



Academic Catalog: 2025-2026

Table of Contents

| | |
|---|----|
| Institutional Information..... | 5 |
| About | 5 |
| Mission | 5 |
| Institutional Goals | 5 |
| State Licensure, Registration, and Accreditation Statements | 6 |
| Hours of Operation | 7 |
| Legal Control..... | 7 |
| Administrators | 7 |
| Advisory Board | 9 |
| Faculty..... | 10 |
| Admissions..... | 10 |
| Admission Criteria | 10 |
| Admission Considerations | 11 |
| Bachelor's Degree Admissions Requirements | 11 |
| Master's Degree Admissions Requirements | 11 |
| Doctoral Degree Admissions Requirements | 12 |
| Student Identity Verification | 13 |
| International Transcripts | 13 |
| Provisional Enrollment | 13 |
| Notice of Admission Acceptance or Denial | 14 |
| Admission Procedure..... | 14 |
| Readmission (following administrative or academic withdrawal) | 14 |
| Technology Requirements | 14 |
| Transfer Credits and Credit for Prior Learning | 15 |
| Transfer Credit Disclosure..... | 15 |
| Undergraduate Requirements | 15 |
| Academic Information..... | 16 |
| Academic Calendar 2025-2026 | 16 |
| Terms and Weeks | 16 |
| Leaves of Absence | 16 |
| Degree Program Changes | 17 |
| Academic Programs | 17 |

| | |
|--|----|
| Bachelor of Science in Integrated Healthcare (120 semester credit hours) | 17 |
| Master of Science in Social Work – Integrated Health Concentration (60 semester credit hours) | 19 |
| Bachelor of Science in Integrated Healthcare and Master of Social Work Dual-Degree Pathway | 20 |
| Doctor of Health Science (36 semester credit hours)..... | 22 |
| Tuition/Fees | 23 |
| Bachelor of Science in Integrated Healthcare..... | 23 |
| Master of Social Work | 23 |
| Doctor of Health Science | 23 |
| Payment Plans..... | 23 |
| Cancellation Policy | 24 |
| Withdrawal Policy and Process..... | 24 |
| Refund Policy..... | 25 |
| Enrollment Agreement | 25 |
| Outstanding Payments and Refunds | 25 |
| Alternative Payment Plans..... | 25 |
| Academic Policies | 26 |
| Student Code of Conduct Policy | 26 |
| Reporting and Addressing Student Conduct Violations | 27 |
| Disciplinary Actions | 27 |
| Non-Academic Dismissal and Readmission..... | 28 |
| Grading Policy | 28 |
| Rounding of Final Grades | 28 |
| Incomplete Grades | 28 |
| Grade Appeal..... | 29 |
| Repeating a Course..... | 29 |
| Attendance and Academic Interaction | 29 |
| Satisfactory Academic Progress | 30 |
| Student Academic Progress Warning..... | 31 |
| SAP Withdrawal | 31 |
| Appealing a Withdrawal | 31 |
| Academic Plan..... | 32 |
| Non-Discrimination (DEI+B) Policy | 32 |

| | |
|--|----|
| Student Services and Policies | 32 |
| Student Advisors..... | 32 |
| Library | 33 |
| Student Rights and Responsibilities..... | 33 |
| Complaint/Grievance Policy..... | 33 |
| Filing a Grievance | 33 |
| Grievance Filing with State Agency | 34 |
| Confidentiality and Privacy Policies..... | 34 |
| Collection of Personal Information | 35 |
| Use of Personal Information | 35 |
| Protection of Personal Information | 35 |
| Disclosures of Personal Information..... | 35 |
| Student Rights Under FERPA | 36 |
| Retention of Personal Information | 36 |
| Data Breach Notification | 36 |
| ADA Standards | 36 |
| Graduation Requirements | 36 |
| Undergraduate Students | 36 |
| Graduate Students..... | 37 |
| Degree Audit and Application for Graduation | 37 |
| Diplomas..... | 37 |
| Bachelor of Science in Integrated Health Course Descriptions | 38 |
| Master of Social Work Course Descriptions | 48 |
| Doctor of Health Science Course Descriptions | 54 |

Institutional Information

Legal Name: STRIVE University of Community Health

Address: 3293 Harrison Boulevard, 200, Ogden, UT 84403

Phone: (916) 538-7719

Website: <https://striveuniversity.org>

Email: enrollment@striveuniversity.org

About

STRIVE University of Community Health provides accelerated and self-paced dual-enrollment pathways towards earning a Bachelor of Science in Integrated Healthcare, Master of Social Work, or Doctor of Health Science degrees.

The University offers a dual-degree pathway for the Bachelor of Science in Integrated Healthcare and Master of Social Work degrees that include both maternal and behavioral health curricula. Courses are taught on 8-week or 16-week Terms. As a distance education institution, the University delivers 51% or more of each program online. STRIVE University of Community Health also offers open hybrid enrollment options (in-person and synchronized learning). STRIVE University of Community Health provides underserved students with unmet needs an opportunity to enroll in the dual enrollment/joint degree pathways program.

Mission

To empower individuals with the knowledge, skills, and experiences necessary to succeed in dynamic healthcare and social work roles through innovative, life-changing, student-centered online programs that integrate academic learning with real-world applications

Institutional Goals

Excellence: Striving for the highest quality in education and training, ensuring that graduates possess the knowledge and skills to excel in their chosen professions.

Collaboration: Fostering strong partnerships with employers, healthcare providers, and educational institutions to create mutually beneficial relationships.

Student-Centeredness: Prioritizing the needs and well-being of students, providing a supportive and inclusive learning environment.

Accessibility: Making education accessible to all individuals, regardless of their background or circumstances.

Equity: Ensuring that all students have equal opportunities to succeed, regardless of race, ethnicity, gender, socioeconomic status, or other factors.

Lifelong Learning: Fostering a culture of continuous learning and professional development among both students and faculty.

Community Engagement: Contributing to the well-being of the community through service learning, outreach programs, and partnerships with local organizations.

Respect: Valuing and respecting the diverse backgrounds, perspectives, and experiences of all members of the community.

State Licensure, Registration, and Accreditation Statements

STRIVE University of Community Health is registered under the Utah postsecondary proprietary school act (title 13, chapter 34, Utah code) to operate as a postsecondary institution in the State of Utah.

Registration under the Utah Postsecondary Proprietary School Act does not mean that the State of Utah supervises, recommends, nor accredits the institution. It is students' responsibility to determine whether credits, degrees, or certificates from the institution will transfer to other institutions or meet employers' training requirements.

STRIVE University of Community Health is not accredited by an accrediting agency recognized by the United States Department of Education.

Hours of Operation

STRIVE University of Community Health maintains these hours of operation:

| | |
|---------------|-----------------------|
| Monday-Friday | 9:00 am – 05:00 pm MT |
| Saturday | Closed |
| Sunday | Closed |

Legal Control

STRIVE University of Community Health (STRIVE) is a not-for-profit university governed by the STRIVE Board of Directors.

Administrators

Interim Vice President of Academic Affairs – Dr. Arrickia McDaniel, EdD

She has over 30 years of experience serving in both behavioral health and post-secondary education. She has served as the Clinical Director of Mental Health and Academic Affairs, specializing in supporting underserved students and patients. With a focus on providing accessible mental health services, she leads efforts to integrate academic support with psychological care, ensuring that individuals facing barriers to education and healthcare receive comprehensive, culturally sensitive support. She works collaboratively with faculty, staff, and clinical teams to develop programs that address both mental health and academic challenges, helping students and patients thrive despite systemic obstacles. Committed to advocacy and equity, she is dedicated to improving outcomes for vulnerable populations in both educational and healthcare settings.

Vice President of Curriculum & Instruction – Dr. Addie Ellis, EdD

With nearly 30 years in the field of education, Dr. Ellis has a profound understanding of the complexities inherent in navigating identity and ambition. She is a certified professional coach, administrator, and counselor. She has held a diverse array of influential positions, including roles as a counselor, principal, charter school developer, student services director, and professor. Across each of these dynamic roles, she consistently centers her commitment to transformative leadership and equitable practices.

Dean of Academic Advising – Dr. Adriana Hines, DHSc

Her professional and academic journey has been marked by a strong focus on community health and providing supportive services to underserved communities. She has specialized training in Suicide Risk Assessment and Intervention, Trauma-Focused care, Cognitive Behavior Therapy, and health program planning. Her research and program implementation skills have been honed through various roles, such as a community health medical social work Intern at St. Joseph Medical Center, where I worked with an interdisciplinary team to create an intervention for high hospital utilization amongst the Stockton homeless population.

Dean of Curriculum & Instruction – Dr. Faith Allison, DHSc

She is passionate about serving marginalized populations and making a difference in the lives of those who need it the most. Her greatest strengths lie in her ability to lead and inspire individuals to make changes so that they can be the best version of themselves. She has a diverse background in areas such as behavioral health, mental health, education and more.

Dean of Student Success & Retention – Cory Barge, MSW

He is a clinical therapist with extensive experience working with incarcerated individuals and those in healthcare settings. Specializing in trauma-informed therapy, he helps patients navigate the psychological challenges associated with incarceration, mental health disorders, and medical care. With a strong focus on rehabilitation and holistic healing, he uses evidence-based therapeutic approaches to support inmates in their emotional and behavioral recovery while collaborating with healthcare teams to address the complex needs of individuals in correctional and healthcare environments.

Director of Policy & Development – Heather Moore, MSW

She is a clinical therapist and analyst with expertise in managing social services, foster care, and adoption programs. With a deep commitment to supporting children and families, she provides therapeutic services to individuals navigating the complexities of foster care and adoption. In addition to clinical work, she oversees and analyzes social service programs, ensuring that they meet the needs of vulnerable populations and adhere to best practices. Through a compassionate and systematic approach, she works to foster positive outcomes, promote family stability, and advocate for the well-being of children and families within the foster care and adoption systems.

Dean of Workforce Development – Amiyah McDaniel, MSW

She is a clinical therapist with a strong background in program development and case management, specializing in creating and overseeing therapeutic initiatives. She leads case management teams and is responsible for designing and implementing art therapy curricula that promote healing and personal growth. With a focus on integrating creative expression into therapeutic practices, she develops programs that support individuals in overcoming emotional and psychological challenges. She is dedicated to fostering innovative approaches to therapy, enhancing the effectiveness of services, and ensuring that clients receive holistic and tailored care.

Dean of Financial Services – LaShay Mori, M.A.

She is a knowledgeable and qualified School counselor with a proven track record of success in implementing a comprehensive school counseling program, developing data analysis to identify student challenges and providing individual and group counseling to those in need.

Interim Associate Vice President of Business Administration – Shariff Hunt, B.S.

Seasoned leader with 30 years of experience in educational administration and operations management, currently serving as Remote Director with a Proven track record in developing effective training programs, managing multi-campus operations, and driving process improvements.

Advisory Board

STRIVE's Advisory Board consists of seasoned professionals from relevant industries served by graduates of STRIVE's programs and successful program graduates who provide strategic direction, advice, and consultation to help steer the program and institution to improvement and success. The Advisory Board offers ongoing advice on educational programs offered, provides insight as issues and challenges arise, and serves to calibrate and validate STRIVE's mission. Advisory Board members support STRIVE by participating in and contributing to Advisory Board meetings through the following actions:

- Provide advice on the current level of skills, knowledge, and abilities individuals need for entry into the professions related to STRIVE's programs;
- Provide the institution with recommendations on the adequacy, relevance, and currency of educational program outcomes, curricula, and course materials; and
- Identify and provide insights concerning relevant shifts, changes, and trends in the field that affect the profession and inform programmatic improvement.

Advisory Board Members

Erin Thuston, MSW, Bureau Chief: Chief of the Permanency Policy Bureau, Erin Thuston, ensures policy oversight and program support to public and private child welfare, probation departments, and Tribal Child Welfare Agencies.

Dr. Rachel Meyer, EdD, PMP, Chair: Dr. Meyer is a faculty member of Tennessee Tech University and serves as the Chair of the Center of Excellence Committee for Project Professionals, leading strategic initiatives to establish best practices in project management and align enterprise-wide efforts with institutional goals. As Program Manager, she has served as the Lead cross-functional collaboration with academic and administrative stakeholders, aligning academic initiatives with institutional goals to enhance program effectiveness and employee success. She has previously served as the Chair of the Strategic Thinking Symposium (2024), fostering cross-disciplinary collaboration to enhance strategic planning, optimize program implementation, and support organizational objectives. She has over 20 years of expertise in project and program management, workforce development training, and adult education. Skilled in stakeholder management and strategic collaboration to drive academic initiatives that align with institutional goals and regulatory standards, she is adept at leading cross-functional teams, managing complex projects, and ensuring compliance with online and digital learning requirements. Dr. Meyer is passionate about continuous improvement, lifelong learning, and fostering an inclusive, results-driven environment.

Kevin Dobson, Founding Principal, Capital College & Career Academy: As the founder of Capital College & Career Academy, he helped establish a dynamic board representing some of the leading business and community professionals in the Sacramento region. He has served to address critical needs (Education, Mental Health, Workforce Development) in the Sacramento region by developing innovative solutions, hands-on learning and bridging the gap from K-12 to postsecondary options.

Faculty

| Discipline | Faculty Name |
|---------------------------|---|
| Psychology | Dr. Addie Ellis, Ed.D. |
| Education and Social Work | Dr. Arrickia McDaniel, Ed.D., LCSW, MSW |
| Education and Social Work | Dr. Faith Allison, DHSc, MSW, ACSW |
| Education and Social Work | Dr. Adriana Hines, DHSc, MSW, ACSW |
| Social Work | Heather Moore, MSW |
| Social Work | Amiyah McDaniel, MSW |
| Social Work | Cory Barge, MSW |
| Social Work | Takia Hopkins, MSW |
| Social Work | Montay McDaniel, MSW |
| Education | Jay Beckett, M.Ed. |
| Counseling | Lashay Mori, M.A. |
| Counseling | Sharlene Vougn, MFT |

Admissions

STRIVE University of Community Health (STRIVE) implements admissions, transfer credit recognition, and academic conduct policies to foster an ethical, inclusive, and high-quality learning environment that promotes student success. These policies reflect STRIVE's commitment to equity, accessibility, and academic excellence by providing students with clear guidelines for personal and professional development.

Application Materials

- Completed application form
- Application fee
- Official high school transcript
- Personal essay or statement of purpose
- Letters of recommendation (may be required)
- International applicants may be required to demonstrate English proficiency through standardized tests (e.g., TOEFL, IELTS).

Admission Criteria

STRIVE's admissions criteria align with and support its mission to provide innovative, life-changing, student-centered training/degree pathways and workforce development opportunities to those who have the greatest need and greatest potential. STRIVE creates an inclusive and equitable learning environment that removes barriers to access for all qualified students.

Admission Considerations

STRIVE University of Community Health considers a variety of factors in the admissions process, including academic records, personal achievements, and life experiences. STRIVE provides equal access to educational opportunities for all qualified students. Reasonable accommodation will be considered for applicants with disabilities on an individual basis. By adhering to these criteria, STRIVE ensures a fair and equitable admissions process that selects qualified students prepared to succeed in their academic endeavors.

Bachelor's Degree Admissions Requirements

STRIVE's admission criteria for bachelor's degree programs require that applicants meet these requirements:

- Applicants must possess a high school diploma or its equivalent (e.g., GED).
- Academic Record: Minimum GPA requirement (e.g., 2.5 on a 4.0 scale).
- Successful completion of core high school courses (e.g., English, Mathematics, Science, Social Studies).
- Standardized Test Scores (Optional):
 - Consideration may be given to standardized test scores (e.g., SAT, ACT) if submitted.
 - Scores may be used as one factor among many in the holistic review process.
- Prospective undergraduate students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:
 - A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT); 6.0 on the International English Language Test (IELTS); 44 on the Pearson Test of English Academic Score Report; 95 on the Duolingo English Test; or 53 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE). A high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

Master's Degree Admissions Requirements

STRIVE's master's degree program requires that applicants meet these requirements:

- Applicants must have earned a bachelor's degree from an accredited institution.
- Minimum GPA requirement (e.g., 3.0 on a 4.0 scale) in the undergraduate degree.
- Strong academic performance in relevant coursework.
- Statement of Purpose: A well-written statement of purpose outlining the applicant's academic and professional goals, reasons for pursuing the program, and how their experiences align with the program's objectives.
- Letters of Recommendation: A minimum of two but no more than three letters of recommendation from academic or professional references.

- Resume or CV: A current resume or curriculum vitae outlining the applicant's academic and professional experience.
- GRE/GMAT (Optional):
 - Some programs may require or recommend GRE or GMAT scores, but this may vary depending on the specific program.
 - International applicants may be required to demonstrate English proficiency through standardized tests (e.g., TOEFL, IELTS).
- Prospective master's students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:
 - A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

Doctoral Degree Admissions Requirements

STRIVE's doctoral degree program requires that applicants meet these requirements:

- Applicants must have earned a master's degree from an institution accredited by an agency recognized by the U.S. Department of Education, CHEA, or its international equivalent.
- Minimum GPA requirement (i.e., 3.0 on a 4.0 scale) in the master's degree.
- Strong academic performance in relevant coursework.
- Statement of Purpose: A well-written statement of purpose outlining the applicant's academic and professional goals, reasons for pursuing the program, and how their experiences align with the program outcomes.
- Letters of Recommendation: A minimum of two but no more than three letters of recommendation from academic or professional references.
- Resume or CV: A current resume or curriculum vitae outlining the applicant's academic and professional experience.
- Prospective doctoral students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:
 - A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

Student Identity Verification

STRIVE University of Community Health verifies that admitted students are the same students who complete the courses offered and earn academic credit. This Identity Verification policy applies to all students for admission and continuing through graduation, transfer, or withdrawal from STRIVE.

Student Identity Verification Methods

Students enrolled in programs are subject to one or more of the following student identity verification methods.

- All students must submit a copy of a valid government-issued photo identification during the admissions process.
- Secure, individual logins and passcodes are provided to provisionally enrolled and fully matriculated students. These assigned identifiers allow students to access their individual student portals to view their coursework, grades, and progress. Students are required to keep these credentials secure and their passwords private.
- Proctored examinations are administered throughout the programs offered using a virtual, third-party proctoring service that verifies the integrity of the assessment process and students' identities.

Students sharing common traits with other current or former students will be reviewed for suspicious activity. Common traits that can be reviewed include:

- Physical address
- IP addresses
- Telephone numbers
- Personal references
- Email addresses

STRIVE University of Community Health will immediately withdraw students who violate this policy.

International Transcripts

Students who attended or completed their education outside of the United States must have their official transcripts evaluated by a current member of the National Association of Credential Evaluation Services (NACES) to demonstrate it is equivalent and meets STRIVE's admissions criteria. Students are responsible for the costs of this evaluation. STRIVE University of Community Health must receive official transcripts and an official copy of the evaluation results.

Provisional Enrollment

Applicants may be provisionally enrolled in a program pending STRIVE University of Community Health's receipt of official transcripts or documentation verifying completion of secondary education. To be provisionally enrolled, students must submit unofficial transcripts (or other relevant documentation) and ensure that STRIVE University of Community Health receives official transcripts by the end of the first Term.

Notice of Admission Acceptance or Denial

The Admissions Team notifies students of their acceptance or reasons for denial within 15 days following verification of the application and corresponding admissions documentation.

Admission Procedure

The Admissions Team reviews all Applications for Admission and corresponding documentation to ensure students meet Strive Community Health Institute's admissions criteria. Following the review of all documentation, the Admissions Team notifies students by email and provides them with an enrollment agreement for review and signature. Students are fully matriculated upon the completion of all admissions documentation and a signed, fully executed enrollment agreement.

Readmission (following administrative or academic withdrawal)

Students administratively or academically withdrawn from STRIVE University of Community Health may apply for readmission following a formal procedure. This includes submitting a letter of intent explaining the circumstances leading to the sanction, steps taken to correct their behavior, and their commitment to institutional policies.

- Students who fail to make two consecutive monthly payments will be administratively withdrawn from the program.
 - STRIVE University of Community Health encourages these students to contact the Finance Office to make alternative payment arrangements to be reinstated in their program.
- Students administratively or academically withdrawn may reapply to their program and be enrolled during the next available academic Term, depending on their academic progress at the time of reentry.
- Students readmitted to their program will be subject to the Academic Catalog in effect at the time of readmission.

Technology Requirements

Students must have access to the following technology:

- Computer equipment (laptop or desktop computer) that runs a Windows Operating System with Internet access and minimum connection speed of 2 MBPS.
- Computer equipment has updated browsers that support access to websites using multimedia (STRIVE has YouTube or similar web pages).
- Computer equipment has a webcam (either integrated or external).
- Office software, including at least a word processor, a spreadsheet processor, a presentation application, and a PDF reader.

Students must maintain a current, updated, and appropriately licensed operating system, browser, and software applications:

- **Operating System**
Minimum: Windows 10 or later or latest macOS version
- **Processor**
Minimum: Intel® Core™ i5 10th generation or higher, quad-core or higher

- Recommended: Intel® Core™ i7 10th generation or higher, quad-core or higher
- **RAM**
Minimum: 8 GB
Recommended: 16 GB
- **Hard Drive**
Minimum: 1 TB
Recommended: SSD or M.2 for improved read/write speeds

Transfer Credits and Credit for Prior Learning

STRIVE University of Community Health values students' prior educational and professional experiences and recognizes the impact that prior knowledge can have on their graduation goals. This approach accelerates complete time and reduces costs for students.

Academic credit transfer involves a thorough evaluation by the Academic Committee. Students must submit official transcripts, and the Academic Committee reviews each completed course to ensure its equivalence to their chosen program curriculum. This process ensures that transferred credits are valid and relevant.

STRIVE University of Community Health also recognizes the importance of learning acquired outside the classroom. Students with significant work experience or professional learning can submit evidence, such as portfolios and industry certifications, for evaluation of potential credit. To ensure transparency, students have access to academic advising during this process to help them maximize the academic benefits of their prior relevant professional experiences.

Additionally, diagnostic tests may assist in evaluating students' knowledge in specific areas, allowing for competency validation and potential exemption from courses. This ensures that students focus on acquiring new skills and advancing in their academic journey. STRIVE University of Community Health accepts credit by examination from sources that have ACE-recommended credit, provided the minimum score is achieved, which includes CLEP, DANTES, Excelsior College Examination, StraighterLine, and Sophia Learning.

Transfer Credit Disclosure

Acceptance of credits earned at STRIVE University of Community Health is determined by the institution to which the credits will be transferred. Students seeking to transfer credit or have their courses or degree recognized by a third party should contact the institution or company to verify whether the credit earned will be accepted in transfer or recognition of career advancement.

Undergraduate Requirements

For prior academic credit to be eligible for transfer, grades must be earned at an institution accredited by an agency recognized by the U.S. Department of Education or its international equivalent and must have earned a "C" or higher.

Students must complete at least 25% of the required credit hours in the enrolled undergraduate degree program at STRIVE University of Community Health to earn the degree.

Academic Information

Academic Calendar 2025-2026

| Year | 8-Week Terms | Course Start Date | Course End Date |
|-------------|--------------------|------------------------|-------------------------|
| 2025 | Fall Term | August 17, 2025 | December 7, 2025 |
| | Fall Term I | August 17, 2025 | October 12, 2025 |
| | Fall Term II | October 13, 2025 | December 7, 2025 |
| 2026 | Spring Term | January 5, 2026 | April 26, 2026 |
| | Spring Term I | January 5, 2026 | March 1, 2026 |
| | Spring Term II | March 2, 2026 | April 26, 2026 |
| | Summer Term | May 4, 2026 | August 23, 2026 |
| | Summer Term I | June 29, 2026 | June 28, 2026 |
| | Summer Term II | June 29, 2026 | August 23, 2026 |

Students can enroll at STRIVE University of Community Health at any time and start their studies in the next available Term. STRIVE operates on a yearly schedule of three 16-week terms. During each 16-week Term, an accelerated 8-week format is offered. STRIVE is closed during the following holidays:

- New Year's Day
- Martin Luther King, Jr. Day
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day (Thursday and Friday)
- Christmas Eve
- Christmas Day

Terms and Weeks

A Term is 16 weeks, some coursework is offered in an accelerated 8-week format. Students must complete all courses during the Term in which they are enrolled. The academic week runs from Monday to Sunday, ending at 11:59 pm Mountain Time.

Students at STRIVE University of Community Health have access to the Google Classroom LMS. Students can access courses through the LMS 24/7 during every Term they are enrolled.

Leaves of Absence

STRIVE University of Community Health allows students to request up to 3 formal leaves of absence not to exceed 16 weeks in total throughout their program enrollment. To request a Leave of Absence, students must submit a formal request in writing to the Chief Academic Officer,

including the reason for the request and any supporting documentation (e.g., doctor's note, employer notification). The Chief Academic Officer reviews and approves leave of absence requests within 7 days.

Degree Program Changes

Students seeking to change their degree program must be in good academic standing. Students should carefully review the academic requirements for any potential new program. Students are responsible for reviewing and being aware of the requirements of the STRIVE University of Community Health catalog versions effective at the time of the start of their new program. The start of the new program must correspond with the start of the student's next eligible Term.

Previously transferred or completed STRIVE University of Community Health coursework may not apply to the new program due to differences in the new degree program requirements. Students must ensure STRIVE has documentation that they meet all admissions requirements for the new program. Students may change their degree program once.

Academic Programs

STRIVE University of Community Health (STRIVE) offers educational pathways to meet the needs of students. STRIVE offers a dual-degree pathway for students to earn a Bachelor of Science in Integrated Healthcare and a Master of Science in Social Work. Students can enroll in an accelerated track or traditional track. To determine which track best supports students, an academic advisor will discuss the program options with students so they can determine the best pathway forward based on their academic and professional goals.

Bachelor of Science in Integrated Healthcare (120 semester credit hours)

Program Description

STRIVE University of Community Health offers a dual-degree pathway toward a Bachelor of Science (BS) degree in Integrated Healthcare and a Master of Science in Social Work (MSW) degree. Students can choose to enroll in either the accelerated track or self-paced track. To determine which track best supports the students, an academic advisor evaluates program tracks and length of duration based on students' strengths and academic and professional objectives.

The Bachelor of Science in Integrated Healthcare program prepares students to deliver holistic, patient-centered care within a rapidly evolving healthcare environment. This interdisciplinary program emphasizes evidence-based practices, health informatics, and collaborative care models to enhance patient outcomes and promote wellness.

Program Learning Outcomes

Graduates of the Bachelor of Science in Integrated Healthcare will be able to:

1. Analyze health data to inform patient care decisions and improve healthcare delivery.
2. Integrate interdisciplinary knowledge to develop comprehensive care plans.
3. Communicate effectively with patients, families, and healthcare teams to enhance patient outcomes.

4. Apply evidence-based practices to promote health and prevent disease.
5. Evaluate healthcare policies and systems for their impact on patient care and community health.

| B.S. Coursework | Credits | Description |
|---|-------------|---|
| Social Determinants of Health Prerequisites | 15 | Maternal & Behavioral Healthcare |
| Credit For Prior Learning (CPL) | 30 Credits: | Three to six years of professional work experience; including lived experiences (ACES). |
| Electives | 15 Credits | (5) Classes or CBE |
| General Education | 30 Credits | (10) Classes or CBE Communication, English, Critical Thinking, Math, Science, Nutrition, Social Studies, Arts & Humanities |
| Major/Upper Division | 15 Credits | (5) Classes Maternal & Behavioral Health GPA Requirement: 2.00 |
| BS/MSW Upper Division Electives | 15 Credits | (5) Classes Theory/Practice, Policy/Advocacy, Research and Clinical Skills Labs GPA Requirement: 3.00 |

Master of Science in Social Work – Integrated Health Concentration (60 semester credit hours)

Program Description

The Master of Science in Social Work program prepares advanced practitioners with the knowledge and skills necessary to advocate for social justice, enhance human well-being, and support diverse communities. Emphasizing evidence-based interventions and ethical practice, the program empowers graduates to lead in various social work settings.

Practicum concentrations includes Art Therapy, Maternal Health, Behavioral Health, Corrections, Youth Services, and Substance Use Disorders.

Program Learning Outcomes

Graduates of the Master of Science in Social Work will be able to:

1. Critically evaluate social policies and their impact on vulnerable populations.
2. Design and implement evidence-based interventions to address complex social issues.
3. Advocate for social justice and human rights in diverse community settings.
4. Demonstrate advanced clinical skills in assessment, intervention, and evaluation.
5. Lead multidisciplinary teams to improve service delivery and client outcomes.

| MSW Coursework | | Credits |
|-----------------------|--|----------------|
| MSW 300 | Theory & Practice (A): Race Matters | 3 Credits |
| MSW 310 | Policy & Advocacy: Intersection of Trauma and Health Care Disparities | 3 Credits |
| MSW 320 | Research-Informed Practice: Ethics in Behavioral Health Professions | 3 Credits |
| MSW 330 | Clinical Skills Lab (A) | 4 Credits |
| MSW 340 | Clinical Skills Lab (B) | 4 Credits |
| MSW 350 | Practicum Seminar (A) | 3 Credits |
| MSW 360 | Practicum Placement (A) | 3 Credits |
| MSW 370 | Theory & Practice (B) Culturally Congruent Care | 3 Credits |
| MSW 380 | Engaging with Complex Family Dynamics | 3 Credits |
| MSW 390 | Substance Use Disorder and Harm Reduction | 3 Credits |
| MSW 400 | Practicum Seminar (B) | 3 Credits |
| MSW 410 | Practicum Placement (B) | 3 Credits |
| MSW 420 | Treating Trauma and Managing Anxiety | 3 Credits |
| MSW 430 | Addressing Trauma and Implementing Trauma-Informed Care | 3 Credits |
| MSW 440 | Loss & Grief | 3 Credits |
| MSW 450 | Practicum Seminar (C) | 3 Credits |
| MSW 460 | Practicum Field (C) | 3 Credits |
| MSW 470 | Suicide Prevention and Community Supports | 3 Credits |
| MSW 480 | Assessment, Treatment Planning, and Reporting | 3 Credits |
| MSW 490 | Child, Youth & Family: Culturally-Congruent Interventions in Social Work | 3 Credits |

Bachelor of Science in Integrated Healthcare and Master of Social Work Dual-Degree Pathway

Upon completion of their junior year, students may begin their senior year of dual-degree BS/MSW upper-division electives.

Their BS/MSW, dual-degree upper division electives will be offered during the FALL & SPRING (TERM 1) of a student's senior year.

All other bachelor's degree requirements must be completed prior to students beginning FALL TERM 2 of their MSW program.

STRIVE accelerated pathways ensure that students can complete their dual-degree upper-division elective coursework toward both their bachelor's and master's degrees.

| B.S. and MSW Dual Degree Pathway Courses (60 semester credit hours) | |
|--|---|
| IHS 100 | Introduction to Integrated Health Science |
| IHS 110 | Integrated Health Science Principles of Stress Management |
| IHS 120 | Integrated Health Science, Social Psychology |
| IHS 130 | Principles of Motivation and Emotion |
| IHS 140 | Understanding the Impacts Of ACES |
| IHS 150 | Family Impacts of Crime, Violence, And Trauma |
| IHS 160 | Positive Psychology |
| IHS 170 | Approaches to Art Therapy |
| IHS 180 | Foundations of Music Therapy |
| IHS 190 | Death and Dying |
| IHS 200 | Foundations of Dual Support and Principles of Birth |
| IHS 210 | Pregnancy in Childbirth |
| IHS 220 | Advanced Maternity Care |
| IHS 230 | Postpartum Support |
| IHS 240 | Introduction to Attachment, Parenting, and Pregnancy Risk Factors |
| MSW 200 | Theory and Practice: Race Matters |
| MSW 210 | Policy in Advocacy Intersection of Trauma and Healthcare Disparities |
| MSW 220 | Research-Informed Practice, Ethics, and Behavioral Health Professions |
| MSW 230 | Clinical Skills Lab (A) |
| MSW 240 | Clinical Skills Lab (B) |
| General Education Courses (30 semester credit hours) | |
| ANTH 100 | Cultural Anthropology |
| ART 100 | Art Appreciation |
| BIO 100 | Introduction to Biology |
| BIO 101L | Introduction to Biology Lab |
| BIO 110 | Anatomy & Physiology I |

| | |
|--|---|
| BIO 111L | Anatomy and Physiology I Lab |
| BUS 100 | Introduction to Business |
| BUS 110 | Business Ethics |
| BUS 120 | Organizational Behavior |
| CJ 100 | Introduction to Criminal Justice |
| COMM 100 | Introduction to Communications |
| ENG 100 | English Composition I – Critical Writing |
| ENG 110 | English Composition II Critical Reasoning |
| HIST 101 | US History I |
| NUTR 100 | Introduction to Nutrition |
| PHIL 100 | Introduction to Philosophy |
| POLS 101 | American Government |
| REL 100 | Introduction to Religious Studies |
| SOC 100 | Introduction to Sociology |
| SPAN 100 | Elementary Spanish I |
| SPAN 110 | Elementary to Spanish II |
| STATS 100 | Introduction to Statistics |
| Social Determinants of Health Prerequisite Courses (15 semester credit hours) | |
| IHS 200 | Foundations of Doula Support & Purpose and Principles of Birth Work |
| IHS 210 | Pregnancy and Childbirth |
| IHS 220 | Advanced Maternity Care |
| IHS 230 | Postpartum Support |
| IHS 240 | Introduction to Attachment Parenting and Pregnancy Risk Factors |

Doctor of Health Science (36 semester credit hours)

Program Description

The Doctor of Health Science program prepares healthcare professionals for leadership roles in education, research, and clinical practice. The program emphasizes advanced knowledge in health science, research methodologies, and healthcare policy to foster innovation and improve patient care.

Program Learning Outcomes

Graduates of the Doctor of Health Science will be able to:

1. Synthesize advanced theoretical and empirical knowledge to address complex healthcare challenges.
2. Conduct independent research that contributes to the field of health science.
3. Evaluate healthcare policies and advocate for ethical and evidence-based practices.
4. Lead healthcare organizations and interdisciplinary teams to improve healthcare delivery.
5. Educate future healthcare professionals using innovative teaching strategies and curriculum design.

| Doctor of Health Science | | Credits |
|--------------------------|---|------------|
| DHSC 500 | Social Justice in Healthcare | 3 Credits |
| DHSC 510 | Social Determinants of Health and Disparities Among Urban Communities | 3 Credits |
| DHSC 520 | Research Methods | 3 Credits |
| DHSC 530 | Community-Based Healthcare Interventions | 3 Credits |
| DHSC 540 | Policy & Management | 3 Credits |
| DHSC 550 | Managing Implicit Bias in Healthcare | 3 Credits |
| DHSC 560 | Managing Culture and Complexities in Healthcare | 3 Credits |
| DHSC 570 | Developing Culturally Congruent Strategies in Healthcare | 3 Credits |
| DHSC 580 | Delivery of Trauma-Informed Care | 3 Credits |
| DHSC 590 | Fundamentals of Resource Development in Urban Health | 3 Credits |
| DHSC 600 | Capstone | 6 Credits |
| Total | | 36 Credits |

Tuition/Fees

STRIVE University of Community Health maintains a transparent, inclusive, and affordable cost structure that removes financial obstacles for students to access quality, online education. Costs include tuition, educational materials, and support services, with flexible payment options and a fair refund policy that protects students' rights.

Bachelor of Science in Integrated Healthcare

Tuition \$27,000 (\$225 per credit hour)

Textbooks \$2,500

Materials \$500

Master of Social Work

Tuition \$36,000 (\$600 per credit hour)

Textbooks \$2,500

Materials \$500

Doctor of Health Science

Tuition \$45,000 (\$1,250 per credit hour)

Textbooks \$2,500

Materials \$500

Tuition costs include:

- Access to the LMS and its advanced tools.
- Digital educational materials for courses (i.e., library, multimedia resources, readings, and interactive content).
- Individual virtual tutoring to reinforce specific learning areas or clarify academic concepts and address questions.
- Administrative services, including technical and administrative support through the Virtual Support Desk.
- Graduation-related costs (i.e., diplomas and official transcripts).

Books, Supplies, and Equipment: If additional materials or specialized software are required, STRIVE University of Community Health notifies students in advance and provides these resources at no additional cost, based on program requirements. Students must have access to the minimum technology requirements as published under the admissions criteria.

Late Payments: While STRIVE University of Community Health encourages students to make prompt payments, the annual tuition includes flexibility to accommodate minor delays without additional charges, allowing students to focus on their education without unnecessary financial concerns.

Payment Plans

STRIVE University of Community Health offers options for payment plans.

Single Term Payment: Students can pay for 1-2 courses prior to the start of their 16-week or 8-week term, as applicable.

Monthly Term Payment Plans: Students can participate in a payment plan dividing the term tuition costs by the number of months in that term. Students who choose to pay under this plan do not incur any additional fees or interest charges.

Cancellation Policy

Students have the right to cancel their enrollment at any time up to the fifth calendar day after signing this Enrollment Agreement and receive a refund of all monies paid (excluding the application fee). Notification of cancellation may be conveyed to STRIVE University of Community Health in writing. Students should provide the following information when submitting a written cancellation notice.

- Full Name
- Student ID Number
- Enrollment Date
- A clear intent to cancel.

This request must be submitted within five business days after signing the enrollment agreement by email, letter, or the student portal to receive a refund of all monies paid.

Full Refund: Any payments made, including tuition, administrative fees, and other related costs, will be fully refunded for students who cancel within five business days after signing the enrollment agreement. STRIVE University of Community Health processes all refunds within 30 business days of receiving students' cancellation requests.

Withdrawal Policy and Process

Students may withdraw from their program of study for any reason and receive a refund based on the refund schedule provided below. Students dismissed by STRIVE University of Community Health for failure to adhere to conduct standards or meet its academic or financial obligations shall receive a refund as outlined in the refund policy. Notification of withdrawal shall be made by email, letter, or the student portal. Students should provide the following information when submitting a written withdrawal notice.

- Full Name
- Student ID Number
- Enrollment Date
- An explanation of the reason for withdrawal.
- Supporting documents, such as medical certificates, if applicable.

Processing and Timelines

- STRIVE University of Community Health processes refunds within 30 business days of receipt.

- Refunds are issued via the original payment method unless the student explicitly requests an alternative method in its formal refund request.

Refund Policy

To be eligible for a refund, the student must request an official withdrawal form ([link](#)), obtain appropriate departmental signatures, and submit the completed withdrawal form to the enrollment advisor.

This procedure is the same for all programs. Below is a breakdown of the refund percentages based on the week of withdrawal. Exact dates will be outlined for students at the beginning of each Term.

| Length of Term | Percentage of Tuition Returned to the Student Minus the Application and/or Registration Fee AFTER | |
|----------------|---|-----|
| 8 Weeks | 1st Week | 80% |
| | 2nd Week | 60% |
| | 3rd Week | 40% |
| | 4th Week | 20% |
| | 5th Week | 0% |

| Length of Term | Percentage of Tuition Returned to the Student Minus the Application and/or Registration Fee AFTER | |
|----------------|---|-----|
| 16 Weeks | 1st Week | 80% |
| | 2nd Week | 70% |
| | 3rd Week | 60% |
| | 4th Week | 50% |
| | 5th Week | 40% |
| | 6th Week | 30% |
| | 7th Week | 20% |
| | 8th Week | 10% |
| | 9th Week | 0% |

Enrollment Agreement

STRIVE University of Community Health publishes transparent and fair cancellation and refund policies should the enrollment contract signed between the student and the institutional representative be terminated. This contract establishes mutual responsibilities regarding the educational services provided and details the rights and obligations of both parties in the event of cancellation or withdrawal.

Outstanding Payments and Refunds

Students are responsible for paying any outstanding payments throughout their enrollment and upon withdrawal. Tuition will be refunded to the student following the established refund policy and schedule.

Alternative Payment Plans

For exceptional cases, alternative payment plans may be considered by the Finance Office to accommodate individual circumstances. Students seeking approval of an alternative payment plan must contact the Finance Office. This underscores Strive Community Health Institute's commitment to financial transparency and respect for its students, ensuring that payment and withdrawal processes are conducted professionally and in compliance with applicable state and federal regulations.

Academic Policies

STRIVE University of Community Health upholds the following rules and regulations outlining the expectations of enrolled and admitted students.

Student Code of Conduct Policy

STRIVE University of Community Health expects students to act with integrity in all academic and social interactions. This includes avoiding dishonest practices such as plagiarism, impersonation, or any form of deceit that could compromise the quality of the educational experience. Students must also engage respectfully and professionally with peers, faculty, and administrative staff.

Additionally, STRIVE University of Community Health promotes the responsible use of digital resources to ensure that all activities conducted in the virtual environment align with principles of mutual respect and professional ethics. STRIVE University of Community Health prohibits the following conduct:

Academic Misconduct includes, but is not limited to, the following:

- **Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic activity (without prior approval).
- **Plagiarism:** Representing the words, ideas, or works of another as one's own in any academic activity (without prior approval or appropriate citations).
- **Duplicity (Self-Plagiarism):** Offering for credit identical or substantially unchanged work in two or more courses, without specific advance approval in writing of the faculty member(s) teaching the courses.
- **Fabrication:** Falsifying or inventing any information, data, or citations in an academic activity.
- **Facilitation:** Helping or attempting to help another commit an act of academic dishonesty.
- **Improper Use of AI-Generated Content:** Improperly citing generative AI tools whenever paraphrasing, quoting, or incorporating AI-generated content, and/or failure to acknowledge all functional uses, such as editing prose, translating text, or citing the AI tool's role and contributions in a footnote to ensure complete transparency.
- **Collusion:** Obtaining from another party, without specific approval in advance by the faculty member, assistance in the production of work offered for credit to the extent that the work reflects the ideas or skills of the party consulted rather than those of the person in whose name the work is submitted.

- **Unauthorized Access:** Accessing without permission STRIVE property, facilities, services, codes, accounts, or information systems, or obtain or provide to another person the means of such unauthorized access.

Disruptive Behavior includes, but is not limited to, the following:

- **Classroom Disruption:** Engaging in behavior that disrupts the online learning environment, including excessive interruptions, inappropriate comments, or failure to follow course guidelines.
- **Abuse of STRIVE Resources:** Misusing institutional resources, including technology, digital resources, and other facilities.

Illegal and Unethical Behavior includes, but is not limited to, the following:

- **Illegal Activities:** Engaging in illegal activities, including but not limited to, drug use, theft, and cybercrimes.
- **Ethical Violations:** Engaging in behavior that violates professional ethical standards relevant to students' fields of study.

Reporting and Addressing Student Conduct Violations

- **Report:** Students, faculty, and staff are encouraged to report violations of the Student Code of Conduct to the Director of Student Support. Reports are investigated confidentially to the extent possible.
- **Investigate:** The Director of Student Support investigates reported violations, gathers relevant information, and writes a report for evaluation by the Conduct Review Committee.
- **Adjudicate:** The Conduct Review Committee evaluates the findings of the investigation and determines whether a violation occurred and the appropriate disciplinary actions.

Disciplinary Actions

To address code of conduct violations, STRIVE University of Community Health adopts a graduated approach to ensure disciplinary actions proportional to the severity of the infraction. Disciplinary actions include:

- **Formal Warning:** For minor infractions, such as inappropriate language in virtual forums or initial instances of academic dishonesty, students receive a written warning. This includes a detailed explanation of the inappropriate behavior and the consequences of further infractions.
- **Temporary Suspension:** For more serious violations, such as repeated plagiarism or disruptive behavior in the educational environment, students may be temporarily suspended from their program. During this period, students must participate in corrective activities, such as academic ethics workshops, to be eligible for reinstatement.
- **Permanent Expulsion:** In extreme cases, such as academic fraud or severe policy violations, students may be permanently expelled. This decision is made only after a thorough investigation and with the right to appeal before an independent disciplinary committee.

Non-Academic Dismissal and Readmission

Students administratively or academically withdrawn from STRIVE University of Community Health may apply for readmission following a formal procedure. This includes submitting a letter of intent explaining the circumstances leading to the sanction, steps taken to correct their behavior, and their commitment to institutional policies. The Conduct Review and Admissions Committees evaluate the application to determine if the student is sufficiently prepared to re-enroll, setting specific conditions for their re-admission and academic success.

Grading Policy

STRIVE University of Community Health awards a numerical grade for each course assessment and calculates course grades using these numerical grades. Each course syllabus explains how the course grade is calculated. STRIVE University of Community Health awards a letter grade for each course for which grade points are earned, based on the 4-point scale. Grades of I and W are not calculated in the grade point average.

Each course at STRIVE University of Community Health follows the grading methodology below included in each course syllabus. The syllabi and grading policy identify the weight of all assignments and assessments, including the weight of any final exam or project required in the course. For all courses that require a final exam or project, the syllabus clearly states the percentage of the final. No retakes of the final exam or project will be given.

| Grades | Course Grades | Quality Points |
|--------------|---------------|----------------|
| A (90-100) | Excellent | A = 4.0 |
| B (80-89) | Above Average | B = 3.0 |
| C (70-79) | Average | C = 2.0 |
| D (60-69) | Below Average | D = 1.0 |
| F (below 60) | Failure | F = 0.0 |
| I | Incomplete | Not Calculated |
| W | Withdraw | Not Calculated |

Rounding of Final Grades

The final grade is displaced to two decimal places using standard rounding rules. The grade is rounded up if the decimal is 0.50 or above. The grade is rounded down if the grade is below 0.50. For example, a grade of 89.50% is recorded as 90%, or a grade of A. A grade of 79.49% is recorded as 79%, or a grade of C.

Incomplete Grades

If students are unable to complete a course within the 8-week Term due to extraordinary circumstances, a request for an Incomplete (I) can be made and must originate from the student. Students with at least 50% of their coursework completed may request an Incomplete from their faculty member before final course grade has been submitted. Students may be required to provide documentation of the reported extraordinary circumstances. If the faculty member grants

the request for an Incomplete, students will have an additional 14 days to access their course. At the end of the additional 14 days, any remaining incomplete course requirements will be awarded a grade of zero and averaged into the final grade, which will remain on the transcript.

Grade Reports

Students can access their grade reports through their student portal after course completion.

Grade Appeal

Students must initially attempt to resolve any grade issues with their faculty. For those cases where students feel the matter has not been satisfactorily resolved, students may submit an appeal to the Chief Academic Officer.

- The grade appeal must be received within two weeks of the course's end date.
- The request must be submitted to the Chief Academic Officer, who will review all written documentation and render a decision within 7 days.

Repeating a Course

When courses are repeated, all attempts remain on the transcript while only the highest grade earned is calculated in the Grade Point Average (GPA). Students may not repeat courses for which they have received credit for prior learning. There is no limit on the number of times students can attempt a course, however, this may impact their completion timeline.

Attendance and Academic Interaction

STRIVE University of Community Health expects students to take personal responsibility for achieving the learning outcomes outlined within each course. To assist students in achieving this goal, STRIVE requires students to regularly interact with their peers and faculty through discussions and the timely submission of all coursework, including participation in instructional activities.

During Week 1, students must establish attendance by logging into each course within seven calendar days of the Term start date and either submit a graded assignment or engage in substantive course content-specific dialogue with their faculty member.

Students who fail to meet attendance requirements within the first seven calendar days of the Term start date will be administratively withdrawn from their course(s). STRIVE University of Community Health measures attendance on a course-by-course basis. Therefore, attendance in one course does not impact the attendance in another course.

Beginning in Week 2 and throughout the remainder of the course, STRIVE University of Community Health tracks attendance using tools within the Google Classroom LMS. Throughout each Term, students must participate and complete instructional activities to ensure on-time completion of the course by the end of the Term. This includes regularly submitting assignments by the designated due date and continuing to interact with their peers and faculty members, following the requirements outlined in the syllabi.

Satisfactory Academic Progress

STRIVE University of Community Health reviews students' progress at the conclusion of students' 8-week or 16-week Term to verify compliance with the published SAP policy. These requirements apply to students' entire academic record at Strive Community Health Institute, including all credit hours applied to their program accepted in transfer from another eligible institution.

Students must meet SAP standards to remain eligible for graduation. Students must meet and maintain compliance with the three components of the SAP policy.

- **Minimum Grade Point Average (GPA):** A student's Grade Point Average is based on all non-developmental courses taken as part of the declared program at STRIVE University of Community Health. The minimum GPA undergraduate students must meet varies according to the number of credit hours attempted (see Undergraduate SAP Standards chart below). Undergraduate students must achieve and maintain a 2.0 GPA to graduate.
- **Minimum Course Completion Rate:** The Course Completion Rate is a calculated percentage based on the number of credit hours earned divided by the number of credit hours attempted. The minimum Course Completion Rate students must meet varies according to the number of credit hours they have attempted (see Undergraduate SAP Standards chart below). Attempted courses include all undergraduate courses (first-time or repeat courses) a student is enrolled in on the eighth day of a Term, courses credited as the result of passed proficiency exams, and courses transferred to STRIVE University of Community Health as part of students' declared program.
- **Maximum Timeframe:** Students have a maximum timeframe of 150% of the published program length to complete their declared program. For example, if a student must earn 60 semester credit hours to complete a declared associate of applied science degree, the student must earn those credit hours while attempting no more than 90 semester credit hours overall.

All attempted courses within students' programs, including courses transferred to Strive Community Health Institute, count toward the maximum time frame for program completion.

If, at any point, it becomes evident that a student cannot mathematically complete the program within the 150% timeframe, the student will be withdrawn from STRIVE University of Community Health. Students may appeal their academic standing.

| Undergraduate Degree SAP Standards | | | |
|------------------------------------|-------------|--------------------------------|--|
| Measurement Level | Minimum GPA | Minimum Course Completion Rate | Maximum Time to Completion |
| 0-24 Credit Hours Attempted | ≥ 1.5 | 50% | 150% of the program's published length |
| 25-47 Credit Hours Attempted | ≥ 1.8 | 60% | |
| 48 or More Credit Hours Attempted | ≥ 2.0 | 66.67% | |

Student Academic Progress Warning

STRIVE University of Community Health places students on SAP Warning for one Term (either 8-week or 16-week) if they do not meet the Minimum GPA and/or the Course Completion Rate requirements. Students receive notification of their SAP Warning by email. Lack of receipt of the notification does not exempt students from the policy requirements. Students on SAP Warning who do not meet SAP standards at their next SAP evaluation will be withdrawn from Strive Community Health Institute.

SAP Withdrawal

Students placed on SAP Suspension for failing SAP requirements at the conclusion of their 8-week semester on SAP Warning will be withdrawn from STRIVE for one academic year. Students receive notification of their SAP Suspension and withdrawal by email. Lack of receipt of the notification does not exempt students from the policy requirements. Students on SAP Warning who do not meet SAP standards at their next SAP evaluation will be withdrawn from STRIVE. To regain eligibility for enrollment, students must submit a successful academic appeal to the Chief Academic Officer.

Appealing a Withdrawal

Students may appeal an academic withdrawal to the Chief Academic Officer. An appeal should include an explanation of the qualifying circumstances that led to the student's failure to meet SAP standards, documentation of the eligible qualifying circumstances mentioned in the appeal, and a description of the changes in the student's situation that will allow the student to meet SAP standards in the future.

Qualifying circumstances recognized as documentable reasons for SAP Withdrawal Appeal are:

- Injury or serious illness of the student or family member
- Loss of employment by student or family member
- Loss of housing
- Qualifying life event (divorce, birth, or death of a family member)
- Natural disaster
- Military duty
- Required relocation
- Other unexpected circumstance(s) beyond student's control

Students must include supporting documentation (e.g., letters from employers, doctor's notes, receipts, court summons, military orders, lease documents, birth certificates, or obituary notices) with their formal appeal to allow STRIVE to verify that one or more qualifying circumstance led to the academic withdrawal. An appeal may be denied due to a lack of documentation. Normal life and work circumstances are not grounds for an appeal.

Students who choose to appeal their SAP withdrawal are encouraged to work with their Student Advisor to determine appropriate academic strategies in developing an academic plan and submit the completed appeal. For students' optimal future academic success, appeal decisions may require students to use learning resources before they are eligible for future enrollments.

Students with an approved appeal will be returned to SAP Warning for one 8-week Term to improve their academic standing and meet the required Academic Plan (SAP Standards).

Academic Plan

The Academic Plan developed with the Student Advisor during the appeals process provides an advising tool to return students to good standing. The maximum length of an Academic Plan cannot exceed two 8-week Terms to meet the Minimum GPA or the Course Completion Rate requirements.

After the xx-week semester (two x-week Terms) has been completed, if the overall SAP requirements have been met, then the student is returned to Good Academic Standing. If the overall SAP requirements have not been met, the student will be placed on SAP Withdrawal and dismissed from Strive Community Health Institute. Students placed back on SAP Withdrawal may submit an appeal for reinstatement consideration. Students must participate in academic intervention activities as part of any approved appeal decision.

Non-Discrimination (DEI+B) Policy

STRIVE University of Community Health (STRIVE) is committed to providing a learning environment that is free from discrimination. Equal opportunity will be extended to all persons in all aspects of our Program. STRIVE will not discriminate against a student, applicant, registrant, employee, applicants for employment, other recipients of WIOA funds, members of the public, members of the public with disabilities including visually impaired vision and deaf and hard of hearing because of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identify), national origin, ancestry, age, marital status, physical or mental disability, medical condition, political affiliation or belief. If a student believes they are being discriminated against, they should report the facts of the incident to the Compliance Officer. STRIVE is an Equal Opportunity Employer.

Student Services and Policies

Student Advisors

Student Advisors support students throughout their enrollment at Strive Community Health Institute. Upon enrollment, the STRIVE assigns Students Advisors to students, who maintain regular communication with them and assist in creating realistic academic goals for the timely completion of their chosen degree program. Student Advisors support students in their educational growth and celebrate milestones and achievements throughout their academic journey.

Student Advisors provide academic coaching to help students excel academically. Student Advisors can help with:

- Academic advising (or connect students with qualified faculty)
- Academic planning
- Motivation and goal setting
- Administrative support (non-academic assistance)
- Referral to appropriate institutional resources

- Interventions for at-risk students
- Addressing student concerns

Students remain responsible for their academic decisions and education. Students should immediately communicate any needs or concerns they have to their Student Advisor or faculty member.

Library

All students have access to the STRIVE University of Community Health digital library, which includes subscriptions to various relevant databases and supplemental instructional resources. All databases offer students the ability to print, email, or export these resources to their computers or flash drives for use online or offline, as needed. Authenticated links to these databases are accessible through the LMS with tutorials on how to use these features. Additionally, students can contact the Director of Library Services to receive research and citation assistance.

Student Rights and Responsibilities

STRIVE University of Community Health prohibits all forms of discrimination, including harassment. Harassment consists of unwelcomed contact, whether verbal, physical, or visual that is related to sex, sexual orientation, color, race, ancestry, religion, national origin, age, physical handicap, medical condition, disability, marital status, veteran status, citizenship status, or other protected group status by students, faculty, staff, or agents of STRIVE.

Complaint/Grievance Policy

All grievances will be addressed confidentially unless maintaining confidentiality impedes the ability to investigate and/or address the concerns raised in the grievance. Information regarding a grievance will only be shared with the parties reasonably necessary to resolve the concerns raised in the grievance. No reprisals of any kind will be taken by any party, or by the staff of the STRIVE University of Community Health (STRIVE), or against any party involved.

Filing a Grievance

Students should submit all formal grievances to the Director of Operations at the following email address: Information@striveuniversity.org

Written grievances should include:

- Student's name and program;
- The date that the student experienced the adverse actions or decision that led to their grievance;
- The student's specific concerns or allegations;
- The name(s) of any other participants, students, and/or third parties involved in the grievance;
- The outcome of any attempts to resolve the issue prior to filing a formal grievance;
- The outcome/resolution that the student is seeking.

STRIVE investigates any grievances filed. Within five (15) calendar days of receipt of the student's written statement, the Director of Operations will:

- Meet with the student to discuss the grievance, and
- Investigate the grievance fully, including, if necessary, holding a hearing to give all parties an opportunity to present evidence and provide statements relevant to the matter.

The Director of Operations will provide a written decision within three (15) calendar days of concluding the investigation. A written copy of the decision will be provided via email to all parties involved.

STRIVE attempts to resolve all issue(s) raised in the grievance and take appropriate corrective and remedial actions based on the findings of the investigation. Resolutions may include a mediated conversation between all parties, additional training, removal from the program, or any other actions deemed necessary by STRIVE to resolve the grievance.

The student's original written complaint and STRIVE's decision will be retained. If the student feels as though the grievance has still not been resolved after following the process above, the student may submit an appeal to the following: Information@striveuniversity.org

Grievance Filing with State Agency

Strive University is registered through the Utah Department of Commerce, Division of Consumer Protection. If a student is not satisfied with the University's complaint resolution, he or she may file a complaint with the Utah Department of Commerce through their online [Complaints Process](#).

Confidentiality and Privacy Policies

Strive Community Health Institute's student privacy and confidentiality policy outlines specific standards and practices regarding the collection, use, and protection of students' personal information. This policy applies to all current and prospective students, faculty, staff, and third parties who interact with STRIVE in the context of the programs offered. By enrolling in these programs, students acknowledge that they have read, understood, and agree to the Terms of this Privacy and Confidentiality Policy.

STRIVE University of Community Health defines personal information, confidential information, and educational records as follows:

- **Personal Information:** Any information that can identify an individual, such as name, address, date of birth, academic records, and contact information.
- **Confidential Information:** Any information that is not publicly available and is protected from unauthorized disclosure.
- **Educational Records:** Records directly relating to a student and maintained by STRIVE or a party acting on its behalf, as defined by FERPA.

STRIVE University of Community Health is committed to maintaining the privacy and confidentiality of all personal information collected in compliance with the Family Educational Rights and Privacy Act (FERPA).

Collection of Personal Information

STRIVE University of Community Health collects personal information through various means, including:

- Application forms
- Enrollment processes
- Course registrations
- Communications (emails, phone calls, synchronous meetings, complaints)
- Online student portals and surveys

Use of Personal Information

STRIVE University of Community Health uses personal information for the following purposes:

- Processing applications and admissions decisions
- Enrolling students in programs and courses
- Maintaining academic records
- Communicating with students about program-related matters
- Providing support services
- Complying with legal and regulatory requirements
- Conducting research and analysis for continuous improvement

Protection of Personal Information

STRIVE University of Community Health employs a range of security measures to protect personal information, including:

- Secure electronic data storage systems
- Physical security measures for hard copy files and records
- Access controls and authentication protocols
- Regular security audits and assessments
- Staff training in data privacy and confidentiality

Disclosures of Personal Information

Personal information may be disclosed to third parties only under the following circumstances:

- With the explicit consent of students
- To comply with legal obligations
- To authorized service providers who support institutional operations (e.g., IT services, mailing services)
- To partners in collaborative programs or academic exchanges, with prior notifications to students

- As permitted or required under FERPA, including disclosures to:
 - Institute officials with legitimate educational interests
 - Other institutions where students seek to enroll
 - Appropriate parties in connection with financial payments
 - Accrediting organizations
 - Compliance with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies

Student Rights Under FERPA

Students have the following rights under FERPA:

- The right to inspect and review their educational records within 45 days of submitting a written request to the Registrar's Office.
- The right to request the amendment of educational records they believe are inaccurate or misleading by submitting a written request to the Registrar's Office, specifying the inaccuracy or misleading information.
- The right to consent to disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the US Department of Education concerning alleged failures by STRIVE and to comply with FERPA requirements.

Retention of Personal Information

Personal information is retained only for as long as necessary to fulfill the purposes outlined in this policy or as required by law. When personal information is no longer needed, it will be securely destroyed.

Data Breach Notification

In the event of a data breach that compromises personal information, STRIVE University of Community Health will promptly notify affected individuals and take appropriate steps to mitigate the impact and prevent future breaches.

ADA Standards

Reasonable Accommodations can be requested by those with disabilities or limited English. Auxiliary aids and services are available upon request to individuals with disabilities.

Graduation Requirements

To graduate from Strive Community Health Institute, students must comply with all program and academic policy requirements for degree conferral. Students must successfully complete all degree requirements, meet the minimum passing grades, and maintain all SAP requirements. Students must also fulfill all financial obligations.

Undergraduate Students

To fulfill undergraduate degree requirements, students must:

- Pass all courses
- Complete the number of credit hours listed in the enrolled degree program (which may include awarded transfer credit and prior learning assessments)
- Maintain a GPA of >2.0
- Maintain a program GPA of >2.0
- Fulfill all financial obligations

Graduate Students

To fulfill graduate degree requirements, students must:

- Pass all courses
- Complete the number of credit hours listed in the enrolled degree program (which may include awarded transfer credit and prior learning assessments)
- Maintain a GPA of >3.0
- Maintain a program GPA of >3.0
- Fulfill all financial obligations

Degree Audit and Application for Graduation

To graduate, students must complete the Application for Graduation and submit a \$75 fee, upon the final Term for their program. STRIVE University of Community Health emails students instructions; however, if these instructions are not received, students are responsible for contacting the Registrar to complete the application.

Following Strive Community Health Institute's receipt of an Application for Graduation, an official audit of the student record will be completed, which will review several facets of the student record including, degree credits earned, and grade reports. Once the Registrar's Office has confirmed that all academic requirements are satisfied and all financial obligations fulfilled, the degree will be awarded.

Diplomas

An Application for Graduation is needed to issue a diploma; instructions for completing the Application for Graduation are sent to students once they have started their final Term of their program. The diploma will be mailed directly to the address provided by the student on the Application for Graduation. This normally takes approximately four to six weeks after the degree has been conferred.

Bachelor of Science in Integrated Health Course Descriptions

ANTH 100 Cultural Anthropology (3 semester credit hours)

Anthropology is the study of humans, focusing on our origins, evolution over time, and current condition. This course will concentrate on cultural anthropology, one of the four main branches of the field. Students will examine concepts and theories that help them understand the similarities, differences, connections, and separations among different communities, including their own. The class will introduce students to the key ideas, objectives, and research methods of anthropology, as well as the nature of culture, its significance in human life, and its universality. The course encourages students to investigate how individuals, social groups, societal structures, history, and culture interact and to use social analysis theories to critically examine society.

Course Prerequisites

None

ART 100 Art Appreciation (3 semester credit hours)

Art Appreciation provides students with the Terminology needed to comprehend and discuss art while exposing them to a variety of artistic mediums. Students will explore art themes, design principles, and different forms of both two-dimensional and three-dimensional art. They will journey through the history of art, learning about various artistic periods, the influence of culture on art, and vice versa. Students will also learn how to analyze the elements of artwork to determine its time period or the artist behind it.

Course Prerequisites

None

BIO 100 Introduction to Biology (3 semester credit hours)

Introduction to Biology is a fundamental course in the biological sciences that explores essential topics, including cell structure and function, bioenergetics, DNA structure and function, cell division, classification systems, evolution, ecology, and a broad overview of the anatomy and physiology of the major organ systems.

Course Prerequisites

None

BIO 101L Introduction to Biology Lab (3 semester credit hours)

This lab-only course is intended as a supplementary component to the Introduction to Biology course. Students will conduct at-home laboratory experiments, document and analyze results, and complete lab-based assessments to fulfill the lab requirement. The labs are supplied by eScience Labs, a prominent provider of at-home lab kits and supporting online resources. This course is designed to provide students with a strong foundation for further exploration in laboratory sciences.

Course Prerequisites

Concurrent enrollment with BIO 101 Introduction to Biology.

BIO 110 Anatomy & Physiology I (3 semester credit hours)

This course covers the essential principles of human biology, providing students with a thorough understanding of the human body's structure and functions at both the cellular and organ system levels. Upon completion, students will have a strong foundation in anatomy and physiology, preparing them for further studies in the life sciences.

Course Prerequisites

None

BIO 111L Anatomy and Physiology I Lab (3 semester credit hours)

This course is a lab-exclusive companion to the Anatomy & Physiology I course. Students will conduct at-home lab experiments, document and analyze their findings, respond to lab-related questions through graded reports, and complete assessments to fulfill the lab requirement. The labs are provided by eScience Labs, a prominent supplier of at-home lab kits and online instructional resources.

Course Prerequisites

BIO 110 Anatomy & Physiology I.

BUS 100 Introduction to Business (3 semester credit hours)

This course introduces students to the fundamentals of the business environment, covering areas such as management, marketing, finance, and accounting. It explores the knowledge, skills, and competencies required for success in the modern business world. Additionally, the course focuses on the key functions and responsibilities of managers within organizational settings. Using the four primary management functions—planning, organizing, leading, and controlling—students will gain an understanding of managerial roles. The course also addresses ethical, social, and cross-cultural challenges that managers face in today's business organizations.

Course Prerequisites

None

BUS 110 Business Ethics (3 semester credit hours)

This course offers an introduction to business ethics, blending philosophy and business principles. It addresses a broad range of ethical challenges in modern business practices. Key theoretical frameworks and concepts are introduced, such as ethical relativism, utilitarianism, and deontology. Topics explored include employee rights and duties, leadership, decision-making, morality, diversity, discrimination, and ethical considerations in marketing and advertising. The course also examines corporate social responsibility, environmental accountability, global ethical issues, and regulatory challenges in an increasingly globalized world.

Course Prerequisites

None

BUS 120 Organizational Behavior (3 semester credit hours)

This course offers students the chance to examine the behavior of individuals, groups, and organizations within the context of today's ever-changing work environment. Topics covered include communication, motivation, leadership, power structures, and organizational culture.

Course Prerequisites

None

CJ 100 Introduction to Criminal Justice (3 semester credit hours)

This course explores the three key elements of the American criminal justice system: law enforcement, the courts, and corrections. Topics covered include models of crime control, the history of law enforcement, the responsibilities of local, county, state, and federal law enforcement officers, the structure of the court system and its procedures for due process, and the functions of the correctional system.

Course Prerequisites

None

COMM 100 Introduction to Communications (3 semester credit hours)

This course, Student Communication 101, aims to help students understand the role of public discourse as a purposeful, action-oriented form of communication. The course provides foundational knowledge of communication, considering factors such as context, culture, and constitution. Students will apply this knowledge through a series of public speaking projects focused on advocacy and argumentation. These projects will require students to design preparatory, informative, persuasive, research-based, and reflective presentations while engaging in civic discourse with attention to organizational structure, context, content, modality, language, aesthetics, rhetorical choices, connectivity statements, and desired outcomes. Additionally, students will learn how to effectively select, analyze, and synthesize credible sources, combining these with their own insights. The course will emphasize ethical and effective research practices, following the Modern Language Association's (MLA) format guidelines (Version 8 or 9).

Course Prerequisites

None

ENG 100 English Composition I – Critical Writing (3 semester credit hours)

This course aims to enhance students' transferable writing skills by guiding them through different rhetorical approaches, including narration, persuasion, compare/contrast, and argumentation. Students will complete around 12 pages of written work throughout the course and critically evaluate both professional and peer writing. Emphasis is placed on the significance of revising both globally (structure and content) and at the sentence level, with a focus on improving readability. Additionally, students will learn effective and ethical research methods, applying the Modern Language Association's (MLA 8th Edition) formatting guidelines.

Course Prerequisites

None

ENG 110 English Composition II Critical Reasoning (3 semester credit hours)

Students will participate in developing arguments and conducting research. They will learn to identify, read, analyze, evaluate, and construct arguments using logical and rhetorical strategies. Students will write well-structured academic essays that present clear claims and integrate researched sources using proper citation methods. They will demonstrate their ability to argue persuasively for an academic audience, employing appropriate tone, word choice, and sentence structure.

Course Prerequisites

ENG 100 English Composition I – Critical Writing

HIST 101 US History I (3 semester credit hours)

This course explores the societies in the Americas before 1877. It covers the European exploration and colonization of the New World and examines the effects on Europe, Africa, and the early United States. Students study the development of political, religious, economic, and social institutions. The course also looks at the specific causes of the American Revolution and its consequences on politics, the economy, and society. Additionally, students investigate how the Industrial Revolution and westward expansion transformed American life, analyze the causes and events of the Civil War, and assess the successes and failures of Reconstruction efforts.

Course Prerequisites

None

HIST 120 US History II (3 semester credit hours)

This course offers an overview of U.S. history and its impact on American society from the Reconstruction era after the Civil War to the post-9/11 period. Students will apply historical research methods to explore key themes in American history, evaluating both the successes and shortcomings of various Reconstruction plans. The course will examine the rise of Populism, American expansionism, and the emergence of the Progressive movement, along with their effects on society. Students will investigate the causes of World War I and analyze the economic and social changes between World War I and the Great Depression. Key factors leading to the Great Depression, World War II, and the Cold War will be explored, along with significant economic, social, and diplomatic developments during the administrations of Eisenhower, Kennedy, and Johnson. The course will also address the Civil Rights movement of the 1950s and 1960s, U.S. involvement in Vietnam, and the societal impact of the war. Additionally, students will analyze the major domestic and international events during the Nixon, Ford, Carter, Reagan, and first Bush administrations, as well as key developments since 1990.

Course Prerequisites

HIST 101 US History I

IHS 100 Introduction to Integrated Health Science (3 semester credit hours)

Introduction to **Integrated Health Science** is a flexible, self-paced online course designed to explore the psychological complexities of human behavior and the mind. This course provides an in-depth examination of various psychological topics, starting with the history and scientific methods used in psychological research. Students will begin with an overview of the history of

psychology and proceed to key areas such as the connection between biology and behavior, sensation and perception, consciousness, and the mechanisms of learning and memory. As the course continues, students will study developmental psychology, focusing on how people grow and change throughout their lives. They will also explore the study of personality and the factors that contribute to individual differences. In addition, the course will cover important topics such as stress, health, psychological disorders, and the principles of social psychology, helping students understand the diverse factors that influence human behavior and mental health. By the end of the course, students will have gained a strong understanding of psychology, laying the groundwork for further study or practical applications in psychology and related fields.

Course Prerequisites

None

IHS 110 Integrated Health Science – Principles of Stress Management (3 semester credit hours)

This course offers students an in-depth understanding of stress management and prevention. With an experiential approach, the course encourages students to apply the knowledge gained through practical exercises and stress-reducing resources, which include activities and assessments. Instructional methods include study guides, assigned readings, and a final exam.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS120 Integrated Health Science – Social Psychology (3 semester credit hours)

This course offers an engaging exploration of how individuals' thoughts, emotions, and behaviors are influenced by others. Key topics covered include attitudes, prejudice, conformity, group dynamics, interpersonal attraction, and prosocial behaviors.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 130 Principles of Motivation and Emotion (3 semester credit hours)

This course introduces students to the foundations of motivation, emotional processes, and their effects on learning, performance, and overall well-being. Students will explore frameworks for understanding motivation and emotions, including physiological needs, implicit motives, the nature of emotions, and the principles of positive psychology.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 140 Understanding the Impacts of ACES (3 semester credit hours)

This course provides students with an introduction to child maltreatment. The course explores the signs of abuse and neglect, social service interventions, and available resources for affected children. Students will gain knowledge about case management, working with families from various cultural backgrounds, and addressing issues such as sex trafficking.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 150 Family Impacts of Crime, Violence & Trauma (3 semester credit hours)

The course provides an overview of how violence, crime, and trauma have an impact on the family, including the characteristics of offenders, the nature of offenses, the effects on victims, and the criminal justice system's responses. Students will explore topics such as victimization among adolescents and young adults, intimate partner violence, issues specific to the LGBTQIA+ community, and relevant theoretical perspectives.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 160 Positive Psychology (3 semester credit hours)

In this course, students will learn to identify the key elements and predictors of a fulfilling life; explore the various components that contribute to emotions; recognize the personality traits and factors that influence life satisfaction; analyze the characteristics of Csikszentmihalyi's flow theory; explain the factors that contribute to relationship satisfaction and stability; define the concept of positive aging and coping strategies; evaluate the ability to demonstrate excellence in behaviors, talents, or skills; investigate the three primary models for understanding life changes; explore theories related to personal growth, self-development, and the pursuit of meaning; examine the impact of religiousness and spirituality on well-being; and identify the components that make up positive communities.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 170 Approaches to Art Therapy (3 semester credit hours)

The course familiarizes students with various methods of art therapy. It covers diverse theoretical frameworks and how these theories are applied in practical techniques. Students will explore topics such as contemplative approaches, Dialectical Behavioral Therapy (DBT), neuroscience, and mentalization while also appreciating the enduring contributions of art therapy pioneers. The course includes analysis of clinical case studies and examples of patient artwork to illustrate these techniques in action.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 180 Foundations of Music Therapy (3 semester credit hours)

This course offers students a broad understanding of the field, covering fundamental principles as well as innovative clinical practices. The course explores various theoretical foundations, including psychodynamic, humanistic, cognitive-behavioral, and developmental approaches. Additionally, students will examine practical applications of music therapy in diverse settings, addressing conditions such as autism spectrum disorder, school-based interventions, brain injuries, and trauma recovery.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 190 Death & Dying (3 semester credit hours)

The course introduces topics such as death, dying, grief, and beliefs about the afterlife. Students examine various models of death, investigate the causes of suicide and deaths linked to violence and war, and evaluate end-of-life decisions as well as the effects of near-death experiences.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 200 Foundations of Doula Support & Principles of Birth Work (3 semester credit hours)

This course introduces students to the role of doulas within the maternal healthcare system, focusing on the necessity of doula support due to existing health disparities and the support provided during the first and second trimester of pregnancy. Students will explore the historical context of maternal health, the emergence of the doula profession, and the guiding principles of becoming a Doula Healthcare Specialist.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 210 Pregnancy and Childbirth (3 semester credit hours)

Focusing on the physiological and psychological aspects of pregnancy and childbirth, this course covers medical assessments, ethical considerations, and nutritional needs. It also covers pregnancy loss (miscarriage, stillbirth) and abortion. Students will learn to support clients through all three trimesters, labor and delivery, and individuals experiencing loss with trauma-informed, evidence-based approaches. Emphasis will be placed on grief support, patient advocacy, reproductive rights, post-loss care and addressing mental health concerns, substance use disorders.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 220 Advanced Maternity Care (3 semester credit hours)

This course delves into the advanced physiological processes of pregnancy and childbirth, emphasizing the development of tools and techniques for supporting clients during all three trimesters, labor and the postpartum period.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 230 Postpartum Support (3 semester credit hours)

This course emphasizes the doula's role in postpartum care, focusing on engaging with birthing families and collaborating with healthcare teams. It will also address grief care following pregnancy

loss or abortion, addressing emotional, physical, and mental health recovery. Students will explore how to support individuals experiencing post-loss hormonal shifts, emotional trauma, and social stigmas related to pregnancy termination. Other topics include community resources, building and empowering the birth team, cultural humility, and effective communication.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

IHS 240 Introduction to Attachment Parenting & Pregnancy Risk Factors (3 semester credit hours)

This course focuses on postpartum care, emphasizing the role of doulas in supporting post-pregnancy bodies and early parenting experiences. Students will explore attachment theory, the impact of trauma and socioeconomic factors on parenting, and the importance of lactation support and education. The course also provides a comprehensive overview of the U.S. maternal health crisis, including issues related to infant and maternal mortality, morbidity, abortion, miscarriages, grief, poverty, inequality, and racism.

Course Prerequisites

IHS 100 Introduction to Integrated Health Science

NUTR 100 Introduction to Nutrition (3 semester credit hours)

This course provides a fundamental understanding of nutrition, designed for students looking to expand their knowledge on how nutrients influence health. Topics include the various nutrient classes, the physiology of digestion, and the functions of both macronutrients and micronutrients. Additionally, students will examine nutrition during pregnancy, the evolving nutritional requirements from infancy to adulthood, and the basics of fitness and weight management. This course offers a thorough introduction, equipping students for advanced studies in nutrition and health sciences.

Course Prerequisites

None

PHIL 100 Introduction to Philosophy (3 semester credit hours)

This course offers an in-depth introduction to the field of philosophy. It begins by defining philosophy and exploring its key areas of study. The course traces the evolution of Western intellectual thought, starting with ancient Greek philosophers and progressing to contemporary thinkers. Throughout, it covers various thematic issues such as metaphysics, epistemology, free will versus determinism, the problem of evil, the existence of God, personal identity, ethical principles, and political theory. The course concludes with an exploration of diverse philosophical viewpoints, including feminist philosophy and postcolonial theory.

Course Prerequisites

None

POLS 101 American Government (3 semester credit hours)

This course explores the organization of the U.S. government, focusing on its domestic and international responsibilities in the context of its democratic principles and values. It also examines how the American public engages with and impacts both federal and state institutions.

Course Prerequisites

None

REL 100 Introduction to Religious Studies (3 semester credit hours)

This course provides an overview of the world's major religions, focusing on their origins, history, beliefs, and practices. Students will explore the significant influence and impact of religion on human society and its development. Given that religion has been a powerful force in both ancient and modern times, the course will examine the role of religious ideas and expressions, as well as key aspects of religious worldviews such as deity, creation, the problem of evil, and the afterlife.

Course Prerequisites

None

SOC 100 Introduction to Sociology (3 semester credit hours)

This course offers an introduction to the scientific study of human society and social behavior. Students will analyze various social phenomena, such as family, education, religion, race, gender, health, and social stratification, using different sociological theories and the concept of sociological imagination, which links individual experiences to larger social and historical contexts. The course also explores fundamental concepts like culture, socialization, social structure, and social change while examining the influence of social institutions on society. Through these discussions, students will develop a deeper understanding of how sociology relates to everyday life and the complexities of social institutions and inequalities.

Course Prerequisites

None

SPAN 100 Elementary Spanish I (3 semester credit hours)

This course offers an introduction to the language and culture of Spanish-speaking countries. It focuses on enhancing listening, speaking, reading, and writing skills, with special emphasis on oral communication. The course also covers foundational grammar and provides insight into the geography, culture, and people of the Spanish-speaking world.

Course Prerequisites

None

SPAN 110 Elementary to Spanish II (3 semester credit hours)

This course expands on students' understanding of the language and culture of the Spanish-speaking world. It enhances listening, speaking, reading, and writing skills, with a continued emphasis on oral communication. The course also provides a more in-depth exploration of the people, culture, and geography of Spanish-speaking regions.

Course Prerequisites

SPAN 100 Elementary Spanish I

STATS 100 Introduction to Statistics (3 semester credit hours)

This course provides a comprehensive introduction to the fundamental concepts of statistics, ideal for students interested in understanding how data impacts decision-making across various fields. It covers key topics such as probability, data sampling, and methods for presenting data through tables and graphs. Students will learn about statistical estimation techniques, random variables, and core principles of hypothesis testing. The course also introduces analysis of variance (ANOVA) and examines bivariate correlations. With a focus on both theoretical understanding and practical application, this course serves as a solid foundation for further studies in statistics and data analysis.

Course Prerequisites

None

Master of Social Work Course Descriptions

MSW 300 Theory & Practice: Race Matters (A) (3 semester credit hours)

This course explores a variety of trauma-informed prevention and intervention strategies rooted in generalist social work theory and the person-in-environment framework. It introduces an integrated approach to micro, mezzo, and macro-level practice, emphasizing culturally sensitive and strengths-based methods for supporting individuals, families, groups, organizations, and communities. The framework incorporates key practice phases—engagement, assessment, planning/contracting, intervention, evaluation, Termination/referral, and follow-up—while prioritizing safety, collaboration, and empowerment. Students will establish a strong foundation in trauma-informed care, enabling them to develop and enhance their social work practice skills in ways that promote healing, resilience, and equitable outcomes for those they serve.

Course Prerequisites

None

MSW 310 Policy & Advocacy: Intersection of Trauma and Healthcare Disparities (3 semester credit hours)

This course familiarizes students with the core values, assumptions, and philosophical perspectives that have shaped the evolution of the U.S. social welfare system and its services. Through a trauma-informed lens, students will explore the processes of policy formulation and analysis, as well as the critical role of advocacy in developing and delivering services within social work practice. Emphasis is placed on understanding how policies and advocacy efforts can promote equity, safety, and empowerment for individuals, families, and communities at the micro, mezzo, and macro levels.

Course Prerequisites

None

MSW 320 Researched-Informed Practice: Ethics in Behavioral Health Professions (3 semester credit hours)

This course introduces students to social work research, emphasizing the integration of trauma-informed principles and ethical considerations essential to the behavioral health profession. It explores both quantitative and qualitative research methods, highlighting their role in advancing the science of social work and evaluating social work practice. Students will learn how to conduct research that prioritizes cultural humility, client safety, and ethical integrity while also examining the impact of trauma on individuals and communities. The course underscores the importance of using research to inform evidence-based, trauma-responsive interventions and to promote equitable, ethical practices within the behavioral health field.

Course Prerequisites

None

MSW 330 Clinical Skills Lab (A) (3 semester credit hours)

This course introduces students to generalist approach to social work theory and practice, with a particular focus on the impact of Adverse Childhood Experiences (ACEs) experiential skills, learning and practice; including essential skills such as ethical and professional behavior, engagement, assessment, intervention, and evaluation, with a specific emphasis on working with clients impacted by ACEs and trauma.

Course Prerequisites

None

MSW 340 Clinical Skills Lab (B) (3 semester credit hours)

This course introduces students to specialist approach to social work theory and practice, with a particular focus on the impact of Adverse Childhood Experiences (ACEs) experiential skills, learning and practice; including essential skills such as ethical and professional behavior, engagement, assessment, intervention, and evaluation, with a specific emphasis on working with clients impacted by ACEs and trauma.

Course Prerequisites

None

MSW 350 Practicum: Seminar (A) (3 semester credit hours)

This course introduces students to specialist approach to social work theory and practice, with a particular focus on the impact of Adverse Childhood Experiences (ACEs) experiential skills, learning and practice; including essential skills such as ethical and professional behavior, engagement, assessment, intervention, and evaluation, with a specific emphasis on working with clients impacted by ACEs and trauma.

Course Prerequisites

None

MSW 360 Practicum: Field (A) (3 semester credit hours)

This course will be coordinated with the General Practice Field Placement and will utilize a problem-based learning approach, with a particular focus on the impact of Adverse Childhood Experiences (ACEs) experiential skills, learning and practice; including essential skills such as ethical and professional behavior, engagement, assessment, intervention, and evaluation, with a specific emphasis on working with clients impacted by ACEs and trauma.

Course Prerequisites

None

MSW 370 Theory & Practice: Culturally Congruent Care (B) (3 semester credit hours)

This course builds on the integration of social work practice through a unifying framework of micro, mezzo, and macro-level practice, emphasizing trauma-informed and culturally competent approaches for working with individuals, families, groups, organizations, and communities. The framework focuses on blending practice, leadership, and technology skills to develop and deliver

social work services that promote healing, resilience, and equity. Students will learn to address the impact of trauma while honoring cultural diversity, fostering inclusion, and advancing social justice. By prioritizing safety, empowerment, and systemic change, the course equips students to improve well-being and create meaningful, sustainable impacts in diverse settings.

Course Prerequisites

None

MSW 380 Engaging with Complex Family Dynamics (3 semester credit hours)

This course explores the intricacies of family systems and the dynamics that shape individual and collective behavior within diverse family structures. Students will examine the theoretical foundations and evidence-based approaches to understanding complex family dynamics, including issues of power, communication patterns, and intergenerational trauma. Emphasis is placed on identifying and navigating the complexities of family roles, relationships, and conflicts, particularly when working with clients facing high-stress situations such as domestic violence, substance abuse, and mental health challenges. Through a trauma-informed lens, students will develop the skills necessary to engage families in a therapeutic process that fosters healing, resilience, and positive change. The course also highlights culturally competent practices and ethical considerations in family-focused interventions, preparing students to work effectively within diverse and sometimes challenging family systems in social work practice.

Course Prerequisites

None

MSW 390 Substance Abuse and Harm Reduction (3 semester credit hours)

This course students will gain knowledge with substance use and abuse, and ways to mitigate harm. To prepare students to serve folks with substance use disorders, they will learn about the behavioral health and social impacts that can be associated with addiction. To inform the support that training case managers and resource coordinators will provide, students will learn about ethical harm reduction as an approach to care.

Course Prerequisites

None

MSW 400 Practicum Seminar (B) (3 semester credit hours)

This course introduces students to specialist approach to social work theory and practice, with a particular focus on the impact of Adverse Childhood Experiences (ACEs) experiential skills, learning and practice; including essential skills such as ethical and professional behavior, engagement, assessment, intervention, and evaluation, with a specific emphasis on working with clients impacted by ACEs and trauma.

Course Prerequisites

MSW 350 Practicum Seminar (A)

MSW 410 Practicum Field (B) (3 semester credit hours)

This course will be coordinated with the General Practice Field Placement and will utilize a problem-based learning approach, with a particular focus on the impact of Adverse Childhood Experiences (ACEs) experiential skills, learning and practice; including essential skills such as ethical and professional behavior, engagement, assessment, intervention, and evaluation, with a specific emphasis on working with clients impacted by ACEs and trauma.

Course Prerequisites

MSW 360 Practicum Field (A)

MSW 420 Trauma & Managing Anxiety (3 semester credit hours)

Students will expand knowledge-based on trauma, with an added component of understanding anxiety disorders and how to manage its symptoms. Students will learn about the impact of trauma on victims and survivors, and best practices for offering support. This module also equips students with an understanding of anxiety, and tools that can be shared with their client-base as needed, especially with anxiety and anxiety disorders as a common effect of trauma.

Course Prerequisites

None

MSW 430 Addressing Trauma & Implementing Trauma-Informed Care (3 semester credit hours)

This course prepares students to engage with clients in a trauma-informed manner, with a particular focus on addressing intimate partner violence (IPV) within underserved communities. Students will gain foundational knowledge in understanding the effects of trauma and learn how to provide trauma-informed care that can be applied across diverse populations who have experienced various forms of trauma. As trauma-informed care is an essential aspect of comprehensive support, this course will provide students with the tools necessary to work effectively with individuals in marginalized and underserved communities.

Course Prerequisites

None

MSW 440 Loss & Grief (3 semester credit hours)

This course examines the theoretical framework of human loss and grief through the lens of urban health, with an emphasis on how grief is influenced by factors such as type of loss, socioeconomic status, culture, personality, and family dynamics in urban environments. It explores grief across the lifespan, considering how death and loss are experienced at different ages and within diverse socio-cultural contexts, particularly in urban settings. The course also addresses the relationship between trauma and grief, coping strategies, resilience, and the role of social groups and rituals, including religious and spiritual practices, in helping individuals navigate loss within the complexities of urban life.

Course Prerequisites

None

MSW 450 Practicum Seminar (C) (3 semester credit hours)

This course introduces students to specialist approach to social work theory and practice, with a particular focus on the impact of Adverse Childhood Experiences (ACEs) experiential skills, learning and practice; including essential skills such as ethical and professional behavior, engagement, assessment, intervention, and evaluation, with a specific emphasis on working with clients impacted by ACEs and trauma.

Course Prerequisites

MSW 400 Practicum Seminar (B)

MSW 460 Practicum Field (C) (3 semester credit hours)

This course will be coordinated with the General Practice Field Placement and will utilize a problem-based learning approach, with a particular focus on the impact of Adverse Childhood Experiences (ACEs) experiential skills, learning and practice; including essential skills such as ethical and professional behavior, engagement, assessment, intervention, and evaluation, with a specific emphasis on working with clients impacted by ACEs and trauma.

Course Prerequisites

MSW 410 Practicum Field (B)

MSW 470 Suicide Preventions & Community Supports (3 semester credit hours)

This course focuses on identifying clinical tools and community resources that may serve to prevent suicide among individuals dealing with trauma or with serious mental illnesses. It aims to enhance understanding of the factors influencing suicide risk and protection, while also developing, modifying, and testing psychosocial interventions specifically designed for suicide prevention. Additionally, the course emphasizes strengthening and evaluating the implementation of these prevention efforts to improve their accessibility, effectiveness, and scalability in real-world practice.

Course Prerequisites

None

MSW 480 Assessments, Treatment, Planning & Reporting (3 semester credit hours)

This course will prepare students to develop skills and tools that to support case management and resource coordination. This course will also address the needs of clients experiencing suicidality, emphasizing the importance of community support systems. Students will explore how these resources can be strategically utilized, especially when clients are transitioning out of services or experiencing crises. The course will equip students with the skills to support clients during this transition and help them secure appropriate resources.

Course Prerequisites

None

MSW 490 Child, Youth, Family & Community: Culturally-Congruent Interventions in Social Work (3 semester credit hours)

This course will prepare students to assess, identify, implement and measure ethical and congruent practices that may best serve underserved communities. Students engaged in this program are situated to help their clients meet a variety of different needs which oftentimes can require collaboration and interaction with their clients. To serve in a safe and ethical way, students must learn about healthy boundaries, why they are necessary for the well-being of themselves and their clients, and how they can go about implementing boundaries.

Course Prerequisites

None

Doctor of Health Science Course Descriptions

DHSC 500 – Social Justice in Healthcare (3 semester credit hours)

This course critically examines the disparities in healthcare service delivery among diverse populations, emphasizing proactive identification and resolution of these inequities. Students will examine comprehensive data collection and performance measurement tailored to health and education organizations that serve urban communities. The focus is to teach administrators tools to uncover multifaceted issues affecting the quality of care for ethnic and racial minority groups. By analyzing factors contributing to poorer health outcomes, increased healthcare costs, and instances of low-value care, students will develop targeted strategies to address and mitigate these challenges, ultimately enhancing health equity within their communities.

Course Prerequisites

None

DHSC 510 – Social Determinants of Health and Disparities Among Urban Communities (3 semester credit hours)

This course delves into the profound impact of Adverse Childhood Experiences (ACEs) on individual behavior and health outcomes. Students will explore the foundational ACEs Study, examining the intricate connections between early traumatic events and subsequent biological responses. The course emphasizes understanding behavior through ACEs and why fostering a trauma-informed perspective is essential for administrators across various fields. Students will learn how to integrate research findings with practical insights; including gain a comprehensive understanding of how early adversities shape behavior among underserved populations and learn strategies to address these effects within healthcare systems.

Course Prerequisites

None

DHSC 520 – Research Methods (3 semester credit hours)

Community-based health interventions are essential for advancing population health. This course provides an in-depth examination of the principles, methodologies, and applications of such interventions, with a particular emphasis on theoretical frameworks, including the social-ecological model and the critical role of community participation. Through analyzing case studies and exploring evidence-based strategies, students will gain a comprehensive understanding of practical applications, challenges, and determinants of success.

Course Prerequisites

None

DHSC 530 – Community-Based Healthcare Interventions (3 semester credit hours)

This course delves into the principles and practices of Community-Based Participatory Research (CBPR), emphasizing collaborative approaches that involve community members, organizational representatives, and academic researchers throughout the research process. Students will develop pertinent research questions and apply appropriate methodologies to explore complex

issues inherent within urban community health systems. Students explore how such an inclusive process fosters trust, mutual respect, and empowerment, which leads to more valid and actionable research. The curriculum also addresses the evaluation and sustainability of community-based health interventions. Assignments are designed to equip students with the skills to identify effective strategies and develop a theory of change tailored to specific urban health issues.

Course Prerequisites

None

DHSC 540 – Policy & Management (3 semester credit hours)

This course delves into advanced topics in community health policy and management, with a particular focus on urban healthcare systems. Within the context of urban healthcare challenges, students will evaluate different research design approaches and apply key statistical methods. Students will examine management practices and policies that encompass theoretical understanding, practical skills, ethical considerations, and the ability to apply culturally competent knowledge to real-world healthcare challenges. All of these may be essential to administrators navigating the complexities of healthcare policy and management, contributing to the development and implementation of effective strategies that improve health outcomes.

Course Prerequisites

None

DHSC 550 – Managing Implicit Bias in Healthcare (3 semester credit hours)

This course is designed to strengthen administrators' knowledge and skills to manage implicit biases among healthcare professionals while fostering diversity, equity, inclusion, and belonging. The goal of this course is to explore the nature of implicit biases, to examine their impact on healthcare delivery, and to explore interventions to mitigate their negative effects. Through a combination of theoretical exploration and practical application, students will learn to identify their own biases and implement strategies to promote equitable patient care.

Course Prerequisites

None

DHSC 560 – Managing Culture and Complexities in Healthcare (3 semester credit hours)

This course explores the intersection of culture and complexity within healthcare environments. It delves into how cultural factors influence patient care, healthcare delivery, and organizational dynamics. Participants will examine theoretical frameworks and practical strategies to navigate and manage cultural diversity and complexity in healthcare settings.

Course Prerequisites

None

DHSC 570 – Developing Culturally Congruent Strategies in Healthcare (3 semester credit hours)

This course enhances students' understanding and application of culturally congruent practices in healthcare. Students will critically analyze specific cultural groups' health beliefs, values, and practices to develop tailored care strategies. Emphasis is placed on creating culturally sensitive care plans that improve patient outcomes and promote health equity. Through case studies, research, and practical assignments, students will gain the skills needed to deliver culturally competent care to diverse patient populations.

Course Prerequisites

None

DHSC 580 – Delivery of Trauma-Informed Care (3 semester credit hours)

This course examines the intersection of trauma-informed practice and urban healthcare, emphasizing the unique challenges faced by underserved communities. Students will explore the relationship between social determinants of health—such as homelessness, crime, abuse, unemployment, incarceration, and poverty—and adverse childhood experiences (ACEs). The curriculum focuses on strategies and interventions to facilitate transformative, trauma-informed care within urban settings, aiming to equip managers and practitioners with the skills necessary to effectively serve populations disproportionately affected by these adversities.

Course Prerequisites

None

DHSC 590 – Fundamentals of Resource Development in Urban Health (3 semester credit hours)

Students will examine key essentials for guiding students in mastering the fundamentals of resource development in urban health. These objectives should encompass understanding the unique health challenges in urban settings, identifying and leveraging resources, engaging with communities, and applying strategic planning to improve health outcomes. Topics include using a practical approach to grant writing and emphasizing developing skills that identify potential funding sources. Collectively students will learn how to develop effective grant-writing strategies as they relate to the process of writing grant proposals for community healthcare and program development; including the process of selecting Request For Proposals (RFP), including formulating program objectives, compiling background information, designing methodologies, and understanding peer review; ultimately equipping administrators to effectively develop and manage resources to improve health outcomes in urban communities.

Course Prerequisites

None

DHSC 600 – Capstone (6 semester credit hours)

The capstone course is designed to provide you with the opportunity to consolidate what has been learned in trauma-informed practices and effectively apply these concepts to real-world settings. You will collaborate with your field placement to identify a project where you will evaluate a

specific aspect of the organization's or agency's work, focusing on trauma-informed approaches. Throughout the course, you will assess your ability to integrate trauma-informed knowledge, values, and practices in your professional role. The capstone is the final course in the program, allowing you to demonstrate advanced competencies in trauma-informed care, with the potential to engage in research-informed practice that could lead to publications.

Course Prerequisites

All Core Courses