Eagle Gate & Provo COLLEGE

SCHOOL CATALOG

This catalog applies to the following locations:

Main Campus **Eagle Gate College – Murray** 5588 South Green Street Murray, UT 84123 888-618-9336	**Main Campus** **Provo College** 1450 West 820 North Provo, UT 84601 385-262-9625
Eagle Gate College – Layton **(Non-Main Campus of Murray, UT)** 915 North 400 West Layton, UT 84041 801-609-3434	**Eagle Gate College – Idaho Falls** **(Non-Main Campus of Provo, UT)** 1592 E. 17th Street Idaho Falls, ID 83404 208-417-8723
Eagle Gate College – Boise **(Non-Main Campus of Murray, UT)** 9300 West Overland Rd Boise, ID 83709 208-417-8723	**Administrative Office** 17901 Von Karman Ave. Suite 950 Irvine, CA 92614

EFFECTIVE DATE: JANUARY 1, 2026 to DECEMBER 31, 2026

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

https://www.eaglegatecollege.edu/

https://www.provocollege.edu/

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COLLEGE INFORMATION

Eagle Gate and Provo Colleges are accredited, private institution that combines unique academic and technical specialties to provide a superior education in the areas of healthcare and nursing. Eagle Gate and Provo Colleges provides healthcare career training, clinical placement, and employment assistance.

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”.

MISSION & EDUCATION PHILOSOPHY

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

SCHOOL HISTORY

Eagle Gate College

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.

In 2019, The College opened a non-main campus in Boise, Idaho. ABHES granted accreditation to this campus to offer diploma programs in Medical Assisting, Practical Nursing, as well as a Bachelor of Science in Nursing degree.

The Colleges expanded by adding several new Masters programs in Nursing to our Murray location in late 2019.

Provo College

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 College opened and received ABHES accreditation for a non-main campus in Idaho Falls, Idaho. The College was approved to change the name of this non-main campus in Idaho Falls, Idaho from Provo College, to the name of our sister colleges in the states of Utah and Idaho, Eagle Gate College.

Shared History

In 2020, both Colleges received approval for a Change of Ownership as part of the Unitek Learning family of schools.

ACCREDITATION & APPROVALS

INSTITUTIONAL

ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS (ABHES)

Eagle Gate College and Provo College are institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES).

The address of ABHES is

6116 Executive Blvd., Suite 730,

North Bethesda, MD 20852,

301-291-7550.

The Accrediting Bureau of Health Education Schools is listed as a nationally recognized accrediting

agency by the United States Department of Education.

U.S. DEPARTMENT OF EDUCATION

The College is approved by the U.S. Department of Education to offer students the option of applying for federal financial aid through the Title IV program.

PROGRAMMATIC



COMMISSION ON COLLEGIATE NURSING EDUCATION

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

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

The master's degree program in nursing at Eagle Gate College in Murray, UT and Boise, ID is programmatically accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

CCNE can be contacted at:
655 K Street, NW, Suite 750, Washington, DC 20001
202-887-6791 phone, 202-887-8476 fax
www.aacnnursing.org/CCNE

ACEN Accreditation Status Murray Practical Nursing Programs

The Practical nursing program at Eagle Gate College at the Murray Campus is accredited by the:

Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA, 30326

The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website: https://www.acenursing.org/

ACEN Accreditation Status Layton Practical Nursing Programs

The Practical nursing program at Eagle Gate College at the Layton Campus is accredited by the:

Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA, 30326

The most recent accreditation decision made by the ACEN Board of Commissioners for the

Practical nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website: https://www.acenursing.org/

ACEN Accreditation Status Boise Practical Nursing Programs

The Practical nursing program at Eagle Gate College at the Boise Campus is accredited by the: Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA, 30326

The most recent accreditation decision made by the ACEN Board of Commissioners for the

Practical nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website: https://www.acenursing.org/

ACEN Accreditation Status Idaho Falls Practical Nursing Programs

The Practical nursing program at Eagle Gate College at the Idaho Falls Campus is accredited by the:

Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA, 30326

The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website: https://www.acenursing.org/

ACEN Accreditation Status Provo Practical Nursing Program

Effective March 24, 2025, this nursing program is a candidate for initial accreditation by the

Accreditation Commission for Education in Nursing. This candidacy status expires on March 24, 2027.

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

http://www.acenursing.com/candidates/candidacy.asp

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

ACEN Accreditation Status Trinity Health Ann Arbor Practical Nursing Program

Effective February 10, 2026, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires in Spring 2028.

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

http://www.acenursing.com/candidates/candidacy.asp

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

ACEN Accreditation Status Trinity Health Muskegon Practical Nursing Program

Effective February 10, 2026, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires in Spring 2028.

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

http://www.acenursing.com/candidates/candidacy.asp

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

COMMISSION ON ACCREDITATION IN PHYSICAL THERAPY EDUCATION (CAPTE)

The Physical Therapist Assistant Associate Degree Program at Provo College is programmatically accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)

CAPTE can be contacted at:
3030 Potomac Avenue, Suite 100
Alexandria, VA 22305-3085
Phone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

To contact the program/institution directly, please call 385-324-8624 or email Maria Staker: Mstaker@provocollege.edu

ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS (ABHES)

Eagle Gate College (Boise, Idaho Falls and Murray Campus) hold ABHES programmatic Accreditation for the Medical Assistant program.

6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Telephone 301-291-7550
Facsimile 709-917-4109
Website: www.abhes.org

STATE APPROVALS

Eagle Gate and Provo Colleges are authorized by the Utah Department of Commerce, Division of Consumer Protection.

The Practical Nursing and Bachelor of Science in Nursing programs at Eagle Gate and Provo Colleges are authorized by the Division of Occupational and Professional Licensing (DOPL).

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

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.

ADDITIONAL APPROVALS

The College is approved by the Utah State Approving Agency for Veterans Education & the Idaho State Approving Agency for Veterans Education to accept students using GI Bill® funding for both pre and post 9/11 GI Bill®. The GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill. 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.

Campus	Approved Programs
Layton	Bachelor of Science in Nursing Practical Nursing Diploma
Murray	Practical Nursing Medical Assisting Masters Entry Point to Nursing Master Of Science in Nursing Bachelor of Science in Nursing
Provo	Bachelor of Science in Nursing Associate of Physical Therapist Assistant Practical Nursing Diploma
Boise	BSN Nursing Masters Entry Program in Nursing Medical Assisting Practical Nursing
Idaho Falls	Nursing – BSN Masters Entry Program in Nursing Medical Assisting Practical Nursing

MEMBERSHIPS

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

STATE AUTHORIZATION REGARDING ENROLLED STUDENTS

The College maintains state authorization in any state in which active students are physically located at the time of initial enrollment, if that state requires it. 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 a program or portion of a program. A student who is considering relocation while enrolled should contact the campus Registrar to discuss how relocation could alter their eligibility. It is the student's responsibility to inform the College of his/her relocation.

Relocating to another state while enrolled at the College may result in a student's termination if the student moves to a state in which the College is not authorized to instruct or enroll students. Additionally, relocation may impact a student's ability to gain employment in the field, including eligibility for credentialing and licensure. Students considering such relocation after enrolling at the College must notify the campus Registrar at least 30 days before any relocation may occur to discuss how relocation could alter the student's eligibility to remain actively enrolled and to allow the College time to assess the implications of such a relocation and seek any necessary approvals at the College's discretion.

As required, the College complies with any state-specific rules for enrollment agreements, policies and procedures, including refund policies.

CAMPUS INFORMATION

FACILITY DESCRIPTION

MURRAY CAMPUS

The Eagle Gate College – Murray campus is located at 5588 South Green Street (360 West), Murray, UT, and occupies approx. 28,000 square feet, which includes:

- Classrooms: 4
- Skills labs: 4
- Computer Labs: 2
- Virtual Reality Lab: 1
- Simulation Labs: 4
- Student Learning Resource Center
- Student Lounge
- Mother's Room
- Faculty and Administrative Offices

PROVO CAMPUS

The Provo College campus is located at 1450 West 820 North, Provo, UT, and occupies over 40,000 square feet, which includes:

- Classrooms: 9
- Computer Labs: 2

- Skills labs: 8
- Virtual Reality Lab: 1
- Simulation Lab: 3
- Virtual Reality Lab
- Simulation Labs: 3
- Student Learning Resource Center
- Student Lounge: 2
- Mothers Room
- Faculty and Administrative Offices

BOISE CAMPUS

The Eagle Gate College Boise campus is located at 9300 West Overland Road, Boise, ID and occupies 25,383 Sq ft, which includes:

- Classrooms: 3
- Computer Lab: 1
- Skills labs: 2
- Simulation Lab: 4
- Virtual Reality Lab: 1
- Student Learning Resource Center
- Collaboration Room
- Active Learning Center
- Student Lounge
- Faculty and Administrative Offices

Additionally, ABHES has approved the following locations of Trinity Healthcare System as Separate Education Centers of Eagle Gate College in Boise, ID:

1500 East Sherman Blvd, Muskegan, MI 49444

5301 McAuley Dr, Ypsilanti, MI 48179.

IDAHO FALLS CAMPUS

The Idaho Falls campus located at 1592 E. 17th Street, Idaho Falls, ID occupies 19,933 square feet, which includes:

- Classrooms: 4
- Computer Lab: 1
- Skills labs: 3
- Simulation Lab:4
- Collaboration Room

- Active Learning Center
- Student Learning Resource Center
- Student Lounge
- Mothers Room
- Faculty and Administrative Offices

LAYTON CAMPUS

The Layton Campus, located at 915 North 400 West, Layton, UT occupies 15,000 square feet, which includes:

- Classrooms: 4
- Computer Lab: 2
- Skills labs: 2
- Simulation Lab: 1
- Collaboration Room
- Active Learning Center
- Student Learning Resource Center
- Student Lounge
- Faculty and Administrative Offices

CAMPUS SCHEDULES

WEEKLY SCHEDULE

The College generally offers day, afternoon and evening classes Monday through Saturday. Under certain circumstances, clinicals and externships may be offered on Sunday, as well. Online classes are offered Monday through Sunday.

Mon-Fri 9:00am – 5:00pm
Saturday Testing by Appointment
Sunday Closed

Below are examples of class schedules, which are subject to change. Ask your Admissions Representative for the current class schedule for your program of interest.

Medical Assisting

- Morning sessions: 8:00am – 12:15pm Mon-Fri
- Mid-Day sessions: 10:00am – 2:15pm Mon-Fri
- Evening sessions: 5:30pm – 9:45pm Mon-Fri

Nursing

All on-campus Nursing classes determine their lunch and break times based on the day's lecture, exam and lab schedule. Off-campus clinical instruction may be scheduled for any day of the week, including Fridays or weekends, depending on the availability of our clinical site partners. On-campus instruction may be scheduled anytime between 8:00am-6:00pm Mon-Fri. Off-campus clinical training may be scheduled for any days, evenings or nights depending on availability of shifts at clinical partner locations. Students may also be scheduled to come to campus on a Friday for remediation, tutoring, or make-up work as needed.

STUDENT SCHEDULED HOLIDAYS

School Holidays 2026	
Martin Luther King Jr. Day	Monday, January 19, 2026
Memorial Day	Monday, May 25, 2026
Juneteenth Day	Friday, June 19, 2026
Independence Day	Friday, July 3, 2026 (Observed)
Labor Day	Monday, September 7, 2026
Veterans Day	Wednesday, November 11, 2026
Thanksgiving	Thursday, November 26, 2026
Day After Thanksgiving	Friday, November 27, 2026
Winter Break – Start	December 21, 2026
Winter Break – End	January 3, 2027

Make-up days may be required when a holiday disrupts the regular class schedule. During weeks that contain holidays, make-up hours will be scheduled to be completed before the term or module ends.

*Holiday falls on a weekend. Therefore, the holiday will be observed the weekday prior OR after the weekend

**Holiday/Student Schedule Off day is only observed by Modular Programs

*** For Part-Time Programs – Winter break starts on Sunday

Please note: Student Holiday schedule pertains only to the holiday schedule and not the academic calendars.

DIRECTORY

MANAGEMENT AND STAFF

Corporate Officers & Department Heads

- Jeff Conlon – Chief Executive Officer and Executive Chairman
- Erin Kelly – Chief Financial Officer (CPA, BSA)
- Tom McNamara – Chief Operations Officer (MSc Finance)
- Abdel Yosef – Chief Academic Officer (PhD Nursing Education, MSN, Certified Nurse Educator)
- Nancy LaMons- Chief People Officer
- Ken Roberts – Chief Technology Officer
- Elmo Frazer – SVP Unitek College Group
- Shevonne Scott, MSN, RN, CNE – National Dean of BSN & MEPN Programs
- Janice Holt – National Dean of Vocational/Practical Nursing Programs (BSN, MSN)
- Lakeisa Cumberbatch – Dean of Allied Health and Specialty Programs
- Don Corvin – Senior VP of Compliance (BS, Certified Internal Auditor)
- Amanda Nash – VP of Career Services
- Evelyn Mancuso – VP of Financial Aid

Board of Directors

- Jeff Conlon – Director (MBA)
- 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.

Campus Leadership

Eagle Gate College – Boise Campus

- Zach Jiru – Campus President
- Shantel Bugby – Senior Director of Admissions

- Melissa McClure – Registrar
- Charlotte Cooper – Business Office Coordinator

Eagle Gate College – Idaho Falls Campus

- Christopher Dixon – Campus Director
- Charemon Brooks– Regional Dean of Nursing
- Rochelle Mertz – Campus Dean
- Ericka Hanna, MSN, RN – Assistant Dean/Program Director
- Shayna Sharp –Director of Financial Aid
- Jane Hula – Career Services Advisor
- Raven Carter – Business Office Coordinator
- Savannah Cook – Registrar
- Tye Hales – Student Persistence Specialist

Eagle Gate College – Layton Campus

- Kempe Nicoll – Campus Director
- Michelle Whiteley MSN, RN, IBCLC, CCEP – Dean/Program Director
- Mikki Chacon – Director of Admissions
- Nicole Croft- Director of Financial Aid
- Keri Mecham – Director of Career Services
- Daniel Hancock – Business Office Coordinator
- Rachel Villarreal – Registrar

Eagle Gate College – Murray Campus

- Rob Dillman – Campus Director
- Lisa Harper – Campus Dean
- Shannon Dimene, PhD(c), MSN, RN – Assistant Dean/Program Director
- Mikki Chacon – Sr. Director of Admissions
- Nicole Croft- Director of Financial Aid
- Ariana Flores – Business Office Coordinator
- Jaclyn De la Rosa – Registrar

Provo College

- Angela Sheets – Campus Director/Dean
- Kristen Whipple, DNP, RN, CHSOS – Assistant Dean/Program Director
- James Nackos – Interim Physical Therapist Assistant Program Director
- Mikki Chacon – Executive Director of Admissions

- Kristen Whittaker – Director of Financial Aid
- Robert Powell – Director of Career Services
- Brooklyn Stone – Career Services Advisor
- Hanna Muselmann – Business Office Coordinator
- Bryant Bradt – Registrar
- Callie Johnson – Assistant Registrar
- Gordan Hill – Student Persistence Specialist

FACULTY

General Education

Full-Time Academic Leadership

- Ashley Christiansen, Adjunct Assistant Professor IV– 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
- Bruce Forciea – Adjunct Assistant Professor IV – Sciences, Doctor of Chiropractic, Parker College of Chiropractic (Anatomy & Physiology concentration); BA – Psychology, Eckerd College

Full-Time Faculty

- Patricia Brown – 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
- Mohammed Qutyan – 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

Adjunct Faculty

- David Blank – MBA, Organizational Leadership, Norwich University; PhD, Organic Chemistry, Dartmouth College; ScM, Organic Photochemistry, Saint Joseph’s University; BS, Chemistry, Albright College
- Cassandra de Croix – MA, History, University of the Americas; BA, Communications, Brigham Young University
- Oswald Durand – MS Data Analytics specializing in Mathematics and Statistics, University of Glasgow; MS Education, Cambridge College
- Jared Hadley – MS, Criminal Justice, Weber State University; BA, Family Studies, Weber State University; AA, General Studies, Weber State University
- Mark Jolley – DC, Chiropractic, Palmer College of Chiropractic; BS, General Science; Palmer College

of Chiropractic; AS, General Studies, Utah State University

- Lynette Kolb – MAEd University of Phoenix; BA German Brigham Young University
- Oleg Makismov – 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
- Antwuan McGhee – MS Mathematics, Alabama State University; BS Mathematics, Miles College of Birmingham, Alabama
- Holly Painter – MS, Human Anatomy and Physiology, New York Chiropractic College; MS, Interdisciplinary Studies, Mountain State University; BS, Interdisciplinary Studies, Mountain State University
- Kody Quast – MBA, Utah State University; BS, Accounting, Utah State University
- May-Lin Robbins – MBA, University of Phoenix; BS, Criminal Justice/Criminalistics
- Maren Tucker – MS, San Diego State University; BS Weber State University; AA Weber State University
- Annette Velarde – PhD Human Science, Saybrook University; MA, Humanities, American Public University; BS, Professional Studies, Kaplan University
- Kimberly Willis – PhD, Public Health, Epidemiology, Walden University; MPH, Public Health, Walden University; BS, Auburn University Montgomery
- Jan Wong – MA, Education/Curriculum and Instruction, University of Phoenix; BS, Child Development and Family Relations, Brigham Young University
- Tina Samuels – Adjunct Assistant Professor – Master of Arts in Social Science – Georgia Southern University, Master of Science in Psychology – Walden University.

Medical Assisting

- Jamie Alvey, CPC-A – Faculty; Associate of Applied Science Degree, Medical Assisting: Eastern Idaho Technical College
- Alyssa Boswell – Faculty: Associate in Science; Utah State; MA cert; MATC
- Aimee Boyd, CMA (AAMA), MBA – Faculty; BYU-Idaho; AAS Medical Assisting; BS Healthcare Administration; Western Governors University; MBA Healthcare Management
- Rae Gallardo – Faculty; MBA, W.P. Carey School of Business; CDA, Utha Tech; CNA, Arizona GTI
- Athena Sirucek- Faculty; Associate in Health Sciences/Medical Assisting, College of Southern Idaho
- Julianne Switzler, MA, CCMA – Faculty/Externship Coordinator; BS Behavioral Health – University of Utah; Healthcare MBA – Oregon Health Science University

Nursing

- Amanda Grange – MSN/Ed, Western Governors University; PMCFNP, Herzing University; BSN, Nevada State College
- Amanda Patchen – MSN, Chamberlain University; BSN, Chamberlain University; ASN, Paradise Valley Community College
- Amanda Wagner – MSN, Western Governors University; BSN, Tennessee Technological University

- Andrew Fretwell: DNP – Grand Canyon University, MSN- Utah Valley University, BSN- Utah Valley University, Associates of Science in Nursing- Utah Valley University
- Angela James – MS Nursing, Colorado Technical University
- Angela Sheets– MSN/Ed, Western Governors University; BSN, Linfield College; ASN, College of Eastern Utah – San Juan Campus
- Angelina Webb – MSN, Eagle Gate College; BSN, Brigham Young University
- April DeCarlo – MSN/Ed, Western Governors University; BSN, Western Governors University
- April Mitchell – MSN, Capella University; BSN, Immaculata College
- Bailey Cannon: MSN-ED: Western Governor's University, ASN-RN: Ameritech College
- Baylee Obray – MSN, Weber State University; BSN, Westminster College
- Becky Adams – BSN, Western Governors University; ASN, Ameritech College
- Ben Shuman – MS Nursing, Western Governors University
- Brittney Fisk: MSN- Western Governor's University, BSN- Western Governor's University
- Carrie Bailey – MD, Oregon Health & Science University; BSN, Oregon Health & Science University
- Carrie Hammer – MSN, South University; BSN, University of Utah
- Celeste Setters – PhD, Capella University; MSN, Western Governors University; BSN, Western Governors University; AAS, College of the Canyons
- Christine Sturman – MSN, Northwest Nazarene University; BSN, Boise State University
- Courtney Wong – BSN, Pasco-Hernando State College
- Cynthia Heiser – BSN, University of Michigan, Ann Arbor
- Debra Vincent – BSN, Boise State University
- Dena Robison – MSN/Ed, Northwest University; BSN, Northwest Nazarene University
- Donna Borre' – EdD, University of Phoenix; MSN, Viterbo University; BSN, Viterbo University; AD, Milwaukee Area Technical College
- Doran Sorensen – MSN/Ed, Weber State University; BSN, Brigham Young University–Idaho; ADN, Salt Lake Community College
- Douglas Syphus – MSN, Western Governors University; BSN, Western Governors University; ASN, Salt Lake Community College
- Emily Stapp – MSN, Weber State University; BSN, University of Utah
- Emily Talbot – RN, ASN, BSN, Utah State University; PN, UBTech
- Erika Hanna – MSN/BSN, University of Texas, Arlington; ADN, Riverside City College
- Gabriel Joy – BSN, Eagle Gate College; NREMT, Yuba College
- Grace Sewell – BSN, Arizona State University
- Hannah Josephson – Master's in Nursing Education, Western Governors University
- Heather Cowan – MS Nursing (FNP), United States University; MS Nursing (Health Care Leadership), United States University
- Heather Wright – MSN/Ed, Western Governors University

- Iris Torvik – MSN, American Sentinel University; BSN, Boise State University; ADN, College of Eastern Idaho
- Jacklyn Krumwiede – MS Nursing, Western Governors University
- Jana Duncan – BA, John F. Kennedy University; MS Nursing, University of California, San Francisco
- Jennifer Gomes – MS Nursing, Grand Canyon University
- Jennifer Ross – MSN/Ed, Chamberlain University; BSN, Wright State University
- Jenasee South – BSN, Idaho State University
- Josh May – BS Nursing, Brigham Young University–Idaho
- Jourdyn Norton: MSN-NP- Rocky Mountain, BSN- Eagle Gate College, Associates of Science- Salt Lake Community College
- Karyn Andes – MSN/BSN, Chamberlain University
- Katherine Barker – BSN, University of Oklahoma
- Katherine Buhikire – MS Nursing, University of Pennsylvania
- Kellee White – PhD, William Carey University; MSN, Grand Canyon University
- Kimberly Campbell – MSN/Ed, Walden University; BSN, University of Nevada–Las Vegas
- Krista Adams – MSN/Ed, Western Governors University; BSN, Western Governors University; ASN, Excelsior College; LPN, College of Eastern Utah
- Kylee Schaat – FNP, Frontier Nursing University
- Lanette Anderson – JD, West Virginia University; MSN, Marshall University
- Lana Entringer – BSN, University of Phoenix
- Lattrice Dickson – DNP, Grand Canyon University; MBA, Grand Canyon University; MSN/Ed, University of Phoenix; BSN, University of Phoenix
- Lindsi Sippola – MBA, Western Governors University; BSN, Idaho State University
- Lisa Benson – BSN, Idaho State University
- Lisa Crouch – MSN, University of Phoenix; BSN, University of Phoenix
- Lisa Harper – PhD, Capella University; MSN, University of Phoenix; BSN, University of Phoenix; ADN, Weber State University
- Lisa Vaira – MSN, Gonzaga University; BSN, Montana State University
- Liz Skipper – MSN, American Sentinel University; BSN, Boise State University; ADN, College of Eastern Idaho
- Lacy Jones – MS Nursing, Western Governors University
- Leena Joseph – DNP, Touro University; MSN, Western Governors University; BSN, Western Governors University
- Linda Libby – MSN/Ed, Western Governors University; BSN, Boise State University
- Max Mitchell – MS Nursing, Idaho State University
- Makenna Graff – BSN, Capella University; ADN, Ameritech College of Healthcare
- Melanie Morgan – MSN, Westminster College; BSN, Utah Valley University; ASN, Weber State

University

- Michelle Whiteley – MSN, Western Governors University; BSN, Weber State University; ASN, Weber State University
- Monica Knighton – BSN, Brigham Young University–Idaho
- Morgan Dalley – BSN, Boise State University
- Natasha Colvin – EdD, University of Alabama; MSN/Ed, University of Alabama
- Rachel Carr – MSN, Western Governors University; BSN, Weber State University; BS, Utah State University
- Rachel Pearson – BSN, ASN, Brigham Young University–Idaho
- Rana Jaber – DNP, Western University of Health Sciences; MSN, CSU Fullerton; BSN, Jordan University of Science and Technology
- Rebecca Mullen – BSN, Aspen University
- Rebecca Stanton – BSN, Great Basin College
- Rebecca Wilson – MS Nursing, University of Phoenix
- Robin Lowrie-Dallin – MSN, Walden University; BSN, Weber State University; ASN, Ricks College
- Rochelle Mertz – DNP, Regis College; MSN/Ed, Western Governors University; MHA, University of Phoenix; BSN, MSU-Northern; ASN, Lethbridge Community College
- Sam (Babatunde) Olowu – DNP (Psychiatric Mental Health), Idaho State University
- Shanna Clark: MSN-Western Governor’s University, BSN-RN Provo College
- Shanti Adhikari – BSN, Galen College of Nursing
- Sharlene Minor-Madsen – [Credentials Not Provided]
- Sheila Matye – DNP, American Sentinel University; MSN, Gonzaga University; ADN, MSU-Northern
- Shelley Gentry – MS Nursing, University of Washington
- Stephanie Delmolino – MS Nursing (Leadership and Administration), Capella University
- Susan Engle – DNP, Chamberlain University; MSN, CSU Dominguez Hills
- Susan Greer – MSN-FNP, American Sentinel University; BSN, Western Governors University; ASN, Utah Valley University
- Susan Peacock: MSN Administration-University of Alabama, BSN-University of Central Missouri, Bachelors of Arts-English- California State University
- Tammy Calloway – MSN, Western Governors University; BSN, Viterbo University
- Tanja Hagen – MSN, University of Utah; BSN, University of Utah
- Tara Saucier – PhD, William Carey University; MSN, Duquesne University; BSN, University of Southern Mississippi; ADN, Jones County Junior College
- Tina Thorne – MS Adult Gerontology Nurse Practitioner, Boise State University; BSN, Boise State University
- Tobin Hill – APRN, Duke University; BSN, Boise State University
- Trent Stockwell: MSN- Arizona State University, BSN Utah Valley University, BSN in Business

Admin-Utah Valley University

- Trisha Hirschi – BSN, Idaho State University
- Whitney Hamrick – MSN, Western Governors University; BSN, Western Governors University
- Nicole Beard – BSN, Azusa Pacific University
- Kendra Tripp – BSN, Southern Illinois University Edwardsville
- Tara Lujan – BSN, Western Governors University
- Matthew Kittleson – BSN, Boise State University

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
- Alex Moore, PT, DPT – Faculty; DPT, Rocky Mountain University; BS, Utah Valley University
- James Nackos, PT, DPT – Interim Program Director/Director of Clinical Education.; DPT, Creighton University, BS Athletic Training, Brigham Young University

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 programs:

Eagle Gate College – Boise Campus:

Program/Course	Credential Awarded upon Graduation	Method of Delivery
Bachelor of Science in Nursing	Bachelor of Science (BSN)	Blended
Masters Entry Program in Nursing	Master of Science (MEPN)	Blended
Practical Nursing	Diploma	Blended

Eagle Gate College – Idaho Falls Campus:

Program/Course	Credential Awarded upon Graduation	Method of Delivery
Bachelor of Science in Nursing	Bachelor of Science (BSN)	Blended
Masters Entry Program in Nursing	Master of Science (MEPN)	Blended
Medical Assisting	Diploma	Blended
Practical Nursing	Diploma	Blended

Eagle Gate College – Layton Campus:

Program/Course	Credential Awarded upon Graduation	Method of Delivery
Bachelor of Science in Nursing	Bachelor of Science (BSN)	Blended
Practical Nursing	Diploma	Blended

Eagle Gate College – Murray Campus:

Program/Course	Credential Awarded upon Graduation	Method of Delivery
Bachelor of Science in Nursing	Bachelor of Science (BSN)	Blended
Masters Entry Program in Nursing	Master of Science (MEPN)	Blended
Nursing: Administration and Leadership Specialty Track Nursing Education Specialty Track	Master of Science	Blended
Medical Assisting	Diploma	Blended
Practical Nursing	Diploma	Blended

Provo College:

Program/Course	Credential Awarded upon Graduation	Method of Delivery
Bachelor of Science in Nursing	Bachelor of Science (BSN)	Blended
Physical Therapist Assistant	Associate of Science	Blended
Practical Nursing	Diploma	Blended

Methods of Delivery:

- **Residential**
  - Residential courses meet on campus in a traditional classroom and/or laboratory setting.
- **Online**
  - Online courses are offered through an online learning management system. Students have access to their online courses 24 hours a day; 7 days a week (see Online Education for program offerings).
- **Hybrid or Blended**
  - In hybrid or blended programs students meet with faculty face-to-face onsite each week while enrolled in campus-based courses. Other courses required in the program, such as general education courses, are delivered online and supported by both the online instructor and campus-based tutors as needed.

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.

ALLIED HEALTH PROGRAMS

MEDICAL ASSISTING

Effective April 2026

Credential Awarded: Diploma

29.0 semester credits; 779 instructional clock hours; 33 instructional weeks

Program Overview

This is a blended (hybrid) program in which all theory (didactic) components are online while lab and externship components are mostly residential with minor online components. The program

emphasizes administrative & clinical skills, with extensive instruction in medical terminology, medical office procedures, medical/clinical procedures, basic anatomy & 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.

Graduates of the program are academically qualified and may be eligible to take various professional certification exams, including the NCCT exam required for the National Certified Medical Assistant (NCMA) credential and the American Medical Technologists (AMT) to earn the Registered Medical Assistant (RMA) credential. Such credentials are not required to graduate but may be of value depending on a student's particular career goals. Faculty are available to advise students seeking such professional certifications.

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 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 non-Externship modules, students are eligible to be scheduled for a full-time (40 hours per week) externship.

Course #	Course Name	Instructional Weeks	Clock Hours	Semester Credits
MA110	Introduction to Medical Assisting	**4**	**85**	**3.5**
MA111	Pharmacology and Clinical Procedures	**4**	**85**	**3.5**
MA112	Procedures and Infection Control	**4**	**85**	**3.5**

MA113	Specialized Systems and Phlebotomy	**4**	**85**	**3.5**
MA114	Clinical Procedures and Surgical Assisting	**4**	**85**	**3.5**
MA115	Medical Office Administration	**4**	**85**	**3.5**
MA116	Aid and Emergency Procedures in Medical Assisting	**4**	**85**	**3.5**

Upon successful completion of all non-Externship courses above, students may begin Externship

MA117	Medical Assisting Externship	**5 (may vary)**	**184**	**4.5**
	TOTAL PROGRAM	**33**	**779**	**29.0**

PHYSICAL THERAPIST ASSISTANT

Program Title	Physical Therapist Assistant
Credential Awarded	Associate of Science
Semester Credits	76
Instructional Hours	1755
Program Length	75 Weeks
Instructional Method	Blended
Program Overview	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. Criminal background check and/or drug screen tests may be required for clinical experiences and/or employment.

Learning Outcomes/ Educational Objectives	Upon completion of the Physical Therapist Assistant program, graduates will: • Provide a current comprehensive educational curriculum consistent with the guidelines of the Commission on Accreditation in Physical Therapy Education (CAPTE), the Accrediting Bureau of Health Education Schools (ABHES) and the APTA Guide to Physical Therapist Practice. • Create an educational environment that is conducive to learning based on sound educational principles with respect to knowledge, skills, and attitudes. • Appoint an experienced and qualified faculty, dedicated to educational excellence. • Provide a clinical educational environment that is safe, supportive and integrates academic learning in a variety of clinical experiences. • Promote the development of professional attitudes and behaviors including personal responsibility for life-long learning with all students. • Present equal educational opportunities for all qualified individuals in accordance with the nondiscriminatory policies of Provo College.
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as an entry-level physical therapist assistant (CIP code 51.0806, SOC code 31-2021.00)
Required Courses	

Program Courses	Method of Delivery	Credit Hours	Lecture Hours	Lab Hours	Externship/ Clinical/ Practicum
PTA114 Introduction to Physical Therapy	Residential	2	30	0	0
PTA127 Medical Terminology	Online	2	30	0	0
PTA134 Therapeutic Procedures I	Residential	4	45	30	0
PTA122 Applied Kinesiology	Residential	4.5	45	45	0
PTA138 Modalities	Residential	4.5	45	45	0
PTA132 Therapeutic Exercise	Residential	4	30	60	0
PTA124 Pathology	Residential	3	45	0	0
PTA242 Applied Orthopedics	Residential	4.5	45	45	0
PTA137 PTA Seminar I	Residential	1	15	0	0
PTA246 Clinical Affiliation I	Residential	3	0	0	135
PTA133 Pharmacology	Residential	1	15	0	0
PTA244 Therapeutic Procedures II	Residential	4	45	30	0
PTA243 Applied Neurology	Residential	4.5	45	45	0
PTA240 PTA Seminar II	Residential	1	15	0	0
PTA255 Capstone	Residential	1	15	0	0
PTA256 Clinical Affiliation II	Residential	6	0	0	270
PTA257 Clinical Affiliation III	Residential	6	0	0	270
General Education Courses	**Method of Delivery**	**Credit Hours**	**Lecture Hours**	**Lab Hours**	**Externship/ Clinical/ Practicum**
ENG100 English Composition	Online	3	45	0	0
ENG115 Public Speaking	Online	3	45	0	0
MTH100 Intermediate Algebra	Online	3	45	0	0
PSY100 Introduction to Psychology	Online	3	45	0	0
PTA112 Human Anatomy w/ Lab	Residential	4	45	30	0
PTA123 Human Physiology	Residential	4	60	0	0

All course descriptions can be found in the “Course Description” section of the catalog

Additional Information	**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.org6 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.

NURSING PROGRAMS

PRACTICAL NURSING

Offered at All Campus Locations

Program Title	**Practical Nursing**
Credential Awarded	Diploma
Semester Credits	48
Instructional Hours	1110
Program Length	48 Weeks
Instructional Method	Blended
Program Overview	The Practical Nursing (PN) Program is designed to prepare students for employment in the healthcare field. Eagle Gate College focuses on providing students with the knowledge, skills, and practical experience necessary to become competent and compassionate licensed nurses to provide safe patient care. This comprehensive program combines theoretical classroom instruction with hands-on clinical training, practice tests, and test-taking strategies which prepare graduates to take the NCLEX-PN (National Council Licensure Examination for Practical Nursing) which can lead to a rewarding career in nursing. The Practical Nursing (PN) program is a blended pre-licensure nursing program that prepares graduates to pass the NCLEX-PN exam and apply for licensure to become a Licensed Practical Nurse (LPN) in states where the program is approved.
Learning Outcomes/ Educational 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: • Intentionally collaborate inter-professionally and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and improve outcomes. • Evaluate the use of technology and data to continuously improve the quality and safety of health care systems in support of human caring actions. • Promote quality and safety for patients and providers through system effectiveness, individual performance, and evidence-informed practice. • Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards of practice for a competent licensed practical/vocational nurse. • Use a care map to gather patient data and contribute feedback to the care plan in collaboration with the interdisciplinary team, ensuring holistic patient care • Provide holistic, caritas-conscious (person-centered), and culturally appropriate care across the lifespan with professionalism, compassion, authenticity, altruism, and equanimity.
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as entry-level practical nurses (CIP code 51.3901, SOC code 29-2061.00)

Required Courses

Program Courses	Method of Delivery	Credit Hours	Lecture Hours	Lab Hours	Externship/ Clinical/ Practicum
PVN110: Fundamentals of Caring Practical Nursing	Blended	3	45	0	0
PVN112: Fundamentals of Caring Practical Nursing Skills Lab I	Residential	1	0	30	0
PVN130: Fundamentals of Caring Practical Nursing II	Blended	2	30	0	0
PVN132: Fundamentals of Caring Practical Nursing Skills Lab II	Residential	1	0	30	0
PVN140 – Fundamentals of Caring Practical Nursing Clinical I	Residential	1.5	0	0	67.5
PVN136: Pharmacology for Caring Practical Nursing I	Blended	2.5	37.5	0	0
PVN146: Pharmacology for Caring Practical Nursing II	Blended	2	30	0	0
PVN152: Medical/Surgical Caring Practical Nursing I	Blended	3	45	0	0
PVN154: Medical Surgical Caring Practical Nursing Skills Lab I	Residential	1	0	30	0
PVN158 – Medical/Surgical Caring Practical Nursing Clinical I	Residential	2	0	0	90
PVN162: Medical/Surgical Caring Practical Nursing II	Blended	3	45	0	0
PVN164: Medical Surgical Caring Practical Nursing Skills Lab II	Residential	1	0	30	0
PVN168 – Medical/Surgical Caring Practical Nursing Clinical II	Residential	2	0	0	90
PVN226: Maternal Newborn Caring Practical Nursing	Blended	2.5	37.5	0	0
PVN228 – Maternal Newborn Caring Practical Nursing Skills Lab	Residential	.5	0	15	0
PVN230: Maternal/Newborn Caring Practical Nursing Clinical	Residential	.5	0	0	22.5
PVN232 – Professional Caring Practical Nursing 1	Online/Blended	1.0	15	0	0
PVN236: Pediatric Caring Practical Nursing	Blended	2.5	37.5	0	0
PVN238: Pediatric Caring Practical Nursing Skills Lab	Residential	.5	0	15	0
PVN240: Pediatric Caring Practical Nursing Clinical	Residential	.5	0	0	22.50
PVN250 – Mental Health Caring Practical Nursing	Blended	2.5	37.5	0	0
PVN252: Mental Health Caring Practical Nursing Clinical	Residential	.5	0	0	22.5
PVN256: Professional Caring Practical Nursing II	Blended	1	15	0	0
PVN262: Professional Caring Practical Nursing Skills Lab	Residential	1	0	30	0
PVN264: Professional Caring Practical Nursing Clinical	Residential	2	0	0	90
General Education Courses	**Method of Delivery**	**Credit Hours**	**Lecture Hours**	**Lab Hours**	**Externship/ Clinical/ Practicum**
BIO200 Anatomy & Physiology I	Online	3.0	45	0	0
BIO200L Anatomy & Physiology I Lab	Online	1.0	0	30	0
BIO215 Anatomy & Physiology II	Online	3.0	45	0	0
BIO215L Anatomy & Physiology II Lab	Online	1.0	0	30	0

Course Progression: A grade of “C” (75%) or higher is required to successfully pass each general education course. Students must pass all courses in each 8-week block before starting any courses in the next 8-week block. Similarly, students must pass all courses in each Semester before progressing to the next Semester. All course descriptions can be found in the “Course Description” section	
Additional Information	**Practical Nursing (PN) Program Licensure Disclosure** The curriculum for the Practical Nursing (PN) program at Eagle Gate College has been designed to prepare students to sit for the NCLEX licensure exam, and upon passing, apply for licensure in states where the program is approved. 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 should review the professional licensure requirements in the state for which they intend to practice and consult with the applicable state nursing licensing board. For more information, see Nursing Board Contact Information by State or Territory – PN Program (Nursing Board Contact Information) for a listing of state nursing licensing boards and determinations made by the College of whether the PN curriculum meets licensure requirements or does not meet licensure requirements. **Program Mission** The mission of the Practical Nursing program in the Unitek Learning family of colleges is to graduate competent, caring, practice-ready nursing professionals who can successfully meet and exceed the expectations and challenges of the practical nursing profession. Through the provision of a quality nursing education, students are empowered to meet the healthcare needs of our diverse community. The program also prepares the graduate for articulation through higher education and career advancement locally, nationally, and internationally. **Program Philosophy** **Our Beliefs:** • We are caring nursing professionals who strive to co-create a sacred, safe environment filled with equanimity, compassion, respect, and honor to authentically enable recipients of care with loving -kindness. • Current nursing theory and research inform our educational and nursing practices. • We are committed to public service and patient and professional advocacy. **Meaning of Health:** • There are a wide range of issues that impact health and healthcare in today’s society, including social determinants of health, disease prevention, and health promotion. • Health is not merely the absence of disease, but a continuum that is defined by the recipients of care. **Recipients of Care:** • Nursing care impacts diverse populations of people across many communities from a variety of cultural, ethnic, socioeconomic, and developmental backgrounds. • Care extends from the nurse to oneself, interdisciplinary healthcare team members, individuals, families, caretakers, communities, and populations. • Nurses are part of a team of healthcare workers and must recognize their roles among the essential interprofessional team that participates in direct and indirect care. **How Learning Occurs:** • Learning is centered around the student through a variety of methods and domains including engagement with peers, faculty, content, and community. • Knowledge and skill acquisition is reinforced through hands-on-training, practice, application, and safe opportunities to engage in clinical judgment and decision-making. • A passion for life-long learning and opportunities for continual advancement is a central component of the curriculum. • Our faculty commit to establishing caring relationships, actively communicating, ensuring accessibility and relevance of content, being inclusive, encouraging students, being approachable, empathizing, embracing all ways of knowing, and assuming good intent. • All students receive care, respect, and support for their learning, regardless of cultural, ethnic, socioeconomic, or developmental backgrounds. • Learning is centered around the student through a variety of methods and domains including engagement with peers, faculty, content, and community. • Knowledge and skill acquisition is reinforced through hands-on-training, practice, application, and safe opportunities to engage in clinical judgment and decision-making. • A passion for life-long learning and opportunities for continual advancement is a central component of the curriculum. • Our faculty commit to establishing caring relationships, actively communicating, ensuring accessibility and relevance of content, being inclusive, encouraging students, being approachable, empathizing, embracing all ways of knowing, and assuming good intent. • All students receive care, respect, and support for their learning, regardless of cultural, ethnic, socioeconomic, or developmental backgrounds.

NURSING (BSN) PROGRAM

Program Title	Nursing (BSN)
Credential Awarded	Bachelor of Science
Semester Credits	120

Instructional Hours	2310
Program Length	36 Months
Instructional Method	Blended

Program Overview	This is a pre-licensure Registered Nursing program which prepares students to pass the NCLEX-RN license exam and gain entry-level employment as Bachelors-prepared Registered Nurses. Graduates of board-approved Vocational Nursing or Practical Nursing programs who have completed all required lower-division General Education courses may apply for Advanced Placement enrollment and are encouraged to discuss this option with an Admissions Representative. This is a hybrid program in which some courses are delivered online and others are on the ground (see the course listing for details). **Mission** The mission of the BSN programs in the Unitek Learning family of colleges is to support communities and healthcare professions by graduating competent, caring, practice-ready nursing professionals who are employable by a variety of healthcare organizations locally, nationally, and internationally. **Philosophy** Our Beliefs: • We are caring nursing professionals who strive to co-create a sacred, safe environment filled with equanimity, compassion, respect, and honor to authentically enable recipients of care with loving-kindness. • Our educational and nursing practices are informed by current evidence. • We are committed to public service and patient and professional advocacy. **Meaning of Health:** • There are a wide range of issues that impact health and healthcare in today's society, including social determinants of health, disease prevention, and health promotion. • Health is not merely the absence of disease, but a continuum that is defined by the recipients of care. **Recipients of Care:** • Nursing care impacts diverse populations of people across many communities from a variety of cultural, ethnic, socioeconomic, and developmental backgrounds. • Care extends from the nurse to oneself, interdisciplinary healthcare team members, individuals, families, caretakers, communities, and populations. • Nurses are part of a team of healthcare workers and must recognize their roles among the essential interprofessional team that participates in direct and indirect care. **How Learning Occurs:** • Learning is centered around the student through a variety of methods and domains including engagement with peers, faculty, content, and community. • Knowledge and skill acquisition is reinforced through hands-on-training, practice, application, and safe opportunities to engage in clinical judgment and decision-making. • A passion for life-long learning and opportunities for continual advancement are central components of the curriculum. • Our faculty commit to establish caring relationships, actively communicate, ensure accessibility and relevance of content, be inclusive, encourage students, be approachable, empathize, embrace all ways of knowing, and assume good intent. All students receive care, respect, and support for their learning, regardless of cultural, ethnic, socioeconomic, and developmental backgrounds.

Learning Outcomes/ Educational Objectives	The Bachelor of Science in Nursing Student Program Learning Outcomes support the mission and goals and are aligned to the current baccalaureate nursing competencies set forth by the American Association of Colleges of Nursing (AACN). Faculty in the BSN program recognize the following learning outcomes for students successfully completing requirements for the baccalaureate generalist nurse: Learning Objectives are based on the provisions of the Nurse Practice Act: 1. Apply foundational, evidence-based knowledge from nursing, arts, and sciences to clinical judgments and decision-making to improve patient outcomes. (AACN Domain 1) 2. Provide holistic, caritas-conscious (person-centered) care with professionalism, compassion, authenticity, altruism, and equanimity. (AACN Domains 2 & 9) 3. Incorporate principles of disease prevention, health promotion, health care policy, fiscal stewardship, delivery systems, and regulatory environments in critical decision-making to meet the needs of diverse individuals and populations across the lifespan. (AACN Domains 3 & 7) 4. Articulate the importance of self-directed learning, professional development, and knowledge transfer in providing evidence-informed, high-quality, safe human caring practices. (AACN Domains 1, 4, & 10) 5. Enhance quality, human dignity, and safety practices at the system and individual performance levels through integration of caring/healing modalities. (AACN Domain 5) 6. Intentionally collaborate across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and improve outcomes. (AACN Domains 6 & 9) 7. Navigate complex systems of healthcare to advocate and coordinate safe, quality, and equitable care for diverse populations with various cultural, ethnic, socioeconomic, and developmental backgrounds. (AACN Domain 7) 8. Integrate legal, moral, ethical, and global professional standards into nursing practice. (AACN Domains 1, 5, 9, and 10) 9. Use technology and data to humanize nursing actions that will positively impact the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards. (AACN Domain 8) 10. Participate in activities and self-reflection that foster personal growth, health, well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership. (AACN Domain 10)
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as a Registered Nurse (CIP code 51.3801, SOC code 29-1141.00)

Program Courses	Method of Delivery	Credit Hours	Didactic	Supervised Lab	Externship/ Clinical/ Practicum
NRG200 – Pharmacology for Human Caring Nursing	Blended	3.0	45	0	0
NRG215 – Health Assessment for Human Caring Nursing	Blended	1.0	15	0	0
NRG225 – Fundamentals of Human Caring Nursing I	Blended	1.0	15	0	0

NRG225C – Fundamentals of Human Caring Nursing I Skills & Clinical	Residential	1.0	0	15	30
NRG230 – Fundamentals of Human Caring Nursing II	Blended	3.0	45	0	0
NRG230C – Fundamentals of Human Caring Nursing II Skills & Clinical	Residential	2.0	0	30	60
NRG130 – Nursing as a Human Caring Profession	Online	3.0	45	0	0
NRG150 – Human Caring Nursing Seminar I	Online	1.0	15	0	0
NRG260 – Adult Human Caring Nursing I	Blended	3.0	45	0	0
NRG260C – Adult Human Caring Nursing I Clinical	Residential	2.0	0	15	75
NRG290 – Adult Human Caring Nursing II	Blended	2.0	30	0	0
NRG290C – Adult Human Caring Nursing II Clinical	Residential	1.0	0	15	30
NRG245 – Mental Health Human Caring Nursing	Blended	3.0	45	0	0
NRG245C – Mental Health Human Caring Nursing Clinical	Residential	1.0	0	0	45
NRG315 – Maternal/Newborn Family Nursing	Blended	3.0	45	0	0
NRG315C – Maternal/Newborn Family Nursing Clinical	Residential	1.0	0	8	37
NRG275 – Nutrition for Human Health & Wellbeing	Blended	3.0	45	0	0
NRG330 – Pediatric Human Caring Nursing	Blended	3.0	45	0	0
NRG330C – Pediatric Human Caring Nursing Clinical	Residential	1.0	0	8	37
NRG250 – Human Caring Nursing Seminar II	Online	1.0	15	0	0

NRG285 – Information Technology for Human Caring Nursing	Online	2.0	30	0	0
NRG430 – Complex Health Human Caring Nursing I	Blended	2.0	30	0	0
NRG430C – Complex Health Human Caring Nursing I Clinical	Residential	1.0	0	0	45
NRG350 – Human Caring Nursing Seminar III	Online	1.0	15	0	0
NRG375 – Evidence Informed Practice for Human Caring Nursing	Online	3.0	45	0	0
NRG445 – Complex Health Human Caring Nursing II	Blended	2.0	30	0	0
NRG445C – Complex Health Human Caring Nursing II Clinical	Residential	1.0	0	0	45
NRG415 – Community Health Human Caring Nursing	Blended	3.0	45	0	0
NRG475 – BSN Transition to Practice	Blended	3.0	45	0	0
NRG475C – BSN Transition to Practice Clinical	Residential	2.0	0	0	90
NRG460 – Leadership & Management for Human Caring Nursing	Blended	3.0	45	0	0
NRG490 – BSN Human Caring Nursing Capstone	Blended	3.0	45	0	0
NRG490C – BSN Human Caring Nursing Capstone Clinical	Residential	2.0	0	0	90
General Education Courses	**Method of Delivery**	**Credit Hours**	**Didactic**	**Supervised Lab**	**Externship/ Clinical/ Practicum**
ENG100 – English Composition	Online	3.0	45	0	0
MTH100 – Intermediate Algebra	Online	3.0	45	0	0
FYE100 – Foundations of Success	Online	1.0	15	0	0

CHM215 – General Chemistry	Online	3.0	45	0	0
CHM215L – General Chemistry Lab	Online	1.0	0	30	0
PSY100 – Introduction to Psychology	Online	3.0	45	0	0
BIO200 – Anatomy and Physiology I	Online	3.0	45	0	0
BIO200L – Anatomy and Physiology I Lab	Online	1.0	0	30	0
SOC100 – Introduction to Sociology	Online	3.0	45	0	0
BIO215 – Anatomy & Physiology II	Online	3.0	45	0	0
BIO215L – Anatomy and Physiology II Lab	Online	1.0	0	30	0
PSY115 – Lifespan Development	Online	3.0	45	0	0
MIC215 – Microbiology	Online	3.0	45	0	0
MIC215L – Microbiology Lab	Online	1.0	0	30	0
ENG300 – Advanced English Composition	Online	3.0	45	0	0
MTH215 – Statistics	Online	3.0	45	0	0
NUT100 – Nutrition	Online	3.0	45	0	0
PHI350 – Critical Reasoning	Online	3.0	45	0	0
POL300 – Political Science	Online	3.0	45	0	0
BIO 225 – Pathophysiology	Online	3.0	45	0	0
ETH400 – Ethics	Online	3.0	45	0	0

Course Progression

A grade of “C” (75%) or higher is required to successfully pass each general education course. A grade of “C+” (77%) or higher is required to successfully pass each nursing core course. A grade of B- (80.00%) is required to successfully pass each lab and externship/clinical component of nursing core courses. 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 four (4) different General Education courses
2. Failure of three (3) different Nursing Core courses
3. Failure of the same course two (2) times
4. Failure of four (4) total courses, GE and Nursing combined

Students are expected to complete the nursing program in sequential order and may not be able to progress from term to term or semester to semester if all prior courses are not successfully completed.

Paired

Paired Courses (Co-requisites)

As noted in the course descriptions, certain courses are meant to be taken concurrently with other courses in pairs. These are called “co-requisite courses”. Students must pass both paired courses in order to progress in the program (i.e. students failing one course of a co-requisite pair will automatically fail the other course in the pair).

In the 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.

All course descriptions can be found in the “Course Description” section of the catalog.

Additional Information	**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. 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 titers showing immunity or two vaccines at least one month apart; ◦ 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 (any applicable doses and boosters) ◦ 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

RN-TO-BSN DISTANCE EDUCATION PROGRAM

Program Title	RN-to-BSN
Credential Awarded	Bachelor of Science
Semester Credits	120
Instructional Hours	1050
Program Length	75 Weeks
Instructional Method	Online

Program Overview	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. Criminal background check and/or drug screen tests may be required for practicum experiences and/or employment. **Program Objectives** • Facilitate the development of critical inquiry and evidence-based nursing judgment through educational opportunities delivered in a combination of residential and online educational environments. • Facilitate the attainment of knowledge, skills, and competencies necessary to enter practice as a baccalaureate generalist nurse. • Incorporate best practices and research in nursing, related disciplines, and education to provide a comprehensive and current learning experience. • Provide a program of excellence, which emphasizes self-directed learning, continued professional development, and prepares graduates for the attainment of advanced degrees.
Learning Outcomes/ Educational Objectives	The Bachelor of Science in Nursing Student Program Learning Outcomes support the mission and goals and are aligned to the current baccalaureate nursing competencies set forth by the American Association of Colleges of Nursing (AACN). Faculty in the BSN program recognize the following learning outcomes for students successfully completing requirements for the baccalaureate generalist nurse: • Base decisions in professional nursing practice on theories and concepts from nursing, arts, and sciences. • Demonstrate leadership and management skills to enhance patient safety and improve quality of patient outcomes. • Articulate the importance of self-directed learning and professional development in providing evidence-based, high-quality, safe nursing care. • Utilize informatics and technology to communicate and provide safe and effective nursing care. • Incorporate knowledge of health care policy, finance, delivery systems and regulatory environments, in critical decision making to meet the needs of patients and populations. • Collaborate and communicate effectively with patients and the interprofessional teams to provide high-quality and safe nursing care. • Collaborate with health care professionals and patients to prevent disease and promote health for diverse individuals and populations across the lifespan. • Demonstrate professional standards of moral, ethical, and legal nursing practice within the scope of the baccalaureate generalist nurse.
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as a registered nurse (CIP code 51.3801, SOC code 29-1141.00)
Required Courses	

Program Courses	Method Of Delivery	Credit Hours	Lecture Hours	Lab Hours	Externship/ Clinical/ Practicum
NUR300 Foundations and Perspectives for BSN	Online	3	45	0	0
NUR310 Nutrition	Online	3	45	0	0
NUR312 Health Assessment of Individuals and Populations	Online	3	45	0	0
NUR320 Health Care Systems and Quality Outcomes	Online	3	45	0	0
NUR322 Complex Nursing Care	Online	3	45	0	0
NUR324 Health Care Ethics, Policy, and Regulation	Online	3	45	0	0
NUR330 Aging Populations	Online	3	45	0	0
NUR332 Community Health	Online	3	45	0	0
NUR334 Global Health	Online	3	45	0	0
NUR340 Nursing Informatics	Online	3	45	0	0
NUR342 Nursing Research and Evidence-Based Practice	Online	3	45	0	0
NUR344 Nursing Leadership	Online	3	45	0	0
NUR346 BSN Practicum	Blended	5	0	0	135
General Education Courses	**Method Of Delivery**	**Credit Hours**	**Lecture Hours**	**Lab Hours**	**Externship/ Clinical/ Practicum**
BIO225 Pathophysiology	Online	3	45	0	0
ENG300 Advanced English Composition	Online	3	45	0	0
ETH400 Ethics	Online	3	45	0	0
MIC215 Microbiology	Online	3	45	0	0
MIC215l Microbiology Lab	Online	1	0	30	0
MTH 215 Statistics	Online	3	45	0	0
PSY100 Introduction to Psychology	Online	3	45	0	0
SOC100 Introduction to Sociology	Online	3	45	0	0
RN Licensure	**Transfer**	**40**	**Credit Awarded for Proof Of Graduation In Registered Nursing From An Accredited Institution And For Unencumbered Registered Nursing License.**		

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	

All course descriptions can be found in the "Course Description" section of the catalog

Additional 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 students progression be interrupted, it will be his or her responsibility to apply for readmission. Alteration in the usual progression may lengthen the students 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. Lab, simulation, and clinical courses are considered pass/fail. Students are required to have a minimum grade of 77% in order to pass lab, simulation, and clinical courses. 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.

MASTERS ENTRY PROGRAM IN NURSING (MEPN)

Program Title	Masters Entry Program in Nursing (MEPN)
Credential Awarded	Master of Science
Semester Credits	73
Instructional Hours	1773
Program Length	80 Weeks
Instructional Method	Blended
Program Overview	Students in this program will be prepared to sit for the NCLEX-RN exam, in addition to completing a leadership clinical practicum and an advanced generalist nursing internship. Additionally, as part of the master's level content students will learn the necessary content to successfully complete and defend a required Capstone Project. Upon completion students will be prepared to assume 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. In addition, the masters level learning provides students with the foundation to move into leadership roles within the healthcare setting.

Learning Outcomes/ Educational Objectives	**Upon completion of the program students will demonstrate the following:** • 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. • 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. • 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. • 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. • 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. • 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. • 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. 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. • 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.
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as a Registered Nurse (CIP code 51.3818, SOC code 29-1141.00)
Required Courses	

Program Courses	Method of Delivery	Credit Hours	Lecture Hours	Lab Hours	Externship/ Clinical/ Practicum
MEPN 510 Human Pathophysiology I	Online	2	30	0	0
MEPN 511 Fundamentals of Nursing	Residential	5	45	30	45
MEPN 512 Introduction to Pharmacology in Nursing	Residential	2	30	0	0
MEPN 513 Conceptual Basis of Professional Nursing Practice	Online	3	30	0	45
MEPN 514 Introduction to Health Care Information	Online	2	30	0	0
Management					
MEPN 520 Human Pathophysiology II	Online	3	45	0	0
MEPN 521 Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I	Residential	6	52.5	15	90
MEPN 522 Applied Pharmacology	Residential	3	45	0	0
MEPN 523 Evidence based Practice: Role of	Online	3	30	0	45
Theory and Research					
MEPN 530 Nursing Practice with Adult and Older adult	Blended	6	53	15	90
Patients with Acute and Chronic Health Problems II					
MEPN 531 Nursing Practice with Mothers, Infants and Children	Blended	6	60	15	67.5
MEPN 532 MEPN Capstone I	Online	4	30	0	90
MEPN 540 Nursing Practice on a Global Scale	Online	2	30	0	0
MEPN 541 Nursing Practice with Psychiatric	Blended	4	45	0	45
Mental Health Clients					
MEPN 542 Clinical Nursing Leadership: Theory and Practice	Blended	6	45	10	120
MEPN 543 MEPN Capstone II	Online	4	30	0	0
MEPN 550 Advanced Generalist Nursing Internship	Blended	5	45	0	90
MEPN 551 MEPN Capstone III	Online	4	30	0	90
MEPN 552 MEPN Capstone Defense	Online	3	30	0	45

All course descriptions can be found in the “Course Description” section of the catalog

Additional Information	**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://dopl.idaho.gov/bom/bom-licensing/ 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. A grade of "C" or higher is required to successfully pass each general education and a grade of "B-"or higher is required to successfully pass each nursing course and continue program progression. A grade of B- (80.00%) is required to successfully pass each lab and externship/clinical component of nursing core courses. 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 3.0 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. 1. Failure of four (4) different General Education courses 1. Failure of three (3) different Nursing Core courses 1. Failure of the same course two (2) times 1. Failure of four (4) total courses, GE and Nursing combined In the 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 3.0 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.

MASTER OF SCIENCE IN NURSING EDUCATION

Program Title	Master of Science in Nursing Education
Credential Awarded	Master of Science
Semester Credits	36
Instructional Hours	600

Program Length	90 Weeks
Instructional Method	Blended
Program Overview	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.
Learning Outcomes/ Educational Objectives	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).
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as Nurse Educators (CIP code 51.3203, SOC code 25-1072.00)
Required Courses	

Program Courses	Method of Delivery	Credit Hours	Lecture Hours	Lab Hours	Externship/ Clinical/ Practicum
NUR500 Foundations and Perspectives of MSN	Online	3.0	45.00	0	0
NUR502 Ethics of Health Care Delivery	Online	3.0	45.00	0	0
NUR504 Leading Change through Nursing Theory	Online	3.0	45.00	0	0
NUR506 Research for Promotion of Evidence Based Care	Online	3.0	45.00	0	0
NUR508 Health Care Informatics for Nursing Practice	Online	3.0	45.00	0	0
NUR510 Effective Communication and Collaboration in Health Care	Online	3.0	45.00	0	0
NUR532 Advanced Pathophysiology	Online	2.0	30.00	0	0
NUR534 Advanced Pharmacology	Online	2.0	30.00	0	0
NUR536 Advanced Health Assessment	Online	2.0	30.00	0	0
NUR538 Strategies for Effective Instruction	Online	3.0	45.00	0	0
NUR540 Health Promotion, Disease Prevention & Theory and Research	Online	3.0	45.00	0	0
NUR542 Curriculum Assessment, Development, Class Structure & Competency Evaluation Project Report	Online	3.0	45.00	0	0
NUR544 Capstone Immersion Practicum (Nursing Education)	Blended	3.0	15.00	0	90

All course descriptions can be found in the “Course Description” section of the catalog
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

MASTER OF SCIENCE IN NURSING ADMINISTRATION AND LEADERSHIP

Program Title	Master of Science in Nursing Administration and Leadership
Credential Awarded	Master of Science
Semester Credits	36
Instructional Hours	630
Program Length	90 Weeks
Instructional Method	Blended
Program Overview	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 to engage in higher level practice and leadership in a variety of settings.
Learning Outcomes/ Educational Objectives	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).
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as nurse managers, nurse directors or clinical directors (CIP code 51.3802, SOC code 11-9111.00)
Required Courses	

Program Courses	Method of Delivery	Credit Hours	Lecture Hours	Lab Hours	Externship/ Clinical/ Practicum
NUR500 Foundations & Perspectives of MSN	Online	3	45	0	0
NUR502 Leading Change Through Nursing Theory	Online	3	45	0	0
NUR504 Ethics of Health Care Delivery	Online	3	45	0	0
NUR506 Research for Promotion of Evidenced Based Care	Online	3	45	0	0
NUR508 Health Care Informatics for Nursing Practice	Online	3	45	0	0
NUR510 Effective Communication & Collaboration in Health Care	Online	3	45	0	0
NUR520 Health Care Finance and Economics for Nurse Leaders	Online	3	45	0	0
NUR522 Health Care Policy, Regulation and Organizational Leadership	Online	3	45	0	0
NUR524 Principles of Quality Improvement &Patient Safety in Health Care	Online	3	45	0	0
NUR526 Leadership within Organizational Systems	Online	3	45	0	0
NUR528 Capstone Immersion Practicum	Blended	3	15	0	90
NUR530 Capstone Scholarly Project	Blended	3	30	45	90

All course descriptions can be found in the “Course Description” section of the catalog

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.

COURSE DESCRIPTIONS

General Education Course Descriptions

BIO200
Anatomy & Physiology I
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
This course is the first in an online 2-course sequence that presents Anatomy and Physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the cellular level and progressing through tissues, integumentary, lymphatic, immune, and musculoskeletal systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, discussions, and online media.

BIO200L
Anatomy & Physiology I Lab
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO200
Co-Requisite: None
This course accompanies the anatomy & physiology I theory course. This lab course presents anatomy and physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the cellular level and progressing through tissues, integumentary, lymphatic, immune, and musculoskeletal systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, virtual labs, and online media.

BIO215
Anatomy & Physiology II
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO215L
Co-Requisite: None
This course is the second in an online 2-course sequence that presents anatomy and physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the neurosensory system and progressing through the endocrine, blood, lymphatic, immune, cardiovascular, respiratory, urinary, digestive, and reproductive systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, discussions, and online media.

BIO215L
Anatomy & Physiology II Lab
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO215
Co-Requisite: None
This course accompanies the Anatomy and Physiology II theory course. This lab course presents anatomy and physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the neurosensory system and progressing through the endocrine, blood, lymphatic, immune, cardiovascular, respiratory, urinary, digestive, and reproductive systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, virtual labs, and online media.

BIO225
Pathophysiology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO215
Concurrent Prerequisite: None
Co-Requisite: None
This course presents introductory pathophysiological concepts related to human body systems throughout the lifespan. Students will explore the alterations in normal physiology, clinical manifestations, diagnosis, and treatment of selected diseases and disorders along with the body’s response to disease.

CHM215
General Chemistry
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
The various principles of chemical behavior are discussed and correlated with other sciences. Topics include bonding, structure, reactivity, stoichiometry, gas laws, solutions, solubility, equilibrium, energy relationships, the periodic table, an introduction to organic chemistry and hydrocarbons.

CHM215L
General Chemistry Lab
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: CHM215
Co-Requisite: None
This virtual lab is taken in conjunction with CHM215. This virtual laboratory provides firsthand experiences that inform, illustrate, expand, and reinforce major chemistry concepts. Experiments include titrations, weights and measures, chemical reactions, calorimetry, chemical concentrations, and solubility.

ENG100
English Composition
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
This course is designed to provide writing and reading instruction and support to students. The fundamentals of writing will be instructed which entail the various stages of the writing process: drafting, revising, editing, and proofreading. Course assignments reinforce the fundamental grammatical, mechanical, and analytical writing and reading skills that are necessary to successfully conduct research and utilize academic writing.

ENG115
Public Speaking
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
This course provides foundational knowledge of interpersonal communication, group communication, and public speaking. These foundational skills are essential as good communication skills are continuously ranked by employers as one of the most valued competencies for any employee. The course presents theory and practical applications of oral communication skills which includes strategies to control anxiety; methods used to structure and organize information to present to a variety of audiences; along with the necessary vocal, auditory, and verbal skills utilized in proper and effective delivery.

ENG300
Advanced English Composition
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: ENG100
Concurrent Prerequisite: None
Co-Requisite: None
This course builds on the knowledge and skills acquired from ENG100 and focuses on the application of critical thinking, reading, and writing. Students will continue to build upon their academic writing skills and enhance their critical thinking skills through conducting research and seeking out scholarly sources to validate their research argument.

ETH400
Ethics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
This course involves a theoretical discussion and analysis of ethics within the professional environment, including the avoidance of logical fallacies common to ethical debates. This course explores creativity in ethical choices and the establishment of rules for fruitful moral debates.

FYE 100
Foundations of Success
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours:
Clinical/Externship/Practicum:
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
In this course students will explore best practices for achieving personal, academic and career success. Topics covered include the importance of soft skills, effective communication skills, goal setting, time management, study skills and learning strategies.

MCT100
Introduction to Medical Terminology
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
Introduction to Medical Terminology This course introduces elements of medical terminology, including the etymology of words used to describe the human body. Students learn about the function of each body system along with how to apply proper terminology and spelling for major pathological conditions.

MIC215
Microbiology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200
Concurrent Prerequisite: None
Co-Requisite: None
The course is designed to convey general concepts, methods, and applications of microbiology for health sciences. The role of microorganisms in the environment and in human disease is discussed. Topics include immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases. Prerequisite– BIO200

MIC215L
Microbiology Lab
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L
Concurrent Prerequisite: MIC215
Co-Requisite: None
Taken in conjunction with MIC215, this virtual laboratory provides firsthand experiences that inform, illustrate, expand, and reinforce major microbiology concepts. Experiments include the identification, growth, and elimination of various microbes.

MTH100
Intermediate Algebra
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
This course of instruction is designed to introduce college mathematical and algebraic concepts to students. This course covers algebraic operations, problem solving strategies, integer exponents, linear equations and inequalities, polynomials, rational expressions, and quadratic equations.

MTH215
Statistics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
This course covers the basic concepts and skills of statistical analysis. The instruction stresses the practical use of statistics in the collecting, organizing, analyzing, interpreting, and presenting of data. Descriptive and inferential techniques are covered.

NUT100
Nutrition
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
This is a 3-credit, science-oriented, introductory online nutrition course that focuses on basic principles of human nutrition. Emphasis is placed on the nutrient requirements of healthy individuals, nutrient categories and their characteristics, physiological functions, metabolism, and food sources. The role of nutrition in health promotion and disease prevention will discussed in relation to personal health choices and with applications for students contemplating careers in the health professions.

PHI350
Critical Reasoning
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
This course introduces practical and theoretical contexts of logical argument as well as critical reading and reasoning. Students apply information analysis and problem-solving skills to define, convey, and defend positions that influence decision-making. Throughout this course the students will apply various moral theories to real-world situations.

PSY100
Introduction to Psychology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
The course provides a foundation for understanding, predicting, and analyzing behavior. Students will focus on the basic theories 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.

POL300
Political Science
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
In addition to examining the U.S. Constitution with special attention to the Bill of Rights and the separation of powers, the course explores comparative political systems, determinants of foreign policy and the dynamics of political change. Studies of recent political history, current world affairs and the structure of political institutions are included.

PSY115
Lifespan Development
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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. Topics addressed include developmental theories, motivation, personality development, culture, and general psychological theories and principles. Prerequisite: None

SOC100
Introduction to Sociology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
This course explores the major perspectives, principles, theories, and methods that govern the study of people and social structures, with a focus on sociological processes that underlie everyday life. Topics include globalization, cultural diversity, critical thinking, new technology and the growing influence of mass media.

Core Course Descriptions

MA110
Introduction to Medical Assisting
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA110 introduces learners to the healthcare industry and the role of the medical assistant, including scope of practice, professional organizations, and the history of medicine. Emphasis is placed on therapeutic communication, medical law, HIPAA, licensing, malpractice prevention, and professional development. Learners also study surface anatomy, body planes and cavities, blood pressure physiology and essential hypertension, acid-base balance, medical terminology, and accurate documentation using electronic health records (EHR). The course includes hands-on laboratory instruction focused on safety and core clinical skills. Learners practice vital sign assessment, Korotkoff phases, pulse oximetry, height and weight measurement with unit conversions, phlebotomy, capillary punctures, EKG procedures, and administration of intramuscular, subcutaneous, and intradermal injections. Emphasis is placed on safe handling of blood and body fluids, effective communication, and use of computer systems in the medical environment.

MA111
Pharmacology and Clinical Procedures
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None Corequisite: None
MA111 introduces learners to pharmacology principles, including medication dosage calculations and administration via parenteral, oral, transdermal, inhalation, instillation, and topical routes. Learners apply dosage calculation formulas and study anatomy and physiology of the immune, integumentary, and musculoskeletal systems. Instruction includes assisting with physical examinations through proper patient positioning, privacy, and preparation of instruments and supplies, as well as explaining pre-, intra-, and post-assessment procedures. Learners also gain entry-level knowledge of diagnostic imaging, microbiology concepts such as bacterial structures, staining characteristics, oxygen requirements, and common bacterial diseases, and therapeutic modalities used in orthopedic medicine. Emphasis is placed on medical terminology, communication best practices, and career development skills. The laboratory component reinforces theory through hands-on practice. Learners perform medication calculations, assist with examinations, conduct CLIA-waived microbiology tests, and apply orthopedic therapeutic modalities. Core medical assisting skills practiced throughout the course include administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections; performing phlebotomy and capillary punctures; and operating EKG equipment.

MA112
Diagnostic Procedures and Infection Control
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA112 focuses on the medical assistant’s role in maintaining Occupational Safety and Health Administration (OSHA) standards while developing knowledge of anatomy and physiology, pathology, treatment procedures, and disease prevention related to the cardiac, pulmonary, and gastrointestinal systems. Learners are introduced to principles of electrocardiography and common diagnostic procedures, including EKG assessment, angiography, cardiac catheterization, Doppler ultrasound, peak flow measurement, and spirometry. Instruction also covers infection control, medical asepsis, the chain of infection, and handwashing within the context of the body’s inflammatory response. Learners review CLIA-waived tests for common gastrointestinal disorders, develop dietary plans for special populations, practice medical terminology, document in electronic health records (EHR), and build career development and communication skills. The laboratory component emphasizes hands-on application of theory within the medical assistant’s scope of practice. Learners practice diagnostic and monitoring procedures, apply infection control techniques, perform CLIA-waived testing, and develop dietary plans for pregnancy and lactation, epilepsy, HIV/AIDS, and cancer. Core medical assisting skills reinforced throughout the course include administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections; performing phlebotomy and capillary punctures; and operating EKG equipment.

MA113
Clinical Laboratory Procedures
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA113 prepares learners for the medical assistant's role in supporting primary care providers during physical examinations and clinical procedures related to the nervous (central and peripheral), sensory (eyes, ears, nose, and throat), and endocrine systems. Instruction includes anatomy and physiology, pathology, diagnostic and treatment procedures, and disease prevention for these body systems. Learners examine patient care principles for adult and pediatric phlebotomy, including equipment selection, venipuncture, capillary blood collection, and maintenance of the chain of custody. Common laboratory tests and their clinical significance are introduced, including Complete Blood Count (CBC), Serum Electrolytes and Chemistry (SMA7), Erythrocyte Sedimentation Rate (ESR), Prothrombin Time (PT/INR), Partial Thromboplastin Time (PTT), and ABO blood groups. The course integrates hands-on laboratory experiences that reinforce theory within the medical assistant's scope of practice. Learners assist with patient assessments, perform adult and pediatric phlebotomy and capillary punctures, administer intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections, and operate EKG equipment. Emphasis is placed on accurate documentation using laboratory forms and electronic health records (EHR), effective communication, and professional development skills related to career readiness and employability.

MA114
Clinical Procedures and Surgical Assisting
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA114 prepares learners for the medical assistant's role in assisting with minor surgical procedures in the clinical setting. Instruction includes identification of surgical instruments, principles of surgical asepsis, sterile tray setup, and pre- and post-operative patient care instructions. Learners study anatomy and physiology, pathology, treatment procedures, and disease prevention related to the male and female reproductive systems and the urinary system. Additional content covers pediatric growth and development, anthropometrics, and common diseases affecting patients from newborn through adolescence, as well as stages of life and the effects of aging on multiple body systems. Learners also practice medical terminology and electronic health record (EHR) documentation, and develop communication and career-readiness skills. The laboratory component emphasizes hands-on application of minor surgical assisting skills within the medical assistant's scope of practice. Learners demonstrate surgical asepsis, assist with minor procedures, perform pediatric anthropometric measurements, and conduct CLIA-waived tests for common urinary and reproductive disorders. Core medical assisting competencies reinforced throughout the course include administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections; performing phlebotomy and capillary punctures; and operating EKG equipment.

MA115
Medical Office Administration
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA115 prepares learners for the medical assistant's role in supporting the administrative and business operations of a medical practice. Instruction focuses on ethical and compliant appointment scheduling, patient communication, insurance processing, medical billing, and financial procedures. Learners apply diagnostic and procedural coding systems (ICD-10-CM, CPT, HCPCS) to document medical necessity and ensure accurate reimbursement. Additional topics include insurance verification, referrals, claims submission, accounts receivable, bookkeeping, cash flow management, and an overview of domestic and global healthcare systems. Professionalism, telephone etiquette, patient-centered communication, and career readiness are emphasized throughout the course. The laboratory component provides hands-on practice with front office and administrative tasks essential to a modern medical practice. Learners perform patient record processing, medical record management, appointment scheduling, insurance verification, billing and coding, telephone communication, and financial transactions including claims, payments, and collections. Core medical assisting skills reinforced throughout the course include administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections; performing phlebotomy and capillary punctures; and operating EKG equipment.

MA116
First Aid and Emergency Procedures in Medical Assisting
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA116 prepares learners for the essential clinical and administrative duties of the medical assistant through a focus on patient care, communication, safety, and professionalism. Learners develop competencies in patient preparation, general physical examination support, facility operations, culturally responsive care, and effective use of medical terminology and patient education techniques. Additional content includes rehabilitative care, mobility aids, physical therapy coordination, clinical laboratory procedures, CLIA regulations, specimen handling, documentation, workplace safety, emergency preparedness, first aid response, and ethical decision-making. Learners also practice documenting in electronic health records (EHR) and build career readiness through professional communication and job search strategies. The laboratory component emphasizes hands-on application of clinical and administrative skills within the medical assistant's scope of practice. Learners assist with examinations, prepare and transfer patients, deliver patient education, demonstrate use of assistive devices, and apply infection control and safety standards, including CLIA and Safety Data Sheets (SDS). Practical skills include vital sign assessment, administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections, performing venipuncture and capillary punctures, operating EKG equipment, collecting specimens, and responding to emergencies while demonstrating professionalism and cultural sensitivity.

MA117
Medical Assisting Externship
Method of Delivery: Blended
Credits: 4.5
Lecture Hours: 19
Lab Hours: 0
Clinical/Externship/Practicum Hours: 165
Prerequisite: All Previous Program Courses
Concurrent Prerequisite: None
Corequisite: None
This externship course provides students with the opportunity to continue learning through the demonstration and application of knowledge and skills acquired throughout the medical assistant program in both supervised clinical and online learning environments. Students are assigned to a clinical site by the College medical assistant externship coordinator and report directly to approved preceptors, working under their supervision with guidance from a medical assistant instructor. Through hands-on participation and clinical observation, students integrate administrative and clinical competencies while strengthening professionalism, critical thinking, teamwork, and workplace readiness. In addition to on-site clinical practice, the course includes structured online components designed to support professional growth and transition to employment. Students complete weekly reflective assignments, including Caritas-based reflections that emphasize compassionate, ethical, and patient-centered care, as well as clinical observation documentation. College-to-Career assignments focus on professional communication, job readiness, and career planning. Successful completion of this externship course is required for graduation.

MEPN511
Fundamentals of Nursing
Method of Delivery: Residential
Credits: 5 credits
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum: 45
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Residential
Credits: 2 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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; antimicrobial; 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
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 2 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: MEPN510
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Residential
Credits: 6 credits
Lecture Hours: 52.5
Lab Hours: 15
Clinical/Externship/Practicum: 90
Prerequisite: MEPN511, MEPN512
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Residential
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: MEPN512
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Residential
Credits: 6 credits
Lecture Hours: 53
Lab Hours: 15
Clinical/Externship/Practicum: 90
Prerequisite: MEON511, MEPN520, MEPN521
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Residential
Credits: 6 credits
Lecture Hours: 60
Lab Hours: 15
Clinical/Externship/Practicum: 67.5
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 4 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: MEPN511, MEPN520, MEPN522
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 2 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Residential
Credits: 4 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Residential
Credits: 6 credits
Lecture Hours: 45
Lab Hours: 10
Clinical/Externship/Practicum: 120
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 4 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: MEPN532
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Residential
Credits: 5 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: MEPN542
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 4 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: MEPN543
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: MEPN543
Concurrent Prerequisite: None
Co-Requisite: None
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.

NRG 130
Nursing as a Human Caring Profession
Method of Delivery: Online
Credits: 3
Lecture Hours: 3
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: ENG100
Concurrent Prerequisite: None
Co-Requisite: None
This course examines the evolution and foundation of Watson's Caring Science and Human Caring Theory with an emphasis on caring for self and others and belonging within the Nursing Profession. Students will examine the relationship between Watson's Caring Science and Human Caring Theory and how it relates to the role of the Human Caring Nurse. Students will focus on life-long self-care and care of others through dedication and transpersonal pathways with loving kindness.

NRG 150
Human Caring Nursing Seminar I
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: NRG130
Co-Requisite: None
This course will focus on law, dignity, and advocacy within the human caring nursing profession. Legal emphasis on duty will expand to include self-reflection, transpersonal caring and loving kindness for a client from a holistic perspective of physical, emotional, and spiritual pathways of safety and belonging. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 200
Pharmacology for Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO225
Co-Requisite: None
Throughout this pharmacology course, students will learn the concepts of Watson's Caring Science and Human Caring Theory on how medicine works, how the body reacts to the medication and the changes that occur. Students will learn that pharmacology is more than 'passing a pill'. Students will explore key points about medication such as the mechanism of action, routes of administration, indication for use, cautions, contraindication, drug interaction, adverse effects, toxic effects of selected drugs, and specific nursing responsibilities when administrating a medication. This course will provide students with an emphasis on clinical applications within the framework of the nursing process and prioritization of needs. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 215
Health Assessment for Human Caring Nursing
Method of Delivery: This course is online, asynchronous, and is built in the learning management system.
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO225
Co-Requisite: None
This course introduces the student to principles and techniques of nursing assessment. Throughout this course students will focus on taking client history, interview and communication techniques, techniques of inspection, palpation, percussion, and auscultation. Students will examine the role of the nurse in obtaining comprehensive health assessments; including attributes of physical, psychosocial, developmental, cultural, and spiritual functioning. Students will examine the principles and techniques of nursing assessments by utilizing clinical decision making and documenting their findings. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 225
Fundamentals of Human Caring Nursing I
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO225
Co-Requisite: NRG225C
In this course, students are introduced to principles foundational to human caring nursing. Situational, developmental, and cultural influences on client health are discussed. Students will establish a foundation for the care of clients across the wellness illness continuum. Health assessment of adults, as well as nursing concepts and measures for safety, nutrition education, hygiene, comfort, rest, and activity will be covered. Medication administration safety principles are also discussed. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 225C
Fundamentals of Human Caring Nursing I Skills & Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum: 30
Prerequisite: None
Concurrent Prerequisite: BIO225
Co-Requisite: NRG225
In this course, students are introduced to foundational principles and techniques of human caring nursing across the wellness illness continuum. Situational, developmental, and cultural influences along with basic nursing concepts and safety measures are applied throughout this course, as students prepare to enter the clinical setting.

NRG 230
Fundamentals of Human Caring Nursing II
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG225, NRG225C
Concurrent Prerequisite: NRG200
NRG215
Co-Requisite: NRG230C
This course expands on the fundamental theory of human caring nursing. Topics include principles of health promotion, safety, infection prevention, and vital-sign assessment. Medication safety and dosage calculations are key components of this course along with application of the nursing process. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 230C
Fundamentals of Human Caring Nursing II Skills & Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 60
Prerequisite: NRG225, NRG225C
Concurrent Prerequisite: NRG200
NRG215
Co-Requisite: NRG230
The content in this course expands upon the fundamentals of human caring nursing. This course provides opportunities for students to acquire skills and concepts of human caring nursing in accordance with the Nursing Practice Act through simulated and direct client care experiences. This course provides experimental practice of selected fundamental psychomotor and nursing skills necessary for the care of clients.

NRG 245
Mental Health Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Co-Requisite: NRG245C or NRG246C
The course provides theoretical knowledge necessary for the care of psychiatric clients in acute and long-term care facilities. Emphasis will be on the holistic care of children, adolescents and adults living with mental health problems and cognitive disorders. The impact of mental illness on clients' lives, relationships, employment and otherwise coping with daily living is the focus of this course. Topics include assessment of psychiatric/mental health clients, pharmacology, and nursing considerations associated with medications. The impact of physiological conditions combined with psychiatric illness will be studied. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 245C
Mental Health Human Caring Nursing Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Co-Requisite: NRG245
The course provides opportunities for students to participate in the care of psychiatric clients in acute and long-term care facilities. Areas of focus include assessment, cultural competence, therapeutic communication, legal and ethical standards, and client advocacy. Students will get hands-on practice in clinical settings caring for clients with mental illness with clinical supervision.

NRG 250
Human Caring Nursing Seminar II
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG150
Concurrent Prerequisite: None
Co-Requisite: None
This course will examine the challenges of ethics, moral courage, and self-reflection through the framework of Watson's Caring Science and Human Caring Theory. Students will learn a process of self-discovery and worth which will provide the cornerstone for cultural exploration and acceptance of client values and needs. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 260
Adult Human Caring Nursing I
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG150
Concurrent Prerequisite: None
Co-Requisite: None
In this course, students are introduced to the needs of diverse populations of adult and older adult clients and their families. This course focuses on health promotion and management of conditions that require acute and chronic care for adults and older adults. The nursing process is used in the discussion of health alterations affecting life processes. Students will also use the nursing process to foster health restoration and maintenance for diverse adult populations. Students will have the opportunity to continue their understanding of their role as healthcare team member. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 260C
Adult Human Caring Nursing I Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 75
Clinical/Externship/Practicum: 0
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Co-Requisite: NRG260C or NRG261C
This course focuses on alterations in adult and older adult life processes, including effects on the client's family. Students will develop professional skills as they progress towards practice-ready nursing. The nursing process is used to support clinical decisions to foster health restoration and maintenance for diverse adult and older adult populations. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse adult and older adult clients and their families. A variety of clinical health care agencies, hospitals, and simulated clinical settings are used to support instruction.

NRG 275
Nutrition for Human Health & Wellbeing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG230, NRG230C, BIO225
Concurrent Prerequisite: None
Co-Requisite: NRG260
This course expands on the nutritional concepts introduced earlier in the program. Topics included are nutrients and the nutritional requirements needed to maintain nutritional balance, support growth, and development. The course focuses on identifying and caring for the nutritional needs of diverse client populations. Students will use an evidence-informed approach as a means of preventing and treating illness. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 285
Information Technology for Human Caring Nursing
Method of Delivery: Online
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUT100
Concurrent Prerequisite: None
Co-Requisite: None
This course focuses on the integration of theoretical nursing knowledge with informational sciences. Students will be introduced to health informational systems support data to help build communication and information literacy skills needed to integrate informatics into practice. Students will use appropriate databases to search for evidence-informed research to enhance the connection between the human element of caring and technology. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 290
Adult Human Caring Nursing II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Co-Requisite: None
In this course, students will continue their focus on the needs of diverse populations of adult and older adult clients and their families. This course incorporates health promotion and management of conditions that require acute and chronic care for adult and older adult clients. The nursing process and clinical judgement are used throughout the course. Students will have the opportunity to continue their understanding of their role as healthcare team members. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 290C
Adult Human Caring Nursing II Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum: 30
Prerequisite: NRG260, NRG260C or NRG261C
Concurrent Prerequisite: None
Co-Requisite: NRG290C or NRG291C or NRG292C
In this course, students will focus on alterations in adult and older adult life processes, unstable illnesses, and effects on the client's family in a variety of healthcare settings. Students will continue their development of professional skills as they advance towards practice-ready nursing. The nursing process is used to support advancing clinical decisions to foster health restoration and maintenance for diverse adult and older adult populations. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse adult and older adult clients and their families. Students will relate to health promotion and management of critically and chronically ill clients with complex, multi-system health problems.

NRG 315
Maternal/Newborn Family Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG260, NRG260C or NRG261C
Concurrent Prerequisite: None
Co-Requisite: NRG290
This course provides theoretical instruction related to caring for childbearing families and newborns. Topics include prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, intervention for the care of the newborn, post-partum care, possible high-risk complications, high-risk labor and delivery, and high-risk newborns. Students will learn about concepts applicable to basic needs and the support of the family during this period of change. Emphasis is placed on the physiological and psychological changes that occur during pregnancy. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 315C
Maternal/Newborn Family Nursing Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 8
Clinical/Externship/Practicum: 37
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Co-Requisite: NRG315C
The course provides clinical application in the care of the woman during the stages of pregnancy and the care of the newborn. This course focuses on the safe care of these vulnerable client populations in a variety of community health agencies and hospitals. Students will have the opportunity to perform a health assessment and develop a plan of care for the pregnant woman and newborn child.

NRG 330
Pediatric Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Co-Requisite: NRG315
This course provides detailed theoretical instruction on the family-centered care of the pediatric client. Topics include an introduction to care of the pediatric client; health promotion and maintenance; the hospitalized child; care of the child with chronic, complex, and acute disorders from newborn to adolescence; the child with special needs; and care of the dying pediatric client. Students will review the basic needs and support of the child's family. An emphasis is placed on the physiological and psychological changes that occur during childhood. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 330C
Pediatric Human Caring Nursing Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 8
Clinical/Externship/Practicum: 37
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Co-Requisite: NRG330C
This course provides clinical application of theory content as relates to the care of the pediatric client and their family, knowledge of nursing theory, concepts, skills, competencies and procedures. This course focuses on the safe care of the pediatric client population and their families, including the physiological and psychological changes that occur during childhood. Students will have the opportunity to develop, implement, and evaluate a health assessment and plan of care for the pediatric client as a healthcare team member. Family and client support and education are addressed along with therapeutic communication. Clinical experiences are provided in multiple health care pediatric settings.

NRG 350
Human Caring Nursing Seminar III
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Co-Requisite: NRG330
This course examines the challenges in staffing, resources, and compassion fatigue which can result in nursing and health care conflict through nurses feeling under-cared for or under-valued. Students will be exposed to the importance of the need for a strong and supportive nursing community with loving kindness. Watson’s Caring Science and Human Caring Theory will be applied to a Caring Conflict Resolution Model. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 375
Evidence Informed Practice for Human Caring Nursing
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG250
Concurrent Prerequisite: None
Co-Requisite: None
This course will include the process of integrating research evidence and client preferences into healthcare decision making. This course is designed to assist students in developing a sense of inquiry, as well as an increased understanding of research approaches. Students will learn how to critique, interpret, and apply evidence-informed research to client-centered care. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 415
Community Health Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Co-Requisite: None
This course provides an overview of human caring nursing as it applies to health promotion and disease prevention at the community level. Principles of biostatistics and epidemiology are introduced. This course focuses on providing holistic care in collaboration with community members and healthcare team members. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 430
Complex Health Human Caring Nursing I
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C
Concurrent Prerequisite: None
Co-Requisite: None
In this course, the focus is on application and use of the nursing process to include critical thinking, reasoning, and judgment skills to identify, manage, and intervene on behalf of various health disorders across adult populations. Using current evidence-informed nursing practice, the student learns how to assess diverse clients, identify risk factors of diseases, and perform nursing actions for disease management to improve client outcomes, wellness, and health maintenance. Understanding the pathophysiology and etiology of body systems resulting in diseases is a fundamental aspect of this course. This course will focus on diseases and abnormalities related to fluid and electrolyte imbalances, endocrine, immunity, integumentary, musculoskeletal, reproductive, and renal disorders. Students will participate in multiple classroom engagement activities with a mixture of didactic instruction to master self-study techniques and to ensure lifelong learning. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 430C
Complex Health Human Caring Nursing I Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Co-Requisite: NRG430C or NRG431C
This course is divided between at-hospital clinical experience and on-campus nursing simulations. The student will be assigned to a hospital rotation and follow a licensed registered nurse to develop professional skills as healthcare team member. Students will progress toward practice-ready nursing with a focus on human caring nursing and the use of evidence-informed practice. The remaining time will be spent in the simulation lab. In the simulation lab, the student will participate in faculty lead simulations and virtual reality simulations to improve critical thinking, reasoning, and judgment in caring for adult clients, following the Tanner Clinical Judgement Model. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse clients and their families.

NRG 445
Complex Health Human Caring Nursing II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Co-Requisite: NRG430
This course expands on the application and use of the nursing process to include critical thinking, reasoning, and judgment skills to identify, manage, and intervene on behalf of various health disorders across adult populations. Using current evidence-informed nursing practice, the student will learn how to assess diverse clients, identify risk factors of diseases, and perform nursing actions for disease management to improve client outcomes, wellness, and health maintenance. Students will understand the pathophysiology and etiology of body systems that result in disease as a fundamental aspect of this course. This course will focus on diseases and disorders of the following body systems: gastrointestinal, cardiology and perfusion, respiratory, hematology and oncology, and neurological. Students will participate in multiple classroom engagement activities with a mixture of didactic instruction to master self-study techniques and to ensure lifelong learning. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 445C
Complex Health Human Caring Nursing II Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: NRG430, NRG430C or NRG431C
Concurrent Prerequisite: None
Co-Requisite: NRG445C or NRG446C
This course is a continuation of Complex Health Caring Nursing I. In this course the student will have an opportunity for at-hospital clinical experiences and on-campus nursing simulations. The student will be assigned a hospital rotation and follow a licensed registered nurse to continue to develop professional skills as a healthcare team member to progress toward practice-ready nursing. Students will focus on applying compassionate care and the use of evidence-informed practice. In the simulation lab, the student will participate in faculty lead simulations and virtual reality simulations to continue to improve critical thinking, reasoning, and judgment in caring for adult clients, following the Tanner Clinical Judgement Model. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse adult clients and their families. A variety of adult populations, clinical health care agencies, hospitals, and simulated clinical settings are used to support instruction.

NRG 460
Leadership & Management for Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG430, NRG430C
Concurrent Prerequisite: None
Co-Requisite: NRG445
In this course students will examine characteristics of management and leadership styles of a human caring nurse professional. This course will focus on theories of conflict resolution and change. Delegation and coordination of care with other health professionals is examined. Strategic management of budgets and resource utilization, along with legal and ethical issues are covered.

NRG 475
BSN Transition to Practice
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG445, NRG445C, NRG350
Concurrent Prerequisite: None
Co-Requisite: None
This course provides an opportunity for the application of learned theories and concepts in the implementation of the role of the human caring nurse. Students will synthesize and apply acquired knowledge of professional nursing standards, clinical judgement, and ethical problem-solving. Students will utilize evidence-informed practice and trends in caring for clients in a variety of acute, long-term and community settings. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 475C
BSN Transition to Practice Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Co-Requisite: NRG475C
This course provides transition to practice application of learned theories and concepts. Students will work in partnership with a nurse preceptor in the clinical setting. Students will synthesize and apply acquired knowledge of evidence-informed practice and trends to deliver quality, client-centered care.

NRG 490
BSN Human Caring Nursing Capstone
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Co-Requisite: NRG475
This course provides an additional opportunity for students to apply learned theories and concepts in the implementation of the role of the human caring nurse. Students will reflect on the attainment of the AACN Essentials of Education for Human Caring Nursing Practice and the Core Principles of decision making, evidence-informed practice, client-centered care, population-focused nursing, leadership, self-directed learning, informatics and collaboration. The NCSBN NCLEX test plan will help guide preparation for licensure. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 490C
BSN Human Caring Nursing Capstone Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours:
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Co-Requisite: NRG490C
This course continues to provide a transition to practice application of learned theories and concepts. Students will work in partnership with a nurse preceptor in the clinical setting. Students will synthesize and apply acquired knowledge of evidence-informed practice and trends to deliver quality, client-centered care. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NUR125
Foundations and Perspectives for BSN
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Co-Requisite: NRG490
This course is designed for students to learn strategies and tools that will 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.

NUR131
Fundamentals of Nursing
Method of Delivery: Residential
Credits: 5
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum: 45
Prerequisite: BIO200, BIO200L, BIO215, BIO215L, CHM115
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR145
Medical-Surgical Nursing I
Method of Delivery: Residential
Credits: 6
Lecture Hours: 52.5
Lab Hours: 15
Clinical/Externship/Practicum: 90
Prerequisite: ENG100, NUR125,NUR131
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR165
Pharmacology I
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: MTH100
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR245
Medical-Surgical Nursing II
Method of Delivery: Residential
Credits: 6
Lecture Hours: 52.5
Lab Hours: 15
Clinical/Externship/Practicum: 90
Prerequisite: NUR145
Concurrent Prerequisite: None
Co-Requisite: BIO225
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.

NUR265
Pharmacology II
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR131, NUR165
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR276
Maternal/Newborn/Pediatric Nursing
Method of Delivery: Residential
Credits: 6
Lecture Hours: 60
Lab Hours: 15
Clinical/Externship/Practicum: 67.5
Prerequisite: PSY115, NUR245
Concurrent Prerequisite: None
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.

NUR286
Mental Health Nursing
Method of Delivery: Residential
Credits: 4
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: NUR245, NUR312, PSY100
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR300
Foundations and Perspectives for BSN
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR310
Nutrition
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR125 or NUR300
Concurrent Prerequisite: None
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.

NUR312
Health Assessment of Individuals and Populations
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Prerequisites (BSN program only): NUR125 or NUR300, NUR310, BIO225
Concurrent Prerequisite: None
Co-Requisite: PSY100
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.

NUR320
Health Care Systems and Quality Outcomes
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Prerequisites (BSN program only): NUR125 or NUR300
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR322
Complex Nursing Care
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Prerequisites (BSN program only): BIO225, NUR310, PSY100
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR324
Health Care Ethics, Policy and Regulation
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR245, ETH400. Prerequisites (BSN program only): NUR320
Concurrent Prerequisite: None
Co-Requisite: NUR245, ETH400
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.

NUR330
Aging Populations
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO225, NUR286, NUR310, NUR312, NUR320, NUR322, NUR324, PSY100, SOC100
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR332
Community Health
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO225, NUR310, NUR312, NUR320, NUR322, PSY100, SOC100
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR334
Global Health
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR310, NUR312, NUR320, NUR322, NUR324, NUR332, SOC100
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR340
Nursing Informatics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: MTH215, NUR310, NUR312, NUR320, NUR322, NUR324
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR342
Nursing Research and Evidence-Based Practice
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: MTH215, NUR310, NUR312, NUR320, NUR322, NUR324
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR344
Nursing Leadership
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR312, NUR320, NUR322, NUR324
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR345
Medical-Surgical Nursing III
Method of Delivery: Residential
Credits: 6
Lecture Hours: 45
Lab Hours: 10
Clinical/Externship/Practicum: 120
Prerequisite: NUR245, NUR276, NUR286, NUR322
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR346
BSN Practicum
Method of Delivery: Blended
Credits: 5
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 135
Prerequisite: NUR310, NUR312, NUR320, NUR322, NUR324, NUR330, NUR332, NUR334, NUR340, NUR344
Concurrent Prerequisite: None
Co-Requisite: N
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.

NUR352
BSN Senior Seminar
Method of Delivery: Residential
Credits: 4
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: NUR332, NUR344, NUR345
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR500
Foundations and Perspectives of MSN
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR502
Ethics of Health care Delivery
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR500
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR504
Leading Change through Nursing Theory
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR500
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR506
Research for Promotion of Evidence Based Care
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR500, NUR504
Concurrent Prerequisite: None
Co-Requisite: None
This course explores research and statistics to help guide nursing practice to promote evidence- based care, improved health and decision making.

NUR508
Health Care Informatics for Nursing Practice
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR500, NUR504
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR510
Effective Communication and Collaboration in Health Care
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NURS500
Concurrent Prerequisite: None
Co-Requisite: None
Advanced techniques and strategies of interpersonal and interprofessional communication to enhance patient outcomes.

NUR520
Health care Finance and Economics for Nurse Leaders
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR500, NUR502, NUR504, NUR506, NUR508, NUR510
Concurrent Prerequisite: None
Co-Requisite: None
This course is designed to educate nurse leaders on the economic and financial impact within diverse health care settings. The student will study forecasting, budgeting, and everyday financial management responsibilities. The analysis will be explored in the context of describing the economic dimensions of 21st -century health care.

NUR522
Health Care Policy, Regulation, and Organizational Leadership
Method of Delivery: Online
Credits: 6 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR520
Concurrent Prerequisite: None
Co-Requisite: None
This course will examine health care policy, professional regulation, and organizational leadership in nursing. The role of nursing in assessment, planning, implementation, and evaluation of health care policy and regulations is explored.

NUR524
Principles of Quality Improvement and Patient Safety in Health Care
Method of Delivery: Online
Credits: 4 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR522
Concurrent Prerequisite: None
Co-Requisite: None
This course prepares the student and offers the opportunity to apply 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.

NUR526
Leadership within the Organizational System
Method of Delivery: Online
Credits: 7 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR520, NUR522
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR528
Capstone Immersion Practicum
Method of Delivery: Blended
Credits: 5 credits
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NUR500, NUR502, NUR504, NUR506, NUR508, NUR510, NUR520, NUR522, NUR524, NUR526
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR530
Capstone Scholarly Project
Method of Delivery: Blended
Credits: 3 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: NUR528
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR532
Advanced Pathophysiology
Method of Delivery: Online
Credits: 2 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR500, NUR502, NUR504, NUR506, NUR508, NUR510
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR534
Advanced Pharmacology
Method of Delivery: Online
Credits: 2 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR532
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR536
Advanced Health Assessment
Method of Delivery: Online
Credits: 2 credits
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR532
Concurrent Prerequisite: None
Co-Requisite: 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 an develop management plans. Health promotion risk factor identification and recognition of common abnormalities explored.

NUR538
Strategies for Effective Instruction
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR534, NUR536
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR540
Health Promotion, Disease Prevention, and Project Development
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR538
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR542
Curriculum Assessment, Development, Design, Planning, Implementation and Competency Evaluation
Method of Delivery: Online
Credits: 3 credits
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUR540
Concurrent Prerequisite: None
Co-Requisite: None
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.

NUR544
Capstone Immersion Practicum (Nursing Education) and Project Report
Method of Delivery: Blended
Credits: 3 credits
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NUR500, NUR502, NUR504, NUR506, NUR508, NUR510, NUR532, NUR534, NUR536, NUR538, NUR540, NUR542
Concurrent Prerequisite: None
Co-Requisite: None
During this coursework, each student will complete practicum hours in an approved clinical setting. Knowledge previously gained in this program will be integrated into the final scholarly project and final practicum competencies. Each student will be responsible to assess a learning need, implement an evidence-based solution related to the target population, and evaluate the impact on direct patient care and the interprofessional healthcare team. 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 they will complete 90 hours at a clinical setting and will work with a preceptor. 45 hours must be in direct patient care. This will also include 15 hours of seminar).

PTA112
Human Anatomy w/ Lab
Method of Delivery: Residential
Credits: 4
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
Study of the human body, with emphasis on the structure of each of the body’s essential organ systems.

PTA114
Introduction to Physical Therapy
Method of Delivery: Residential
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
In this initial program course, students explore the history and development of the physical therapy profession and the American Physical Therapy Association (APTA). This course provides the framework for understanding the role of the physical therapist assistant (PTA), the interaction between the PT and PTA and the interrelationship of these individuals to the current health care 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.

PTA122
Applied Kinesiology
Method of Delivery: Residential
Credits: 4.5
Lecture Hours: 45
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of Semester 1
Concurrent Prerequisite: None
Co-Requisite: None
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.

PTA123
Human Physiology
Method of Delivery: Residential
Credits: 4
Lecture Hours: 60
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of Semester 1
Concurrent Prerequisite: None
Co-Requisite: None
Functioning of the human body with emphasis upon major organ systems. Medical and athletic examples are used to illustrate important concepts.

PTA124
Pathology
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of Semester 1
Concurrent Prerequisite: None
Co-Requisite: None
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.

PTA127
Medical Terminology
Method of Delivery: Online
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of Semester 1
Concurrent Prerequisite: None
Co-Requisite: None
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.

PTA132
Therapeutic Exercise
Method of Delivery: Residential
Credits: 4
Lecture Hours: 30
Lab Hours: 60
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 2 courses
Concurrent Prerequisite: None
Co-Requisite: None
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.

PTA133
Pharmacology
Method of Delivery: Residential
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 2 courses
Concurrent Prerequisite: None
Co-Requisite: None
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.

PTA134
Therapeutic Procedures I
Method of Delivery: Residential
Credits: 4
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 2 courses
Concurrent Prerequisite: None
Co-Requisite: None
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

PTA137
PTA Seminar I
Method of Delivery: Residential
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 2 courses
Concurrent Prerequisite: None
Co-Requisite: None
This is the first of two seminar classes in the PTA curriculum. This class builds on information first introduced in the Introduction to Physical Therapy course, 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.

PTA138
Modalities
Method of Delivery: Residential
Credits: 4.5
Lecture Hours: 45
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 2 courses
Concurrent Prerequisite: None
Co-Requisite: None
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

PTA240
PTA Seminar II
Method of Delivery: Residential
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 3 courses
Concurrent Prerequisite: None
Co-Requisite: None
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. health care 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 health care delivery.

PTA242
Applied Orthopedics
Method of Delivery: Residential
Credits: 4.5
Lecture Hours: 45
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 3 courses
Concurrent Prerequisite: None
Co-Requisite: None
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.

PTA243
Applied Neurology
Method of Delivery: Residential
Credits: 4.5
Lecture Hours: 45
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 3 courses
Concurrent Prerequisite: None
Co-Requisite: None
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. In addition, students will learn to implement activities for balance and coordination dysfunction. The course includes both pediatric and adult disorders.

PTA244
Therapeutic Procedures II
Method of Delivery: Residential
Credits: 4
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 3 courses
Concurrent Prerequisite: None
Co-Requisite: None
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.

PTA246
Clinical Affiliation I
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 135
Prerequisite: Successful completion of all Semester 3 courses
Concurrent Prerequisite: None
Co-Requisite: None
In the first of three clinical affiliations, students are expected to complete 135 hours of clinical education working under the direct supervision of a licensed physical therapist and/or physical therapist assistant. Students are assigned to contract sites representing a variety of practice settings that 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, patient management activities and therapeutic procedures that are in a plan of care. Students will also have the opportunity to build communication skills with clients and members of the health care delivery team.

PTA255
Capstone
Method of Delivery: Residential
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all Semester 4 courses
Concurrent Prerequisite: None
Co-Requisite: None
This course consists of review for and completion of a comprehensive final examination in preparation for the national licensure examination.

PTA256
Clinical Affiliation II
Method of Delivery: Residential
Credits: 6
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 270
Prerequisite: Successful completion of all Semester 4 courses
Concurrent Prerequisite: None
Co-Requisite: None
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.

PTA257
Clinical Affiliation III
Method of Delivery: Residential
Credits: 6
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 270
Prerequisite: Successful completion of all Semester 4 courses
Concurrent Prerequisite: None
Co-Requisite: None
Clinical Affiliation III 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 health care system that impact the delivery of care and to maintain ethical standards of practice.

PVN105
Introduction to Practical Nursing
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0 Prerequisite: None
Concurrent Prerequisite: BIO200, BIO200L, MCT100 Co-Requisite: None
This course introduces students to the foundations of practical nursing as a profession. Content includes nursing history (including trends, transcultural nursing, and cultural/spiritual sensitivity and competence), nursing theory, clinical judgement, and the nursing process. Health care settings, community health, and healthcare system issues, trends, and policy applicable to practical nursing will also be covered. The concepts of evidence-based practice, self-care decision making, and safety/preparedness and human caring science will be utilized throughout this course.

PVN115
Fundamentals of Nursing Practice I
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105
Concurrent Prerequisite: PVN105, BIO215, BIO215L Co-Requisite: None
This course introduces the foundations of practical nursing with an emphasis on patient care. Situational, developmental, and cultural influences on client health are discussed. Content includes a foundation for the care of clients across the wellness illness continuum. Health assessment of adults, as well as nursing concepts and measures for patient care safety, ergonomics, and hygiene will be covered. Health care team communication and collaboration including admission, transfer, discharge, recording, and reporting are also discussed. The concepts of health promotion, wellness, & disease prevention and human caring science will be utilized throughout this course.

PVN120
Introduction to Practical Nursing Skills Lab
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 60
Clinical/Externship/Practicum: 0 Prerequisite: BIO200, BIO200L, MCT100,
Concurrent Prerequisite: PVN105, BIO215, BIO215L Co-Requisite: PVN115
The focus of this course is demonstration of the foundations of practical nursing with an emphasis on patient care across the wellness-illness continuum. Physical assessment of adults, as well as nursing concepts and measures for patient care safety, ergonomics, hygiene, and documentation will be covered, as students prepare to enter the clinical setting. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course

PVN125
Fundamentals of Nursing Practice II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120
Concurrent Prerequisite: None
Co-Requisite: PVN135, PVN150, PVN151
This course expands on the principles foundational to practical nursing and patient care. Topics include principles of basic human needs, elimination, and specific care needs of the aging adult. Pain, tissue integrity, stress and coping, as well as end-of-life care are also covered. The concepts of cultural and spiritual patient care across different healthcare systems are utilized throughout this course.

PVN135
Pharmacology & Medication Math I
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN12
Concurrent Prerequisite: None
Co-Requisite: PVN125, PVN150, PVN151
This course introduces basic principles of pharmacology content to maximize health and wellness. Throughout this course, key points about medication such as the mechanism of action, routes of administration, indication for use, cautions, contraindication, drug interaction, adverse effects, side effects of selected drugs, and specific nursing responsibilities when administrating a
medication are explored. Content includes systems of measurements and calculations for drug administration to dosage calculation. The concepts of the nursing process and pharmacology as well as patient teaching will
be utilized throughout this course in preparation for clinical and lab. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN145
Pharmacology & Medication Math II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN150, PVN151
Concurrent Prerequisite: None
Co-Requisite: PVN155, PVN160, PVN161
This course further examines principles of pharmacology content to maximize health and wellness. Throughout this course, key points about medication 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 are covered. The concepts of the nursing process and pharmacology as well as patient teaching will be utilized throughout this course in preparation for clinical and lab. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) are utilized throughout this course.

PVN150
Practical Nursing Skills Lab I
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120
Concurrent Prerequisite: None
Co-Requisite: PVN125, PVN135, PVN151
The focus of this course is demonstration of the foundations of practical nursing with an emphasis on patient care across the lifespan. Content includes physical assessment of adult clients with an emphasis on geriatric populations. Nursing concepts include tissue integrity & maintenance, intake and output, specimen collection, and post-mortem care. Dosage calculation and drug administration (oral, topical, rectal) are also covered as students prepare to enter the clinical setting. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course

PVN151
Practical Nursing Clinical I
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120
Concurrent Prerequisite: None
Co-Requisite: PVN125, PVN135, PVN150
In this course, students will begin implementing the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students will begin to develop clinical-judgement and communication with patients and interdisciplinary team members in various health care settings. Nursing concepts applied in the clinical setting will include but are not limited to physical assessment of adults, patient care safety, ergonomics, hygiene, documentation, tissue integrity & maintenance, intake and output, specimen collection, and post-mortem care. Dosage calculation and drug administration (oral, topical, rectal) are integrated as well.

PVN155
Medical/Surgical Nursing Care I
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN150, PVN151
Concurrent Prerequisite: None
Co-Requisite: PVN145, PVN160, PVN161
This course introduces the foundations of medical-surgical nursing. Topics include anatomy and physiology, diagnostic assessments, and nursing interventions of all body systems. This course also explores mental health needs assessment and care. Students will have the opportunity to continue their understanding of their role as healthcare team member. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN160
Practical Nursing Skills Lab II
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN150, PVN151
Concurrent Prerequisite: None
Co-Requisite: PVN145, PVN155, PVN161
The focus of this course is continued demonstration of the foundations of practical nursing. Content includes nursing interventions for the neurological, respiratory, integumentary, gastrointestinal, and genitourinary conditions. Sterile fields, dosage calculation and drug administration (subcutaneous, intradermal, intramuscular) are also covered as students prepare to enter the clinical setting. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN161
Practical Nursing Clinical II
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN150, PVN151
Concurrent Prerequisite: None
Co-Requisite: PVN145, PVN155, PVN160
In this course, students will continue implementing the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students will further develop clinical-judgement and communication with patients and interdisciplinary team members in various health care settings. Nursing concepts applied in the clinical setting will include but are not limited to nursing interventions for the neurological, respiratory, integumentary, gastrointestinal, and genitourinary conditions, and preparing sterile fields. Dosage calculation and drug administration (subcutaneous, intradermal, intramuscular) are integrated as well.

PVN225
Maternal/Newborn Nursing Care
Method of Delivery: Blended
Credits: 1.5
Lecture Hours: 22.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161
Concurrent Prerequisite: None
Co-Requisite: PVN255, PVN285, PVN260, PVN261
This course focuses on the development of nursing concepts and skills related to the care of women during all stages of pregnancy as well as the care of newborns. Topics include an introduction to maternal care, nursing care of women during pregnancy, labor and birth, and nursing management of pain during labor and birth. Complications and high risks during pregnancy, labor, birth, and after birth are also covered. This course also covers stages of fetal development and newborn care. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN235
Pediatric Nursing Care
Method of Delivery: Blended
Credits: 1.5
Lecture Hours: 22.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN265, PVN295, PVN270, PVN271
This course focuses on the development of nursing concepts related to the care of the pediatric patient. Topics include an introduction to pediatric care, assessment of growth and development, as well as health promotion and maintenance from birth to adolescence. Physiological, emotional and behavioral conditions, and nursing interventions for acute and chronic disorders of the pediatric patient are also covered. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN255
Medical/Surgical Nursing Care II
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN225, PVN285, PVN260, PVN261
This course further examines the foundations of medical-surgical nursing. Content includes pathophysiology, nursing management, emergency care, medication, nutrition, and psychological response to illness for the central and peripheral nervous system, sensory system, respiratory system, cardiovascular system and renal system. Students will have the opportunity to continue their understanding of their role as healthcare team member in preparation for clinical and skills lab. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN260
Practical Nursing Skills Lab III
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN225, PVN255, PVN285, PVN260, PVN261
The focus of this course is further demonstration of the foundations of practical nursing. Content includes application of the nursing process for the cardiovascular and hematologic systems as well as the obstetric and newborn patient. Dosage calculation, intravaginal drug administration, IV insertion and management are also covered. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN261
Practical Nursing Clinical III
Method of Delivery: Residential
Credits: 2.5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 112.5
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN225, PVN255, PVN285, PVN260
In this course, students will further implement the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students will further develop clinical-judgement and communication with patients and interdisciplinary team members in various health care settings. Nursing concepts applied in the clinical setting will include but are not limited to the application of the nursing process for the cardiovascular and hematologic systems. Dosage calculation, intravaginal drug administration, IV insertion and management are also covered. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN265
Medical/Surgical Nursing Care III
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN235, PVN295, PVN270, PVN271
In this course, students continue to explore the foundations of medical-surgical nursing. Throughout this course, students will review pathophysiology, nursing management, emergency care, medication, nutrition, and psychological response to illness for the hematologic system, gastrointestinal system, endocrine system, musculoskeletal system, integumentary system, and reproductive system. In addition, students will discern the individualized care needs of oncological and surgical patients. Students expand upon concepts to develop their role as a healthcare team member in preparation for clinical and skills lab.

PVN270
Practical Nursing Skills Lab IV
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN265, PVN235, PVN295, PVN271
The focus of this course is further demonstration of the foundations of practical nursing. Content includes application of the nursing process for the pediatric and perioperative patient. Dosage calculation by weight and body surface as well as ophthalmic and otic drug administration are also covered. Students demonstrate the application of patient nutrition principles to support individualized. care needs. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN271
Practical Nursing Clinical IV
Method of Delivery: Residential
Credits: 2.5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 112.5
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN265, PVN235, PVN295, PVN270
In this course, students will demonstrate proficiency of the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students will exemplify clinical-judgement and communication with patients and interdisciplinary team members in various health care settings. Nursing concepts applied in the clinical setting will include but are not limited to the application of the nursing process for the pediatric and perioperative patient. Dosage calculation and demonstration of the principles for ophthalmic and otic medication administration are also covered. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course

PVN285
Transition to Professional Practical Nursing II
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN225, PVN255, PVN260, PVN261
In this course, students will begin to prepare for their transition from a practical nursing student to practical nursing professional. Students will reflect on the attainment of decision making, evidence informed practice, client-centered care, population-focused nursing, leadership, self-directed learning, informatics and collaboration. The NCSBN NCLEX test plan will help guide preparation for licensure. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN295
Transition to Professional Practical Nursing II
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135, PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN235, PVN265, PVN270, PVN271
In this course, students will continue to prepare for their transition from a practical nursing student to practical nursing professional. Students will further reflect on the attainment of decision making, evidence-informed practice, client-centered care, population-focused nursing, leadership, self-directed learning, informatics and collaboration. The NCSBN NCLEX test plan will help guide preparation for licensure. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN110
Fundamentals of Caring Practical Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite:BIO200,BIO200L
Co-Requisite: PVN112
This course introduces students to the foundational principles and practices of practical nursing. Students will explore contemporary trends in practical nursing, transcultural considerations, and the integration of spiritual and cultural sensitivity. Core concepts such as nursing theory, the nursing process, clinical judgment, dosage calculation, and evidence-informed practice are introduced to support sound caring, safe decision-making, and holistic care. Students will gain an understanding of the healthcare system, community health, and the roles and responsibilities of the practical nurse within various care settings. Practical skills in patient safety, ergonomics, hygiene, and health assessment of adults are addressed, along with effective communication, collaboration, and documentation across the healthcare team during patient admission, transfer, and discharge. The course also emphasizes health promotion, wellness, disease prevention, and human caring science as central to nursing practice. The concepts of Watson’s Caring Science, Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN112
Fundamentals of Caring Practical Nursing Skills Lab I
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO200, BIO200L
Co-Requisite: PVN110
This introductory lab course emphasizes the foundational principles of safe, compassionate nursing care. Students engage in simulated and hands-on practice of essential nursing skills including hygiene, infection control, vital signs, body mechanics, and patient documentation. Guided by Watson's Caring Science and Human Caring Theory and the QSEN competencies, learners develop the attitudes, knowledge, and skills necessary to provide holistic, evidence-informed, and person-centered care.

PVN130
Fundamentals of Caring Practical Nursing II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112
Concurrent Prerequisite: BIO215, BIO215L
Co-Requisite: PVN132, PVN140
This course expands on the principles foundational to practical nursing and patient care. Topics include principles of basic human needs, elimination, pain, tissue integrity, stress and coping, use of assistive devices, weight-based medication calculations, and end-of-life care. The concepts of Watson's Caring Science, Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN132
Fundamentals of Caring Practical Nursing Skills Lab II
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112
Concurrent Prerequisite: BIO215, BIO215L
Co-Requisite: PVN130, PVN140
This course expands upon foundational nursing concepts through advanced skill development in medication administration, oxygen therapy, airway management, enteral nutrition, and urinary catheterization. Students integrate communication, safety, and patient-centered care principles consistent with Watson's Caring Science and QSEN competencies.

PVN140
Fundamentals of Caring Practical Nursing Clinical I
Method of Delivery: Residential
Credits: 1.5
Lecture Hours:
Lab Hours:
Clinical/Externship/Practicum: 67.5
Prerequisite: BIO200, BIO200L, PVN110 , PVN112
Concurrent Prerequisite: BIO215, BIO215L
Co-Requisite: PVN130, PVN132
In this introductory clinical course, students begin applying foundational nursing concepts within diverse healthcare environments. Learners implement the nursing process and perform essential clinical procedures related to hygiene, assessment, documentation, and patient safety. Guided by Watson's Caring Science and QSEN competencies, students demonstrate compassionate, evidence-informed care while developing professional communication and teamwork skills.

PVN136
Pharmacology for Caring Practical Nursing I
Method of Delivery: Blended
Credits: 2.5
Lecture Hours: 37.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140
Concurrent Prerequisite: None
Co-Requisite: None
This course introduces basic principles of pharmacology content to maximize health and wellness. Throughout this course, key points about medication, such as the mechanism of action, routes of administration, medication as it relates to the different body systems and diseases, categories, factors affecting medication administration, abbreviations and symbols, systems of measurements, delivery systems, and calculations for drug administration are covered. Indications for use, cautions, contraindications, drug interactions, adverse effects, side effects of selected drugs, and specific nursing responsibilities when administering a medication are explored. The concepts of the nursing process, pharmacology, and patient teaching will be utilized throughout this course in preparation for clinical and lab. The concepts of Watson's Caring Science, Human Caring Theory and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN146
Pharmacology for Caring Practical Nursing II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158
Concurrent Prerequisite: None
Co-Requisite: None
This course further examines principles of pharmacology content to maximize health and wellness. This course covers key points about medication as it relates to the different body systems and diseases, categories, factors affecting medication administration, abbreviations and symbols, systems of measurements, delivery systems, and drug administration calculations. The concepts of the nursing process, pharmacology, and patient teaching will be utilized throughout this course in preparation for clinical and lab. The concepts of Watson's Caring Science and Human Caring Theory, as well as Quality and Safety in Education Nurses (QSEN), are utilized throughout this course.

PVN152
Medical/Surgical Caring Practical Nursing I
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140
Concurrent Prerequisite: None
Co-Requisite: PVN154, PVN158
This course introduces the foundations of medical-surgical nursing for adults across the lifespan. Topics include anatomy and physiology, diagnostic assessments, and nursing interventions of all body systems. Students continue their understanding of their role as a practical nurse within the healthcare team. The concepts of Watson's Caring Science and Human Caring Theory, as well as Quality and Safety in Education Nurses (QSEN), will be utilized throughout this course.

PVN154
 Medical Surgical Caring Practical Nursing Skills Lab I
Method of Delivery: Residential
Credits: 1
Lecture Hours: 1
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140
Concurrent Prerequisite: None
Co-Requisite: PVN152, PVN158
This course introduces students to a safe and supportive environment where they can begin developing fundamental nursing skills. Through guided hands-on learning, students build confidence and readiness for clinical practice while focusing on the principles of safe and compassionate patient care. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN158
Medical/Surgical Caring Practical Nursing Clinical I
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140
Concurrent Prerequisite: None
Co-Requisite: PVN152, PVN154
This clinical course builds upon foundational competencies through direct patient care in medical-surgical settings. Students apply system-based nursing interventions related to neurological, respiratory, integumentary, gastrointestinal, and genitourinary conditions. Learners integrate safe medication administration, documentation, and therapeutic communication to support holistic patient care, consistent with Watson's Caring Science and QSEN principles.

PVN162
Medical/Surgical Caring Practical Nursing II
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158
Concurrent Prerequisite: None
Co-Requisite: PVN164, PVN168
This course continues with the foundations of medical-surgical nursing for adults across the lifespan. Topics include anatomy and physiology, diagnostic assessments, and nursing interventions of all body systems. Students continue their understanding of their role as a practical nurse within the healthcare team. The concepts of Watson’s Caring Science and Human Caring Theory, as well as Quality and Safety in Education Nurses (QSEN), will be utilized throughout this course.

PVN164
Medical Surgical Caring Practical Nursing Skills Lab II
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158
Concurrent Prerequisite: None
Co-Requisite: PVN162, PVN168
This lab-based course provides practical nursing students with opportunities to apply theoretical knowledge and develop core clinical competencies in a simulated environment. Students will practice essential skills, enhance critical thinking, and demonstrate safe, ethical, and patient-centered care in preparation for medical-surgical clinical placements. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN168
Medical/Surgical Caring Practical Nursing Clinical II
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158
Concurrent Prerequisite: None
Co-Requisite: PVN162, PVN164
This advanced clinical course emphasizes synthesis and application of nursing knowledge in caring for patients with complex medical-surgical needs. Students demonstrate increasing independence in clinical reasoning, medication safety, and patient-centered care, guided by Watson’s Caring Science and QSEN competencies.

PVN226
Maternal Newborn Caring Practical Nursing
Method of Delivery: Blended
Credits: 2.5
Lecture Hours: 37.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN228, PVN230
This course introduces practical nursing students to the foundational principles and practices of maternal and child health care. Emphasis is placed on the nurse's role in promoting and supporting the health and well-being of patients during pregnancy, labor, delivery, and the postpartum period, as well as the care of newborns infants. Students will explore normal and high-risk conditions in both maternal and newborn populations and develop skills in family-centered care, growth and development, health teaching, and culturally sensitive communication. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course

PVN228
Maternal Newborn Caring Practical Nursing Skills Lab
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum:
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN226, PVN230
This lab-based course provides experiential learning in the application of maternal and newborn nursing concepts. Students develop proficiency in perinatal, postpartum, and newborn care through simulations and guided demonstrations, emphasizing Watson's Caring Science and QSEN competencies of patient-centered care, safety, teamwork, and evidence-based practice.

PVN230
Maternal/Newborn Caring Practical Nursing Clinical
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 22.5
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN226, PVN228
This clinical course provides practical nursing students with supervised, hands-on experience in maternal and newborn healthcare settings. Students will apply theoretical knowledge and lab-practiced skills to real-world care of childbearing families and newborns. Emphasis is placed on family-centered, culturally competent care, therapeutic communication, and safe nursing interventions.

PVN232
Professional Caring Practical Nursing I
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIOO200, BIO200L, PVN110, PVN112, BIO215, BIO215L, PVN130, PVN140, PVN146, PVN136, PVN152, PVN154, PVN158, PVN162, PVN164, PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN226, PVN228, PVN230, PVN250, PVN252
This course integrates the foundational principles of professional nursing practice within the role of the practical nurse. Emphasis is placed on the development of professional identity, ethical and legal responsibilities, therapeutic communication, and the principles of caring in diverse healthcare environments. Students will explore the values of nursing, such as advocacy, accountability, respect, and empathy, while incorporating compassionate, culturally sensitive care to individuals across the lifespan. The course also examines the structure of the healthcare system, interprofessional collaboration, and the importance of evidence-informed practice. Through case studies, reflective activities, and collaborative discussions, students will begin to develop the critical thinking, communication, and professionalism necessary to succeed in clinical practice and promote positive patient outcomes. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN236
Pediatric Caring Practical Nursing
Method of Delivery: Blended
Credits: 2.5
Lecture Hours: 37.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168,PVN250, PVN252, PVN228, PVN230
Concurrent Prerequisite: None
Co-Requisite: PVN238, PVN240
This course focuses on the development of nursing concepts related to the care of the pediatric patient. Topics include an introduction to pediatric care, assessment of growth and development, as well as health promotion and maintenance from birth to adolescence. Physiological, emotional, and behavioral conditions and nursing interventions for acute and chronic disorders of the pediatric patient are also covered. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN238
Pediatric Caring Practical Nursing Skills Lab
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168,PVN250, PVN252, PVN228, PVN230,PVN232
Concurrent Prerequisite: None
Co-Requisite: PVN236, PVN240
This course develops practical nursing competencies for caring for pediatric patients from infancy through adolescence. Students engage in simulated and hands-on practice of pediatric assessments, age-specific procedures, medication administration, and family-centered communication. Guided by Watson's Caring Science and QSEN competencies, learners integrate safety, quality, and cultural sensitivity into pediatric nursing practice.

PVN240
Pediatric Caring Practical Nursing Clinical
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 22.5
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168,PVN250, PVN252, PVN228, PVN230
Concurrent Prerequisite: None
Co-Requisite: PVN236, PVN238
This clinical course allows practical nursing students to apply theoretical knowledge and foundational nursing skills in the care of infants, children, and adolescents. Under the supervision of clinical instructors, students will gain experience in a variety of pediatric healthcare settings, delivering safe, developmentally appropriate, and family-centered care. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN250
Mental Health Caring Practical Nursing
Method of Delivery: Blended
Credits: 2.5
Lecture Hours: 37.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN252
This course introduces practical nursing students to the principles of mental health and psychiatric nursing across the lifespan. It explores common mental health disorders, therapeutic communication strategies, and the nurse's role in promoting psychological well-being and recovery. Students will examine the impact of mental illness on individuals, families, and communities, and learn to apply the nursing process to assess and care for clients experiencing mental health challenges. Emphasis is placed on developing caring, empathetic, culturally sensitive, and nonjudgmental attitudes while practicing within ethical and legal boundaries. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN252
Mental Health Caring Practical Nursing Clinical
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 22.5
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN250
This clinical course provides practical nursing students with supervised experience in mental health, where they will apply theoretical knowledge and foundational nursing skills to support clients experiencing mental health and psychosocial challenges. Students will engage in therapeutic communication, build professional nurse-client relationships, and participate in client-centered care within diverse mental health environments. This clinical experience enhances students' confidence and competence in promoting recovery, mental wellness, and psychosocial support for individuals and families.

PVN256
Professional Caring Practical Nursing II
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,,PVN168,PVN250, PVN252, PVN228, PVN230,PVN232
Concurrent Prerequisite: PVN236, PVN238, PVN240
Co-Requisite: PVN262, PVN264
This capstone course consolidates the knowledge, skills, and attitudes essential for safe, compassionate, and competent nursing practice in medical-surgical healthcare settings. Emphasizing professional growth, ethical conduct, and evidence-informed holistic care, students will integrate clinical reasoning and technical proficiency with the principles of Jean Watson's Caritas Theory to support healing environments for clients across the adult lifespan.
Learners will apply the nursing process in complex and evolving care
situations, demonstrating accountability, leadership, and collaboration within interdisciplinary teams. The course also fosters reflection on personal values, cultural humility, and professional identity as students transition to the role of a graduate practical nurse. As part of this course, students will have the opportunity to explore advanced training that is aligned with current industry standards and emerging practice needs.

PVN262
Professional Caring Practical Nursing Skills Lab
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,,PVN168,PVN250, PVN252, PVN228, PVN230,PVN232
Concurrent Prerequisite: PVN236, PVN238, PVN240
Co-Requisite: PVN256, PVN264
This course supports the integration of theory into practice through hands-on learning experiences that emphasize the application of clinical judgment, professional communication, and technical skill. Students will engage in increasingly complex nursing scenarios designed to foster independence, accuracy, and confidence in providing medical-surgical, evidence-informed nursing care within their scope of practice. As part of this course, students will also have the opportunity to pursue a variety of optional certifications aligned with current industry standards and emerging practice needs.

PVN264
Professional Caring Practical Nursing Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,,PVN168,PVN250, PVN252, PVN228, PVN230,PVN232
Concurrent Prerequisite: PVN236, PVN238, PVN240
Co-Requisite: PVN256, PVN262
In this course, students will demonstrate proficiency of the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students will exemplify clinical-judgement and communication with patients and interdisciplinary team members in various health care settings. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course. As part of this course, students will have the opportunity to explore advanced training that is aligned with current industry standards and emerging practice needs.

TUITION & FEES

TUITION AND FEES 2026

All financial figures are disclosed in U.S. dollars. Payments will only be accepted in U.S. dollars (USD).

Medical Assisting – (Boise, Idaho Falls & Murray)

Charge	Medical Assisting
Books and Supplies	$630.00
Technology Fees	–
Total Program Cost	$14,676.00

Charge	Medical Assisting (start dates after 9/1/26)
Tuition	$18,700.00
Books and Supplies	$700.00
Total Program Costs	$18,700.00

Physical Therapist Assistant – Provo Campus

Charge	Physical Therapist Assistant
Books and Supplies	$529.00
Technology Fees	$1,064.00
Total Program Cost	$45,345.00

Practical Nursing Prerequisite – All Campuses

Charge	Practical Nursing Prerequisite
Books and Supplies	–
Technology Fees	–
Total Program Cost	$200

Practical Nursing – All Campuses

Charge	Practical Nursing
Books and Supplies	$1372.00
Technology Fees	$3,654.00
Total Program Cost	$30,814.00

Bachelor of Science in Nursing Program (Boise & Idaho Falls)

Charge	Bachelor of Science in Nursing (BSN)
General Education- Cost Per Credit	$456.00
Program Core- Cost Per Credit	$774.00
Books and Supplies	$1,836.00
Technology Fees	$5,259.00
Total Program Cost	$83,121.00

Bachelor of Science in Nursing Program (Murray and Provo)

Charge	Bachelor of Science in Nursing (BSN)
General Education- Cost Per Credit	$471.00
Program Core- Cost Per Credit	$667.00
Books and Supplies	$1,836.00
Technology Fees	$5,259.00
Total Program Cost	$76,747.00

Bachelor of Science in Nursing Program (Layton)

Charge	Bachelor of Science in Nursing (BSN)
General Education- Cost Per Credit	$471.00
Program Core- Cost Per Credit	$667.00

Books and Supplies	$1,836.00
Technology Fees	$5,259.00
Total Program Cost	$76,747.00

RN-to-BSN

Charge	**RN-to-BSN**
General Education- Cost Per Credit	$153.00
Program Core- Cost Per Credit	$153.00
Technology Fees	$3,636.00
Total Program Cost	$13,275.00

Master of Science in Nursing Programs (Boise, Idaho Falls & Murray)

Charge	**MEPN**	**MSN (All Tracks)**
Books and Supplies	$1,266.00	$438.00
Technology Fees	$4,749.00	$828.00
Total Program Cost	$77,190.00 ($975.00 / Credit)	$20,706.00 ($540.00/ Credit)

* General Education Course Enrollment for MEPN: $250.00/ per credit and book charges may apply.

The technology fee is assessed to partially offset institutional costs related to instructional delivery and the provision of academic resources for students and faculty.

Additional Fees:

- 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.

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:

- eaglegatecollege.edu/disclosures/
- eaglegatecollege.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 U.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/
- eaglegatecollege.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 misreported 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 may be withdrawn from the program.

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. The College reserves the right to terminate a student's enrollment if the student fails to meet any past, present and/or future scheduled financial obligations to the College. The College shall not be held liable if a student fails to secure any third-party funding source. Student acknowledges their financial obligations are strictly the responsibility of the student and/or any co-signer but never the College. Furthermore, the College is not responsible to provide a student with reminders and/or invoices of upcoming due dates for payments on a student's account. Any invoices and/or reminders sent to a 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.

Private 3rd Party Funding

The school may partner with third-party organizations (e.g., healthcare facilities, etc.) to allow those organizations to provide financial assistance to students who meet the eligibility requirements set by those organizations. Such eligibility requirements are defined and controlled solely by the third-party organization. Additionally, students enrolled through these third-party organizations may be charged a different tuition rate or fees based on the terms included in the respective third-party contracts.

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.nslds.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

CANCELLATION POLICY

1. The student has the right to cancel and obtain a refund of charges paid (as described in the Refund Policy section) through attendance at the first class session or by the seventh (7th) calendar day, after enrollment, whichever is later.
2. "Enrollment" as stated in No. 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 11:59pm PST on the sixth (6th) calendar day, after their scheduled program start date.

4. Students may withdraw from the School at any time after the cancellation period and may receive a pro rata refund as described in the Refund Policy section.
5. Cancellation shall occur when the student provides notice of cancellation at the address of their respective campus. 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 particular 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.nslds.ed.gov/nslds_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.nslds.ed.gov/nslds_SA.

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

· Federal Unsubsidized Stafford Loan · Federal Subsidized Stafford Loan · Federal PLUS Loan · Federal Pell Grant	· Federal Academic Competitiveness Grant · FSEOG · Other federal sources of aid · Institution aid · Student

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 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):

For Withdrawal During:	**Refunded**	**Amount Retained**
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 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 semester for classes attempted as set forth below:

For Withdrawal During:	**Refunded**	**Retained**
First and second week of the Semester	75%	25%
Third week of the Semester	50%	50%
Beyond the Third Week of the Semester	0%	100%

Note: As of August 2025, the College will no longer issue Chromebooks.

Return of Tuition Assistance for Military Students

The College abides by the Department of Defense policy, which stipulates that the Institution must refund the unearned portion of Tuition Assistance (TA) for students who withdrew from their program.

For payment periods with TA "payments/paid benefits/disbursement" received:

- Students withdrawing from the College after the cancellation period will receive a pro rata unearned TA refund if the student has completed 60% or less of the scheduled days in the program's payment period through the last day of attendance.
- If the student has completed more than 60% of the payment period of attendance for which the student received TA benefits, the TA is considered earned, and the student will receive no unearned refund.

This policy ensures that the College meets all compliance standards regarding the refund of TA when students change their enrollment status to withdrawn. Additionally, this policy aligns with standard practices for institutions that offer military tuition assistance to ensure that funds are refunded in a manner consistent with federal guidelines.

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, Veterans Readiness & Employment, or chapter 33, Post-9/11 GI Bill® benefits. The GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

This institution ***will*** inquire about each veteran's previous education and training, and request transcripts from all prior institution's, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated, and credit will be granted, as appropriate.

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.

In accordance with Title 38 US Code 3679(e), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (The GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.) (Ch.30) or Veterans Readiness & Employment (Ch. 31) benefits, while payment to the institution is pending from VA.

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.

To qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

The College is approved by the U.S. Department of Veterans Affairs (VA) to certify enrollment for students eligible for VA educational benefits, including **Chapter 35 – Survivors' and Dependents' Educational Assistance (DEA)**. Please check with your campus for eligibility. Eligible spouses and dependents of certain veterans or service members may qualify for Chapter 35 benefits to help cover educational expenses. Students using Chapter 35 benefits must:

- Submit a current Certificate of Eligibility (COE) or VA Award Letter prior to or at the time of enrollment.
- Submit a copy of the Veterans DD214
- Complete all Unitek Learning admission and registration requirements.
- Notify the School Certifying Official (SCO) of any schedule changes (add/drop/withdraw) as soon as they occur.

Unitek Learning will:

- Certify approved coursework to the VA each term after enrollment is confirmed.

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.

SCHOLARSHIPS & GRANTS

All institutional scholarships and grants are offered with the expectation that students will enroll on a full-time basis and remain enrolled for the semester, term or payment period for which they were intended. If a student is enrolled less-than-full time in any semester or term, the award will be forfeited for that payment period*. Estimated offers will be disbursed to student accounts at the end of each semester, term, or payment period, and will be proportionately reduced for students who withdraw prior to completion. For withdrawals, the estimate will be reduced by the percentage

specified in the institutional pro-rata refund policy.

*except for Yellow Ribbon Program match

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:

Eligibility Dates	Total Awards	Application Deadline
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

Alumni Grant: MA to PN or BSN

This grant is available to graduates of Eagle Gate or Provo College's MA Diploma program who enroll in either Eagle Gate or Provo College's pre-licensure Practical Nursing (PN) program or Eagle Gate or Provo's Bachelor of Science in Nursing (BSN) program. This grant is awarded based on financial need and requires them completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as (Cost of Attendance – Estimated Financial Assistance – Student Aid Index).

The maximum amount of this grant is $1,200, awarded proportionately each term or semester. There is no cash value for this grant. Students who withdraw prior to completing the program will forfeit unearned amounts. This grant may only be used once, either for the PN or BSN program, but not both.

Alumni Grant: PN to BSN

This grant is available to graduates of Eagle Gate or Provo College's pre-licensure Practical Nursing (PN) Diploma program who enroll in Eagle Gate or Provo College's Bachelor of Science in Nursing (BSN) program: This grant is awarded based on financial need and requires the completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as (Cost of Attendance – Estimated Financial Assistance – Student Aid Index).

The maximum amount of this grant is $7,500, awarded proportionately each semester. There is no cash value for this grant. Students who withdraw prior to completing the program will forfeit unearned amounts.

Alumni Grant: PT to BSN

This grant is available to graduates of Provo College's Associate Degree program in Physical Therapy who enroll in Provo or Eagle Gate College's Bachelor of Science in Nursing (BSN) program. This grant is awarded based on financial need and requires the completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as (Cost of Attendance – Estimated Financial Assistance – Student Aid Index).

The maximum amount of this grant is $5,000, awarded proportionately each semester. There is no cash value for this grant. Students who withdraw prior to completing the program will forfeit unearned amounts.

Alumni Grant: VN/PN to ASVN

This grant is available to graduates of Unitek Learning institutions, including Unitek College of Nursing, Brookline College, Provo College, and Eagle Gate College, who have graduated from a Vocational Nursing (VN) or Practical Nursing (PN) program and enroll in Unitek College of Nursing's online Associate of Science in Vocational Nursing (ASVN) program.

The grant is awarded based on financial need and requires completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as:

Cost of Attendance – Estimated Financial Assistance – Student Aid Index

The maximum amount of this grant is $2,000, awarded proportionately over the final two semesters of the program ($1,000 per semester).

This grant has no cash value and cannot be refunded or paid directly to the student. Students who withdraw from the program prior to completion will forfeit any unearned portion of the grant.

MA Summer Bridge Grant

This grant is available to students who enrolled in the Medical Assisting program at Eagle Gate College prior to August 15, 2026. It is intended to bridge the difference between the tuition rate on enrollment agreements signed for September 2026 start cohorts prior to the published rate increase effective 9/1/26. The amount of the grant is $3,394. Grant amounts will be disbursed proportionately for each payment period. There is no cash value for this grant. Students who withdraw prior to completing the program will forfeit unused disbursements.

Prior Education Grant

The College provides grant credit for prior learning for students entering the Practical Nursing program at the College. To receive the grant, students must provide appropriate documentation of prior learning to the campus Registrar prior to starting the program. The total grant amount shown below will be awarded proportionately each term. There is no cash value for this grant. If a student withdraws prior to program completion, unearned portions of the grant will be forfeited.

Prior Education	Total Grant Amount	Notes
CNA	$265	Based on foundational clinical expedience
Partial BSN	$500	For students with select BSN coursework (≤ 7 credit hours)
Extensive BSN	$750	For students with multiple aligned BSN courses (≥ 8 credit hours)

UCN Access Grant

Need-based grant available for students enrolled in Unitek College of Nursing's BSN, PN, or associate degree programs who have limited access to external funding but have a strong commitment to pursuing their education and are well positioned to succeed. Students must demonstrate need by exhausting federal funding and private loan options prior to the start of the academic year.

To apply, students must submit an application to the campus Financial Aid Office including details of their efforts to obtain external funding and a short (no more than 1 page) essay explaining their situation and plans for completing their academic program. Applications will be reviewed by committee which will include representation from the financial aid, operations, and finance departments. Entrance exam scores will also be considered as part of the application.

Committee decisions are final and may not be appealed. Not all who apply will receive an award. This grant may not be combined with any other institutional tuition reduction programs. Award amounts may vary based but will not exceed $2,500 per academic year.

Awards offered per academic year but will be renewed for subsequent academic years if student maintains satisfactory academic progress, is current on any school payment plan, and submits renewal FAFSA and verification forms as well as private loan applications by stated deadlines.

Funds are limited. Award amounts may vary based on unfunded gap and availability of funds. Students who withdraw without completing the program will forfeit unused disbursements but may apply for reconsideration if they later return to school.

Military Students

PN Prerequisite Course Scholarship for Veterans

This policy and process applies to all veterans, discharged in any status other than dishonorable, who enroll in the Practical Nursing (PN) Prerequisite course. Once a student has notified the Institution that he/she is an eligible veteran and enrolls into the PN Prerequisite course, the Financial Aid

Administrator will collect required documents and package the student with the VA Tuition Discount. The discount amount will be for the tuition amount reflected on the Enrollment Agreement and the Registration Fee. The student will still be responsible for Books/Supplies and all other fees. The discount can be applied a maximum of two times per student.

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, so those who qualify for the Yellow Ribbon program will not be eligible for the Military Grant. 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

Yellow Ribbon Program

Eagle Gate College is committed to assisting Veterans succeed in higher education. Each year, Eagle Gate provides Yellow Ribbon funding to qualifying Post-9/11 GI Bill funded students enrolled at our campuses. The program matches contributions by the Department of Veterans Affairs to cover all tuition and required fees not fully covered by the Post-9/11 GI Bill® for admitted students who are classified in the VA's maximum benefit category of eligibility. Contact your campus Financial Aid Office for more information.

Provo College is committed to assisting Veterans succeed in higher education. Each year, Provo provides Yellow Ribbon funding to qualifying Post-9/11 GI Bill funded students. The program matches contributions by the Department of Veterans Affairs to cover all tuition and required fees not fully covered by the Post-9/11 GI Bill® for admitted students who are classified in the VA's maximum benefit category of eligibility. Contact your campus Financial Aid Office for more information.

ADMISSIONS POLICIES

The College does not discriminate 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 regarding college admission, access, treatment, or employment in any of its activities or programs. All admitted students must be able to read, write and understand English (all courses at the college are taught in English and no translation services are provided). A student may be enrolled in only one educational program at a time.

The College reserves the right to deny admission or re-entry to any applicant or student based on the following:

- Applicant or student is unlikely to benefit from its programs;
- Applicant or student discloses or is found to possess an adverse background that disqualifies them from:
  - participation in clinical/practicum or externship experiences required in a program; or
  - employment opportunities in the field for which the program is intended to prepare them; or
- An applicant or student's presence on campus or in the online academic environment is considered by the administration to be disruptive and/or potentially harmful to students, faculty and/or staff.

For certain programs, applicants or students may be eligible to gain clearance from program-specific oversight boards/agencies as it relates to adverse background issues. In the event an applicant or student is cleared by an authorized board/agency, they must provide evidence of clearance from program-specific boards prior to admission into the program of study.

Regardless, all students admitted to the College must adhere to the Student Code of Conduct, which prohibits conduct that significantly impairs the welfare or the educational opportunities of others within the college community.

General Admissions Requirements

Once an applicant has completed and submitted the application packet and required documentation, the school reviews the information and informs the applicant if eligible for admission. If an applicant is not accepted, all fees paid to the school are refunded. The school follows an open enrollment system.

The following criteria must be met before the student's start date:

- An applicant must be at least 17 years of age, and if an applicant is 17 years of age at the time of enrollment, a parent or legal guardian must co-sign the enrollment agreement. ***Note***: Students must be 18 years of age at the start of any clinical or externship activity as required by their program of choice.
- Provide proof of completion of 12th grade level education (see "Proof of High School Graduation" section below).

- Provide valid ID (Military IDs are prohibited).
- Must self-declare as a U.S. citizen or an eligible non-citizen as classified by the U.S. Department of Homeland Security.
- Must have a valid social security number or Federal Tax ID number (for pre-licensure programs, nursing pre-requisite courses, and/or for federal Title IV financial aid eligibility).
- Achieve the program's passing score on any required entrance exam(s), as applicable.

General Admissions Procedures

The College requires all applicants to complete the following process prior to admission:

1. Complete an Application for Admissions.
2. Attend a live or virtual planning session, which includes both career and academic goals, with an Admissions Representative. Admissions Representatives ensure that applicants meet the following criteria before recommending for enrollment:
    - Applicant's career goals are in line with the programs available.
    - Applicant is motivated and has capacity to successfully meet the academic and career expectation in the field.
    - Applicant has the ability to attend class regularly and succeed academically.
    - Applicant has strong desire to seek employment and progress in their chosen field.
3. Take and pass any required program testing requirements, as applicable.
4. Complete a financial aid interview to develop a financial plan.
5. Complete the enrollment agreement with an Admissions Representative to include collecting all necessary documentation.
6. Meet with an appropriate Department Director to discuss any unusual enrollment circumstances or accommodations needed to successfully complete the program, as applicable.

Once all requirements have been completed, the Director of Admissions, Campus President and/or applicable Academic Management review the application package for approval, and applicants are notified of their acceptance promptly.

The College reserves the right to deny admission previously accepted if any of the items listed above are not successfully completed or found to be falsely represented.

All prospective students are highly encouraged to review the College Catalog prior to signing an enrollment agreement. Prospective students are also encouraged to review any performance documentation which is provided prior to signing an enrollment agreement.

Proof of High School Graduation

All students must show proof of completion of 12th grade level education in order to complete the enrollment process. Acceptable forms of proof include:

- Copy of a US High School Diploma or transcript from a state approved or US Department of Education approved school*
- Copy of a G.E.D. certificate

- Copy of homeschooling completion certificate
- Copy of an Associate's, Bachelor's, Master's Degree or Doctorate obtained from a school with accreditation recognized by the U.S. Department of Education
- A foreign Transcript at the High School, Associates Degree, Bachelor's Degree, Master's Degree or Doctorate levels evaluated by a recognized agency to be the equivalent of a U.S. High School Diploma. Applicants wishing to submit documentation evaluated by an approved agency take full responsibility to acquire and 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.

*If the applicant's diploma or transcripts are unattainable, the College will verify directly with the applicant's high school via the use of a Verification Form for Proof of High School Graduation signed by the high school's Registrar or other high school official.

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 and Credential Records, Evaluation and Verification Services, AACRAO's International Education Standards Council, Validential 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
Validential	https://validential.com/

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

Physical Conditions

The program in which a student enrolls may be physically demanding. Students are expected to participate in all program components, including lecture, lab, clinical & 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 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 demands of a program are encouraged to speak with their Admissions Representative, Program Director or Academic Dean. Examples of possible physical demands 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, & twisting are frequently required fifty percent (50%) of the time along with an occasional need for ladder climbing, exposure to changes in temperature & 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.

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 starting 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.

Note: Applicants who are missing required science general education prerequisites may complete the College's approved general education science courses at a tuition rate of $250 per credit hour. Please see Tuition and Fees section of the Catalog. These courses are not eligible for financial aid.

* General Education Course Enrollment for ABSN, ST, OTA, PTA: $250.00/ per credit and book charges may apply

Applicants with a Deferred Action for Childhood Arrivals (DACA) Immigration Status (C33)

As of the date of this publication, current laws in the states of Utah and Idaho allow individuals with a Deferred Action for Childhood Arrivals (DACA) immigration status (C33) to apply for or become licensed in the state. Therefore, DACA recipients are eligible to enroll in educational programs at all Eagle Gate and Provo College campuses which lead to professional state licensure. However, Eagle Gate and Provo Colleges cannot guarantee that the laws will remain the same during the duration of your program or upon graduation. In addition, most states currently prohibit DACA recipients from becoming licensed; therefore, if you leave Utah or Idaho, the probability is high that you will not be able to be licensed in the state you choose to move to.

International Students

The College is currently not a Student and Exchange Visitor Program (SEVIS) certified school and is not authorized to issue I-20s to international students. Therefore, the College cannot enroll international students on an M1 or F1 visa into any educational program.

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 seven (7) or more calendar days from the first attempt.
- An applicant failing the second attempt may retake the exam beginning sixteen weeks (16) from the first.
- An applicant failing the third attempt may re-apply to the college after one full year from the first attempt.
- An entrance exam attempted after one full year from the first attempt will be treated as a new "first attempt" such that the retake policy will apply from step 1 again.

Purchasing Books & Supplies

Please note that for many programs, eBooks are utilized instead of physical textbooks. For programs that require physical books, the college purchases physical books (and supplies as needed) from various vendors, 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 the required books and supplies. Students may opt out of paying for physical textbooks within the inclusive tuition by initialing the applicable section in their enrollment documents, which will obligate them to purchase all necessary books and appropriate computing devices by the

scheduled first day of class. By opting out of inclusive tuition and agreeing to purchase such items themselves, the total fees charged to the students by the college at the time of enrollment will be reduced by the then-current total costs paid by the college to acquire the textbooks. Please note that the option to “opt out” only applies to textbooks. Students may not opt out of paying for other supplies.

Please note that some eBooks come with a perpetual access license, while others have access licenses that expire after a period of time. Students interested in the access period of particular eBooks should discuss this with the school.

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 on their application for enrollment. Student location is used for state authorization purposes and may differ from the student’s state of legal residence. Subsequent to initial enrollment, student location will only be updated after a formal receipt of a change of location. Formal receipt is when a student provides notice to the college by submitting an address change on the student portal at https://unitekregistrarsupport.zendesk.com/hc/en-us

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.

Students seeking enrollment for a program in a licensure or certification are made aware of any restrictions to licensure or certification through the general disclosures which are included on the College’s website and during the enrollment process. These disclosures include:

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. Link to contact information for state boards of licensure so students can perform their own research and determination.

Students who are not located in a state in which a Unitek Learning institution is authorized to enroll students or is otherwise exempt from authorization will not be enrolled. Additionally, the College does not enroll prospective students who are physically located in a state where the College has determined a program does not meet the state educational requirements for licensure or credentialing.

If an enrolled student relocates to a state where the College has determined that the program’s curriculum does not meet licensure or credentialing requirements; the College will directly disclose to the student that completion of that program will not be sufficient to meet licensure or certification requirements within 14 calendar days after a determination that the student’s location has changed to another state. The College will also directly disclose to students, within 14 calendar days, if it has determined that the program no longer satisfies the original determination of meeting state

requirements made at the time of enrollment and will result in the student being withdrawn from the College. Students who are withdrawn from the College due to relocation will be subject to all applicable tuition and financial aid refund policies, as detailed in the “Refund Policy” section of the catalog.

ONLINE READINESS

Online Readiness

The school’s online courses are delivered by way of the Learning Management System (LMS) called Canvas™. Students who are prepared for and enrolled in any online program or course of study will receive orientation, training, and support on the use of the Canvas LMS. Canvas is known for its user-friendly online environment and ability to easily connect our faculty with our students both in and out of the classroom. Canvas offers discussion boards for asynchronous and synchronous discussions, chat rooms for live discussions, centralized email (Canvas Conversations), so students can stay in touch with their instructors, communicate with other students, submit assignments and take exams.

The college uses two assessments to determine an applicant’s readiness for online learning:

1. Basic Computer Literacy (BCL) – an objective computer skills assessment consisting of 25 common computer/software tasks
2. Distance Learning Profile (DLP) – an assessment consisting of six questions about the applicant’s personal readiness and resources for online learning

Prior to beginning any program containing online courses, an applicant must:

1. achieve a score above 75% on the Basic Computer Literacy (BCL) assessment, and
2. have no Risk Factors indicated on the Distance Learning Profile (DLP) assessment.

The following hardware and software are needed to complete online courses:

Hardware

- PC, Mac, or Chromebook** that is less than 5 years old (see operating systems below)
- Processor: Intel Pentium or better
- Hard drive: 100 GB or higher
- Free disk space (must be available at all times to support updates): 250 MB
- PC, Mac free RAM (must be available at all times to support updates): 6 GB or more
- Chromebook** RAM (must be available at all times to support updates): 4 GB or more
- Monitor Display: A minimum of 1024×768 at 16bit color
- Speakers or headphones
- Microphone
- Webcam

** *May not be compatible with all educational program applications.*

Software

- Operating Systems: Windows 10 or higher, macOS 10.11 or higher, Chrome 58 or higher
- JavaScript (recommended to enable automatic updates)
- Adobe Acrobat Reader
- Office 365 productivity tools (Word, PowerPoint, Excel, and Outlook)
- Antivirus software: strongly recommended

Internet Speeds

- Highspeed internet access (Cable, DSL, or equivalent)
- Ping response less than 100 ms
- Upload speed: 2 Mbps
- Download speed: 10 Mbps

Browser Settings

- Google Chrome (up to date) is the recommended browser for Canvas and most third-party integrations
  - Update your Google Chrome
- JavaScript must be enabled
- Font downloads must be enabled
- Pop-ups must be enabled for approved websites that are part of the course design (i.e. Canvas Learning Management System, publisher sites, and more)

Mobile devices may support some, but not all, content. A computer is required. An iPad is not considered a computer and therefore, will not support all functions required for programs.

It is the student's responsibility to maintain current contact information with instructors and the schools' Office of the Registrar.

Students are provided a school-based email account, which needs to be checked frequently since it is required for participation in most components of online education. Use your student email account for ALL school communication.

There may be specific software requirements for individual courses – this information will be in your course syllabus or course website.

PROGRAMMATIC ADMISSION POLICIES

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.

ADMISSIONS: PRACTICAL NURSING PROGRAM

1. A score of at least 17 on the “Scholastic Level Exam – Q” (SLE-Q).
2. A clear criminal background check*
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 Semester 2 of the program. The examination must be conducted by a licensed physician, licensed physician’s assistant or nurse practitioner establishing sound health.
5. Attendance in two academic orientation sessions prior to the programs start date.

Please note:

- A student enrolled in the PN program must attend mandatory orientation sessions which will be scheduled prior to beginning the program. If a student does not attend these sessions, the student’s enrollment will be cancelled. Details regarding academic orientations attendance are available from your Admissions Representative.
- Although a student can begin the Practical Nursing program at age 17, he/she must be 18 years of age on or before the start date of clinical rotations

* In rare cases, the completion of a background check may be delayed after its timely submission to the relevant agency, through no fault of the student or the school. In such cases the school may choose to admit the student whose background check is delayed based on the understanding that the agency is continuing to process the request. Such students understand, through written acknowledgment, that their enrollment will be cancelled, or they will be withdrawn, if the background check is returned without being deemed “clear”.

ADMISSIONS: PHYSICAL THERAPIST ASSISTANT PROGRAM

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

1. Prospective applicants are required to meet with an Admissions Representative.
2. Document the completion of admission criteria with the minimum achievement levels listed below.
3. Required to speak and write the English language in a clear, concise manner.
4. Applicants must meet the TEAS entrance exam requirements below to enroll in the program.

Background Check and Drug Screen

In order to comply with clinical or employment requirements, students will be required to undergo a criminal background check and drug screening. Clearance for a student’s admission to the PTA program will not be obtained if the student receives a positive drug test or the background check identifies a felony conviction. A misdemeanor, pending case, or uncompleted deferral/diversion for any crime related to the following in the past ten years may also prevent admittance into the PTA program:

- Misdemeanors for sexually related offenses, drug-related offenses, or
- Misdemeanors for any offense involving moral turpitude

The College maintains the discretion to deny enrollment based on background check results outside of the areas outlined above. A student's inability to obtain criminal background clearance at any time throughout their enrollment may prohibit intern/externship, clinical site placement, program completion, and/or career placement after graduation.

First TEAS Attempt

To enroll in the program, applicants must attempt the TEAS examination and achieve a minimum composite score of 58.7%. Scoring above this minimum does not guarantee entry into the program due to the overall admissions process. Applicants scoring below 58.7% 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 58.7%. Scoring above this minimum does not guarantee entry into the program due to the overall admissions process. Applicants reattempt on the TEAS must achieve a minimum composite score of 58.7%. Scoring above this minimum does not guarantee entry into the program due to the overall admissions process. Applicants scoring 58.6% or below are not admitted to the program. Such applicants are encouraged but not required to take the SmartPrep course at their own cost in preparation for their next TEAS attempt.

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.

**SmartPrep is not available to students enrolled in the first cohort of a new OTA or PTA program.*

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.

Immunizations/Vaccinations

Please see Immunizations/Vaccination section of catalog for a list of immunization requirements.

Background Check and Drug Screen

In order to comply with clinical or employment requirements, students will be required to undergo a criminal background check and drug screening. Clearance for a student's admission to the PTA program will not be obtained if the background check identifies a felony conviction. A misdemeanor, pending case, or uncompleted deferral/diversion for any crime related to the following in the past ten years may also prevent admittance into the PTA program:

- Misdemeanors for sexually related offenses, drug-related offenses, or
- Misdemeanors for any offense involving moral turpitude

The College maintains the discretion to deny enrollment based on background check results outside of the areas outlined above. A student's inability to obtain criminal background clearance at any time throughout their enrollment may prohibit intern/externship, clinical site placement, program completion, and/or career placement after graduation.

ADMISSIONS: BACHELOR OF SCIENCE IN NURSING (BSN)

In addition to the school's general admissions policies, applicants to the pre-licensure Bachelor of Science in Nursing program must meet the following requirements.

Applicants may qualify for admission by meeting any one of the following pathways:

1. Readiness Assessment Pathway

- HESI A2 weighted composite score of 65% or higher
  OR
- TEAS composite score of 58.7 or higher

2. Academic Achievement Pathway

- High school cumulative GPA of 3.0 or higher
  OR
- Completion of at least 24 college credits with a cumulative GPA of 2.5 or higher
  OR
- Completion of at least 12 science credits with a cumulative science GPA of 2.5 or higher
  OR
- Completion of a bachelor's degree in a related field

3. Combined Assessment Pathway

- HESI A2 score of 60–64.9
  OR
- TEAS score of 55–58.6
  AND
- High School GPA of 2.75 or higher

GED credentials are accepted.

- High School Equivalency Methods: The following exams and scores are considered a 2.75 HS GPA for admissions consideration:
  - General Equivalency Diploma (GED®): Minimum score: None
  - High School Equivalency Test (HiSET®): Minimum cumulative score: 80 or above
  - Test Assessing Secondary Completion (TASC™): Minimum score: 500 in all subject areas and at least two on the written essay
  - California High School Proficiency Exam (CHSPE): Passing in all subjects
- A cumulative college GPA of 2.75 or higher with at least 12 college credits from an institution accredited by a regional or national accrediting body or an agency recognized by the Council for Higher Education (CHEA) will be accepted in lieu of a high school GPA score requirement. College credit is defined as credit for courses that lead to a degree or program of study that leads to a degree.
  - **Prior graduate benefit:** GPA requirements will be waived if a student is a graduate of a healthcare program from Eagle Gate College, Provo College, Unitek College, Unitek Training, or Brookline College.
  - A signed transcript release form for all colleges and universities attended if the college GPA is to be used in the admission decision. The official or unofficial transcripts for the high school and all colleges or universities attended must be provided if used for the admission decision.
  - Transcripts must be submitted within seven calendar days of the first day of class to remain enrolled.
  - Foreign transcripts: Please refer to the section on Credit for Prior Education in this catalog.
  - GPA requirements will be waived if a student is a graduate of a healthcare programs at Eagle Gate or Provo College.

Entrance Assessment Exams (TEAS & HESI A2):

TEAS Exam:

Applicants who have previously taken the TEAS exam may use those scores for admission consideration if the exam was taken within twenty-four (24) months of the tentative program start date. TEAS exams taken at any authorized ATI-proctored location will be accepted for review according to the admission requirements.

Applicants who wish to take the TEAS exam through the College will be allowed three (3) attempts within a twelve (12) month period.

HESI A2 Exam:

The HESI A2 exam assesses basic knowledge in Science, Reading Comprehension, Math, and Vocabulary.

Subject	Weight
Anatomy and Physiology	5%

Reading Comprehension	35%
Vocabulary and General Knowledge	35%
Math	25%

HESI A2 Retake Option Through the College:

- Applicants who after their first attempt do not meet admission requirements on their first HESI A2 attempt may re-take the HESI A2 exam as a second attempt 7 or more calendar days after their first attempt.
- Applicants scoring below 60% on their second attempt are not admitted to the program
- Applicants who after their second attempt do not meet admission requirements may attempt a third attempt offered 16 weeks or more after the first attempt.
- A fourth attempt may be offered 12 months from the first attempt.
- The weighted scoring system will be applied to each attempt.

Total Retake Options Through the College:

- **The college will allow no more than three total test attempts (TEAS and HESI A2) through the college. As an example, if the College administers the first entrance exam attempt on the TEAS exam and the second exam attempt is on the HESI A2 exam, these will be considered two attempts.**

Admissions: BSN Advanced Placement Option

1. A prospective student with an active, unencumbered, nursing-board-approved Vocational Nursing License or Practical Nursing License may apply for Advanced Placement (AP) option, which includes a credit granting application for the PN or VN license.
2. Students seeking the AP option, admission requirements include:
    1. Proof of an active, unencumbered, nursing-board-approved Vocational Nursing or Practical Nursing License
    2. Successful completion of a nursing-board-approved Vocational Nursing or Practical Nursing training program.
    3. Copy of Government-Issued Photo ID
    4. Test of Essential Academic Skills, with a minimum TEAS score of 58.7%, or minimum weighted composite score of 60% on the HESI A2 Admissions Exam combined with a minimum high school, or achieve a minimum high school equivalency test result (please refer to ADMISSIONS: BACHELOR OF SCIENCE IN NURSING section in this catalog), or college cumulative GPA of 2.75 is required for our BSN program. GPA requirements will be waived if HESI A2 weighted composite score is ≥ 75% or if the applicant is a graduate of a healthcare program from Eagle Gate or Provo College. GED’s are also accepted..
    5. General education courses successfully completed at another accredited institution, and with comparable content, may be evaluated for credit.

Background Check Attestation

Attestation of no misdemeanor or felony conviction, with the understanding that a Criminal Background Check deemed to be “clear” will be initiated no later than the first day of core RN courses in the program. A clear criminal background check is required to attend core clinical courses. Students failing to obtain a clear criminal background check may be terminated from the program.

Immunizations

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 program, 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.

ADMISSIONS: RN-TO-BSN

RN-BSN Online Program

Applicants to the 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.

Note: Applicants who are missing required science general education prerequisites may complete the
College's approved general education science courses at a tuition rate of $250 per credit hour. Please see Tuition and Fees section of the Catalog. These courses are not eligible for financial aid.

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.

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
  - Applicants with a cumulative undergraduate GPA of 3.0 or higher will have the standardized admissions test requirement (HESI A2 or TEAS) waived. The College reserves the right to request an assessment in individual cases (e.g., to satisfy state/clinical partner requirements or to verify readiness).
- Provide sealed official transcripts demonstrating completion of a bachelor’s (or higher) degree from a school accredited by an agency recognized by the Council of Higher Education Accreditation or the U. S. Department of Education, or evaluated to be the equivalent of a U.S. bachelor’s degrees by an evaluation agency approved by the National Association of Credential Evaluation Services (http://www.naces.org/members)

TEAS Exam (Prior to 12/16/24)

On 12/16/24 the college will replace the TEAS exam admissions process for new applicants with the HESI A2 Exam process as described below (see HESI A2 Exam).

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. Applicants with a TEAS passing score of 58.7 or higher may be admitted to the BSN program.

HESI A2 Exam

Applicants to the Masters Entry Program in Nursing (MEPN) must have a high school or college cumulative GPA of 2.75 and a minimum weighted composite score of 60% on the HESI A2 Admissions Exam. GPA requirements will be waived if the HESI A2 weighted composite score is ≥ 75% or if the applicant is a graduate of a healthcare program from Eagle Gate, Provo College, Unitek College, Unitek Training, or Brookline College. GED’s are also accepted.

The HESI A2 exam will assess basic knowledge in Science, Reading Comprehension, Math and Vocabulary. The college uses a weighted scoring system to calculate the composite score:

Subject	Weight
Anatomy and Physiology	5%
Reading Comprehension	35%
Vocabulary and General Knowledge	35%
Math	25%

HESI A2 Retake Option Through the College:

- Applicants scoring below 60% on their first HESI A2 attempt may re-take the HESI A2 exam as a second attempt 7 or more calendar days after their first attempt.
- Applicants scoring 60% or higher on their second attempt may be admitted to the MEPN program combined with a minimum cumulative high school or college GPA of 2.75.
- Applicants scoring below 60% on their second attempt are not admitted to the program.
- A third attempt may be offered 16 weeks or more after the first attempt.
- A fourth attempt may be offered 12 months from the first attempt.
- The weighted scoring system will be applied **to each attempt.**

Total Retake Options Through the College:

- **The college will allow no more than three total test attempts (TEAS and HESI A2) through the college. As an example, if the College administers the first entrance exam attempt on the TEAS exam and the second exam attempt is on the HESI A2 exam, these will be considered two attempts.**

MEPN Prerequisite courses

Applicants must provide official transcripts as 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
- Human Anatomy* – 4 semester credits
- Human Physiology* – 4 semester credits
- Pathophysiology – 3 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.

Note: Applicants who are missing required science general education prerequisites may complete the College's approved general education science courses at a tuition rate of $250 per credit hour. Please see Tuition and Fees section of the Catalog.

IMMUNIZATIONS / VACCINATIONS

Based on the program of interest, additional immunization verification after enrollment may be required. Evidence of the following vaccinations is not an admissions requirement but is due prior to beginning any externship/practicum/clinical site rotation. Verbal confirmation of immunization status is not acceptable, written documented proof from a healthcare provider will be required. Please consult your campus Nursing Dean or Program Director for specific immunization requirements. Immunizations required may include, but are not limited to:

- Physical Examination Form * ***For Nursing programs only.***
- Two MUMPS, MEASLES and RUBELLA vaccinations or positive titers showing immunity.
- Two VARICELLA vaccinations or a positive titer showing immunity. (*A history of chicken pox does not satisfy this requirement.)*
- Positive HEPATITIS B surface antibody titer. If negative, three Hepatitis B vaccines completed, must be followed by a titer after last vaccination.
- Tdap/DTAP within ten (10) years.
- Negative PPD (TB) or a negative chest X-ray if previously tested positive
- Flu & H1N1 immunization record documented for the current season. *(Current vaccines are usually available between August through March)*
- COVID-19 vaccination (all applicable doses).
- Hepatitis C, negative screening (if required by clinical sites). If positive, you must have Doctor's clearance to attend the program and care for patients. **** For Nursing programs only.***

COVID-19 & Flu Vaccination Requirement:

During the program, you will be rotating at externship/practicum/clinical sites which may require the COVID-19 and/or Flu vaccination. Therefore, you must be fully vaccinated for COVID-19 (all applicable doses) as well as the Flu vaccination and be able to show proof of such at least 4 weeks prior to beginning your first scheduled rotation. If your assigned site requires vaccination and you elect not to be vaccinated, you may not be able to continue in your educational program as placement is not guaranteed. Please see Academic Leadership for additional information on site requirements and required immunizations.

BACKGROUND CHECKS & DRUG SCREENING

A criminal background may prevent an individual from participating in clinical training or externship placement, obtaining licensure or certification and/or obtaining employment in their chosen field. When a criminal background must be fully investigated by a licensure or certification board, it may take up to one year or longer in order to obtain a decision. For programs which lead to licensure or certification, applicants will be required to initiate and undergo a background check verification upon enrollment and/or prior to clinical or externship placement. Applicants or students with a criminal background must immediately notify the applicable Program Director or Academic Dean and must check with the relevant licensure or certification board for their stance towards various criminal background situations. For some state licensure boards, a more formal verification process may be available to determine whether an individual's criminal background will pose challenges regarding licensure. For those campuses in states where this formal verification process is available, applicants and/or students will be asked to engage the respective licensure board through this formal process prior to enrollment, when possible, and/or prior to clinical placement. Please consult your Program Director or Academic Dean to determine if you are in a state where this formal verification process is available.

A positive background check may include, but is not limited to, any of the following:

- Any and all felony convictions or pending charges
- Misdemeanor convictions or pending charges involving the following:
  - Assault or battery
  - Sexual offense or sexual assault
  - Weapons possession
  - Fraud or theft
  - Child or elder abuse
  - Driving while under the influence (DUI)
  - Drug Violations
- Active probation (for any offense, including offenses not listed above)

If any criminal conviction(s) appear on a student's background check, the student's enrollment may be cancelled or the student withdrawn, and the student may be responsible for charges incurred up to their last date of attendance. A criminal charge without disposition or conviction will be reviewed and considered on a case-by-case basis. These issues will be discussed with the individual applicant or student in a confidential manner.

Students may be subject to additional background checks and drug screening at any time if requested by the College, a clinical facility, employer, or externship site. During a students enrollment they may undergo multiple checks within a year and 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. 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 and/or any offenses that may occur during a students enrollment. Should a student's educational progress be interrupted, a new background check will be required upon readmission to the program.

ACADEMIC POLICIES

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 document their prior education and training, including military training, traditional coursework, college-level AP courses, and vocational training during the enrollment process. All requests, including transcripts, must be received on or before the Friday prior to the official start date of the program. For veterans and military students, evaluations will occur in accordance with 38 CFR 21.4253(d)(3).

Veterans seeking to use the GI Bill® [GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)] can obtain more information about education benefits offered by at the official U.S. government website https://www.benefits.va.gov/gibill.

Students who request to transfer credits from previously attended institutions are required to submit

official transcripts to the Registrar's Office via electronic submission, or sealed official transcripts to the campus designee, no later than the Friday prior to the first day of class. To be considered official, transcripts must be sent from the originating institution.

Upon receipt of official transcripts, credit will be granted in accordance with this policy. Academic credit will be evaluated by the College for courses appearing on an official transcript from a school, college, or university accredited by an agency recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA) with a minimum grade of 'C', or as outlined in specific program policies relating to transfer credit. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

International transcripts must be accompanied by an 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).

Students are required to either submit official transcripts on or before the Friday prior to their start date or waive their option to bring in transfer credits. If students are in progress (IP) in a current course at another institution, they must provide proof of this on their official transcripts on or before the Friday prior to their start date. Students must then submit new official transcripts within 30 days of course completion to receive transfer credit for the IP course. Students who fail to submit official transcripts prior to the final day of the first term/semester may be denied transfer credit.

Transfer credit based on a different unit of credit than the one prescribed by the College is subject to conversion before being transferred. Transfer credit for paired courses must meet the requirements for both courses. No credit(s) shall be granted for partial courses.

The College does not evaluate credit based on life or work experience, except as noted within this policy.

* Credit for Relevant Military Education and Experience Individuals who present with relevant military education and experience equal to but not limited to Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4N0X1C) are eligible for advanced placement in a prelicensure nursing program. Students must demonstrate validation of the previously acquired knowledge/skills.^

^*Validation of previously acquired knowledge/skill is established by presenting of a current and valid, unencumbered LVN or PVN license.*

Review & Acceptance of Transfer Credits

The school reserves the right to reject applicants' requests for transfer credit if the items listed below are not successfully provided and/or completed. Any transcripts showing three or more withdrawals or attempts at general education courses will not be eligible for transfer. This may result in admission being denied. Applicants are encouraged to write a letter explaining the circumstances & why they feel they should be admitted.

Methods by which Tuition & Fees are Adjusted for Credits Granted

Upon being awarded transfer credits, student tuition is calculated to charge for only scheduled courses.

Transfer Credit Application Requirements

All programs:

Students must submit the following information for transfer credits to be evaluated, at a minimum:

- Sealed official transcripts
- Official course descriptions may be required (e.g., from syllabi or a school catalog)

Core Courses in Allied Health Programs:

Students must have met the following requirements in all applicable transfer credit courses for the applicable Allied Health Programs:

- Occupational Therapy Assistant and Physical Therapist Assistant programs do not allow students to transfer in core courses.
- Minimum grade of “C” as calculated by the granting institution will be accepted
- All core courses must be taken within the last five (5) years to be eligible for transfer credit. This only applies to allied health programs that accept core course transfer credits.

Core Courses in the Practical Nursing Program:

- Minimum grade of “C” as calculated by the granting institution will be accepted.
- All core courses must be taken within the last one (1) year of program enrollment to be eligible for transfer credit.
- Any non non-core courses must be taken within the last seven (7) years of program enrollment to be eligible for transfer credit.

Courses that may be acceptable for transfer credit include:

- Vocational/practical nursing courses
- Certified nurse assistant courses
- Psychiatric technician courses
- Registered nursing courses
- Relevant Military Education and Experience*
- Successfully completed courses that are equivalent to courses in the program as determined by the program director

Core Courses in the Bachelor of Science in Nursing Program:

- Minimum grade of “C” as calculated by the granting institution will be accepted for general education courses.
- Core nursing courses with a clinical component are not eligible for transfer
- All non-clinical core courses must be taken within one (1) year of program enrollment to be eligible for transfer credit.

Syllabi will be required for core nursing course transfer credit evaluation.

Courses possibly accepted include:

- Comparable courses from an accredited institution
- Relevant Military Education and Experience*^

Core Courses in Master's Degree Programs:

Students must have met the following requirements in all applicable transfer credit courses for the Master's Degree Programs:

- Minimum Grade of "B" as calculated by the granting institution will be

Recency Rule Calculations

Recency rules for certain general education courses may vary by program. The required recency rules and retake allowances are detailed below for each program type.

A "calendar year gap" is defined as the whole-number difference between the calendar years of 2 events. For example, the "calendar year gap" between December 31, 2020, and January 1, 2021 is 1 year, while the "calendar year gap" between Jan 1, 2021 and Dec 31, 2021 is zero years.

All other general education courses are eligible for credit granting & will be considered upon receipt of official transcripts.

Courses with Recency Rules by Program

BSN & MEPN

**(all courses listed below may not apply; refer to catalog for list of applicable courses for each program)*

Course #	Course Name	Recency (in years) All Colleges	Allowed Retakes
BIO200	Anatomy & Physiology I	7	1
BIO200L	Anatomy & Physiology I Lab	7	1
BIO215	Anatomy & Physiology II	7	1
BIO215L	Anatomy & Physiology II Lab	7	1
BIO225	Pathophysiology	7	1
CHM215	General Chemistry	7	2
CHM2152L	General Chemistry Lab	7	2
ENG100	English Composition	N/A	2
ENG115	Public Speaking	N/A	2
ENG300	Advanced English Composition	N/A	2
ETH400	Ethics	N/A	2
FYE100	Foundations of Success	5	2
MIC215	Microbiology	7	1
MICL	Microbiology Lab	7	1
MTH100	Intermediate Algebra	N/A	2

MTH215	Statistics	N/A	2
NUT100	Nutrition	7	1
PHI350	Critical Reasoning	N/A	2
POL300	Political Science	N/A	2
PSY100	Introduction to Psychology	N/A	2
PSY115	Lifespan Development	N/A	2
SOC100	Introduction to Sociology	N/A	2

PN

Course #	Course Name	Recency (in years) All Colleges	Allowed Retakes
BIO200	Anatomy & Physiology I	7	1
BIO200L	Anatomy & Physiology I Lab	7	1
BIO215	Anatomy & Physiology II	7	1
BIO215L	Anatomy & Physiology II Lab	7	1
MCT100	Medical Terminology	7	1
NUT100	Nutrition	7	1
PSY115	Lifespan Development	N/A	2

PTA

**(all courses listed below may not apply; refer to catalog for list of applicable courses for each program)*

Course #	Course Name	Recency (in years) All Colleges	Allowed Retakes
BIO165	Introduction to Biology	7	1
BIO200	Anatomy & Physiology I	7	1
BIO200L	Anatomy & Physiology I Lab	7	1
BIO215	Anatomy & Physiology II	7	1
BIO215L	Anatomy & Physiology II Lab	7	1
CHM215	General Chemistry	7	1

ENG114	English Composition	N/A	2
ENG100	English Composition	N/A	2
ENG115	Public Speaking	N/A	2
HA100	Medical Terminology	7	1
MCR130	Introduction for Microbiology	7	1
MH140	College Algebra	N/A	1
MTH100	Intermediate Algebra	N/A	2
PSY100	Introduction to Psychology	N/A	2
PSY135	Introduction to Psychology	N/A	2
PSY137	Human Growth and Development	N/A	2
PSY115	Lifespan Development	N/A	2
SOC100	Introduction to Sociology	N/A	2
SOC170	Introduction to Sociology	N/A	2

Maximum Transfer Credits or Hours Allied Health Programs:

- **Diploma & Associate Degree Programs (other than Occupational Therapy Assistant and Physical Therapist Assistant)** – A maximum of 25% of the total credits within the program may be granted.

Credit for externship/practicum courses will not be granted.

- **Occupational Therapy Assistant (OTA) and Physical Therapist Assistant (PTA) Associate Degree Programs** – A maximum of 25% of the total credits within the program may be
  - Only credits for general education courses will be
- **Bachelor & Master's Degree Programs** – A maximum of 50% of the total credits within the program may be granted.
  - Credit for externship/practicum courses will not be

Nursing Programs:

- **Practical and Vocational Nursing Diploma Program:** A maximum of 29% of the program credits may be granted, with no more than 19% being general education credits and no more than 6% being core nursing credits.
- **Bachelor of Science in Nursing (BSN) Program:** A maximum of 50% of the program credits may be granted towards the completion of the program, with no more than 45% being general

education credits and no more than 5% being core nursing

- **Second Degree Bachelor of Science in Nursing (BDG) Program:** A maximum of 51% of the program credits may be granted towards the completion of the program, with no more than 46% being general education credits and no more than 5% being core nursing
- **Master's Entry Program in Nursing (MEPN):** A maximum of 50% of the program credits may be granted towards the completion of the program, with no more than 45% being general education credits and no more than 5% being core nursing

Credit by Exam

The credit by exam policy is not applicable to diploma level students.

Students may transfer credits via the following nationally recognized college-equivalency examinations:

- College Level Examination Program (CLEP)
- DSST Subject Standardized Tests

Below is the process for evaluation of examinations:

1. Students must request an official copy of their result report be sent to the
2. Minimum scores must be achieved for any exam to receive

CLEP Examinations approved for transfer:

Exam Title	Minimum Passing Score
College Composition	50
Introductory Psychology	50
Human Growth & Development	50
Introductory Sociology	50
Calculus	50
College Algebra	50

DSST Examinations approved for transfer:

Exam Title	Minimum Passing Score
Principles of Statistics	400
Lifespan Development Psychology	400
Fundamentals of College Algebra	400

Principles of Advanced English Composition	400

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits or credentials you earn at the college is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this school will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the college to determine if your degree, diploma or certificate will transfer.

A note on Regional vs National accreditation:

You may encounter schools, employers, or other entities with policies relating to their acceptance of credits / credentials earned at schools labeled as “regionally accredited” vs. “nationally accredited”. The “regional” and “national” labels were used for many years until, in 2019, the US Department of Education removed them, effectively making all approved accrediting agencies “national” (i.e. unrestricted to certain geographic regions). Unfortunately, some schools, employers, and other entities still have policies based on these outdated categories. It is important to understand that while the acceptance of credits / credentials is always up to the receiving entity, the use of “regional accreditation” and “national accreditation” are no longer valid on their own. Specific accrediting agencies should be identified by any entity using the regional/national distinction as a criteria for accepting or not accepting credits or credentials.

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. Any student not in attendance for 14 consecutive calendar days (excluding scheduled breaks and holidays) may be withdrawn from the College. Individual programs may have additional requirements.

Add/Drop Period

The College allows applicants and enrolled students in degree programs to enroll in a program or add or drop courses within the first seven (7) calendar days of the beginning of a term or semester. Students must submit their request to add or drop a course or courses to their Student Persistence Specialist or Admission Representative on or before the last day of the add/drop period. All requests to add must be approved by the campus Program Director or Academic Dean.

Students enrolling in the Medical Assistant Program must complete all enrollment requirements, including orientation, prior to participation in the program’s first lab session. For schedules where the

first lab session is on Day 1, the enrollment deadline is the first day of the program, prior to the start of the lab session. For program schedules where the first lab session is on Day 2, students may enroll and complete orientation no later than the second day of the program, prior to the start of the lab session, and must attend the first lab session on the second day. Attendance at the first scheduled lab session is mandatory. Students who do not attend the first lab day will not be permitted to continue in the program and may be required to re-enroll in a future cohort.

There is no add/drop period for Vocational/Practical nursing programs or individual course enrollments.

Allied Health Diploma Programs

Termination will result when a student's total time absent from the program becomes more than 20% of the expected program length. In other words, termination from the program will occur when a student is unable to attend at least 80% of the expected program length.

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.

Practical Nursing (PN) Program

Class attendance is critical to student academic success. Attendance is an important aspect of professionalism and is essential to mastering the theory and skills required to achieve competency as a licensed nurse. Good attendance is defined as completing graded activities in an asynchronous learning environment and as being physically present and mentally alert during lecture, group activities, skills practice, simulation, and clinical experience. Arriving late or leaving early on a regular basis can result in attendance difficulties, and excessive absenteeism can be grounds for dismissal from the program.

The Practical Nursing (PN) Program consists of three (3) Semester, and students are required to make up any and all clinical absences in their current semester before starting the next semester. Due to the complexities involved in scheduling off-campus clinical instruction, the College cannot guarantee

a student's ability to make up such "clinical absences". There are no excused absences in the program.

Online Asynchronous Education in the PN Program (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 or be withdrawn 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 diploma or degree 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 not completing graded assignments. 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 or the PN Program Director to discuss their options.

A student taking an online asynchronous course or a blended course (online and on ground) who fails to significantly participate in courses, as evidenced by online assignment completion and on ground course attendance during the first seven (7) calendar days of the program will be canceled from the course.

Residential (On Ground) Attendance Policy

Classroom Attendance

Students are expected to attend all scheduled on-campus classroom sessions. There are no excused absences in the program and missed work must be made up. Students must notify the instructor in advance of an anticipated or unanticipated absence. Students enrolled in the PN program who do not attend at least 80% of the scheduled synchronous (on ground) lecture hours will not pass the course and must retake the course regardless of the grade received.

Clinical Experiences (Direct Patient Care)

Students attending clinical courses must meet the required hours as defined by the curriculum. Students must notify the instructor in advance of an anticipated or unanticipated absence. Required clinical hours must be made up prior to the end of the course or, if there is a semester break, within one week of the course end date provided that clinical spots are available. Students missing more than one (1) scheduled clinical experience within the same course may not pass the course and may be withdrawn from the program. If a student is absent, all course objectives and course hours must be completed.

Laboratory Attendance

Students are expected to attend all scheduled on-campus classroom sessions. There are no excused absences in the program and missed work must be made up. Students must notify the instructor in advance of an anticipated absence. Students must notify the instructor in advance of an anticipated or unanticipated absence. Students enrolled in the PN program missing more than one (1) scheduled synchronized laboratory may not pass the course and must retake the course regardless of the grade received. If a student is absent, all course objectives and course hours must be completed.

Simulation Attendance

Students are expected to attend all scheduled on-campus simulation sessions. There are no excused absences in the program and missed work must be made up. Students must notify the instructor in advance of an anticipated or unanticipated absence. Students enrolled in the PN program missing more than one (1) scheduled synchronized (on ground) simulation experience may not pass the course and must retake the course regardless of the grade received.

Late Arrivals

Students who arrive late or leave early from an on-campus theory, direct patient care clinical, laboratory, or simulation experience will be marked absent for the time missed and will be required to complete make-up. If a student is late, all course objectives and course hours must be completed. Late Arrival: Student will be allowed one 10-minute grace period for on-campus theory, direct patient care clinical, laboratory, or simulation courses per 8-week session.

Overall Attendance Summary

On Campus Theory: Maximum of 20% per 8-week course session

Clinical: No more than 1 absence per 8-week course session

Simulation: No more than 1 absence per 8-week course session

Laboratory (Skills): No more than 1 absence per 8-week course session

Note: Absences due to extenuating or emergency situations will be reviewed by the Program Director. The Program Director can determine whether an exception is warranted

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 or be withdrawn 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 diploma or degree 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.

Attendance is captured for students attending asynchronous online courses by completing at least one course related activity within the online learning management system. Such interactions include:

- Submissions to an assignment, quiz or exam
- Substantial participation (posts or replies) in an introduction or discussion post within the course
- 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 submission for students via the LTI standard to be considered a qualifying attendance event. Examples of external tool types: MindTap, Connect, ALEKS

Allied Health Diploma Programs

Termination will result when a student's total time absent from the program becomes more than 20% of the expected program length. In other words, termination from the program will occur when a student is unable to attend at least 80% of the expected program length.

ACADEMICS: GRADING

Grading

Faculty post grades within 72 business hours of receiving assignments (24 business hours is preferred).

Final grades for courses are provided to the Program Director within 3 working days after their completion. The Program Director will ensure that grades are posted in a timely manner.

Student Individual Conference

Students may request individual conference times with faculty members to review exams/assignments and receive feedback and referrals. Conferences should be scheduled within one week of the exam or assignment. All conferences must be scheduled prior to the end of the course. All faculty will have posted office hours and may be available by appointment.

Remediation

Please see program-specific remediation policies provided by Faculty after the start of a program

Course Completion / Incomplete Grades

An Incomplete (I) grade is only intended to be used as an interim course mark. A grade of "I" signifies that not all of the required coursework was completed to allow for a final grade to be determined at the end of a course. An Incomplete (I) grade may be assigned in situations where a student is in good academic standing, completed at least 75% of the course requirements, but has a permissible reason for not completing all requirements prior to grade reporting time. Students who have been granted an

Incomplete (I) grade will have seven (7) calendar days from the last day of the course to complete all required coursework. If the student does not submit the required course work within the allotted time, the final course grade will be reverted from an "I" grade to the "F" grade. An Incomplete (I) grade may also be assigned in situations where a student has failed his/her exit exam. Students will be given three (3) weeks from the last day of the Professional Development course to remediate and retake the exit exam.

Make Up Work

A student is responsible for all work assigned and missed during an absence, and it is the responsibility of the student to contact the faculty member for any available make-up work; in periods of extended absence contact should be attempted prior to the missed classes. A student anticipating an absence, for any reason, should notify the appropriate academic administrator to ensure they are eligible for make-up work. For the nursing programs there are additional criteria, please see the nursing student handbook for further details.

- **Allied Health Diploma Programs:**
  - **Theory:** Make-Up Policy – A student is permitted to attempt only one (1) make-up exam per course. Make-up attempts are only allowed for extenuating circumstances and are only applicable for unit theory exams. The final exam is not part of this policy. It is the responsibility of the student to communicate a request for a make-up exam. Requests should be made in writing via email directly to the course instructor.
  - **Lab:** Make-up Policy: A student is permitted to attempt only one (1) make-up day per course. Makeup attempts are only allowed for extenuating circumstances. Students are only eligible for one make-up lab day per course if they notify the instructor of their absence. A student who does not call, email or text is ineligible for a make-up lab. The instructor sets the make-up lab day. Covid is treated like any other illness.
  - **Late:** Assignments may be submitted up to three days after the initial due date. Any assignment submitted late is subject to a 10% per day late penalty. The discussion assignments and week 4 assignments are not included in this policy. Once the module ends, no extensions will be allowed.

Standard grading scale applies to all courses/modules except as noted in the program specific grade scales listed below:

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. 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:

- **AS Physical Therapist Assistant**
  - Required minimum passing grade: 75%
- **BS Nursing**
  - Required minimum passing grade for General Education: 75%
  - Required minimum passing grade for Nursing Core: 77%
- **Practical Nursing Diploma Program**
  - Required minimum passing grade: 75%

Letter Grade	Percentages	Grade Point
A	94-100	4.00
A-	90-93.99	3.70
B+	87-89.99	3.50
B	84-86.99	3.30
B-	80-83.99	3.00
C+	77-79.99	2.50
C	75-76.99	2.30
C-	70-74.99	2.00
D+	67-69.99	1.50
D	64-66.99	1.00
D-	60-63.99	0.70
F	0-59.99	0.00

Medical Assisting Program

Courses contain various scoring parameters such as professional development, class participation (e.g. oral Q&A sessions and projects), skills demonstrations, quizzes, and exams. The maximum possible score in each category may differ based on the program or course. At the completion of a course or program the total score earned by a student is divided by the maximum possible score to arrive at the percentage received by that student. This percentage is converted to a letter grade using the scale below:

PERCENTAGES	GRADE	GRADE POINTS
90% & Above	**A**	**4.0**
80% – 89.99%	**B**	**3.0**

70% – 79.99%	**C**	**2.0**
69.99% or below	**F**	**0**
Pass	**P**	*
Non-Pass	**NP**	*
Withdrawal	**W**	*

At the end of each course, students receive a cumulative grade point average (CGPA) which is the average of the grades for all courses completed in the program. The equivalent grade points from the grading table above are used to calculate the CGPA. For example, if a student completes 3 courses with grades of A, A, and C, the CGPA is calculated as follows: CGPA = (4.0 + 4.0 + 2.0) / 3 = 10/3 = 3.33

Students who are unable to meet classroom requirements with a minimum average grade of 70% (C) or who receive an unsatisfactory performance evaluation in clinical will fail the course & may consequently be withdrawn from the program.

***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

The college does not round grades to the nearest decimal point.

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 (CGPA) are computed on based on all completed courses taken at the College. The CGPA is computed by dividing the weighted cumulative total course grade points accumulated by the total number of credit hours attempted in the program (see Grading System—all grades are calculated into the CGPA except grades with a grade value of ***).

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.

*This policy does not apply to the Medical Assisting program, for which tuition is not charged for repeating failed courses.

LATE WORK POLICY

LATE SUBMISSIONS, QUIZZES AND EXAMS

In our commitment to fostering a supportive and inclusive learning environment, Unitek Learning institutions recognize that students may encounter unforeseen challenges that impact their ability to meet deadlines. We uphold the principle of accountability while also promoting empathy and understanding. Our late work policy is designed to provide flexibility and clarity, ensuring that all students have equitable opportunities to demonstrate their knowledge and skills.

Treatment of Late Assignments

General Guidelines

Point Deductions:

- 5% will be deducted per day for a late submission of an assignment or quiz for up to three (3) days, during which the ability to complete the assignment or quiz will remain open.
- After three (3) days, late assignments and quizzes will receive a zero. Students are still encouraged to complete the work for knowledge.
- No assignments or quizzes will be accepted after the end of a course.
- Make-up exams must be approved by the campus Dean or Program Director. All make-up exams must be completed within seven (7) days of the missed exam. Failure to make up the work within this time will result in a zero.

Documented Extenuating Circumstance

- If approved by the Instructor, Dean or Program Director, students may submit late work without penalty up to seven (7) days after the due date.
- ***Documentation supporting the circumstance must be provided.*** Examples of documented extenuating circumstances include but are not limited to:
  - **Medical Emergencies:** Serious illness or injury affecting the student or an immediate family member.
  - **Mental Health Issues:** Significant mental health crises requiring immediate attention.
  - **Natural Disasters:** Events such as floods, hurricanes, or wildfires that disrupt living conditions or access to resources.
  - **Family Emergencies:** Death or serious illness in the family, or other significant family crises.
  - **Military Deployment:** Unexpected military obligations or active-duty requirements.
  - **Jury Duty:** Mandated service that conflicts with assignment deadlines.

- Lack of internet or reliable computer(s) are not considered extenuating circumstances as this is a requirement of all students upon enrollment.
- If a student experiences technological issues accessing, submitting an assignment, taking or submitting a Quiz or Examination, the student **must** notify the CANVAS helpdesk and get a ticket number at coursesupport@unitek.com. Emailing course faculty does not serve as obtaining CANVAS technical support and getting a ticket number. No Assignment, Exam or Quiz will be reset without a thorough review of the case.

Specific Assignments

- **Discussion Posts:** Late discussion posts will not be accepted after the due date. Students should plan accordingly and participate early and often.
- **For Medical Assisting Diploma students**: Only one (1) lab day per module can be made up if prior arrangements have been approved by instructor.

Final Notes

- All late work policies are enforced consistently across all programs, students and sections.
- This combined policy for all courses and programs aims to create a balanced approach that supports students while maintaining academic integrity and standards.

RESUBMISSION POLICY: GENERAL EDUCATION

Unitek Learning is committed to helping every student achieve their educational goals. We work to provide a positive and engaging learning environment that considers the need for additional opportunities to master new skills.

This policy allows students to resubmit any general education course assignment after receiving tutoring services and making substantial improvements to the assignment based on the tutoring services received (except for assignments due the last week of class). The process must be student-driven and must fall within the stated timelines.

Remediation services must fall under the approved categories and must be documented so that the instructor is able to see details about the type of services received. Additionally, students must submit the proof of remediation services with the revised assignment in the Canvas Learning Management System. This policy only applies to general education courses as identified in the college catalog for the student's program of study.

Procedures and Responsible Parties

The following student and instructor responsibilities detail the specific actions that must be taken to support this policy.

Student Responsibilities

- The student is responsible for initiating the request for resubmission.
- Once a grade has been posted for an assignment (not including quizzes, exams, or discussions) a student will have 5 days to do the following:
  - Obtain remediation related to the assignment, topic, or instructor feedback.
  - Revise the assignment based on the remediation received (revisions must be substantial

enough to be evident to the instructor).
    - Submit proof that remediation was conducted or completed within the allotted timeframe along with the revised assignment to the Canvas LMS.
- Remediation may include the following:
    - Brainfuse tutoring or writing lab services.
    - Unitek Learning writing lab services.
    - Unitek Learning math lab services.
    - Tutoring from a faculty member who teaches the subject within the Unitek Learning family of colleges.
- Proof of remediation may include the following:
    - Direct instruction from the faculty member teaching the class with notes added into the Canvas gradebook.
    - Email receipt(s) from the Unitek Learning writing lab or math lab with a summary of the tutoring services provided and amount of time spent in tutoring.
    - Downloaded receipt(s) documenting participation in Brainfuse tutoring or writing lab services.
- **No assignment resubmissions will be accepted past the final day of the course.**

Instructor Responsibilities

1. The instructor will regrade the student's resubmission within 7 days of when it was received, except at the end of the course, which requires regrading before final grades are due.
    1. Any assignments that must be regraded before final grades are due at the end of the course will be returned to students before final grades are due.
    2. Instructors are not required to accept any resubmissions past the final course deadline for all assignments.
2. Offer to provide tutoring services to the student or offer additional opportunities for tutoring including the Unitek Learning writing lab, math lab, or Brainfuse tutoring services.
3. Collect proof of the tutoring services received along with the resubmitted assignment.
4. Note: there is no additional deduction on the assignment; the purpose of the policy is to partner with students on their success and improvements throughout the course of their studies.

Definitions

Remediation is defined as any one or more of the following. Anything that falls outside of the list below will not be accepted.

- Brainfuse tutoring or writing lab services.
- Unitek Learning writing lab services.
- Unitek Learning math lab services.
- Tutoring from a faculty member who teaches the subject within the Unitek Learning family of colleges.

Proof of remediation is defined as any one or more of the following. Anything that falls outside of the list below will not be accepted.

- Direct instruction from the faculty member teaching the class with notes added into the Canvas gradebook.
- Email receipt(s) from the Unitek Learning writing lab or math lab with a summary of the tutoring services provided and amount of time spent in tutoring.
- Downloaded receipt(s) documenting participation in Brainfuse tutoring or writing lab services.

General Education Courses are defined as those specifically identified as general education for the program of study within the college catalog.

EXTERNSHIPS & CLINICAL TRAINING

Externships/practicums/clinical experiences may be scheduled to meet any day, Monday through Sunday based upon site assignment. Externships and practicums are typically only scheduled during the day. Evening and/or weekend externs/practicums are not typically available or scheduled. Externships/practicums/clinicals are scheduled to meet on at least a weekly basis, has an assigned instructor, and is directly supervised by the College.

Arrangements for externships/practicums/clinicals may also be made such that the student will be required to commute in excess of three (3) hours each way. In extreme circumstances, the student may be required to commute up to five (5) hours each way. The College is not responsible for housing costs, transportation costs, such as gas, mileage, meals, and/or other fees that might be associated with the student completing the required externship/practicum/clinical. Because they are developed and scheduled as part of the academic program, externships/practicums/clinicals are arranged and scheduled by the college. Students are expected to attend as scheduled by the college or assigned site. Any questions should be directed to the Program Director, Director of Clinical Education, or Dean of Nursing.

If a student is dropped from externship/practicum/clinical for unprofessional conduct, the student may be dismissed from the College. In some cases, students may be removed from sites and, if available, placed at a second externship/practicum/clinical. Any previously completed externship/practicum/clinical contact hours may need to be repeated at the new site. A retake fee may be charged for failing the first externship/practicum/clinical site.

Healthcare Insurance

- Students are responsible for their own health and medical expenses. It is required that each student carry health insurance and provide evidence a minimum of six (6) to eight (8) weeks prior to the first clinical course. Students must upload the front and back of the health insurance card into the College-designated clinical compliance portal.
- Students who do not currently have health insurance may obtain information about free or low-cost health care from the Student Wellness Coach by contacting the Student Services Department. If a student is injured during a clinical experience, the student must immediately inform the clinical instructor and complete the appropriate agency incident report and the College Incident Report. Neither the clinical facility nor the College is financially responsible for care provided to a student who becomes ill or injured during clinical experiences.
- Students who do not have health insurance may not be able to attend clinical experiences when

the clinical site requires proof of insurance as entry into that clinical affiliation site.

Professional Liability Insurance

While students are participating in assigned clinical experiences, students are covered related to liability in patient care under the College's General Liability Policy. Students are covered only in assigned clinical activities. The fee for this insurance is included in the cost of tuition and provided by the College, which provides a student blanket policy with a major insurance carrier. The policy does not cover students who are injured at the facility. Students may opt to obtain additional liability insurance at their own expense.

Students in programs that require completion of an externship are expected to participate in a full time (40-hours per week) externship experience determined by the college to meet program requirements. Externships begin immediately after a program's didactic portion is completed. Please note that while on externship, school holidays do not apply. Students are required to work the shift as set by the Externship site, with its holiday schedule.

The College will work with each student in arranging one Externship site (for applicable programs) selected from the sites which have contracted with the college. Students wishing to arrange their own Externship site or to attend a particular Externship site may suggest those sites, but must be within a reasonable distance from the campus and/or the student's residence and approved by the college.

It is the student's responsibility to meet the externship guidelines set by the college and externship site. Students are not allowed to change externship sites from the one to which they were assigned. If a student is dismissed from a site for not following the guidelines, the student is responsible for finding a replacement site in order to meet the program requirements. Any proposed new site must be approved by the Program Director and be within a reasonable distance from the campus and/or the student's residence must be approved by the school and acknowledged by the student prior to attendance at such sites.

In order to pass an Externship course, a student must:

- complete all required clinical externship hours,
- complete all required asynchronous externship course hours and course assignments,
- submit a completed Final Student Evaluation from the Site Supervisor with a 70%+ grade, and
- submit a completed Student Survey of the Externship site.

Allied Health Programs

In order to participate in externships, the following are required:

- Attend the Career Services Seminar, Career Development Workshops & Externship Orientations
- Satisfactorily complete a mock interview with Career Services
- Provide records of all relevant immunizations by the set deadlines. Immunizations are to be completed on students' personal time

- Complete American Heart Association First Aid and CPR components by the set deadline.*
- Attend any site-specified orientations, interviews or drug testing
- Students must provide or arrange for their own transportation during the externship period
- Review & sign the extern performance agreement form
- Review the Externship Checklist, obtain all required signatures & return the form to the externship coordinator or instructor
- Keep an accurate time sheet & submit it weekly to Career Services
- All students must return to campus as scheduled for class
- Adhere to instructions & objectives in the Externship courses syllabus
- Assist their site supervisor in timely completion of evaluations & assure that they are returned to the College upon completion. The point of contact to facilitate communication with the externship sites is the Career Services
- Comply with the standards of dress, conduct & attendance as established by the college
- Comply with additional standards of professional behavior, conduct, policies & procedures as established by the clinical facility.

*Please note that the First Aid and CPR component must be completed prior to students beginning their externship. Certification is restricted to American Heart Association. Any other nationally recognized First Aid and CPR certification will not be accepted (i.e. American Red Cross, ASHI, National Safety Council).

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.

MEDICATION MATH EXAM POLICY

The medication math exam policy is in place to ensure that students are receiving the proper instruction and meeting the competency of dosage calculations and safe medication administration practices before administering medications in the clinical setting. Additionally, this policy will help faculty and students understand the expectations for medication math assessment across the curriculum.

Medication Math Exam Requirements

The following requirements will ensure that students are knowledgeable about medication administration and are able to safely participate in a variety of clinical experiences throughout the program:

- Students are required to take at least one medication math exam as defined within the course syllabi.
- Students must pass the medication math exams before they will be permitted to attend clinical experiences.
- The practice assessment is required prior to taking the first medication math exam in class.
- Remediation is required before students will be able to sit for a second or third attempt or the proctored exams.
- Students will have 3 attempts to pass the med math exams at a 90% achievement level. If they do not pass within the 3 attempts, then **students will fail the class**.

Medication Math Exam Format

The medication math exams from ATI will be used throughout the curriculum. Students will take certain subject areas alignment within the curriculum.

Each ATI assessment includes 35 items, but only 25 of those items are graded (10 items are used for research and development and do not count towards the final score). Students must successfully answer 23 out of the 25 scored items in order to pass the medication math exam at the 90% achievement level that is required.

Students must take the practice assessment prior to taking the proctored assessment. The practice assessment may be taken online or may be proctored depending on the structure of the class.

Assessments will be offered with in the following timeframes:

- Practice assessment available on day 1
- Proctored assessment first attempt offered within the first week of class
- Second attempt offered between 1-5 days after the first unsuccessful attempt (remediation

required to sit for the second attempt)

- Third attempt offered between 1-5 days after the second unsuccessful attempt (remediation required to sit for the third attempt)
- All three attempts must be completed by 2 weeks after the course start date (except in semester 1).
- Students will receive scrap paper or a white board (depending on campus discretion) while completing the exam in the proctored setting and must show the work associated with each problem (when applicable) during the assessment.

Students who pass the assessment with a 90% or greater on the first attempt will not be permitted to sit for retakes. Retakes will be scheduled outside of regular class time.

Remediation Requirements

Remediation is required after each proctored assessment for all students who do not achieve the required 90% to pass the medication math exam.

Remediation may include one or more of the following options:

1. Direct instruction from the faculty member teaching the class with email confirmation of content reviewed during tutoring session and/or notes added into the Canvas gradebook.
2. Tutoring session with NCLEX faculty coach with email confirmation of content reviewed during tutoring session.
3. Brainfuse tutoring session with email receipt uploaded as proof of completion.
4. Completion of at least one of the ATI dosage calculation modules associated with the test assigned to that module. The module post-test must be completed. The individual report with time spent and post-test scores serves as proof of remediation.

Scoring

The medication math exams will not be counted toward the overall course grade for the lab/clinical courses in which they are assigned, but they are required to pass the class.

Students will be graded based achieved of the required 90% benchmark:

- Passed with 90% or greater on the first attempt = Pass
- Passed with 90% or greater on the second attempt = Pass
- Passed with 90% or greater on the third attempt = Pass
- Did not pass with 90% or greater on any of the three allotted attempts = Class Failure

DISMISSAL, WITHDRAWAL & READMISSION

Academic Dismissal

Dismissal from a course or program can be due to, but is not limited to, the following:

- Failure or inability to continue the program (Nursing programs);
- Failure of any 3 courses (non-nursing programs)

- Failure to return from an approved leave of absence (LOA) as scheduled
- Violation of the student code of conduct; this includes crimes and drug-related offenses
- Violation of any attendance policy
- Relocation to a state for which the College is not approved to operate

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 lengh.
- 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. MA110ASYNC & MA110LAB 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

Returning Student Policy (Re-Entry and Re-enrollment)

Students who have been terminated or have voluntarily withdrawn may apply for re-entry by going to our website and completing the student re-entry form:

- Re-Entry Form

The following policies are applicable to all programs. Additional policies are outlined below for specific programs:

- Students are permitted one opportunity to return to the program from which they were terminated or withdrew. If a student applies to return to the same program for a second or more time, their

application must be approved by the Regional or National Dean or Program Director of their program.

- Re-Entry into a specific term or start date may be dependent upon course availability, availability of seats within a class cohort, and / or clinical or externship site availability.
- Students must meet Financial Aid requirements to return which may include securing funding for future classes or making a minimum payment on past due balances. As each student's situation differs, a Financial Aid Team member will discuss requirements with applicants.
- Students wishing to return to school immediately into a clinical or externship must apply for reentry and be approved at least 30 days prior to starting class to allow enough time to secure the site and complete site requirements.
- If returning into clinical or externship, the student must complete all clinical or externship site requirements prior to starting the clinical or externship or their return will be cancelled.
- Students returning to school must sign a new Enrollment Agreement (EA) for their program. Such students will be held to the terms, policies and fees of the new EA, which may differ from the EA previously signed by the student.
- If involuntarily dismissed from the program for failure of courses, course progression, Academic Standing, Code of Academic Violation, or Academic Integrity violation, the student must wait at least one module or term before they can be readmitted to school. Otherwise, students may re-enter when the next module or term of courses they need is available.
- Students who were dismissed for the above reasons are not required to appeal to return unless they were dismissed for reaching SAP Probation status. Students on SAP Probation must appeal and the campus Appeal Committee will review. If approved, student will return into SAP Probation status and will be provided with an Academic Plan by the committee.
- Students who were dismissed for the above reasons except for failing to meet Satisfactory Academic Progress and are permitted to return to their program will be placed on Academic Probation until successfully completing and passing all scheduled courses in the first term or module. These students will be provided with an Academic Plan for that term or module.
- Students with an Academic Plan must meet the terms of that plan or will be dismissed. Any student dismissed after their first term or module after returning to class must submit an appeal, which will be reviewed and must be approved by appeal committee, if they wish to return a third time.
- Students withdrawn due to violation of the Code of Conduct or Academic Integrity policy may be eligible for re-entry; no appeal is required. However, students who were dismissed for the following behaviors and lack of professionalism will not be allowed to re-enter and the re-entry cannot be appealed:
  - Drug or Alcohol possession on campus.
  - Third instance of plagiarism
  - Patient safety with break of safety standards
  - Falsification/misrepresentation of self or documents
  - Any behavior that results in removal from a clinical site and for which the site refuses to allow the student to return.
  - Selling or distributing test exams, CMS or other test materials.

- Assault or battery of a student, staff or faculty.

- Students withdrawn due to violation of the Drug-Free Schools Policy may be eligible for re-entry. However, students who were dismissed due to this policy must provide proof of negative drug screening results dated within 7 days prior to the re-entry start date. Random additional testing may be required during time of enrollment and prior to clinical/externship placement. The cost of the testing and all fees associated with the testing prior to re-entry will be the responsibility of the student.

Additional Policies for Re-Entry into Nursing Programs

Re-entry must be no later than one year from their last date of attendance; otherwise, the student will be enrolled as a new student, must complete all admissions requirements, and must complete all courses from the beginning of their program.

Vocational Nursing students who wish to re-enter later than one year from their last date of attendance must also retake and pass Pre-Requisite Courses. Pre-requisite retake is not required if re entering within one year from last date of attendance in the Vocational Nursing program.

Nursing students may be charged an ATI Reactivation fee for their ATI assessment program.

Additional Policies Re-Entry into the Medical Assisting Program

Students who are terminated (dismissed) for reaching the course failure limit of their programs will not be eligible for re-entry. Please see section Termination Based on Failed Courses below.

Re-Entry must be no later than six months from the withdrawal date. If a student returns after six months from their last date of attendance, they will be required to pass an assessment to determine what, if any, modules must be repeated. If a returning student does not pass the assessment within two attempts or students returning two years or longer from the original withdrawal date must complete all modules for the program from the beginning.

Additional Policies for Re-Entry into Physical Therapist Assistant Program

PTA students must satisfy the following to be eligible for Reentry/Readmission:

1. Students must take and pass the didactic comprehensive exam with a 75% or higher.
2. Upon passing the didactic comprehensive exam, students entering Semester 3,4 or 5 must also take the skills competency exam and pass with a 75% or higher.
3. Students may attempt to pass the didactic and/or skills competency exams 2 times. Failure to pass will require the student to begin their program from the very beginning.
4. All testing must be completed prior to the start of the desired return date.

Ranking System for Reentry to Externship

The College utilizes a ranking system when evaluating students' reentry to externship. The purpose of this ranking system is to evaluate and determine students' eligibility for reentry into an externship program based on their academic performance, attendance, and conduct. The system applies to students who have previously dropped or withdrawn from an externship course. The Program Director is responsible for evaluating student records and assigning a reentry rank.

Once a rank is assigned, returning students are given a return date based on the rank and placed in a

queue according to the established date sequence. The ranking criteria include specific requirements for academic GPA, attendance, satisfactory academic progress, and adherence to the code of conduct. Students meeting the criteria for Rank 1 are enrolled in the next available externship start date, while those meeting the criteria for Rank 2 and Rank 3 are placed on hold until all pending externs and higher-ranking returning students are assigned.

Students failing to meet the criteria for any rank, including those with a low academic GPA, performance issues, failed background checks, unsatisfactory academic progress, or code of conduct violations, are denied reentry. The code of conduct encompasses various factors such as attendance, punctuality, communication skills, ability to follow instructions, performance evaluations, and adherence to the externship site's policies and procedures.

Termination Based on Failed Courses (non-Nursing Programs)

Diploma Programs: Students will be terminated (dismissed) if they reach the course failure limit indicated for their program. Students terminated under this policy are not eligible for re-entry.

Degree Programs: Students will be terminated (dismissed) if they either (1) reach the maximum number of allowable course failures, or (2) fail courses totaling 25% or more of the program's total credits. Students terminated under this policy are not eligible for re-entry.

The table below outlines the specific course and credit failure thresholds for each program.

Diploma Programs	**Total Program Credits**	**Course Fails Resulting in Termination**	**Same-Course Fails Resulting in Termination**
Medical Assisting (MA)	28	3	2
Degree Programs	**Total Program Credits**	**25% of Total Credits**	**Same-Course Fails Resulting in Termination**
Physical Therapist Assistant (AS) at Provo College	76	19.0	2

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:

For Medical Assisting: SAP is evaluated at the end of the 5th module and upon graduation. SAP is also reviewed for academic progress advising at the end of the 3rd module & prior to externship.

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 x 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. 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. For students who meet the requirements of the academic plan but do not meet the CGPA requirements and/or ROP requirements, these students may have their Probation extended into additional semesters. 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 probation period, and while on an academic plan. If, at any time while on probation, the student does not meet the requirements of their approved academic plan, the student will be dismissed from the College.

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. In addition, students must be in good academic standing and be meeting Satisfactory Academic Progress (SAP) at the time of the LOA request. Due to Title IV rules, degree students who take a leave will be treated as a withdrawal for Title IV purposes only but are still considered in an active status for academic purposes. 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 (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 (including pregnancy) 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)
- Temporary personal financial hardship (i.e., temporary loss of income or housing)

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, and must be reviewed and approved on or before the expected LOA start date. Students who wish to request an LOA must do so timely and prior to 14 consecutive calendar days of absence to avoid being withdrawn from the program.

ADMINISTRATIVE LEAVE OF ABSENCE (ALOA) POLICY

The College acknowledges that there are circumstances in which a student’s educational program may be interrupted due to administrative reasons and not for personal reasons. These administrative reasons may occur when a student fails a course or a schedule change occurs which results in a student not being able to immediately begin his/her next course. As a result, the College may place a

student on an Administrative Leave of Absence (ALOA) for a period not to exceed forty-five (45) calendar days. The student will be notified that he/she has been placed on an Administrative Leave of Absence (ALOA) status and will be provided with the start date of his/her next required course. Failure to attend the next required course may result in termination from the program. In the event the next required course is not available within 45 days of the end date of the failed course, the student will be dropped from the program and may re-enter on the start date of the next available course.

STUDENTS TRAVELING OUTSIDE OF THE COUNTRY

Students Traveling Outside of the Country

Active students attending courses and programs are encouraged to maintain consistent engagement with course activities and assignments, even when temporarily traveling outside of the United States. The College has established procedures and responsibilities for students in such situations.

Students intending to be out of the United States while enrolled in classes must notify the College at least three (3) weeks in advance. As such, notification should be submitted to your Program Director and Student Persistence Specialist at least three (3) weeks prior to departure. The notification must include name, student ID number, and contact information; duration of absence; reason for being out of the country; and country or countries of travel. Students will not be granted access for more than a 30-consecutive-day period.

Upon receipt of the notification, the College will review the request for completeness and eligibility. Students enrolled in on-ground courses will need to meet with your Student Persistence Specialist to discuss adherence with applicable policies prior to approval. Access to online systems will be denied for students traveling outside of the United States to a country sanctioned by the Office of Foreign Assets Control (OFAC).

If approved and while abroad, students must ensure access to necessary technological resources (e.g., reliable internet connection); adhere to course deadlines, participation requirements, and academic integrity standards; and maintain communication with instructors and respond to college communications promptly. Additionally, students are responsible for understanding any potential limitations or restrictions that may affect their ability to fully participate in classes while abroad, such as time zone differences and internet access.

Students must comply with local laws and regulations of the country they are visiting, including visa requirements and internet usage policies. The college reserves the right to revoke approval if there is a breach of policy, if continued participation in classes from abroad is deemed impractical or disruptive, or the student does not return to the United States in the allocated time period.

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.*

All Nursing Programs:

- Students that earn a passing score on the exit exam are eligible to participate in commencement exercises
- Students that fail to earn a passing score on their exit exams are not eligible to participate in commencement exercises

All Allied Health Programs (Degree and Diploma)

- All students must be labeled as 'graduate status' in the SIS in order to participate in commencement exercises.

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, and 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 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. A change of address, name, or phone number should also be directed to the Registrar.

STUDENT SERVICES

Student Services includes Student Services Advising, Wellness Coaching, faculty advising, NCLEX Success Coaching, tutoring, career advising, placement assistance, online library, learning resource center, technical support, course support, and academic record support.

Student Services Advising

Every student is supported by a Student Persistence Specialist who specializes in their program of study. Student Persistence Specialists are available by phone, email, video chat and text to support students from the moment they enroll through their graduation. Student Persistence Specialists can help students in a variety of areas including time management skills, study skills, test taking skills, understanding school policy and procedure, locating available resources at the campus, connecting students with faculty and other campus staff, and locating available resources outside of the institution that supports their success in school.

Student Wellness Coaching

Students experiencing personal life challenges that are impacting their success at school may meet with a Student Wellness Coach over the phone or video conferencing to receive coaching and guidance. Wellness Coaches can provide students with external resources for mental health concerns, low-cost medical care, personal financial challenges, housing, and family or domestic concerns. Wellness Coaches are not licensed professionals but are equipped to coach and guide students towards professional services if needed.

Tutoring

After school tutoring is available on campus for students in the college's pre-licensure programs. Tutoring for other programs may also be available at certain campuses, & students may request such services from their Instructor. It is the Tutor's responsibility to answer questions & clarify information students receive during lecture, using the provided textbooks as resources as well as any handouts provided by the Instructor. Tutoring does not replace lecture, & Tutors are responsible for tutoring to the lesson plan objectives since they will not have access to the exam.

Library/Learning Resource Center

Each College campus has a Library/Learning Resource Center (LRC), which supports the educational and professional needs of the students. Hours of operation are posted at each facility. The LRC provides a place where students can study, research information, and work on projects for their classes.

LRCs provide a wide range of core reference materials such as online databases and search engines, instructional and resource CDs, books, and pertinent trade, professional and academic periodicals. In

addition, LRCs are equipped with computers featuring a variety of software and a high-speed Internet connection, giving students access to a multitude of tools and information to assist them in all aspects of their education.

The Library/Learning Resource Center's electronic resources may be accessed online. Instructions and passwords for access to these resources are changed regularly, with students being updated accordingly. These resources are available and required for completing research assignments online.

Each LRC is staffed with a professionally trained librarian who not only maintains the LRC inventory, but also assists students and conducts orientations designed to train them to effectively find, retrieve and integrate the information they need to solidify their learning.

If desired, students may check out books from the LRC (with the exception of reference books), with the understanding that they are financially responsible for any books borrowed. If books are not returned, the cost will be charged to the student's account.

The ultimate goal of faculty and staff at Brookline College is to help students successfully complete their academic program and support the students in whatever way possible to achieve that goal. Here are some of the services Brookline College provides as well as other student information:

There are many things that can impact a student's success while in school. We we strive to offer whatever support we can to assist students. This may include tutoring, referring students to community agencies, and bus passes at discounted prices, depending on the campus location. Students are strongly encouraged to meet with the Student Persistence Specialist, Director of Education, Program Chair, Program Director/Dean, and/or Extern Coordinator if they are encountering difficulties.

Online Student Identity Authentication and Privacy

The College Learning Management System (LMS) for online students is a restricted access and password protected electronic environment. Prior to entering the LMS, an online student's identity must be verified by way of an assigned unique login and password that is provided to each student upon enrollment and class registration. Verification of student information is provided at no extra cost to the student. Student identity will be maintained in a private format by the College in accord with established institutional privacy and confidentiality policies with access provided only to agents of the College who require immediate and necessary use of the information in order to fulfill the various academic activities of the College. It is the student's responsibility to strictly preserve the privacy of their login and password information. Students are prohibited from sharing login and password information. Any such intentional compromise of the integrity of the privacy of a student's login and/or password (i.e., sharing of this information) will result in the student being subject to immediate termination from the College. In the event a student believes the privacy associated with their login and password information has been compromised, they are required to contact school officials for an immediate reset of their information. This is also done at no extra cost to the student.

CAREER SERVICES

A Career Services team member assists students and/or graduates with enhancing their professional skills and career-readiness to successfully obtain employment in their chosen field. Students' success in this relationship depends largely on:

1. Attendance at all one-on-one sessions, meetings, seminars or workshops to which a student is invited by Career Services staff
2. Submitting a resume as requested by the Career Services staff
3. Demonstration of professional conduct and appearance

Students and graduates may receive employment assistance tailored to their individual circumstances and needs, which may consist of any of the following:

1. Career development planning, career coaching and interviewing skills
2. Preparation of resumes, cover letters and thank-you letters
3. Establishing references
4. Career Development seminars and workshops
5. Communication and Public Speaking skills
6. Job search techniques and networking skills
7. Professional development in a business setting
8. Reviewing “dress for success” strategies
9. Volunteer opportunities
10. Electronic and “Hot” Job leads

The Career Services staff is here to assist students and/or graduates but cannot and do not guarantee employment. To qualify for employment assistance after leaving school, students must have successfully completed their education program and satisfied all financial obligations with the College.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT CODE OF CONDUCT

As a member of the College community, it is your responsibility to understand and adhere to the codes and policies that govern acceptable student behavior. Students who engage in unacceptable conduct are subject to sanctions up to and including dismissal from the College.

Professional conduct is behavior that reflects favorably on the student, the College, and the profession for which the student is training. 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.

Please note as a Federal Title IV approved college under the United States Department of Education, the College must adhere to all federal Laws. Therefore, 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.

This Code of Conduct applies to any written or verbal communications on or off campus, including the internet or social media.

Disciplinary Actions for Violations of the Student Code of Conduct

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 disciplined or withdrawn, as applicable to the severity of the violation. A student may be suspended while the College conducts an internal investigation or cooperates with an investigation conducted by law enforcement or other agencies if unprofessional or illegal behavior is suspected. Students are expected to comply with requests for interview which arise during any investigation proceeding. Refusal to do so may result in disciplinary action, up to and including dismissal from his/her program and expulsion from the College. Additionally, student representatives (e.g., family members, friends, attorneys, etc.) are not permitted to attend investigative meetings or inquiries.

All decisions regarding disciplinary actions are made by the College's Leadership team and are final. Students who are withdrawn due to violation of the Code of Conduct policy may be eligible for re-entry; however, the College reserves the right to deem a student ineligible for re-entry based on the severity and/or number of violation(s).

BEHAVIORAL MISCONDUCT

The College expects students to adhere to behavioral standards that support an environment that is conducive to learning. All students are expected to 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.

The following list of behavioral misconduct is not inclusive of all behaviors that can lead to disciplinary action under the Student Code of Conduct. It is at the discretion of faculty, program management and/or campus management to identify and determine behaviors disruptive to the on-line or classroom learning environment.

- Disruption to the learning environment
  - Verbal and physical altercations
  - Threats of any kind, including violence and intimidation
  - Bullying and harassment
  - Any form of hazing activity
  - Inappropriate on-camera behavior (includes but is not limited to driving, completing personal tasks, and distracting or disruptive environment)
- Theft or larceny
- Acts of insubordination against faculty or staff, including the use of profanity
- Property damage
- Social Media and online activity deemed to be offensive or unbecoming of a student representing the College
- Creation of a potential health and/or safety issue
- Sexual harassment, discrimination and/or retaliation
- Possession of weapons or illegal drugs

- Using or being under the influence of illegal drugs or alcohol on school property, college events or when participating in any college connected activity*
- Any action that violates state/federal law or the policies of an externship or clinical facility
- Falsification of documents and/or knowingly providing false information to the institution
- Failure of a required drug screen or health screen
- Violations of Academic Integrity
- Other behavior deemed inappropriate by the College in an on-campus, clinical or externship setting, including public displays of affection, inappropriate touching or groping, etc.

*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.

This code of conduct applies to any written or verbal communications on or off campus, including the internet or social media.

BULLYING & HARASSMENT

The college believes that a safe & healthy school environment increases student attendance, promotes student engagement, and 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. The motivation for such acts is irrelevant, but these types of acts may be motivated 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 and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy.

By means of example only, bullying and 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 President, Program Director, and/or the Academic Dean. Instructors receiving a complaint or witnessing bullying are required to make a report to the Campus President, 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 a Wellness Coach 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 President, 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 President, 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.

STUDENT NON-FRATERNIZATION POLICY

This policy is intended to avoid conflicts of interest between students and employees; reduce favoritism or even the appearance of favoritism; prevent personal conflicts from affecting the learning environment; and decrease the likelihood of sexual harassment and/or gender discrimination in the workplace.

The relationship between Unitek Learning employees and students should be one of professional cooperation and respect. It is imperative that students and employees maintain the boundaries between their professional and personal lives. All employees and students have a responsibility to conduct themselves with dignity and propriety, in a manner that will maintain an atmosphere conducive to learning and free from the perception of preferential treatment. In addition, employees and students must not conduct themselves in a manner which reflects negatively on Unitek Learning and its Colleges.

Employees are permitted to engage in pleasant and polite conversation with students, related to their course of study and their motivations and obstacles in pursuing their education. However, the potential for the appearance of an improper relationship increases when these conversations become frequent and stray from topics related directly to the student's education.

It is Unitek Learning policy to prohibit any type of close non-academic relationship between a college employee and an active or prospective student that may reasonably be perceived as unprofessional, including, but not limited to, the perception of a romantic relationship. College employees shall not entertain students, socialize with students, give or receive transportation, or spend an excess amount of time with students in such a manner as to reasonably create the impression to their family, staff, other students, or the public that an unprofessional relationship exists.

It is also Unitek Learning policy to prohibit any type of sexual relationship, sexual contact, or sexually nuanced behavior between a college employee and an active or prospective student without regard to the student's age. This includes internet chat rooms, social media sites, cell phones, and all other forms of electronic or other types of communication. This prohibition applies to all employees and students regardless of gender. It also applies regardless of whether the student or the college employee initiated the sexual behavior, and whether the student consents to the sexual behavior and/or reciprocates the attention.

If an employee shows interest in socializing beyond the professional limit, the student should politely and promptly decline this interaction, and report the situation to their Program Director, Academic Dean or Campus President.

Employees and students or prospective students with pre-existing relationships should disclose the relationship to the employee's immediate supervisor and to the Director of Admissions before the student is enrolled. The Program Director/Academic Dean will determine how to proceed to maintain academic integrity.

Failure to comply with this policy will result in disciplinary action for students and/or employees, up to

and including termination.

RULES GOVERNING THE INSTRUCTIONAL ENVIRONMENT

When students are in class or in a lab or clinical setting, electronic devices may not be used without the express consent of the instructor. These devices must be turned off or put on silent or vibration mode, as applicable. Text messaging is not permitted in class or in a lab setting without the expressed consent of the instructor.

Use of devices that have photographic or video recording capabilities, including the use of Artificial Intelligence (AI) glasses, are strictly prohibited in any setting where recording is not allowed, including the classroom, lab, clinical and testing environment. Any students caught using such devices to record instructional activities will be subject to disciplinary action, up to and including withdrawal from the program.

When students are in a lab setting, no food or drinks are allowed. Food and drinks are never allowed in a “patient contact” or computer lab area. Food and drinks in a didactic class setting may be allowed as long as it is not an offensive odor to the rest of the class. Items should be limited to small items, such as a sandwich or other quick items that can be consumed without disturbing the learning environment. Drinks must have a lid that is secure and prevents spills.

Children are not to accompany students to classrooms or labs. In addition, children may not be left unattended on the campus or the campus grounds, if you have issues with childcare needs that may disrupt your ability to attend class please notify your instructor, so we can help on finding a solution.

BREAKS

During breaks students must abide by the rules and regulations of both the State and the college, which include but are not limited to the following:

- Breaks should be limited to designated locations on campus
- Any visitor to the campus must check in with the front desk administrator
- The school is not responsible for any personal items.

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. **Exception:** Students are permitted to wear Unitek branded outerwear (e.g., jackets, hoodies, sweaters) purchased from the official online store in *classroom settings only*. This policy *excludes* labs, SIM environments, and clinicals.

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 and be clean and 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 and nail polish (including clear) are not permitted for the safety/health reasons per Center for Disease Control (CDC) guidelines. Artificial eyelashes are not permitted for safety/health reasons and per facility policy.

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 they are covered by a high neck undergarment. Please note: Infection Control Policies at individual clinical facilities may prohibit the use of ANY jewelry.

No Jewelry is permitted in the Surgical Technology program. All Jewelry must be removed prior to all ST courses (including extern).

Tattoos: The College recognizes and respects individual expression, including tattoos. However, to maintain a professional and inclusive environment—especially in clinical and educational settings—certain guidelines must be followed:

- Clinical Site Policies: Specific clinical sites may have their own appearance or dress code policies, including restrictions on visible tattoos. Students are expected to comply with any site specific

rules while participating in clinical rotations or other site-related activities.

- Objectionable Tattoos: The College may require that tattoos be covered if they are deemed objectionable or inappropriate for a professional or educational setting. This includes, but is not limited to:
  - Hate group symbols (e.g., swastika)
  - Gang-related imagery
  - Obscene or sexually explicit content
  - Profanity or vulgar language
  - Depictions of weapons, graphic violence, or gore
- Examples of Tattoos Generally Not Considered Objectionable (unless they also contain or are associated with hate speech or offensive content):
  - National, State, or Patriotic symbols (e.g., flags of countries or U.S. states)
  - Political statements or slogans (e.g., peace sign, “don’t tread on me”)
  - Artistic designs (e.g., flowers, animals, abstract patterns)
  - Religious symbols
  - Military branch imagery

The College reserves the right to determine what is considered inappropriate in the context of its educational and clinical environments. Students are expected to present themselves in a manner consistent with the College’s professional standards.

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.

DRUG & ALCOHOL FREE ENVIRONMENT

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.

Students may be subject to drug and/or alcohol screening at any time if requested by the College, a clinical facility, employer, or externship site due to reasonable suspicion. A positive drug or alcohol screening will, in most circumstances, result in immediate termination from the program, and the student will be financially responsible for the testing cost and all tuition costs incurred up through the last day of attendance.

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 FREE ENVIRONMENT

Smoking, including the use of electronic smoking devices, and the use of smokeless tobacco products are prohibited on all property locations owned, leased, licensed, or otherwise controlled by the college. Smoking, including the use of electronic smoking devices and smokeless tobacco products, are prohibited in all vehicles owned by the college and at any event or activity on campus property. Furthermore, the use of nicotine products or nicotine delivery systems that have not been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation product are prohibited in all spaces where smoking and tobacco use are prohibited. Products covered under this policy include, but are not limited to, cigarettes, cigars, pipes, water pipes (hookah), electronic smoking devices such as electronic cigarettes and electronic hookahs, chewing tobacco, spit tobacco, snus, snuff, and dissolvable tobacco products.

Smoking and the use of tobacco products shall not be permitted in any enclosed place, including, but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, or community areas. Smoking and the use of tobacco products shall also be prohibited outdoors on all campus property, including, but not limited to, parking lots, paths, fields, and any sports/recreational areas, unless otherwise designated. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit.

“Tobacco Product” means any substance containing tobacco leaf, including but not limited to, cigarettes, cigars, pipe tobacco, hookah tobacco, snuff, chewing tobacco, dipping tobacco, bidis, blunts, clove cigarettes, or any other preparation of tobacco; and any product or formulation of matter containing biologically active amounts of nicotine that is manufactured, sold, offered for sale, or otherwise distributed with the expectation that the product or matter will be introduced into the human body by inhalation; but does not include any cessation product specifically approved by the U.S. Food and Drug Administration for use in treating nicotine or tobacco dependence.

Vaping includes the use of an electronic smoking device such as an electronic cigarette (e-cig, or e-cigarette), personal vaporizer or electronic nicotine delivery system (ENDS) which creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device that delivers “e-liquids” or other potentially harmful chemicals.

Cessation

For individuals interested in quitting smoking or smokeless tobacco use, free cessation resource information and services will be made available. Additionally, for help quitting contact the California Smokers’ Helpline at 1-800-NO-BUTTS or www.californiasmokershelpline.org, or the Nevada Tobacco Quitline at 1-800-QUIT-NOW (800-784-8669) or www.nevadatobaccoquitline.com.

ACADEMIC INTEGRITY

The 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 and will be subject to disciplinary action, up to and including withdrawal from the course or program.

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of Academic Integrity include but are not limited to the following:

- Plagiarism – intentional or unintentional
  - Purchasing materials or papers
  - Reproduction of another’s work
  - Failure to quote or cite
  - Self-plagiarism/dove- tailing
- Cheating
  - Submitting work completed by another party
  - Completing work for another student
  - Purchasing materials or papers for submission
  - Selling course materials
  - Distributing course materials (test answers, completed assignments)
  - Collusion

Consequences of Academic Dishonesty

The 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/Assistant Dean/Associate Dean/Dean) and the student will be counseled by the supervisor.

It is at the discretion of the Program Director/Assistant Dean/Associate Dean/Dean if this second infraction warrants disciplinary actions including but not limited to withdrawal from the program. If a student commits a third act of academic dishonesty, he or she will be withdrawn from the program and the College.

The College uses third-party proctoring services, such as Proctorio, under certain circumstances. These third-party proctoring services use technology which detects irregularities which may be representative of cheating. If the College is alerted to these irregularities regarding a student's testing activities, the College will investigate to the fullest extent, using the evidence provided by the third party. If that evidence confirms, based on the preponderance of evidence standard, that any form of cheating occurred, disciplinary actions will be taken in accordance with the Student Code of Conduct, up to and including withdrawal from the program.

The processes described above are general guidelines and subject to change depending on the severity of the infraction(s). All acts of academic dishonesty are recorded in the student academic record. A student may not appeal their dismissal/withdrawal from the College for academic dishonesty.

PLAGIARISM POLICY

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
- Not disclosing the use (and extent) of generative artificial intelligence in the creation of graded work
- 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*
- Sharing student log in and password to intentionally compromise the integrity of student identity

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.

Use of generative artificial intelligence tools:

1. **Types of AI-Generated Work:** AI-generated work may include written, visual/video, and audio content.
2. **Discouragement:** Students are discouraged from using AI generative tools for their coursework unless they receive direct encouragement from faculty to do so.
3. **Responsibility:** If students choose to utilize AI generative tools for their assigned work, they must be aware of and willing to take full responsibility for any misleading or false information generated by AI technology. It is important to acknowledge that AI technology may produce inaccurate or misleading information in some cases.
4. **Transparency:** Students using AI generative tools for any aspect of their coursework must clearly and explicitly indicate which part of the work was generated by the AI tool and specify which AI tool was employed. Students should cite their work using APA style and must include both in-text citations and references. (see "How to Cite ChatGPT" https://apastyle.apa.org/blog/how-to-cite-chatgpt) [this same information can be applied to generative AI resources other than ChatGPT].
5. **Plagiarism:** A student intentionally presenting language, ideas, or other intellectual or creative work as their own when such work was not substantively generated by the student constitutes an act of intellectual deception. Such deception is treated as academic dishonesty and subject to the school's code of conduct policy.
6. **Protection of Confidential Information:** Students are prohibited from entering or uploading any patient information, protected health information, clinical partner information, facility data, or any other confidential or proprietary information into generative AI tools. Students are expected to maintain patient privacy, institutional confidentiality, and compliance with all applicable privacy laws, regulations, and clinical agency requirements at all times.

Note: this portion of the policy was adapted from College Unbound under the Creative Commons Attribution 4.0 International (CC BY 4.0).

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.

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.

POLICY ON RECORDING OF ACADEMIC AND CONDUCT ADVISEMENT MEETINGS AND OTHER PERSONAL CONVERSATIONS

Students may not record conversations with campus staff, faculty or other students without their full knowledge and consent. This includes conversations, phone calls, images or meetings inside or outside of the classroom. All participants must provide explicit consent, there must be a legitimate purpose for the recording, and the recording device must be in plain view. Violations to this policy may result in corrective action, up to and including withdrawal from the College.

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

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

1. The right to inspect & review the student's education records within 45 days after the day the College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access & notify the student of the time & place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to have records amended should submit a written form, available from the Registrar, clearly identifying the part of the record the student wants changed & specifying why it should be changed. The student should also identify the school official responsible for the record, if known. If the College decides not to amend the record as requested, the College Registrar will notify the student in writing of the decision & the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. Personally Identifiable Information: the right to provide written consent before the university discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. the College may disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel & health staff); a person serving on the board of trustees; or a

student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service of function for which the school would otherwise use its own employees & who is under the direct control of the school with respect to the use & maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

Under FERPA, the College may also disclose PII from the education records to the following parties without obtaining prior written consent of the student for the following purposes:

- Information the school has designated as “Directory Information” to the general public;
- Other schools to which a student is transferring or seeks to enroll;
- Specified federal or state officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid for the student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations carrying out their functions;
- Appropriate officials in cases of health & safety emergencies;
- Appropriate parties in order to comply with a judicial order or lawfully issued subpoena; State & local authorities, within a juvenile justice system, pursuant to specific state law;
- The parent or legal guardian when the student is a dependent, when the student is under the age of 21 & is in violation of any laws governing the use of alcohol or a controlled substance, or when the student is accompanied by their parent to a meeting with a college official;
- Appropriate parties, including parents, when a significant threat to the health or safety of a student or other individuals exists;
- The final results of a disciplinary hearing based on a crime of violence or a non-forcible sex offense, under certain circumstances.

1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name & address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202
2. **The right to limit the release of Directory Information.** “Directory Information” is information contained in a student’s education record which would not generally be considered harmful or an invasion of privacy if disclosed. Under FERPA, the College may release Directory Information about its students. The following is information that the college considers Directory Information:

- Name
- Student Identification Number
- Address
- Phone Number
- Email Address

- Birthdate
- Enrollment Status
- Date of Graduation
- Degrees & Honors Received
- Major or Field of Study
- Attendance Dates
- Most Recent School Attended
- Participation in Officially Recognized Activities
- Photographs

You have the right to limit the disclosure of Directory Information. Please follow the instructions through your Student Portal or ask the Registrar for assistance. The College must receive your request to limit the disclosure of Directory Information within 45 days of the start of your course or program. However, please carefully consider the consequences of any decision to limit disclosure. For instance, if you choose to withhold disclosure of your name or degree, your information will not appear in the commencement program or honor rolls. Should you later choose to release this hold, you may do so at any time.

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.

Additionally, the College is committed to creating an inclusive and accessible environment for pregnant and parenting students. Under Title IX regulations, pregnant students cannot be excluded from participating in any part of an educational program. Students who are pregnant, or have a pregnancy-related condition, are entitled to reasonable accommodations to allow the student to continue their educational pursuits as long as such accommodations do not create an undue hardship on the program/department or fundamentally alter the nature of the program. Therefore, reasonable accommodations will be provided to allow a pregnant student to fully participate in educational opportunities. Please speak with your Campus Academic Leadership team to discuss the options and

reasonable accommodations and complete the necessary documentation.

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 the 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:

Briana Gamble

17901 Von Karman Ave. Suite 950 Irvine, CA 92614

(602) 858-6305

bgamble@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:

Campus	Name	Telephone	Email
Boise	Pete Traxler	(208) 738-9477	PTraxler@eaglegatecollege.edu
Idaho Falls	Christopher Dixon	(208)701-6019	CDixon@eaglegatecollege.edu
Layton	Kempe Nicoll	(385)262-9628	KNicoll@eaglegatecollege.edu
Murray	Rob Dillman	(385) 262-9640	RDillman@eaglegatecollege.edu
Provo	Angela Sheets	(385) 262-9648	ASheets@provocollege.edu
Trinity Health – Ann Arbor (PN Program)	Robbyn Smith	(949) 236-4096	ROsmith@unitek.com
Trinity Health – Muskegon (PN Program)	Sarah Pernie	(949) 359-7461	SPernie@unitek.com

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.*

Additionally, the College is committed to creating an inclusive and accessible environment for pregnant and parenting students. Under Title IX regulations, pregnant students cannot be excluded from participating in any part of an educational program. Students who are pregnant, or have a pregnancy-related condition, are entitled to reasonable modifications to allow the student to continue their educational pursuits as long as such modifications do not create an undue hardship on the program/department or fundamentally alter the nature of the program. Therefore, reasonable modifications will be provided to allow a pregnant student to fully participate in educational opportunities. Please speak with your Campus Academic Leadership team to discuss the options and reasonable modifications and complete the necessary documentation.

Subsequent to pregnancy and/or upon a student's return to class, the College provides access to lactation space and time. The lactation space at the College is:

- A clean space other than a bathroom
- Private and shielded from view
- Free from intrusion from others
- Accessible by the students for expressing breast milk, as needed.

It is the student's responsibility to meet with their instructor upon returning to class to discuss and create a workable and reasonable schedule to allow the student time and space for lactation outside of the student's normal break times. The student will need to notify the instructor prior to the need, must still meet all academic requirements for the course, and will be responsible for making any arrangements to recover missed information while away from class. Please note the College cannot guarantee that the clinical/externship sites will abide by these modifications/requests, as the site partner process is separate from the College process and decisions are made solely by the site partners. It will be the student's responsibility to request this information from the clinical/externship partner.

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 school.

Service Animals

Individuals with disabilities who require the assistance of a service animal are encouraged to contact DisabilityServices@UnitekCollege.edu regarding applicable procedures and the required request forms. A Service Animal request is a separate process than what is stated below. Under the Americans with Disabilities Act (ADA), a service animal is generally a dog that has been individually trained to perform work or tasks for the benefit of an individual with a disability. The work or tasks performed by the animal must be directly related to the individual’s disability.

The ADA Coordinators at each campus are listed below:

Campus	Name	Telephone	Email
Murray	Jamie Alvey (MA)	(208) 701-6022	JAlvey@eaglegatecollege.edu
Murray	Shannon Dimene (PN)	(385) 318-0018	SDimene@eaglegatecollege.edu
Murray	Lisa Harper (Nursing)	(385) 262-9601	LHarper@eaglegatecollege.edu
Layton	Michelle Whitely (BSN/PN)	(385) 386-0124	MWhiteley@eaglegatecollege.edu
Boise	Kelley Holman (Nursing)	(208) 225-8086	KHolman@eaglegatecollege.edu
Idaho Falls	Rochelle Mertz (BSN/MEPN)	(208) 701-6019	rmertz@eaglegatecollege.edu
Idaho Falls	Whitney Hamrick (PN)	(208) 626-6681	whamrick@eaglegatecollege.edu
Idaho Falls	Jamie Alvey (MA)	(208) 701-6022	JAlvey@eaglegatecollege.edu
Provo	Angela Sheets (Nursing)	(385) 262-9648	asheets@provocollege.edu
Provo	Kristin Whipple (PN)	(385) 230-6184	kwhipple@provocollege.edu
Online	Dena Robinson	+1 (986) 201-0264	drobinson@unitekcollege.edu

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 elects and votes on a class representative.

The elected Student Class Representatives are 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 attend Student Representative Meetings and other meetings as scheduled and requested by Academic Leadership.

The purpose of the Class Representative is to:

- Continuously improve the student learning experience in partnership with Academic Leadership 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:

- Gather the collective opinions/concerns of students in the cohort and present these views during meetings with Leadership to ensure positive resolution.
- Promote and foster positive communications between faculty and students while ensuring chain of command.
- Speak professionally about peers, staff & faculty, the college, and the program they are representing
- Offer mentoring and support to others, leading study groups, and encouraging positive study environments or reviews.
- Assist with New Student Orientation and Student Activities held on campus

GRIEVANCE, APPEALS AND COMPLAINT PROCEDURES

ACADEMICS: APPEALS & GRIEVANCES

The College upholds the fundamental values of honesty, respect, fairness, and accountability, which fosters a learning environment with academic integrity at the forefront. Unitek Learning also understands 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 College allows a process for students to appeal the College's decision. An appeal may be made for specific reasons defined by the College's 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 college policy is not a valid reason for grievance and appeal. Please note that a student who is disciplined or withdrawn for behavioral misconduct cannot contest the College's decision through the following process or any appeals process, as all decisions regarding disciplinary actions are made by the College's Leadership team and are final.

Note: The Student Appeal Request Form can be accessed at:

Eagle Gate College: Student Complaint Process at Eagle Gate College.

Provo College: Student Complaint Process at Provo College.

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 by completing the Student Appeal Request Form (ACA 5.0a) and providing the completed form to his/her campus Program Director/Academic Dean within two (2) business days.

Level 2 – Formal Campus Appeal – Campus Committee Hearing

- The student may initiate a **Level 2** appeal by contacting the campus Program Director/Academic Dean, in the manner described above, if the grievance is not resolved at **Level 1**.
- The Program Director/Academic Dean 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 College policy (invalid), the request will be denied, and the student will be notified by the Program Director/Academic Dean in writing.
- If the grievance and appeal request is determined to be in accordance with College policy (valid), a Campus 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:
  - Academic Dean/Program Director (Presenter)
  - Campus President
  - The team lead or one full-time faculty member from the student's respective program (not involved in the Level 1 appeal)
  - At least one non-academic representative (Registrar, Student Services, Financial Aid, etc.)
- The details and result of the Campus Appeal Committee Hearing must be documented on Form ACA 5.0b – Campus Appeal Hearing Form.

  EXCEPTION: Any appeal/grievance based on a violation of the attendance policy must be submitted to the respective National Academic Dean and the Vice President (VP) of Financial Aid Compliance for review before a final decision can be made.

- The Program Director/Academic Dean must submit the transcript of the campus deliberations and recommendations for review to the respective National Academic Dean and the VP of Financial Aid Compliance.
- The respective National Academic Dean and the VP of Financial Aid Compliance will review the documents and provide the final determination within two (2) business days of receipt, and the written decision will be sent to the campus Program Director/Academic Dean, and the Campus President.
- Following the Committee's hearing and/or extended review as described in the "Exception" section above, the Program Director/Academic Dean will discuss the outcome of the **Level 2** review with the student and provide the completed forms ACA 5.0a and ACA 5.0b to the student within one (1) business day of the hearing, including any advising/action plan determined by the Committee.
- As applicable, 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 3** appeal in writing by completing the Student Appeal Request Form (ACA 5.0a) and providing the completed form within two (2) business days to the respective National Academic Dean.

Level 3 – Appeal to the National Academic Dean

- A Level 3 appeal may only be initiated if a Level 2 appeal was performed but did not resolve the grievance.
  - The student may request a **Level 3** appeal by contacting the respective National Academic Dean, in the manner described above, if the grievance is not resolved at **Level 2.**
  - The National Academic 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 reviewing the information, the National Academic Dean determines that the request for appeal was thoroughly addressed during the **Level 2** appeal process and the outcome was justified.
  - If the National Academic Dean concludes that the student has grounds for a **Level 3** appeal, the National Academic Dean will schedule an appointment with the student, and all information related to the appeal request will be reviewed. The student will be provided with the final decision and the completed form ACA 5.0a within one (1) business day of the review.
  - **All decisions made by the National Academic Dean are final, and Level 3 appeal is the last step in the appeals process provided by the College.**

If the final decision by the National Academic Dean does not resolve the grievance, the student may submit an appeal to the following applicable agencies:

Accrediting Bureau of Health Education Schools (ABHES)

6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Telephone 301-291-7550

Facsimile 709-917-4109
Website: www.abhes.org

A complaint form and description of ABHES complaint process is available online here: https://complaintsabhes.com/

Students enrolled at one of our campuses in Utah may also contact the Utah Division of Consumer Protection. All complaints considered by the Division must be in written form and submitted through the U.S. mail or by facsimile. All complaints are screened to determine whether it is a matter that can be handled by the Division. If it is something that the Division handles, the complaint will be assigned to an investigator who will determine what further action, if any, should be taken. For more details on the Division complaint process and their complaint form, go to: http://www.consumerprotection.utah.gov/complaints/index.html

Please direct all inquiries to:

Utah Division of Consumer Protection 160 East 300 South Salt Lake City, Utah 84111 (801) 530-6601

Students enrolled at one of our campuses in Idaho may contact the Idaho State Board of Education at:

650 W. State St. #307
Boise, ID 83720-0037
Tel:208.332.1587
boardofed.idaho.gov

COMPLAINT PROCEDURE

The College takes concerns very seriously and is committed to addressing concerns timely and appropriately. These policies have been developed to foster a community of respect, collegiality, and professionalism. Based on the principles of adult communication and accountability, the following is the process for individual wishing to make complaints, ask questions or raise concerns. The school will fully and fairly review the complaint and communicate the status of a complaint to the student in writing. The College's review process prohibits student representatives (e.g., family members, friends, attorneys, etc.) from attending investigative meetings or inquiries.

The institution retains records of complaints received for a period of no less than 5 years. Additionally, retaliation against a complainant or any individual involved, is strictly prohibited and is grounds for discipline.

Academic: Appeals & Grievances

Individuals are encouraged to follow the Student Complaint procedure and Appeals & Grievance Policy as outlined in the Catalog.

Non-Academic Grievances

- **Campus**

- Individuals are encouraged to seek resolution first by contacting the respective campus via the Program Director, Dean or Campus Director. Please see the “Management and Staff” section of the catalog.

- **Anonymous Reporting**
  - The School also maintains an anonymous reporting portal to allow for the submission of a concern, issue, or incident anonymously: www.unitek.ethicspoint.com

- **Accreditation and Oversight**
  - For a list of accrediting agencies please see the “Accreditation & Approvals” section of the catalog.

General Complaint Procedure

Anyone who is not an active student of the school, including the general public, may file a complaint with the appropriate Campus Director (see the “Management and Staff” section of the catalog). Members of the community with concerns are also encouraged to follow the steps in the Student Complaint Procedures, or may contact the appropriate agency.

STUDENT COMPLAINT PROCEDURE

The following is the process for students to make complaints, ask questions or raise concerns.

1. Students with questions/concerns are encouraged to speak to the individuals directly involved.
2. Students unable to discuss an issue with the individual involved are encouraged to follow the chain of command. If that is not possible or they are unsure of who this may be, students may contact their Program Director, Academic Dean or Campus President for guidance.
   - If students approach staff who are not able to assist them, they will be directed to the appropriate staff person (i.e., if it is an academic issue, students are directed to the appropriate academic leader; if it is an operational issue, students are directed to the Campus President). If necessary, the issue can be escalated to the Chief Operations Officer or Chief Academic Officer.
3. In addition, there is a secure & confidential suggestion box in each campus located in the main lobby where students can leave their suggestions, questions, or concerns. Each week the campus director will review the suggestion box contents. All concerns or complaints are logged and assigned to the appropriate individual and tracked for resolution.
4. Students who disagree with academic decisions or actions resulting from a violation of policy and/or standard of academic integrity are directed to follow the “Academic Appeals and Grievances” procedures as outlined in the school’s catalog.

The School also maintains an anonymous reporting portal for student concerns. Your instructors, program directors, and campus president will remain your first line of contact but if you would feel more comfortable submitting a concern, issue, or incident anonymously, you can use our portal at www.unitek.ethicspoint.com.

Please watch the following video for more information on how the anonymous portal operates: https://youtu.be/fdOin5EsfmM. After you report a concern, please be sure to follow up using your report key and password within a week so that you can respond anonymously to any follow up

questions we may have.

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

6116 Executive Blvd., Suite 730

North Bethesda, MD 20852

Telephone 301-291-7550

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 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

Nursing students 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.aacnnursing.org/CCNE

Prospective students and parents, and enrolled students of the Physical Therapist Assistant program should address complaints about the PTA Program using the College student complaint procedure. Clinical education sites, employers of graduates and the general public may file a complaint about the PTA Program through the PTA Program Director or Campus Director. All complainants may also file a complaint about the program with:

The Commission on Accreditation in Physical Therapy Education (CAPTE)

3030 Potomac Ave, Suite 100

Alexandria, VA 22305

800-999-2782

http://www.capteonline.org/Complaints/

Additionally, PTA Program students and graduates may file a complaint with the:

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

GENERAL COMPLAINT PROCEDURE

Anyone who is not an active student of the school, including the general public, may file a complaint with the appropriate Campus Director (see the “Management and Staff” section of this catalog). Members of the community with concerns are also encouraged to follow the steps in the Student Complaint Procedures, or may contact the appropriate agency.

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 President 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.

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.

Clothing and Personal Property

All personal property is the sole responsibility of the student. The school assumes no liability for any loss or damage. Clothing & other small items should be marked clearly with the student's name & address. Items should not be left visible in vehicles & vehicles should always be locked to avoid theft. The College is not responsible for damage or loss of personal property that occurs in a parking lot. Lots are provided as a convenience, and vehicles are parked at the owner's risk.

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. ***Note:*** *In the PN program, if a co-requisite course has already been successfully completed, that completed course does not have to be retaken with any other failed co-requisite courses.*
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.

SUMMARY OF CHANGES

November 20th, 2026

- Added Alumni Grant: VN/PN to ASVN to Scholarships & grants section

November 5th, 2026

- Updated Externship Site: “50 miles” externship site restriction has been replaced with a “reasonable distance” requirement from the campus or student’s residence, which must be approved by the school and acknowledged by the student prior to attendance.

November 4th, 2026

- Added UCN Access Grant
- Removed Healthcare Opportunity Grant

October 26th, 2026

- Re-updated 2026 BSN total program cost for Boise & Idaho Falls

October 21st, 2026

- Updated Leave of Absence Policy to match Policy

October 19th, 2026

- Updated MEPN prerequisites

October 16th, 2026

- Updated Alumni Grant: PN to BSN
- Added Alumni Grant: PT to BSN

October 15th, 2026

- Updated MEPN prerequisite course requirements

October 6th, 2026

- Updated Admissions Policies – Course Enrollments – general education courses.
- Updated RN-to-BSN course enrollment information – added tuition rate of $250 per credit hour for general education courses.

October 5th, 2026

- Updated transfer credit recency for Core Courses in the Practical Nursing Program
- Updated Course Descriptions
  - BIO215 & BIO215L – Removal of prerequisites

September 17th, 2026

- Added VA approved programs for Boise and Idaho Falls

September 11th, 2026

- Added Practical Nursing PVN232 capstone course
- Updated Provo College Leadership
- Updated Nursing Faculty

September 2nd, 2026

- RN-to-BSN program – Updated minimum grade to 77%

August 28th, 2026

- Updated Scholarships & Grants section
  - Added Healthcare Opportunity Grant

August 19th, 2026

- Updated Boise Management and Staff
- Updated Boise nursing faculty
- Updated Students with Disabilities section
  - Added Service Animals verbiage

August 17th, 2026

- Updated Scholarships & Grants
  - Added MA Summer Bridge Grant
- Updated Title IX Responsible Employee List
- Updated MA Tuition and Fees effective 9/1/2026

August 10th, 2026

- Updated ACCREDITATION & APPROVALS
  - Updates to ACEN accreditation details for Provo, Trinity Health Ann Arbor, and Trinity Health Muskegon Practical Nursing programs.

August 5th, 2026

- Updated Academic Grievance and Appeals Policy
  - New Levels of Appeals
  - New Student Appeals Request Form (ACA 5.0a)

July 30th, 2026

- Updated Course Enrollments verbiage

July 13th, 2026

- Updated Online Readiness – Hardware Specifications
- Updated Academic Terminology and Classification of Student
  - Added a Co-Requisite Note for the PN Program
- Updated Cancellation Policy
- Updated ADA Coordinators

June 17th, 2026

- Updated eligible BSN entrance exams to include HESI A2 *and* TEAS exams.

June 15th, 2026

- Updated Medical Assisting Re-Entry Policy
- Updated Externship Requirements

June 1st, 2026

- Updated Add/Drop – Late Enrollments

May 18th, 2026

- Intersession Grant removed from Scholarships and Grants

April 23rd, 2026

- Removed Prior Education from the Practical Nursing Admissions Requirements

March 30th, 2026

- Update to Management and Staff
- Updated Scholarships and Grants
  - Disbursement of Institutional Aid
- Updated MEPN Pre-prerequisites

March 12, 2026

- Updated PN Admission Requirements
  - Prior Education requirement added
  - Updated wording on orientation sessions
- Updated Medical Assisting Program (29 credits)
  - Previous version moved to Legacy Section (28 credits)
- Updated Management and Staff
- Updated Faculty
- Updated Scholarships and Grants
  - Alumni Scholarships
  - Intersession Grant
- Removal of Career Loan Program
- Updated Transfer Credit Policy
- Updated Student Location Policy
  - Relocation added as a reason for dismissal
- Updated Code of Conduct
- Updated language regarding CPR and First Aid for Allied Health Programs (American Heart Association)

January 1st, 2026

- Updated Holiday Schedule
- Updated Catalog Effective Date
- Updated Alumni Scholarship

December 15th, 2025

- Correction to length of time for remediation on course Completion/Incomplete Grades
- Revision to transfer credit policy criteria
- Added exception to the Dress Code policy regarding Outerwear
- Updated Re-Entry Language regarding EA for Returning Students
- MEPN Tuition Forgiveness Removed
- Updated Academic Integrity – Consequences of Academic Dishonesty
- Updated Student Code of Conduct – Behavioral Misconduct
- Adding requirements to the reentry section based on Drug Policy
- Updated Complaint Procedure Section
- Updated ADA Coordinators
- Updated Management and Staff
- Updated PN Course Descriptions and Course Codes

October 6th, 2025

- Updated Accreditation and Approvals
  - ACEN Approvals for Eagle College's PN program.
- Updated MA Course Descriptions
- Updated Tattoo Policy
- Updated bullets under Behavior Misconduct in the Code of Conduct section
- Update Re-Entry Policy
- Updated Attendance Policy
- Updated 2026 Pricing under Tuition and Fees
- Updated Admission Requirements for MEPN
  - Added applicants with cumulative undergraduate GPA of 3.0 or higher who standardized admissions test requirement (HESI A2 or TEAS) waived
  - Added general education science courses at a tuition rate of $250 per credit hour.
- VA's CH35 Dependents Educational Assistance (DEA) added to VA Additonal Policies
- Updated Management and Staff
- Updated Facilities
- Removed Fall Break for PN program under Scheduled Program Breaks

- Removed section titled Refresher Courses
- Removed SLE for Allied Health Programs

September 8, 2025

- Updated Re-Entry Termination based on Failed Courses (non-nursing)
- Updated Student Services – removal of outdated contact information
- Updated Credit for Prior Education

August 4th, 2025

- Updated Re-Entry Form link
- Chromebook distribution discontinued
- ACEN Candidacy added for the Practical Nursing Program at the Provo Campus

July 14th, 2025

- Added the Return of Tuition Assistance for Military Students to the Refund Policy Section

July 1st, 2025

- Added Clothing and Personal Property Damaged Language
- Added International Student section to Admission Policies
- Updated Roles and Responsibilities of Student Representative in Academic: Student Governance
- Missing Course Descriptions Added
- Updated Management and Staff

June 2nd, 2025

- Updated: Student Services Title to Student Persistence Specialist
- Updated ADA Coordinator List
- Updated: Admissions MEPN

May 1st, 2025

- Updated Faculty

April 11th, 2025

- Updated Academics: Honors Program
  - Honors designation
- Updated Academics: Grading
  - Cumulative Grade Point Average Language (CGPA)
- Updated Graduation Requirements

April 2nd, 2025

- Updated Rules Governing Classrooms/Labs to Rules Governing The Instructional Environment
- Updated Title IX Related Polices: Nondiscrimination, Sexual Discrimination, and Sex-Based Harassment
- Updated Faculty and Staff
- Updated BSN/MEPN Programmatic Admission Policies – HESI A2 Exam Revised

March 3rd, 2025

- Updated Student Services
  - Removed 3rd Party Counseling (WellConnect)
  - Added Student Wellness Coaching
- Updated PTA Faculty

February 17th, 2025

- Updated Accreditation and Approvals section to include ACEN accreditation status by campus
- Updated Transferability of Hours/Credentials Earned section to include a note regarding Regional vs National accreditation

February 4th, 2025

- Updated Students with Disabilities to reflect new ADA Coordinators
- Updated Medication Math Exam Policy to include the use of a Whiteboard
- Updated Faculty
- Updated Management and Staff

January 17th 2025

- Updated Management and Staff
- Updated Determining Student Location
- Updated State Authorization Regarding Distance Education
- Updated role to Student Wellness Coach

January 1st, 2025

- Updated Catalog Effective Date to reflect 2025
- Updated the ‘Late Submission and Extension Policy’ to the ‘Late Policy’
- Updated Campus Schedules:
  - Holidays
- Updated Credit for Prior Education
  - DSST Examinations approved for transfer: Removal of ‘Ethics’

December 23th, 2024

- Updated Programmatic Admission Policies – HESI A2 Exam Revised
  - Admissions: Masters Entry Program in Nursing (MEPN)
  - Admissions: Bachelor of Science in Nursing (BSN)
- Updated Admissions Policies:
  - Entrance Exam Retakes & Timelines

December 13th, 2024

- Updated Programmatic Admission Policies – HESI A2 Exam Added
  - Admissions: Masters Entry Program in Nursing (MEPN)
  - Admissions: Bachelor of Science in Nursing (BSN)

December 3rd, 2024

- Updated Student Code of Conduct

November 25th, 2024

- Updated Tuition and Fees
  - 2025 Pricing

November 12th, 2024

- Updated Attendance Policy
- Updated Admission Policy to the Practical Nursing Program
  - Attendance into two academic orientations sessions prior to the programs start date.
- Updated: Dress Code

October 7th, 2024

- Updated Scholarships & Discounts
  - PN-BSN Scholarship added
- Updated: Students With Disabilities ADA Coordinators
- Updated Attendance Policy
  - Online Asynchronous Education
  - Practical Nursing
- Updated: Academics: Honors Program
- Updated Admission Policy to the Practical Nursing Program
  - Attendance into two academic orientations sessions prior to the programs start date.
- Updated: Dress Code

September 5th, 2024

- Updated Online Readiness
- Updated Students with Disabilities
  - Lactation Policy
- Updated: Violations of Academic Integrity
  - 3rd Party Language
- Updated: Credit for Prior Education
  - Transcript Submission Instructions
- Policy on Recording of Academic and Conduct Advisement meetings and other Personal Conversations Added
- Updated: Attendance Policy
  - PN Attendance

August 15th, 2024

- Updated: Tuition and Fees
  - PTA Program

August 5th, 2024

- Updated: Academics Appeals & Grievances
- Updated: Idaho Falls PN Program moved to legacy section
- Updated: Admission Policies
- Updated: Student with Disabilities
- Updated: Determine Student Location
- Updated: Leave of Absence (LOA) Policy
- Updated: Credits for Prior Education
- Updated: Title IX Related Polices: Nondiscrimination, Sexual Discrimination, and Sex-Based Harassment
- Updated: PTA Prerequisites and Course Descriptions
- Updated: Student Code of Conduct
  - Disciplinary Actions for Violations of the Student Code of Conduct
- Updated: Make Up Policy for Allied Health Diploma Programs

July 1st, 2024

- Updated: Students With Disabilities
  - ADA Coordinators
- Updated: 3rd Party Funding

June 14th 2024

- Updated: Accreditation and Approvals
- Updated: Credits for Prior Education
  - VN/PN Maximum Transfer Credits or Hours
  - International Transcripts
- Updated: Management and Staff
- Updated: Admissions: Bachelor of Science in Nursing (BSN)
  - Advanced Placement option added
- Updated: Dismissal, Withdrawal & Readmission
  - Re-Entry Form Link Added

June 2024

- Updated: PTA Admission requirements regarding positive drug test
- Management and Faculty updates
- Updated: Career Service
- Updated: Title IX Coordinators

May 6, 2024

- Update: Behavioral Misconduct Policy
- Update: Management and Staff
- Update: Accreditation and Approvals – ACEN Candidacy added for Layton and Murray
- Update: Facilities Description (Murray)
- Update: Campus Schedule (Murray)
- Update: Physical Therapist Assistant Admission Requirements

April 5,2024

- Update: Boise, Murray, Layton and Provo PN program
- Update: VA Benefit Information
- Update: Additional Policies for VA Students
- Update: Late Submission and Extension Policy: BSN
- Update: BSN Grade Scale
- Update: Externships and Clinical Training (Health and Liability Insurance for Nursing Students)
- Update: Background Checks & Drug Screening
- Update: Admissions: Practical Nursing Program
- Removal: All references to PN PRQ
- Update: Credit for Prior Education

March 12,2024

- Addition: Late Submission and Extension Policy: BSN

February 22,2024

- Update: BSN Transfer Credit
- Update: Course Descriptions
- Update: Faculty list
- Removal: PN Inaugural scholarship
- Update: SAP policy clarification

February 9,2024

- Update: BSN program (New curriculum)
- Update: BSN program moved to legacy
- Update: BSN Tuition
- Update: Course Descriptions for new BSN curriculum

February 6, 2024

- Update: Transfer Credit Recency Rules
- Academic Policy: “Termination Based on Failed Courses (non-Nursing Programs)”
- Update: Grievance and Appeal policy clarification
- Update: Student Code of Conduct

December 27, 2023

- Updated Holiday Schedule
- Updated Catalog Cover with 2024 dates

December 21, 2023

- Updated Grading Scale added for PN
- Updated Course Descriptions
- Updated PN program offerings by location

December 11, 2023

- Updated Admissions: Vocational/Practical Nursing Prerequisite Course
- Updated Admissions Polices: Applicants with a Deferred Action for Childhood Arrivals (DACA) Immigration Status (C33) Added
- Update Academic Policies: Credit for Prior Education
- Update Student Finance Policy: Collections
- Update MEPN: Minimum grade requirements
- Update all MSN Programs: Minimum grade requirements

November 3, 2023

- Updated Tuition – effective 01/01/2024
- Updated MEPN Scholarship information

October 13th, 2023

- Updated Plagiarism Policy: AI Student Policy Added

October 2nd, 2023

- Updated Tuition and Fees
- Updated Attendance: Online Asynchronous Education Attendance Single Course LDA
- Updated Immunizations / Vaccinations

September 5th, 2023

- Updated Background Checks and Drug Screening
- Updated Management and Staff
- Removal of Grade Appeals
- Updated Repeating Course Retake Fees for Medical Assisting Program Clarified
- Updated Academics: Satisfactory Academic Progress: Frequency of SAP Evaluations for Medical Assisting Program Clarified
- Updated Grades: BSN
- Updated Academics: Appeals & Grievances: Grade Appeals

August 7th, 2023

- Updated Private 3rd Party Funding

August 1st, 2023

- Updated Campus Schedules

July 5th, 2023

- Updated Physical Conditions Admission statement
- Updated ALOA Policy

June 20th, 2023

- Updated Admissions: Bachelor of Science in Nursing (BSN): TEAS Exam
- Updated ADA Coordinators
- Updated Practical Nursing Prerequisite Course (PN PRQ)

June 5th, 2023

- Added Ranking System for Reentry to Externship

May 15th, 2023

- Updated Tuition and Fees – Practical Nursing Program
- Added Practical Nursing Program at Murray, UT
- Updated Admissions: Practical Nursing Program
- Updated Course Descriptions

May 5th , 2023

- Removed Challenge Exam Information

May 1st, 2023

- Updated Practical Nursing Prerequisite Course (PN PRQ) Retake attempts
- Updated Medical Assisting course code acronym to ASYNC/LAB
- Removed Legacy Program: Medical Assisting
- Updated Leave of Absence Policy

April 24th, 2023

- Updated Add/Drop Period
- Added Medication Math Policy

April 3rd, 2023

- Updated Administrative LOA Policy
- Updated Faculty
- Updated Management and Staff

March 6, 2023

- Updated Externships & Clinical Training
- Added PTA Grading Scale
- Updated Physical Therapist Assistant Course Codes
- Updated Admission Policies

February 6th, 2023

- Student Non-Fraternization Policy Added
- Updated Academics: Appeals & Grievances
- Updated Accreditation & Approvals

January 20th, 2023

- Updated Tuition and Fees

December 12th, 2022

- Updated Student Code of Conduct
- Updated Academic Integrity
- Updated Drug and Alcohol-Free Environment
- Updated Physical Therapist Assistant Courses
- Updated Management and Staff

December 5th, 2022

- Updated Management and Staff

November 15th, 2022

- Updated Tuition and Fees

November 4th, 2022

- Updated Management and Staff
- Updated MEPN Course Descriptions
- Updated Admissions Polices:
  - Admissions: Bachelor of Science in Nursing (BSN)
    - TEAS Exam Retake Option
    - Removal of Conditional Enrollment via SmartPrep Course

October 6th, 2022

- Updated Management and Staff
- Updated Student Finance Policies

September 14th, 2022

- Updated Tuition and Fees: BSN program at Layton, Murray & Provo

September 6th, 2022

- Updated Title IX Responsible Employees
- Updated ADA Coordinators
- Updated Tuition and Fees: BSN program at Boise & Idaho Falls

September 1st, 2022

- Accrediting Bureau of Health Education Schools (ABHES) address updated

July 13th 2022

- Updated Attendance Policy for Allied Health Diploma Programs
- Updated Student Services

July 5th, 2022

- Updated Title IX Responsible Employee

June 6th, 2022

- Updated Proof of Graduation Foreign Evaluation Services
- Updated Complaint Procedures

May 20th, 2022

- Updated Family Educational Rights & Privacy Act (FERPA) & Personally Identifiable Information (PII)
- Updated Tuition and Fees
- Updated Admissions Polices to the TEAS test in the following programs:
  - Bachelor of Science in Nursing (BSN)
  - Physical Therapist Assistant Program

May 1st, 2022

- Updated Refund Policy – Chromebook
- Updated General Education Course Descriptions for the PTA, BSN and RN-BSN programs.
- Resubmission Policy: General Education
- Late Submission and Extension Policy: General Education
- Updated Practical Nursing Grading Table
- EthicsPoint Added
- Updated Program section

April 18th, 2022

- Updated Admission Policies: Practical Nursing – Background Check

April 1st, 2022

- Updated NUR544 course description
- Updated VA G.I. Registered Trademark Logo
- Updated POG Requirement

March 11, 2022

- Updated attendance policy for Online Asynchronous courses
- Updated Recency Rules regarding credit for prior education
- Updated Faculty Section

March 4, 2022

- Updated Faculty section

March 1, 2022

- Completion of SLE-Q exam required prior to start (not admission/enrollment) for Allied Health diploma programs.

February 21, 2022

- Updated ADA Coordinators
- Updated Title IX Responsible Employees
- Clarification to Background Check process in BSN program
- Updated information on online asynchronous delivery of PRQ course
- Clarification on co-requisite courses in PN program
- Updated Student Code of Conduct

February 3, 2022

- Updated Faculty
- Updated ADA Coordinators
- Updated Title IX Responsible Employees
- Eagle Gate and Provo College Academic Calendar update
- Removal of MEPN Scholarship Table

December 22, 2021

- Plagiarism Policy updated
- Updated 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

- Updated Student with Disabilities Section
- Updated MEPN Scholarship
- Updated Physical Therapist Assistant Courses
- Updated Faculty Section

September 22, 2021

- Updated Attendance Policy

September 15, 2021

- Added CLEP / International Credits policy

September 10, 2021

- COVID-19 vaccination (all doses) added to Immunizations Policy
- Updated Facility Description

August 31, 2021

- Updated Credits for Prior Education Section

August 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