



TOURO

UNIVERSITY

NEVADA

School of Nursing

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School of Nursing
Student Handbook
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Introduction

This handbook is a reference intended to provide accurate information to students and others regarding the Touro University Nevada School of Nursing. It contains information about the organization of the University, academic matters, policies and regulations, student services and student activities.

The provisions of the handbook are subject to changes as a result of official actions of the administration. Such changes may be without notice and will apply to all enrolled students. The student should not consider this handbook to represent a contract between Touro University Nevada and the student. The university disclaims any misrepresentations or omissions that may have occurred as a result of error in preparation or typing.

Each student must recognize that he/she is responsible for knowledge of current academic regulations, general and specific requirements, student operational policies contained in this handbook, School Policies and Procedures, university catalogs, and other official announcements and published documents of the Programs and University.

The School of Nursing at Touro University Nevada

A History of the School of Nursing: Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Lander was inspired by the democratic ethos enunciated by George Washington when in 1790 he visited the Touro Synagogue at Newport, Rhode Island. The Touro brothers provided major endowments for universities, the first free library in this continent, community infirmaries in the new United States of America, and pioneering settlements in Israel.

Touro was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts students. Since those early days, the institution has experienced substantial growth.

Touro College/University embraces the following schools: The Lander College of Liberal Arts and Sciences (Men's and Women's Divisions); The Jacob D. Fuchsberg Law Center; The Graduate School of Jewish Studies; The School of Health Sciences; The School of General Studies; The School of Lifelong Education; The International School of Business and Management; The Graduate School of Education and Psychology; and The School of Career and Applied Studies.

Touro operates degree programs in Israel, Germany, France, and in Russia. Agreements for exchange of students and faculty have been established with the People's Republic of China. Touro has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences. Success in this and other related programs led Touro to explore the possibility of establishing a college of osteopathic medicine. Touro sought incorporation in the State of California, and in 1995 located a campus in the San Francisco bay area. The campus was moved to Mare Island, California in 1997. Touro University California includes the Touro University College of Osteopathic Medicine, the College of Health Sciences, the College of Pharmacy, and the College of Education.

As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the current physician shortage in Nevada and the rapidly growing population within Nevada and the surrounding community. The branch campus, TUN College of Osteopathic Medicine, accomplished matriculation of its first class in August of 2004. Simultaneously, TUN initiated its first Masters in Physician Assistant Studies in 2004. TUN founded the College of Health and Human Services in 2005 which includes the Schools of Occupational Therapy, Nursing, Education, and Physical Therapy.

A regional needs assessment indicated a looming crisis in the availability of nurses to provide care in Southern Nevada for the burgeoning population, many of whom were of retirement age. A strategic plan was implemented to provide Clark County with a nursing school that would provide graduate level education for students who hold a baccalaureate degree in another discipline or for registered nurses seeking to further their education in the functional areas of nursing administration or nursing education. Efforts were begun in January 2005 to initiate the School of Nursing by hiring the school's director and by beginning the accreditation process by the Western Association of Schools and Colleges (WASC), as well as the Nevada State Board of Nursing approval process. Space designated for the School of Nursing included a 3600 sq. ft. skills lab, classrooms, seminar rooms, physical assessment rooms, faculty offices, and workstations. This project was completed in November of 2005.

School of Nursing Mission, Vision, Outcomes and Goals

Vision:

The vision of the Touro University Nevada School of Nursing is to foster the development of professional nurses at all levels who excel in practice, research, education, leadership, and community service.

Mission:

The mission of the Touro University Nevada School of Nursing is to prepare graduates who demonstrate outstanding nurse leadership at all levels who uphold the values, philosophy, and practice of the nursing profession and who are committed to care for patients within an ethical and evidenced based framework. The programs are student centered and serve society through practice, research, education, leadership, and community service.

Program Outcomes

BSN Program Outcomes

The graduate will be able to:

1. Integrates concepts and principles from the natural and behavioral sciences, humanities, and evolving nursing disciplinary knowledge to apply to professional nursing practice in pursuit of social justice and service to humanity.
2. Design and implement evidence-based, developmentally appropriate, holistic and equitable person-centered care focused on the individual within multiple complicated contexts, including family and/or important others.
3. Collaborate with both traditional and non-traditional entities from diverse communities to meet population health needs by integrating health promotion and disease prevention strategies across the care continuum
4. Translate, apply, and disseminate nursing knowledge to improve health and transform health care outcomes.
5. Examine and Evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings considering both system effectiveness and individual performance.
6. Optimize care, enhance the healthcare experience, and strengthen outcomes by collaborating with inter and intraprofessional teams and other stakeholders.
7. Effectively and proactively coordinate resources within complex systems of healthcare to provide safe, quality, and equitable care to diverse populations
8. Use and evaluate informatics and communication technologies to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
9. Formulate and cultivate a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values for service to humanity
10. Participates in activities and self-reflection that fosters intellectual pursuit, personal health, resilience, and well-being; to cultivate nursing expertise and leadership

MSN Program Outcomes

The graduate will be able to:

1. Integrate, translate, and apply established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, grounded in liberal arts, natural, social sciences in pursuit of social justice and service to humanity.
2. Design and implement evidence based, developmentally appropriate, holistic and equitable person-centered care focused on the individual within multiple complicated contexts, including family and/or important others.

3. Collaborate with both traditional and non-traditional entities from diverse communities to meet population health needs by integrating health promotion and disease prevention strategies across the care continuum.
4. Generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care outcomes.
5. Examine and Evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings considering both system effectiveness and individual performance.
6. Optimize care, enhance the healthcare experience, and strengthen outcomes by collaborating with inter and intraprofessional teams and other stakeholders.
7. Effectively and proactively coordinate resources within complex systems of healthcare to provide safe, quality, and equitable care to diverse populations.
8. Use and evaluate informatics and communication technologies to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
9. Participates in activities and self-reflection that fosters intellectual pursuit, personal health, resilience, and well-being; to cultivate nursing expertise and leadership.
10. Formulate and cultivate a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values for service to humanity.

DNP Program Outcomes

The graduate will be able to:

1. Integrate, translate, and apply established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, grounded in liberal arts, natural, social sciences in pursuit of social justice and service to humanity.
2. Design and implement evidence based, developmentally appropriate, holistic and equitable person-centered care focused on the individual within multiple complicated contexts, including family and/or important others.
3. Collaborate with both traditional and non-traditional entities from diverse communities to meet population health needs by integrating health promotion and disease prevention strategies across the care continuum.
4. Generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care outcomes.
5. Examine and Evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings considering both system effectiveness and individual performance.
6. Optimize care, enhance the healthcare experience, and strengthen outcomes by collaborating with inter and intraprofessional teams and other stakeholders.

7. Effectively and proactively coordinate resources within complex systems of healthcare to provide safe, quality, and equitable care to diverse populations.
8. Use and evaluate informatics and communication technologies to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
9. Formulate and cultivate a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values for service to humanity.
10. Participates in activities and self-reflection that fosters intellectual pursuit, personal health, resilience, and well-being; to cultivate nursing expertise and leadership.

Program Goals

All Programs

Program Outcome	Standard	How Measured	How Often
Completion Rate of Program	Completion rate of at least 70%	Registrar data	Each Trimester and Annually
Employment	90% of graduates who seek employment will be employed within 6 months after graduation	Employment Survey	Each Trimester
Student Satisfaction with Course	Program attain aggregates mean scores of <u>> 4.0</u> on question 1-5	Course Evaluations	Each Trimester
Perception of achievement of Program Outcomes	Average score of graduate perception of achievement of program outcomes on exit survey ≥ 4 .	Exit Survey	Each Trimester

MSN FNP & Post Masters Certificate FNP

Program Outcome	Standard	How Measured	How Often
Pass Certification Examination	Pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year.	Certifying Organization Reports	Annual

DNP

Program Outcome	Standard	How Measured	How Often
Plan for dissemination	100% attain a grade of 83% on the Project Deliverable Assignment in DNPV 767 Project III	Review of Gradebook	Each Trimester
Function in a leadership position	75% of graduates currently occupy or plan to seek a leadership role or position in the year following graduation.	Exit Survey	Each Trimester

Professional Standards

TUN SON uses several professional standards and guidelines to inform the practice of teaching and learning, and to inform the curriculum. The primary guiding standards for all TUN SON curricula include the Domains, Concepts, and Competencies detailed in the AACN Essentials (2021) and the provisions of the ANA Code of Ethics (2025). The SON also utilizes the AACN Essentials sub-competencies, the QSEN competencies, and IPE Competencies as curricular influences. The MSN-FNP and PMCFNP utilize the majority of the concepts detailed in the National Task Force (NTF) for Quality Nurse Practitioner Education, 6th Edition (2022).

American Nurses Association Code of Ethics (2025):

The SON subscribes to the provisions identified in The ANA Code of Ethics for Nurses published by the American Nurses Association.

Provision 1 The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2 A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3 The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4 Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5 The nurse has moral duties to self as a person of inherent dignity and worth, including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6 Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7 Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8 Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9 Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10 Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Essential Functions

Essential Functions for Admission and Continued Enrollment

The SON faculty identified those intellectual, ethical, physical, and emotional capabilities required to practice graduate level nursing based upon the ANA Code of Ethics. Students are required to consistently demonstrate and achieve the levels of competence required by the faculty for each of the essential functions to be admitted, enrolled, continue through completion, and graduate from the school. Once enrolled in the program each candidate for the MSN, post-MSN graduate certificate, and DNP degrees must be able to demonstrate professional behavior while quickly and accurately learning, integrating, analyzing and synthesizing information and data to be able to perform as a member of a professional team.

The Essential Functions are:

1. Communication

Communication includes the use of speech, writing, and reading as well as computer literacy.

Students must be able to communicate in English in an effective and professional way using a variety of media. Especially important to the online nursing programs is written information included in LMS (Canvas) and via email. Written expression must be respectful and professional at all times. Written work must also be completed with integrity which includes avoiding plagiarism, including self-plagiarism, and completing one's own work.

Students must be able to observe and interpret both verbal and nonverbal communication. It is essential that students develop the skill to recognize and respond promptly and sensitively to the needs of their patients, their colleagues, and other members of the professional team in a timely manner. Evidence-based practice requires students to become critical consumers of the literature. Students must be able to read, analyze, and prepare concise reports. Documentation is an integral part of advanced nursing practice. Students must be able to communicate all aspects of patient care legibly, efficiently, and accurately.

2. Intellectual, conceptual, integrative, and quantitative abilities.

Students must be able to measure, collect, analyze, integrate and synthesize information accurately and efficiently. They must be able to comprehend three-dimensional and spatial relationships and demonstrate good judgment as they integrate the relevant aspects of their examination to evaluate and plan effective treatment for their patients or strive to integrate the results of research into their clinical practice. Students must be self-aware and be able to communicate the limitations of their own knowledge when necessary.

3. Behavioral and social abilities.

Students must possess the self-awareness and emotional skills to attend to the needs of others while developing mature, sensitive, and effective professional relationships as members of the professional team. They must personify the highest standards of integrity, honesty, empathy, and compassion and demonstrate ethical behavior in both the online classroom and practice settings. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be

resilient and flexible adapting to the needs of their patients in a changing environment. Students must be able to accept constructive feedback and respond by modifying their behavior. Students must be able to provide care in all healthcare settings and be able to deliver care to all patient populations.

4. Participation in practice hours.

Active participation, whether related to clinical practice, on-campus clinical intensive courses, or practice hours required to complete an academic project, is required. Students will participate as patients, nurses, and observers with a variety of people representing different physical attributes, gender, age, disabilities, religious beliefs, sexual orientation, and ethnic backgrounds to simulate the diversity expected in the practice setting.

Student Policies

This information is a reference intended to provide accurate information. Each faculty member is responsible for adhering to current academic regulations.

Student-facing School of Nursing (SON) Policies and Procedures can be found in the NV SON Student Resources shell in Canvas. These policies are reviewed regularly as per the Master Evaluation Plan and updated if they are amended. Refer to these policies as needed.

Touro University Nevada's business hours are Monday through Thursday 8am to 5pm and Fridays 8am to 3pm Pacific time. We are closed on university holidays. See University Calendar in the TouroOne portal for details concerning the academic calendar.

Program Evaluation

The SON supports a continuous self-evaluation process. It is the expectation of multiple accreditation agencies that a process to gather information is in place. SON follows a comprehensive Master Evaluation Plan (MEP) that includes review of all programs. Multiple sources are used to collect data and these processes are documented via the operationalized through the Master Evaluation Plan.

School Calendar

The programs follow the Touro Academic calendar, which is published on the TUN website and in the Catalog. The SON offers detailed trimester calendars that are located on the NV SON Student Resources Shell in Canvas and in the Box file repository.

Nursing Licensure

The student and any practicum mentors/preceptors must hold current unencumbered licensure as a Registered Nurse in the state where the practice site is located and, in any state, where the student is engaging in practicum activities for the duration of the course. FNP students must also hold a current unencumbered Registered Nurse license in Nevada to fulfill the On-Campus Clinical Intensive course requirements.

Documentation of the above is required in specific course sections where applicable. Failure to submit proper documentation within the designated time period noted in the syllabus may result in a delay in degree progression.

Communication with Faculty

Students and faculty will interact and communicate using a variety of techniques, including email. Faculty hold online office hours for students to utilize via phone or video conference. Students are invited to arrange phone conferences with faculty if office hours are not convenient.

Students are advised to utilize their TUN email when interacting with faculty concerning course work. In order to protect student privacy, emails sent from students' personal email accounts will not be responded to except to direct the student to use TUN email for faculty interaction.

Faculty Advisors

The faculty will be available to the student for consultation in regard to matriculation, progression, any disruptions or possible termination from the academic program. A faculty advisor will be assigned to a student upon matriculation to the BSN, MSN, or post-master's certificate program. In the DNP program, the program director serves as the faculty advisor for Standard track students until those students

matriculate into DNPV 761: DNP Project I. Accelerated track DNP students are assigned to a faculty Project Instructor (PI) in DNPV 761: DNP Project I, at the beginning of the trimester. The PI serves as the student's Faculty Advisor. More information about faculty advisor assignments can be found in the NV SON Student Resources Canvas shell.

Graduation Requirements

A student will be recommended for degree conferral under the following conditions:

1. Satisfactory completion of all academic requirements, including Knowledge, Skills, and Attitudes (KSAs).
2. Has earned a cumulative GPA of 3.15 or higher.
3. Has fulfilled all legal and financial obligations to Touro University Nevada.
4. **DNP SPECIFIC:** Successful completion and approval of the DNP Project and a cumulative total of 1000 post-baccalaureate hours.
5. **FNP SPECIFIC:** Successful completion of 585 Directly Supervised Clinical Hours.

Student Evaluation/Grading

The faculty of the Touro University Nevada SON is charged with the responsibility of educating students and evaluating their knowledge, skills, and attitudes (KSAs) throughout the program.

The faculty reserves the right, and has the responsibility, to recommend the academic or disciplinary dismissal of a student when appropriate.

Faculty members maintain the academic freedom to assign course grades that reflect student's performance within the confines of established evaluation criteria.

The Grading System used by the university may be found in the current TUN catalog:
tun.touro.edu/programs/university-catalog/.

In the SON a grade of 80% or higher is required to complete an undergraduate course successfully and a grade of 83% or higher is required to complete a graduate course successfully.

Grading should be completed within one calendar week of the assignment due date. DNP project paper submissions should be graded within 3 business days of the assignment due date. Students should be notified if there will be a delay. See policy #1012 for details.

Late Assignment Policy

Assignments are due by midnight of the assigned due date. Late assignments will receive a 10% reduction for each partial/full day after class on the due date. **Instructors have the option of not accepting assignments submitted more than three (3) days late. Individual accommodations may be considered for extenuating circumstances. The circumstances should be well documented.**

Examinations and Assignments

The student is expected to turn in assignments and complete examinations on the date and times scheduled. The student is responsible for completing all required coursework on time. If there is a conflict, the student will need to contact the instructor ahead of time to make other arrangements.

Disability Accommodations

See TUN catalog.

Withdrawing From a Course

See TUN catalog.

Students who request to withdraw from a course must complete a withdrawal form and should contact their program director first, and the Registrar's Office for more information.

Leave of Absence

A leave of absence (LOA) may be granted, at the student's request. See the University Catalog for additional details regarding this process. Students must request the LOA in writing from the Program Director prior to the start of the session for which the leave is requested.

Letters of Reference

Writing a letter of reference is per the discretion of the individual faculty member.

Academic Integrity

Academic behavior is addressed in the TUN Student Conduct Code in the TUN Catalog.

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, self-plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

Academic Appeal

See TUN Catalog.

Grade Appeal

See TUN Catalog.

Violation of Student Conduct Code

See TUN Catalog.

Student Complaints

Student complaints are to follow the SON chain of command. See TUN Catalog and Policy #1105 Student Complaint Process.

Continuous Enrollment

Students must maintain continuous enrollment, unless on an approved Leave of Absence, throughout the entire program. Failure to maintain continuous enrollment results in administrative withdrawal. Reapplication is required.

Drug Testing & Criminal Background Check Policy

The SON adheres to the stipulations and guidelines of the Drug Testing Policy and Criminal Background Check Policy of TUN. See TUN Catalog and FNP Practicum Handbook <https://tun.touro.edu/students/student-handbooks/> for details.

Tuition Refund and Withdrawal Dates

See TUN Catalog and refer to the Registrar's and/or Financial Aid offices.

Transfer Credit & Credit by Examination

See TUN Catalog.

Health Insurance

See TUN Catalog.

Immunizations

See TUN Catalog.

Health Requirements

See TUN Catalog.

Professional Liability Insurance

See TUN Catalog.

Standard Precautions

See Occupational Exposure in TUN catalog.

Student Conduct Code

See TUN Catalog.

Student Appearance

See TUN Catalog and School of Nursing policy #1404.

Attendance & Participation

Students must meet attendance requirements in all courses and active participation is required. Failure to meet attendance requirements will result in course failure. Failure to meet participation requirements will impact the course grade. Specific information is located in each course syllabus. **In addition to any TUN Catalog Attendance policies, online students in the SON must log into their course at least 3 SEPARATE DAYS PER WEEK.** This is a Department of Education requirement to verify attendance in online courses. This requirement also means that students must post their discussions during the course week the discussion is assigned (i.e. students may not post discussions prior to the week they are assigned or after the week they are assigned.).

Social Media Use

Social media should not be used to discuss or post images of anything school related. Social media use among students related to their university program on a non-sanctioned university platform, such as a cohort Facebook page, could result in a Conduct Code violation. Be aware that nothing posted online is truly private. This includes comments about university policies and procedures, coursework and assignments, students, and faculty. Any of these comments may be deemed inappropriate. Additionally, there is no acceptable use of patient-related information or data from the clinical setting/practice site, or anything that could be construed as a HIPPA violation. This includes, but is not limited to, images of patients, any image that could be identified as an item belonging to a patient, or any information that could lead to the identification of a patient. Please see ANA Social Media Principles Toolkit for additional instructions regarding social media use.

Technology

See TUN Catalog. In addition to TUN Catalog policies, online students must log into their course at least 3 separate days per week. If a student does not participate in the first week of a class, they may be withdrawn from the course and the registrar will be notified.

LMS (Canvas)

Students utilize the LMS (Canvas) learning platform to access class materials, syllabi, and to participate in discussions/communications, as required.

Reliable Internet access is required at all times. At the time of publication, MAC computers are not supported by the TUN IT Department or the Helpdesk.

Academic Support

Library academic resources are accessible online. Library staff and personnel are available to assist students; however, students are expected to possess advanced library utilization skills.

The Office of Academic Services and Institutional Support (OASIS) is available to all TUN students in person and virtually. OASIS offers learning specialists to assist students with time management, study skills, tutoring, and writing support.

HIPAA

The student must adhere to all HIPAA guidelines at all times. The student is prohibited in sharing, posting, photographing or violating a patient's rights of privacy at any time. For details, please refer to the Student Conduct Code (in the TUN Catalog tun.touro.edu/programs/university-catalog/)

Interprofessional Education Coursework

TUN offers the following no-credit/no charge courses that all students are welcome to participate in:

IPEV 701 Interprofessional Competencies (0 credits)

IPEV 702 Interprofessional Activities (0 credits)