STRIVE
University of Community Health

Academic Catalog: 2026-2027

STRIVE University of Community Health
3293 Harrison Boulevard, 200, Ogden, UT 84403
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Institutional Information

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About

STRIVE University of Community Health was established in 2025 to provide 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% of 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

STRIVE University of Community Health creates accessible, quality pathways to health education and sustainable careers grounded in learners' lived experiences and resilience to serve, lead, and empower their communities

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 School and State Authorization Act (Utah Code, Title 13, Chapter 34) to operate as a degree granting postsecondary institution in the State of Utah.
Registration under the Utah Postsecondary School and State Authorization 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 Chancellor and 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.

Interim Dean of Academic Advising Mia Padilla

She has years of experience working in the fields education, social services and healthcare; including providing student-centered advising experience with technical knowledge of academic records, systems, and policies—bridging support and structure to guide students from enrollment through completion.

Dean of Curriculum & Instruction Anais Castillo-Smith

She is a strategic academic leader who designs and oversees high-quality, innovative, and workforce-aligned programs. Her experience includes integrating evidence-based, culturally responsive practices while maintaining strong accreditation and academic standards.

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 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, administration, policy and program development.

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.

Adriana Hines, DHSc, Richard A. Pittman VA Clinic
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.

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
Education and Health Administration	Dr. Jay'Riah Beckett, DHA, M.Ed
Psychology and Sociology	Dr. Teah Hairston-Johnson, Phd, M.S.
Social Work	Heather Moore, MSW
Social Work	Amiyah McDaniel, MSW
Social Work	Cory Barge, MSW
Social Work	Drew Buggs, MSW
Social Work	Montay McDaniel, MSW
Education	Anais Castillo-Smith, M.Ed

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.

General Application Materials

- Completed Application Form
- Application Fee ($100)
- Official transcripts
- 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, Duolingo)

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.
    - Score may be used as one factor among any in a 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 doctoral degree program requires that applicants meet these requirements:

- Applicants must have earned a bachelor's degree from an institution accredited by an agency recognized by the US Department of Education or CHEA or its international equivalent.
- Academic Record: 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 US Department of Education or CHEA or its international equivalent.
- Academic Record: minimum GPA requirement (e.g., 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'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.
- 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.

Admissions 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 15
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
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 completion time and reduces costs for students.

Academic credit transfer involves a thorough evaluation by the Academic Committee. Students who are requesting to transfer credits must submit official transcripts. 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	Term Start Date	Term End Date
2026	Summer I (4 Weeks)	May 5, 2025	June 1, 2025
	Summer II (4 Weeks	June 2, 2025	June 29, 2025
	Summer III (4 Weeks)	June 30, 2025	July 27, 2025
Year	16-Week Terms	Term Start Date	Term End Date
2027	Fall Term	August 17, 2025	December 7, 2025
	Fall Term I (8 Weeks)	August 17, 2025	October 12, 2025
	Fall Term II (8 Weeks)	October 13, 2025	December 7, 2025
2027	Spring Term	January 5, 2026	April 26, 2026
	Spring Term I (8 Weeks)	January 5, 2026	March 1, 2026
	Spring Term II (8 Weeks)	March 2, 2026	April 26, 2026
	Summer Term	May 4, 2026	August 23, 2026
	Summer Term I (8 Weeks)	May 4, 2026	June 28, 2026
	Summer Term II (8 Weeks)	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 semester is 16 weeks, some coursework is offered in an accelerated 8 or 4-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 Populi 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

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:

- Analyze health data to inform patient care decisions and improve healthcare delivery.
- Integrate interdisciplinary knowledge to develop comprehensive care plans.
- Communicate effectively with patients, families, and healthcare teams to enhance patient outcomes.
- Apply evidence-based practices to promote health and prevent disease.
- Evaluate healthcare policies and systems for their impact on patient care and community health.

B.S. Coursework		Credits
General Education (30 credit hours)		
GE Area 1: Written, Critical Thinking and Oral Communication (9 credit hours required)		
COMM 100	Introduction to Communications	3
ENG 100	English Composition I – Critical Writing	3
ENG 110	English Composition II - Critical Reasoning	3
GE Area 2: Natural and Physical Sciences (6 - 7 credit hours required one must be lab)		
BIO 100	Introduction to Biology	3
BIO 101L	Introduction to Biology Lab	1
ENV SCI	Environmental Science	3
IHS 210	Pregnancy and Childbirth	3
NUTR 100	Introduction to Nutrition	3
GE Area 3: Quantitative Reasoning (3 credit hours required)		
STATS 100	Introduction to Statistics	3
GE Area 4: Arts & Humanities (3 credit hours required)		
ART 100	Art Appreciation	3
PHIL 100	Introduction to Philosophy	3
SPAN 100	Elementary Spanish I	3
SPAN 110	Elementary Spanish II	3
GE Area 5: Social and Behavioral Sciences (6 credit hours required)		

CJ 100	Introduction to Criminal Justice	3
HIST 101	US History I	3
HIST 120	US History II	3
POLS 101	American Government	3
GE Area 6: Self Development - Information Literacy (3 credit hours required)		
IHS 100	Leadership Developement	3
Social Determinants of Health & Applied Foundations Lab (15 credit hours)		
IHS 250	Applied Foundations Lab: Case Management	1-4
IHS 260	Applied Foundations Lab: Cultural Awareness	1-4
IHS 270	Applied Foundations Lab: Ethics	1-4
IHS 280	Applied Foundations Lab: Community Health Worker	1-4
IHS 290	Applied Foundations Lab: Community Education Advocate	1-4
Core Coursework (30 credit hours)		
IHS 300	Introduction to Integrated Health Science	3
IHS 310	Integrated Health Science - Principles of Stress Management	3
IHS 320	Integrated Health Science - Social Psychology	3
IHS 330	Principles of Motivation and Emotion	3
IHS 340	Understanding the Impacts Of ACES	3
IHS 350	Family Impacts of Crime, Violence, & Trauma	3
IHS 360	Positive Psychology	3
IHS 370	Approaches to Art Therapy	3
IHS 380	Foundations of Music Therapy	3
IHS 390	Death & Dying	3
Electives (45 credit hours)*		
	Total	120

*Elective credit may also be satisfied through transfer credit and/or credit for prior learning (see policy above). Up to 60 credit hours of credit for prior learning will be considered for transfer.

If a student has insufficient credit hours of transfer credit or credit for prior learning, they must complete a combination of the following to earn at least 45 credit hours of elective credit:

1. Additional general education coursework (beyond courses taken to satisfy General Education Area credit hour requirements), and
2. Integrated Health Science Practicum courses (individual, two semester credit hour practicum courses, assigned course codes IHS 401-408).

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 include 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:

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

MSW Coursework		Credits
MSW 495	Applied Foundations Lab	1-3
MSW 500	Theory & Practice: Race Matters (A)	3
MSW 505	Policy & Advocacy: Intersection of Trauma and Health Care Disparities	3
MSW 510	Research-Informed Practice: Ethics in Behavioral Health Professions	3
MSW 515	Clinical Skills Lab (A)	3
MSW 520	Clinical Skills Lab (B)	3
MSW 525	Practicum Seminar (A)	3
MSW 530	Practicum Field (A)	3
MSW 535	Theory & Practice: Culturally Congruent Care (B)	3
MSW 540	Engaging with Complex Family Dynamics	3
MSW 545	Substance Abuse and Harm Reduction	3
MSW 550	Practicum Seminar (B)	3
MSW 555	Practicum Field (B)	3
MSW 560	Treating Trauma & Managing Anxiety	3
MSW 565	Addressing Trauma & Implementing Trauma-Informed Care	3
MSW 570	Loss & Grief	3
MSW 575	Practicum Seminar (C)	3
MSW 580	Practicum Field (C)	3
MSW 585	Suicide Prevention and Community Support	3
MSW 590	Assessment, Treatment, Planning, & Reporting	3
MSW 595	Child, Youth, Family, & Community: Culturally-Congruent Interventions in Social Work	3
	Total	60

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

Program Description

The Bachelor of Science/Master of Social Work (MSW) dual-degree program offers an accelerated program of study for students who want to complete their BS while earning credits toward their MSW degree. Undergraduate students in STRIVE University's dual-degree BS/MSW program can accelerate their graduate studies by taking MSW courses during their senior year.

Here's how the pathway works:

- Students must complete all required undergraduate core courses by the end of junior year.

- In their senior year, students may enroll in elective credits from the graduate-level MSW courses. These courses count toward both the undergraduate elective requirements and the first year of the MSW program.

This pathway enables students to complete both degrees more efficiently than if pursued separately. Students should consult with the university's advising office to confirm eligibility and ensure the program aligns with their academic and professional goals.

B.S. and MSW Dual Degree Pathway		Credits
General Education (30 credit hours)		
GE Area 1: Written, Critical Thinking and Oral Communication (9 credit hours required)		
COMM 100	Introduction to Communications	3
ENG 100	English Composition I – Critical Writing	3
ENG 110	English Composition II - Critical Reasoning	3
GE Area 2: Natural and Physical Sciences (6 - 7 credit hours required one must be lab)		
BIO 100	Introduction to Biology	3
BIO 101L	Introduction to Biology Lab	1
ENV SCI	Environmental Science	3
IHS 210	Pregnancy and Childbirth	3
NUTR 100	Introduction to Nutrition	3
GE Area 3: Quantitative Reasoning (3 credit hours required)		
STATS 100	Introduction to Statistics	3
GE Area 4: Arts & Humanities (3 credit hours required)		
ART 100	Art Appreciation	3
PHIL 100	Introduction to Philosophy	3
SPAN 100	Elementary Spanish I	3
SPAN 110	Elementary Spanish II	3
GE Area 5: Social and Behavioral Sciences (6 credit hours required)		
CJ 100	Introduction to Criminal Justice	3
HIST 101	US History I	3
HIST 120	US History II	3
POLS 101	American Government	3
Core Coursework (30 credit hours)		
IHS 300	Introduction to Integrated Health Science	3
IHS 310	Integrated Health Science – Principles of Stress Management	3
IHS 320	Integrated Health Science – Social Psychology	3
IHS 330	Principles of Motivation and Emotion	3
IHS 340	Understanding the Impacts Of ACES	3
IHS 350	Family Impacts of Crime, Violence, & Trauma	3
IHS 360	Positive Psychology	3
IHS 370	Approaches to Art Therapy	3
IHS 380	Foundations of Music Therapy	3
IHS 390	Death & Dying	3
Undergraduate Electives (28 credit hours)		

*Elective credit may also be satisfied through transfer credit and/or credit for prior learning (see policy above). Up to 60 credit hours of credit for prior learning will be considered for transfer. If a student has insufficient credit hours of transfer credit or credit for prior learning, they must complete a combination of the following to earn at least 45 credit hours of elective credit: 1. Additional general education coursework (beyond courses taken to satisfy General Education Area credit hour requirements), and/or 2. Integrated Health Science Practicum courses (individual, two semester credit hour practicum courses, assigned course codes IHS 401-408).		
Graduate coursework applied to B.S. degree completion (18 credit hours)		
MSW 495	Applied Foundations Lab	1-3
MSW 500	Theory & Practice: Race Matters (A)	3
MSW 505	Policy & Advocacy: Intersection of Trauma and Health Care Disparities	3
MSW 510	Research-Informed Practice: Ethics in Behavioral Health Professions	3
MSW 515	Clinical Skills Lab (A)	3
MSW 520	Clinical Skills Lab (B)	3
MSW 525	Practicum Seminar (A)	3
	Total	121

MSW Coursework		Credits
MSW 530	Practicum Field (A)	1 - 3
MSW 535	Theory & Practice: Culturally Congruent Care (B)	3
MSW 540	Engaging with Complex Family Dynamics	3
MSW 545	Substance Abuse and Harm Reduction	3
MSW 550	Practicum Seminar (B)	3
MSW 555	Practicum Field (B)	3
MSW 560	Treating Trauma & Managing Anxiety	3
MSW 565	Addressing Trauma & Implementing Trauma-Informed Care	3
MSW 570	Loss & Grief	3
MSW 575	Practicum Seminar (C)	3
MSW 580	Practicum Field (C)	1-3
MSW 585	Suicide Prevention and Community Support	3
MSW 590	Assessment, Treatment, Planning, & Reporting	3
MSW 595	Child, Youth, Family, & Community: Culturally-Congruent Interventions in Social Work	3
	Total	42*

*Plus 18 credit hours completed during the Bachelor of Science program, equaling a 60 credit hour master's program.

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:

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

Doctor of Health Science		Credits
DHSC 595	Applied Foundations Lab	1-3
DHSC 600	Social Justice in Healthcare	3
DHSC 610	Social Determinants of Health and Disparities Among Urban Communities	3
DHSC 620	Research Methods	3
DHSC 630	Community-Based Healthcare Interventions	3
DHSC 640	Policy & Management	3
DHSC 650	Managing Implicit Bias in Healthcare	3
DHSC 660	Managing Culture and Complexities in Healthcare	3
DHSC 670	Developing Culturally Congruent Strategies in Healthcare	3
DHSC 680	Delivery of Trauma-Informed Care	3
DHSC 690	Fundamentals of Resource Development in Urban Health	3
DHSC 700	Capstone	3
	Total	36

Tuition and 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.

Application Fee: $100 (one-time)

Bachelor of Science in Integrated Healthcare

Tuition	Amount
Application Fee	$ 100
Program Tuition ($225 per credit hour)	$ 27,000
Textbook Fees (charged per course)*	$ 250
Materials Fees (charged per course)*	$ 250
Total Program Cost	$

Master of Social Work

Tuition	Amount
Application Fee	$ 100
Program Tuition ($600 per credit hour)	$ 36,000
Textbook Fees (charged per course)*	$ 250
Materials Fees (charged per course)*	$ 250
Total Program Tuition	$

BS/MSW Dual Degree Pathway

Tuition	Amount
Application Fee	$ 100
Program Tuition ($367 per credit hour)	$ 59,821
Textbook Fees (charged per course)*	$ 250
Materials Fees (charged per course)*	$ 250
Total Program Tuition	$

Doctor of Health Science

Tuition	Amount
Application Fee	$ 100
Program Tuition ($1,250 per credit hour)	$ 45,000
Textbook Fees (charged per course)*	$ 250
Materials Fees (charged per course)*	$ 250
Total Program Tuition	$

Tuition costs include:

- Access to the LMS and its advanced tools.
- 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).

* The Textbook and Materials Fee are charged on a per-course basis and cover the cost of all materials required for participating in coursework. For Fall, Spring and Summer terms: The Textbook Fee is $250 and Materials Fee is $250. The total indicated above is based on assumed enrollment in all three terms per year, for the number of years indicated above. Textbook and Materials Fees for a given term are nonrefundable once the term starts.

Books, Supplies, and Equipment: If additional materials or specialized software are required beyond those covered by the per-term Materials fee, 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 Options

Students can pay for planned courses prior to the start of their academic year, academic term, or monthly as applicable to their courseload (1-2 courses). Regardless of the selected plan, students do not incur any additional fees or interest charges.

Outstanding Payments: Students are responsible for paying any outstanding payments throughout their enrollment and upon withdrawal.

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 University's commitment to financial transparency and respect for its students, ensuring professional payment and withdrawal processes compliant with applicable state and federal regulations.

Cancellations, Withdrawal, and Refunds

Enrollment Agreement

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

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. Notification of cancellation must 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. Emails can be sent to information@striveuniversity.org.

Withdrawal Policy

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 must be made by email, letter, or the student portal. Students should provide the following information when submitting a written withdrawal notice. Emails can be sent to information@striveuniversity.org.

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

Refund Policy

Students receive a refund, based on the date of withdrawal, as defined below. STRIVE University of Community Health processes all refunds within 30 business days of receiving students' cancellation/withdrawal requests. Students are refunded 100% Tuition for any terms paid but not yet started. Students, if students are no longer eligible for a refund based on the date of withdrawal, they also receive all Textbooks and Materials applicable to the current term which were not already delivered. For textbooks and materials costs paid for future terms, a refund for their exact value will be provided.

Length of Term	Percentage of Tuition Returned to the Student Minus the Application Fee	
8 Weeks	1st Week	100%
	2nd Week	80%
	3rd Week	60%
	4th Week	40%
	5th Week	20%
	6th – 8th Week	0%

Length of Term	Percentage of Tuition Returned to the Student Minus the Application Fee	
16 Weeks	1st Week	100%
	2nd Week	80%
	3rd Week	70%
	4th Week	60%
	5th Week	50%
	6th Week	40%
	7th Week	30%
	8th Week	20%
	9th Week	10%
	10th – 16th Week	0%

Sample Refund Calculation: A Bachelor of Science in Integrated Healthcare student, who enrolled in two courses and paid for the term in advance, withdraws during week 5 of a 16-week term. The student paid $1,350 ($225 per credit hour x 2 courses) and received a 50% tuition refund of $675 and retained all textbooks and physical materials already received.

Student Tuition Recovery Fund (California Residents)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

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 uses traditional letter grading for most courses and Pass/No Pass grading for designated competency-based courses and educational experiences. Each course syllabus identifies the grading method, assessments, and requirements used to determine successful course completion. Letter grades are calculated using the University's four-point grading scale. Pass (P), No Pass (NP), Incomplete (I), and Withdrawal (W) grades are not included in the student's grade point average.

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
P	Pass	Not Calculated
NP	No Pass	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 or 16-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.

Pass/No Pass Competency-Based Grading

STRIVE University of Community Health uses Pass/No Pass (P/NP) grading for courses and educational experiences designated as competency-based. Students are evaluated based on their demonstrated mastery of the competencies and learning outcomes established for the course.

A grade of Pass (P) is awarded when the student satisfactorily demonstrates all required competencies. A P results in the awarding of academic credit and satisfies applicable program requirements. A grade of No Pass (NP) is awarded when the student has not satisfactorily demonstrated one or more required competencies. An NP does not result in the awarding of academic credit and does not satisfy applicable program requirements.

Competency may be demonstrated through examinations, projects, portfolios, simulations, skills demonstrations, practical assessments, workplace performance, presentations, written assignments, faculty or supervisor evaluations, or other assessment methods identified in the course syllabus. Attendance, participation, instructional hours, or submission of assignments alone does not guarantee the awarding of credit.

P and NP grades are recorded on the student's academic transcript but carry no grade points and are not calculated in the student's GPA. A P is not converted into a traditional letter grade, and an NP is not calculated as an F. For Satisfactory Academic Progress purposes, credits associated with P and NP grades are considered attempted credits. Credits receiving a P are considered successfully completed, while credits receiving an NP are not considered completed or earned.

Pass/No Pass grading applies only to courses and educational experiences officially designated by STRIVE University of Community Health as eligible for competency-based grading. All other courses

remain subject to the University's standard grading policy.

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 courses taken as part of the declared program at STRIVE University of Community Health. Undergraduate students must achieve and maintain at least a 2.0 cumulative GPA to graduate. Graduate (master's and doctoral) students must achieve and maintain at least a 3.0 cumulative 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. Attempted courses include all courses (first-time and 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. Undergraduate and graduate (master's and doctoral) students must achieve and maintain a course completion rate of at least 67% to graduate. If, at any point, it becomes evident that a student cannot mathematically meet applicable satisfactory academic progress benchmark by the end of the program, the student will be withdrawn from STRIVE University of Community Health. Students may appeal their academic standing.

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 SAP 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 Suspension

Students placed on SAP Suspension for failing SAP requirements at the conclusion of their term 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 Suspension 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 up to two additional terms 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 terms to meet the Minimum GPA or the Course Completion Rate requirements.

After the two terms have 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 Suspension and dismissed from Strive Community Health Institute. Students placed back on SAP Suspension 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 unwelcome 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 the 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.

Course Descriptions

Bachelor of Science in Integrated Health Course Descriptions

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.

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

ENV SCI 100 - Environmental Science (3 semester credit hours)
Environmental Science provides an introduction to Earth's natural systems and the complex relationships between human societies and the environment. Using the open textbook *Introduction to Environmental Sciences and Sustainability*, students examine ecosystems, biodiversity, climate change, ozone depletion, energy resources, pollution, land use, and sustainability strategies. Through interactive activities, applied case studies, data analysis exercises, reflection journals, and sustainability projects, students evaluate environmental challenges and develop evidence-based solutions. Emphasis is placed on scientific reasoning, environmental ethics, and real-world decision-making that integrates ecological, social, and economic considerations.
Course Prerequisites: None

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 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 200 Foundations of Doula Support & Principles of Birth Work

IHS 250 - Applied Foundations Lab: Case Management **(1 - 4 semester credit hours)**
Applied Foundations Lab is an exploratory, practice-oriented course that introduces undergraduate students to real-world health, educational and community-based settings through structured observation and guided engagement. Students examine the intersections of social determinants of health, healthcare leadership, and community engagement while developing awareness of systemic influences on health outcomes. Through reflective inquiry and diverse practice exposure, students identify areas of interest and explore careers or interests. Students are required to complete 18 hours of lecture (delivered in online or face-to-face formats) and between 54 - 216 hours of instructor-approved paid or volunteer field experience for 1 - 4 units of credit. This course may be taken as a program elective up to 4 times for a maximum of 16 units, provided each enrollment includes a new subject and expanded learning objectives aligned with the student's course of study.
Course Prerequisites: None

IHS 260 - Applied Foundations Lab: Cultural Awareness **(1 - 4 semester credit hours)**
Applied Foundations Lab is an exploratory, practice-oriented course that introduces undergraduate students to real-world health, educational and community-based settings through structured observation and guided engagement. Students examine the intersections of social determinants of health, healthcare leadership, and community engagement while developing awareness of systemic influences on health outcomes. Through reflective inquiry and diverse practice exposure, students identify areas of interest and explore careers or interests. Students are required to complete 18 hours of lecture (delivered in online or face-to-face formats) and between 54 - 216 hours of instructor-approved paid or volunteer field experience for 1 - 4 units of credit. This course may be taken as a program elective up to 4 times for a maximum of 16 units, provided each enrollment includes a new subject and expanded learning objectives aligned with the student's course of study.
Course Prerequisites: None

IHS 270 - Applied Foundations Lab: Ethics **(1 - 4 semester credit hours)**
Applied Foundations Lab is an exploratory, practice-oriented course that introduces undergraduate students to real-world health, educational and community-based settings through structured

observation and guided engagement. Students examine the intersections of social determinants of health, healthcare leadership, and community engagement while developing awareness of systemic influences on health outcomes. Through reflective inquiry and diverse practice exposure, students identify areas of interest and explore careers or interests. Students are required to complete 18 hours of lecture (delivered in online or face-to-face formats) and between 54 - 216 hours of instructor-approved paid or volunteer field experience for 1 - 4 units of credit. This course may be taken as a program elective up to 4 times for a maximum of 16 units, provided each enrollment includes a new subject and expanded learning objectives aligned with the student's course of study. Course Prerequisites: None

IHS 280 - Applied Foundations Lab: Community Health Worker **(1 - 4 semester credit hours)**
Applied Foundations Lab is an exploratory, practice-oriented course that introduces undergraduate students to real-world health, educational and community-based settings through structured observation and guided engagement. Students examine the intersections of social determinants of health, healthcare leadership, and community engagement while developing awareness of systemic influences on health outcomes. Through reflective inquiry and diverse practice exposure, students identify areas of interest and explore careers or interests. Students are required to complete 18 hours of lecture (delivered in online or face-to-face formats) and between 54 - 216 hours of instructor-approved paid or volunteer field experience for 1 - 4 units of credit. This course may be taken as a program elective up to 4 times for a maximum of 16 units, provided each enrollment includes a new subject and expanded learning objectives aligned with the student's course of study. Course Prerequisites: None

IHS 290 - Applied Foundations Lab: Community Education Advocate **(1 - 4 semester credit hours)**
Applied Foundations Lab is an exploratory, practice-oriented course that introduces undergraduate students to real-world health, educational and community-based settings through structured observation and guided engagement. Students examine the intersections of social determinants of health, healthcare leadership, and community engagement while developing awareness of systemic influences on health outcomes. Through reflective inquiry and diverse practice exposure, students identify areas of interest and explore careers or interests. Students are required to complete 18 hours of lecture (delivered in online or face-to-face formats) and between 54 - 216 hours of instructor-approved paid or volunteer field experience for 1 - 4 units of credit. This course may be taken as a program elective up to 4 times for a maximum of 16 units, provided each enrollment includes a new subject and expanded learning objectives aligned with the student's course of study. Course Prerequisites: None

IHS 300 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 310 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 300 Introduction to Integrated Health Science

IHS 320 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 300 Introduction to Integrated Health Science

IHS 330 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 300 Introduction to Integrated Health Science

IHS 340 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 300 Introduction to Integrated Health Science

IHS 350 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 300 Introduction to Integrated Health Science

IHS 360 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 300 Introduction to Integrated Health Science

IHS 370 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 300 Introduction to Integrated Health Science

IHS 380 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 300 Introduction to Integrated Health Science

IHS 390 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 300 Introduction to Integrated Health Science

IHS 401-408 Integrated Health Science Practicum (2 semester credit hours)
This course series comprises discrete practicums including introductory lecture materials, followed by supervision of practical activities as assigned and defined by the course instructor.

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*

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 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: None

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 495: Applied Foundations Lab (1 - 3 semester credit hours)
Applied Foundations Lab is an exploratory, practice-oriented course that introduces graduate students to real-world health, educational and community-based settings through structured observation and guided engagement. Students examine the intersections of social determinants of health, healthcare leadership, and community engagement while developing awareness of systemic influences on health outcomes. Through reflective inquiry and diverse practice exposure, students identify areas of interest, refine their professional perspective, and explore potential research and capstone topics. Students are required to complete 18 hours of lecture (delivered in online or face-to-face formats) and 54 hours of instructor-approved paid or volunteer field experience for 1.5 units of credit. This course may be taken as a program elective up to two times for a maximum of 3 units, provided each enrollment includes new or expanded learning objectives aligned with the student’s graduate

course of study.
Course Prerequisites: None

MSW 500 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 505 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 510 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 515 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 520 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 525 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 530 Practicum Field (A) (1 - 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 535 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 540 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 545 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 550 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 555 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 560 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 565 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 570 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 575 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 580 Practicum Field (C) (1 - 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 585 Suicide Prevention & Community Support (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 590 Assessment, 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 595 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 595 - Applied Foundations Lab (1 - 3 semester credit hours) Applied

Foundations Lab is an exploratory, practice-oriented course that introduces graduate students to real-world health, educational and community-based settings through structured observation and guided engagement. Students examine the intersections of social determinants of health, healthcare leadership, and community engagement while developing awareness of systemic influences on health outcomes. Through reflective inquiry and diverse practice exposure, students identify areas of interest, refine their professional perspective, and explore potential research and capstone topics for their graduate program. Students are required to complete 18 hours of lecture (delivered in online or face-to-face formats) and 54 hours of instructor-approved paid or volunteer field experience for 1.5 units of credit. This course may be taken as a program elective up to two times for a maximum of 3 units, provided each enrollment includes new or expanded learning objectives aligned with the student's graduate course of study.

Course Prerequisites: None

DHSC 600 – 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 610 – 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 620 – 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 630 – 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 640 – 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 650 – 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 660 – 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 670 – 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 680 – 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 690 – 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 700 – Capstone (3 semester credit hours)
The Capstone course serves as the culminating academic and practice experience of the program. Students identify and evaluate a real-world organizational or community challenge through a trauma-informed lens. Drawing on knowledge, values, and skills developed throughout the program, students synthesize practicum experiences and apply trauma-informed principles to design and implement a research-informed project. The project demonstrates advanced competency in trauma-informed care and may be suitable for professional dissemination, program implementation, or publication.
Course Prerequisites: None