; long-term care, acute care, complex and critical care, school nursing, home health and community health nursing. Graduates are prepared for leadership and quality improvement positions. Graduate employment aligns with CIP Code: 51.3801

Bachelor of Science in Nursing (BSN) Licensure Disclosure

The curriculum for the Bachelor of Science in Nursing (BSN) program at the College has been designed to meet the educational licensure requirements in Utah and Idaho as well as prepare students to apply to the Utah State Board of Nursing or the Idaho Board of Nursing to sit for the NCLEX licensure exam in the States of Utah or Idaho (see <https://dopl.utah.gov/> or <https://ibn.idaho.gov/IBNPortal/> for more information regarding licensure in Utah or Idaho). The nursing boards in each state are responsible for establishing the requirements for licensure for their state. Requirements may vary state to state and may change at any time. Students who intend to use their Eagle Gate College BSN degree to secure licensure in any state other than Utah or Idaho will need to review the professional licensure disclosures in that state pertaining to their program and consult with the applicable state nursing licensing board. For more information, see [Nursing Board Contact Information by State or Territory – BSN and MEPN Programs](#) for a listing of state nursing licensing boards and determinations made by the College by state of whether the BSN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made. NOTE: Graduates who become licensed in Utah or Idaho may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.

Additional Information:

Failure to provide the following documentation may result in withdrawal from courses and/or program:

- submission of completed physical examination form;
- evidence of personal health insurance;
- evidence of the following vaccinations (vaccination fees are the responsibility of the student. All immunization records are due prior to clinical assignments):
 - Tdap within the past 10 years;
 - MMR (two vaccines at least one month apart) or titers showing immunity;
 - Twinrix or Hepatitis B completed series or titer within the last 10 years. Documentation that the Hepatitis B vaccinations series has been started must be provided before starting clinicals. Documentation that the Hepatitis B series has been completed must be provided within eight months following the first injection;
 - negative Two Step TB (PPD) within the last year. If previously tested positive, negative chest x-ray within past 2 years, or QuantiFERON Gold Test. TB test, chest x-rays and QuantiFERON tests must be renewed annually; and
 - Varicella Titer showing immunity or vaccination (2 doses if given after age 13).
 - COVID-19 vaccination (all doses)

- evidence of current Basic Life Support (BLS) CPR certification (must be American Heart Health Care Provider)
- acceptable criminal background check and
- negative chemical/drug screening

A grade of “C” or higher is required to successfully pass each general education course. A grade of “C+” or higher is required to successfully pass each nursing core course. The Institution acknowledges that there are circumstances in which a student may fail a course and need to repeat the course in order to gain mastery of the content. However, repeated failures in a single course or multiple courses shows the inability to master the required subject matter. Reaching one of the following failure limitations will result in dismissal from the nursing program:

1. Failure of three (3) different General Education courses
2. Failure of two (2) different Nursing Core courses
3. Failure of the same course two (2) times
4. Failure of three (3) total courses, GE and Nursing combined

In an event a student is withdrawn for violating the above course failure limitations (and the student is permitted a reentry opportunity) the reentry student will be placed on an Academic probation. The Nursing Dean will outline the necessary academic requirements needed to reenter and continue in the program.

A grade of W (Withdrawal) is counted as an attempt that was not successfully completed. Additional information can be found in the Nursing Student Handbook.

A minimum GPA of 2.0 is required to continue in the program and for graduation. Failure to comply with any of the above stipulations and/or legal, moral, and legislative standards required for licensure to practice as a registered nurse will result in immediate dismissal from the program. If a student is dismissed from the nursing program for any reason, academic or non-academic, the student is not eligible to re-enroll in the nursing program. Additional program policies and requirements are detailed in the Nursing Program Handbook.

Acceptance and successful progression through the nursing program does not ensure licensure eligibility. Each state agency overseeing Nursing licensure (e.g. the Idaho Division of Occupational and Professional Licenses, or the Utah Division of Professional Licensing) makes final determination on eligibility to sit for NCLEX exam(s) and issuance of a license to practice nursing. Any applicant who has been convicted of a felony, has a history of mental illness or drug abuse, should contact the relevant state agency mentioned above to discuss their eligibility to be licensed.

GENERAL EDUCATION		
Course Number	Course Name	Semester Hours
BIO210A	ANATOMY and PHYSIOLOGY I	2
BIO210B	ANATOMY and PHYSIOLOGY II	2

BIO220B	ANATOMY and PHYSIOLOGY III	2
BIO220B	ANATOMY and PHYSIOLOGY IV	2
BIO251	MICROBIOLOGY	3
CHM110	INTRODUCTION TO CHEMISTRY	3
ENG152	WRITTEN COMMUNICATION I	3
ENG320	WRITTEN COMMUNICATION II	3
MAT120	ALGEBRA I	3
MAT250	STATISTICS	3
PHI250	ETHICS	3
PSY151	GENERAL PSYCHOLOGY	3
PSY310	HUMAN GROWTH and DEVELOPMENT	3
SOC250	INTRODUCTION TO SOCIOLOGY	3
	Subtotal	38

NURSING CORE		
Course Number	Course Name	Semester Hours
BIO260	PATHOPHYSIOLOGY	3
NUR125	FOUNDATIONS and PERSPECTIVES FOR BSN	3
NUR131	FUNDAMENTALS OF NURSING	5
NUR145	MEDICAL-SURGICAL NURSING I	6
NUR165	PHARMACOLOGY I	3
NUR245	MEDICAL-SURGICAL NURSING II	6
NUR265	PHARMACOLOGY II	3
NUR276	MATERNAL/NEWBORN/PEDIATRIC NURSING	6
NUR276	MENTAL HEALTH NURSING	4

NUR310	NUTRITION	3
NUR312	HEALTH ASSESSMENT OF INDIVIDUALS and POPULATIONS	3
NUR320	HEALTH CARE SYSTEMS and QUALITY OUTCOMES	3
NUR322	COMPLEX NURSING CARE	3
NUR324	HEALTH CARE ETHICS, POLICY and REGULATION	3
NUR330	AGING POPULATIONS	3
NUR332	COMMUNITY HEALTH	3
NUR334	GLOBAL HEALTH	3
NUR340	NURSING INFORMATICS	3
NUR342	NURSING RESEARCH and EVIDENCE-BASED PRACTICE	3
NUR344	NURSING LEADERSHIP	3
NUR345	MEDICAL-SURGICAL NURSING III	6
NUR352	BSN SENIOR SEMINAR	4
	Subtotal	82

NURSING (BSN) COURSES

BIO210A ANATOMY and PHYSIOLOGY I

37.5 hrs, 2 credits

The course is the first in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, history, and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. Integumentary

and skeleton systems will complete the course. *Lecture hrs: 22.5, Lab hrs: 15; Delivery: Online*

BIO210B ANATOMY and PHYSIOLOGY II

37.5 hrs, 2 credits

This is the second of a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include fundamental concepts and principles of the muscular and nervous systems, special senses, and the endocrine system. Includes one unit of lab. *Lecture hrs: 22.5, Lab hrs: 15; Delivery: Online*

BIO220A ANATOMY and PHYSIOLOGY III

37.5 hrs, 2 credits

This is the third in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, history, and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. Integumentary and skeleton systems will complete the course. *Lecture hrs: 22.5, Lab hrs: 15; Delivery: Online*

BIO220B ANATOMY and PHYSIOLOGY IV

37.5 hrs, 2 credits

This is the fourth in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. This is the 4th of 4 online anatomy and physiology courses taught by the College. The course builds on the previously presented content related to the anatomical structures and physiology of the human body. Course content includes the following body systems: Lymphatic, Immune, Respiratory, Urinary, and Reproductive systems. Each body system is discussed in terms of the major anatomical structures and functions including how each system participates in homeostasis of the body. The student will also be provided with content and opportunity for discussion related to selected major pathologies, changes that occur in disease process, causes, diagnostic procedures, and possible treatments and nervous systems, special senses, and the endocrine system. *Lecture hrs: 22.5, Lab hrs: 15; Delivery: Online*

BIO251 MICROBIOLOGY

45 hrs, 3 credits

Prerequisites: BIO210 AandB, BIO220 AandB

Topics covered in this course include: the history of microbiology, microbial morphology and physiology, bacterial metabolism, genetics, and the ecology and the classification of microorganisms. The course will emphasize medically important eubacteria and protists. *Lecture hrs: 45; Delivery: Online*

BIO260 PATHOPHYSIOLOGY

45 hrs, 3 credits

Prerequisite (BSN program only): BIO251

This course is designed to provide students with an in-depth introduction to the pathophysiology of diseases and disorders of the principal organ systems of the human body. Topics presented include homeostasis and disease processes, trauma, cancer, pain management and an overview of common diseases and disorders of each organ system. Upon successful completion of this course, students should understand how pathophysiological processes disrupt normal functioning of the human body. *Lecture hrs: 45; Delivery: Online*

CHM110 INTRODUCTION TO CHEMISTRY

45 hrs, 3 credits

The purpose of this course is to present a basic understanding of chemistry. This course will provide students with an appreciation for the role chemistry plays in our daily lives. *Lecture hrs: 45; Delivery: Online*

ENG152 WRITTEN COMMUNICATIONS

45 hrs, 3 credits

This course provides the student with knowledge of basic writing skills emphasizing language usage, proofreading, and spelling. Composition, researching information and preparing reports are stressed as the basis of written communication. *Lecture hrs: 45; Delivery: Online*

ENG320 WRITTEN COMMUNICATIONS II

45 hrs, 3 credits

Pre-requisite: ENG152

This course builds on knowledge and skills learned in a previous course and primarily focuses on argumentative and persuasive writing techniques. Students will develop effective writing processes, writing styles, research abilities, analytical skills, and argumentative tools. *Lecture hrs: 45; Delivery: Online*

MAT120 ALGEBRA I

45 hrs, 3 credits

Topics include fundamental operations in algebra, linear equations of one or two variables, factoring,

graphing and word problems. *Lecture hrs: 45; Delivery: Online*

MAT250 STATISTICS

45 hrs, 3 credits

Prerequisite: MAT120

This course covers the basic concepts and skills of statistical analysis. Topics include measures of central tendency, probability distributions, sampling theory, estimation, hypothesis testing, simple regression and correlation, analysis of variance, and multiple regression. *Lecture hrs: 45; Delivery: Online*

NUR125 FOUNDATIONS and PERSPECTIVES FOR BSN

45 hrs, 3 credits

This course is designed for students to learn strategies and tools that will support success in the program. Techniques for successful study habits and test-taking strategies will be explored. Effective written and technological skills are presented to foster scholarly communication. Resources for professional development, analysis of scholarly resource evidence, and incorporating evidence into practice are presented. The role of the baccalaureate generalist nurse and AACN Essentials are introduced. *Lecture hrs: 45; Delivery: Online*

NUR131 FUNDAMENTALS OF NURSING

120 hrs, 5 credits

Prerequisite: BIO210 AandB, BIO220 AandB, CHM110

Introduction to principles foundational to a caring practice for nursing. Situational, developmental, and cultural influences on health are discussed. A foundation is established for care of patients across the wellness-illness continuum. Health assessment of adults, as well as nursing concepts and measures for safety, health teaching, nutrition, hygiene, comfort, rest, and activity will be applied as the student cares for the patients in the practice setting. Beginning concepts of medication administration. *Lecture hrs: 45, Lab hrs: 30, Clinical hrs: 45; Delivery: Residential*

NUR145 MEDICAL-SURGICAL NURSING I

157.5 hrs, 6 credits

Prerequisites: ENG152, NUR 125, NUR131

Introduction to care of patients susceptible to illness, including aging adults. Pathophysiological processes and the effect on patients already susceptible to disease will be discussed. Information is provided to help students in assisting patients toward holistic health restoration. Skills required to provide nursing care to those with less complex illnesses are developed and practiced in a variety of settings. *Lecture hrs: 52.5, Lab hrs: 15, Clinical hrs: 90; Delivery: Residential*

NUR165 PHARMACOLOGY I

45 hrs, 3 credits

Prerequisite: MAT120

Introduction to basic therapeutic treatments. Scientific, legal, and ethical principles related to administration of medications will be discussed. Also discussed: effects of dietary choices on health and wellness, concepts of pharmacology including pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of selected drug classifications and their effect on body systems. Included are basic concepts of medication classifications, medication administration, herbal supplements and dosage calculations, and practical application of different treatment interventions in restoration of wellness. *Lecture hrs: 45; Delivery: Residential*

NUR245 MEDICAL-SURGICAL NURSING II

157.5 hrs, 6 credits

Prerequisites: NUR145

Pre/Co-requisite: BIO260

Focus is on health care management of patients with multiple health problems. Pathophysiology of disease processes encountered in the adult patient is discussed. Acid base balance and nutritional issues found in the acute care patient will be taught. A collaborative interdisciplinary approach is used to meet patients' needs in a variety of acute health settings. Content builds on theoretical, technological, critical thinking and interpersonal skills acquired in previous courses to assist patients with multiple health problems toward wellness and health maintenance. *Lecture hrs: 52.5, Lab hrs: 15, Clinical hrs: 90; Delivery: Residential*

NUR265 PHARMACOLOGY II

45 hrs, 3 credits

Prerequisites: NUR131, NUR165

Built on concepts from Pharmacology I. Discussion of selected drug classifications, nonconventional therapies, nutrition and supplements and effects on health and well-being. Intravenous medication administration including calculation and techniques. *Lecture hrs: 45, Clinical hrs: 0; Delivery: Residential*

NUR276 MATERNAL/NEWBORN/PEDIATRIC NURSING

142.5 hrs, 6 credits

Prerequisites: PSY310, NUR245

Pre/Co-requisite: NUR312

Students will gain knowledge of the reproductive process with a focus on health promotion, current

standards of care and safe drug administration. Students will provide nursing care for the childbearing family in the hospital setting including care of the diverse laboring patient. Students will learn pediatric-specific knowledge when caring for acute and chronic pediatric conditions and apply knowledge of child development principles in caring for the pediatric patient and their family. Genetic issues in the reproductive process and in children will be discussed. Students will learn the role of the pediatric nurse in a variety of settings with considerations of care of families with well children and those experiencing acute / chronic illness. Clinical practice experiences facilitate application of skills and care of families as they experience childbearing and child rearing. *Lecture hrs: 60, Lab hrs: 15, Clinical hrs: 67.5; Delivery: Residential*

NUR286 MENTAL HEALTH NURSING

90 hrs, 4 credits

Prerequisites: NUR245, NUR312, PSY151

Focus is on interventions for promoting mental health and preventing psychiatric disease across the life span. Contents of the course will allow students to examine social, physical, and developmental stressors on mental health. Students apply these concepts through learning experiences in structured and unstructured settings. Safety considerations will be discussed related to nurse-patient relationships. *Lecture hrs: 45, Clinical hrs: 45; Delivery: Residential*

NUR310 NUTRITION

45 hrs, 3 credits

Pre/Co-requisite: NUR125 or NUR300

This course provides an overview of nutrients and nutritional requirements to maintain nutritional balance, support growth and development, and restore health. The course focuses on identifying and caring for the nutritional needs of diverse patient populations utilizing scientific and scholarly evidence. *Lecture hrs: 45; Delivery: Online*

NUR312 HEALTH ASSESSMENT OF INDIVIDUALS and POPULATIONS

45 hrs, 3 credits

Prerequisites (BSN program only): NUR125 or NUR300, NUR310, BIO260

Pre/Co-requisite: PSY151

This course provides the baccalaureate-level knowledge and skills needed to assess the health status and health care needs of diverse patients and populations. The course focuses nursing care decisions on holistic assessment and scholarly evidence. *Lecture hrs: 45; Delivery: Online*

NUR320 HEALTH CARE SYSTEMS and QUALITY OUTCOMES

45 hrs, 3 credits

Prerequisites (BSN program only): NUR125 or NUR300

This course provides an overview of health care systems and organizational structures in the United States. Quality improvement concepts and implications to patient outcomes, cost containment and nursing care are presented. *Lecture hrs: 45; Delivery: Online*

NUR322 COMPLEX NURSING CARE

45 hrs, 3 credits

Prerequisites (BSN program only): BIO260, NUR310, PSY151

This course provides knowledge and skills applicable to caring for complex patients across the lifespan. The focus is on incorporating theory and concepts from nursing and related disciplines to provide therapeutic and restorative care to patients with increased complexity. *Lecture hrs: 45; Delivery: Online*

NUR324 HEALTH CARE ETHICS, POLICY and REGULATION

45 hrs, 3 credits

Prerequisites (BSN program only): NUR320

Pre/Co-Requisite: NUR245, PHI250

This course provides an exploration of nursing ethics, the regulation of nursing education and practice, and the role of nursing in health care policy. The scope of practice of the baccalaureate nurse generalist is examined. *Lecture hrs: 45; Delivery: Online*

NUR330 AGING POPULATIONS

45 hrs, 3 credits

Prerequisites (BSN program only): BIO260, NUR286, NUR310, NUR312, NUR320, NUR322, NUR324, PSY151, SOC250

This course provides current theory and content in the provision of patient-centered nursing care of aging populations, optimizing functional status through health promotion, risk reduction and disease prevention strategies. Emphasis is placed on the wishes, expectations, and strengths of the older adult. *Lecture hrs: 45; Delivery: Online*

NUR332 COMMUNITY HEALTH

45 hrs, 3 credits

Prerequisites (BSN program only): BIO260, NUR310, NUR312, NUR320, NUR322, PSY151, SOC250

This course provides an overview of professional nursing care applied to health promotion and disease prevention at the community level. Principles of biostatistics and epidemiology are introduced. Emphasis is on collaboration with community members and the interprofessional team in providing holistic care. *Lecture hrs: 45; Delivery: Online*

NUR334 GLOBAL HEALTH

45 hrs, 3 credits

Prerequisites (BSN program only): NUR310, NUR312, NUR320, NUR322, NUR324, NUR332, SOC250

This course provides an overview of global health and the role of the professional nurse in promoting health and caring for diverse populations. Global health inequalities, social determinants of health and national threats to health are discussed.

Lecture hrs: 45; Delivery: Online

NUR340 NURSING INFORMATICS

45 hrs, 3 credits

Prerequisites (BSN program only): NUR320, NUR324

This course provides a foundation on information management and processing principles used to support information needs in the provision and delivery of health care. Topics include computer-based patient record, tele-health, education, and research. Safety and quality care supported through technology is emphasized. *Lecture hrs: 45; Delivery: Online*

NUR342

45 hrs, 3 credits

NURSING RESEARCH and EVIDENCE-BASED PRACTICE

Prerequisites (BSN program only): MAT250, NUR310, NUR312, NUR320, NUR322, NUR324

This course is an introduction to nursing practice research processes, methodologies, and ethics. Knowledge of evidence-based practice will be developed through critique of research studies, the process of research proposal development and application of research findings to practice. *Lecture hrs: 45; Delivery: Online*

NUR344

45 hrs, 3 credits

NURSING LEADERSHIP

Prerequisites (BSN program only): NUR312, NUR320, NUR322, NUR324

This course provides an examination of the characteristics of management and leadership styles including theories of conflict resolution and change in the role of the baccalaureate nurse generalist. Delegation and coordination of care with other health professionals is examined. Concepts and strategic management of budget and resource utilization are explored. Legal and ethical issues are discussed. *Lecture hrs: 45; Delivery: Online*

NUR345

175 hrs, 6 credits

MEDICAL-SURGICAL NURSING III

Prerequisites: NUR245, NUR276, NUR286, NUR322

Culminating practice course. Discussion of concepts of management, application of the Clinical judgment, theories, issues, and trends in caring for patients will comprise the first part of the course. Students apply these concepts through in-depth learning experiences in an assigned area of nursing practice. Caregiver roles of the professional nurse with patients and their families are emphasized. Students are assigned 1:1 with a nurse preceptor. Faculty will guide students in care for patients in a variety of acute, long-term and community settings. *Lecture hrs: 45, Lab hrs: 10, Other: 120; Delivery: Residential*

NUR352 BSN SENIOR SEMINAR

90 hrs, 4 credits

Prerequisites: NUR332, NUR344, NUR345

This course provides an opportunity for the application of learned theories and concepts in the implementation of the role of the baccalaureate generalist. The role will be implemented, applied and evaluated through the guidance of nursing faculty and nurse mentors. Students will reflect on the attainment of the AACN Essentials of Baccalaureate Education for Professional Nursing Practice and the Core Principles of decision making, evidence-based practice, patient-centered care, population-focused nursing, leadership, self-directed learning, informatics and collaboration. *Lecture hrs: 45, Other: Practicum 45 hrs; Delivery: Residential*

PHI250 ETHICS

45 hrs, 3 credits

A practical approach to applied ethics, this course introduces basic problem-solving skills for moral situations. Avoiding logical fallacies common to ethical debates, creativity in exploring ethical options and establishing rules for fruitful moral debates are among the tools that will be developed to help students resolve moral dilemmas. Development of personal values systems will be emphasized. A discussion of traditional moral theories is presented. *Lecture hrs: 45; Delivery: Online*

PSY151 GENERAL PSYCHOLOGY

45 hrs, 3 credits

This course will focus on the basis of behavior, learning, motivation and personality. Also explored are social behavior, sexuality/gender issues and the influence of health and stress on behavior. Students are introduced to human behavior generally regarded as abnormal and will explore various theories and therapies. *Lecture hrs: 45; Delivery: Online*

PSY310 HUMAN GROWTH and DEVELOPMENT

45 hrs, 3 credits

This course introduces the stages of human growth and development from conception through adulthood to death. Students will learn how cognitive, social, psychomotor and emotional events affect behavior. *Lecture hrs: 45, Delivery: Online*

SOC250 INTRODUCTION TO SOCIOLOGY

45 hrs, 3 credits

This course introduces students to the foundations of modern sociology. Students explore the concept of culture, the nature of socialization, the foundations of social order, control, power, race and ethnicity, religion, education, and the nature of social change. *Lecture hrs: 45; Delivery: Online*

RN-TO-BSN DISTANCE EDUCATION PROGRAM

RN-BSN (Eagle Gate College)

Delivery Mode: Online

120 SEMESTER CREDIT HOURS; 1050 INSTRUCTIONAL HOURS; 75 INSTRUCTIONAL WEEKS

Criminal background check and/or drug screen tests may be required for practicum experiences and/or employment.

The RN-BSN Online program builds on previous knowledge and concepts learned in associate programs leading to the attainment of a Registered Nurse license and practice as a professional nurse. The program prepares the baccalaureate graduate to synthesize information from various disciplines, think logically, analyze critically, and communicate and collaborate effectively with patients and the interprofessional team. The curriculum incorporates current concepts from nursing, related disciplines, and education to facilitate the development of caring and ethical generalist nurses empowered to practice patient-centered, evidence-based care for diverse populations, in an ever-changing and complex health care environment. Students are provided the opportunity to develop skills through on-line classroom instruction, virtual practice, and practicum experience. Graduate employment aligns with CIP Code: 51.3801

Additional RN-BSN Program Information:

Students must maintain a current unencumbered Registered Nursing license from the start of Nursing Core courses and through program completion. Students will progress to nursing practice courses according to an established sequence. The nursing program will recommend promotion and progression for students who satisfy health, conduct, scholastic achievement, and aptitude requirements of the nursing department. Students experiencing adjustment difficulties may be dismissed from the program. Students are required to submit to controlled substance screening tests and background checks prior to admission to practice rotations at the students' expense. Failure to submit to testing, presence of positive drug screens, and/or unsuitable background checks may result in inability to progress in the program. Should a student's progression be interrupted, it will be his or her responsibility to apply for readmission. Alteration in the usual progression may lengthen the student's time in the program. Additional program policies and requirements are detailed in the Nursing Program Handbook.

A grade of "C" or higher is required to successfully pass each general education and a grade of "C+" or higher is required to successfully pass each nursing course and continue program progression. A student may repeat any course in the nursing program one time. Placement in repeat courses is dependent on seats available in the course that needs to be repeated. Failing the same course twice will lead to the student being dismissed from the program. A minimum GPA of 2.0 is required to continue in the program and for graduation. Failure to comply with any of the above stipulations and/or legal, moral, and legislative standards required for licensure to practice as a registered nurse will result in immediate dismissal from the program. If a student is dismissed from the nursing program for any reason, academic or non-academic, the student is not eligible to re-enroll in the nursing program.

All courses are offered via distance education except for NUR346 BSN Practicum. NUR346 BSN Practicum is a residential course.

GENERAL EDUCATION	SMSTR HR
<i>Prerequisite General Education†</i>	
ANATOMY and PHYSIOLOGY	8
CHEMISTRY	3
ALGEBRA OR COLLEGE MATH	3
ENGLISH	3
<i>General Education</i>	
BIO251 MICROBIOLOGY‡	3
BIO252 MICROBIOLOGY LAB ‡	1
ENG320 WRITTEN COMMUNICATIONS II	3
MAT250 STATISTICS‡	3
PHI250 ETHICS	3
PSY151 GENERAL PSYCHOLOGY	3

SOC250 INTRODUCTION TO SOCIOLOGY	3
SUBTOTAL	36

†Human Anatomy and Physiology, Chemistry, Algebra or College Math, and English I, must be completed before the student can apply for acceptance into the RN-BSN nursing program.

RN LICENSURE	SMSTR HR
CREDIT AWARDED FOR PROOF OF GRADUATION IN REGISTERED NURSING FROM AN ACCREDITED INSTITUTION AND FOR UNENCUMBERED REGISTERED NURSING LICENSE.	40
SUBTOTAL	40

Students entering the program from other colleges will have transcripts evaluated on an individual basis.

NURSING CORE	SMSTR HR
BIO260 PATHOPHYSIOLOGY†	3
NUR300 FOUNDATIONS and PERSPECTIVES FOR BSN†	3
NUR310 NUTRITION†	3
NUR312 HEALTH ASSESSMENT OF INDIVIDUALS and POPULATIONS†	3
NUR320 HEALTH CARE SYSTEMS and QUALITY OUTCOMES†	3
NUR322 COMPLEX NURSING CARE†	3
NUR324 HEALTH CARE ETHICS, POLICY and REGULATION†	3
NUR330 AGING POPULATIONS†	3
NUR332 COMMUNITY HEALTH†	3
NUR334 GLOBAL HEALTH†	3
NUR340 NURSING INFORMATICS†	3
NUR342 NURSING RESEARCH and EVIDENCE-BASED PRACTICE†	3
NUR344 NURSING LEADERSHIP†	3
NUR346 BSN PRACTICUM†	5
SUBTOTAL	44

Total	120
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‡Co-requisite and/or prerequisite course(s) required. See course descriptions

RN-TO-BSN COURSES

BIO251 **45 hrs, 3 credits**

MICROBIOLOGY

Prerequisites: BIO210 AandB, BIO220 AandB

Topics covered in this course include: the history of microbiology, microbial morphology and physiology, bacterial metabolism, genetics, and the ecology and the classification of microorganisms. The course will emphasize medically important eubacteria and protists.

Lecture hrs: 45; Delivery: Online

BIO252 **45 hrs, 1 credits**

MICROBIOLOGY LABORATORY

Corequisite(s): BIO251

The course provides an introduction to microbiology laboratory and is taken concurrently with BIO251. This laboratory course provides experiences that inform, illustrate, expand, and reinforce general concepts, methods, and applications of microbiology for health sciences. Students will complete labs in a virtual setting.

Lab hrs: 45; Delivery: Online

BIO260 **45 hrs, 3 credits**

PATHOPHYSIOLOGY

Prerequisite (BSN program only): BIO251

This course is designed to provide students with an in-depth introduction to the pathophysiology of diseases and disorders of the principal organ systems of the human body. Topics presented include homeostasis and disease processes, trauma, cancer, pain management and an overview of common diseases and disorders of each organ system. Upon successful completion of this course, students should understand how pathophysiological processes disrupt normal functioning of the human body.

Lecture hrs: 45; Delivery: Online

ENG320 **45 hrs, 3 credits**

WRITTEN COMMUNICATIONS II

Pre-requisite: ENG152

This course builds on knowledge and skills learned in a previous course and primarily focuses on argumentative and persuasive writing techniques. Students will develop effective writing processes, writing styles, research abilities, analytical skills, and argumentative tools. *Lecture hrs: 45; Delivery: Online*

MAT250 **45 hrs, 3 credits**

STATISTICS

Prerequisite: MAT120

This course covers the basic concepts and skills of statistical analysis. Topics include measures of central tendency, probability distributions, sampling theory, estimation, hypothesis testing, simple regression and correlation, analysis of variance, and multiple regression. *Lecture hrs: 45; Delivery: Online*

NUR300 **45 hrs, 3 credits**

FOUNDATIONS and PERSPECTIVES FOR BSN

Co-requisite: NUR310 may be co-requisite

This course teaches strategies and tools to support success in the BSN program. Techniques for successful study habits and test-taking strategies will be explored. Effective written and technological skills are presented to foster scholarly communication. Resources for professional development, analysis of scholarly resource evidence, and incorporating evidence into practice are presented. The role of the baccalaureate generalist nurse and AACN Essentials are introduced.

Lecture hrs: 45; Delivery: Online

NUR310 **45 hrs, 3 credits**

NUTRITION

Pre/Co-requisite: NUR125 or NUR300

This course provides an overview of nutrients and nutritional requirements to maintain nutritional balance, support growth and development, and restore health. The course focuses on identifying and caring for the nutritional needs of diverse patient populations utilizing scientific and scholarly evidence. *Lecture hrs: 45; Delivery: Online*

NUR312 **45 hrs, 3 credits**

HEALTH ASSESSMENT OF INDIVIDUALS and POPULATIONS

Prerequisites (BSN program only): NUR125 or NUR300, NUR310, BIO260

Pre/Co-requisite: PSY151

This course provides the baccalaureate-level knowledge and skills needed to assess the health status and health care needs of diverse patients and populations. The course focuses nursing care decisions on holistic assessment and scholarly evidence. *Lecture hrs: 45; Delivery: Online*

NUR320 **45 hrs, 3 credits**

HEALTH CARE SYSTEMS and QUALITY OUTCOMES

Prerequisites (BSN program only): NUR125 or NUR300

This course provides an overview of health care systems and organizational structures in the United States. Quality improvement concepts and implications to patient outcomes, cost containment and nursing care are presented.

Lecture hrs: 45; Delivery: Online

NUR322 **45 hrs, 3 credits**

COMPLEX NURSING CARE

Prerequisites (BSN program only): BIO260, NUR310, PSY151

This course provides knowledge and skills applicable to caring for complex patients across the lifespan. The focus is on incorporating theory and concepts from nursing and related disciplines to provide therapeutic and restorative care to patients with increased complexity. *Lecture hrs: 45; Delivery: Online*

NUR324 **45 hrs, 3 credits**

HEALTH CARE ETHICS, POLICY and REGULATION

Prerequisites (BSN program only): NUR320

Pre/Co-Requisite: NUR245, PHI250

This course provides an exploration of nursing ethics, the regulation of nursing education and practice, and the role of nursing in health care policy. The scope of practice of the baccalaureate nurse generalist is examined. *Lecture hrs: 45; Delivery: Online*

NUR330 **45 hrs, 3 credits**

AGING POPULATIONS

Prerequisites (BSN program only): BIO260, NUR286, NUR310, NUR312, NUR320, NUR322, NUR324,

PSY151, SOC250

This course provides current theory and content in the provision of patient-centered nursing care of aging populations, optimizing functional status through health promotion, risk reduction and disease prevention strategies. Emphasis is placed on the wishes, expectations, and strengths of the older adult. *Lecture hrs: 45; Delivery: Online*

NUR332 **45 hrs, 3 credits**

COMMUNITY HEALTH

Prerequisites (BSN program only): BIO260, NUR310, NUR312, NUR320, NUR322, PSY151, SOC250

This course provides an overview of professional nursing care applied to health promotion and disease prevention at the community level. Principles of biostatistics and epidemiology are introduced. Emphasis is on collaboration with community members and the interprofessional team in providing holistic care.

Lecture hrs: 45; Delivery: Online

NUR334 **45 hrs, 3 credits**

GLOBAL HEALTH

Prerequisites (BSN program only): NUR310, NUR312, NUR320, NUR322, NUR324, NUR332, SOC250

This course provides an overview of global health and the role of the professional nurse in promoting health and caring for diverse populations. Global health inequalities, social determinants of health and national threats to health are discussed.

Lecture hrs: 45; Delivery: Online

NUR340 **45 hrs, 3 credits**

NURSING INFORMATICS

Prerequisites (BSN program only): NUR320, NUR324

This course provides a foundation on information management and processing principles used to support information needs in the provision and delivery of health care. Topics include computer-based patient record, tele-health, education, and research. Safety and quality care supported through technology is emphasized. *Lecture hrs: 45; Delivery: Online*

NUR342 **45 hrs, 3 credits**

NURSING RESEARCH and EVIDENCE-BASED PRACTICE

Prerequisites (BSN program only): MAT250, NUR310, NUR312, NUR320, NUR322, NUR324

This course is an introduction to nursing practice research processes, methodologies, and ethics. Knowledge of evidence-based practice will be developed through critique of research studies, the process of research proposal development and application of research findings to practice.

Lecture hrs: 45; Delivery: Online

NUR344 **45 hrs, 3 credits**

NURSING LEADERSHIP

Prerequisites (BSN program only): NUR312, NUR320, NUR322, NUR324

This course provides an examination of the characteristics of management and leadership styles including theories of conflict resolution and change in the role of the baccalaureate nurse generalist. Delegation and coordination of care with other health professionals is examined. Concepts and strategic management of budget and resource utilization are explored. Legal and ethical issues are discussed.

Lecture hrs: 45; Delivery: Online

NUR346 **165 hrs, 5 credits**

BSN PRACTICUM

Prerequisites (BSN program only): NUR310, NUR312, NUR320, NUR322, NUR324, NUR330, NUR332, NUR334, NUR340, NUR344

Pre/Co-requisite: NUR342

This course provides an opportunity for the application of learned theories and concepts in the implementation, application, and evaluation of the role of the baccalaureate generalist through the guidance of nursing faculty and nurse preceptors. Students will reflect on the attainment of the AACN Essentials of Baccalaureate Education for Professional Nursing Practice, the core principles of caring, evidence-based practice, health, holism, learning, patient-centered care, and population-focused nursing.

Lecture hrs: 30, Other: Practicum 135 hrs; Delivery: Blended distance education and residential

PHI250 **45 hrs, 3 credits**

ETHICS

A practical approach to applied ethics, this course introduces basic problem-solving skills for moral situations. Avoiding logical fallacies common to ethical debates, creativity in exploring ethical options and establishing rules for fruitful moral debates are among the tools that will be developed to help students resolve moral dilemmas. Development of personal values systems will be emphasized. A discussion of traditional moral theories is presented. *Lecture hrs: 45; Delivery: Online*

PSY151

45 hrs, 3 credits

GENERAL PSYCHOLOGY

This course will focus on the basis of behavior, learning, motivation and personality. Also explored are social behavior, sexuality/gender issues and the influence of health and stress on behavior. Students are introduced to human behavior generally regarded as abnormal and will explore various theories and therapies. *Lecture hrs: 45; Delivery: Online*

MASTERS ENTRY PROGRAM IN NURSING (MEPN)

Program Delivery: This is a blended program (residential + distance education courses) and includes off-campus clinical instruction.

73 SEMESTER CREDIT HOURS; 1,773 INSTRUCTIONAL HOURS; 80 INSTRUCTIONAL WEEKS.

Master's Entry Program in Nursing (MEPN) Licensure Disclosure

The curriculum for the Master's Entry Program in Nursing (MEPN) at the College has been designed to meet the educational licensure requirements in Utah and Idaho as well as prepare students to apply to the Utah State Board of Nursing or the Idaho Board of Nursing to sit for the NCLEX licensure exam in the States of Utah or Idaho (see <https://dopl.utah.gov/> or <https://ibn.idaho.gov/IBNPortal/> for more information regarding licensure in Utah or Idaho). The nursing boards in each state are responsible for establishing the requirements for licensure for their state. Requirements may vary state to state and may change at any time. Students who intend to use their Eagle Gate College MEPN degree to secure licensure in any state other than Utah or Idaho will need to review the professional licensure disclosures in that state pertaining to their program and consult with the applicable state nursing licensing board. For more information, see [Nursing Board Contact Information by State or Territory – BSN and MEPN Programs](#) for a listing of state nursing licensing boards and determinations made by the College by state of whether the MEPN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made. NOTE: Graduates who become licensed in Utah or Idaho may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.

PROGRAM OBJECTIVES / OUTCOMES

Graduates who pass the NCLEX-RN license exam will be prepared to assume and develop advanced clinical roles to meet today's societal needs in a rapidly changing national and global health care arena in hospitals, community health clinics, and state, federal and global institutions. Graduate employment aligns with CIP Code: 51.3801

MEPN Program Outcomes:

PO1 – Establishes advanced clinical expertise integrating scientific findings within nursing, biopsychosocial fields, genetics, quality improvement, public health, and organizational sciences to continually improve nursing care and patient outcomes across diverse healthcare settings.

PO2 – Utilizes organizational and systems leadership skills essential to safe and high quality patient safety and quality grounded in ethical and critical decision making, effective collegiality, and working relationships on complex healthcare systems theory.

PO3 – Demonstrates ability to utilize valid and reliable methods, tools, performance measures, standards, applying evidenced-based practice and clinical guidelines foundational to quality improvement and safety in nursing principles throughout diverse healthcare organizations.

PO4 – Applies contemporary scientific research outcomes in diverse settings by analyzing findings and outcomes to translate science and best practice for patients and populations identifying, recognizing and resolving direct and indirect care issues and serving as a change agent to disseminate scholarly results.

PO5 -Applies knowledge, skills, and competencies of computer technology and information management to deliver and enhance professional nursing practice in nursing education, direct and indirect nursing practice, and research.

PO6 – Leads and initiates change at the micro, macro and meso systems levels regarding evolving issues requiring policy reform and change grounded in social justice promoting health in a global society through intervening at the system level through the policy development process and advocacy strategies to influence health and healthcare.

PO7 – Provides innovative, evidence-based, contemporary professional nursing care using communication, consultation and interprofessional collaboration promoting health and quality of life for culturally diverse, high-risk, vulnerable individuals, families, and patient populations.

PO8 – Functions in appropriate professional clinical nurse roles to address clinical prevention and population health through contemporary and evolving societal demands in a rapidly changing and demanding national and global healthcare spectrum.

PO9 – Demonstrates an advanced level of understanding of priority nursing interventions shaping and influencing healthcare outcomes grounded in relevant sciences and humanities integrating this understanding into both direct and indirect care nursing roles.

Pre-licensure Learning Outcomes: The goals of the MEPN are consistent with The Essentials of Baccalaureate Education for Professional Nursing Practice.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory as a basis for professional nursing practice.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Utilize knowledge and skills in leadership and quality improvement, and patient safety to provide high quality, efficient and cost-effective health care.

Essential III: Scholarship for Evidence Based Practice

Use current research findings and evidence-based practice to promote health and well-being.

Essential IV: Information management and Application of Patient Care Technology

Utilize clinically and culturally appropriate information management and application of patient care technology in the delivery of quality patient care.

Essential V: Healthcare Policy, Finance, and Regulatory Environments

Identify healthcare policies, including financial and regulatory, that may directly and indirectly influence the healthcare system and therefore affect professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Collaborate with inter-professional colleagues to improve patient health outcomes.

Essential VII: Clinical Prevention and Population Health

Understand and apply principles for clinical prevention and population health as applied to family, community, and population. Develop awareness of global factors, including global environments and human cultures, as they influence health and health care delivery.

Essential VIII: Professionalism and Professional Values

Assume professionalism and professional values of altruism, autonomy, human dignity, integrity, and social justice. Practice ethically always.

Essential IX: Baccalaureate Generalist Nursing Practice

Assume and develop generalist nursing roles to meet the changing needs of clients (individuals, families, and communities).

Master's Learning Outcomes: The goals of the MSN component of the MEPN program are consistent with the MSN Essentials document.

Essential I: Background for Practice from sciences and Humanities

Establish advanced clinical expertise and integrates scientific findings from nursing, biopsychosocial fields, quality, public health, and organizational sciences to improve nursing care across all settings.

Essential II: Organizational and Systems Leadership

Operates on a level that recognizes organizational and systems leadership is critical to safe quality patient care. Utilizes leadership skills that emphasize ethical and critical decision making, effective collegiality and working relationships from a systems perspective.

Essential III: Quality Improvement and Safety

Demonstrates the ability to utilize methods, tools, performance measures, standards and guidelines related to quality improvement and can apply quality principles throughout the organization.

Essential IV: Translating and Integrating Scholarship into Practice

Applies research outcomes within the practice setting, resolves practice problems and works as a change agent while disseminating results.

Essential V: Informatics and Healthcare Technologies

Apply information technology to enhance nursing education, practice, and research.

Essential VI: Health Policy and Advocacy

Analyze evolving issues confronting nurses and society as a basis for pushing social change in ways that foster health.

Essential VII: Interprofessional Collaboration for Improving Patient and Populations Outcomes

Provide innovative care using inter-professional collaboration that promotes health and quality of life for culturally diverse individuals, families, and populations.

Essential VIII: Clinical Prevention and Population Health for Improving Health

Assume and develop advanced clinical roles to meet societal demands in a rapidly changing national and global health care arena.

Essential IX: Master's-Level Nursing Practice

Demonstrate an advanced level of understanding of nursing and related sciences and can integrate this knowledge into practice, this includes both direct and indirect care.

Course Schedule

YEAR 1		45 Semester Credits
Semester 1 (16 weeks)		14 credits
<i>Session 1 (8 weeks)</i>	MEPN510: Human Pathophysiology I*	2 credits
<i>Full Semester (16 weeks)</i>	MEPN511: Fundamentals of Nursing	5 credits
	MEPN512: Introduction to Pharmacology in Nursing	2 credits
	MEPN513: Conceptual Basis of Professional Nursing Practice*	3 credits
<i>Session 2 (8 weeks)</i>	MEPN514: Introduction to Health Care Information Management*	2 credits
Semester 2 (16 weeks)		15 credits
<i>Session 1 (8 weeks)</i>	MEPN520: Human Pathophysiology II*	3 credits
<i>Full Semester (16 weeks)</i>	MEPN521: Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I	6 credits
	MEPN522: Applied Pharmacology	3 credits
<i>Session 2 (8 weeks)</i>	MEPN523: Evidence Based Practice: Role of Theory and Research*	3 credits
Semester 3 (16 weeks)		16 Credits

<i>Full Semester (16 weeks)</i>	MEPN530: Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems II	6 credits
	MEPN531: Nursing Practice with Mothers, Infants and Children	6 credits
	MEPN532: MEPN Capstone I*	4 credits
YEAR 2		28 Semester Credits
Semester 4 (16 weeks)		16 credits
<i>Session 1 (8 weeks)</i>	MEPN540: Nursing Practice on a Global Scale*	2 credits
<i>Full Semester (16 weeks)</i>	MEPN541: Nursing Practice with Psychiatric/ Mental Health Clients	4 credits
	MEPN542: Clinical Nursing Leadership: Theory and Practice	6 credits
	MEPN543: MEPN Capstone II*	4 credits
Semester 5 (16 weeks)		12 credits
<i>Full Semester (16 weeks)</i>	MEPN550: Advanced Generalist Nursing Internship	5 credits
	MEPN551: MEPN Capstone III*	4 credits
<i>Session 2 (8 weeks)</i>	MEPN552: MEPN Capstone Defense*	3 credits
Program Total:		73 Semester Credits

MASTERS ENTRY PROGRAM IN NURSING (MEPN) COURSES

MEPN510 Human Pathophysiology I (2.0 semester credits)

Delivery: Distance Education (online) (30 hrs Lecture)

Builds on foundational knowledge of normal physiology to extend students' abilities to analyze the physiological disruptions that accompany a wide range of alterations in health. Content is applied to selected patient situations as a basis for interpreting assessment data and developing appropriate health care regimens for common disease processes. Minimum of B- is required to pass the course.

MEPN511 Fundamental of Nursing (5.0 semester credits)

Delivery: Residential (45 hrs Lecture, 30 hrs Lab, 45 hrs Clinical)

Introduces basic nursing care concepts and skills necessary to work with the adult and older adult

hospitalized patient with acute and chronic health problems. Introduces students to the normal and aberrant variations in physiological and pathophysiological health states of adults and older adults with or at risk for altered status in hygiene, mobility, nutrition, skin integrity, and bowel and bladder elimination. Successful completion of the theory, lab, and clinical components of the course with a letter grade of B- or higher is necessary to pass the course.

MEPN512 Introduction to Pharmacology in Nursing (2.0 semester credits)

Delivery: Residential (30 hrs Lecture)

Provides an overview of the pharmacological concepts of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects, and drug interactions. The pharmacological concepts of each prototype drug from the following classifications will be included: neurological; cardiovascular; respiratory; gastrointestinal; genitourinary; endocrine and immune; anti-microbial; and antineoplastic. Emphasis will be placed on nursing management that minimizes risks and adverse effects and maximizes the therapeutic effects for patients receiving these medications. Minimum of B- is required to pass the course.

MEPN513 Conceptual Basis of Professional Nursing Practice (3.0 semester credits)

Delivery: Distance Education (online) (30 hrs Lecture, 45 hrs Internship)

Provides an overview of the nature of the professional nursing role and its conceptual bases. Examines the historical development of the profession; nursing leaders; and the various professional roles of the nurse. Emphasizes theory-based and evidence-based nursing practice; the theoretical foundations in nursing and those imbedded in the graduate curriculum at USD; introduces APA format for scholarly papers. Minimum of B- is required to pass the course.

MEPN514 Introduction to Health Care Information Management (2.0 semester credits)

Delivery: Distance Education (online) (30 hrs Lecture)

Provides students with necessary skills to understand the basis for health care informatics. Emphasizes basic understanding of computer hardware, network architecture, clinical application of electronic health records, and health care software applications. Includes relevant regulatory, patient privacy, security, and reimbursement issues. Examines current trends in meaningful use and electronic health record (EHR) certification as a foundation for understanding emerging issues in health care informatics. Minimum of B- is required to pass the course.

MEPN520 Human Pathophysiology II (3.0 semester credits)

Delivery: Distance Education (online) (45 hrs Lecture)

Builds on the foundational knowledge received in Human Pathophysiology I and extends students' abilities to analyze the physiological disruptions that accompany a wide range of alterations in health. Content is applied to selected patient situations as a basis for interpreting assessment data and developing appropriate health care regimens for common disease processes. Minimum of B- is required to pass the course.

MEPN521 Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I (6.0 semester credits)

Delivery: Residential (52.50 hrs Lecture, 15 hrs Lab, 90 hrs Clinical)

Expands basic nursing care concepts and skills necessary for students to work with the acute and chronic health problems of adult and older adult patients specific to alterations in oxygenation, fluid/electrolyte status, cardiovascular, and endocrine systems. Emphasis is on understanding and assessing the pathophysiological alterations, risks for complications and sequelae, and the interventions necessary to stabilize, restore, and promote health. Students will identify essential teaching and health restorative measures in the context of planning, implementing, and evaluating nursing care for the patient and family. Successful completion of the theory, lab, and clinical components of the course with a letter grade of B- or higher is required to pass the course.

MEPN522 Applied Pharmacology (3.0 semester credits)

Delivery: Residential (45 hrs Lecture)

Provides the knowledge and skills needed to assess, manage, and recommend treatment plans, utilizing broad categories of pharmacologic agents, for common and complex health problems in a safe, high quality and cost-effective manner. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics and pharmacogenomic skills will be developed utilizing case scenarios with an emphasis on direct application to clinical nursing practice. Minimum of B- is required to pass the course.

MEPN523 Evidence Based Practice: Role of Theory and Research (3.0 semester credits)

Delivery: Distance Education (online) (30 hrs Lecture, 45 hrs Internship)

Explores and critiques the theoretical foundations of nursing science as a basis for the development of research. Emphasis is placed on the relationship of theory and research to the knowledge base and practice of nursing. Minimum of B- is required to pass the course.

MEPN530 Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems II (6.0 semester credits)

Delivery: Residential (53 hrs Lecture, 15 hrs Lab, 90 hrs Clinical)

Requires students to apply the nursing process for selected acute and chronic health conditions in adults and older clients. It further develops the generalist nurse's role in the care of adult and older adult patients with pathophysiological disruptions across systems. Emphasis is placed on new content such as pathophysiological alterations in the neurological, musculoskeletal, and respiratory systems; and long-term care elements specific to cancer, hospice, and rehabilitation. Assists students to refine their knowledge and skills to assess, diagnose, plan, implement, and evaluate care related to patient needs, to restore health and prevent complications. Successful completion of the theory, lab, and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN531 Nursing Practice with Mothers, Infants and Children (6.0 semester credits)

Delivery: Residential (60 hrs Lecture, 15 hrs Lab, 67.50 hrs Clinical)

Students will gain knowledge of the reproductive process with a focus on health promotion, current standards of care and safe drug administration. Students will provide nursing care for the childbearing family in the hospital setting including care of the diverse laboring patient. Students will learn pediatric-specific knowledge when caring for acute and chronic pediatric conditions and apply knowledge of child

development principles in caring for the pediatric patient and their family. Genetic issues in the reproductive process and in children will be discussed. Students will learn the role of the pediatric nurse in a variety of settings with considerations of care of families with well children and those experiencing acute / chronic illness. Clinical practice experiences facilitate application of skills and care of families as they experience childbearing and child rearing. Successful completion of the theory, lab, and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN532 MEPN Capstone I (4.0 semester credits)

Delivery: Distance Education (online) (30 hrs Lecture, 90 hrs Internship)

The capstone project is a culmination of the master's degree. Students will complete research on a current nursing issue utilizing the application of evidence-based practice. The research will allow the student to assess the problem, diagnosis, and plan for possible solutions, and evaluate how other researchers have solved similar problems. The capstone project includes personalized field experience. Minimum of B- is required to pass the course.

MEPN540 Nursing Practice on a Global Scale (2.0 semester credits)

Delivery: Distance Education (online) (30 hrs Lecture)

This course provides an overview of global health and the role of the professional nurse in promoting health and caring for diverse populations. Global health inequalities, social determinants of health and national threats to health are discussed. Minimum of B- is required to pass the course.

MEPN541 Nursing Practice with Psychiatric/Mental Health Clients (4.0 semester credits)

Delivery: Residential (45 hrs Lecture, 45 hrs Clinical)

Provides a general overview of clients with mental health problems. Focuses on conceptual models of psychiatric nursing management and treatment modalities. Concepts related to neuropathology, polypharmacology, and psychopharmacology and their effect on the mental health of patients are introduced. The goals of the therapeutic nurse-client relationship are also explored. Successful completion of the theory, lab, and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN542 Clinical Nursing Leadership: Theory and Practice (6.0 semester credits)

Delivery: Residential (45 hrs Lecture, 10 hrs Lab, 120 hrs Clinical)

Explores and integrates concepts of leadership that are central to the practice of the clinical nurse leader (CNL) including: horizontal leadership, effective use of self, reflective practice, advocacy, lateral integration of care, change theory, and role analysis and implementation. Oversees patient care provided by staff, in collaboration with RN preceptor or mentor, to improve patient outcomes. Serves as a role model for staff in anticipating risks and providing comprehensive care to individuals and clinical cohorts. Reviews and modifies, if necessary, standards of care for specific patient populations. Designs and proposes an implementation and evaluation plan for an evidence-based project designed to effect change in

patient/staff outcomes. Successful completion of the theory, lab, and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

MEPN543 MEPN Capstone II (4.0 semester credits)

Delivery: Distance Education (online) (30 hrs Lecture, 90 hrs Internship)

The capstone project is a culmination of the master's degree. Students will complete research on a current nursing issue utilizing the application of evidence-based practice. The research will allow the student to assess the problem, diagnosis, and plan for possible solutions, and evaluate how other researchers have solved similar problems. The capstone project includes personalized field experience. Minimum of B- is required to pass the course.

MEPN550 Advanced Generalist Nursing Internship (5.0 semester credits)

Delivery: Residential (45 hrs Lecture, 90 hrs Clinical)

Focuses on integration of learning from all other courses to develop and execute the advanced generalist nursing role when providing holistic care to patients with complex or critical care level health problems and their families in such clinical specialty areas as pediatrics, high risk OB, crisis psych-mental health, and adult medical-surgical units. Emphasizes care of complex patients, identifying rapid response clinical situations by differentiating emergent, urgent, and non-emergent clinical states; developing, implementing, and evaluating evidenced-based nursing interventions to assist in a patient's participation in their recovery, prevention of complications and sequelae, reduction of risks, and management/stabilization of acute and chronic conditions. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course

MEPN551 MEPN Capstone III (4.0 semester credits)

Delivery: Distance Education (online) (30 hrs Lecture, 90 hrs Internship)

The capstone project is a culmination of the master's degree. Students will complete research on a current nursing issue utilizing the application of evidence-based practice. The research will allow the student to assess the problem, diagnosis, plan for possible solutions, and evaluate how other researchers have solved similar problems. The capstone project includes personalized field experience. Minimum of B- is required to pass the course.

MEPN552 MEPN Capstone Defense (3.0 semester credits)

Delivery: Distance Education (online) (30 hrs Lecture, 45 hrs Internship)

The capstone project is a culmination of the master's degree. After completing the capstone project, students will defend their findings before a panel of their professors. The capstone project includes personalized field experience. Minimum of B- is required to pass the course.

MASTER OF SCIENCE IN NURSING

Program Delivery: This is a blended program (residential + distance education courses). Courses NUR500 – NUR542 are all full distance education. Course NUR544 has both distance education and a practicum experience so it is blended.

36 SEMESTER CREDIT HOURS; 600 INSTRUCTIONAL HOURS; 90 INSTRUCTIONAL WEEKS

This is a learner-centered educational program expanding on baccalaureate knowledge, with emphasis on research and analysis, promoting independence and critical thinking. Graduates are prepared to engage in higher levels of practice, enhance health care quality, and share knowledge, to influence the delivery of safe, quality care to diverse populations in a variety of settings. Successful graduates will receive a Master of Science in Nursing (MSN) degree. Graduate employment aligns with CIP Code: 51.381

A grade of “B-“or higher is required to successfully pass each course in the MSN program. A student may repeat any course in the nursing program one time. Placement in repeat courses is dependent on seats available. Not successfully completing a course with a passing grade after the second attempt will lead to the student being dismissed from the program. A grade of W (Withdrawal) is counted as an attempt that was not successfully completed. Additional information can be found in the Nursing Student Handbook. A minimum GPA of 3.0 is required for graduation. Failure to comply with any of the above stipulations and/or legal, moral, and legislative standards required for licensure to practice as a registered nurse will result in immediate dismissal from the program. If a student is dismissed from the nursing program for any reason, academic or nonacademic, the student is not eligible to re-enroll in the nursing program. Additional program policies and requirements are detailed in the student handbook.

Program Philosophy:

The nursing faculty believes the master level curriculum builds and expands on baccalaureate nursing practice. The curriculum incorporates the core principles of critical decision making, implementing evidence-based practice, administering patient-centered care, population health, organizational and systems leadership, self-directed lifelong learning, informatics and health care technologies, and interprofessional collaboration at a depth to prepare graduates “with a fuller understanding of the discipline of nursing in order to engage in higher level practice and leadership in a variety of settings” (AACN, 2011, p.4). These core principles guide nursing faculty in the development and evaluation of the curriculum and serve as the foundation of the conceptual framework:

- **Critical Decision making:** Integrate findings from the sciences and humanities to continually improve nursing care in a variety of settings. Research and clinical evidence are utilized to inform practice decisions. Decisions, interventions, and strategies are determined through the collection, documentation, and analysis of outcome data (AACN, 2011).
- **Implementing Evidence-based practice:** Emphasize research and analysis that contribute to an achievement of a high level of independence and critical thinking skills (ABHES V1.D.1, 2017). Use improvement science and quality processes to evaluate aggregate outcomes of individuals and populations. Monitor trends in clinical data and understand the implications of trends for making changes to nursing care. Serve as a role model and leader in the implementation of evidence-based practice (AACN, 2011).
- **Administering Patient-centered care:** Focus on safe, timely, efficient, equitable and patient –centered/patient-driven care (AONE, 2015). Analyze systems and create a just culture of safety. Utilize political efficacy and competence to improve health outcomes (AACN, 2011). Be accountable for improving the quality of health care delivery and patient satisfaction. Apply and integrate broad, organizational, patient-centered, and culturally responsive concepts into daily practice (AACN, 2011).
- **Population Health:** Global perspective (VA, 2011). Incorporate an understanding of the clinical and

community context, and the research relevant to the needs of the population to provide quality care to diverse populations and cohorts of patients in clinical and community-based systems. Utilize knowledge from information sciences, health communication, and health literacy to provide care to multiple populations. Address complex cultural issues and design care that responds to the needs of multiple populations who may have potentially conflicting cultural needs and preferences (AACN, 2011).

- **Organizational and Systems Leadership:** Leading people. Leading change to promote quality outcomes (AACN, 2011, VA, 2011). Mentoring, advocacy, establishing a healthy-work environment (AONE, 2015). Utilize organizational and systems leadership to promote high quality and safe patient care and to eliminate health disparities and promote excellence in practice. Lead the management of human, fiscal, and physical health care resources understanding economies of care, business principles, and how to work within and affect change in systems (AACN, 2011).
- **Self-directed lifelong learning:** Continue movement into a research or practice-focused doctoral program. As a leader, support staff in lifelong learning to improve care decisions, serving as a role model and mentor for evidence-based decision making. Personal commitment to continued growth in knowledge advancing a culture of excellence (AACN, 2011).
- **Informatics and Health care Technologies:** Utilize informatics (IOM, 2003). Evaluate when the use of technology is appropriate for diagnostic, educational, and therapeutic interventions. Ethically manage data, information, knowledge, and technology to communicate effectively. Educate other health professionals, staff, patients, and caregivers using current technologies. Serve as information managers, patient advocates, and educators by assisting others in accessing, understanding, evaluating, and applying health-related information using information and communication technologies (AACN, 2011).
- **Interprofessional Collaboration:** Partnering (VA, 2011). Work in interdisciplinary teams (IOM, 2003). Communication in an interprofessional environment. Initiate and maintain effective working relationships using mutually respectful communication and collaboration within interprofessional teams, demonstrating skills in care coordination, delegation, and initiating conflict resolution strategies (AACN, 2011). Effectively collaborate with stakeholders through an understanding of health care economics, finance, payment methods, and the relationship between policy and health economics (AACN, 2011). Actively communicate, collaborate, and consult with other health professionals to manage and coordinate care across systems (AACN, 2011).

Program Outcomes / Objectives

The goals of the program include:

1. Facilitate advanced growth of critical inquiry and evidence-based nursing judgment through educational opportunities in an on-line environment.
2. Facilitate the growth of knowledge, skills, and competencies to prepare graduates with broad knowledge and practice expertise that builds and expands on baccalaureate nursing practice.
3. Incorporate best practices and research in nursing, related disciplines, and education to provide a comprehensive and current learning experience.
4. Provide a program of excellence, which emphasizes research and analysis contributing to achievement of a high level of independent and critical thinking skills

NOTE: The 6 core course descriptions for the Master of Science in Nursing program-NUR500 through NUR510 (Year 1 of the program) are provided below:

NUR500 FOUNDATIONS and PERSPECTIVES OF MSN

45 hrs, 3 credits

This course is designed to investigate the roles of the master prepared professional nurse. The course will identify the national guidelines and competencies of the master prepared nurse and present the framework for the program of study. Advanced nursing research will be explored using the nursing process as a basis to guide best practices in health care delivery.

Lecture hrs: 45; Delivery: Online

NUR502 ETHICS OF HEALTH CARE DELIVERY

45 hrs, 3 credits

Prerequisite: NUR500

This course is an assessment of ethics and ethical issues encountered in the delivery of health care. Accountability for providing ethical care for diverse populations is explored.

Lecture hrs: 45; Delivery: Online

NUR504 LEADING CHANGE THROUGH NURSING THEORY

45 hrs, 3 credits Prerequisite: NUR500

This course examines theoretical frameworks utilized to influence nursing practice, systems thinking, and research leading to innovation and change. Select theories are examined with an emphasis on the philosophical underpinnings of leading, facilitating change, and evaluating the impact on the health care organization.

Lecture hrs: 45; Delivery: Online

NUR506 RESEARCH FOR PROMOTION OF EVIDENCE BASED CARE

45 hrs, 3 credits

Prerequisite: NUR500, NUR504

This course explores research and statistics to help guide nursing practice to promote evidence- based care, improved health and decision making.

Lecture hrs: 45; Delivery: Online

NUR508 HEALTH CARE INFORMATICS IN NURSING PRACTICE

45 hrs, 3 credits

Prerequisite: NUR500, NUR504

This course explores data management tools for the integration and analysis of health care technology to inform patients, consumers, and inter-professional health care team members.

Lecture hrs: 45; Delivery: Online

NUR510 EFFECTIVE COMMUNICATION and COLLABORATION IN HEALTH CARE

45 hrs, 3 credits

Prerequisite: NUR500

Advanced techniques and strategies of interpersonal and interprofessional communication to enhance patient outcomes.

Lecture hrs: 45; Delivery: Online

MASTER OF SCIENCE NURSING COURSES

NOTE: The 6 core course descriptions for the Master of Science in Nursing program-NUR500 through NUR510 (Year 1 of the program) are provided below:

NUR500 FOUNDATIONS and PERSPECTIVES OF MSN

45 hrs, 3 credits

This course is designed to investigate the roles of the master prepared professional nurse. The course will identify the national guidelines and competencies of the master prepared nurse and present the framework for the program of study. Advanced nursing research will be explored using the nursing process as a basis to guide best practices in health care delivery.

Lecture hrs: 45; Delivery: Online

NUR502 ETHICS OF HEALTH CARE DELIVERY

45 hrs, 3 credits

Prerequisite: NUR500

This course is an assessment of ethics and ethical issues encountered in the delivery of health care. Accountability for providing ethical care for diverse populations is explored.

Lecture hrs: 45; Delivery: Online

NUR504 LEADING CHANGE THROUGH NURSING THEORY

45 hrs, 3 credits Prerequisite: NUR500

This course examines theoretical frameworks utilized to influence nursing practice, systems thinking, and research leading to innovation and change. Select theories are examined with an emphasis on the philosophical underpinnings of leading, facilitating change, and evaluating the impact on the health care organization.

Lecture hrs: 45; Delivery: Online

NUR506 RESEARCH FOR PROMOTION OF EVIDENCE BASED CARE

45 hrs, 3 credits

Prerequisite: NUR500, NUR504

This course explores research and statistics to help guide nursing practice to promote evidence- based care, improved health and decision making.

Lecture hrs: 45; Delivery: Online

NUR508 HEALTH CARE INFORMATICS IN NURSING PRACTICE

45 hrs, 3 credits

Prerequisite: NUR500, NUR504

This course explores data management tools for the integration and analysis of health care technology to inform patients, consumers, and inter-professional health care team members. Lecture hrs: 45; Delivery: Online

NUR510 EFFECTIVE COMMUNICATION and COLLABORATION IN HEALTH CARE

45 hrs, 3 credits

Prerequisite: NUR500

Advanced techniques and strategies of interpersonal and interprofessional communication to enhance patient outcomes.

Lecture hrs: 45; Delivery: Online

MASTER OF SCIENCE IN NURSING EDUCATION

Program Delivery: This is a blended program (residential + distance education courses). Courses NUR500 – NUR542 are all full distance education. Course NUR544 has both distance education and a practicum experience so it is blended.

36 SEMESTER CREDITS; 600 CONTACT HOURS; 90 INSTRUCTIONAL WEEKS

The Master of Science in Nursing Education program provides a learner-centered educational program expanding on baccalaureate knowledge, with emphasis on research and analysis, promoting independence and critical thinking. Graduates are prepared to engage in higher levels of practice, enhance health care quality and share knowledge, to influence the delivery of safe, quality care to diverse populations in a variety of settings. Successful graduates will receive a Master of Science in Nursing (MSN) degree. Graduate employment aligns with CIP Code: 51.381

Student Program Learning Outcomes:

1. Turn evidence from nursing, sciences, and humanities into practice as the foundation for critical decision making to improve quality of care (MSN Essential I, IV)
2. Incorporate organizational and systems leadership to lead change and improve quality care outcomes (MSN Essential II, III)
3. Demonstrate a commitment to advance a culture of excellence through self-directed lifelong learning (MSN Essential I, III)
4. Manage informatics and health care technologies to maximize health care outcomes (MSN Essential III, V)
5. Incorporate relevant research and improvement methodologies to promote clinical prevention and manage quality care for diverse populations (MSN Essential IV, VIII).
6. Demonstrate accountability for improving the quality of health care delivery and patient satisfaction (MSN Essential VI).
7. Demonstrate effectiveness in data management, building systems, culture, and leading collaborative interprofessional teams to improve health outcomes (MSN Essential III, VII).
8. Exhibit a mastery level of understanding of nursing theory, science, and practice to lead, design, and influence the delivery of safe, quality care to diverse populations (MSN Essential IX).

Class Schedule (6 semesters)

The MSN Nursing Education program is a blended program. All courses are provided online except for the 90 hours of practicum completed in the final semester. The distance education courses run 7.5 weeks in 2 sessions per 15-week semester. Students have access to courses 24 hours a day 7 days a week through the Canvas by Instructure learning management system. The system is internet based and may be accessed from anywhere. The program includes six core MSN courses (year 1) and seven courses specific to the Nursing Education track (year 2).

YEAR 1	SEMESTER 1	SEMESTER 2	SEMESTER 3
SESSION 1	NUR500: Foundations and Perspectives of MSN (3 credits)	NUR504: Leading Change through Nursing Theory (3 credits)	NUR508: Health Care Informatics for Nursing Practice (3 credits)

SESSION 2	NUR502: Ethics of Health care Delivery (3 credits)	NUR506: Research for Promotion of Evidence Based Care (3 credits)	NUR510: Effective Communication and Collaboration in Health Care (3 credits)
Credits per Semester	6 credits	6 credits	6 credits
YEAR 2	SEMESTER 1	SEMESTER 2	SEMESTER 3
SESSION 1	NUR532: Advanced Pathophysiology (2 credits)	NUR538: Strategies for Effective Instruction (3 credits)	NUR542: Curriculum Assessment, Development, Design, Planning, Implementation and Competency Evaluation (3 credits)
SESSION 2	NUR534: Advanced Pharmacology (2 credits) NUR536: Advanced Health Assessment (2 credits)	NUR540: Health Promotion, Disease Prevention, and Project Development (3 credits)	NUR544: Capstone Immersion Practicum (Nursing Education) and Project Report (3 credits)
Credits per Semester	6 credits	6 credits	6 credits

Total Credits Taught Within the Program = 36

MASTER OF SCIENCE IN NURSING EDUCATION COURSES

Course descriptions for courses delivered in Year 2 of this program are below:

NUR532: Advanced Pathophysiology

30 hrs, 2 credits

Prerequisites: NUR500, NUR502, NUR504, NUR506, NUR508, NUR510

This course enhances the student's basic knowledge of the pathology and physiology of disease entities. Focuses on application of advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems. Discusses alterations in function, and adaptive, integrative, and regulatory mechanisms at the molecular, cellular, organ and system levels.

Lecture hrs: 30; Delivery: Online

NUR534: Advanced Pharmacology

30 hrs 2 credits

Prerequisite: NUR532

This course will advance the student's knowledge of disease/illness management via pharmaco-therapeutic approaches. Examines theoretical basis for pharmacological treatment of common health problems. Discusses selected classification of drugs with emphasis on pharmacokinetic principles, pathophysiological basis for therapeutic use, adverse effects, drug interactions, contraindications for use, patient education and issue of compliance.

Lecture hrs: 30; Delivery: Online

NUR536: Advanced Health Assessment

30 hrs 2 credits

Prerequisite: NUR532

Corequisite: NUR534

This course provides students with skill-building experiences to conduct more comprehensive health assessments. Examines theoretical knowledge to perform a comprehensive health history and advanced health assessment. Analysis and synthesis of subjective and objective data to identify health problems and develop management plans. Health promotion risk factor identification and recognition of common abnormalities explored.

Lecture hrs: 30; Delivery: Online

NUR538: Strategies for Effective Instruction

45 hrs 3 credits

Prerequisites: NUR534, NUR536

In this course, effective teaching/learning modalities will be presented and analyzed. Students will learn how to assess, plan, and implement instructional sessions geared toward an aggregate. They will also analyze the best practice method of addressing the needs of a specific group.

Lecture hrs: 45; Delivery: Online

NUR540: Health Promotion, Disease Prevention, and Project Development

45 hrs: 3 credits

Prerequisite: NUR538

This course will enable the students to become competent assessing the health status of individuals, aggregates, and communities. Methods of health promotion, depending on the individual or group needs, will be analyzed based on the need for education, styles of learning, psycho-social, cultural, religious, and ethnic uniqueness of the individual or aggregate in focus.

Lecture hrs: 45; Delivery: Online

NUR542: Curriculum Assessment, Development/Design, Planning, Implementation and Competency Evaluation

45 hrs: 3 credits

Prerequisite: NUR540

The course will assist students in assessing, development/design, planning, implementing, and evaluating instructional sessions geared toward a student population while considering the learners age group, culture, readiness to learn, and barriers to learning.

Lecture hrs: 45; Delivery: Online

NUR544: Capstone Immersion Practicum (Nursing Education) and Project Report

105 hrs: 3 credits

Prerequisites: NUR500, NUR502, NUR504, NUR506, NUR508, NUR510, NUR532, NUR534, NUR536, NUR538, NUR540, NUR542

During this coursework, each student will choose a clinical setting in which to complete course practicum hours. Knowledge previously gained in this program will be integrated into the project implementation and the final practicum competencies. Each student will be responsible to assess a learning need, implement a presentation that will be related to the target population, and evaluate the extent of the learning. At the end of the practicum, the student will submit a report addressing the project and present a poster disseminating the information. *** (Each student will choose a setting in which he/she will complete 90 hours at an educational or clinical setting and will work with an education preceptor. This will also include 15 hours of seminar).

Lecture hrs: 15, Practicum 90; Delivery: Combination distance education and residential

MASTER OF SCIENCE IN NURSING ADMINISTRATION AND LEADERSHIP

Program Delivery: This is a blended program (residential + distance education courses). Courses NUR500 – NUR526 are all full distance education. Courses NUR528 and NUR530 have a distance education and a practicum experience so it is blended.

36 SEMESTER CREDITS; 630 CONTACT HOURS; 90 INSTRUCTIONAL WEEKS

The Master of Science in Nursing Administration and Leadership program provides a learner-centered educational experience expanding on baccalaureate knowledge, with emphasis on research and analysis, promoting independence and critical thinking. Graduates are prepared to engage in higher levels of practice and leadership to influence the delivery of safe, quality care to diverse populations in a variety of settings. The core principles of critical decision making, implementing evidence-based practice,

administering patient-centered care, population health, organizational and systems leadership, self-directed lifelong learning, informatics, and health care technologies, and interprofessional collaboration are emphasized at a depth to prepare graduates with a fuller understanding of the discipline of nursing in order to engage in higher level practice and leadership in a variety of settings. Graduate employment aligns with CIP Code: 51.3802

Student Program Learning Outcomes:

1. Turn evidence from nursing, sciences, and humanities into practice as the foundation for critical decision making to improve quality of care (MSN Essential I, IV)
2. Incorporate organizational and systems leadership to lead change and improve quality care outcomes (MSN Essential II, III)
3. Demonstrate a commitment to advance a culture of excellence through self-directed lifelong learning (MSN Essential I, III)
4. Manage informatics and health care technologies to maximize health care outcomes (MSN Essential III, V)
5. Incorporate relevant research and improvement methodologies to promote clinical prevention and manage quality care for diverse populations (MSN Essential IV, VIII).
6. Demonstrate accountability for improving the quality of health care delivery and patient satisfaction (MSN Essential VI).
7. Demonstrate effectiveness in data management, building systems, culture, and leading collaborative interprofessional teams to improve health outcomes (MSN Essential III, VII).
8. Exhibit a mastery level of understanding of nursing theory, science, and practice to lead, design, and influence the delivery of safe, quality care to diverse populations (MSN Essential IX).
9. Employ theories of finance, policy, and regulation in the administrative role to yield high quality and cost-effective outcomes (MSN Essential II, VI).
10. Develop an integrative view of leadership and organizational learning from a systems perspective in the context of organizational complexity (MSN Essential II).

Class Schedule (6 semesters)

The Master of Science in Nursing Administration and Leadership program is a blended program. All courses are provided online except for the 90 hours of practicum completed in Year 2-Session 1-Semester 3 and 45 hours completed in Year 2-Session 2-Semester 3. The distance education courses run 7.5 weeks in 2 sessions per 15-week semester. Students have access to courses 24 hours a day 7 days a week through the Canvas by Instructure learning management system. The system is internet based and may be accessed from anywhere. The program includes six core MSN courses (year 1) and six courses specific to the Administration and Leadership track (year 2).

YEAR 1	SEMESTER 1	SEMESTER 2	SEMESTER 3
SESSION 1	NUR500: Foundations and Perspectives of MSN (3 credits)	NUR504: Leading Change through Nursing Theory (3 credits)	NUR508: Health Care Informatics for Nursing Practice (3 credits)

SESSION 2	NUR502: Ethics of Health care Delivery (3 credits)	NUR506: Research for Promotion of Evidence Based Care (3 credits)	NUR510: Effective Communication and Collaboration in Health Care (3 credits)
Credits per Semester	6 credits	6 credits	6 credits
YEAR 2	SEMESTER 1	SEMESTER 2	SEMESTER 3
SESSION 1	NUR520: Health care Finance and Economics for Nurse Leaders (3 credits)	NUR524: Principles of Quality Improvement and Patient Safety in Health Care (3 credits)	NUR528: Capstone Immersion Practicum (3 credits)
SESSION 2	NUR522: Health Care Policy, Regulation, and Organizational Leadership (3 credits)	NUR526: Leadership within the Organizational System (3 credits)	NUR530: Capstone Scholarly Project (3 credits)
Credits per Semester	6 credits	6 credits	6 credits

MASTER OF SCIENCE IN NURSING ADMINISTRATION AND LEADERSHIP COURSES

Course descriptions for courses delivered in Year 2 of this program are below:

NUR520 HEALTH CARE FINANCE and ECONOMICS FOR NURSE LEADERS

45 hrs, 3 credits

Prerequisite: NUR500, NUR502, NUR504, NUR506, NUR508, NUR510

This course educates nurse leaders on economic and financial impacts in diverse health care settings. Forecasting, budgeting, and everyday financial management are explored in the context of 21st century health economics.

Lecture hrs: 45; Delivery: Online

NUR522 HEALTH CARE POLICY, REGULATION and ORGANIZATIONAL LEADERSHIP 45 hrs, 3 credits

Prerequisite: NUR520

This course examines health care policy, regulation, and organizational leadership in nursing. The role of nursing in assessment, planning, implementation, and evaluation of health care policy and regulations is explored.

Lecture hrs: 45; Delivery: Online

NUR524 PRINCIPLES OF QUALITY IMPROVEMENT and PATIENT SAFETY IN HEALTHCARE

45 hrs, 3 credits

Prerequisite: NUR522

This course covers strategies of quality improvement, patient safety, and performance management to identify opportunities for clinical improvement, support decision-making optimization, and improve health service outcomes for identified populations.

Lecture hrs: 45; Delivery: Online

NUR526 LEADERSHIP WITHIN THE ORGANIZATIONAL STRUCTURE

45 hrs, 3 credits

Prerequisite: NUR522

This course prepares nurses to effectively lead people and manage resources to achieve organizational goals. Group process, community perspectives, team building, role definition and labor laws will be addressed.

Lecture hrs: 45; Delivery: Online

NUR528 CAPSTONE IMMERSION PRACTICUM

105 hrs, 3 credits

Prerequisite: NUR500, NUR502, NUR504, NUR506, NUR508, NUR510, NUR520, NUR522, NUR524, NUR526

This course is the first half of the capstone immersion. This course integrates the role of the nurse administrator and leader in the practice setting. The practicum experience will provide an opportunity to identify and develop the capstone scholarly project. The Theoretical concepts related to evaluating need, planning change and mitigating barriers are presented.

Lecture hrs: 15, Practicum: 90; Delivery: Combination distance education and residential

NUR530 CAPSTONE SCHOLARLY PROJECT

75 hrs, 3 credits

Prerequisite: NUR528

This course is the second half of the capstone immersion. This course continues to integrate the role of the nurse administrator and leader in the practice setting while performing and evaluating the capstone scholarly project. A formal written work including evidence of meeting all program outcomes is submitted

and orally presented to faculty and peers.

Lecture hrs: 30, Other: 45; Delivery: Combination distance education and residential

PHYSICAL THERAPIST ASSISTANT PROGRAM

Delivery Mode: Blended (Online and Residential)

76 SEMESTER CREDIT HOURS; 1,755 INSTRUCTIONAL HOURS; 75 INSTRUCTIONAL WEEKS

Criminal background check and/or drug screen tests may be required for clinical experiences and/or employment.

The Physical Therapist Assistant Associate of Science degree program prepares graduates to work as entry-level physical therapist assistants under the direction of a physical therapist. Physical therapist assistants provide skilled interventions to clients of all ages with varied musculoskeletal, neurological, pain and movement disorders. Through techniques such as therapeutic exercise, ambulation, and physical agents and by educating individuals in wellness and rehabilitation activities, physical therapy practitioners help restore and maintain function that allows clients to participate in activities of daily life more fully. Entry level employment is available in varied settings ranging from school systems and fitness centers to skilled long-term care facilities, home care agencies, hospitals, and outpatient clinics. Physical therapist assistants are valued members of the health care team. Graduate employment aligns with CIP Code: 51.0806

Additional Physical Therapist Assistant Associate of Science Program Information:

The Physical Therapist Assistant Associate of Science Program at Provo College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), ; 3030 Potomac Avenue, Suite 100 Alexandria, VA 22305-3085 email: accreditation@apta.org; website: www.capteonline.org.

Physical Therapist Assistant (PT) Program Licensure Disclosure

CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Please see [State Licensure and Certification Table – Provo College](#) for more information. Additionally, for more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.

PHYSICAL THERAPIST ASSISTANT COURSES

ENG152 **45 hrs, 3 credits**

WRITTEN COMMUNICATIONS

This course provides the student with knowledge of basic writing skills emphasizing language usage, proofreading, and spelling. Composition, researching information and preparing reports are stressed as the

basis of written communication. *Lecture hrs: 45; Delivery: Online*

ENG155 **45 hrs, 3 credits**

ORAL COMMUNICATIONS

This course teaches oral communication theory and practice, including presentation content, organization, style, delivery, evaluation, and effective listening skills. *Lecture hrs: 45; Delivery: Online*

MAT120 **45 hrs, 3 credits**

ALGEBRA I

Topics include fundamental operations in algebra, linear equations of one or two variables, factoring, graphing and word problems. *Lecture hrs: 45; Delivery: Online*

PSY151 **45 hrs, 3 credits**

GENERAL PSYCHOLOGY

This course will focus on the basis of behavior, learning, motivation and personality. Also explored are social behavior, sexuality/gender issues and the influence of health and stress on behavior. Students are introduced to human behavior generally regarded as abnormal and will explore various theories and therapies. *Lecture hrs: 45; Delivery: Online*

PTA106 **45hrs, 3 credits**

INTRODUCTION TO PHYSICAL THERAPY

In this course, students explore the physical therapy profession's history and development and the American Physical Therapy Association (APTA). This course provides the framework for understanding the role of the PTA, interaction between the PT and PTA, and interrelationship of these individuals to the current healthcare delivery system and in different practice settings. Scope of practice issues concerning direction and supervision are introduced as well as the concepts of state practice acts, licensing, and legal and ethical responsibilities. Students begin to build communication and documentation skills and to develop self-awareness and a sensitivity to patients' rights and cultural diversity. This course introduces students to performing a professional literature search. *Lecture hrs: 45; Delivery: Residential*

PTA108 **30 hrs, 2 credits**

MEDICAL TERMINOLOGY

This course is an introduction into the unique language used in medical settings. Students will learn the meaning of prefixes, suffixes and root words. Emphasis is placed on correct spelling, pronunciations and

proper clinical usage of medical terms. *Lecture hrs: 30; Delivery: Online*

PTA116 **75 hrs, 4 credits**

THERAPEUTIC PROCEDURES I

Pre-requisites: PTA106, PTA108, PTA122, PTA136

As the first of two procedures courses, Therapeutic Procedures I focuses on safely performing basic patient assessment and management skills as well as presenting a practical approach to functional activities. Topics included in lecture and laboratory are infection control procedures, basic wound management, vital signs and anthropometrical characteristics, patient handling, transfers, mobility and assistive devices. An introduction to architectural barriers, range of motion and teaching/learning theories is also incorporated. The course continues to build upon the communication and documentation skills introduced in PTA106 Introduction to Physical Therapy. *Lecture hrs: 45, Lab hrs: 30; Delivery: Residential*

PTA122 **90 hrs, 4.5 credits**

APPLIED KINESIOLOGY

Pre-requisites: PTA150

Through integrated lecture and laboratory, this course teaches the science of human movement. Structure and function of the lower extremity, upper extremity, head, neck and trunk are covered in-depth. Topics include descriptive terminology associated with kinesiology, an expanded study of the musculoskeletal system, normal and dysfunctional joint motion, and principles of physics for biomechanics with an introduction to posture and ambulation. Assessment activities include palpation, range of motion and end feel, goniometric measurements, manual muscle testing, and normal / abnormal posture and gait analysis. *Lecture hrs: 45, Lab hrs: 45; Delivery: Residential*

PTA126 **90 hrs, 4.5 credits**

MODALITIES

Pre-requisites: PTA108, PTA122, PTA136, PTA150, PTA155

This course explores the theories and therapeutic applications of mechanical devices and physical agents. Students will develop an understanding of the physiological effects that occur with modalities using massage, heat, cold, water, light, sound, traction, compression, electrical stimulation and biofeedback. Students will practice administering skilled interventions using various apparatus in the laboratory. Emphasis will be placed on students understanding the rationale and gaining the knowledge and skills to apply, in a safe and effective manner, the modalities frequently used in clinical settings. *Lecture hrs: 45, Lab hrs: 45; Delivery: Residential*

PTA132 **90 hrs, 4 credits**

THERAPEUTIC EXERCISE

Pre-requisites: PTA108, PTA122, PTA136, PTA150, PTA155

In this course a comprehensive understanding of the theoretical concepts, related assessments and practical applications of therapeutic exercise is emphasized. Measurements for segmental length, girth and volume are included. The exercise concepts of strength, resistance, endurance, relaxation and overuse are instructed in relationship to the implementation of treatment programs. *Lecture hrs: 30, Lab hrs: 60; Delivery: Residential*

PTA136 **30 hrs, 2 credits**

HEALTH, DISEASE and DISABILITY

Pre-requisite: PTA150

Co-requisite: PTA155

This course explores current concepts related to maintaining wellness and encouraging prevention. It also investigates the etiology of disease and dysfunction as related to the onset of disability. Topics concerning heredity, immunology, nutrition and lifestyle issues are discussed. Pathophysiology is taught using a cellular and organ system approach and covers the lifespan. Disability is viewed through functional limitations and the inability of an individual to participate in a major life activity. *Lecture hrs: 30; Delivery: Residential*

PTA146 **90 hrs, 4.5 credits**

MUSCULOSKELETAL/ORTHOPEDICS

Pre-requisites: PTA116, PTA126, PTA132, PTA180, PTA212

Co-requisite: PTA192

This course synthesizes the musculoskeletal information presented in anatomy and physiology and kinesiology in order to enhance students' knowledge of orthopedic conditions and dysfunction throughout the lifespan. In the accompanying laboratory sessions, assessment tests and measurement techniques and therapeutic exercise regimens for the orthopedic client are instructed using a regional approach. *Lecture hrs: 45, Lab hrs: 45; Delivery: Residential*

PTA150 **75 hrs, 4 credits**

HUMAN ANATOMY W/LAB

Study of the human body with emphasis on the structure of each of the body's essential organ systems. *Lecture hrs: 45, Lab hrs: 30; Delivery*

PTA155 **60 hrs, 4 credits**

HUMAN PHYSIOLOGY

Pre-requisite: PTA150

Co-requisite: PTA136

Functioning of the human body with emphasis on major organ systems. Medical and athletic examples used to illustrate important concepts. *Lecture hrs: 60; Delivery: Residential*

PTA180 **15 hrs, 1 credit**

PTA SEMINAR I

Pre-requisites: PTA106

This is the first of two seminar classes in the PTA curriculum. This class builds on information introduced in Introduction to Physical Therapy, with topics including PT and PTA ethics and standards of practice, professionalism in the field of physical therapy, and APTA structure and professional association benefits. The healthcare delivery system is also discussed during this class. Additional topics highlighted throughout this course include: reporting suspected cases of abuse to vulnerable populations, reporting suspected cases of fraud and abuse related to utilization of and payment for PT services, reviewing health records, APTA Value Based Behaviors and review of the ICF model of functioning disability and health. *Lecture hrs: 15; Delivery: Residential*

PTA192 **135 hrs, 3 credits**

CLINICAL AFFILIATION I

Pre-requisite: CPR, PTA116, PTA126, PTA132, PTA180, PTA212

Co-requisite: PTA146, PTA217, PTA221, PTA286

In this first of three clinical affiliations, students complete 135 hours of clinical education under the direct supervision of a licensed physical therapist and/or physical therapist assistant. Students are assigned to sites representing a variety of practice settings which may include hospitals, outpatient clinics and extended care facilities among others. This introduction to clinical practice provides basic exposure to physical therapy environments and allows students to practice and document elementary assessment measurements, therapeutic procedures, and patient management activities in a plan of care. Students also have the opportunity to build communication skills with clients and members of the healthcare delivery team. *Clinical: 135; Delivery: Residential*

PTA212 **15 hrs, 1 credit**

PHARMACOLOGY

Pre-requisite: PTA136, PTA155

Pharmacology is the study of the origin, properties and effects of drugs. An overview of the over-the-counter and prescribed drugs frequently used by individuals receiving physical therapy and the effects these drugs have on physical therapy treatment is presented. This course requires a working understanding of physiology and pathophysiology. Lecture topics include the use of drugs in the treatment of chronic diseases, the impact of pharmacotherapeutic agents on exercise and the susceptibility of the elderly to drug-related problems. *Lecture hrs: 15; Delivery: Residential*

PTA217 **75 hrs, 4 credits**

THERAPEUTIC PROCEDURES II

Pre-requisites: PTA116, PTA126, PTA132, PTA212

Co-requisite: PTA192

This course expands the knowledge and skills gained from previous courses while investigating techniques used in specialty areas of physical therapy practice. This course explores cardiovascular and pulmonary conditions, burn care, mastectomy, amputation and lymphedema. Information regarding compression garments, prostheses and orthoses are included in conjunction with the required measurement and mobility assessments. Conditions often associated with women's health such as pregnancy, osteoporosis, fibromyalgia and pelvic floor dysfunction are also addressed. Lecture and laboratory sessions provide students with the knowledge, observation, test and measurement skills to perform directed interventions in the above mentioned areas. *Lecture hrs: 45, Lab hrs: 30; Delivery: Residential*

PTA221 **90 hrs, 4.5 credits**

APPLIED NEUROLOGY

Prerequisites: PTA116, PTA126, PTA132, PTA212

Co-requisite: PTA192

Through integrated lecture and laboratory this course introduces the neuroscience and motor control concepts necessary for students to provide directed interventions and administer tests and measures for a variety of clients with neurological involvement. Neurological treatment approaches including PNF, Rood, Bobath, Brunnstrom and the motor learning approaches of Carr and Shepard are discussed, with an emphasis on performing appropriate treatment interventions for different stages of neurological rehabilitation. Students will learn to implement activities for balance and coordination dysfunction. The course includes pediatric and adult disorders. *Lecture hrs: 45, Lab hrs: 45; Delivery: Residential*

PTA286 **15 hrs, 1 credit**

PTA SEMINAR II

Pre-requisites: PTA180

Co-requisite: PTA192

This second of two seminar courses course builds on the cumulative academic and clinical knowledge gleaned from previous PTA courses. Students are given the opportunity to explore current issues affecting the delivery of physical therapy services in a dynamic U.S. healthcare industry. An overview of practice settings and specialty areas in physical therapy is presented in conjunction with the impact of current legislation affecting service delivery and reimbursement. Professional, legal and ethical issues are also reviewed and updated. This course includes a unit on negotiation and conflict resolution and a project researching the impact of culture on healthcare delivery. *Lecture hrs: 15; Delivery: Residential*

PTA289 **15 hrs, 1 credit**

CAPSTONE

Prerequisite: PTA146, PTA192, PTA217, PTA221, PTA286

Co-Requisites: PTA296, PTA298

This course consists of review for and completion of a comprehensive final examination in preparation for the national licensure examination. *Lecture hrs: 15; Delivery: Residential*

PTA296 **270 hrs, 6 credits**

CLINICAL AFFILIATION II

Prerequisite: CPR, PTA146, PTA192, PTA217, PTA221, PTA286

Co-Requisites: PTA289, PTA298

In the second clinical affiliation, students expand upon their previous clinical experience and incorporate the knowledge and skills from additional academic coursework. The affiliation is full time (40 hours per week). Emphasis is placed on students assuming a more active role in the delivery of care under the supervision and direction of a clinical instructor. *Lecture hrs: 0, Other: 270; Delivery: Residential*

PTA298 **270 hrs, 6 credits**

CLINICAL AFFILIATION III

Prerequisite: CPR, PTA146, PTA192, PTA217, PTA221, PTA286

Co-requisites: PTA289, PTA296

This is the terminal clinical education experience and requires that students perform as a physical therapist assistant entry-level practitioner by the completion of the assignment. Under the supervision of a licensed physical therapist and/or physical therapist assistant, students will explore in greater depth physical therapy specialty areas of practice such as geriatrics, pediatrics, sports medicine, cardiopulmonary rehabilitation or women's health. Increasing exposure to complex neurological and rehabilitation clients occurs. Students are also expected to recognize factors within the healthcare system that impact the delivery of care and to maintain ethical standards of practice. *Lecture hrs: 0, Other: 270; Delivery: Residential*

EAGLE GATE AND PROVO COLLEGE COURSE DESCRIPTIONS

Not otherwise listed in Program Descriptions

COURSE DESCRIPTION LEGEND	
<i>Code</i>	<i>Description</i>
BIO	Biology courses
CHM	Chemistry courses
ENG	English courses
HC	Healthcare courses
HIS	History courses
HUM	Humanities courses
MA	Medical Assisting courses
MAT	Math courses
MGT	Management courses
NUR	Nursing courses
OA	Office Administration courses
PHI	Philosophy courses
PSY	Psychology courses
PTA	Physical Therapist Assistant courses
SKL	Skills courses
SOC	Sociology courses
SS	Student Success courses

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

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

Graduate Level Courses: Graduate level courses are those numbered five hundred (500) through five hundred ninety-nine (599).

BIO210A **37.5 hrs, 2 credits**

ANATOMY and PHYSIOLOGY I

The course is the first in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, history, and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. Integumentary and skeleton systems will complete the course. *Lecture hrs: 22.5, Lab hrs: 15; Delivery: Online*

BIO210B **37.5 hrs, 2 credits**

ANATOMY and PHYSIOLOGY II

This is the second of a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include fundamental concepts and principles of the muscular and nervous systems, special senses, and the endocrine system. Includes one unit of lab. *Lecture hrs: 22.5, Lab hrs: 15; Delivery: Online*

BIO220A **37.5 hrs, 2 credits**

ANATOMY and PHYSIOLOGY III

This is the third in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, history, and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for

understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. Integumentary and skeleton systems will complete the course. *Lecture hrs: 22.5, Lab hrs: 15; Delivery: Online*

BIO220B **37.5 hrs, 2 credits**

ANATOMY and PHYSIOLOGY IV

This is the fourth in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. This is the 4th of 4 online anatomy and physiology courses taught by the College. The course builds on the previously presented content related to the anatomical structures and physiology of the human body. Course content includes the following body systems: Lymphatic, Immune, Respiratory, Urinary, and Reproductive systems. Each body system is discussed in terms of the major anatomical structures and functions including how each system participates in homeostasis of the body. The student will also be provided with content and opportunity for discussion related to selected major pathologies, changes that occur in disease process, causes, diagnostic procedures, and possible treatments and nervous systems, special senses, and the endocrine system. *Lecture hrs: 22.5, Lab hrs: 15; Delivery: Online*

BIO251 **45 hrs, 3 credits**

MICROBIOLOGY

Prerequisites: BIO210 AandB, BIO220 AandB

Topics covered in this course include: the history of microbiology, microbial morphology and physiology, bacterial metabolism, genetics, and the ecology and the classification of microorganisms. The course will emphasize medically important eubacteria and protists.

Lecture hrs: 45; Delivery: Online

BIO260 **45 hrs, 3 credits**

PATHOPHYSIOLOGY

Prerequisite (BSN program only): BIO251

This course is designed to provide students with an in-depth introduction to the pathophysiology of diseases and disorders of the principal organ systems of the human body. Topics presented include homeostasis and disease processes, trauma, cancer, pain management and an overview of common diseases and disorders of each organ system. Upon successful completion of this course, students should understand how pathophysiological processes disrupt normal functioning of the human body.

Lecture hrs: 45; Delivery: Online

CHM110 **45 hrs, 3 credits**

INTRODUCTION TO CHEMISTRY

The purpose of this course is to present a basic understanding of chemistry. This course will provide students with an appreciation for the role chemistry plays in our daily lives.

Lecture hrs: 45; Delivery: Online

ENG152 **45 hrs, 3 credits**

WRITTEN COMMUNICATIONS

This course provides the student with knowledge of basic writing skills emphasizing language usage, proofreading, and spelling. Composition, researching information and preparing reports are stressed as the basis of written communication. *Lecture hrs: 45; Delivery: Online*

ENG155 **45 hrs, 3 credits**

ORAL COMMUNICATIONS

This course teaches oral communication theory and practice, including presentation content, organization, style, delivery, evaluation, and effective listening skills. *Lecture hrs: 45; Delivery: Online*

ENG320 **45 hrs, 3 credits**

WRITTEN COMMUNICATIONS II

Pre-requisite: ENG152

This course builds on knowledge and skills learned in a previous course and primarily focuses on argumentative and persuasive writing techniques. Students will develop effective writing processes, writing styles, research abilities, analytical skills, and argumentative tools. *Lecture hrs: 45; Delivery: Online*

MA110 **60 hrs, 5 credits**

SKELETAL, MUSCULAR and BODY SYSTEMS AND PHARMACOLOGY

In this course students will learn about the structures, functions and medical terminology of the musculoskeletal and body systems including integumentary, nervous, and special senses. Students will study pharmacology, drug dosage calculations and the pharmacological effects of drugs on the body. *Lecture hrs: 40, Lab hrs: 20; Delivery: Residential*

MA120 **60 hrs, 5 credits**

LYMPHATIC and IMMUNE SYSTEMS, MICROBIOLOGY AND MINOR SURGICAL ASSISTING

In this course students will learn the structures and functions of the immune and lymphatic systems. Students will learn basic microbiology, how microorganisms are spread, and how to break the cycle of infection. In addition, students will learn how to properly assist with minor surgical procedures and the proper use and care of surgical instruments. Students will learn how to care for their patients preoperatively, intraoperatively, and postoperatively including wound healing and care and suture and staple removal. Students will show understanding of OSHA and universal precautions. *Lecture hrs: 40, Lab hrs: 20; Delivery: Residential*

MA130 **60 hrs, 5 credits**

URINARY, DIGESTIVE, ENDOCRINE and REPRODUCTIVE SYSTEMS

Students will learn the terms, structures, functions, and common diseases of the urinary, digestive, endocrine and reproductive systems. Students will learn to perform laboratory procedures associated with these systems such as urine analysis, pregnancy testing, pap smears and stool specimens. Students will learn to assist with gynecological exams and educate their patients in the care of these systems. *Lecture hrs: 40, Lab hrs: 20; Delivery: Residential*

MA140 **60 hrs, 5 credits**

RESPIRATORY, BLOOD, CARDIOVASCULAR and PULMONARY SYSTEMS

In this course students will learn the structures and functions of the respiratory, pulmonary, and cardiovascular systems including blood. Students will learn associated terminology of the systems as well as perform ECG's, peak flow, venipuncture, CPR, First Aid and vital signs.

Lecture hrs: 40, Lab hrs: 20; Delivery: Residential

MA150 **60 hrs, 5 credits**

LAW and ETHICS, RECORD KEEPING AND BASIC PATIENT CARE

Students will learn the laws and ethical behaviors of the medical office, the importance of HIPAA, licensing and malpractice prevention and record keeping in the medical office will also be explored. Students will learn proper telephone technique and phone triage as well as the basic set up, common instruments, positioning, and preparation for the general physical exam. Medical specialties and the role of the medical assistant will be addressed. *Lecture hrs: 40, Lab hrs: 20; Delivery: Residential*

MA160 **60 hrs, 5 credits**

MEDICAL OFFICE MANAGEMENT

Students will learn how to manage a medical office including producing professional documents, the importance of and processes for producing Electronic Health Records, and proper patient scheduling practices. Basic accounting, billing, and coding processes used in the medical office will also be introduced.

Lecture hrs: 40, Lab hrs: 20; Delivery: Residential

MA170 180 hrs, 6 credits

EXTERNSHIP

Prerequisites: MA110, MA120, MA130, MA140, MA150, MA160

Students will spend time working in a professional environment in their field of study. *Lecture hrs: 0, Other: 180; Delivery: Residential*

MAT120 45 hrs, 3 credits

ALGEBRA I

Topics include fundamental operations in algebra, linear equations of one or two variables, factoring, graphing and word problems.

Lecture hrs: 45; Delivery: Online

MAT250 45 hrs, 3 credits

STATISTICS

Prerequisite: MAT120

This course covers the basic concepts and skills of statistical analysis. Topics include measures of central tendency, probability distributions, sampling theory, estimation, hypothesis testing, simple regression and correlation, analysis of variance, and multiple regression. *Lecture hrs: 45; Delivery: Online*

MAT350 45 hrs, 3 credits

STATISTICAL CONCEPTS and METHODS

Prerequisite (BSN program only): MAT120

This course covers the concepts and skills of statistical analysis. Specific topics include measures of central tendency, probability distributions, sampling theory, estimation, hypothesis testing, simple regression and correlation, analysis of variance, multiple regression, hypothesis testing, parametric and nonparametric statistics. Clinical and statistical significance is explored. *Lecture hrs: 45; Delivery: Online*

NUR125 45 hrs, 3 credits

FOUNDATIONS and PERSPECTIVES FOR BSN

This course is designed for students to learn strategies and tools that will support success in the program.

Techniques for successful study habits and test-taking strategies will be explored. Effective written and technological skills are presented to foster scholarly communication. Resources for professional development, analysis of scholarly resource evidence, and incorporating evidence into practice are presented. The role of the baccalaureate generalist nurse and AACN Essentials are introduced. *Lecture hrs: 45; Delivery: Online*

NUR131 **120 hrs, 5 credits**

FUNDAMENTALS OF NURSING

Prerequisite: BIO210 AandB, BIO220 AandB, CHM110

Introduction to principles foundational to a caring practice for nursing. Situational, developmental, and cultural influences on health are discussed. A foundation is established for care of patients across the wellness-illness continuum. Health assessment of adults, as well as nursing concepts and measures for safety, health teaching, nutrition, hygiene, comfort, rest, and activity will be applied as the student cares for the patients in the practice setting. Beginning concepts of medication administration. *Lecture hrs: 45, Lab hrs: 30, Clinical hrs: 45; Delivery: Residential*

NUR145 **157.5 hrs, 6 credits**

MEDICAL-SURGICAL NURSING I

Prerequisites: ENG152, NUR 125, NUR131

Introduction to care of patients susceptible to illness, including aging adults. Pathophysiological processes and the effect on patients already susceptible to disease will be discussed. Information is provided to help students in assisting patients toward holistic health restoration. Skills required to provide nursing care to those with less complex illnesses are developed and practiced in a variety of settings.

Lecture hrs: 52.5, Lab hrs: 15, Clinical hrs: 90; Delivery: Residential

NUR165 **45 hrs, 3 credits**

PHARMACOLOGY I

Prerequisite: MAT120

Introduction to basic therapeutic treatments. Scientific, legal, and ethical principles related to administration of medications will be discussed. Also discussed: effects of dietary choices on health and wellness, concepts of pharmacology including pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of selected drug classifications and their effect on body systems. Included are basic concepts of medication classifications, medication administration, herbal supplements and dosage calculations, and practical application of different treatment interventions in restoration of wellness. *Lecture hrs: 45; Delivery: Residential*

NUR245 **157.5 hrs, 6 credits**

MEDICAL-SURGICAL NURSING II

Prerequisites: NUR145

Pre/Co-requisite: BIO260

Focus is on health care management of patients with multiple health problems. Pathophysiology of disease processes encountered in the adult patient is discussed. Acid base balance and nutritional issues found in the acute care patient will be taught. A collaborative interdisciplinary approach is used to meet patients' needs in a variety of acute health settings. Content builds on theoretical, technological, critical thinking and interpersonal skills acquired in previous courses to assist patients with multiple health problems toward wellness and health maintenance. *Lecture hrs: 52.5, Lab hrs: 15, Clinical hrs: 90; Delivery: Residential*

NUR265 **45 hrs, 3 credits**

PHARMACOLOGY II

Prerequisites: NUR131, NUR165

Built on concepts from Pharmacology I. Discussion of selected drug classifications, nonconventional therapies, nutrition and supplements and effects on health and well-being. Intravenous medication administration including calculation and techniques. *Lecture hrs: 45, Clinical hrs: 0; Delivery: Residential*

NUR276 **142.5 hrs, 6 credits**

MATERNAL/NEWBORN/PEDIATRIC NURSING

Prerequisites: PSY310, NUR245

Pre/Co-requisite: NUR312

Students will gain knowledge of the reproductive process with a focus on health promotion, current standards of care and safe drug administration. Students will provide nursing care for the childbearing family in the hospital setting including care of the diverse laboring patient. Students will learn pediatric-specific knowledge when caring for acute and chronic pediatric conditions and apply knowledge of child development principles in caring for the pediatric patient and their family. Genetic issues in the reproductive process and in children will be discussed. Students will learn the role of the pediatric nurse in a variety of settings with considerations of care of families with well children and those experiencing acute / chronic illness. Clinical practice experiences facilitate application of skills and care of families as they experience childbearing and child rearing.

Lecture hrs: 60, Lab hrs: 15, Clinical hrs: 67.5; Delivery: Residential

NUR286 **90 hrs, 4 credits**

MENTAL HEALTH NURSING

Prerequisites: NUR245, NUR312, PSY151

Focus is on interventions for promoting mental health and preventing psychiatric disease across the life span. Contents of the course will allow students to examine social, physical, and developmental stressors on mental health. Students apply these concepts through learning experiences in structured and unstructured settings. Safety considerations will be discussed related to nurse-patient relationships. *Lecture hrs: 45; Clinical hrs: 45; Delivery: Residential*

NUR300 **45 hrs, 3 credits**

FOUNDATIONS and PERSPECTIVES FOR BSN

Co-requisite: NUR310 may be co-requisite

This course teaches strategies and tools to support success in the BSN program. Techniques for successful study habits and test-taking strategies will be explored. Effective written and technological skills are presented to foster scholarly communication. Resources for professional development, analysis of scholarly resource evidence, and incorporating evidence into practice are presented. The role of the baccalaureate generalist nurse and AACN Essentials are introduced.

Lecture hrs: 45; Delivery: Online

NUR310 **45 hrs, 3 credits**

NUTRITION

Pre/Co-requisite: NUR125 or NUR300

This course provides an overview of nutrients and nutritional requirements to maintain nutritional balance, support growth and development, and restore health. The course focuses on identifying and caring for the nutritional needs of diverse patient populations utilizing scientific and scholarly evidence. *Lecture hrs: 45; Delivery: Online*

NUR312 **45 hrs, 3 credits**

HEALTH ASSESSMENT OF INDIVIDUALS and POPULATIONS

Prerequisites (BSN program only): NUR125 or NUR300, NUR310, BIO260

Pre/Co-requisite: PSY151

This course provides the baccalaureate-level knowledge and skills needed to assess the health status and health care needs of diverse patients and populations. The course focuses nursing care decisions on holistic assessment and scholarly evidence. *Lecture hrs: 45; Delivery: Online*

NUR320 **45 hrs, 3 credits**

HEALTH CARE SYSTEMS and QUALITY OUTCOMES

Prerequisites (BSN program only): NUR125 or NUR300

This course provides an overview of health care systems and organizational structures in the United States. Quality improvement concepts and implications to patient outcomes, cost containment and nursing care are presented.

Lecture hrs: 45; Delivery: Online

NUR322 **45 hrs, 3 credits**

COMPLEX NURSING CARE

Prerequisites (BSN program only): BIO260, NUR310, PSY151

This course provides knowledge and skills applicable to caring for complex patients across the lifespan. The focus is on incorporating theory and concepts from nursing and related disciplines to provide therapeutic and restorative care to patients with increased complexity. *Lecture hrs: 45; Delivery: Online*

NUR324 **45 hrs, 3 credits**

HEALTH CARE ETHICS, POLICY and REGULATION

Prerequisites (BSN program only): NUR320

Pre/Co-Requisite: NUR245, PHI250

This course provides an exploration of nursing ethics, the regulation of nursing education and practice, and the role of nursing in health care policy. The scope of practice of the baccalaureate nurse generalist is examined. *Lecture hrs: 45; Delivery: Online*

NUR330 **45 hrs, 3 credits**

AGING POPULATIONS

Prerequisites (BSN program only): BIO260, NUR286, NUR310, NUR312, NUR320, NUR322, NUR324, PSY151, SOC250

This course provides current theory and content in the provision of patient-centered nursing care of aging populations, optimizing functional status through health promotion, risk reduction and disease prevention strategies. Emphasis is placed on the wishes, expectations, and strengths of the older adult. *Lecture hrs: 45; Delivery: Online*

TUITION & FEES

Amounts below are all-inclusive.

Utah locations

Medical Assisting: \$13,340

Physical Therapist Assistant: \$55,300

- General Education: \$13,300 (\$665/credit)
- PTA Core: \$42,000 (\$750/credit)

Bachelor of Science in Nursing (BSN): \$66,300

- General Education: \$17,100 (\$450/credit)
- Nursing Core: \$49,200 (\$600/credit)

RN-to-BSN: \$11,970

- General Education: \$3,610 (\$190/credit)
- Nursing Core: \$8,360 (\$190/credit)

Individual General Education Courses: \$420/credit

Master of Science in Nursing (Admin and Leadership): \$18,000 (\$500/credit)

Master of Science in Nursing (Education): \$18,000 (\$500/credit)

Master of Science in Nursing (Quality Management): \$18,000 (\$500/credit)

Masters Entry Program in Nursing (MEPN): \$66,430 (\$910/credit)

Idaho locations

Medical Assisting (MA) Program: \$13,340

Practical Nursing Prerequisite (PN PRQ) Course: \$595

Practical Nursing (PN) Program: \$24,999

Bachelor of Science in Nursing (BSN) Program: \$66,300

- General Education: \$17,100 (\$450/credit)
- Nursing Core: \$49,200 (\$600/credit)

Individual General Education Courses: \$300/credit

Masters Entry Program in Nursing (MEPN): \$66,430 (\$910/credit)

Additional Fees (all locations):

Commencement Fee: \$50.00*

Vaccination Fees: Estimated \$300.00

Physical Therapist Assistant Admissions Assessments: \$50.00*

Transcript Request Fee: \$5.00*

NCLEX-RN Exam Registration Fee: \$200.00^

*Fee cannot be paid from Title IV financial aid funds.

^Fee is reimbursed upon successfully passing NCLEX-RN Exam on first attempt. Graduate is responsible for submitting reimbursement request within 30 days of passing exam. Documentation must be provided at time request is provided.

ADMISSIONS POLICIES

Entrance Exam Retakes & Timelines

Unless otherwise stated in the Program-Specific Admissions Policies section, programs requiring an entrance exam for admission follow the following process:

- An applicant failing the first attempt may retake the exam on the same day (within 24 hours).
- An applicant failing the second attempt may retake the exam beginning seven (7) calendar days from the second
- An applicant failing the third attempt may retake the exam beginning twenty-one (21) calendar days from the third
- After four (4) unsuccessful attempts, an applicant may re-apply to the college after one full year from the fourth
- An entrance exam attempted after one full year from the previous attempt will be treated as a new “first attempt” such that the retake policy will apply from step 1 again.

To be considered for admission, all applicants must:

- complete an admission application, and
- present proof of completion of 12th grade level education by presenting one of the following prior to the applicant’s first day of class:
 - United States high school diploma or transcript from a state approved or S. Department of Education approved school;
 - A GED certificate (the GED examination score must be reported directly to the college by the testing company);
 - An associate’s, bachelor’s or master’s degree obtained from a S. Department of Education accredited school; or
 - A foreign Transcript at the High School, Associates Degree, Bachelor’s Degree, or Master’s Degree levels evaluated by a recognized agency to be the equivalent of a US High School Diploma or Applicants wishing to submit documentation evaluated by an approved agency take full responsibility to acquire & provide such documentation. Applicants not providing satisfactory

documentation at the time of application may forfeit the privilege of starting their desired program, even if they have met all other admissions criteria. The college will not pay any fees that may be incurred by an applicant in order to submit such proof.

Applicants will not be allowed to begin instruction at the college without presenting proof of completion of 12th grade level education as indicated above.

Applicants should request an appointment for a personal interview with an admissions representative from the College to gain a better understanding of the institution and to view its facilities and equipment.

Students enrolling in the Medical Assisting, Nursing and Physical Therapist Assistant programs will be required to complete a background check. Students enrolling in programs offered via distance learning or a combination of distance learning and residential must meet all requirements as outlined in the Online Readiness section of the catalog.

Due to individual state regulations, students who reside outside the state of Utah may not be eligible to enroll in on ground or online education courses or programs for which the College is not approved. Out-of-state students should check with their Admissions Representative to determine if online courses are offered for their state. Students who relocate while enrolled at The College may be unable to complete their studies if they move to a state where The College is not currently authorized to offer an online option for a program. A student who is considering relocation while enrolled should contact his/her Academic Dean/Program Director and/or Campus Director to discuss how relocation could alter their eligibility. It is the student's responsibility to inform the College of his/her relocation.

The College reserve the right to defer admission of potentially eligible candidates to the next term if credentials are submitted after established deadlines or if enrollment limits have been reached. The College reserves the right to cancel or postpone classes due to low enrollment after notification to those already enrolled.

An applicant may be denied admission to the school if the school determines that:

- some aspect of the applicant's background will disqualify them from licensure and/or employment in the field related to their chosen program, or
- the applicant has violated, or contributed to the violation of, any of the school's policies

For applicants to Nursing degree programs:

Applicants wishing to submit their foreign Associate's, Bachelor's, or Master's Degree Transcripts, or transcripts for prerequisite courses, must have them evaluated by the Commission on Graduate of Foreign Nursing Schools (CGFNS). All foreign transcripts evaluated by any other evaluation service will not be accepted as part of the enrollment process. Admissions documentation for students from foreign countries is to be translated and certified to be at least equivalent to the credential required by the school's admissions criteria. CGFNS contact:

Commission on Graduate of Foreign Nursing Schools

3600 Market Street, Suite 400, Philadelphia, PA 19104-2651; (215) 222-8454; www.cgfns.org

For applicants to all programs except Nursing Degree programs:

All foreign documents submitted for proof of education or transcripts for credit granting must be evaluated by an acceptable service in order for the applicant submitting such foreign documents to complete the enrollment process. The college will accept only evaluations completed by Academic & Credential Records, Evaluation & Verification Services, AACRAO's International Education Standards Council or by members of either the Association of International Credential Evaluators or the National Association of Credential Evaluation Services. Any evaluation completed by another agency will not be accepted for completing the admissions process.

Association of International Credential Evaluators (AICE)	www.aice-eval.org/members/ See website for list of approved evaluators
National Association of Credential Evaluation Services (NACES)	www.naces.org See website for list of approved evaluators
Academic & Credential Records, Evaluation & Verification Services (ACREVS)	www.acrevs.com
AACRAO's International Education Standards Council (AACRAO IES)	http://www.aacrao.org/aacrao-solutions/aacrao-international/home

Physical Conditions

In all program components, including lecture, lab, clinical and externship sessions to earn grades in the corresponding courses. Failure to do so will result in a failing grade for the course(s) and/or being dropped from the program. If a student has a physical condition that could reasonably prevent his or her participation in all program activities (e.g. pregnancy, chronic pain) at time of enrollment or during the program, the student must provide a note of release from a licensed physician, licensed physician's assistant or nurse practitioner as a condition to enroll and participate in the program without restrictions. In the event such a physical condition causes an interruption in the student's attendance, the school will require a similar note of release to return to school. A Leave of Absence (LOA) may be granted pursuant to a student's written request and eligibility for a leave; however, the LOA must be approved by the school prior to the leave.

Applicants concerned about the physical requirements of a program are encouraged to speak with their Admissions Advisor or a Program Director. Examples of possible program requirements are:

- one (1) to four (4) hours of intermittent sitting
- four (4) hours of intermittent standing
- three (3) hours of intermittent walking in an average eight (8) hour day
- Squatting, bending, kneeling, reaching, and twisting are frequently required fifty percent (50%) of the time along with an occasional need for ladder climbing, exposure to changes in temperature and humidity; exposure to dust, fumes, or gasses
- Frequent lifting/carrying of twenty-five (25) to fifty (50) pounds
- Pushing/pulling up to one hundred (100) pounds

Online Readiness

Online courses are delivered synchronously or asynchronously (depending on the course) through the college's online learning management system. Students admitted to a program with online courses will

complete an online readiness course and participate in Online Orientation.

Applicants admitted to degree programs with online courses must confirm prior to starting their program that they have personal access (outside of school) to a computer with internet access.

Applicants admitted to the Medical Assisting program will be issued a Chromebook as part of their “inclusive tuition” but may opt out of paying for and receiving a Chromebook as described in the Medical Assisting admissions policies.

Course Enrollments

The college allows enrollment in stand-alone courses, without Federal Financial Aid. A common scenario for such enrollments is when students need some General Education courses as pre-requisites to qualify for enrollment into a degree program. Applicants must meet the school’s general admissions requirements prior to enrolling in stand-alone courses, and once enrolled all of the school’s policies apply to such students as they would to students enrolled in any program.

ONLINE READINESS

Online courses are delivered synchronously or asynchronously (depending on the course) through the college’s online learning management system. Students admitted to a program with online courses will complete an online readiness course and participate in Online Orientation.

Applicants admitted to degree programs with online courses must confirm prior to starting their program that they have personal access (outside of school) to a computer with internet access.

Applicants admitted to the Medical Assisting program will be issued a Chromebook as part of their “inclusive tuition” but may opt out of paying for and receiving a Chromebook as described in the Medical Assisting admissions policies below.

ADMISSIONS: ALLIED HEALTH PROGRAMS

Medical Assisting

The College utilizes a hybrid delivery model (combination of online and on-ground instruction) in the Medical Assisting (MA) program. To participate in the online education platform, students must use an appropriate desktop computer, laptop, or tablet. Students beginning the MA program with start dates after July 1, 2020 will be billed for the cost of a Chromebook as part of the program’s “inclusive tuition” but may opt out of purchasing a Chromebook from the college as described below.

The college purchases Chromebooks for students enrolling in the Medical Assisting program, often at volume discounts, and includes them by default within the total fees charged to students. This is called “inclusive tuition” and reduces the burden on students to find and purchase an appropriate computing device. Students may opt out of paying for Chromebooks within the inclusive tuition by initialing the applicable section in their enrollment documents, which will obligate them to purchase appropriate computing devices by the scheduled first day of class. By opting out of inclusive tuition and agreeing to purchase such items, the total fees charged to the student by the college at the time of enrollment will be

reduced by the then-current total costs paid by the college to acquire the Chromebooks. Please note that the option to “opt out” only applies to Chromebooks. Students may not opt out of paying for other books or supplies.

ADMISSIONS: PRACTICAL NURSING PREREQUISITE COURSE (PN PRQ)

Practical Nursing Prerequisite Course (PN PRQ)

1. A score of at least 17 on the “Scholastic Level Exam – Q” (SLE-Q).
2. Payment of all fees and tuition due for the course
3. Initiation of criminal background check process in preparation for admission to the Practical Nursing program.

Students applying to the Practical Nursing program must undergo and pass an interview with the Program Director or Designee. This interview should be completed prior to the start of a student’s Practical Nursing Prerequisite course but must be completed no later than the end of the first week of the Practical Nursing Prerequisite course. Students not passing the interview will have their Practical Nursing Prerequisite course enrollment cancelled and receive a refund of fees paid /for the course.

ADMISSIONS: PRACTICAL NURSING PROGRAM

1. A clear criminal background check
2. Successful completion of the Practical Nursing prerequisite course (PN PRQ) within the past twelve (12) months (see PN PRQ admissions requirements listed in the section above)
3. Completion of an interview with the Program Director or Designee with a passing score
4. A physical examination, including immunizations and TB testing, must be completed within the three (3) months prior to the start date of the first clinical rotation in Term I of the program. The examination must be conducted by a licensed physician, licensed physician’s assistant or nurse practitioner establishing sound health.

Upon completion of the PN PRQ course, students will be ranked based on a combination of their course score and points awarded during the interview with the Program Director or Designee. Students with the highest overall combined scores will receive first consideration for available PN Program seats. If two or more students have the same combined score, then application date will take precedence for final seat selection. Students who pass the PN PRQ course and meet all admissions criteria but are not selected for the upcoming PN Program will be assigned seats in a future PN Program cohort. Students must start the PN Program within twelve (12) months of PN PRQ course completion or they must reapply to the program. The maximum possible ranking score for students who repeat the PN PRQ course due to failing it previously is 75%.

ADMISSIONS: PHYSICAL THERAPIST ASSISTANT PROGRAM

To enroll, applicants must meet the requirements outlined in the Online Readiness section of the catalog

and present proof of a negative chemical/drug screening. Additionally, applicants must meet the TEAS entrance exam requirements below to enroll in the program.

First TEAS Attempt

To enroll in the program, applicants must attempt the TEAS examination and achieve a minimum composite score of 59%. Scoring above this minimum does not guarantee entry into the program due to the overall admissions process. Applicants scoring below 59.0 may reattempt once within seven days from their first attempt.

Please note that if an applicant has previously taken a TEAS exam, the TEAS exam score is applicable if taken within twenty-four (24) months of the tentative program start date. TEAS exams taken at any authorized ATI-proctored location will be valid for review according to the Admission Requirements.

Second TEAS Attempt

Applicants reattempt on the TEAS must achieve a minimum composite score of 59%. Scoring above this minimum does not guarantee entry into the program due to the overall admissions process. Applicants that achieve a TEAS composite score from of 47.0 to 58.9 may be admitted to the program if space is available but will be required to take ATI's SmartPrep® online course during the first semester of the program. Applicants scoring 46.9 or below are not admitted to the program. Such applicants are encouraged but not required to take ATI's SmartPrep® course at their own cost in preparation for their next TEAS attempt.

Third TEAS Attempt Following Required SmartPrep® (enrolled students)

A third attempt of the TEAS is required upon the successful completion of the first attempt at the ATI SmartPrep® course. Students that reattempt the TEAS following ATI SmartPrep® must achieve a minimum composite score of 59% to remain enrolled in the program. Students that achieve a TEAS composite score below 59% are administratively withdrawn from the program. Students that are administratively withdrawn may be eligible for reconsideration at the next available cohort.

ATI SmartPrep® Requirement

The ATI SmartPrep® course is designed to strengthen Reading, Math, Science, and English skills to better prepare students for rigorous course work. Students required to take ATI's SmartPrep® course during the first semester of the program must pass the course. Students who are unsuccessful at completing all ATI SmartPrep® requirements will be administratively withdrawn from the program.

For specific details on the ATI SmartPrep® online course (e.g., course subjects, minimum passing score, etc.), please speak with the Program Director or Associate Dean.

Payment for ATI SmartPrep®

The cost of the ATI SmartPrep® course for applicants that are required to complete the course as a term of enrollment is included in the cost of tuition. Applicants who are denied admissions but encouraged to complete the course are required to make arrangements to self-pay.

ADMISSIONS: BACHELOR OF SCIENCE IN NURSING (BSN)

Passing the TEAS exam is required for admission to the BSN program. TEAS passing scores and exam re-

take options are described below.

- *First TEAS attempt:*

- Applicants scoring 58.7 or higher may be admitted to the BSN program.
- Applicants scoring 58.6 or below are not admitted to the program but are provided Option A and Option B as described below.

Option A: TEAS re-take

- Applicants scoring 58.6 or below on their first TEAS attempt may re-take the TEAS exam as a second attempt 7 or more calendar days after their first attempt.
- Applicants scoring 58.7 or higher on their second attempt may be admitted to the BSN program.
- Applicants scoring from 47.0 to 58.6 on their second attempt may be admitted to the BSN program but will be required to take ATI's SmartPrep online course during Semester 1 of the program. The ATI SmartPrep course is designed to strengthen skills in Reading, Math, Science and English to better prepare the student for Semester 2 of the program.
- Students who are required to take the ATI SmartPrep course during Semester 1 of the program are required to complete all modules within the ATI SmartPrep course and are required to take the TEAS exam for a third time.
- Applicants scoring 46.9 or below on their second attempt are not admitted to the program but may re-take the exam as a third attempt 3 months or more from their first attempt. Such applicants are encouraged, but not required, to take the SmartPrep course or engage in similar preparation prior to their next TEAS attempt.
- A third attempt of the TEAS is offered only after successful completion of the ATI SmartPrep® course. Students attempting the TEAS for a third time following the ATI SmartPrep® course must achieve a minimum composite score of 58.7% to remain enrolled in the BSN program. Students who achieve a TEAS composite score below 58.7% are administratively withdrawn from the program.
- For specific details on the SmartPrep online course (e.g., course subjects, minimum passing score, etc.) please speak with the Assistant Dean.

OPTION B: TEAS Retake Opt-Out

Applicants scoring from 47.0 to 58.6 on their first TEAS attempt may waive the opportunity to take the TEAS as a second attempt as part of their application to the program. In doing so they may be admitted to the program under the following conditions:

- Such students must take and successfully pass the ATI SmartPrep® course during Semester 1 of the program.
- Such students must retake the TEAS exam upon successful completion of the ATI SmartPrep® course and score a minimum of 58.7 percent on the TEAS exam to remain in the program.
- Such students not successfully completing the ATI SmartPrep® course or not scoring a minimum of 58.7 percent on their second TEAS attempt will be withdrawn from the program.

Applicants choosing OPTION B who do not meet all of the requirements for OPTION B described

above will not be provided with any further options to remain in the program or to re-enter the program.

Second TEAS attempt:

- Applicants scoring 58.7 or higher may be admitted to the BSN program.
- Applicants scoring from 47.0 to 58.6 may be admitted to the BSN program but will be required to take ATI's SmartPrep online course during Semester 1 of the program. The ATI SmartPrep course is designed to strengthen skills in Reading, Math, Science and English to better prepare the student for Semester 2 of the program.
- Students who are required to take the ATI SmartPrep course during Semester 1 of the program are required to complete all modules within the ATI SmartPrep course and are required to take the TEAS exam for a third time.
- Applicants scoring 46.9 or below are not admitted to the program but may re-take the TEAS exam as a third attempt 3 months or more from their first attempt. Such applicants are encouraged, but not required, to take the SmartPrep course or engage in similar preparation prior to their next TEAS attempt.

Third TEAS attempt:

- A third attempt of the TEAS is required as part of successful completion of the ATI SmartPrep® course. Students that reattempt the TEAS following ATI SmartPrep® must achieve a minimum composite score of 58.7% to remain enrolled in the BSN program. Students that achieve a TEAS composite score below 58.7% are administratively withdrawn from the program.

For specific details on the SmartPrep online course (e.g., course subjects, minimum passing score, etc.) please speak with the Assistant Dean.

Please note that if an applicant has previously taken a TEAS exam, the TEAS exam score is applicable if taken within twenty-four (24) months of the tentative program start date. TEAS exams taken at any authorized ATI-proctored location will be valid for review according to the Admission Requirements.

The clinical and immunization requirements for the Bachelor of Science in Nursing (BSN) Program assist in decreasing risks and ensuring student and patient safety. During the nursing course, students will be rotating at a clinical site that requires completion and supporting documentation of the certain requirements. There are no exceptions to these clinical and immunization requirements.

All students must provide proof of clinical and immunization requirements before their on-ground course start date. Failure to comply with the clinical and immunization requirements may result in losing your seat in the BSN Core Program.

[For applicants to the Nursing \(BSN\) program in Idaho](#)

Student applications will be ranked according to the following point structure. Up to 100 possible criteria points can be earned. Students must still meet the minimum prerequisite course requirements for admission. All applicants are required to take the TEAS (Test of Essential Academic Skills). If selected, students must meet the course requirements in order proceed in the program. Points will be awarded based on the criteria being submitted. In the event two or more applicants are tied for total points, a tie

breaker will be determined based on the admission criteria below, starting with the TEAS exam score first (e.g., the applicant with the highest TEAS score will be ranked highest among the tied applicants). If the TEAS score(s) are also tied, the next criteria for tie breaker will be the high school GPA and so on and so forth, working down the list of criteria.

Overview of Total Points Possible

Supplemental Admission Criteria	Points Possible
1. TEAS exam composite score ¹	45
2. High school GPA / General Education Development test (GED) ²	30
3. Video Essay	10
4. Academic or relevant work / volunteer experience	9
5. Life experience or special circumstances	4
6. Unitek Learning VN/PN Graduate	2
Total Points	100

¹ Please note that the minimum TEAS score is 58.7%

² For those applicants with a GED or a foreign diploma evaluated by an approved provider, points assigned will equal the median of points possible, which is 15

Note: Although not required for admission to the BSN program, the following requirements must be met prior to completion of Year 1, Semester 3 and prior to beginning any core nursing courses:

1. Proof of Basic Life Support as Healthcare Provider certification by the American Heart Association
2. Proof of immunizations and titers
3. Completed health history and physical exam signed by the student and health care The physical exam must clear the student to fully participate in all aspects of the program. The student must use the Physical Examination Form included in their admission packet.
4. Clear criminal background and drug screening

Additionally, in accordance Idaho State Board of Registered Nursing, a person convicted of any offense other than a minor traffic violation may not qualify to be licensed as a Registered Nurse.

CRITERIA 1: TEAS COMPOSITE SCORE

All applicants to Eagle Gate/Provo College's Bachelor of Science in Nursing (BSN) program are required to take the TEAS exam, produced by Assessment Technologies, Inc. (ATI). No other assessment will be accepted in lieu of the TEAS exam. Applicant can take the TEAS test a maximum of 3 times within a 12-month period. The 2nd attempt must be 7 calendar days from the 1st attempt, the 3rd attempt must be 3 months from the 1st attempt.

This exam includes the following four subtests:

1. The Math subtest covers whole numbers, metric conversions, fractions and decimals, algebraic equations, percentages, and ratio/proportion.
2. The Reading subtest covers paragraph comprehension, passage comprehension, and inferences/conclusions.
3. The English subtest measures knowledge of punctuation, grammar, sentence structure, contextual words, and
4. The Science portion of the exam covers science reasoning, science knowledge, biology, chemistry, anatomy and physiology, basic physical principles, and general science.

Overall TEAS Score	POINTS	Overall TEAS Score	POINTS
100%	45	77 – 79.99%	28
98 – 99%	44	74 – 76.99%	25
95 – 97.99%	43	71 – 73.99%	22
92 – 94.99%	42	68 – 70.99%	19
89 – 91.99%	40	65 – 67.99%	18
86 – 88.99%	37	62-64.99%	16
83 – 85.99%	35	60 – 61.99	14
80 – 82.99%	31	58.7 – 59.99%	12

CRITERIA 2: HIGH SCHOOL GRADE POINT AVERAGE

The High School GPA will be computed for the overall High School GPA requirements. For those applicants with a GED or a foreign diploma evaluated by an approved provider, points assigned will equal the median of points possible, which is 15.

Points Assigned Based on High School Cumulative GPA:

GPA	POINTS	GPA	POINTS
4.0	30	3.0 – 3.49	20
3.5 – 3.99	25	2.5 – 2.99	15

CRITERIA 3: VIDEO ESSAY

All applicants to Eagle Gate /Provo College’s Bachelor of Science in Nursing (BSN) program are required to submit a video essay. Video essay must be 3 minutes or less, during the review of the video essay, applicants will be assessed on various attributes needed in the Nursing field. All applicants will be assessed and given a score out of 100, this score will be converted, and points given.

CRITERIA 4: ACADEMIC DEGREE, DIPLOMAS, VOLUNTEER EXPERIENCE OR RELEVANT WORK EXPERIENCE

Academic degrees, diplomas, relevant work or relevant volunteer experience held by an applicant will be

awarded points for the highest degree earned only. Points will be awarded for:

- Degrees obtained in the United States from a college accredited by an accrediting agency recognized by the US Department of Education
- Documented relevant work or volunteer experience in Health Care within the last 3 years.

Documentation must be provided before points are awarded according to the following structure:

Degrees, Diplomas, Work Experience	POINTS	Degrees, Diplomas, Work Experience	POINTS
Direct HealthCare/ Nursing Experience	9	Relevant Work or Volunteer experience (at least 100 hours)	4
MS/MBA	6	Relevant Work or Volunteer experience (under 100 hours)	2
AS/BS/BA	5		

CRITERIA 5: LIFE EXPERIENCE OR SPECIAL CIRCUMSTANCES

Points will be awarded for life experience or special circumstances of an applicant, including but not necessarily limited to, the following: 4 points maximum.

Life Experience or Special Circumstances	POINTS	Life Experience or Special Circumstances	POINTS
Veteran/Active Military	1	Low Family Income	1
Disabilities	1	First generation of family to attend college	1
Need to work	1	Disadvantages, social or educational	1
Refugee status	1	Spouse Veteran/Active Military Spouse	1
Difficult personal or family situations/Circumstance	1	Proficiency and/or advanced level coursework in languages other than English	1

CRITERIA 6: UNITEK LEARNING VN/PN GRADUATE

Points will be awarded to applicants who are Unitek Learning (Unitek College, Eagle Gate/Provo College and Brookline College) VN/PN Graduates/Alumni based on the cumulative GPA of the completed VN/PN program.

GPA	POINTS	GPA	POINTS
3.0 – 4.0	2	2.5 – 2.99	1

RN-BSN Online Program

Prospective students who wish to enroll in the college's Bachelor of Science in Nursing Degree Completion Program must meet the following criteria to be eligible for enrollment:

STEP 1: Complete Advisory phone call with BSN Admissions Representative

STEP 2A: Complete the Admissions application

STEP 2B: Submit all of the following documentation:

1. Proof of current, unrestricted license as a Registered Nurse
2. Proof of Education

Provide proof of education from option 1, 2, or 3 below. US Transcripts must be from an accredited institution approved by the US Department of Education. Courses on foreign transcripts for which credit is sought must be evaluated by a recognized 3rd party evaluator & deemed equivalent to coursework from an accredited institution approved by the US Department of Education. All transcripts submitted will undergo thorough evaluation by the college's nursing department to determine if all course requirements are met to enter the RN-to-BSN program. This proof can be presented in the following manner:

Option 1: Provide sealed official transcripts from an Accredited Institution recognized by the US Department of Education demonstrating completion of an Associate of Science in Nursing degree with a minimum cumulative score of at least 75% (2.5 on a 4.0 scale) with no grade less than "C" (2.0) in any course (as calculated by the granting institution).

Option 2: Provide sealed official transcripts with a minimum cumulative score of at least 75% (2.5 on a 4.0 scale) with no grade less than "C" (2.0) in any course (as calculated by the granting institution) in all courses required for Associate or bachelor's level degree completion, as well as for the specific courses listed below:

REQUIRED GENERAL EDUCATION AND PRE-REQUISITE COURSES	SEMESTER UNITS
Human Anatomy & Physiology with Lab	8
English, Reading & Composition (College level)	3
Math: Intermediate or College level Algebra or higher	3
Chemistry	3
TOTAL GENERAL EDUCATION UNITS: 17 UNITS	

Option 3: Military or Foreign Degrees

A military or foreign degree must be evaluated by a recognized 3rd party evaluator prior to submission to the college. Transcripts that have been translated will not be accepted.

Step 3: Meet the requirements as outlined in the Online Readiness section of the catalog.

ADMISSIONS: MASTER OF SCIENCE IN NURSING (MSN)

In addition to the general admissions requirements applicable to all programs, this program has the following admissions requirements:

- Hold a Bachelor of Science Nursing Degree from a school accredited by an agency recognized by the Council of Higher Education Accreditation or the U. S. Department of Education. An academic transcript to evidence the baccalaureate must be submitted prior to matriculation in the program.
- Minimum cumulative GPA of 2.5 on a 4.0 scale in completed BSN program. Applicants with cumulative GPA between 2.0 and 2.49 may be admitted at the discretion of the Chief Academic Officer if a review of applicant's records is requested.
- Current, active unrestricted Registered Nursing license in the student's state of residence.
- Meet the requirements as outlined in the Online Readiness section of the catalog.

ADMISSIONS: MASTERS ENTRY PROGRAM IN NURSING (MEPN)

In addition to the general admissions policies applicable to all programs, the MEPN program requires:

- Proof of prior education which is credit-equivalent to the prerequisite courses described below
- Cumulative GPA of 3.0 on a 4.0 scale in all pre-requisite courses
- Submission of completed physical examination form
- Evidence of personal health insurance
- Evidence of current Basic Life Support (BLS) CPR certification (American Heart Health Care Provider)
- Criminal background check deemed "clear"
- Negative chemical/drug screening
- Pass the entrance exam as described below
- Bachelor's or master's degree from a school with accreditation recognized by the S. Department evaluated to be the equivalent of a US bachelor's degrees by an evaluation agency approved by the National Association of Credential Evaluation Services (<http://www.naces.org/members>).

MEPN Entrance Exam

Applicants must pass the TEAS exam as defined below to enroll in the program:

- Applicants scoring 58.7 or higher on their first attempt may be admitted to the MEPN program.
- Applicants scoring 58.69 or below on their first attempt are not admitted to the program but may re-take the exam as a second attempt 7 or more days from their first attempt.
- Applicants scoring 58.69 or below on their second attempt are not admitted to the program but may re-

take the exam as a third attempt 3 months or more from their first attempt. Such applicants are encouraged, but not required, to take the SmartPrep® course or engage in similar preparation prior to their next TEAS attempt.

- Applicants scoring 58.69 or below on their third attempt are not admitted to the program and must wait 12 months from the date of their first TEAS attempt to take the exam again. Such applicants are encouraged, but not required, to take the SmartPrep® course or engage in similar preparation prior to their next TEAS attempt.

MEPN Prerequisite courses

Applicants must provide proof of completion of the following courses, or credit-equivalent prior education (as evaluated by the college) to enroll in the MEPN program:

- Microbiology – 3 semester credits
- Psychology – 3 semester credits
- Cultural Anthropology or Introduction to Sociology – 3 semester credits
- English Composition – 3 semester credits
- Speech/Public Speaking – 3 semester credits
- Statistics – 3 semester credits
- Nutrition – 3 semester credits
- Human Anatomy* – 4 semester credits
- Human Physiology* – 4 semester credits

*must include a lab Human Anatomy and Human Physiology may be combined courses in a 2-part sequence, or separate courses: Human Anatomy + Human Physiology, or Human Anatomy and Physiology I + Human Anatomy and Physiology II.

IMMUNIZATIONS / VACCINATIONS

Evidence of the following vaccinations is not an admissions requirement but is due prior to beginning any clinical assignments in the program. Vaccination fees are the responsibility of the student.

- Tdap within the past 10 years;
- MMR (two vaccines at least one month apart) or titers showing immunity;
- Twinrix or Hepatitis B completed series or titer within the last 10 years. Documentation that the Hepatitis B vaccinations series has been started must be provided before starting Documentation that the Hepatitis B series has been completed must be provided within eight months following the first injection;
- Negative Two Step TB (PPD) within the last If previously tested positive, negative chest x-ray within past 2 years, or QuantiFERON Gold Test. TB test, chest x-rays and QuantiFERON tests must be renewed annually; and
- Varicella Titer showing immunity or vaccination (2 doses if given after age 13).
- COVID-19 vaccination (all doses)

Medical Assisting:

Evidence of the following immunizations is required prior to Externship. Vaccination fees are the responsibility of the student.

- TDaP within the past 10 years
- MMR (two vaccines) or titer showing immunity
- Twinrix or Hepatitis B completed series or titer showing immunity
- negative TB (PPD) within the last year (Students are required to be current on PPD testing prior to externship and/or A second PPD test may be required.)
- additional vaccinations may be required for externship placement (check with Program Director for list of sites requiring these vaccinations):
 - Varicella vaccination (2 doses if given after age 13) or titer showing immunity
 - Hepatitis A if evidence of Twinrix not provided
 - Seasonal influenza
 - COVID-19 vaccination (all doses)

Except for the Hepatitis B vaccination series, vaccinations must be completed by the end of the first term of enrollment. Documentation that the Hepatitis B vaccination series has been started must be provided prior to the end of the first term. Documentation that the Hepatitis B vaccination series has been completed must be provided prior to beginning externship course. Vaccination fees are the responsibility of the student. Students in the allied health programs must meet the health and safety requirements of participating clinical education facilities.

CREDIT FOR PRIOR EDUCATION

All applicants to the college are eligible to apply for credit granting. Applicants wishing to have their prior education assessed for credit granting must notify their Admissions Representative during the enrollment process, & all requests must be received on or before the official start date of the program.

Students who request to transfer credits from previously attended institutions should submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be enrolled for a period of one term/semester through the submission of unofficial transcripts, submitted no later than four days after the start of a student's first term/semester. Students failing to submit official transcripts prior to the final day of the first term/semester may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes. Please note that course schedules which are based on an unofficial transcript are subject to change if information contained in the official transcript differs from the unofficial transcript.

Transcripts are evaluated by the college to determine which (if any) courses are eligible for transfer credit. Transfer credit eligibility requirements are as follows:

- No remedial courses (usually 001 – 099 level) will be considered.
- The course being transferred must not be a course for which the student has previously received credit

or a course the student has previously attempted and failed while enrolled at The College.

- The earned grade must be “C” or better
 - For nursing program core courses, the grade earned must be a “C+” or higher.
 - Advanced Placement exam scores are not eligible for course credit at The College. Courses with a non-grade such as P (Pass), S (Satisfactory), CR (Credit), etc. will not transfer. Audit classes, proficiency, exams etc. are not eligible for transfer credit.
 - The college does not evaluate and award credit based solely on prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or However, for the Nursing and Physical Therapist Assistant programs, applicants’ prior experience may qualify them to take challenge examinations, for which passing scores could lead to credit granting for various courses. For more information, please refer to the section in this catalog entitled, “Challenge Examination for Credit.”
- Academic credit must have been received from an institution accredited by an agency recognized by the United States Department of Education (USDOE) or the Council for Higher Education Accreditation (CHEA).
- The course must be equivalent to a course currently offered at the school. The Academic Dean and/or appropriate Program Director(s) or designee are solely responsible for determining the equivalency of transfer credits. (Students may be required to provide course descriptions, academic catalogs, course syllabus, and/or textbooks, and other class material to determine equivalency.)
- Science and mathematics courses must have been completed within ten years prior to the student’s start date at the College to be accepted as transfer credit.
 - Any anatomy and/or physiology course taken more than five years prior to the student’s start date at the College will not be eligible for transfer into the pre-licensure Bachelor of Science in Nursing (BSN) or Physical Therapist Assistant (PTA) program.
 - Any anatomy and/or physiology course taken more than ten years prior to the student’s start date at the College will not be eligible for transfer into the Masters Entry Program in Nursing (MEPN) program.
 - Exception to this requirement is made for the RN to BSN program applicants (see program specific admissions policies)
- Program core courses must have been completed within five years prior to the student’s start date at The College to be accepted as transfer credit.
- Program core courses with a clinical or lab component must have been completed within one year prior to the student’s start date at The College to be accepted as transfer credit.
 - Nursing specific core courses with a clinical component are not eligible for transfer into the Nursing program.
- Courses taken outside of the United States may be eligible for transfer credit. Foreign transcripts require an equivalency evaluation prior to submission at the College. The evaluation must be completed by an evaluation agency that is approved by the National Association of Credential Evaluation Services. (naces.org/members).
- No more than 50% of a student’s program may consist of transfer credits and/or Challenge Exam.
- Transfer credits will be posted as “TC” on the student’s academic.

- All transfer credits must be approved on or before the start date of the If official transcripts are not submitted on or before the program start date, the student forfeits the opportunity to apply for credit granting on courses taken previously.
- Once the transcript has been reviewed by the Academic Dean/Program Director, the student will be notified of all credits that were accepted as transfer credits.
- The College reserves the right to accept or reject any or all credits earned at other post-secondary Any questions regarding transfer credit should be directed to the Academic Dean/Program Director.
- Academic credits must be Equivalency equals quarter for quarter, not quarter for semester or CEU/clock hour units.

Challenge Examination for Credit

Students in Nursing and Physical Therapist Assistant programs may request a challenge examination as a substitute for completing the usual requirements of a course. Students are expected to have the knowledge base needed to pass the Challenge Exam. The course learning objectives are the only course material that can be requested by the applicant. Permission to take the Challenge Examination must be secured from the Academic Dean/Program Director. Reasonable assurance and documentation of knowledge obtained in the subject matter (e.g. College Transcripts, Advanced Placement exam scores) to show of the student's ability to pass the examination must be provided.

1. Challenge examinations are comprehensive tests of the material that is normally presented throughout the course. While the majority of course challenges consist of a final exam, the challenge can also include other course requirements. These can include research papers, documentation of clinical or laboratory hours or other documents that exhibit competency for the course.
2. Challenge examinations must be taken prior to the first day of attendance in the program.
3. The course being challenged must not be a course for which the student has previously received credit or a course the student has previously attempted and failed while enrolled at The College.
4. A student may not attempt to challenge out of a course for which a prerequisite course has not been Additionally, a student may not attempt to challenge out of a core course, except for nursing program core courses, Nutrition and Pathophysiology.
5. Students must score 74% or higher to receive challenge examination credit.
 - For nursing program core courses, students must score 77% or higher to receive challenge examination
6. Anatomy and/or Physiology and Core courses that were not accepted for transfer due to recency rules must have been taken within the last eight (8) years in order to take a Challenge Exam for the "CE" grade (Challenge exam credit).
7. Students will receive a "CE" indication on the transcript (Challenge exam credit) and credit earned. Students not passing their examination receive no credit
8. A course may be challenged only once.
9. Challenge examinations are limited to not exceed 15% of the student's Credit received through challenge examination is not counted as in-residence credit.

CLEP/International Credits

Students may transfer credits via CLEP examination. Nationally recognized college-equivalency examinations: Successful completion of College Level Examination Program (CLEP), DANTES Subject

Standardized Tests (DSST), or National League for Nursing (NLN) Achievement Tests. For international students, official transcript translation (if applicable) and evaluation from a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES)

Below is the process for CLEP examinations:

1. Students must request an official copy of their result report be sent to the Registrar by the CollegeBoard.
2. At no time will a score less than 50 be accepted for any exam.
3. Only 2 attempts allowed.
4. GPA calculations will be based on the score level recommendation. For example, a score of 55 will receive a C-Level recommendation.

The following CLEP Examinations are considered for credit by the school:

Exam Title	B-Level Recommendations	C-Level Recommendations
College Composition	59	50
Introductory Psychology	59	50
Human Growth & Development	59	50
Introductory Sociology	59	50
Calculus	64	50
College Algebra	63	50

TRANSFERABILITY OF CREDITS/CREDENTIALS EARNED AT THE COLLEGE

Eagle Gate College and Provo College are accredited by the Accrediting Bureau of Health Education Schools (ABHES) to offer diplomas, associate degrees and bachelor's degrees. The Accrediting Bureau of Health Education Schools is listed as a nationally recognized accrediting agency by the United States Department of Education. The fact that a school is licensed and accredited is not an indication that credits earned at that school will be accepted by another school. In the U.S. higher education system, transferability of credit is determined solely by the receiving institution which may consider such factors as course content, grades, accreditation, and licensing.

The College's mission is to help students prepare for employment in a chosen field of study. The value of degree programs is the deliberate focus on marketable skills. Most credits earned are not intended as a stepping-stone for transfer to another institution. For this reason, it is unlikely that the academic credits earned at Eagle Gate College or Provo College will transfer to another school.

If a student is considering transferring to another school, it is the student's responsibility to determine whether that school will accept Eagle Gate College or Provo College credits. Students are encouraged to make this determination as early as possible. The College does not imply, promise, or guarantee transferability of its credits to any other institution.

Articulation Agreements

Eagle Gate College has an articulation agreement with Unitek College which documents the equivalency of some General Education courses required in the Colleges' respective nursing programs. Provo College does not have any articulation agreements with any educational institutions.

BACKGROUND CHECKS & DRUG SCREENING

A student who is entering a career program should be aware that future employers may elect or be required to do background investigations on prospective employees to determine if any criminal records exist. This most frequently occurs when a prospective employee will be involved in "direct contact services" with clients or residents. Many employers have hiring requirements that prohibit any person convicted of a felony from being employed in clinical settings. Therefore, Eagle Gate College and Provo College may not accept a student with a disclosed felony conviction for enrollment. Additionally, enrollment for students may not be granted for programs where the background check identifies a conviction, pending case or deferral for certain misdemeanor crimes. A student's inability to obtain criminal background clearance at any time throughout their enrollment may prohibit externship or clinical site placement, program completion or placement after graduation.

Students may be subject to additional background checks, and possibly drug screening, at any time if requested by the College, a clinical facility, employer, or externship site. Failure to pass any background check or drug screen requested by the College, a clinical facility, employer, or externship site may prevent a student from going to that Externship or Clinical Site, may put their program completion at risk, and/or may be grounds for termination from the program. Clear background checks are required for registration in clinical nursing courses. Should a student's educational progress be interrupted, a new background check will be required upon readmission to the program. A student may be denied access to clinical facilities based on offenses appearing on the criminal record even though such offenses may have occurred more than seven years ago.

CANCELLATION POLICY

Termination: A student may terminate enrollment at any time by giving notice to the Academic Dean/Program Director or the Registrar's office.

Rejection: A student whose application for enrollment is rejected by the College is entitled to a refund of all

monies paid minus the registration fee.

Cancellation Policy:

1. The student has the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh (7th) day after enrollment, whichever is
2. "Enrollment" as stated in 1 above is defined as the execution of an enrollment agreement signed by all required parties.
3. To provide all students in the same class with equal time to cancel after beginning the educational program, the College extends the cancellation period and requires that students exercise the right to cancel by the seventh (7th) calendar day after their scheduled program start date.
4. Students may withdraw from the School at any time after the cancellation period and receive a pro rata refund as described in the Refund Policy
5. Cancellation shall occur when the student provides notice of cancellation at the address of their respective This can be communicated by mail, email, or hand delivery.
6. A cancellation notice, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
7. A cancellation notice need not take any form and however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
8. Upon cancellation, if the student has received Federal Student Financial Aid funds, the student is entitled to a refund of monies not paid from Federal Student Financial Aid program funds.

REFUND POLICY

Federal Financial Aid Refunds

If the student has received any Federal Title IV financial aid funds, the school is obligated to do a "Return to Title IV" (R2T4) even if a credit balance has already been issued. At the time of enrollment, the student must indicate via the Authorization of Credit Balances form which authorization a student is giving the college as it relates to excess funds. The choices include the following:

- The appropriate lender to reduce the student's loan debt (within 14 days of the completion of the Withdrawal Calculation)
- Return any credit balance to the student (within 14 days of the completion of the Withdrawal Calculation)

The college is required to complete an R2T4 calculation *even if* a credit balance was already issued. If a balance due results from the R2T4 calculation, the student will be responsible for the unpaid balance. For programs beyond the current payment period, if a student withdraws prior to the next payment period then all charges collected for the next period will be refunded.

For more information on refund policies relating to Title IV funding see www.nslsds.ed.gov/nslsds_SA.

Return of Title IV Funds

For students eligible to receive Title IV Federal Student Financial Aid

If the student has received any Federal Title IV financial aid funds, the school is obligated to do a “Return to Title IV” (R2T4) even if a credit balance has already been issued. At the time of enrollment, the student must indicate via the Authorization of Credit Balances form which authorization a student is giving the college as it relates to excess funds. The choices include the following:

- The appropriate lender to reduce the student’s loan debt (within 14 days of the completion of the Withdrawal Calculation)
- Return any credit balance to the student (within 14 days of the completion of the Withdrawal Calculation)

The college is required to complete an R2T4 calculation *even if* a credit balance was already issued. If a balance due results from the R2T4 calculation, the student will be responsible for the unpaid balance. For programs beyond the current payment period, if a student withdraws prior to the next payment period then all charges collected for the next period will be refunded. For more information on refund policies relating to Title IV funding see www.nsls.ed.gov/nsls_SA.

The following refund distribution order is to be used for all students due a refund:

<ul style="list-style-type: none">• Federal Unsubsidized Stafford Loan• Federal Subsidized Stafford Loan• Federal PLUS Loan• Federal Pell Grant	<ul style="list-style-type: none">• Federal Academic Competitiveness Grant• FSEOG• Other federal sources of aid• Institution aid• Student
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Any refunds due will be calculated and credited to the appropriate fund source within forty-five (45) days from the date of determination of a student’s withdrawal from school.

Institutional Refund Policies

For the Medical Assisting (MA) program at all locations:

Chromebooks which have been removed from their original packaging are not returnable and cannot be refunded, regardless of condition.

For students enrolled in the MA program prior to June 30, 2020:

When a student withdraws or is dismissed, the College shall refund unearned tuition and fees for each charging period as set forth below (the following is based on a weekly, pro-rata tuition charge):

<u>For Withdrawal During:</u>	<u>Refunded</u>	<u>Amount Retained</u>
First 60% of Charging Period	% Weeks Not Attended	% Weeks Attended
Beyond 60% of Charging Period	0%	100%

Students enrolled in compressed coursework whose course start and end dates fall within the standard term start and end dates are advised that the refund calculation is computed based upon the last date of attendance. The calculation is determined by the full length of the standard term charging period.

For the Medical Assisting and Practical Nursing programs:

Students withdrawing from the school after the cancellation period will receive a pro rata refund if the student has completed 99% or less of the scheduled days in the program’s billing period through the last day of attendance. If the student has completed more than 99% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

For semester-based programs:

When a student withdraws or is dismissed from a semester-based program, the College shall refund unearned tuition and fees for each charging period for classes attempted as set forth below:

<u>For Withdrawal During:</u>	<u>Refunded</u>	<u>Retained</u>
First week of the Charging Period	100%	0%
Second week of the Charging Period	75%	25%
Third week of the Charging Period	50%	50%
Beyond the third week	0%	100%

For the Practical Nursing Prerequisite Course (PN PRQ):

Students withdrawing from the school after the cancellation period (described above) will receive a pro rata refund if the student has completed 60% or less of the scheduled days in the program’s billing period through the last day of attendance. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

Refunds/Cancellations with VA Funding

The college maintains a policy for the refund of the unused portion of tuition, fees, & other charges in the

event a VA Student cancels, withdraws, or is terminated from a Program. The amount ultimately charged to a veteran or eligible student for tuition, fees, & other charges will not exceed the approximate pro rata portion of the total charges for tuition, fees, & other charges, that the length of the completed portion of the program bears to its total length.

VA Students have the right to cancel enrollment from the program during the program's Cancellation Period. Cancellation may occur when the student provides a written notice to the current campus that the student enrolled in. This can be done by mail, email or by hand delivery. If any Certifications were processed for VA Recipient the Department of Veterans Affairs will be notified immediately.

VA Students may withdraw any time after the cancellation period. In the event of a withdrawal or termination, the college will issue a refund according to the Refund Policy. If any Certifications were processed for VA Recipient the Department of Veterans Affairs will be notified immediately.

For more information on refund policies relating to Veterans Administration funding see:

<http://www.benefits.va.gov/gibill>.

Additional Policies for VA Students

For purposes of policies related to VA students, a "Covered Individual" is any individual entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

The college will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution, or
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

The college will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

CALIFORNIA STUDENT TUITION RECOVERY FUND

California Students Only

For California students enrolling in Eagle Gate College or Provo College programs in the states of Utah and Idaho.

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 Boulevard, Suite 225, Sacramento, CA 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.

No claim can be paid to any student without a social security number or taxpayer identification number.

STUDENT SERVICES

CAREER SERVICES

The College is committed to the success of each student and graduate. The Career Services department offers a comprehensive career advising program and many career opportunity listings. The Career Services department is solely dedicated to developing the job market, advising students and graduates, and referring graduates to employers.

As part of the career advising program at the College, a Career Development course is offered on a regular basis to instruct students on the most effective techniques for resume and cover letter writing, interviewing, and conducting a strategic job search. Career Services also meets with students and graduates on an individual basis for personalized career planning including critiques of resumes, cover letters, online applications/profiles, and interviewing skills.

Eagle Gate and Provo College graduates maintain a reputation of excellence across the Wasatch Front and beyond. Though the College cannot guarantee employment, Career Services, in conjunction with the faculty, excellent hands-on training, and externship/clinical opportunities available to students, provides the tools and resources for graduates to achieve the level of success they desire. By partnering with both employers and graduates throughout the job search process, many graduates can realize their vocational goals within just a few months after graduation. In addition, Career Services assistance is available to all Eagle Gate and Provo College graduates throughout their professional careers.

FINANCIAL AID

The Financial Aid (FA) Department strives to provide excellent service to deliver financial aid information to prospective, current & former students and their families. Information includes federal, state, institutional and private aid options to cover educational cost. FA Staff assist in the completion of required documents and processes all financial aid awards. The focus of the FA Office is helping students attend the college by alleviating or eliminating financial barriers and maximizing all available resources to help meet each student's financial needs. FA staff assist students in a variety of ways throughout the enrollment process and while attending school. The college recognizes that each student is an individual with unique needs and barriers. The FA Office strives to provide information to increase awareness of available financial resources, and to provide information on how to access resources by reaching out to students, parents, and the general public. The FA Office recognizes that financial barriers are not always long term and significant but can also be short term and only involve small amounts of funds.

Financial Aid is money that can be used to cover the costs associated with attending the college. Financial Aid funds are provided by U.S. taxpayers to ensure that all those who want a college education have the financial ability to pay for their college expenses. This money can be in the form of grants, scholarships & federal loans. All loans & some grants must be repaid.

We understand that the rules that govern the financial aid programs can sometimes be complicated. However, the staff at the college's Financial Aid Office are available to answer questions & provide special

assistance as needed.

All financial aid at the college is administered in accordance with the policies & procedures of the U.S. Department of Education. The basis of such programs is that students & their parents have the primary responsibility to meet educational costs & that financial aid is available only to fill the gap between the families and/or student's contribution & allowable educational expenses. The amount of expected student or family contribution is determined by an analysis of financial strength: income & net assets, which the family may have versus the allowable expenses. Educational expenses that are considered a basis for establishing student need include nonresident tuition, fees, books & supplies, room, board, transportation, & personal expenses. The Financial Aid Office has established standard student budgets to reflect the costs of each of these items based on a statewide cost survey & local cost data.

The Financial Aid Office is available to assist federal loan borrowers with student loan questions or concerns. If an issue exists, borrowers should first attempt to resolve the issue by contacting the Financial Aid Office. If the borrower has made a reasonable effort to resolve the issue through normal processes & has not been successful, s/he should contact the Federal Student Aid (FSA) Ombudsman. The FSA Ombudsman will informally research a borrower's issue & make suggestions for resolution. The FSA Ombudsman contact information is listed below:

Online: <https://studentaid.gov/feedback-ombudsman>

Telephone: 877.557.2575

Fax: 606.396.4821

Mail: FSA Ombudsman Group, PO Box 1843, Monticello, KY 42633

Federal Student Loan Information

Federal regulations require all first-time Federal Direct Student Loan borrowers participate in Entrance Loan Counseling before receiving the first disbursement of their loan proceeds. To complete an on-line Entrance or Exit Loan Counseling please visit the following links:

Entrance Counseling Session: www.studentloans.gov

Exit Counseling Session: www.nslsds.ed.gov

Follow the instructions carefully, complete all sections, & email the completed counseling session to the Financial Aid Office at financialaid@unitekcollege.edu

Students and/or students' parents applying for & receiving a federal student loan under the Title IV student

financial assistance programs & the Higher Education Act (HEA) will have their information reported to the National Student Loan Data System (NSLDS) & this information will be accessible by guaranty agencies, lenders & schools determined to be authorized users of the data system.

Private Lending Options

Private loans are available to students through various lending institutions to help pay educational expenses. Private loans, which are not insured by the federal government, have repayment terms that vary depending on the lender from which you borrow. The college encourages students to explore federal & state grants & loans, & to consider the anticipated monthly loan payments along with expected future earnings before considering a private education loan. Federal student loans are required by law to provide a range of flexible repayment options & loan forgiveness benefits, which private student loans are not required to provide. Generally, private loans require that the borrower is a U.S. Citizen, a U.S. national, or a permanent resident & must be creditworthy. International students are eligible with a creditworthy cosigner (who must be a U.S. Citizen or permanent resident) & appropriate U.S. Citizenship & Immigration Service documentation. If the student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a creditworthy co-borrower. Most lenders expect you to have a qualified co-borrower before they will approve the loan. Interest rates & repayment terms vary between private lenders.

The college does not make any recommendations regarding private lender selection for students who decide to pursue private loan options. Students may borrow from any lender. Be sure to research & review each lender's terms & conditions before making a final decision. Please contact your selected lender to determine if the college is an eligible institution. If the college is approved, we will gladly certify your loan with your lender.

Eagle Gate College and Provo College participate in the following financial aid programs:

- Federal Pell Grant Program
- Federal Supplemental Education Opportunity Grant Program (FSEOG)
- Federal Work Study
- Federal Direct Loan Programs: Federal Subsidized Stafford Loan, Federal Unsubsidized Stafford Loan, and Federal PLUS Loan
- Institutional Loans
- Career Loans
- Scholarships

STUDENT FINANCE POLICIES

Student responsibilities for applying for & receiving financial aid at the college are as follows:

1. Complete all requested forms for financial aid accurately
2. Use all financial aid received solely for expense related to attending the college
 - Students that apply for financial aid understand that costs related to attending school are defined in

the cost of attendance budget

3. Submit in a timely manner all additional documentation requested by Financial Aid
 - These documents can include tax forms & household information

Student Financial Aid Rights

1. the right to know how financial need was determined
2. the right to know how financial aid will be distributed
3. the right to request an explanation of programs in the financial aid package
4. the right to refuse any aid offered
5. the right to request an explanation of the College's refund policy
6. The right to know what portion of financial aid must be repaid & what portion is a grant
 - If a loan has been received, have the right to know the interest rate & loan repayment options and procedures
7. The right to examine the contents of aid records provided a written request is made to the Department of Financial Aid
 - Students may not review confidential records submitted by parents without the written consent of the parent whose information has been submitted

Eligibility Requirements

To be considered for Federal financial aid, a student must:

1. Be past the age for compulsory school attendance in the student's state, and not concurrently enrolled in high school, an elementary or secondary school program, or taking college credit to earn a high school diploma or GED.
2. Have proof of any of the following:
 - US High School Diploma or transcript from a state approved or US Department of Education approved school
 - E.D. certificate
 - Associate's, Bachelor's or Master's Degree obtained from a US Department of Education Accredited school
 - Foreign HS Transcript, Associates Degree Transcript, Bachelor's Degree Transcript, or Master's Degree Transcript evaluated to be the equivalent of a US High School
3. Be a US citizen, national or eligible permanent resident of the United States.
4. Be enrolled or admitted to a degree or diploma program at the college that is eligible for Federal Financial Aid.
5. Not owe repayment of a Federal Grant or be in default of a Federal Direct Student Loan or to the college.
6. Maintain Satisfactory Academic Progress as defined by the college's Standards for Academic Progress and published in the catalog.

Program Availability

The college makes financial aid resources available to its students including federal & alternative loans or payment plans. Some funds are need-based, meaning the funds go to the most financially needy students

who qualify first. There are also non need-based funds that are available to any students who qualify for the programs regardless of their income or that of their parents. Need-based programs that the college currently offers include the Federal Pell Grant & Federal Direct subsidized student loans. Non-need-based programs include unsubsidized student loans, parent loans, alternative loans, & some scholarships.

Students considered for financial aid must apply using the Free Application for Federal Student Aid (FAFSA) found at www.fafsa.ed.gov. Some financial aid resources require a student to submit additional application materials; scholarships, for example, might have a completely separate form to submit to the funding agency. The Financial Aid Office is not responsible for the application process of outside resources like non-college scholarships, although all students are encouraged to apply for scholarships that might contribute to their financial resources while attending college.

Prior to release of any eligible FSA Title IV funds & at the time awards are to be paid the Financial Aid Office will check a student's enrollment & continued eligibility through the Registrar's Office. Changes in a student's enrollment or program may cause delays or removals of any scheduled disbursement(s). All awards will be posted to the student's account at the college, and, any monies that are posted above the student's outstanding current school charges will be sent directly to the students address on file in check format via standard post. Should a student not wish to receive the payment via standard post to the address on file they must notify the business office in writing at businessoffice@unitekcollege.edu. It is important to keep the Business Office, the Registrar & the Financial Aid Office updated on with current addresses on all student accounts. Money will NOT be requested for payment of tuition or other charges earlier than three days after the start of the payment period. A student's financial aid award is based on enrollment level as of census date per semester, & any changes made prior to the census date must be addressed in financial aid prior to release of any pending FSA awards. If a student has a late-starting class due to a late enrollment it will be verified & adjusted as final attempted credits are tallied & any other such changes that may be made if deemed necessary.

Packaging

Financial aid funds usually come from more than one source. This combination of financial resources is referred to as packaging. State programs are always subject to an approved State budget. Financial aid funds may be categorized into four basic sources: federal, state, institutional, & private. Because there are too many outside private sources to list here, only Federal sources are listed below:

- Federal Pell Grant
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Parental Loan for Undergraduate Students (PLUS)
- Campus Based Programs (SEOG & Federal Work Study)

Applying for Financial Aid

The procedures required to apply for financial aid are published in this Catalog & additional information can be obtained by visiting the Financial Aid Office. There are many forms which may be required to evaluate student aid eligibility. However, a student need only apply for admission & file the Federal Application for Federal Student Aid (FAFSA) to begin application process. Additional documents may be requested to complete processing of the aid request. Students will be notified via e-mail or phone/message

if additional documents are required.

- Proof of citizenship
- Marriage certificate
- Verification Worksheet
- Tax returns (parent & student and/or spouse)

Verification

If your FAFSA application is selected by the U.S. Department of Education for a process called verification you will be required to submit additional information to the Student Financial Services Office in order to receive federal student aid. This selection is based on information that you provided on your FAFSA. This documentation will need to be submitted within 30 days of selection. Failure to submit this documentation will result in Title IV funding being suspended. Without the funding your tuition & fees will not be paid & you can be dismissed from your program.

Disclosure Information

Additional consumer and disclosure information regarding placement rates, median loan debt, cost of programs, etc. is at the college's website:

- eaglecollege.edu/disclosures/
- eaglecollege.edu/consumerinfo/
- provocollege.edu/why-provo-college/disclosures/
- provocollege.edu/consumerinfo/

Need-Based Eligibility

To be eligible to receive need-based Federal assistance, a student must:

1. Be enrolled in an eligible program of study as part-time or full-time
2. Be a S. citizen, U.S. national, or U.S. permanent resident or reside in the United States for other than a temporary purpose (supportive documentation may be required to verify residency or citizenship status).
3. Maintain satisfactory academic progress in their course of
4. Not be in default of any loan or owe a repayment on a Federal Pell Grant, FSEOG, or State Grant.
5. Demonstrate financial

Definition of Financial Need

Students are packaged for financial aid based on the student's financial need. Financial need is determined by subtracting student's Expected Family Contribution (EFC) from to the college's Cost of Attendance (COA). Aid from most Federal aid programs is awarded on the basis of financial need. The information a student reports on their Free Application for Federal Student Aid (FAFSA) is used to calculate each specific student's "Expected Family Contribution" (EFC). Eligibility for the Pell Grant Program is determined by the student's EFC. If the student's EFC is too high students, would not be eligible for Pell Grant. To ensure compliance with federal regulations, the college defines the neediest students as those whose EFC = 0.

Financial aid packages are awarded as follows:

- The Pell Grant is awarded to students who meet the federal criteria including the student's EFC. Award amounts
- The Federal Direct Subsidized & Unsubsidized Loans are awarded to all eligible students based upon the academic grade level, the amount of eligibility available for the student(s) based on prior borrowing, & the remaining need.

Cost of Attendance

Cost of Attendance (COA) components are composed of direct & indirect costs which establishes the student's unmet need for attending the college. Below is a list of cost categories utilized in calculating the full cost of attendance at the college.

Direct Costs	Indirect Costs
Tuition & Fees	Room & Board Living Expenses
Books & Supplies	Personal & Miscellaneous Expenses
Lab & Technology Fees	Transportation Costs

Direct costs are all expenses associated with direct program costs including tuition, fees, books & supplies.

Indirect costs are living expenses associated with attending school and are calculated using a monthly cost allocation for each living expense category. The school utilizes the cost of living indexes from the region and comparable costs recommended by other colleges and universities in the area. Based on this information the recommended monthly cost of attendance allocations to determine the true cost of attendance for each student. This amount is based on the student's living situation & length of the program. The student's indirect expenses may change.

To view your full cost of attendance for your program with living expenses, please go to the college's website and view the Net Price Calculator and cost of attendance allocation at:

- provocollege.edu/financial-aid-admissions/net-price-calculator/
- eaglecollege.edu/financial-aid-admissions/net-price-calculator/

Disbursement

All Financial Aid is received by the Financial Aid Office & disbursed through the Business Office. Eligible Title IV & other Financial Aid funds will first reduce any tuition a student owes the college and, depending on the method by which the student selects, a refund of any overages will be returned by check. Checks will be mailed to the mailing address on file with the school.

Students who are Pell Grant eligible will have disbursements as follows: the first disbursement will be after the add/drop period & the second disbursement will be the first day of the following term/semester. The first disbursement will be 50% of the student's Pell Grant eligibility & any scholarships you may have been awarded. The remainder of the student's financial aid (loans, SEOG, etc.) as well as the other 50% of the student's Pell Grant will be disbursed the first day of the following semester. As students become eligible

for additional aid, Unitek College will process the updates & notify the business office of the additional funds. The business office will produce refund checks on Friday of each week & all checks will be mailed to the mailing address on file with the school.

The U.S. Department of Education requires that for all first-time loan borrowers a 30-day delay from the start of semester be put in place. For alternative loans, the loan is disbursed once per term/semester.

Withholding Aid

The college reserves the right to withhold aid from any student, at any time, who has:

- Not met the eligibility requirements or resolved the conflicts in information as it pertains to their financial aid awards;
- Not completed mandatory entrance counseling and signed the MPN/Plus MPN
- Not performed satisfactorily at the published minimal academic standards, or, due to an attendance pattern, appears to abuse the financial assistance programs. For example, financial aid could be withheld from any student who, withdraws from all classes two consecutive semesters, or, who has previously attended two or more institutions & who has not progressed satisfactorily, or, who does not appear to be pursuing degree/diploma completion, etc.

Documentation of Citizenship

To be eligible to receive Title IV, Higher Education Act assistance a student must:

1. Be a citizen or national of the United States, or
2. Provide evidence from the US Immigration & Naturalization Service that they are:
 - A permanent resident of the United States with Permanent Resident Cards or Resident Alien Cards
 - Classified as one of the eligible non-citizen categories:
 - Refugees
 - Victims of human trafficking
 - Persons granted asylum
 - Persons paroled into the US for at least one year
 - Some persons under the Violence against women act
 - Cuban Haitian entrants

Misrepresentation & Fraud

Any student found or suspected to have misrepresented information and/or altered documentation to increase his/her student aid eligibility or to fraudulently obtain federal funds may face loss of participation in federal financial aid programs for the current academic year and/or the remaining semesters of enrollment.

The college will investigate any allegations of misrepresentation. As per federal regulation 668.14(g), a case of fraud will be referred to the Office of the Inspector General of the Department of Education, & if appropriate, to the state or local law enforcement agency having jurisdiction to investigate the matter.

Financial Aid Administrators of Title IV programs & funds are obligated to ensure processes are in place to

protect against fraud by applicants or staff. The Financial Aid Office has procedures for handling actual or suspected cases of fraud or abuse. Individuals who submit fraudulent information or documentation to obtain financial aid funds will be investigated & all cases of fraud & abuse will be reported to the proper authorities. Regulations require only that the college refer the suspected case for investigation, not that a conclusion be reached about the propriety of the conduct.

Procedures for Fraud

If a Financial Aid Officer suspects or determines intentional misrepresentation of facts, false statements, or altered documents which resulted or could result in the awarding or disbursement of funds for which the student is not eligible, the information shall be reported to the Director of Financial Aid for review & possible disciplinary action. If the Director of Financial Aid determines or suspects fraud, all information will be forwarded to the Chief Financial Officer, School President, the Office of Inspector General of the Department of Education, and/or the local law enforcement agency.

The Financial Aid Office must identify & resolve discrepancies in the information received from different sources with respect to a student's application for Title IV aid. These items include, but are not limited to:

- Student aid applications
- Needs analysis documents e.g. Institutional Student Information Records (ISIRs,) Student Aid Reports (SARs)
- Federal income tax returns
- Documents & information related to a student's citizenship
- School credentials – e.g. high school diploma
- Documentation of the student's Social Security Number (SSN)
- Compliance with the Selective Service registration requirement
- Other factors related to students' eligibility for Title IV funds

Some forms of financial aid fraud include, but are not limited to, the following:

- Forged signatures on an application, verification documentation or master promissory notes
- Falsified documents – including reporting members that are not part of your household
- False statements of income
- False statements of citizenship
- Use of fictitious names, addresses, SSNs
- False claims of independent status

Cases of fraud will be reported to the Office of Inspector General (OIG): Inspector General's Hotline:

1-800-MIS-USED

<http://www.ed.gov/about/offices/list/oig/hotline.html>

Office of Inspector General, US Department of Education, 400 Maryland Ave SW, Washington, DC 20202-1510

Payment Methods

Accepted payment methods are: cash, check, credit card, Financial Aid or private bank loans.

Student Loan Repayment

Students are responsible for the re-payment of loans plus any interest accrued. If students fail to repay any loans, income tax refunds can be withheld. Students may not be eligible to receive another student loan, financial aid or government housing assistance until the loan is paid. Semesters & schedules of loan repayment will be disclosed & discussed with the student once the lender is determined.

Delinquency & Default

Students who experience a financial hardship and/or have difficulty making their monthly student loan payments are advised to contact the Direct Loan Servicing Center immediately to discuss their financial situation, other repayment options & determine eligibility for loan deferment or forbearance. Payments received after the due date will be considered delinquent. Default occurs when delinquent payments are not received for 270 days. Students who default on a federal student loan are not eligible for additional federal financial aid, the entire unpaid amount is due immediately, & the default(s) are reported to the national credit agencies; additional repercussions could occur.

Federal Work Study (FWS)

FWS enables students who demonstrate financial need to earn aid to pay for their education expenses. Students earn at least the current hourly minimum wage by working at the college, for nonprofit agencies or for-profit businesses. The college helps eligible students locate jobs; certain restrictions apply. Unlike traditional sources of income, FWS earnings are exempt from the subsequent year's expected family contribution calculations. Funds are allocated annually on July 1st & are limited. Due to the nature of this program, FWS awards are offered on a first-come, first-serve basis. To be considered for FWS, students must complete a FAFSA application, have an unmet need & show an interest in working part-time to be considered for FWS funds. Award ranges from \$200 to \$4500 per academic year. If interested in participating, please inquire with your Financial Aid Administrator about the program. Depending on funds availability & your qualifications, you will need to provide a resume & employment application to be considered for an interview.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG (Federal Supplemental Educational Opportunity Grant) is a campus-based federal aid awarded to Pell recipients with the most financial need. Financial need is based on a student's Expected Family Contribution received off of the student ISIR. The college will award FSEOG to those students with the lowest EFC's starting at zero.

Student Direct Loans – Subsidized & Unsubsidized

Once the FAFSA has been completed, & an EFC value defined, individual financial need will be established, & for students enrolled at least half time, they may apply for student loans. Students must maintain half-time enrollment in order to remain eligible for loans. Those with unmet financial need may receive subsidized loans (government pays interest while in school); those without need may receive unsubsidized loans (student pays interest while in school). Loan limits are federally established & may never exceed a student's cost of attendance. Student loans are deferred for six months after graduating or dropping below half-time status. An entrance & exit counseling session is required for all students who receive loans.

Semesters of the promissory note, avoidance & consequences of default, student notification & responsibilities are very clearly explained. Contact the Financial Aid Office for further information.

Financial Responsibility

Students who obtain loans for their program of instruction are responsible for full repayment of these loans plus any accrued interest less the amount of any refund. Students must repay loans even if they do not complete their educational programs or are unable or choose not to get jobs after graduation. Students who fail to repay a loan will be considered in default. The federal & state government or a loan guarantee agency may take action against such a student, including applying any income tax refund to which the person is entitled to reduce the balance owned on the loan. The student may not be eligible for any other federal student financial aid at another institution or government assistance until the loan is repaid. Students receiving federal financial aid may be entitled to a refund of moneys not paid from federal financial aid funds.

Collection of Fees

In the case of a student being delinquent on payments, the following may occur:

- Phone call regarding late payment
- Alert regarding late payment
- If no payment arrangement has been made within 14 days of the original payment due date, the student will be withdrawn from the program
- Withdrawn students are notified via certified mail.

The student is responsible for satisfying all financial obligations to the college, which may have accrued in the student's account including amounts from prior education. In a situation where the student fails to satisfy current or prior obligations, student's current enrollment will be terminated. The college reserves the right to terminate student's enrollment, withhold transcripts, certificates of completion, diplomas, degrees or assistance in board applications and/or securing of externships if student fails to meet any past, present and/or future scheduled financial obligations to the college. The college shall not be held liable if student fails to secure any third party funding source. Student acknowledges their financial obligations are strictly the responsibility of student and/or any co-signer but never the college. Furthermore, the college is not responsible to provide student with reminders and/or invoices of upcoming due dates for payments on student's account. Any invoices and/or reminders sent to student by the college are sent as a nonobligatory courtesy.

Progress toward Completion of Degree or Diploma

For purposes of calculation of standard program length, all college preparation courses required of the student will be in addition to the credit courses that apply toward a degree or diploma.

A student who repeats courses or withdraws frequently and is not making satisfactory progress toward graduation is subject to loss of eligibility for financial aid. Additional charges will be added for those courses that are repeated by the student.

Students on financial aid warning (FAW) are eligible to continue receiving federal financial assistance. Students who have been suspended or dismissed are no longer active students of the College and are

ineligible for any aid. Reinstatement of financial aid eligibility will occur only if a student's appeal results in readmittance. Refer to the Satisfactory Academic Progress section of this catalog for all policies related to academic progress and financial aid eligibility.

Career Loan Programs

Career loans are available to students who are seeking funding to supplement the Title IV Stafford loans. Loan applications can be obtained in Financial Services. The College will always provide students with the most available funding from federal sources prior to considering a career loan application. Students are not required to use any of the affiliated lenders and may seek another lender of their choice. The College does not maintain a preferred lender list.

SCHOLARSHIPS & DISCOUNTS

College Merit Scholarship

The Merit Scholarship is offered in the amount of \$500.00 and is available to three-quarter time and fulltime students who have demonstrated merit and financial need. First-year students may apply upon successful completion of two terms. The scholarship award will be paid in the second academic year and will be scheduled in even amounts per term. Second-year students in a program longer than six quarters or four semesters in length may apply upon successful completion of five terms. The scholarship award will be paid in the third academic year and will be scheduled in even amounts per term. The scholarship = applies to tuition only and is limited to 20 students per year per campus.

A minimum cumulative grade point average (CGPA) of 3.5 and a cumulative attendance of 80% are required. Recipients may qualify for a Merit Scholarship for a total of two academic years, with the minimum or maximum amount extended for each academic year award.

Students must submit a completed application to the = Financial Services department, including a letter of recommendation and a personal essay of 150-300 words explaining why the applicant is interested in his/her chosen career field. Applicants can obtain an application from the College website or Financial Services department.

The Merit Scholarship submission deadlines are:

<i>Eligibility Dates</i>	<i>Total Awards</i>	<i>Application Deadline</i>
Summer (April 16-June 30)	3	June 30
Fall (July 1-September 15)	5	September 15
Winter (September 16-November 15)	4	November 15
Early Spring (November 16-January 30)	4	January 30
Spring (January 31-April 15)	4	April 15

Bachelor of Science in Nursing Alumni Scholarship

This scholarship is available to graduates of Eagle Gate or Provo College’s Medical Assisting Diploma program who enroll in Eagle Gate or Provo College’s Bachelor of Science in Nursing (BSN) program: This scholarship is awarded based on financial need and requires the completion of the Free Application for 09/23/2021 Page 122 of 170 Federal Student Aid (FAFSA). Financial need is defined as (Cost of Attendance – Estimated Financial Assistance – Expected Family Contribution).

This scholarship cannot be used in conjunction with any tuition reduction programs. Applications for this scholarship will be completed during the enrollment process into the BSN program. The maximum amount of this scholarship is \$2,000.00 and it will be paid out at the beginning of each semester starting in semester two at \$250.00 per semester.

MEPN Program Scholarships

Students enrolling in the MPEN program for 2020 will qualify for the Inaugural Scholarship will qualify for a 50% Tuition Scholarship for Semester 1.

Term	Semester Credits	Tuition	With Scholarships	Academic Year
Semester 1	14	\$12,740	\$6,370	1
Semester 2	15	\$13,650	\$0	1
Semester 3	16	\$14,560	\$0	2
Semester 4	16	\$14,560	\$0	2
Semester 5	12	\$10,920	\$0	3
Total	73	\$66,430.00	\$60,060.00	

Unitek Learning Tuition Forgiveness Program

The nine prerequisite courses required for entry into the MEPN program are eligible for tuition forgiveness if taken at Eagle Gate College or Provo College. As part of the Unitek Learning (UL) Family of Schools, students of Eagle Gate College and Provo College who complete prerequisite courses for entry into the MEPN program will qualify for Tuition Forgiveness as long as they agree to enroll in the MEPN program at Eagle Gate College or Provo College. Additional details of this tuition forgiveness program are available from your Admissions Representative.

Key elements:

- Nine prerequisite courses are required (see below)
- Tuition balance deferred and cleared upon enrolling in MEPN program
- Repeats will be charged as described below

Prerequisite Courses	Semester Credits	1st Attempt Charge	Repeat Charge, Per Credit

Human Anatomy	4	\$0	\$900.00
Human Physiology	4	\$0	\$900.00
Microbiology	3	\$0	\$675.00
Psychology	3	\$0	\$675.00
Anthropology or Sociology	3	\$0	\$675.00
English	3	\$0	\$675.00
Speech/Public Speaking	3	\$0	\$675.00
Statistics	3	\$0	\$675.00
Nutrition	3	\$0	\$675.00
Total Prerequisite Credits	29	\$0	\$6,525.00

Master of Science in Nursing (MSN) Scholarship

This scholarship applies to any of the school's post-licensure MSN programs.

Amount of Scholarship: 30% of tuition

Application Deadlines:

- July 31 for Sept/Fall start
- October 31 for Jan/Spring start
- March 31 for May/Summer start

Eligibility Criteria

- Cumulative GPA greater than or equal to 3.6 in a prelicensure BSN program
- An alumni of any prelicensure BSN program from a Unitek Learning school, who graduated within the last 18 months
- At least 6 months [independent] clinical nursing practice experience (beyond nursing residency program completion if applicable)

Application Requirements

- Completed MSN scholarship application
- Essay describing professional goal for pursuing a graduate degree in nursing
- (2) Letters of recommendation supporting applicant's merits for the academic scholarship.

Grant Programs

Yellow Ribbon Institutional Grant

The Yellow Ribbon Institutional Grant is offered in the amount of \$1,500.00 per Veteran’s Administration (VA) academic year (August 1 to July 31) and is available exclusively to students approved for federal assistance by the Department of Veterans Affairs under Chapter 33. The VA will match the same amount as the institutional grant and remit payment directly to the College. The award is offered on a first-come first-serve basis and is limited to three awards per campus per VA academic year. This institutional grant is made available by the College through funds appropriated in the operational budget and approved by the Executive Committee. The applicant must submit a copy of the VA Certificate of Eligibility to the Financial Services department.

Military Grant

The Military Grant program is available exclusively to qualifying service members and their immediate family members. Immediate family members (dependent children as defined by the Department of Education or spouse) of a service member may be eligible. An individual may not receive dual benefits. This institutional grant is made available by the College through funds appropriated in the operational budget and approved by the executive committee. The applicant must provide documentation distinguishing the type of eligible service as well as an honorable standing or discharge. Valid documents include a Form DD-214 or a Statement of Service along with a valid Military ID. Individual disbursements will be scheduled in even amounts throughout the length of the program and will be applied to tuition, books, and fees. The institution may not award a stipend to any grant recipient and reserves the right to reduce the grant award amount based upon the financial need of each individual student. For the purposes of this grant, financial need is calculated by subtracting the total direct institutional costs from all other available aid. Students requesting additional loans for personal use and expenses may not be eligible to receive this grant. Eligible recipients may not receive other sources of institutional aid. A student is required to maintain satisfactory academic progress as required for federal student aid and as defined by the College SAP policy to continue receiving additional aid. Grant amounts are:

	Associate Degree Program	Bachelor’s Degree Program
Active Duty	\$2,000	\$4,000
Veterans	\$1,500	\$3,000
Dependent	\$1,000	\$2,000

Veterans Administration Funding

The College is approved by the Utah State Approving Agency for Veterans Education to accept students using GI Bill® funding for both pre and post 9/11 GI Bills® (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs). Veterans seeking to use GI Bill® funding must submit all previous coursework for evaluation prior to enrollment. For more information on Veterans Administration funding see: www.benefits.va.gov/gibill.

Inaugural Scholarship – Practical Nursing Program

An Inaugural Scholarship of \$5,000 will be available for students enrolling in the Practical Nursing program in Idaho. Scholarship funds will be applied to the account ledger of students actively enrolled in the PN program at the beginning of each term as follows:

- Term 1- \$1,666.67
- Term 2- \$1,666.67
- Term 3- \$1,666.66

Students must remain Active and meet Satisfactory Academic Progress requirements to continue receiving this scholarship. A student who withdraws from the program will lose eligibility for the scholarship for all future terms.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) & PERSONALLY IDENTIFIABLE INFORMATION (PII)

Privacy and Confidentiality

Strong federal statutes protect the privacy and confidentiality rights of all individuals associated with any educational institution. These statutes regulate the gathering, disclosure, and circulation of records of any person associated with the institution. As such, all individuals are guaranteed both freedom from intrusion and protection from unauthorized disclosure of personal data from their personal, health, academic, disciplinary, attendance, and employment records.

Eagle Gate College, Provo College and all officers and faculty comply with their legal and ethical obligation of preserving the right to privacy and confidentiality of all past and present students of the College. The College protects the maintenance and release of student information according to federal and state laws and regulations which (1) outline the ways in which data can be collected from students, (2) restrict information disclosure, and (3) safeguard the quality of information which is circulated. On the basis of the concepts of common law and constitutional provisions, all those who have access and deal with student records do so in the discharge of their administrative or academic duties and work to effectively protect such records from inappropriate and illegal disclosure.

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Agreement, protects the confidentiality and privacy of student records. Included in FERPA's definition of student education records are the following:

- Student's date and place of birth, address, and emergency contacts.
- Grades, test scores, courses taken, academic specialization and activities, and official letters regarding a student's status in school.
- Disciplinary records.
- Medical and health records that the College creates or collects and maintains.
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned.
- Personal identification such as a student's social security number, picture, identification codes, or any other information that would facilitate identification of the student.

The Registrar's office maintains student records. Students wishing to review their files may request to do so in writing and in accordance with FERPA guidelines, which are available at the Registrar's office. However, students may not inspect the following items: information that pertains to another student, financial records of the student's parents, confidential letters and statements of recommendation where the student has signed a waiver of right of access and those letters are related to the student's admission at the institution, application for employment or receipt of honor or honorary recognition.

The Academic Dean/Program Director oversees ensuring all administrative offices and academic programs follow the College's privacy and confidentiality policies. Students with complaints regarding any academic or administrative violation of these policies should contact the Registrar's office to make a written complaint. The Registrar's office will forward the complaint to the Academic Dean/Program Director, who, within ten business days, will notify the student in writing about the action taken.

STUDENT CODE OF CONDUCT

Professional conduct is behavior that reflects favorably on the student, the college, and the profession for which the student is training. Unprofessional conduct includes, but is not limited to:

- Verbal and physical altercations
- Lying, cheating, and plagiarism (see the Plagiarism Policy in this catalog)
- Sexual harassment
- Vulgar and offensive language or actions
- Disruptive classroom behavior
- Threats of violence
- Possession of weapons, illegal drugs, or being under the influence of alcohol or illegal drugs
- Any action that violates state/federal law or the policies of an externship or clinical facility

All students must conform to federal, state, and local laws. They must respect the rights of others and conduct themselves in a manner conducive to the educational purposes of the College. Certain activities are not considered appropriate on a campus and are prohibited by the administration of the College. No smoking or eating is permitted in classrooms, halls or labs. Being in possession of weapons, drinking or being under the influence of alcoholic beverages or controlled substances on the College's campuses or any of our affiliate clinical sites is prohibited. A student may be suspended from training to allow the College to conduct an investigation, or to cooperate in the investigation conducted by law enforcement or other agencies if unprofessional or illegal behavior is suspected. Additionally, students are expected to comply with requests for interview which arise during investigation proceedings. Refusal to do so may result in disciplinary action, up to and including dismissal from his/her program.

Please note as a Federal Title IV approved school under the United States Department of Education, the College must adhere to all federal Laws. The use of marijuana is illegal by federal Law and students found positive will be withdrawn from the program with or without a medical marijuana prescription.

The College will be the sole judge of the quality of evidence revealed during the investigation and the sole judge of what constitutes unprofessional conduct. A student who is determined by the College to have violated the standards of professional conduct will be terminated.

Academic Integrity

True learning takes place when students do their own work honestly, without copying from other students or other sources. The College enforces the highest standards of academic integrity, both to preserve the value of the education offered and to prepare students to become productive members of the workforce.

It is considered a breach of the Academic Integrity policy for students to employ any form of deception in the completion of academic work, including but not limited to:

- Copying or attempting to copy work, ideas, or projects from any other person or media
- Allowing another person to copy or borrow original work in any form
- Allowing another person to copy answers on a quiz or test or to communicate with another person during a quiz or a test
- Providing answers for a quiz or test to others after having taken said quiz or test
- Representing the work of another team member as one's own
- Committing plagiarism (see the Plagiarism Policy)

BULLYING & HARASSMENT

The college believes that a safe & healthy school environment increases student attendance, promotes student engagement, & supports academic achievement. Accordingly, no student should engage in any form of behavior that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of College programs or services. Bullying or harassment will not be tolerated at the college.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet or cell phone) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress & may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying & harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy.

By means of example only, bullying & harassment can take the following forms:

1. Physical: pushing, shoving, kicking, poking, and/or tripping another; assaulting or threatening a physical assault; damaging a person's work area or personal property; and/or damaging or destroying a person's work product.
2. Verbal/Written: ridiculing, insulting or maligning a person, either verbally or in writing; addressing abusive, threatening, derogatory or offensive remarks to a person; and/or attempting to exploit an individual's known intellectual or physical vulnerabilities.
3. Nonverbal: directing threatening gestures toward a person or invading personal space after being asked to move or step away.
4. “Cyber bullying”: bullying using an electronic form, including, but not limited to, the Internet, interactive

& digital technologies, or mobile phones.

The scope of this policy includes the prohibition of every form of bullying, harassment, & cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of the College program.

Students who are the target of bullying or students, instructors, & staff who have witnessed bullying should report the abuse to the class or clinical instructor & also to the Campus Director, Program Director, and/or the Academic Dean. Instructors receiving a complaint or witnessing bullying are required to make a report to the Campus Director, Program Director, and/or the Academic Dean. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Oral reports shall also be considered official reports. If a student or staff member feels that he or she is the target of cyberbullying, the student or staff member is encouraged to save & print any messages or other posts sent to them that they feel constitutes cyberbullying & to include that as evidence. Students reporting bullying or harassment should be directed to contact WellConnect if they are experiencing any emotional or physical distress.

Upon receiving a report either directly from the target of bullying, a witness of bullying, or from a teacher or staff member, the Campus Director, Program Director, and/or Academic Dean must initiate a prompt & diligent investigation. All interviews of witnesses, the victim, & the accused shall be conducted separately. During an investigation, all individuals involved must, to the extent reasonably possible, maintain the confidentiality of the proceedings & the names of the complainant & students involved.

The Campus Director, Program Director, and/or Academic Dean shall decide the appropriate way to address the bullying behavior if the investigation has proven that a student has engaged in bullying or harassment in violation of this policy. Interventions & consequences will be equal to the severity of the violation. The intervention & discipline plan will be based on the particular characteristics of the situation to ensure that the plan remedies the bullying, decreases chances of retaliation, & helps rehabilitate the student who has engaged in bullying behavior, if appropriate. Consequences & appropriate remedial actions for a student who commits an act of bullying may range from behavioral interventions & education up to & including probation, suspension, dismissal from the program, and/or referral to law enforcement.

Intentionally false reports, illegitimate use of the complaint process, or making knowingly false statements to defame a fellow student or staff member will result in disciplinary consequences. Additionally, retaliation against a complainant or any individual involved in the investigation of a bullying situation, either by the student who has allegedly engaged in bullying behavior, the friends of the student who allegedly engaged in bullying behavior, or any other individual, is strictly prohibited & is grounds for discipline.

Students who are found to have engaged in bullying may appeal the finding by filing a complaint with the Grievance Committee as per policy.

Drug-Free Schools Policy

The use of illicit drugs and abuse of alcohol are dangerous to students, associates, and the general welfare of the College. The College maintains a drug and alcohol-free environment and considers the dangers of drug and alcohol abuse a serious concern.

The Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires institutions receiving federal financial assistance to implement and enforce drug prevention programs and policies.

Standards of Conduct: As a matter of policy, the College prohibits the manufacture and unlawful possession, use, or distribution of illicit drugs and alcohol by students and associates on its property and at any school activity.

Sanctions: Any violation of this policy will result in appropriate disciplinary actions, up to and including expulsion (in the case of students) and termination (in the case of associates), even for a first offense. Where it is apparent that a violation of the law has occurred, the appropriate law enforcement authorities may be notified. Legal sanctions, health risks of drug and alcohol abuse, as well as drug and alcohol counseling information and resources are detailed in the complete Drug-Free Schools Policy available from the Academics department or any College associate.

As a Federal Title IV approved school under the United States Department of Education, we must adhere to all Federal Laws. The use of marijuana is illegal by Federal Law and students found positive will be terminated, with or without a medical marijuana prescription. The College will be the sole judge of the quality of evidence revealed during the investigation and the sole judge of what constitutes unprofessional conduct. A student who is determined by the College to have violated the standards of professional conduct will be terminated.

SMOKING & TOBACCO USE

DRESS CODE

This dress code applies to students on campus, at externship sites, or at clinical facilities. Students are considered to be on campus while on college property, including parking & social areas. Students must wear the uniform designated by the College for their enrolled program, which is consistent with the type of apparel required in the field. If no uniform is assigned, students are expected to dress in a neat, clean, & professional manner (i.e. "business casual").

Violation of the dress code may result in grade reduction, probation, or dismissal from class resulting in the student being marked absent for the day. Absences can result in termination from a program or course due to failure to satisfy the attendance policies of the program or course.

Uniforms: Students in programs which assign uniforms/scrubs or which otherwise specify student apparel must wear the assigned/specified apparel at all times for all events on campus. All apparel must be clean & in good repair. Pants must be hemmed so they do not touch the floor. Cuffing of pants or cutting on the side is not permitted.

Outerwear: A solid-colored (white, blue, black, or gray), non-logo jacket or sweater may be worn. Although outerwear may be hooded, hoods may not be pulled up. Head Covering: Decorative headwear such as caps, bandanas, hoods, or hats are not permitted. Headwear is only approved for documented religious beliefs.

Shoes: White, black, or brown shoes, leather/leather like material are permitted without logos & decorations. Canvas, sandals, open-toed or open-heeled shoes, clogs, & flip-flops are unacceptable. Socks or stockings are to be worn at all times & are to cover the ankle. Socks/stockings should be white or neutral in color.

Underwear: Should not be visible. White t-shirts/undershirts may be worn with scrub tops but must be tucked in & not hang below the hem of the scrub top. Knitted thermal garments are not acceptable for wear at the clinical site.

Hair/Nails: Hair should have a professional appearance & be clean & short or, if long, restrained so as not to fall forward into the individual's face or the work/patient space. Hair colored out of human hair color ranges is not permitted. (Examples: blue, orange, green, extreme red, etc.) Beards and/or mustaches must be neat. Nails must be clean & trimmed close to the fingertips (approx. ¼ inch past fingertips). Artificial nails of any type & nail polish (other than clear) are not permitted for safety/health reasons per Center for Disease Control (CDC) guidelines. Please note: All pre licensure BSN students must pass a 'mask-fit test', which might require shaving of facial hair.

Jewelry: Only a minimum amount of jewelry should be worn. One small, single earring (stud or dime- sized loop) may be worn in each ear lobe. Jewelry other than a wedding band & wristwatch is not permitted, including bracelets of any style. Fingernail, facial, tongue & nose jewelry are unacceptable. Body piercing jewelry cannot be visible, e.g. tongue, eyebrow, nose, lip jewelry/studs. Necklaces are not permitted. Religious articles worn as necklaces' are not permitted unless a = high neck undergarment covers them. Please note: Infection Control Policies at individual clinical facilities may prohibit the use of ANY jewelry.

Tattoos: Tattoos must be completely covered at all times on campus & at externship / clinical sites.

Fragrance: Perfumes, colognes, perfumed lotions, & body odors (including smoking) are not permitted in the classroom, clinical sites or skills lab. This is a strict no scent policy due to the high incidence of reactive airway disease & allergies.

ID: Photo identification badges provided by the school are required at all times on campus & at the clinical site. Badges must be clean, in very good condition & free of any decorative items.

ACADEMICS: GRADING

Grades are earned in each course and recorded on the student's permanent record. Evaluation of student achievement will be made in relation to the attainment of the specific course objectives. At the beginning of a course, the instructor provides students with a syllabus detailing these objectives and the basis upon which grades are determined. Most programs require a 2.0 grade point average (GPA) for graduation.

Refer to program pages for additional requirements and information. Students who fail a course may continue if they make satisfactory progress towards graduation.

The grade given in a course is the instructor's evaluation of the student's performance, achievement, competency, and understanding in the subject as covered in class. Letter grades are assigned as follows:

<u>Letter Grade</u>	<u>Percentage Points</u>	<u>Grade Value</u>
A	94-100	4.00
A-	90-93	3.70
B+	87-89	3.30
B	84-86	3.00
B-	80-83	2.70
C+	77-79	2.30
C	74-76	2.00
C-	70-73	1.70
D+	67-69	1.30
D	64-66	1.00
D-	60-63	0.70
F	Below 59	0.00
W	Withdrawal	***
TC	Transfer Credit	***
NS	Grade Not Submitted	***
AC	Audit Course	***
RW	Retake Withdrawal	***
R	Repeat Course	***
P	Pass	***
NP	Non-Pass	***

Note: *** Not computed in GPA

W (Withdrawal) is given when a student attends more than 0% and up to 60% of the course. A "W" counts toward credits attempted but does not impact GPA. When a student is withdrawn after 60% of course

completion, the student will be awarded the earned letter grade based on work complete. The awarded grade will count toward credits attempted and does impact GPA.

If a student requests and is approved for a LOA to commence during a course or module, the student will receive a “W” grade for that course or module regardless of the percentage of work completed in that course or module. The “W” grade will not be included in credits earned but will be included in credits attempted. Additionally, the “W” grade will not be included in the student’s cumulative GPA but will be included in the student’s Pace of Completion calculation. Courses for which a student receives a grade of “W” due to an approved LOA will not count toward the school’s course retake limit.

TC (Transfer Credit) is an indication of a transfer credit allowance. A **TC** grade has no effect on the GPA but is calculated in the rate of progress (ROP) as both completed and attempted hours.

NS (Not Submitted) is indicated when a grade has not been submitted by the instructor. The indication of **NS** has no effect on the GPA. The College does not award incomplete grades. If a student fails to complete a required segment of a course by the end of the term due to an emergency or mitigating circumstance and believes that with additional time she/he could reasonably pass the course, the student should approach his/her instructor and request the grade of NS (Not Submitted). The decision to grant this request is at the discretion of the Academic Dean/Program Director.

When the grade NS is granted, both the student and instructor must agree on provisions for the makeup work. The grade NS cannot extend beyond three weeks following the end of a quarter course or nine weeks following the end of a semester course, except for externship/internship courses. When the work is completed in a satisfactory manner, the instructor will fill out the Official Grade Change Authorization form and the NS grade will be changed to the grade earned. Failure to complete the work will result in failure of the class, at which time the NS will be changed to an F. The F grade will be computed in the GPA.

AC (Audit Course) indicates the student has taken a course for non-graded credit. **AC** is not included in the CGPA.

RW (Retake Withdrawal) is given when documented extenuating circumstances cause a student to withdraw family member, death of immediate family member, or active military duty. The student must appeal for this grade. An **RW** has no effect on GPA.

R (Repeat Course) indicates the student has repeated a course for graded credit. An **R** has no effect on the GPA (refer to Repeat Policy).

P (Pass) is not included in the GPA.

NP (Non-Pass) is not included in the GPA.

Grade Rounding

Determined by percentages involving decimals will be rounded up to the next whole number when equal to or When the decimal is less than .5 the grade is to be rounded down.

Grade Changes

Once recorded by the Registrar’s office, no final grade may be changed except to correct the permanent record when an error has been made or as the result of an appeal. When such corrections need to be made, an Official Grade Change Authorization form must be completed and sent to the Registrar’s office.

Students may appeal a final grade prior to the end of the subsequent term. Appeals procedures are outlined in this catalog.

Grade Point Average

A student's term and cumulative grade point averages (GPA) are computed on residence courses taken at the College. The GPA is computed by dividing the weighted cumulative total residence grade points accumulated by the total number of credit hours attempted in residence (see Grading System—all grades are calculated into the GPA except grades with a grade value of ***).

Grade Appeals

Students have the right to formally appeal the final grade in a course. All grade appeals must be completed within 7 calendar days from the course end date using the following process:

The appeal must first be directed to the Instructor of the course within 5 calendar days following the receipt of the final grade. It is the responsibility of the student appealing a grade to base the appeal on clear & substantive grounds such as a mistake in calculation, demonstrable bias, gross negligence, or misapplication of stated criteria. Appeals based on a desire to improve a grade through additional work or re-testing are not acceptable. If, after the student has consulted with the Instructor, an appeal cannot be resolved to the satisfaction of both the student and Instructor, the appeal may be escalated to the Program Director or Dean. The resolution of this escalated appeal must also be completed within 7 calendar days from the course end date.

If after such escalation the student remains unsatisfied with the grade appeal decision, the student may initiate the Academic Appeals and Grievances process described elsewhere in this catalog. This new appeal process may extend beyond the 7 calendar days from the course end date.

Repeating Courses

Previous grade(s) from the same courses will not be dropped but will show on the transcripts as a part of the student's permanent record marked with an "R." Failing grades will not be calculated into the GPA once the class has been successfully completed.

Students will be charged according to the current cost in the tuition section of the catalog. Repeat courses may be eligible for Title IV funding if the student is required to repeat the course for graded credit. Students who wish to repeat a course to improve a passing grade may be able to utilize Title IV funds the first time a course is repeated. For Title IV purposes, pass means any grade higher than an "F." Students should contact Financial Services to determine the financial aid eligibility of a repeated course.

Courses for which a student receives a grade of "W" due to an approved LOA will not count toward the school's course retake limit.

STUDENT RECORDS & TRANSCRIPTS

Retention of Student Records

Student records are maintained at the school for five years from the last date of attendance. Transcripts are maintained permanently and are available for all currently and formerly enrolled students. The school protects students' admissions, academic and financial records against loss by storing such records in

multiple secure locations both physical and electronic. The school maintains all financial records of students, including but not limited to Financial Aid Disbursements, Financial Aid Retail Agreements, Tuition and Fee payments, and Tuition Refund records, as digital copies for at least 6 years.

Transcripts

Requests for transcripts should be submitted in writing to the Registrar's office. The College offers one transcript at no charge upon meeting all graduation requirements. There is a \$5.00 transcript fee for all other transcript requests. All transcripts produced are official copies. No copy of the academic record or information will be released for students who have not satisfied financial obligations with the College. A change of address, name, or phone number should also be directed to the Registrar.

Transcripts Record Hold

A hold will be placed on a student's record for failure to satisfy financial obligations (course fees, tuition, bookstore accounts, library charges, etc.).

ACADEMICS: HONORS PROGRAM

The College supports academic achievement and is pleased to recognize students whose performance merits such attention. Honors are bestowed as recognition of outstanding academic/attendance achievement. Program Honor status (Cum Laude, Magna Cum Laude, Summa Cum Laude) are automatically added to the official student transcript. In some instances, a student will receive a certificate, Honor cord, and/or stole.

Definitions

- **Cumulative Grade Point Average:** a calculated non-weighted value assigned to all summative assessments encompassing all courses attempted by a student within an academic program.
- **Discipline Related Absence:** an absence from a class that is related to a documented Code of Conduct violation.
- **Evaluation Period:** a period of time used to evaluate eligibility to earn an Honor award.
- **Grade Point Average:** a calculated non-weighted value assigned to all summative assessments at the end of a module or semester.
- **Honor Board:** A visible location on campus where the names of Honor recipients are posted.
- **Perfect Attendance:** zero (0) minutes absent from a course.
- **Term:** the period of time between the first day of a module/semester and the last day of a module/semester.

Valedictorian and Salutatorian

This award designation is for graduates who attend the graduation ceremony and satisfy the ranking criteria. Only students confirmed to attend the graduation ceremony are evaluated for this award.

Ranking Criteria:

1. GPA: highest earning CGPA (*documented in CampusVue*)

2. Attendance: least amount of absences (*minutes*)
3. Exit Exam Scores (applied to *programs that use an Exit Test*)

Graduates with the same outcomes on all evaluated criteria will require the recommendation of the Faculty to distinguish between the Valedictorian and Salutatorian.

Semester/Module Academic Honor Award

This award designation is for students who earn at least a 3.5 grade point average (GPA) on coursework within a single semester/module. The names of award recipients are posted to the campus Honor board after all course requirements are met and a final course grade is entered to CampusVue. A physical award may be provided by the Campus Team. Courses with a Pass/Fail grade are not considered.

Final Course Grade Criteria and Award Naming Convention:

- *Dean's List with Distinction*: GPA of 95% – 100%
- *Dean's List*: GPA of 90% – 94.99%

Perfect Attendance

For students who attend 100% of all courses spanning two consecutive terms (semesters or modules). Discipline related absences from a course, including a withdrawal (of any nature) disqualifies a student from eligibility.

Program Honors

This award designation is conferred at the time of program completion, after all program requirements are met and the student status changes to 'Graduate' in CampusVue. An Honors designation is added to the official transcript. A physical award may be presented during a graduation ceremony. Students who have not graduated but are permitted to attend the graduation ceremony are not eligible to receive a Program Honor award. The 'Graduate' status is required for this honor. Naming Conventions:

- Summa Cum Laude: awarded to a graduate for earning a cumulative GPA of 3.900 or higher
- Magna Cum Laude: awarded to a graduate for earning a cumulative GPA of 3.700-3.899
- Cum Laude: awarded to a graduate for earning a cumulative GPA of 3.500-3.699

As part of the Honors program, the College may post a student's name on the campus Honors Board in a visible showcase, on campus, within five days of a term end date. If you wish to withhold your name from the list, please notify your program director in writing. Additionally, the campus may announce your award status as either Summa Cum Laude, Magna Cum Laude, or Cum Laude in the printed graduation program or during the graduation ceremony. Again, if you wish to be excluded from the Honors program, please notify your program director in writing.

ACADEMICS: SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress is a requirement for all students enrolled. Federal regulations require all schools participating in state and federal financial aid programs to monitor SAP. These standards are applicable to all students attending the College throughout the academic year.

Academic Year: The academic year at the College consists of three quarters of at least 10 weeks each or two semesters of at least 16 weeks each. For Title IV payments the student must comply with all standards for satisfactory academic progress before they can receive further Title IV payments. All periods of enrollment count toward SAP, including when a student has not received Title IV aid. There are no variances in SAP processes or procedures by academic term.

Satisfactory academic progress is measured using maximum timeframe, the student's rate of progress (ROP) toward completion of the academic program (quantitative measure) and cumulative grade point average (CGPA) standards (qualitative measure). These standards are outlined below and are considered minimum requirements.

SAP Processes: College staff monitors SAP at the end of each academic term.

SAP Standards: The College requires students to maintain satisfactory academic progress (SAP) to continue to matriculate at the College and to continue to be eligible to participate in the federal government's Title IV financial aid programs. All students must comply with the following standards:

Maximum Time in Which to Complete

A student is not allowed more than 1.5 times, or 150%, the standard length of the program in which to complete the requirements for graduation. This will be measured by limiting students to attempting 1.5 times, or 150%, the number of credits in their program of study. The maximum time frame for a program of study is calculated by multiplying the total number of credits in a program by 1.5, (e.g. $120 \times 1.5 = 180$).

The student's maximum time for his/her program of study will include the credit hours attempted with respect to each course that the student took at the school and/or at any other Eagle Gate College or Provo College campus when the student: a) was enrolled in that program of study; and b) was enrolled in a different program of study, if the subject matter of that course is substantially the same as any course in his/her current program of study or that course counts toward or satisfies any of the coursework requirements of his/her current program of study (whether program core, general education, or college core). If a student chooses to change his/her program of study or seek an additional degree from the College, similar courses within the student's previous program will be included in calculating satisfactory academic progress.

If a SAP review shows that a student cannot complete the program within 150% of the normal program length, all Title IV aid will stop even if the student has not yet attempted the maximum 150% of the total program credits.

Rate of Progress (ROP) Toward Completion Requirements (Quantitative Measure)

A student must successfully complete at least 67% of the credits attempted to be making satisfactory academic progress. If a Rate of Progress (ROP) calculation yields a fractional percentage (e.g., 66.7%), the school will round up to the nearest whole number/percentage. Credits attempted are defined as those credits for which students are enrolled at the end of the add/drop period of an academic term. Rate of progress (ROP) is calculated as the cumulative number of credits successfully completed divided by the cumulative number of credits attempted for all courses. ROP will be reviewed at the end of each academic term after grades have been posted to determine if the student is progressing satisfactorily. Students not meeting minimum ROP requirements at the completion of the academic term will be placed on Financial

Aid Warning (FAW).

Cumulative Grade Point Average (CGPA) Requirements (Qualitative Measure)

Students are required to achieve a cumulative grade point average (CGPA) of at least a 2.0 to be considered making satisfactory academic progress. CGPA will be reviewed after grades have been posted at the end of each academic term to determine if the student meets CGPA requirements. Students not achieving minimum CGPA requirements at the completion of the academic term will be placed on Financial Aid Warning (FAW).

Course Incompletes, Withdrawals, Repetitions, Remedial Courses and/or Transfers of Credit

Course incompletes, withdrawals, repetitions and/or transfers of credit from other institutions affect a student's maximum timeframe, CGPA and/or ROP as follows:

- The College does not award incomplete grades.
- Non-punitive grades have no effect on GPA but are calculated in maximum timeframe and ROP.
- Withdrawals have no effect on the GPA but are calculated in maximum timeframe and ROP.
- Repeated courses have no effect on the GPA but are calculated in maximum timeframe and ROP.
- Transfer credits have no effect on the GPA but are counted in the maximum timeframe and ROP calculations as both completed and attempted hours.
- Pass/Non-Pass grades have no effect on GPA but are calculated in maximum timeframe and ROP.

Changing Programs, Earning an Additional Credential

If students choose to change programs or return to earn an additional credential, previous credits attempted and grades earned will count toward the new program of study regarding rate of progress and GPA.

Effect of Grade Change on SAP

In the event a grade change is submitted outside the normal grade change period, a recalculation of SAP may be performed.

Satisfactory Progress and Financial Aid

Students must meet the standards of satisfactory academic progress to remain eligible to continue receiving financial assistance as well as to remain eligible to continue as a student of the college.

Students should read the SAP standards carefully and refer any questions to Academic or Financial Services personnel. Satisfactory academic progress for purposes of determining continuing federal financial assistance is determined by applying the CGPA requirements, ROP requirements, maximum completion time restrictions, FAW provisions, suspension and dismissal procedures, appeals procedures, and FAP provisions.

Students on FAW are considered as maintaining satisfactory academic progress and are eligible to continue receiving federal financial assistance for one payment period. Students who have been suspended or dismissed are no longer active students of the College and are ineligible for financial aid. Reinstatement of financial aid eligibility will occur only after readmittance following suspension or if a student appeal

results in readmittance. A student readmitted on FAP is eligible to receive federal financial assistance for one payment period. While on FAP, the student may be required to fulfill a specific academic plan. The student can qualify for federal financial assistance for additional payment periods if the student meets SAP or meets the requirements of the academic plan.

Financial Aid Warning and Suspension

At the end of the academic term, after grades have been posted, each student's CGPA and ROP are reviewed to determine whether the student is meeting the requirements above. Students will be placed on Financial Aid Warning (FAW) when the CGPA and/or the ROP do not meet ROP and/or CGPA requirements. During the period of FAW students are making satisfactory progress for both academic and financial aid eligibility. Students will remain on FAW for one term/semester. Students who have not achieved satisfactory academic progress after one term on FAW will be placed on suspension and withdrawn from school. Students placed on suspension are no longer eligible to receive financial aid. Students may appeal suspension (see Appeals Procedure).

Readmittance Following Suspension and Financial Aid Probation

Students who have been suspended may apply for readmittance to the College (see Appeals Procedure). Students readmitted at this point are placed on Financial Aid Probation (FAP) and must bring their CGPA and ROP into the acceptable range by the end of the first academic term after being readmitted, or meet the requirements of an approved academic plan, in order to remain eligible for financial aid. If it is mathematically impossible for the student to bring their CGPA and/or ROP into the acceptable range by the end of the first academic term after readmittance or meet the requirements of an approved academic plan, the student will not be readmitted. Students will remain on FAP for one term/semester. Students must participate in academic advising with their Program Director for the duration of their FAP period and meet the requirements of their academic plan.

Academic Reporting

Students who meet the requirements of the academic plan but do not meet the CGPA requirements and/or ROP requirements will be placed on Academic Reporting status. Students remain on this status until CGPA and ROP requirements are met. Students must participate in academic advising with their Program Director for the duration of their Academic Reporting period, and while on an academic plan. If, at any time while on Academic Reporting, the student does not meet the requirements of their approved academic plan, the student will be dismissed from the College.

ACADEMICS: APPEALS & GRIEVANCES

Eagle Gate College and Provo College (or "the Schools") upholds the fundamental values of honesty, respect, fairness, and accountability, which fosters a learning environment with academic integrity at the forefront. The Schools also understand there may be instances when a student disagrees with an academic decision or action resulting from a violation of policy and/or standard of academic integrity. To address these grievances, the Schools allow a process for students to appeal the Schools' decision. An appeal may be made for specific reasons defined by the Schools' Academic department, and all decisions made as a result of an appeal are final.

Regarding an appeal for grades, the grievance and appeal process applies to final course and module

grades, and students may file a grievance and appeal for personal extenuating circumstances only. As clarification, a student may not file a grievance and appeal on behalf of his/her class. Additionally, disagreement with an established school policy is not a valid reason for grievance and appeal.

Level 1 – Informal Appeal

- The student may initiate a **Level 1** appeal by contacting the faculty member or individual with whom the grievance arose as soon as the discrepancy has been identified.
- An effort to resolve the matter informally should be made.
- If the matter cannot be resolved at this level, the student may request a **Level 2** appeal in writing and provide the written request to his/her Program Director within two (2) business days.

Level 2 – Formal Appeal

- The student may initiate a **Level 2** appeal by contacting the Program Director, in the manner described above, if the grievance is not resolved during **Level 1**.
- The Program Director will determine if the grievance and appeal request is in accordance with policy requirements.
- If the grievance and appeal request is determined to not be in accordance with School policy (invalid), the request will be denied, and the student will be notified by the Program Director.
- If the grievance and appeal request is determined to be in accordance with School policy (valid), the Program Director will enlist the respective faculty member(s) and/or the Team Lead to review the appeal request.
- The Program Director will communicate the outcome of the **Level 2** review to the student within one (1) business day of the appeal request being received.
- If the matter cannot be resolved at this level, the student may request a **Level 3** appeal in writing within two (2) business days to the respective Associate/Assistant Dean or Regional Dean.

Level 3 – Campus Appeal Hearing

- A **Level 3** appeal may only be initiated if a **Level 2** appeal was attempted but did not resolve the grievance.
- The student may initiate a **Level 3** appeal by submitting the request for an Appeal Hearing in writing to the respective Associate/Assistant Dean or Regional Dean as outlined above.
- The Associate/Assistant Dean and/or Regional Dean will investigate the request thoroughly, including interviewing all individuals involved and reviewing all documents that relate or may potentially relate to the student's grievance.
- The original decision will stand if after review of the information, the Associate/Assistant Dean and/or Regional Dean determines that the request for appeal was thoroughly addressed during the **Level 2** appeal process and the outcome was justified.
- If the Associate/Assistant Dean and/or Regional Dean concludes that the student has grounds for a **Level 3** appeal, a Campus Grievance and Appeal Committee hearing will be scheduled as soon as possible but no later than one (1) business day from the receipt of the written appeal request. The Committee may consist of the following individuals but is subject to change based on the availability of

staff and/or faculty members:

- Associate/Assistant Dean and/or Regional Dean (Committee Chair)
 - Program Director
 - Campus Director
 - One full-time faculty member from the student's respective program (not involved in the Level 1 or 2 appeal)
- Following the Committee's hearing (and the review by the CAO or SVP of Allied Health, and VP of Student Financial Services, as applicable), the Associate/Assistant Dean or Regional Dean will provide the student with a written summary within one (1) business day of the hearing and any advising/action plan determined by the Committee.
 - A copy of the signed advising/action plan is placed in the student's file and a copy is provided to the student. A scanned copy is uploaded to their CVUE file.
 - If the matter cannot be resolved at this level, the student may request a **Level 4** appeal in writing to the Chief Academic Officer (CAO) or SVP of Allied Health for review within one (1) business day.

Level 4 – Appeal to the Chief Academic Officer or SVP of Allied Health

- A **Level 4** appeal may only be initiated if a **Level 3** appeal was performed but did not resolve the grievance.
- The student may initiate a **Level 4** appeal by submitting his/her written appeal request to the Chief Academic Officer (CAO) or SVP of Allied Health for review.
- The Chief Academic Officer (CAO) or SVP of Allied Health will investigate the request thoroughly, including interviewing all individuals involved and reviewing all documents that relate or may potentially relate to the student's grievance.
- The original decision will stand if after review of the information, the Chief Academic Officer (CAO) or SVP of Allied Health determine that the request for appeal was thoroughly addressed during the **Level 3** appeal process and the outcome was justified.
- If the Chief Academic Officer (CAO) or SVP of Allied Health conclude that the student has grounds for a **Level 4** appeal, the Chief Academic Officer (CAO) or SVP of Allied Health office will schedule an appointment with the student, and all information related to the appeal request will be reviewed. A written summary is communicated within one (1) business day of the review.
- All decisions made by the Chief Academic Officer (CAO) or SVP of Allied Health are final, and **Level 4** appeal is the last step in the appeals process provided by the College.

If the final decision by the Chief Academic Officer (CAO) or SVP of Allied Health does not resolve the grievance, the student may submit an appeal to the following applicable agencies:

Appeals of Academic Suspension

Students wishing to appeal suspension must do so in writing. The reason for the appeal must be the result of mitigating circumstances. The student must document in writing why they did not meet SAP and what in the student's situation has changed that will allow them to meet SAP according to a written academic plan. The appeal should be submitted to the Academic Dean/Program Director on a Student Appeal form.

If a student's appeal is granted, the student will be placed on Financial Aid Probation at the start of the following term/semester and will be required to fulfill the terms of an approved academic plan. If a student's appeal is denied, the student must remain out of school until one year after the term/semester in which the appeal was denied. The student can then request an additional appeal for reinstatement but would have to demonstrate accomplishments or changes that show a degree of college readiness that reliably predicts success. Should a student have their appeal denied a second time, the student will be permanently dismissed from the College.

Following is a list of events that indicate there may be a mitigating circumstance which has negatively impacted academic progress:

- Death of an immediate family member
- Student illness requiring hospitalization (including mental health issues)
- Illness of an immediate family member where the student is a primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Work-related transfer during the term
- Change in work schedule during the term
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Loss of transportation where there are no alternative means of transportation available
- Documentation from a professional counselor

The Academic Dean/Program Director is responsible for determining the appropriateness of mitigating circumstance regarding severity, timeliness, and the student's ability to avoid the circumstance. Any consideration of conditions outside this list should be discussed with the Campus Director. Student life issues and making the transition to college are not considered mitigating circumstances under this policy.

Students may not appeal dismissals for violating the 150% maximum time to complete rule.

ACADEMICS: STUDENT GOVERNANCE

The college provides students the learning experience in a democratic form of Student Governance. Students have an active role in the governance of the program. Roles of the students in the governance of the program, (including students enrolled in online courses) include but are not limited to development, review, and revision of academic program policies. The Student Class Representative process is a student elected initiative where a class elected and votes on a class representative at the beginning of the program.

This elected Class Representative is the voice of the class in all matters concerning the program and the college. All Student Class Representatives must meet the minimum qualification standards and must

participate in all Student Affairs Committee meetings.

The purpose of the Class Representative is to:

- Continuously improve the student learning experience in partnership with members of the school's Student Affairs Committee by helping create solutions to student concerns
- Provide feedback and evaluation of program/courses to faculty and administration
- Act as a communication channel between staff, students, and faculty

Duties and Responsibilities:

- Attend Student Affairs Meeting on the 1st and 3rd week of each month (day to be determined).
- Gather the collective opinions/concerns of students in the cohort and present these views during the Student Affairs Meeting.
- Communicate to staff and students about student concerns and develop solutions.
- Foster the relationship between faculty and students.

ACADEMIC TERMINOLOGY AND CLASSIFICATION OF STUDENT

1. **Academic Term:** Classified as a quarter or a semester (see Academic Calendar); quarters are typically ten (10) weeks in length and semesters are typically fifteen (15) or sixteen (16) weeks in length.
2. **Academic Year:** A minimum of 36 credit hours and 30 weeks.
3. **Clinical/Practice:** A curriculum requirement served outside of the classroom setting.
4. **Clock Hour:** Fifty minutes of instruction with a ten-minute break for a total of sixty minutes.
5. **Co-requisite:** A course which must be taken concurrently with another course.
6. **Continuing Student:** A student who attended courses during the preceding term.
7. **Course:** A unit of academic study; listed by number and title under the course descriptions section of this catalog.
8. **Credit Hour (Quarter):** A quarter credit equals a minimum of 10 hours of classroom instruction, 20 hours of laboratory work, or 30 hours of externship. See Out-of-Class Learning Activities definition for additional credit hour requirements.
9. **Credit Hour (Semester):** A semester credit equals a minimum of 15 hours of classroom instruction, 30 hours of laboratory work, or 45 hours of clinical/practice. See Out-of-Class Learning Activities definition for additional credit hour requirements.
10. **Externship:** Typically, the final phase of curriculum served outside of the classroom setting.
11. **Field Experience Courses:** Courses listed as 'Internship/Externship' or 'Clinical/Practice' are considered field experience by the Veterans Administration under VA regulation-1426.5.
12. **Financial Aid Probation:** Conditional status which refers to students who have been readmitted after suspension due to failure to meet academic standards.
13. **Financial Aid Warning:** Conditional status which refers to students who are being monitored for failure to meet academic standards.
14. **Full-time Student:** A student registered for at least twelve (12) credit hours per term.
15. **Half-time Student:** A student who is registered for a minimum of six (6) credit hours and less than nine (9) credit hours per term.
16. **Less-than-half-time Student:** A student who is registered for less than six (6) credit hours per term.
17. **Lower-Division Courses:** Lower division courses are those numbered one hundred (100) through two

hundred ninety-nine (299).

18. **Major:** Refers to the field of emphasis a student pursues in a degree or diploma program.
19. **New or First-Time Student:** A student who has not previously attended courses at the College.
20. **Out-of-Class Learning Activities:** At least two hours of outside reading and/or preparation are required for each classroom lecture period of not less than 50 minutes. Specific learning activities and assignments are provided by the instructor.
21. **Prerequisite:** Preparatory course which must be successfully completed before a student is eligible to enroll in a subsequent course or program of study.
22. **Program of Study:** A total set of course requirements which must be met to earn a degree or diploma.
23. **Re-entry Student:** A reinstated student who was previously withdrawn.
24. **Registered Student:** A student who has been issued a schedule of classes in which space has been reserved for that student.
25. **Residence Credit:** This is awarded for courses whose requirements are met while enrolled at or through special examinations administered by the College. Fifty percent of a program's credit unit requirements must be earned in residence for most degree or diploma programs.
26. **Three-quarter Student:** A student who is registered for a minimum of nine (9) credit hours and less than twelve (12) credit hours per term.
27. **Transfer Credit:** Credit hours earned at another institution and transferred to Eagle Gate College or Provo College or credit earned through College Level Examination Program (CLEP) examinations.
28. **Upper-Division Courses:** Upper division courses are those numbered three hundred (300) through four hundred ninety-nine (499).
29. **Graduate Level Courses:** Graduate level courses are those numbered five hundred (500) through five hundred ninety-nine (599).

Classification of Students:

Students are classified according to the credit hours earned using the following scale:

Quarter Credit Hours Earned	Classification
1-36	Freshman
37-72	Sophomore
73-108	Junior
109-144+	Senior
Semester Credit / Clock Hours Earned	Classification
1-24 / 900 Clock hrs	Freshman
25-48 / 1589 Clock hrs	Sophomore
49-72	Junior
73-120+	Senior

Matriculated Students

A student is considered matriculated when the student is officially admitted to the College and has declared a major field of study that will lead to the awarding of a degree or diploma.

Non-matriculated Status

Students who are enrolled in courses with no degree or diploma objective are considered non-matriculated. If the non-matriculated student is admitted to matriculated status, all appropriate credits earned while on non-matriculated status will apply toward program requirements.

Active Out

Students may be placed on Active Out status until the next available or scheduled block in cases where a class is unavailable in a 5- or 7.5-week block. Any schedule change must take place prior to the student ceasing attendance in the current block. Any student who would be absent for longer than a 5- or 7.5-week block at one time or who fails to return on the agreed upon date of the next block will be withdrawn from the College. Contact the Academic Dean/Program Director for more information.

Change in Program

After admittance to the college, students may change their program of study if they obtain approval from the Academic Dean/Program Director. All credits applicable to the new program will be transferred. To assure academic integrity and financial aid compliance, program changes take effect only at the beginning of a new term.

Transferring between Program Shifts

Students can only transfer between day, evening, and online shifts at the end of a term, based on availability. A student seeking an exception for an individual course must be passing the course and have permission from the Academic Dean/Program Director and both instructors.

ATTENDANCE POLICY

Attendance is required of each student and is necessary for the successful completion of each program of study. Attendance records are reported daily for each class. Absences are reported regardless of reason. All absences are considered in applying the attendance policy. Any student not in attendance for 14 consecutive days may be withdrawn from the College. Students may be dismissed from the College if absences become excessive in all classes in which the student is enrolled. Individual programs may have specific requirements.

School Discretion: Students may be dismissed from class for a day, or longer, if the student's continued

presence is determined to be either disruptive (e.g. due to a violation of the Student Code of Conduct) or a serious health risk to others present. Such determination can be made by an Instructor, Program Director, and/or a Supervisor or Preceptors at one of the school's Clinical or Externship sites. Absences due to such a determination will be recorded and will count towards the student's attendance record.

Clinical Rotations in Pre-Licensure Nursing Programs

Clinical rotations occur throughout the program while the didactic portion is being taught. Specific assignments & locations are provided to students prior to the rotations beginning. Length of shifts & sites of clinical rotations vary and include applicable meal breaks; there are required morning, afternoon, evening, & weekend clinical experiences that may change with limited notice. Students are responsible to have dependable transportation to meet the demands of clinical rotations. Please refer to the nursing handbook & program calendars provided on the first day of class for specific guidelines. Please note that clinical assignments are based on educational criteria, not carpooling or other considerations; it is the student's responsibility to have reliable transportation to attend all clinical assignments.

Online Asynchronous Education (Does not apply to live/synchronous online education)

Students beginning a program for the first time by taking a single online course will have their program enrollment cancelled if they do not participate via Substantial Interaction in that particular course within the first 7 calendar days after the program or course start date.

Students beginning a program for the first time by taking multiple online courses, and who successfully participate via Substantial Interaction in some courses but fail to participate in others within the first 7 calendar days after the program or course start date, shall be withdrawn from those courses in which they failed to participate while remaining enrolled in those courses in which they successfully participated. Note that this could lead to a change in financial aid due to reduced credit load.

Absence in online asynchronous courses is defined as a lack of participation via Substantial Interaction, which includes uploading required assignments and engaging in the various online functions required for each course. This is in addition to completing any assignments by the assigned due date. If for any reason a student has a personal circumstance that will likely limit online participation, they must notify the Instructor and the Associate Dean/Program Director of Online Academics to discuss their options. A student who fails to attend at least 1 day of class during any 14 consecutive calendar days of a course will be administratively withdrawn from the course and associated program.

Daily attendance for students attending asynchronous online courses is met by completing at least one "substantial interaction" within the online education system. Such interactions include:

- a submission to an assignment of either the 'Online' or 'External Tool' submission type. Submissions of the 'External Tool' type must have the external tool pass back a submission for students via the LTI standard to be considered a qualifying attendance event
- submissions to a Graded Quiz, Practice Quiz, Graded Survey, or Ungraded Survey
- substantial participation (posts or replies) in a discussion for which the discussion post or reply takes place within a course. Discussion posts or replies that take place within an ungraded group discussion or as part of an announcement will not be considered a qualified attendance event

Academic Dismissal

Students who have been readmitted following suspension who fail to bring their CGPA and/or ROP into the acceptable range by the end of the first academic term after readmittance or are unable to successfully continue according to an approved academic plan, will be dismissed from the College. Students who have been dismissed are not eligible for readmittance into the program from which they were dismissed unless they successfully complete a period of non-regular status as set forth below.

Non-regular Status

Students who have been dismissed due to failure to maintain satisfactory academic progress may be allowed to continue as a non-regular status under the following conditions:

- The student is allowed to continue in a non-regular status for a period not greater than 30% of the normal program length.
- The student is not eligible for student financial aid.
- Time in non-regular status is counted toward the maximum time frame.
- The student is obligated to pay tuition, according to the established tuition schedule, for any courses in which the student is enrolled.
- While a student is on non-regular status, he/she is to be working toward coming into compliance with the standards of satisfactory academic progress. If, by the end of the maximum period allowed on non-regular status, the student has improved his/her academic standing to the FAW range, she/he will be readmitted on a FAW status. If, by the end of the maximum period allowed on non-regular status, the student has not improved his/her academic standing to the FAW range, she/he will be dismissed.

Students in non-regular status who have been dismissed because they attempted the maximum number of credits allowed under their program, but have not earned all of the credits necessary to complete their program will never be eligible for readmittance to regular status in the program from which they were dismissed but may continue on non-regular status up to the maximum period allowed for the purposes of completing all required credits. These students are not eligible for graduation and cannot receive degrees from their programs but can receive a certificate for the credits they successfully complete.

Withdrawal

Students are admitted under the premise that they will remain enrolled until the end of the term unless unforeseen circumstances necessitate withdrawal from the College. Should a student need to withdraw, she/he must contact the Registrar's office to complete the necessary paperwork.

Students withdrawn from a course after attending more than 0% and up to 60% of the course will receive a "W" grade. A "W" counts toward credits attempted but does not impact GPA. When a student is withdrawn after 60% of course completion, the student will be awarded the earned letter grade based on work complete. The awarded grade will count toward credits attempted and does impact GPA. Students may be withdrawn from the College for violations of College policy, including Student Conduct, Attendance and Non-payment.

Official withdrawal occurs when a student notifies the Registrar's office of intent to discontinue enrollment

or is dismissed. All other withdrawals are considered unofficial. In all instances, the refund is based on and computed from the last day of attendance and is not a condition of official or unofficial withdrawal notification. For this purpose, the last week of attendance shall be deemed to be the week in which the last date of attendance occurs, regardless of whether the withdrawal is official or unofficial, and regardless of any notice of withdrawal.

Medical Assisting Program

Students who withdraw from a course or program will have the status of “Withdrawal” (W) recorded on their transcript. Students who withdraw after the Last Date to Withdraw will receive a Letter Grade. If a student completes 75% or more of the course upon withdrawal, their grade is an “F”. If a student completes less than 75% of the course upon withdrawal, their grade for the incomplete course will be a “W”. Upon withdrawal, students will be Unregistered from any courses for which they had been registered but not yet attended. Withdrawal status remains on a student’s transcript. Students contemplating withdrawing from a course are cautioned that:

- Time spent enrolled in class up to the withdrawal counts towards the maximum program completion time;
- They may have to wait for the appropriate course to be offered again;
- They must repeat the entire course from which they withdraw to receive a final
- Financial aid and/or tuition costs may be affected

Students who withdraw while registered in a set of Paired Courses (e.g. HCMA110-T & HCMA110-L in the Medical Assisting program) will receive the following results:

Paired Course 1 Attendance	Paired Course 2 Attendance	Outcome Upon Withdrawal
75% or more	>0%	“F” for both courses
>0% & <75%	>0% & <75%	“W” for both courses
None (0%)	>0% & <75%	Unregistered for Course 1, “W” for Course 2
None (0%)	75% or more	Unregistered for Course 1, “F” for Course 2

If a student chooses not to complete a scheduled course after the add/drop period (see Add/Drop Period), she/he must withdraw from the course through the Registrar’s office. A student cannot withdraw from a five-week course after the fourth week of the course; or from a ten-week course after the eighth week of the course; or from a 7.5 week course after the sixth week of the course; or from a 15-week course after the twelfth week of the course. Students should be aware that withdrawal from any course could adversely affect their rate of progress (ROP) and their financial standing.

Re-Entry

Students who previously attended Eagle Gate College or Provo College and are petitioning to re-enter are considered re-entering students. Re-entering students must apply for reinstatement through the Academic

offices and meet all current requirements for admission. Students seeking to re-enter more than 12 months after their most recent withdrawal date from Eagle Gate or Provo College must contact the Admissions department to complete new enrollment paperwork. Students who re-enter may be required to enter a new version of their previous program (if applicable) or retake some of their courses. Nursing students who have been out of school for more than twelve (12) months will be required to retake any nursing courses with clinical or lab components. Non-nursing students who have been out of school for more than six (6) months may also be required to retake any courses with clinical or lab components. Students with an outstanding account balance may be required to pay that balance prior to re-entry. Students re-entering after 180 days must sign a new Enrollment Agreement (EA) and will be held to the terms, policies, and fees of the new EA which may differ from the EA previously signed.

Refresher Courses

An Eagle Gate College or Provo College graduate can return and audit course offerings from the College. Eligible courses must be in the program from which the student graduated and are limited to the programs and courses currently being offered. The graduate must be in good standing with the Business Office. No tuition will be charged; however, there will be a \$50 fee for each class or partial class. The graduate will need to purchase textbooks used in the courses. The graduate is required to adhere to current school policies governing attendance and dress. No credit will be given for these courses, nor will they appear on any grade report or transcript.

LEAVE OF ABSENCE (LOA) POLICY

This policy applies to all enrollments in programs which lead to a diploma or degree at the college and does not apply to enrollments in individual courses outside of a program.

The College acknowledges there are circumstances in which a student's program may be interrupted due to situations not within the student's control. If an emergency situation arises making it necessary for a student to interrupt his/her training, the school, at its' discretion, may permit a student to take a Leave of Absence (LOA). Any LOA request must be approved by Academic management prior to the LOA commencement date. Students will be advised of any effects the LOA may have on their academic progress and financial status. Any student who fails to return from an approved LOA will be dropped from the program.

If a student requests and is approved for an LOA to commence during a course, the student will receive a "W" grade for that course regardless of the percentage of work completed in that course. The "W" grade will not be included in credits earned but will be included in credits attempted. Additionally, the "W" grade will not be included in the student's cumulative GPA but will be included in the student's Pace of Completion calculation. Courses for which a student receives a "W" grade due to an approved LOA will not count toward the school's course retake limit.

Length & Timing of an LOA

Students may be granted multiple leaves of absence as long as the total number of days for all leaves combined does not exceed 180 days within a 12-month period. The 12-month period begins on the first day of a student's initial LOA. Students may request an extension of an existing LOA as long as the total LOA time does not exceed 180 calendar days within a 12-month period.

Students may request an extension of an existing LOA as long as the total LOA time does not exceed 180

calendar days within a 12-month period. The LOA extension request must be submitted and approved on or before the original scheduled LOA return date.

An LOA will not be granted during a student's first didactic course/module (for modular programs) or during a student's first course taken upon starting his/her program at Unitek College (for semester programs). Additionally, any student who fails to return from an approved LOA on the scheduled return date will be dropped from the program.

Allowed Reasons for an LOA

The following situations may be considered for a student's Leave of Absence:

- Medical reasons affecting a student or member of the student's immediate family
- Military service requirements
- Jury duty
- Family tragedy (i.e., death in the immediate family)
- Other circumstances deemed appropriate by the Program Director & Corporate Compliance

LOA Processing

A student who wishes to request a Leave of Absence must obtain an LOA Request Form from their Program Director or from the Campus Registrar. The request must be made in writing using the form, must be accompanied by any applicable supporting documentation, & must be reviewed & approved on or before the expected LOA start date.

GRADUATION REQUIREMENTS

To graduate from the College, a student must meet the following requirements:

- All required coursework must be completed satisfactorily within the maximum program length (150% of the program total credits).
- An overall cumulative grade point average (CGPA) of 2.0 must be obtained for all programs except Master of Science in Nursing (MSN) program.
- An overall cumulative grade point average (CGPA) of 3.0 must be obtained for the MSN program.
- A 70% ("C-") or better* must be earned in all program core courses.
- A 60% ("D-") or better* in all courses outside of proficiency and program core must be earned except for those programs that have specific graduation requirements.
- All program-specific graduation requirements must be met (see individual program pages).

**Not applicable to Nursing or Physical Therapist Assistant programs; see program pages for specific requirements.*

Fifty percent of a program's total credit hours must be earned in residence at Eagle Gate College or Provo College to earn the associated degree or diploma from Eagle Gate College or Provo College.

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

achievement. There is a commencement fee for students who wish to participate in the commencement ceremony. The fee covers expenses including cap and gown.

Graduates are encouraged to participate in commencement ceremonies held in recognition of their requirements for occupational licensing, as applicable. Educational programs may or may not meet licensing requirements or be approved in other states. Students considering relocation post-graduation should contact their Program Director and/or Career Services to determine eligibility for out-of-state professional licensure, as applicable.

STUDENT COMPLAINT PROCEDURE

Student concerns, complaints and grievances are important, and we encourage students to take every opportunity to discuss them with us. A student's status as a student will not be adversely affected in any way because they choose to use this procedure. Students will not be penalized or retaliated against for following this procedure.

If a student does not feel that the College has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Bureau of Health Education Schools (ABHES). All complaints considered by ABHES must be in written form, with permission from the complainant(s) for ABHES to forward a copy of the complaint to the College for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Council. Please direct inquiries to:

Accrediting Bureau of Health Education Schools

7777 Leesburg Pike, Suite 314 North

Falls Church, VA 22043

(703) 917-9503

A copy of the Accrediting Bureau of Health Education Schools' Complaint Form is available at the College and may be obtained by contacting the Registrar's office.

Students in Utah may also contact the Utah Division of Consumer Protection. All complaints are screened to determine whether it is a matter that can be handled by the Division. If so, the complaint will be assigned to an investigator who will determine what further action, if any, should be taken. All complaints considered by the Division must be submitted online.

For more details on the Division complaint process and to file a complaint go to:

<https://dcp.utah.gov/consumers/>

Utah Division of Consumer Protection

160 East 300 South

Salt Lake City, Utah 84111

(801) 530-6601

Students enrolled at our campuses in Idaho may contact the Idaho State Board of Education. For more details on the Idaho State Board of Education complaint process and their complaint form, go to:

<https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>

Please direct all inquiries to:

Office of the State Board of Education
State Authorization Program Manager
PO Box 83720
Boise, ID 83720-0037

PTA Program students and graduates may contact:

Utah Department of Commerce, Division of Occupational and Professional Licensing

P.O. Box 146741

Salt Lake City, Utah 84111-6741

(801) 530-6628; toll free in Utah at (866) 275-3675; Fax (801) 530-6511

doplweb@utah.gov

CAPTE: Commission on Accreditation in Physical Therapy Education

3030 Potomac Avenue, Suite 100

Alexandria, VA 22305-3085

Phone: (703) 706-3245

Email: accreditation@apta.org; website: <http://www.capteonline.org>

BSN Program students and graduates may file complaints with:

The Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750

Washington, DC 20001

202-887-6791 phone, 202-887-8476 fax

<https://www.aacnursing.org/CCNE>

PLAGIARISM POLICY

The purpose of the plagiarism policy is to promote academic honesty, personal integrity, and intellectual responsibility.

Policy Summary

Unitek Learning Colleges are committed to academic excellence built on honesty, moral integrity, trust, and respect. All academic community members depend upon the integrity of work that is submitted for academic credit. The Colleges support and promote academic honesty, personal integrity, and intellectual

responsibility. Any form of academic dishonesty is not acceptable.

Examples of Academic Dishonesty

Forms of academic dishonesty include but are not limited to (refer to the appendix for definitions of key terms):

- Academic dishonesty through deliberate or unintentional plagiarism
- Self-plagiarism
- Cheating on an examination or assignment
- Distributing copies of examinations
- Video or audio recording of examination information
- Taking screenshots or documenting exam questions and answers, assignments, and/or answer sheets in any way with the express purpose of sharing the information with other students
- Passing off anyone else's work as one's own
- Aiding one or more students in the completion of any of the above acts or any other act that violates the *Student Code of Conduct*.

Consequences of Academic Dishonesty

Consequences of any of the actions above or similar actions deemed as plagiarism include being given a grade of zero for the exam or assignment in which the infraction occurred, and counseling by the course faculty member. If a student commits a second act of academic dishonesty, they will be given a grade of zero for the exam or assignment in which the infraction occurred. A teacher will escalate the second offense of plagiarism to their direct supervisor (Program Director/Director of Education/Assistant Dean/Associate Dean/Dean) and the student will be counseled by the supervisor.

It is at the discretion of the Program Director/Director of Education/Assistant Dean/Associate Dean/Dean if this second infraction warrants disciplinary actions including but not limited to dismissal from the program. If a student commits a third act of academic dishonesty, he or she will be dismissed/withdrawn from the program and the College. All acts of academic dishonesty are recorded in the student academic record. A student may appeal their dismissal/withdrawal from the College for academic dishonesty by following the grievance and appeals policy detailed in the catalog.

80/20 Rule

The Colleges use the 80/20 rule for the determination of plagiarism. At least 80% of any assignment, discussion post, or other work must be in a student's own words. Direct quotes/re-quotes and/or a bibliography/reference page(s) should account for no more than 20% of the assignment, discussion post, or other work. This 80/20 rule also applies to all work previously submitted by the student in which the student was the original creator. Self-plagiarism is included in this rule. Students are not permitted to resubmit any previous work in another context without citing that it was used previously, and any previous work that the student includes and properly cites falls under the 80/20 rule.

Violations of the 80/20 rule can be separate into 2 parts.

1. **Violating the 80/20 rule by exceeding the 20% threshold using correctly cited material.** students should

use judgment when deciding when to quote. Students should quote only when an author/source material has expressed an idea better than the student could express it in his or her own words. The purpose of the 80/20 rule is for students to demonstrate a clear understanding of the subject matter, as teachers wish to read the student's work written in their own words. Violations of the 80/20 for correctly cited source materials will follow the grading rubric of that course.

2. **Violating the 80/20 rule by exceeding the 20% threshold without correct citations.** This is considered obvious plagiarism or similar act of academic dishonesty, as it is passing off another's work as one's own. The work will be given a grade of zero for the exam, assignment, or paper, in which the infraction occurred. Offenders will be counseled by the course faculty member.

Appendix – Definitions

- **Plagiarism:** The use of one's own or another's ideas, programs, or words without proper acknowledgment.
 - **Deliberate plagiarism** focuses on the issue of intent. If a student deliberately claims another's language, ideas, or other intellectual or creative work as their own, they have engaged in a form of intellectual theft. This is not tolerated in academic, business, and professional communities, and confirmed instances of plagiarism usually result in serious consequences. Similarly, submitting the work of another person or submitting a paper purchased from another person or agency is a clear case of intentional plagiarism for which students will be subject to the severest penalties including dismissal from the program and the College.
 - **Unintentional plagiarism** often results from misunderstanding conventional documentation, oversight, or inattentive scholarship. Unintentional plagiarism can include forgetting to give authors credit for their ideas, transcribing from poor notes, and even omitting relevant punctuation marks.
 - **Self-plagiarism** is the use of one's own previous work in another context without citing that it was used previously. This occurs when a student submits papers, assignments, etc. presented for another course where he or she was the original creator, whether for another department or school. All forms of self-plagiarism are subject to the plagiarism policy and procedures.
- **Collusion:** The improper collaboration with another in, but not limited to preparing assignments, computer programs or in taking examinations.
- **Cheating:** Giving improper aid to another, receiving such aid from another, or from some other source.
- **Falsifying:** The fabrication, misrepresentation or alternation of citations, written products, experimental data, laboratory data or data derived from other empirical methods.
- **Copyright:** The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same.
- **Student Code of Conduct:** The Student Code of Conduct sets the standards of conduct expected of students. It holds individuals and groups responsible for the consequences of their actions. Failure to fulfill these responsibilities may result in disciplinary actions or withdrawal from the program. The Student Code of Conduct is available in the college catalog.

COPYRIGHT POLICY

Copyright and Peer-to-Peer File Sharing

The College recognizes and complies with all copyright and fair use guidelines and regulations regarding ownership, use, and control of copyrightable materials. Students are required to comply with all copyright and fair use guidelines and regulations regarding peer-to-peer file sharing of copyrighted material, distribution of others' copyrighted works, and illegal downloading. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). Unauthorized peer-to-peer file sharing of copyrighted material, distribution of others' copyrighted works, and illegal downloading violate federal copyright law.

Students found violating the College's copyright policies are subject to civil and criminal penalties and disciplinary action up to and including dismissal from the College. Penalties for copyright infringement can include the following civil and criminal penalties:

- Actual or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed
- Damages of up to \$150,000 per work infringed for "willful" infringement
- Court costs and attorney's fees
- Criminal penalties, including up to five years in prison and fines up to \$250,000 per offense

More information can be found in Title 17, United State Code, Sections 504, 505 and at www.copyright.gov/help/faq._Legal alternatives to unauthorized downloading can be found at <http://www.educause.edu/legalcontent>.

NON-DISCRIMINATION, SEXUAL HARASSMENT, TITLE IX

Non-Discrimination

To the extent provided by applicable law, including Title IX, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any education program or activity sponsored by or conducted by the College on the basis of race, color, national origin, ancestry, religion, sex (including pregnancy, childbirth and related medical conditions), disability (physical or mental), age (40 and older), citizenship status, genetic information, military or veteran status, marital status, sexual orientation, gender identity and gender expression, AIDS/HIV, medical condition, political activities or affiliations, or status as a victim of domestic violence, assault or stalking. Additionally, the College treats a student's gender identity as the student's sex for Title IX purposes, and the College does not treat a transgender student differently from the way it treats other students of the same gender identity. The requirement not to discriminate in the education program or activity extends to admission and employment, and any inquiries regarding the application of Title IX may be referred to the College's Title IX Coordinator, to the Assistant Secretary for Postsecondary Education, or both.

Sexual Harassment

The college will respond promptly upon actual knowledge of sexual harassment against a person in the United States in an education program or activity in a manner that is not deliberately indifferent.

Sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following:

- A College employee conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct (otherwise known as a *quid pro quo*);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity;
- "Sexual assault," "dating violence," "domestic violence," or "stalking" as defined under the Violence Against Women Act (VAWA).

The college considers harassment a serious offense, and any violation of this policy which is determined through the investigation process will constitute cause for disciplinary action. Investigations are conducted by individuals who receive training on the issues related to sexual harassment, domestic violence, dating violence, sexual assault and stalking. Specific disciplinary action will be based on the severity of the incident and/or the degree to which repeated incidents have occurred. Such disciplinary actions for employees may include, but are not limited to, verbal warnings, letters of reprimand, suspension with or without pay, and termination. Such disciplinary actions for students may range from counseling to suspension and/or expulsion.

The college is committed to preventing acts of sexual harassment and encourages any student or employee to report such acts immediately. Any person can report sexual harassment or discrimination (whether or not the person reporting is the alleged victim) in person, by mail, telephone or by email, using the contact information for the Title IX Coordinator. A report can be made at any time, including during non-business hours. However, responses to reports made outside of business hours, including during weekends and holidays, may be delayed. Along with taking these allegations very seriously, the college has also established procedures which provide a person accused of harassment the opportunity to respond to allegations.

Upon receiving a formal or informal complaint of sexual harassment, the college will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance process detailed on the subsequent pages of this Annual Security Report before imposing any disciplinary sanctions or other actions which are not supportive measures against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

If the college determines that there is an immediate threat to the physical health or safety of any students or other individual arising from the allegation(s) of sexual harassment, the College may remove the respondent from the educational program or activity. If this occurs, the respondent will be provided notice and an opportunity to challenge the decision immediately upon removal. In the event the respondent is a non-student employee, the college may place the employee on administrative leave during the investigative process.

Awareness & Prevention of Dating Violence, Domestic Violence, Stalking & Sexual Assault

In accordance with the provisions of Title IX of the Education Amendments of 1972 & the Clery Act as it was amended in the Violence Against Women Reauthorization Act of 2013, the college strongly prohibits acts of dating violence, domestic violence, stalking, & sexual assault & is committed to fostering an environment of awareness & prevention. To that end, the College will investigate and/or execute disciplinary actions for all offenses of dating violence, domestic violence, stalking & sexual assault, regardless of location, when the institution is made aware of such an occurrence.

If you become the victim of a sexual assault or domestic violence, you should consider calling the police & seeking medical attention immediately. Additionally, if you fear for your safety or others around you, filing a protective order may be a good idea. We also encourage victims to report the offense to the college's Title IX Coordinator to provide you with support & resources, including assistance with notifying local law enforcement authorities, if so desired.

The college's Title IX Coordinator is:

Don Corvin, 1401 Dove Street, Suite 210, Newport Beach, CA 92660

(949) 590-4882

dcorvin@unitek.com

The College has assigned Title IX Responsible Employees to coordinate with the Title IX Coordinator and assist victims with the reporting of these offenses.

The Title IX Responsible Employees at each campus are listed below:

Name	Campus	Telephone	Email Address
Somer Warner Assistant Dean, Nursing	Provo College	(385) 262-9661	swarner@provocollege.edu
Greg Koberstein PTA Faculty	Provo College	(385) 262-9641	gkoberstein@provocollege.edu
Kristen Whittaker Campus Director	Provo College	(385) 262-9639	kwhittaker@provocollege.edu
Randy Heninger Assistant Dean, Nursing	Eagle Gate College Murray Campus	(801) 609-3445	rheninger@eaglegatecollege.edu
Nicole Koch Regional Financial Aid Dir.	Eagle Gate College Murray/Layton Campuses	(385) 262-9639	nkoch@eaglegatecollege.edu
Randy Heninger Assistant Dean, Nursing	Eagle Gate College Layton Campus	(801) 609-3445	rheninger@eaglegatecollege.edu
Dawn Valadez Campus Director	Eagle Gate College Boise Campus	(208) 738-9477	dvaladez@eaglegatecollege.edu

Dr. Xiomara Perez Assistant Dean, Academics	Eagle Gate College Boise Campus	(208) 510-0014	xperez@eaglegatecollege.edu
Felicia Wright Campus Director	Eagle Gate College Idaho Falls Campus	(208) 701-6013	fwright@eaglegatecollege.edu
Jason Williams Assistant Dean, Academics	Eagle Gate College Idaho Falls Campus	(208) 701-6019	jwilliams@eaglegatecollege.edu

Student Health and Safety

The College is committed to providing an environment that protects the health and safety of all students. Students should immediately report to a College staff or faculty member any instance where the student feels he/she has been threatened, harmed, harassed, discriminated against, or otherwise mistreated at the campus. The College will take appropriate measures in accordance with applicable campus procedures to ensure student safety and address any issues brought forth.

As a part of the campus safety program, students are required to wear Student IDs in plain sight whenever on campus. The campus issues Student IDs to all students upon matriculation at the College. Lost Student IDs will be replaced at no cost to students. A Campus Security Report is published and distributed annually. The most current annual report is posted on campus and on the College website.

STUDENTS WITH DISABILITIES

Students with Disabilities should make arrangements to meet with the Program Director and/or our onsite ADA Coordinator prior to the start of class to review facilities and required accommodations. Reasonable assistance is provided through a variety of services tailored to particular students' needs in an effort to equalize educational opportunities for students. Support services are provided on an individual needs basis and should be discussed with the ADA coordinator. Note: *All nursing students must be cleared by their healthcare provider to participate fully in the clinical setting.*

Rehabilitation Act & Americans with Disabilities Act (ADA)

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the college abides by the regulation that "no otherwise disabled individual" shall be excluded from participation in programs and services offered by the college "solely by reason of the disability." A student is eligible for consideration for accommodations and/or auxiliary aids and services if the student has a documented disability and the ADA Coordinator has consulted with the student and determined that the functional limitations of the disability require such accommodation, auxiliary aids and/or services.

The college is committed to providing reasonable accommodations including auxiliary aids and/or services to qualified individuals with a disability, unless providing such accommodations would result in undue burden or would fundamentally alter the nature of the program, benefit, or service provided by the college. To request auxiliary aid or service, please contact the ADA Coordinator(s) for your campus.

The ADA Coordinators at each campus are listed below:

Name	Campus	Telephone	Email Address
Somer Warner Assistant Dean, Nursing	Provo College	(385) 262-9661	swarner@provocollege.edu
Greg Koberstein, PTA Faculty	Provo College	(385) 262-9641	gkoberstein@provocollege.edu
Kristen Whittaker Campus Director	Provo College	(385) 262-9639	kwhittaker@provocollege.edu
Randy Heninger Assistant Dean, Nursing	Eagle Gate College Murray Campus	(801) 609-3445	rheninger@eaglecollege.edu
Nicole Koch Regional Financial Aid Dir.	Eagle Gate College Murray/Layton Campuses	(385) 262-9639	nkoch@eaglecollege.edu
Randy Heninger Assistant Dean, Nursing	Eagle Gate College Layton Campus	(801) 609-3445	rheninger@eaglecollege.edu
Dawn Valadez Campus Director	Eagle Gate College Boise Campus	(208) 738-9477	dvaladez@eaglecollege.edu
Carrie Lamb Assistant Dean, Academics	Eagle Gate College Boise Campus	(208) 738-9478	clamb@eaglecollege.edu
Felicia Wright Campus Director	Eagle Gate College Idaho Falls Campus	(208) 701-6013	fwright@eaglecollege.edu
Jason Williams Assistant Dean, Academics	Eagle Gate College Idaho Falls Campus	(208) 701-6019	jwilliams@eaglecollege.edu

MISCELLANEOUS POLICIES

Academic Advising

When a student matriculates, assignment is made to a faculty academic advisor, usually the Program Director. Students are invited and encouraged to consult with the Academic Dean/Program Director, Student Services, and the Campus Director to discuss issues affecting student academic welfare and to seek advice and information on any matter of policy.

Student advising is limited to academic matters. Personal or therapeutic counseling is not provided, and such situations will be referred to appropriate agencies.

Confidentiality of records is maintained under current legal standards as outlined by the Family Educational Rights and Privacy Act (FERPA). Students receive information regarding FERPA guidelines

during student orientation.

Student Orientation

All new students will be notified of the time and date of the next orientation session. Attendance is required. During orientation, students will become acquainted with the pertinent rules and regulations of the College, familiarized with facilities, introduced to various faculty and staff members, and issued a class schedule. College orientation will also enable students to seek any additional advising from the Admissions department, Financial Services, or Academic department before classes start. Students completing courses/programs online are required to participate in Online Orientation.

Use of Technology

In support of its educational mission the College provides a campus data network. It is the responsibility of students to use electronic services appropriately and in compliance with College policies and State and Federal laws / regulations. Actions that are unacceptable on the network and computing services are harassment in any form, failure to respect the property of others, forgery or other misrepresentation of one's identity, and displaying, transmitting, and/or downloading sexually explicit images, messages, ethnic slurs, racial epithets, or anything that could be construed as harassment or disparaging to others. In addition, these policies apply to the College network and electronic services:

- College systems and networks may only be used for legal purposes and to access only those systems, software, and data for which the user is authorized.
- College systems, networks and electronic services may not be used for private commercial or political purposes or for personal gain.
- Information resources licensed by the College for the use of its students, faculty or staff may not be retransmitted outside of the College.
- Electronic mail is a college resource, with no guarantee of privacy for electronic mail messages.

Persons who violate this or any other College policy are subject to discipline, up to and including expulsion for students and termination for associates.

Policy on Recording of Lectures and Other Educational Content

The College recognizes the potential benefits to students of the ability to revisit all or part of a lecture. It further recognizes the benefits for groups of students, (e.g., those with certain learning difficulties or those whose first language is not English). The College permits Instructors to record lectures or other academic content (e.g., visual depictions, charts, graphs, PowerPoint slides, etc.) for their own use or student use, but the decision to record is at the sole discretion of the Instructor and is not mandated for each course. Additionally, students are never allowed, under any circumstances, to record lectures or other academic content.

Federal law states that students with documented disabilities should be allowed access to recorded classroom activity. The College's ADA Coordinator will determine if classroom recording is an appropriate academic adjustment, auxiliary aid, and/or service with respect to each individual student's documentation. Students without documented disabilities may also request that Instructors record

classroom activity, if not already doing so; however, in such instances, the Instructor has the sole discretion to determine if recording will be allowed. In all cases, students cannot record lectures on their own and any recording performed by the instructor is to be used solely for the personal use of the student. All recordings are the property of the College, and the student may not re-publish, distribute, post to social media, or share the recordings without the Instructor's explicit permission. Additionally, as related to both non-disabled and disabled students, Instructors have the authority to spontaneously, or in advance, prohibit recording of personal student information. Unless otherwise explicitly agreed to by the Instructor, the recordings will be destroyed or stored by the Instructor at the end of the semester, term and/or course.

Under no circumstances shall classroom recordings be used in the evaluation or sanctioning of instructors and/or students. Any alleged violations of the College's Recording Policy as stated herein, including bullying and cyber-bullying based on the recording content, will be referred to Academic Management for investigation and may result in the offending student's termination from his/her program.

Distance Education Identity Verification and Privacy

Each distance learning faculty and student shall be assigned a user ID in the Canvas system and will create an alphanumeric password that uniquely identifies him/her in the distance learning environment. This combination of user ID and password identifies faculty and students to the system on each subsequent course visit. To maintain a secure distance learning environment, users shall:

1. Accept responsibility for the security of their personal passwords
2. Maintain student information separate from others within the LMS and protected from outside intruders
3. Protect faculty information from student views within the LMS and from outside intruders
4. Take reasonable steps to protect the password when using public computers
5. Disclose a password compromise to college staff as soon as possible

In addition, online faculty and staff shall maintain familiarity with FERPA regulations and may not disclose confidential student information in an unauthorized manner. All student information in the LMS is confidential and access is granted only to a limited number of administrators.

Written Arrangements

The Colleges have an Online Course Hosting and Technical Assistance Agreement with Instructure (Canvas), located at 6330 South 3000 East, Suite 700, Salt Lake City, UT, 84121, to provide the Colleges with its own instance on the Canvas platform Learning Management System (LMS) in which it will host online courses. Instructure assumes no responsibility, however, for the instruction of students in such courses. The portion of the educational program that Instructure provides is 0%. Students may incur the costs of purchasing a computer (est. \$750) and obtaining internet access (est. \$30 per month), but such expense may not be required. There are no additional costs students may incur as the result of enrolling in an educational program that is provided, in part, under the written arrangement.

The Colleges do not have any written arrangements with educational institutions or other organizations to offer any part of the Colleges' training programs on their behalf.

Student Relocation

Students are expected to complete their program of study within the states of Utah or Idaho. Due to individual state and federal regulations, if a student relocates outside the states of Utah or Idaho before completing all program requirements they may be unable to continue to receive federal student aid and/or finish their current term and/or program of study at the College. The College does not guarantee that students wishing to complete an internship, externship, or clinical course outside of the states of Utah or Idaho will be able to do so. Students should plan on completing externship, internship or clinical portions of their courses while residing in Utah or Idaho. Students who are considering relocating while enrolled should contact the Academic Dean/Program Director or Campus Director to discuss how relocation could alter their eligibility. It is the student's responsibility to inform the College of their relocation.

Weapons and Firearms

The College complies with state law regarding weapons on campus. Utah state law clearly states that a person may not possess a dangerous weapon, firearm, or sawed-off shot gun on school premises (Utah Code 76-10-505.5) except under certain conditions.

Any individual who fails to abide by this policy may be subject to disciplinary action up to termination and/or prosecution under appropriate city, state, or federal laws. Individuals should immediately report any knowledge they have regarding the use or display of weapons and firearms to the Campus Director.

Knowledge of Rules and Regulations

Students are responsible for knowing all the rules and regulations published in this catalog, posted on bulletin boards, announced by the instructors, or otherwise made known. Failure to know these rules and regulations does not excuse students from requirements and regulations.

DETERMINING STUDENT LOCATION

Determining student location is essential to ensure compliance with federal and state regulations. Out-of-State educational activities are subject to the regulations of states and territories within which they occur. Professional licensure requirements also vary by location and disclosures to students are required when a program does not meet the requirements within the student's location.

Student location is determined at time of enrollment and is based on the current address submitted by the student. Student location is used for state authorization purposes and may differ from the student's residence. Subsequent to initial identification, student location will only be updated after a formal receipt of a change of location. Formal receipt is when a student provides notice to a College employee, either verbally or in writing. Students are reminded of their obligation to notify a College employee of relocation in the institution's catalog. Additionally and at a minimum, the College will perform an annual check of the locations for out-of-state students to determine whether updates are needed.

If a student is seeking enrollment for a program in a licensure or certification field and the institution has not made a determination that the curriculum meets the requirements or has determined that the curriculum does not meet the requirements in the state the student is located in, the student receives a direct disclosure during the enrollment process which identifies the following:

- 1) states for which the program's curriculum meets licensure requirements;
- 2) states for which the program's curriculum does not meet licensure requirements; and

3) states for which the institution has not yet determined whether the program's curriculum meets licensure requirements.

Additionally, if a student is from a state where the institution has not determined whether the curriculum meets licensing requirement in that state, the student will receive the contact information for the relevant licensing agency for that state. Similar licensure & certification disclosures are included on the school's website. Students who are not located in a state in which a Unitek Learning institution is authorized to enroll distance education students or otherwise exempt from authorization will not be enrolled.

FACULTY

General Education

- Amer Qatanani, Associate Dean, General Education Online; Doctor of Business Administration/Higher Education, Apollos University; Master of Science Organizational Management, Apollos University; BS Education, Faculty of Educational Sciences & Arts (FESA) College
- Jennifer Williams, Assistant Dean, General Education; MA Communications, Certificate in Conflict Management; BA – English Writing
- Ashley Christiansen, Academic Chair – Social Sciences, ME, Education, Southern Utah University; BS, Elementary Education, Southern Utah University
- Shane Fisher, – Academic Co-Chair – Sciences, Doctor of Medicine, Ross University; Master of Public Health, Public Health, Capella University; BS, Business/Administration, University of Phoenix; BS, Management, Park University; AA, Allied Health Sciences, Community College of the Air Force
- Saugata Chatterjee – Academic Chair – Mathematics & Statistics, PhD, Mathematical Physics, Arizona State University; MSc, Physics (Electronics and General Relativity), Jadavpur University; BSc, Physics, Jadavpur University
- Jennifer Graves – Academic Chair – Humanities, MA Education, Northern Arizona University; Med Counseling and Human Relations, Northern Arizona University; BS Psychology, University of Arizona
- Michele Monroe – Academic Chair – English & Communication, MA English / TESOL Certificate, University of Alabama; Certificate in Secondary Education, Wilson College; BA Theatre Arts, Hartwick College
- Bruce Forciea – Academic Co-Chair – Sciences, Doctor of Chiropractic, Parker College of Chiropractic (Anatomy & Physiology concentration); BA – Psychology, Eckerd College
- David Blank – Adjunct Faculty MBA, Organizational Leadership, Norwich University; PhD, Organic Chemistry, Dartmouth College; ScM, Organic Photochemistry, Saint Joseph's University; BS, Chemistry, Albright College
- Patricia Brown – Faculty MA, Education/Special Education, University of Phoenix; MA, Education/Adult Education and Training, University of Phoenix; MS, Criminal Justice, Weber State University; BS, Political Science, Utah State University; AS, Paralegal, Eagle Gate College
- Cassandra de Croix – Adjunct Faculty, MA, History, University of the Americas; BA, Communications, Brigham Young University
- Jared Hadley – Adjunct Faculty MS, Criminal Justice, Weber State University; BA, Family Studies,

Weber State University; AA, General Studies, Weber State University

- Mark Jolley – Adjunct Faculty DC, Chiropractic, Palmer College of Chiropractic; BS, General Science; Palmer College of Chiropractic; AS, General Studies, Utah State University
- Lynette Kolb – Adjunct Faculty MAEd University of Phoenix; BA German Brigham Young University
- Oleg Makismov – Adjunct Faculty MBA, University of the People; PhD, Chemistry, Graduate School and University Center of City University of New York, BS, Chemistry, City College of City University of New York
- Holly Painter – Adjunct Faculty MS, Human Anatomy and Physiology, New York Chiropractic College; MS, Interdisciplinary Studies, Mountain State University; BS, Interdisciplinary Studies, Mountain State University
- Kody Quast – Adjunct Faculty MBA, Utah State University; BS, Accounting, Utah State University
- Mohammed Qutyan – Faculty, Online PhD Molecular Biology, New Mexico State University; MA Biology Education, New Mexico State University; MS Toxicology, New Mexico State University; BS Biology Education, University of Sana'a
- May-Lin Robbins – Adjunct Faculty MBA, University of Phoenix; BS, Criminal Justice/Criminalistics
- Maren Tucker – Adjunct Faculty MS, San Diego State University; BS Weber State University; AA Weber State University
- Annette Velarde – Adjunct Faculty PhD Human Science, Saybrook University; MA, Humanities, American Public University; BS, Professional Studies, Kaplan University
- Jan Wong – Adjunct Faculty MA, Education/Curriculum and Instruction, University of Phoenix; BS, Child Development and Family Relations, Brigham Young University
- Kimberly Willis – Adjunct Faculty PhD, Public Health, Epidemiology, Walden University; MPH, Public Health, Walden University; BS, Auburn University Montgomery

Medical Assisting

- Lindsey K. Hardcastle, BSHW, AOS, NCMA, CMA – Program Director Bachelor Science Health and Wellness: Purdue University Global; Associate of Occupational Sciences: Medical Specialties, Stevens-Henager College; Diploma Medical Assisting: Broadview University
- Jamie Alvey, CPC-A – Faculty Associate of Applied Science Degree, Medical Assisting: Eastern Idaho Technical College

Nursing

- Laura Allen – Faculty MSN, Western Governor's University; BSN, Western Governor's University; AAS, Nursing, College of Eastern Utah
- Mariann Asay – Faculty MSN, Western Governors University; RN-BSN, Western Governors University; ASN, Provo College
- Jeremy Berrett – Faculty MSN, Maryville University; BSN, Grand Canyon University; AAS, Ameritech College
- Donna Borre' – Faculty OnlineEdD University of Phoenix, MSN Viterbo University, BSN Viterbo University, AD Milwaukee Area Technical College

- Sheri Byrnes – Faculty, PhD, Capella University; MSN, University of Phoenix; BSN, Northeastern University
- Rachel Choudhury – Assistant Dean of Online Programs, Nursing DHA(c), Franklin University; MSN, Otterbein University; MS, University of Hawaii, Manoa; BSN, University of Nevada, Las Vegas; BA Biology/Chemistry, Rollins College
- Erikka Collins – Faculty MSN, Western Governor’s University; BSN, Western Governor’s University; ASN Weber State/Davis Applied Technology College; BS, Biology/Exercise Science
- Shannon Estrada – Faculty MSN, Western Governor’s University; BSN, Western Governor’s University; AS, Utah Valley University
- Amber Fowler – Faculty MSN, Western Governors University, BSN, Western Governors University, ASN, Samaritan Hospital SON
- Tanja Hagen – Faculty MSN, University of Utah; BSN, University of Utah
- Carrie Hammer – Faculty MSN, South University; BSN University of Utah
- Randy Heninger – Assistant Program Director, Nursing MBA, Westminster College; MSN, University of Utah; BSN, Jacksonville University
- Rana Jaber – Faculty, Online DNP, Western University of Health Sciences; MSN, California State University, Fullerton; BSN, Jordan University of Sciences and Technology
- Amelia Kenyon – Faculty DNP, Touro University Nevada; MS, Nursing, Western Governors University; AS, Nursing, Excelsior College; Diploma of Practical Nursing, Corinthian College; AS, Business Management, Ashworth College
- Carrie Lamb – Assistant Dean, Nursing DNP, Chamberlain University; MSN University of Cincinnati; BSN University of West Florida
- Jamie Mathews – Faculty MSN, Walden University; ADN, Northwest College
- Sheila Matye – Faculty, Online DNP, American Sentinel University; MSN, Gonzaga University; ADN, MSU-Northern
- Diane Morrison (Labanowsky) – Faculty, Online MSN, University of Wisconsin; BSN, University of Wisconsin
- Carlie Naval – Faculty, Online DNP, University of Utah; BSN, University of Utah; ASN, Utah Valley University
- Audrey Olsen – Faculty MSN, Western Governors University; BSN, Western Governors University; ASN Eagle Gate College; AS, University of Utah
- Tara Saucier – Faculty, Online PhD, William Carey University; MSN, Duquesne University; BSN, University of Southern Mississippi; ADN, Jones County Junior College
- Celeste Setters – Faculty PhD, Capella University; MSN, Western Governor’s University; BSN, Western Governor’s University; AAS, College of the Canyons
- Douglas Syphus – Faculty MSN, Western Governor’s University; BSN, Western Governor’s University; ASN, Salt Lake Community College
- JoNell Taylor – Faculty MSN, Weber State University; BSN, Weber State University; ASN, Weber State University

- Mary Thomas – Faculty BSN, Steven Henager University; MSN, Independent University
- Sharon Wheeler – Faculty MSN, Gonzaga University; BSN, Brigham Young University
- Anne Wilkinson – Faculty, Online MSN, University of Wisconsin; BSN, University of Wisconsin
- Kimberly Womack – Faculty MSN, Western Governors University; BSN, Weber State University; ASN, Weber State University; BS Kinesiology, University of Minnesota

Physical Therapist Assistant

- Craig Cooper, PT, DPT – Faculty DPT, Marymount University; MSPT, Texas State University; M. Ed. Kinesiology, The University of Texas of Austin; BS, Health and Physical Education, University of Virginia
- Douglas Ashton, PT, DPT – Instructor DPT, Rocky Mountain University of Health Professions; BS Exercise Science, Utah Valley University
- Jonathon Hubert, PTA – Director of Clinical Education BS Business Administration, Eagle Gate College; AAS, Physical Therapist Assistant, Provo College
- Dr. Greg Koberstein, PT, DPT – Faculty DPT, University of Utah; BS Exercise Science, Arizona State University
- Dr. James Nackos, PT, DPT – Faculty. DPT, Creighton University
- D. Suzanne Reese, PT, DPT, MS – Interim Program Director. DPT University of New England; MS Oklahoma State University; BS University of Missouri

SUMMARY OF CHANGES

December 22, 2021

- Plagiarism Policy updated
- Update to the Title IX Responsible Employees

November 17, 2021

- RN-BSN program indicated for Murray campus only
- Algebra I added to PTA Course Description

October 15, 2021

- Update to Student with Disabilities
- Update to MPEN Scholarship
- Update to the Physical Therapist Assistant Courses
- Update to Faculty Section

September 22, 2021

- Update to Attendance Policy

September 15, 2021

- Added CLEP / International Credits policy

September 10, 2021

- COVID-19 vaccination (all doses) added to Immunizations Policy
- Update to Facility Description

August 31, 2021

- Update to Credits for Prior Education

Aug 11, 2021

- Added policy on Determining Student Location under Misc. Policies
- Updated MSN programs

July 30, 2021

- Located Dress Code policy within Student Code of Conduct
- Added SLE-Q Admissions Exam policy for Idaho campuses (MA & PN programs)

June 2021

- Removal of State Authorization Reciprocity Agreements (SARA) Participant
- Removal of BIO251 Microbiology and BIO252 Microbiology Lab from Physical Therapist Assistant Courses.
- MEPN Entrance Exam score correction
- Drug Screen Revision
- Credit for Prior Education
- RN to BSN Admissions Policies
- PN Program Admission Revision

April 2021

- Plagiarism Policy updated to apply across all accredited schools under Unitek Learning
- PTA program description updated to reflect 75 instructional weeks instead of 80 (resulting from 15-week semesters instead of 16-week semesters)
- Inaugural Scholarship and updated tuition: Practical Nursing program in Idaho
- PN Program Admission Revision

March 2021

- RN-BSN admissions requirement changed from prior GPA of 2.0 to prior GPA of 2.5
- LPN license no longer acceptable for NUR131 credit

January 2021

- Added Idaho & Utah state-specific complaint procedures & agency contact info
- Removed references to Independent Study being allowed / approved
- Added details to Course Enrollment policy for stand-alone courses

POLICY AND PROGRAM CHANGES

The college updates the catalog at least once per year. The catalog is reviewed by the management team for any updates or changes prior to publishing and implements them as needed. A current version of the catalog can be found on the school's website. Prospective students are provided with a PDF copy of the catalog prior to signing an enrollment agreement.

The college reserves the right to make changes in organizational structure, policy & procedures as circumstances dictate. The college reserves the right to make changes in equipment & materials & modify curriculum as approved by accrediting bodies. When size & curriculum permit, classes may be combined to provide meaningful instruction & training & contribute to the level of interaction among students.

The college regularly evaluates feedback received through our Advisory Board as well as information received from students through regular evaluations. Based on feedback, the college agrees to implement changes to improve the quality of the programs offered.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

The college reserves the right to make changes in the enrollment criteria, academic requirements, grading standards & other processes at any time.

LEGACY PROGRAMS

The following programs have ceased enrollment but have active students as of the date of this catalog. A program will be removed from this section after its last student graduates.

LEGACY PROGRAM: MEDICAL ASSISTING

MEDICAL ASSISTING

This version stopped enrolling in June 2020.

Criminal background check and/or drug screen tests may be required for clinical experiences and/or employment.

The Medical Assisting diploma program is designed to develop the skills and knowledge necessary to assist a medical team in a variety of functions. Students will develop competencies for both back and front office and will be able to assist by checking vital signs, charting, and performing laboratory tests. Clerical functions include word processing and office procedures. The program prepares students for entry-level employment in a doctor's office.

43 QUARTER HOURS, 620 CONTACT HOURS, 40 WEEKS

COLLEGE CORE	QTR HR
OA110 COMPUTER APPLICATIONS	2
SKL242 CAREER DEVELOPMENT	2
SS100 STRATEGIES FOR STUDENT SUCCESS	3
Subtotal	7

MEDICAL ASSISTING CORE	QTR HR
MA110 SKELETAL, MUSCULAR and BODY SYSTEMS AND PHARMACOLOGY	5
MA120 LYMPHATIC and IMMUNE SYSTEMS, MICROBIOLOGY AND MINOR SURGICAL ASSISTING	5
MA140 RESPIRATORY, BLOOD, CARDIOVASCULAR and PULMONARY SYSTEMS	5
MA150 LAW and ETHICS, RECORD KEEPING AND BASIC PATIENT CARE	5
MA160 MEDICAL OFFICE MANAGEMENT	5
MA170 EXTERNSHIP*	6
Subtotal	36
Total	43

*Prerequisite course(s) required. See course descriptions.

Additional Program Information:

The Medical Assisting program requires evidence of the following vaccinations. Vaccination fees are the responsibility of the student.

- TDaP within the past 10 years
- MMR (two vaccines) or titer showing immunity
- Twinrix or Hepatitis B completed series or titer showing immunity
- Negative TB (PPD) within the last year (Students are required to be current on PPD testing prior to externship and/or employment. A second PPD test may be required.)
- Additional vaccinations may be required for externship placement (check with Program Director for list of sites requiring these vaccinations):
 - Varicella vaccination (2 doses if given after age 13) or titer showing immunity
 - Hepatitis A if evidence of Twinrix not provided

- Seasonal influenza

Except for the Hepatitis B vaccination series, vaccinations must be completed by the end of the first term of enrollment. Documentation that the Hepatitis B vaccination series has been started must be provided prior to the end of the first term. Documentation that the Hepatitis B vaccination series has been completed must be provided prior to beginning externship course. Vaccination fees are the responsibility of the student. Students in the allied health programs must meet the health and safety requirements of participating clinical education facilities.

Graduates of the program are eligible to take the Certified Medical Assistant (CMA) certification exam offered by the American Association of Medical Assistants (AAMA).

Students successfully completing the program will meet the educational requirements for the National Certification Exam for Medical Assistants and may be eligible to sit for the exam. This exam is administered on campus and may be taken through the National Center for Competency Testing (NCCT).

Students may be eligible to sit for the following certifications through NCCT upon program completion:

1. Medical Assistant (NCMA)
2. Medical Office Assistant (NCMOA)
3. Insurance Coding Specialist (NCICS)

Acceptance and successful progression through the medical assisting program does not ensure certification eligibility.

[Legacy Medical Assisting Program Courses](#)

OA110 **30 hrs, 2 credits**

COMPUTER APPLICATIONS

This course is designed to familiarize students with basic computer operations and software applications. Software applications include word processing and presentation software.

Lecture hrs: 10, Lab hrs: 20; Delivery Method: Online

SKL242 **20 hrs, 2 credits**

CAREER DEVELOPMENT

This course is designed to improve the marketability of students as they enter the workforce. Students are taught the skills and attitudes needed to make proper career decisions and secure and retain satisfying employment. Students will create a resume, cover letter, professional portfolio and participate in mock interviews.

Lecture hrs: 20; Delivery Method: Online

SS100 **30 hrs, 3 credits**

STRATEGIES FOR STUDENT SUCCESS

This course is designed to help students learn and improve skills that are essential to academic and professional success. Topics will include effective study habits, critical thinking, time management, library

research and financial literacy. In addition, this course provides the student with an introduction to basic medical terminology concepts. Students will learn the meaning of prefixes, suffixes, and root words. Emphasis is placed on correct spelling, pronunciations, and proper clinical usage.

Lecture hrs: 30; Delivery Method: Blended

MA110 **60 hrs, 5 credits**

SKELETAL, MUSCULAR and BODY SYSTEMS AND PHARMACOLOGY

In this course students will learn about the structures, functions and medical terminology of the musculoskeletal and body systems including integumentary, nervous and special senses. Students will study pharmacology, drug dosage calculations and the pharmacological effects of drugs on the body.

Lecture hrs: 40, Lab hrs: 20; Delivery Method: Residential

MA120 **60 hrs, 5 credits**

LYMPHATIC and IMMUNE SYSTEMS, MICROBIOLOGY AND MINOR SURGICAL ASSISTING

In this course students will learn the structures and functions of the immune and lymphatic systems. Students will learn basic microbiology, how microorganisms are spread, and how to break the cycle of infection. In addition, students will learn how to properly assist with minor surgical procedures and the proper use and care of surgical instruments. Students will learn how to care for their patients preoperatively, intraoperatively and postoperatively including wound healing and care and suture and staple removal. Students will show understanding of OSHA and universal precautions.

Lecture hrs: 40, Lab hrs: 20; Delivery Method: Residential

MA130 **60 hrs, 5 credits**

URINARY, DIGESTIVE, ENDOCRINE and REPRODUCTIVE SYSTEMS

Students will learn the terms, structures, functions and common diseases of the urinary, digestive, endocrine and reproductive systems. Students will learn to perform laboratory procedures associated with these systems such as urine analysis, pregnancy testing, pap smears and stool specimens. Students will learn to assist with gynecological exams and educate their patients in the care of these systems.

Lecture hrs: 40, Lab hrs: 20; Delivery Method: Residential

MA140 **60 hrs, 5 credits**

RESPIRATORY, BLOOD, CARDIOVASCULAR and PULMONARY SYSTEMS

In this course students will learn the structures and functions of the respiratory, pulmonary and cardiovascular systems including blood. Students will learn associated terminology of the systems as well as perform ECG's, peak flow, venipuncture, CPR, First Aid and vital signs.

Lecture hrs: 40, Lab hrs: 20; Delivery Method: Residential