



BRYAN COLLEGE OF HEALTH SCIENCES

2023-2024

UNDERGRADUATE CATALOG



Table of Contents

Academic Calendar	4	CPR	30
2024-25 Academic Calendar	4	Called to Active Duty Policy	31
2025-26 Academic Calendar	5	Finals Week	31
General Information	6	Hybrid Courses	31
Catalog	7	Physical Competencies	32
History	7	Placement in Program	32
Mission, Vision, Purpose, Goals & Values	8	Religious or Cultural Observances	32
Accreditation/Licensure	9	Relocation Policy	32
Equity Statement	10	Undergraduate Enrollment in Bachelor's to non-BCHS Master's Programs (BTM)	32
Non-Discrimination Policy	10	Academic Honors	33
Philosophy of Assessment of Student Learning	11	President's & Dean's List	33
Campus Facilities	11	Academic Standing	33
Degrees Offered	12	Academic Standing Policy	33
Certificates Offered	12	Course Warning Policy	33
Specialized Courses Offered	12	Midterm Course Warning	34
Bryan College of Health Sciences' Alumni Association	13	Student Records and Privacy Acts	34
Admissions	14	Family Educational Rights and Privacy Act (FERPA)	34
Undergraduate Admission Policies	15	Directory Information	35
Required Immunizations	15	Formal Complaints Policy	35
Operational Process Regarding Student Admissions	16	Student Grievance Policy	35
Students-at-Large	18	Record Retention	36
Out-of-State Students	18	Release of Reference Information Policy	36
International/Permanent Resident Students	18	Transcripts and Records Request Policy	36
Transfer Students	18	Graduation Requirements & Honors	37
Nursing Program to Nursing Program Transfer	18	Graduation	37
Sonography Program to Sonography Program Transfer	19	Graduation Honors	37
General Education Transfer of Credit	19	Posthumous Degree Policy	38
Transfer Credit for Military Service Members	21	Registration & Enrollment	39
Credit by Examination	21	Administrative Withdrawal from the College	39
Credit by Waiver	22	Administrative Withdrawal from a Course	39
Waiver of GSTU101, Introduction to Bryan College of Health Sciences Experience	22	Dismissal Policy	40
Advanced Placement	22	Leave of Absence	40
Mathematics Placement	22	Petition of Exceptions to Program Curriculum Requirements	40
Readmission Policy	22	Program Change	40
Contact Information	24	Withdrawal from the College	40
Financial Information	25	Registration Changes	41
Financial Aid	25	Registration	41
Federal Financial Aid Refund Policy	25	Drop and Add	41
Academic Progress	25	Course Withdrawal Policy	41
Satisfactory Academic Progress	26	Classification of Students	42
Tuition and Fees	27	Course Load	42
Tuition Collection and Payment Policy	27	Credit Hour Definition	42
Tuition Refund Schedule	28	Student Status	42
Veterans' Information	28	Undergraduate Enrollment in Graduate Courses	42
Financial Aid Contact Information	29	Grades	42
Academic and Administrative Policies	30	Grading System	42
Attendance Policy	30	Repeating a Course	43
Computer Skills	30	Audit a Course Policy	44
		Clinical Grading Policy	44

Incomplete Grade Policy	44
Pass/No Pass Policy	45
Grade Dispute Policy	45
Campus Policies	46
Academic Integrity Policy	46
Campus Security/Crime Prevention	49
Drug and Alcohol Policy	49
Sexual Assault	49
Harassment	49
Code of Conduct	50
Student Rights and Responsibilities	50
Tattoo Policy	51
Services and Activities	52
Student Success Center	52
Writing Center	53
Student Health Services	53
Philosophy of Advising	53
Housing	53
Disability Services	54
Library Policies	57
Simulation Center and Skills Laboratory	59
Program Integration and Quality Assurance	59
Student Services Availability for the Student at a Distance	59
Student Responsibilities and Expectations	59
Minimum Requirements for Computer Hardware and Equipment	59
Science Laboratory	60
Student Organizations	60
Bryan College of Health Sciences Student Government Association	61
General Education	62
Philosophy of General Education	62
General Education Learning Outcomes	62
Bryan College of Health Sciences General Education Plan	63
School of Healthcare Studies: Department of Humanities and Sciences	64
Bachelor of Science in Healthcare Studies	74
School of Healthcare Studies: Department of Health Professions	78
Philosophy of Sonography Programs	78
Sonography Technical Standards	78
Sonography Student Progression	80
Other Requirements	80
School of Nursing	91

Bachelor of Science in Nursing	91
Bachelor of Science in Nursing Philosophy	91
Bachelor of Science in Nursing Conceptual Framework	91
Bachelor of Science in Nursing End of Program Student Learning Outcomes	92
Undergraduate Nursing Technical Standards	92
Requirements for Graduation	93
Honor Society for Nursing	95
Basic Nursing Assistant Course	99
College Personnel	100
Board of Trustees	100
College Leadership	100
Deans	101
Assistant Deans	102
Directors	102
Administrative Staff	102
Admissions Office	103
Center for Excellence in Clinical Simulation	103
Educational Technology	104
Financial Aid	104
Library	104
Records and Registration	105
Student Accounts	105
Student Support Services	105
Faculty	107
Humanities and Sciences Faculty	107
Sonography Faculty	108
Nursing Faculty	109
Course Descriptions	112
Basic Nursing Assistant	112
Business/Management	112
Communications	114
Cultural Studies	115
General Studies	117
Health Professions	118
Humanities/Fine Arts	119
Mathematics	122
Natural Sciences	123
Nursing	131
Phlebotomy (non-credit)	136
Social Sciences	137
Sonography	140

Academic Calendar

2024-25 Academic Calendar

Fall Semester

August 22-23, 2024	New student orientation
August 26, 2024	First day of classes
August 30, 2024	Last day to drop/add classes
September 1, 2024	Final day for 100% tuition refund
September 2, 2024	NO CLASSES - Labor Day
Week of September 6, 2024	Tuition statements available on student portal
September 8, 2024	Final day for 75% tuition refund
September 15, 2024	Final day for 50% tuition refund
September 27, 2024	Tuition Due
October 14-15, 2024	NO CLASSES - Fall break
October 14-18, 2024	Midterm
October 28, 2024	Registration for spring semester (current students)
November 4, 2024	Open registration for spring semester begins
November 15, 2024	Last day to withdraw with a "W" grade
November 15, 2024	Last day to apply for May graduation
November 27-29, 2024	NO CLASSES – Thanksgiving Recess
December 16-20, 2024	Final exams
December 20, 2024	Final day of semester
December 20, 2024	Fall graduation

Spring Semester

January 9-10, 2025	New student orientation
January 13, 2025	First day of classes
January 17, 2025	Last day to drop/add classes
January 19, 2025	Final day for 100% tuition refund
January 20, 2025	NO CLASSES - Martin Luther King Day
Week of January 24, 2025	Tuition statements available on student portal
January 26, 2025	Final day for 75% tuition refund
February 2, 2025	Final day for 50% tuition refund
February 14, 2025	Tuition due
February 15, 2025	Last day to apply for August graduation
February 15, 2025	Priority FAFSA Deadline
March 3-7, 2025	Midterms
March 10-14, 2025	NO CLASSES - Spring Break
March 1-15, 2025	Foundation Scholarship Application Available
March 31, 2025	Registration for summer & fall semesters (current students)
March 31, 2025	Apply for financial aid on SAINT Students
April 4, 2025	Last day to withdraw with a "W" grade
April 7, 2025	Open registration for summer & fall semesters
April 15, 2025	Last day to apply for December graduation
May 5-9, 2025	Final exams
May 9, 2025	Final day of semester
May 9, 2025	Spring graduation

Summer Semester

May 12, 2025	First day of summer session
Week of May 23, 2025	Tuition statements available on student portal
May 26, 2025	NO CLASSES – Memorial Day
May 30, 2025	Tuition due for all summer courses**
July 4, 2025	NO CLASSES – Independence Day
August 9, 2025	Last day of summer session
August 9, 2025	Summer degree conferral date

*For drop/add dates see Records & Registration. For [tuition refund schedules](#), see the Student Accounts Office.

**ALL tuition for summer is due May 30, 2025, regardless of course offering dates.

2025-26 Academic Calendar

Fall Semester

August 21-22, 2025
 August 25, 2025
 August 29, 2025
 August 31, 2025
 September 1, 2025
 Week of September 5, 2025
 September 7, 2025
 September 14, 2025
 September 26, 2025
 October 13-14, 2025
 October 13-17, 2025
 Monday, October 27, 2025
 Monday, November 3, 2025
 November, 2024
 November 15, 2024
 November 26-30, 2025
 December 15-19, 2025
 December 19, 2025
 December 19, 2025

Spring Semester

January 8-9, 2026
 January 12, 2026
 January 16, 2026
 January 18, 2026
 January 19, 2026
 Week of January 23, 2026
 January 25, 2026
 February 1, 2026
 February 13, 2026
 February 15, 2025
 February, 2025
 March 2-6, 2026
 March 10-14, 2025
 March, 2025
 March 30, 2026
 March, 2025
 April, 2025
 April 6, 2026
 April 15, 2026
 May 4-8, 2026
 May 8, 2026
 May 8, 2026

Summer Semester

May 11, 2026
 Week of May 22, 2026
 May 25, 2026
 May 29, 2026
 July 3-4, 2026
 August, 2026
 August, 2026

[*For drop/add dates see Records & Registration. For tuition refund schedules, see the Student Accounts Office.](#)

[**ALL tuition for summer is due May 30, 2025, regardless of course offering dates.](#)

New student orientation
 First day of classes
 Last day to drop/add classes
 Final day for 100% tuition refund
 NO CLASSES - Labor Day
 Tuition statements available on student portal
 Final day for 75% tuition refund
 Final day for 50% tuition refund
 Tuition Due
 NO CLASSES - Fall break
 Midterm
 Registration for spring semester (current students)
 Open registration for spring semester begins
 Last day to withdraw with a "W" grade
 Last day to apply for May graduation
 NO CLASSES – Thanksgiving Recess
 Final exams
 Final day of semester
 Fall graduation

New student orientation
 First day of classes
 Last day to drop/add classes
 Final day for 100% tuition refund
 NO CLASSES - Martin Luther King Day
 Tuition statements available on student portal
 Final day for 75% tuition refund
 Final day for 50% tuition refund
 Tuition due
 Last day to apply for August graduation
 Priority FAFSA Deadline
 Midterms
 NO CLASSES - Spring Break
 Foundation Scholarship Application Available
 Registration for summer & fall semesters (current students)
 Apply for financial aid on SAINT Students
 Last day to withdraw with a "W" grade
 Open registration for summer & fall semesters
 Last day to apply for December graduation
 Final exams
 Final day of semester
 Spring graduation

First day of summer session
 Tuition statements available on student portal
 NO CLASSES – Memorial Day
 Tuition due for all summer courses**
 NO CLASSES – Independence Day
 Last day of summer session
 Summer degree conferral date

General Information

Catalog

This edition of the Undergraduate Catalog is effective August 1, 2024.

Students are expected to utilize the College Catalog as a reference while a student at Bryan College of Health Sciences. It contains College requirements and policies.

Application for admission implies concurrence with all tuition and fees, and with all policies as stated in this catalog. Students are responsible for following the requirements and regulations of the catalog.

Bryan College of Health Sciences reserves the right to make changes without prior notice concerning rules, policies, tuition and fees, curriculum, requirement for degrees or other school related services. Updates to the published catalog are reflected in the catalog located on the College website at bryanhealthcollege.edu.

History

In 1922, William Jennings Bryan gave his home, "Fairview," and surrounding land to the Nebraska Conference of the Methodist Church for the purpose of establishing a new hospital in Lincoln. From this gift and others, a dream became a reality when the 60-bed Bryan Memorial Hospital opened on June 6, 1926. When Bryan School of Nursing opened the same year with 37 students, Fairview became the student dormitory.

Bryan Health continues its commitment to providing quality health care. Today, Bryan Health includes a 620-bed regional medical center, offering a complete range of inpatient and outpatient diagnostic, therapeutic and ancillary services; Bryan Heart; Bryan Foundation; Bryan Physician Network, Inc.; and Crete Area Medical Center. Bryan Health is a member of The Heartland Health Alliance network, which fosters collaborative efforts throughout the region. The comprehensive care and treatment facilities available at Bryan Health make it possible for our skilled staff members to provide the most sophisticated and advanced health care.

Bryan Medical Center and the School of Nursing built upon the strengths of both organizations and the history of the Lincoln General Hospital School of Nursing to establish Bryan College of Health Sciences, a partnership that provides significant clinical experience to its students.

In 2001, the Nebraska Coordinating Commission for Postsecondary Education approved the request by Bryan School of Nursing to become a degree-granting institution. To address changing needs in healthcare delivery and education, the College replaced the Diploma program in Nursing with a Baccalaureate program.

Today, Bryan College of Health Sciences encompasses a School of Graduate Studies, a School of Undergraduate Studies, and the Center for Excellence in Simulation. The School of Graduate Studies includes the School of Nurse Anesthesia, the Graduate Nursing Program, and graduate certificate offerings. The School of Undergraduate Studies includes the School of Nursing, School of Healthcare Studies, and undergraduate certificate offerings. The College offers Associate, Baccalaureate, Masters and Doctoral degrees along with certificate programs in the Health Sciences.

Bryan College of Health Sciences is regionally accredited by the Higher Learning Commission and is a member of the North Central Association. The specialty programs are accredited by national specialized accrediting bodies.

Accreditation for the sonography programs has been obtained from the Council on Accreditation of Allied Health Education Programs. The baccalaureate nursing program is accredited by the Accreditation Commission for Education in Nursing, and the nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Programs.

The College has maintained the goal of academic and clinical excellence emphasized by its founders and continues to prepare healthcare providers with professional skills, awareness, interest, and concern for health care.

Mission, Vision, Purpose, Goals & Values

Our Mission

The mission of Bryan College of Health Sciences is to provide education in the health professions emphasizing clinical and academic excellence through collaboration with Bryan Health System and the healthcare community.

Our Vision

The vision of Bryan College of Health Sciences is to provide a College of Health Sciences recognized as a leader in health professions education by qualified applicants, graduates and employers.

Our Purpose

The purpose of Bryan College of Health Sciences is to educate healthcare professionals for service to the global community.

Our Goals

The goals of Bryan College of Health Sciences are to prepare graduates who:

1. Qualify for diverse careers in healthcare, academic, or scientific environments
2. Illustrate respect for their own and others' unique individualities
3. Demonstrate professionalism in their field of study
4. Practice life-long learning as a means of personal and professional growth
5. Exhibit service-oriented citizenship within their communities

Our Values

- **Integrity** - Be honest, trustworthy, accountable and ethical
- **Caring** - Be compassionate, empathetic and respectful
- **Equity** - Be adaptive and just
- **Learning** - Be insightful, knowledgeable and open to change



Accreditation/Licensure

The College is authorized by the Nebraska Coordinating Commission for Postsecondary Education and is approved by the Nebraska State Board of Nursing, Credentialing Division, Department of Regulation and Licensure of the Nebraska Health and Human Services System. Bryan College of Health Sciences is accredited by the Higher Learning Commission.

The Cardiovascular Sonography program and the Diagnostic Medical Sonography program offered at Bryan College of Health Sciences are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 US Highway 19N, Suite 158, Clearwater, FL 33763, phone (727) 210-2350, www.caahep.org upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology and the Joint Review Committee on Education in Diagnostic Medical Sonography respectively.

Bryan College of Health Sciences School of Nursing Baccalaureate Program is accredited by the Accreditation Commission for Education in Nursing. Accreditation Commission for Education in Nursing, Inc., 3343 Peachtree Road, NE, Suite 850, Atlanta, GA, 30326, phone: 404-975-5000, Fax: 404-975-5020. In addition, Bryan College of Health Sciences School of Nursing Baccalaureate Program is approved by the Nebraska State Board of Nursing, 301 Centennial Mall South, Lincoln, NE 68509, Phone: 402-471-4376.

Bryan College of Health Sciences Master of Science in Nursing Program is accredited by the Accreditation Commission for Education in Nursing. Accreditation Commission for Education in Nursing Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, Phone: (404) 975-5000.

The Doctor of Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). American Association of Nurse Anesthetists, 222 S. Prospect Avenue, Park Ridge, IL 60068; phone: (847) 692-7050; FAX: (847) 692-6968, <http://coacrna.org>.

The College does not grant licensure or ensure an individual's eligibility to obtain licensure after graduation. It is each student's responsibility to know and understand the requirements for licensure and/or registry.

Bachelor of Science in Nursing Program

Graduates of the Bachelor of Science in Nursing program are eligible to file an application to take the National Council Licensing Examination (NCLEX). Licensing entitles the individual to practice professional nursing as a registered nurse in the state in which the examination was written, and to apply for a license in other states.

Based on the Nebraska Uniform Licensing Law 71-147, the Department of Health-Bureau of Examining Boards may deny licensure to applicants who have been convicted of a misdemeanor or felony; who may be addicted to alcohol or a controlled substance or narcotic drug; or who engage in grossly immoral or dishonorable conduct.

Any student who has a criminal offense other than a minor traffic violation prior to or during enrollment at Bryan College of Health Sciences is required to report it to and conference with the Dean of Students.

Health Professions Programs

Graduates of the Cardiovascular Sonography, and Diagnostic Medical Sonography programs meet published requirements by the Association of Registered Diagnostic Medical Sonographers (ARDMS) to apply for two registry exams. After successfully passing the Sonography, Physics and Instrumentation (SPI) examination and examination(s) in the specialty, the graduate is credentialed as a Registered Diagnostic Cardiac Sonographer (RDCS), Registered Vascular Technologist (RVT), or Registered Diagnostic Medical Sonographer (RDMS), respectively. ARDMS policy stipulates that candidates must complete both the physics and the specialty area examination components within five years of each other.

ARDMS may deny, revoke or otherwise take action with regard to the application or certification of an applicant or registrant in the case of the conviction or plea of guilty, or plea of nolo contendere to a crime (felony and/or misdemeanor) which is directly related to public health or the provision of diagnostic medical sonography or vascular technology services.

Equity Statement

The Bryan College of Health Sciences' mission and core values compel us to create a community in which we collaborate with others to form mutually beneficial relationships. Our community is at its best when we all practice inclusion and adaptation. Community engagement begins when individuals explore unique identities and recognize the mix of strengths, biases, privileges, perspectives, and skills they and others bring to the community. Members of the community are also called to apply the concepts of *cultural humility*, *transparency*, and *social justice* in their interactions. We acknowledge that these concepts can be challenging to practice, but through consistent engagement with one another we will become a more equitable community.

Non-Discrimination Policy

Bryan College of Health Sciences is committed to providing equal opportunities for all persons and an environment free from discrimination, harassment, or related retaliation. Bryan College of Health Sciences does not discriminate on the basis of race, ethnicity, color, national origin or ancestry, religion, sex, genetic information, gender identity or expression, age, marital or family status, pregnancy, sexual orientation, disability, veteran status, source of income, or any other protected class recognized by state or federal law in its programs, activities, employment and admissions.

The College complies with all applicable federal, state, and local laws relating to equal opportunity, including the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), as applicable.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:



Title IX Compliance Coordinator:

Alethea Stovall, PhD, Dean of Students, 1535 South 52nd Street, Lincoln, NE 68506, Office #233, 402-481-3804, alethea.stovall@bryanhealthcollege.edu.



Deputy Title IX Compliance Coordinator:

Angela McCown, EdD, RN, Associate Professor Graduate Nursing, 1535 South 52nd Street, Lincoln, NE 68506, Office #318, 402-481-3663, angela.mccown@bryanhealthcollege.edu



ADA Coordinator:

Ana Anderson, Academic Support Services Director/ADA Coordinator, 1535 South 52nd Street, Lincoln, NE 68506, Office #219, 402-481-8782, ana.anderson@bryanhealthcollege.edu.

For additional information on discrimination and harassment-related issues, you may visit <https://www2.ed.gov/about/offices/list/ocr/index.html> for the address and phone number of the United States Department of Education Office for Civil Rights office that serves your area or call 1-800-421-3481.

Philosophy of Assessment of Student Learning

Bryan College of Health Sciences is committed to creating an academic culture dedicated to improving the quality of higher education. Assessment of student learning is a key component of this commitment.

The purpose of assessment is to assure the College, its constituents, and the public that students are meeting desired learning outcomes. This ongoing process uses multiple, broad-based, valid, and reliable measurements to monitor and improve teaching and learning. Administration, faculty, and staff use assessment results to recommend and implement changes in programs, curriculum, resources, and services that will enhance student learning.

Campus Facilities

Lincoln Instructional Location

The Bryan College of Health Sciences is located on the Bryan Medical Center East site. The campus educational setting includes classrooms, conference rooms, simulation laboratories, skills laboratories, a computer laboratory and library facilities, as well as offices for faculty and staff.

Skills laboratories are located within the educational complex and are equipped with a variety of specialized equipment and mannequins for practicing psychomotor skills and patient care. The skills laboratories simulate a full range and complexity of care.

The Testing Center is available for makeup exams and semi-private room testing by appointment only.

The College also utilizes space at Bryan Medical Center West, located three miles west of the College. This location is home to the College's two Natural Science Laboratories, faculty offices, classrooms for Natural Science instruction, and a student lounge area. The Natural Science Laboratory houses one of the college's two plastinated human body specimens, and is the location for all human cadaver labs.

State-of-the-art, high-fidelity adult, birthing, and pediatric patient simulators are also located within the Simulation Center. Patient simulators respond physiologically to student interventions, such as medication administration, application of oxygen, and administration of anesthetic gases. They have realistic features, such as blinking eyes with pupils that react to light, a chest that rises and falls with respirations, palpable pulses, and various heart and lung sounds. Simulation experiences offer students the opportunity to apply their classroom knowledge to an environment where they can practice assessment, psychomotor, teamwork, critical thinking, and communication skills. There are currently six high-fidelity patient simulators with audio-visual capabilities.

Staff, faculty, and students have access to a free shuttle service that runs every thirty minutes between Bryan East and Bryan West.

Bryan College of Health Sciences Library organizes, maintains and provides access to an extensive collection of print and electronic journals, databases and multimedia material. These resources are utilized for coursework, patient care, clinical research and professional development. Library services include document delivery, research assistance program (RAP), curriculum integrated information competency skills, Library specific course guides, and educational opportunities in the form of hands-on workshops and course lectures. The Library web page organizes all the resources and services and provides remote access for off-campus users. The Library aims to provide authoritative current, high quality information that supports the curriculum and contributes to excellent patient care.

A 28-station computer laboratory is housed within the Library. Computers are equipped with software needed to complete course requirements, as well as a variety of review programs. Students can access their College email accounts, CampusVue Portal, and CANVAS accounts. In addition, eight computers on East Campus and three computers on West Campus are located in the student lounge for use outside Library hours.

Each classroom contains state-of-the-art technology, including a computer, LCD projector, document camera and projectable white board/wall. Two mobile carts with 30 laptops each are available for classroom instruction and testing. Technology to enhance learning at a distance is available in classrooms.

Hastings Instructional Location

The Hastings instructional location is located on the 3rd floor of a medical office building on the Mary Lanning Healthcare campus. The space encompasses a total of 17,000 square feet which includes 3 classrooms that comfortably seat 30 students each, a 4-bed nursing skills lab that accommodates sections of 8 students, a 2 bed simulation center, ample storage, 2 shared offices, 8 private offices, collaborative work spaces for students and staff, as well as student lounge areas. Classrooms are outfitted with faculty work stations including technology to display teaching materials, large white boards, and video conferencing. The nursing skills lab includes 4 patient bays mimicking hospital rooms with electric hospital beds and headwalls. The skills lab also includes all equipment needed to train student nurses in their introductory nursing courses such as scales, thermometers, low fidelity mannequins for tube/IV placement, etc. The simulation center includes 2 simulated hospital rooms with high fidelity mannequins for example an OB/GYN mannequin able to simulate labor and delivery scenarios and another able to simulate intensive care scenarios. These mannequins are also be able to be used for scenarios outside of those two specialties due to their multifunctionality. A control room is located between the two rooms that includes all AV equipment needed to operate the mannequins, record student participation in scenarios, and simulate patient experiences.

Degrees Offered

Bryan College of Health Sciences offers a Bachelor of Science in Nursing degree and a Bachelor of Science in Health Professions degree with majors in Diagnostic Medical Sonography, Cardiovascular Sonography, a Bachelor of Science in Biomedical Sciences, and a Bachelor of Science in Healthcare Studies. A Bachelor of Science Degree Completion in Health Professions is available to individuals who have earned an Associate degree in a healthcare field. An Associate of Science in Health Professions Degree with a major in Health Sciences is offered.

Certificates Offered

Undergraduate Certificate in Healthcare Management

The Healthcare Management Certificate is designed to provide healthcare managers or those aspiring to become managers with in-depth knowledge or management principles and the opportunity to learn leadership and management skills that will be able to apply to the healthcare setting. Courses are offered at both the graduate and undergraduate level so it is available to individuals with Associate Degrees, as well as, those with Baccalaureate degrees.

Specialized Courses Offered

- Basic Nursing Assistant
- Phlebotomy

- Cross Training: Adult Cardiac Sonography
- Cross Training: Vascular Sonography
- Cross Training: Pediatric Sonography

Bryan College of Health Sciences' Alumni Association

The Bryan Memorial Hospital School of Nursing, Lincoln General Hospital School of Nursing, and Bryan LGH College of Health Sciences Alumni Associations have had a rich heritage. The Bryan College of Health Sciences Alumni Association continues to advance high standards of ethical and professional conduct, and promote professional and educational advancement.

Admissions

Undergraduate Admission Policies

Admission to Bryan College of Health Sciences is based on demonstrated evidence of academic ability and an interest in and aptitude for health sciences. Bryan College of Health Sciences is committed to providing opportunities for all persons and an environment free from discrimination, harassment, or retaliation. Bryan College of Health Sciences does not discriminate on the basis of race, ethnicity, color, national origin or ancestry, religion, sex, genetic information, gender identity or expression, age, marital or family status, pregnancy, sexual orientation, disability, veteran status, source of income, or any other protected class recognized by state or federal law in its programs, activities, employment and admission.

The College complies with all applicable federal, state, and local laws relating to equal opportunity including the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act (ADA), as applicable.

Bryan College of Health Sciences is committed to providing an environment conducive to learning for all students, including students with disabilities. Accommodations are provided in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you are a student with a disability who needs or may need reasonable accommodations, please contact the Academic Support Services Director, dss@bryanhealthcollege.edu.

Required Immunizations

All health science students with an on-campus presence and students in a program containing clinical experiences are required to provide proof of required immunizations/immunity, complete the Tuberculosis (TB) Screening Questionnaire and identify allergies. Students are expected to complete all health requirements and submit documentation by the end of the eighth week of their first incoming semester. **Students who do not complete the health requirement will have a hold placed on their account that will keep them from registering for classes the following semester.**

Required immunizations are:

- Hepatitis B - 3 dose series or positive immunity study (BSN and Sonography also required to have a positive immunity study in addition to vaccine series)
- Varicella (Chicken Pox) - 2 dose series or positive immunity study if had Chicken Pox disease
- MMR (Measles, Mumps, & Rubella) - 2 dose series or positive immunity study of each
- Meningococcal (meningitis) - **Only for students under the age of 21 years.**
 - One dose of conjugate vaccine from ages 11-15 years with a booster vaccination at age 16 years **OR** if did not receive conjugate vaccine prior to 16 years old, the requirement is to have 1 vaccination prior to being a first-year student at college.
- Tdap (Tetanus, Diphtheria, Pertussis) - 1 dose required - expires in 10 years
- Tetanus (Td) - if Tdap date has expired, update with Tetanus vaccine or another Tdap vaccine
- TB (Tuberculosis) - (2-step TB skin test or blood test - IGRA) - within 12 months prior to start date of first class
- Influenza Vaccination - All students who attend class on campus are required to follow Bryan Health's policy on mandatory seasonal influenza vaccination. For students who decline or cannot have the flu vaccine for medical reasons, a declination form must be signed and the student will follow Bryan Health's policy including wearing a mask when a sustained level of influenza cases has been identified in the community. Influenza vaccination will be provided at no expense to students.
- COVID-19 (SARS-CoV-2) - full immunized 2 weeks prior to start date of first class or declination for medical, religious, or creed exemption on file with student health. Declination may result in weekly COVID-19 testing requirement.

Non Degree Seeking (NDS) students with a clinical component in their assigned course must complete a TB screening questionnaire, provide proof of a current Tuberculosis (TB) screening within 6 months prior to course start date and follow Bryan Health's policy on seasonal influenza vaccinations.

Non Degree Seeking (NDS) students without a clinical component in their assigned course are exempt from these requirements except for Bryan Health's policy on seasonal influenza vaccinations.

100% Online Programs - these students are exempt from all immunization requirements

Operational Process Regarding Student Admissions

The operational process relates to student enrollment and the final day prior to the start of a semester or session that programs will accommodate starting a “new to Bryan College of Health Sciences” student. This applies to undergraduate, graduate, certificate, and at-large students.

Goals:

1. Admit students as far in advance of semester or session start date as possible.
2. The following student processes are to be complete prior to the first day of class to facilitate student success.
 1. All college required documentation
 2. Official transcripts
 3. Systems set up
 4. Orientation

A minimum of five (5) working days prior to the start of the session/semester is required unless reasonable accommodations need to be made on a per student basis.

Individuals who apply for admission to the Bachelor’s degree program in Nursing or Sonography will be evaluated in terms of the following criteria:

- Successful completion of College Application.
- Graduation from an accredited high school or the equivalent (GED).
- ACT is not required for a complete application. The ACT exam may be requested after acceptance for math placement.
- High school transcripts, minimum high school GPA of 2.75 on a 4.0 scale. Combined high school math and science GPA requirement of 2.75 on a 4.0 scale.
- College transcripts, if applicable, a minimum college GPA of 2.5 on a 4.0 scale. Combined math and science GPA requirement of 2.5 on a 4.0 scale for transfer students.
- Qualified applicants may be invited for a personal interview. Interviews are based on academic qualifications and there is not an appeals process if not granted an interview. We reserve the right to offer or rescind an interview at any time.
- Sonography applicants must complete a sonography awareness activity as part of the admissions process. Attending admissions events, shadowing in the skills lab, interviewing a sonographer and other defined activities must be complete prior to the interview.

Applicants for whom English is a learned language must take the TOEFL English proficiency exam and score 550 PBT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058)

Sonography applications are processed as they are submitted and applicants are encouraged to apply as early as possible. Applications demonstrating high levels of academic performance earn a priority admission to the program before the general admission deadline pending a satisfactory interview and essay score.

Individuals who apply for admission to the Bachelor’s degree completion option in Health Professions will be evaluated in terms of the following criteria:

- Completed application form.
- Graduation from an accredited college or university with a minimum of an associate degree in a health care field.
- Official college transcripts from all institutions attended.

Individuals who apply for admission to the Bachelor’s degree program in Biomedical Sciences will be evaluated in terms of the following criteria:

- Successful completion of College Application.
- Graduation from an accredited high school or the equivalent (GED). High school required courses include: four years science (including biology and chemistry), and four years math (including algebra I and II, and geometry). Physics, and calculus or trigonometry are recommended.

- High school transcripts, minimum high school GPA of 3.25 on a 4.0 scale. GPA requirement of 3.25 on a 4.0 scale in science and math. Combined high school math and science GPA requirement of 3.25 on a 4.0 scale.
- College transcripts, if applicable, minimum college GPA of 3.0 on a 4.0 scale. GPA requirement of 3.0 on a 4.0 scale in science and math.
- Applicants for whom English is a learned language must take the TOEFL English proficiency exam and score 550 BPT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058)

Individuals who apply for admission to the Bachelor's degree program in Healthcare Studies will be evaluated in terms of the following criteria:

- Successful completion of College Application.
- Graduation from an accredited high school or the equivalent (GED).
- High school transcripts, minimum high school GPA of 2.75 on a 4.0 scale.
- College transcripts, if applicable, minimum college GPA of 2.5 on a 4.0 scale.
- Applicants for whom English is a learned language must take the TOEFL English proficiency exam and score 550 BPT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058)

Individuals who apply for admission to the Associate's degree program in Health Professions will be evaluated in terms of the following criteria:

- Successful completion of College Application.
- Graduation from an accredited high school or the equivalent (GED).
- High school transcripts, minimum high school GPA of 2.75 on a 4.0 scale.
- College transcripts, if applicable, minimum college GPA of 2.5 on a 4.0 scale.
- Applicants for whom English is a learned language must take the TOEFL English proficiency exam and score 550 BPT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058)

Acceptance into the Associate of Science Program or Healthcare Studies undecided option does not guarantee placement into a Baccalaureate Program in Nursing, Biomedical Sciences or sonography at Bryan College of Health Sciences, nor does it shorten the timeframe for completing one of these Baccalaureate Programs. If accepted into a Baccalaureate Program from the Associate Program or Healthcare Studies undecided, the student will progress through the curriculum in the same sequence and timeframe as other students starting the Baccalaureate Program at the same time.

Individual consideration will be given to all applicants. Additional testing or assessment may be required for those students needing additional support to be successful in their program.

Individuals who apply for admission to the Healthcare Management Certificate program will be evaluated in terms of the following criteria:

- Successful completion of College Application.
- College transcripts with a minimum of 25 completed semester credits and a minimum college GPA of 2.5 on a 4.0 scale.
- Applicants for whom English is a learned language must take the TOEFL English proficiency exam and score 550 BPT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058)

All program applications are submitted and reviewed on a rolling basis throughout the academic year. Applications will open August 1 and close August 1 of the following year.

Students-at-Large

Students-at-large are not currently enrolled in a degree-seeking program at Bryan College of Health Sciences. Students may enroll in selected courses on a space available basis. Priority will be given to students enrolled in a degree program at the College. All prerequisites must be met and application to some courses may require permission from the Dean of the School where the course resides. Students-at-large are not eligible for internal foundation scholarships or financial aid.

An individual may register as a student-at-large by completing the Course Registration Form during the registration period for each academic term. This form can be obtained from Records and Registration. The student-at-large does not need to apply to the College, and transcripts from previous institutions are not required unless the course has prerequisites. Tuition is the same as for degree-seeking students and all course fees apply.

Out-of-State Students

Admission to programs offered in a distance education format or to professional licensure and certification programs may be limited based on the applicant's place of residence. The College does not have approval to enroll students from all states, territories, or countries because of location-based approval requirements. Individuals desiring to enroll in a program offered in distance format or to professional licensure and certification programs must provide admissions with information on place of residence and the College will determine eligibility. Admissions section, replaces the "Distance Education" policy (This on p. 18 in the 2023-24 Undergrad Catalog and p. 12 of the 2023-24 Graduate Catalog).

International/Permanent Resident Students

In addition to admission criteria, students who are not United States citizens must submit documents verifying visa or permanent resident status. Permanent resident applicants are required to submit official transcripts or certifying credentials verifying secondary and any college studies.

- All transcripts must be submitted in English and credentialed for course equivalency.
- Evaluation of credentials may be obtained from the Educational Credential Evaluators, Inc., World Education Services (WES), and the American Association of Collegiate Registrars and Admissions Officers.
- Applicants for whom English is a learned language must take the TOEFL English proficiency exam and score 550 BPT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058)

Transfer Students

Students previously enrolled as undergraduate students at other colleges are considered for transfer based on their college work to date. Students must meet Admissions criteria for acceptance prior to transcript evaluations. Placement into the desired program is based on prior scholastic and clinical performance and the similarity of the programs in terms of sequence and content. A minimum of 32 credit hours must be completed in the program major at Bryan College of Health Sciences before a transfer student may graduate. In addition, baccalaureate degrees require the completion of 30 credits hours at the 300 or 400 level. Credit will not be awarded for 100 and 200 level courses that would prevent students from earning the required 30 hours of upper level coursework.

Courses in a major for which transfer credit is granted will not be included in calculating a student's grade point average.

All transfer credit must be from a regionally accredited institution. Credit transferred for nursing or sonography courses must be from a program that is accredited by a recognized specialty accrediting body.

Nursing Program to Nursing Program Transfer

Students previously enrolled in a nursing program at another college will be considered for transfer based upon their college work to date.

Credit transferred for nursing courses must be from a program that is approved by a State Board of Nursing and has specialized nursing accreditation through the Accreditation Commission for Education in Nursing (ACEN), or the Commission on Collegiate Nursing Education (CCNE).

To be considered for admission into the nursing program, applicants must submit the following documents to the Admissions Department:

1. Completed Admission Application
2. Official Transcript(s)
3. Applicant letter of explanation that details their rationale for the transfer
4. Contact information from two faculty teaching at the applicant's current institution that have taught the applicant.
5. A letter from the Dean/Director of the previously attended program sent to the Admissions department indicating that the applicant was not dismissed due to any ethical, legal, safety or moral issues and that the applicant is eligible for readmission. Must be on official school letterhead, and the original signed copy only will be accepted.

To be eligible, the applicant must hold a minimum 2.5 GPA in their current nursing program. Withdrawal or unsuccessful completion (C- or below) of two required science or math courses may result in a denial of admission. Candidates are eligible to apply and be considered for program to program transfer once. If the applicant meets minimum requirements and has a completed application, an interview may be scheduled. The Nursing APG Subcommittee will determine acceptance. If the candidate is offered acceptance, the Nursing APG Subcommittee Chair will communicate to the Chair of the Nursing Curriculum Subcommittee and Dean of Undergraduate Nursing. The Admissions department will notify all applicants of acceptance status. Applicants who have been accepted will have their curriculum placement and plan of study determined by the Nursing Curriculum Subcommittee. Program location, start date, and placement are subject to availability of space in the nursing program, as determined by Records and Registration and program administration.

Sonography Program to Sonography Program Transfer

Students previously enrolled in a sonography program at another college will be considered for transfer based upon their college work to date. Credit transferred for sonography courses must be from an accredited program.

To be considered for admission into the sonography program, applicants must submit the following documents to the Admissions Department:

1. Completed Admission Application
2. Official Transcript(s)
3. Applicant letter of explanation that details their rationale for the transfer
4. Contact information from two faculty teaching at the applicant's current institution that have taught the applicant.
5. A letter from the Dean/Director of the previously attended program sent to the Admissions Department indicating that the applicant was not dismissed due to any ethical, legal, safety or moral issues and that the applicant is eligible for readmission. Must be on official school letterhead, and the original signed copy only will be accepted.

To be eligible, the applicant must hold a minimum 2.5 GPA in their current sonography program. Withdrawal or unsuccessful completion (C- or below) of two required science or math courses may result in a denial of admission. Candidates are eligible to apply and be considered for program to program transfer once. If the applicant meets minimum requirements and has a complete application, an interview may be scheduled. The Sonography APG Subcommittee will determine acceptance. If the candidate is offered acceptance, the APG Subcommittee Chair will communicate to the Curriculum Subcommittee and Dean of Healthcare Studies. The Admissions Department will notify all applicants of acceptance status. Applicants who have been accepted will have their curriculum placement and plan of study determined by the Curriculum Subcommittee.

General Education Transfer of Credit

The following policy delineates minimum standards for the transfer of general education credit hours for Bryan College of Health Sciences. Individual degree-granting programs may develop their own, more stringent, standards for acceptance of general education or program-specific credit hours from accredited postsecondary institutions and other sources. Degree completion programs, due to the nature of their purpose and the unique experiences of their students, may elect to waive requirements 4 to 6 as applicable and pertinent to the individual student's course of study. Students must be aware of the requirements of their individual programs.

Students may transfer up to 64 general studies credit hours from accredited post-secondary institutions. Courses will only be accepted for transfer if they meet the following criteria:

1. The quality and content of courses must be compatible with the educational philosophy of Bryan College of Health Sciences and similar to courses in the College's general education curriculum.
2. Students requesting credit for courses taken at institutions of higher learning located outside the United States must have those courses evaluated. Acceptable evaluation agencies include Educational Credential Evaluators (Catalog Match Evaluation) and World Education Services.
3. Effective Fall 2019, only courses for which the student has earned at least a C (or the equivalent of a C) will be considered for transfer credit. For students who entered prior to Fall 2019, only courses for which the student has earned at least a C+ (or the equivalent of a C+) will be considered for transfer credit. For degree completion students only: Only courses for which the student has earned at least a "C" (or the equivalent of a "C") will be considered for general education transfer credit.
4. Courses accepted for transfer must have been taken no more than 7 years prior to the date on which the transfer of credit was requested for natural sciences and mathematics courses. All incoming students who have not completed the math sequence for their degree will take the Math Placement test to allow the student to determine if their placement based on transfer credit is appropriate.
5. At least 30 of the last 45 credit hours needed for a degree (including program-specific and General Education hours) must be taken at Bryan College of Health Sciences.
6. A maximum of 32 of the 64 credit hours accepted for transfer may be from a combination of hours earned through:
 1. Credit by Standardized Examination:
 - Advanced Placement (AP): Credit for certain courses may be awarded provided that students have achieved a minimum qualifying score on the corresponding AP exam. The current list of exams that will be accepted as well as the minimum qualifying score for each exam is listed below.
 - College Level Examination Program (CLEP): Students with pertinent knowledge or experience may demonstrate proficiency by taking examinations such as those offered by the College Level Examination Program (CLEP). Credit for certain courses may be awarded provided that students have achieved a minimum credit-granting score on the corresponding CLEP Exam. The current list of CLEP exams that will be accepted, as well as the minimum credit-granting score for each exam, is listed on the following page.
 - International Baccalaureate (IB): Credit for certain courses may be awarded provided that students have achieved a minimum qualifying score on the corresponding IB exam. The current list of exams that will be accepted as well as the minimum qualifying score at the Standard Level (SL) and Higher Level (HL) is listed below.
 2. If a student has taken a CLEP exam not listed in the table that they wish to use to fulfill a general education requirement or elective, the student should submit a petition to the General Education Curriculum Subcommittee.
 3. Credit by Waiver: Students with pertinent knowledge or experience may demonstrate proficiency by presenting relevant documents for review.

Exceptions to the above may be accepted. Requests for exceptions will be reviewed on a case by case basis. Upon enrollment students are to complete all course work at Bryan College of Health Sciences or Hastings College if at the Hastings instructional location. Under special circumstances, students may request to complete a course from another accredited institution and must obtain prior approval.

Beginning fall 2021, first time degree-seeking students at Bryan College of Health Sciences, who have received the Learn to Dream scholarship through Southeast Community College, will be automatically approved to transfer in up to 30 credit hours while concurrently enrolled at Bryan. The 30 credit hours cannot be in the areas of math and science and must be from the pre-approved course list as defined by each major of study.

AP Exam	Minimum Required Score	Corresponding Course	Credits
AP English Language and Composition	3	ENGL104	3
AP Psychology	3	PSYC121	3
AP Calculus AB	3	MATH205	3
AP Calculus BC	3	MATH205	3
AP Statistics	3	STAT210	3
AP Biology	4	BIOS110	4

AP Exam	Minimum Required Score	Corresponding Course	Credits
	3	CHEM103	4
AP Chemistry	4	CHEM103 or CHEM110	4
	5	CHEM110 and CHEM120	8
AP Physics B	3	PHYS105	4
AP Physics B	4	PHYS210 AND PHYS220	8
AP Physics C: Mechanics	4	PHYS210	4
AP Physics C: Electricity and Magnetism	4	PHYS220	4
AP Spanish Language and Culture	4	SPAN101 and up to 3 additional transfer credits	6
AP Human Geography	3	Social Sciences elective, fulfills cultural studies requirement	3
CLEP Exam	Minimum Required Score	Corresponding Course	Credits
College Composition	50	ENGL104 and ENGL154	6
Humanities	50	Humanities Elective	3
Human Growth and Development	50	PSYC201	3
Introduction to Psychology	50	PYSC121	3
Introduction to Sociology	50	SOCI101	3
Biology	50	BIOS110 and BIOS120 (need BIOS110L and BIOS120L)	6
Calculus	50	MATH205	4
Chemistry	50	CHEM110 and CHEM120 (need CHEM110L and CHEM120L)	6
College Algebra	50	MATH155	3
College Mathematics	50	MATH105	3
Spanish Language Level I	50	SPAN101 and up to 3 additional transfer credits	6
Spanish Language Level II	63	SPAN101 and up to 6 additional transfer credits	9
IB Exam	Required Score	Standard Level Exam	Higher Level Exam
Biology	5-7	BIOS110/110L (4 credits)	BIOS110 and BIOS120 (8 credits)
Chemistry	5-7	CHEM103 or CHEM110 (4 credits)	CHEM110 and CHEM120 (8 credits)
English	5-7	ENGL104 (3 credits)	ENGL104 and ENGL154 (6 credits)
Mathematical Studies	5-7	MATH155 (3 credits)	MATH155 (3 credits)
Mathematics	5-7	N/A	MATH205 (4 credits)
Physics	5-7	PHYS105 (4 credits)	N/A
Psychology	5-7	PSYC121 (3 credits)	PSYC121 (3 credits) + 3 additional 200-level social sciences transfer credits
Language (i.e. Spanish, German, etc.)	5-7	3 credits (Humanities elective, fulfills cultural studies requirement)	6 credits (Humanities elective, fulfills cultural studies requirement)

Transfer Credit for Military Service Members

Veterans of the armed forces who are honorably discharged and current active duty personnel will generally be granted credit for their military experience in accordance with the recommendations of the American Council on Education (ACE). Service members must submit an official copy of their military record for evaluation. Air Force records should be obtained from the Community College of the Air Force. Army, Coast Guard, Marine Corps, National Guard, and/or Navy records should be obtained from the Joint Services Transcript (JST). A minimum of 32 credit hours must be completed in the program major at Bryan College of Health Sciences.

Credit by Examination

Some courses may be completed by examination. To apply for credit by examination, the student must submit an Application for Credit by Waiver or Examination form to the appropriate Curriculum Committee. The type of test or evaluation method

and the number of credits awarded will be determined by the program to which the application for credit has been made. If the application is accepted and the student successfully completes the examination, the Registrar will record "CX" (Credit by Examination) on the transcript. No grade points will be awarded or included in calculating the grade point average.

Applicants for credit by examination or any combination of waiver and examination must pay for the following:

- The cost of the examination and/or examination process;
- A percentage of the current per credit hour tuition rate for each credit hour attempted by examination or waiver.

Credit by Waiver

To apply for credit by waiver the applicant must be accepted for admission to a College degree program. Students requesting credit by waiver must submit an Application for Credit by Waiver or Examination form and supportive documents such as competency reports, proficiency certificates or training records. The application must be submitted for evaluation to the program requiring the course. Upon successful completion of the evaluation, both the application and the evaluation will be submitted to the Registrar for recording credit on the student's transcript. Courses in which credit is granted by waiver will be recorded on the transcript with a "CW" and will not be included in calculating a student's grade point average. Credit granted by waiver is subject to evaluation by other institutions and may not be accepted for transfer credit.

Waiver of GSTU101, Introduction to Bryan College of Health Sciences Experience

Students who have 36 earned semester credit hours from another institution(s) or who have completed a degree at the associate's level or higher can be awarded credit by waiver for GSTU101 after successful completion of a transfer student orientation that is in addition to the new student orientation that all students complete. The transfer student orientation must be successfully completed by the last day of the midterm week of the student's first semester at Bryan College of Health Sciences. If it is not completed by that date, the student will need to register for the GSTU101 in the second semester at the College.

Advanced Placement

Opportunities for advanced placement may exist in particular majors.

Mathematics Placement

Mathematics course placement will be based upon a grade of C or higher in a prerequisite math course taken within the past 5 years, current ACT (2 years or less) math sub-score, or math placement exam score, whichever is higher. For students who entered prior to Fall 2019, mathematics course placement will be based upon a grade of C+ or higher in a prerequisite math course taken within the past 5 years, current ACT (2 years or less) math sub-score, or math placement exam score, whichever is higher. Students may attempt the mathematics placement exam a total of three times with a minimum of two weeks between attempts, unless prior approval has been granted by the General Education Curriculum Subcommittee. Degree completion programs, due to the nature of their purpose and the unique experience of their students, may have alternate methods of math placement. Students must be aware of the math course and placement requirements of individual programs and should consult with their advisor regarding math placement.

Readmission Policy

A student is eligible for readmission one time. A student is not eligible for readmission if dismissed due to safety or academic integrity issues.

Withdrawn or dismissed students seeking readmission must contact the Admissions Department to initiate the process. As outlined in the Readmission Procedure, the Admissions Department will coordinate with all necessary departments to verify the former student's eligibility to reapply. The readmission decision for eligible re-applicants will be made by the program-specific Admissions, Progression, and Graduation (APG) committee, following review of the former student's reapplication.

materials. Readmission location and start date are subject to availability of space in the desired program. For readmitted students, the appropriate Curriculum Committee will determine placement and plan of study. Students may only apply for readmission to a program once.

Readmission Procedure

1. Former students seeking to re-enter Bryan College of Health Sciences must notify the Admissions Department of their intent to reapply.
 1. Former students who were dismissed from the College within one year of their College start date can send an e-mail to the Recruitment and Diversity Coordinator indicating their intent to reapply.
 2. Former students who were dismissed from the College more than one year after their College start date must submit a new application.
 3. For Traditional Nursing Program re-admission only
 - a. The Nursing APG Committee will review applications for readmission twice a year, in September and April.
 - b. Former students are eligible for readmission to the Nursing program for up to two years from the date of dismissal. If more than two years have passed, students have the option of reapplying and starting over in the Nursing program.
 - c. If denied readmission, former students will not be able to reapply to the Nursing program.
 - d. If readmitted and the student fails one Nursing course after readmission, they will be dismissed and not be able to reapply to the Nursing program.
 4. For Sonography Program readmission only
 - a. Former students are eligible for readmission to the Sonography program for up to one year from the date of dismissal. If more than one year has passed, students are ineligible for readmission and have the option of reapplying and starting over in the Sonography program.
 - b. If denied readmission, former students will not be able to reapply to the Sonography programs.
 - c. If readmitted and the student fails one Sonography course after readmission, they will be dismissed and not be able to reapply to the Sonography programs.
2. The Admissions Department coordinates with applicable departments, including the Dean of Students, Student Accounts, the Registrar, and the Dean or Director of the Program to verify the former student's eligibility to reapply.
3. If the former student is ineligible to reapply, the Admissions Department will notify the applicant of ineligibility. If deemed eligible to reapply, the Admissions Department will present the following student information to the program-specific Admissions, Progression, and Graduation (APG) Committee.
 - a. Application materials (the original application and updated transcripts can be presented if these materials are less than one year old).
 - b. A letter from the readmission applicant, including an explanation of the circumstances that led to dismissal or withdrawal, proof of progress since dismissal or withdrawal, and plan for success.
 - c. For Traditional Nursing Program readmission only
 - i. two letters of recommendation from Bryan College of Health Sciences faculty
 - ii. Readmission applicants who completed three or more semesters of the undergraduate nursing program curriculum are not required to participate in the admission interview process but must include a nursing faculty for one of their two letters of recommendation.
4. The APG Committee makes the readmission decision based on the readmission applicant's materials. The APG Committee chair communicates the decision with Admissions.
5. Communication of the readmission decision:
 - a. If denied readmission, the Admissions Department communicates the decision with the readmission applicant.
 - b. If accepted, the Admissions Department notifies the following parties about the readmission: readmitted student, Dean or Director of the program, Program Clinical Coordinator (if applicable), applicable Curriculum Committee, Registrar, Financial Aid, and Student Success Center.
6. The student is not charged an enrollment deposit and is reinstated as a future start student by the Registrar's office.
7. The appropriate Curriculum Committee determines the student's plan of study and recommends resources and strategies for success and communicates this information with the Dean or Director of the Program.
8. Dean or Director of the Program collaborates with the Registrar to determine a start date and assign or reassign an advisor for the student.
9. Dean or Director of the Program communicates with the applicant in writing the Curriculum Committee's decisions, start date, and their assigned academic advisor.
10. Dean or Director of the Program communicates with course faculty of the potential enrollment in a clinical course.
11. The student meets with their advisor and registers for classes.

Contact Information

Admissions Office

Bryan College of Health Sciences

1535 South 52nd Street

Lincoln, NE 68506-1398

Phone: 402-481-8697 or 1-800-742-7844, ext. 18697

Website: bryanhealthcollege.edu

Office hours:

Monday-Friday 8 a.m. – 4:30 p.m.

Financial Information

Financial Aid

Students should apply for an FSA ID prior to completing the FAFSA. The FSA ID allows access to Federal Student Aid's online systems and functions as the legal electronic signature. Students who are dependents should also encourage a parent to apply for an FSA ID. Students and parents can create the FSA ID at www.StudentAid.gov.

In addition to the FAFSA, students will need to complete the FAFSA Awarding & Verification Portal. This system allows the student to determine their own federal aid packaging according to their program of study, grade level and financial need data. Information regarding completing the FAFSA Awarding & Verification, as well as priority funding deadlines, can be found at bryanhealthcollege.edu/financialaid. Students should apply for financial aid before the start of the term. Upon special circumstances, students will be allowed to apply for financial aid up to 90 days after the start of the term.

A student must be in good academic standing and be enrolled for a minimum of six credit hours (fall, spring and summer) to be eligible to receive Federal Student loans for that semester.

Types of Financial Aid

Bryan College of Health Sciences offers a variety of financial aid opportunities to students. Types of aid available include: Unsubsidized Federal Direct Loans, Federal Direct Grad PLUS, Pell Grants, State Grants, Federal Work Study, college based grants, scholarships and private loans.

Scholarships

Students who wish to receive Bryan Foundation scholarships should complete their online scholarship application form at bryanhealthcollege.edu/scholarships. The online scholarship application is available annually March 1-15.

Federal Financial Aid Refund Policy

Refunds for Federal aid recipients are issued according to Federal guidelines. A student earns Federal aid for the period of time they are enrolled. If a student withdraws before the end of the period, they may have unearned aid that must be returned to the Federal Financial aid program.

The return of Title IV funds policy is published in the Student Handbook.

Academic Progress

The College has adopted the standard published in the Federal Student Financial Aid Handbook as the basis for the academic progress policy.

Full time students may receive financial aid for a maximum of 150% of the credit hours required to complete their program or until the degree is acquired, whichever occurs first. Students who do not complete within the published time frame are evaluated on an individual basis to determine appropriate action for program completion.

Satisfactory Academic Progress

Bryan College of Health Sciences has established the following policy related to student satisfactory progress for the purpose of assuring that the College is in compliance with the most current language found in Federal Regulation C.F.R. 668.34 which establishes standards for satisfactory academic progress that must be met in order for students to receive federal Title IV financial assistance. The following policy applies to all undergraduate students

Satisfactory academic progress will be assessed at the completion of each academic semester. Students will be notified in writing if they are not making satisfactory academic progress. It should be noted that lack of academic progress may affect a student's academic standing, and a student's ability to receive federal financial aid. The Registrar will notify students who are not meeting minimum academic standards (see academic policies). Financial Aid will notify students of any change in financial aid eligibility that is a consequence of failure to make satisfactory academic progress.

Evaluation for satisfactory academic progress will be performed using the following standards: (If a student changes majors or seeks to earn additional degrees, Financial Aid will measure progress by calculating cumulative data for these standards)

Qualitative Standard - Grade Point Average (GPA)

- Undergraduate students must maintain a cumulative GPA of at least a 2.0 on a 4.0 scale.

Quantitative Standard - Pace of Progress

All students must successfully complete at least 66.67% of their cumulative attempted credit hours.

- Effective fall 2019, for an undergraduate no letter grade less than a "C" in a general education course or a "C+" in a course in the major will be considered successful. For students entering prior to fall 2019, no letter grade less than a "C+" for any course will be considered successful. A grade of no pass (NP) is also not considered successful.

The following considerations will also be included in applying the qualitative standard:

- Transfer credits accepted toward the student's program are included in both the attempted and completed credits and are subject to the same grade standards as non-transfer credits. Your official cumulative GPA is derived from courses taken at Bryan College of Health Sciences; however, Bryan College of Health Sciences must include all attempted hours when calculating the maximum time frame for degree completion.
- Credits for a course from which the student has withdrawn will not be considered successfully completed
- Grades of incomplete (INC) will not be considered completed until the incomplete has been removed and a successful grade has been assigned.
- When a student successfully repeats a course that had been previously failed, the grade for that course will replace the grade for the failed course on their transcript; and the credit hours will count as attempted and successfully completed. The credit hours for the failed course will also count toward attempted hours.

Maximum Time Frame

- For Federal Financial Aid: Students will not receive federal financial aid once they have completed credit hours equaling 150% of the length of their program. For example: for a BSN student whose program is 128 credit hours in length, no financial aid will be given once the student has completed 192 credit hours ($128 \times 1.5 = 192$).
- For Optimum Student Retention and Performance: Students will be expected to complete their programs in a time period equal to 150% of their identified program of study as measured in years. Students who are not on a trajectory to complete in that time frame will be evaluated on a case-by-case basis.

Consequences of Failure to meet Satisfactory Academic Progress Standards

Any student failing to meet the qualitative or quantitative (pace) standards for satisfactory academic progress will be placed on financial aid warning. Students on financial aid warning may receive financial aid for one semester after warning status has been applied. Financial aid will be available in the following semester only if the student made satisfactory academic progress during the warning semester.

The student may also be subject to a change in academic standing. See policies related to academic standards

Re-Establishing Eligibility for Financial Aid

Eligibility for federal and institutional aid will be reinstated when a student presents the Director of Financial Aid with an official transcript from the Registrar verifying the satisfactory removal of the deficiency. To request an appeal, please contact Financial Aid for the required appeal form.

Tuition and Fees

Undergraduate tuition and general fees are listed below. Costs do not include books and other living expenses or program specific fees. Accepted applicants must pay a \$175 enrollment fee to hold a place in a class. It is not refundable. Outstanding balances and transition course fees must be paid before entering the program of study. The transition fee is based on the amount of instruction time required and includes instruction materials.

Tuition

Undergraduate credit hour \$689.00

General Fees

Fall & Spring Semesters Only: Undergraduate Degree Programs (Nursing; Sonography; Biomedical; Healthcare Studies & other Undergraduate Degree Programs) & Non-Degree for credit courses

semester/1-6 credit hours \$300.00

semester/more than 6 credit hours \$750.00

Degree Completion (Healthcare Professions Completion; RN to BSN)

credit hour \$30.00

Certificate

credit hour \$30.00

A complete list of tuition and fees can be viewed on the college website:

<https://www.bryanhealthcollege.edu/bcohs/admission/tuition-financial-aid-scholarships/tuition-fees>

Tuition Collection and Payment Policy

Spring and Fall Semesters

1. Tuition and fees are billed on the student portal during the second week of a new semester and are due by Friday the 5th week of classes.
 - a. For accounts unpaid at the beginning of the 6th week of classes, student accounts:
 - b. Places a financial hold on the student's account
2. Notifies the student of the hold
3. When a student's account is on a financial hold the student cannot register for any new classes and cannot receive a certificate or diploma.
4. When the account balance is paid in full the hold is removed. The student is then eligible to register, dependent upon academic standing and availability of classes.
5. If payment has not been received by the end of the semester, inactive accounts will be referred for collection. The financial hold will remain until the balance is paid in full to the collection agency.

Summer Semester

1. Tuition and fees are billed on the student portal during the second week of a new semester and are due by Friday the 3rd week of classes.
 - a. For accounts unpaid at the beginning of the 4th week of classes, student accounts:
 - b. Places a financial hold on the student's account
2. Notifies the student of the hold
3. When a student's account is on a financial hold the student cannot register for any new classes and cannot receive a certificate or diploma.
4. When the account balance is paid in full the hold is removed. The student is then eligible to register, dependent upon academic standing and availability of classes.
5. If payment has not been received by the end of the semester, inactive accounts will be referred for collection.

Billing for Fines

1. Fines may be charged for issues including, but not limited to:

- a. Clinical make-up in excess of times allowed per course
 - b. Unplanned or unexcused absences from scheduled exams or competency exercises
 - c. Unreturned library or skills lab resources
 - d. Skills supplies
 - e. Lost student identification cards
2. Fines are billed on the student account as they are accumulated.
3. If the fines are not paid within 30 days, student accounts:
 - a. Places a financial hold on the student's account
 - b. Notifies the student of the hold
4. When a student's account is on a financial hold the student cannot register for any new classes and cannot receive a certificate or diploma.
5. When the account balance is paid in full the hold is removed. The student is then eligible to register, dependent upon academic standing and availability of classes.
6. If payment has not been received by the end of the semester, inactive accounts will be referred for collection.

Tuition Refund Schedule

The refund of tuition and fees upon withdrawal from a course or courses for the fall, spring and summer semesters as follows:

End of Week 1 100% refund

End of Week 2 75% refund

End of Week 3 50% refund

Refunds for summer session or sessions less than a full term will be prorated. The following fees are not refundable: enrollment fee, course materials and laboratory fees, and books purchased through the bookstore.

Bryan students taking classes at Hastings College will follow the Bryan refund schedule as outlined in the Bryan Undergraduate Student Handbook for the academic year of applicable charges. Courses taken by Bryan students at Hastings College that do not fall under the auspices of the MOU (BSN Program plus 10 elective credits) are billed directly by Hastings College will follow the Hastings Tuition Refund Schedule as published in the Hastings College Undergraduate Catalog for the academic year of applicable charges.

No refunds will be made if a student is suspended or dismissed for disciplinary reasons.

Veterans' Information

Many of the programs at the College have been approved by the State Approving Agency for the enrollment of those eligible to receive GI Bill® education benefits. A Certificate of Eligibility (COE) is required to certify students for veteran education benefits. Prospective students may visit the VA website at www.gibill.va.gov, call the assistance line at 888-GI Bill®1 (888-442-4551), or inquire at a Veterans Administration Office for information on benefits. The assistance line is open from 7:00am to 7:00pm Central Time, Monday-Friday.

Veterans Benefits and Transition Act of 2018 Compliance – Section 103

The President signed into law the Veterans Benefits and Transition Act of 2018 on December 31, 2018, which contains a provision in Section 103 that takes effect on August 1, 2019. In accordance with Section 103, while payment to the institution is pending from the Veterans Administration for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill® (Chapter 33) or Vocational Rehabilitation and Employment (Chapter 31) benefits, Bryan College of Health Sciences will not:

- Assess a late fee;
- Prevent enrollment or deny access to classes;
- Deny access to any student resources (library, student services, or other institutional facilities) available to other students who have satisfied their tuition/fees to the institution;
- Require that the VA recipient secure alternative or additional funding to cover financial obligations to the institution due to delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>

Veteran and Eligible Person Standard of Progress Policy

A veteran and/or eligible person must make satisfactory progress toward an approved educational objective leading to employment. The veteran and/or eligible person Standard of Progress will be determined utilizing the Satisfactory Academic Progress policy as listed in the College Catalog and Student Handbook consisting of overall grade point average, pace, program length, maximum time for completion, attendance and/or conduct.

Financial Aid Contact Information

Financial Aid Office

Bryan College of Health Sciences

1535 S. 52nd St.

Lincoln, NE 68506-1398

Phone: (402) 481-8984 or 800-742-7844, extension 18984

E-mail: fa@bryanhealthcollege.edu

Academic and Administrative Policies

The President and the Faculty have the responsibility and authority to establish and maintain standards of ethical, personal and professional conduct for students in the College. It is assumed that each student who enrolls at Bryan College of Health Sciences is in agreement with the philosophy, goals and values and will cooperate in furthering these purposes by adhering to regulations.

Attendance Policy

Learning is an interactive process between the student, faculty, and peers; consequently, it is imperative that the student be present in the classroom (in all formats) and clinical area.

Consistent attendance and participation in assigned activities is a critical element in professional development, therefore, students are expected and required to attend and participate in all scheduled experiences. Make-up activities will be determined by faculty in collaboration with students based on the nature of the missed experience, individual student needs and availability of clinical and/or faculty resources.

Students are expected to attend all classes and participate in all planned clinical, laboratory, and/or practicum experiences. Each student is responsible for the content of all courses.

Absence may jeopardize a student's understanding of course content and may result in a grade reduction or failure of the course. Failure to attend a course does not automatically release a student from financial obligations associated with that course. Should a student decide to drop a class or withdraw from school the appropriate paperwork must be completed. Paperwork is available from the Records and Registration. In addition, repeated absences in a course and/or failure to consistently engage in coursework may result in an administrative withdrawal per the Administrative Withdrawal Policy.

College Sponsored Absences

1. A student who serves on College Council committees will be excused to attend meetings.
2. Student organization meetings will be considered on an individual basis. The student must inform the instructor at least one day in advance of the scheduled meeting.
3. Faculty will facilitate attendance at student conferences and conventions. Students may be required to make-up missed experiences.

Reporting Absences

Absences from clinical experiences must be reported to the clinical site and the supervising instructor prior to the start of the clinical experience. See course guidelines for specific absence reporting protocols for each experience.

When absent from a learning experience, the student must refer to the syllabus for expectations of the missed experience.

Computer Skills

Recommended computer skills include principles of general computer usage, ability to utilize interactive computer software, word processing, databases and spreadsheets, internet and electronic mail. Students who do not possess these skills must take a computer course or seek other types of assistance to increase their skill.

CPR

Students are required to have completed a BLS/CPR for Healthcare Provider course prior to patient care clinical experiences. Students are responsible for maintaining their CPR card throughout the program.

Called to Active Duty Policy

Bryan College of Health Sciences recognizes and appreciates the important contributions made by students in service to our country. In support of these students, the College has developed procedures to provide each student with maximum flexibility in the event the student is called to active duty.

If a Bryan College of Health Sciences military/veteran student is called to active duty while currently enrolled, the student must present a copy of the official orders to the Student Records Office. Students have three (3) options depending on the length of the activation: take a temporary leave of absence, withdraw completely or take incompletes in their courses.

1. If the student is being temporarily activated for duty, including annual and/or monthly training, or mobilized:
 - a. The student may take a leave of absence from their course(s).
 - b. Student needs to inform professor of absence dates ahead of the absence.
 - c. Student will not be penalized for missed classroom time, but is responsible to complete any coursework that was assigned during dates of absence.
2. If the student is being mobilized or deployed for an extended period of time or is being reassigned or transferred permanently, the student may withdraw from classes immediately.
 - a. Bryan College of Health Sciences will not hold the student accountable for tuition-related expenses for the term, session, or semester.
 - b. A "W" grade will be represented on the student's official transcript to show the reason for the withdrawal and withdrawal date.
3. If the student is being mobilized or deployed for an extended period of time or is being reassigned or transferred permanently, the student may request a grade of "Incomplete" for their course(s).
 - a. If the student has completed a substantial portion of the course and required coursework, the instructor may approve the student request for an "incomplete" in the course.
 - b. I to F Policy: Students called to active military duty will be exempt from the subsequent semester automated changes of I to F grades for the term of deployment and the year prior to deployment. Students may complete work upon their return from duty or may choose to maintain the "I" grade. Therefore, "I" grades for students called to active military duty will remain listed as "I" until a change of grade is submitted by the faculty member, or indefinitely, if so desired by the student. Tuition and mandatory fees would be assessed in full.
 - c. If arrangements are made with only some of the instructors for grades or incompletes, the registration for those courses would remain intact and tuition and mandatory fees would be assessed for those courses. Any courses for which arrangements cannot be made for grades or incompletes could be dropped and the tuition and mandatory fees for those courses would be refunded.

Students will be eligible for readmission to the College after completion of their active duty.

Finals Week

Bryan College of Health Sciences final exams are to be scheduled at the regularly scheduled course time during the final week of the course. Scheduling the final exam at a time other than the regularly scheduled course time must be agreed upon by all concerned (variables to consider include conflicts with other final exams, clinical schedules, ATI exam schedules, room availability, etc.).

For courses in which there are both final papers/projects and a final, it is recommended that final papers and/or projects be due the week prior to final exams to allow students adequate time to prepare for their exams. For courses in which a final paper/project is substituted for a final exam, the paper/project should be due no later than the regularly scheduled course time during the final week of the course.

Hybrid Courses

Undergraduate courses offered in hybrid delivery format combine face-to-face meetings and online learning strategies. Most courses will meet on campus 3 to 5 times per semester. Students are expected to complete independent study between sessions via the College online learning management system and maintain personal computers in compliance with delineated system requirements.

All logistics and costs for transportation and lodging associated with required face-to-face sessions on campus are the student's responsibility. It applies no matter where you live, move to, or any other eventualities that may not have been anticipated.

Physical Competencies

The College enrolls qualified students into clinical programs who are able to provide safe patient care and perform the following physical competencies:

1. Utilize perceptual skills when providing care and services for clients in all types of settings;
2. Safely use essential equipment when providing client care and services in all required settings;
3. Move about independently when providing care and services for clients.

More specific criteria for enrollment is available in the following sections:

- Nursing: Technical Standards of Nursing Students
- Basic Nursing Assistant: Basic Requirements and Abilities
- Sonography: Technical Standards of Sonographers

Placement in Program

Placement in the program is determined by the student's academic preparation and the number of students enrolled in the program. The number of students admitted to the College each semester is limited to ensure a student-to-faculty ratio that enhances learning and appropriate use of clinical facilities.

Religious or Cultural Observances

Bryan College of Health Sciences strives to be sensitive to the religious and cultural beliefs of an increasingly diverse population. If a concern arises regarding a scheduled College or course activity and a particular religious or cultural practice, the student must inform the instructor of the concern well in advance of the scheduled activity. If this concern results in the student being absent from course activities, make-up may be required, at the discretion of the instructor.

Relocation Policy

Bryan College of Health Sciences has obtained authorization to offer distance education in most but not all areas of the United States and its territories. The College could potentially be unable to provide continued education to students who relocate to a state or territory that is different from the state or territory from which they applied for program entry. Students who are planning to relocate to a different state or territory should contact the program dean as soon as possible to determine any potential impact on the student's ability to complete their program of study.

Undergraduate Enrollment in Bachelor's to non-BCHS Master's Programs (BTM)

A BTM program allows a student to decrease the overall time to complete a Master's degree by allowing senior level undergraduate students to begin graduate level courses. Credits from graduate courses can then be applied to both the Bachelor's degree as well as the Master's. Information about eligible BTM programs is available from the Registrar.

1. Students who have completed at least 75 undergraduate credits may apply to a BTM program.
2. Students must apply and be accepted to the graduate program at the Master's program institution.
3. Students must have completed 90 credits with a GPA of at least 3.30 as an undergraduate student to take graduate courses in a BTM program.
4. Students may take 6 credits of graduate coursework per semester for a total of 2 semesters. These credits can be applied to the students' undergraduate program requirements as applicable, per the transfer guide.

Academic Honors

President's & Dean's List

Bryan College of Health Sciences compiles and posts the President's and Dean's Lists each semester to recognize undergraduate students for their excellent academic achievement. The President's List is composed of students who were taking 12 credit hours or more for the semester and received a 4.00 grade point average (GPA). The Dean's List is composed of students who were taking 12 credit hours or more for the semester and received a GPA of 3.50 to 3.99.

Academic Standing

Academic Standing Policy

Approved 10/27/2023 by Academic Affairs to be effective 8/1/2023:

A student who is dismissed is not allowed to enroll during the next semester or at any time in the future unless special permission is secured.

At the end of each semester students who fail to remain in good standing are placed on academic warning, probation or are dismissed.

Academic Warning

Initiated when a student's cumulative GPA falls below the specified minimum level in a given semester.

Academic Probation

Initiated when a student's cumulative GPA remains below the specified minimum level at the end of the academic warning semester.

Academic Dismissal

Occurs when a student's cumulative GPA remains below the specified minimum level at the end of the academic probation semester.

The minimum grade point averages permitted for student to be considered in good standing are as follows:

Academic Warning Cumulative GPA falls below 2.00

Academic Probation Cumulative GPA remains below 2.00 at end of the academic warning semester

Academic Dismissal Cumulative GPA remains below 2.00 at end of the academic probation semester

Course Warning Policy

In addition to action based on academic standing, faculty may place a student on course warning at any time. The purpose of initiating course warning status is to inform the student of their status and to clarify the consequences of the warning. Failure to demonstrate satisfactory improvement will result in failure of the course and may result in dismissal from the College. A student demonstrating unacceptable behavior (unprofessional, unsatisfactory, or patterns of unsuccessful behavior) will be informed in writing of their status and will be placed on course warning. The warning status may be removed if behavior improves sufficiently to indicate satisfactory conduct and consistency in meeting the expectations of the course.

Courses in a Major

A student functioning below a 75% average in a theory course or theory component of a course in the declared major at midterm will usually be informed in writing of their status by the registrar. A student demonstrating unacceptable behavior (unprofessional, unsatisfactory) will usually be informed in writing of their status and will be placed on course warning by course instructors, at any time in the course. Warning status may be removed if behavior improves sufficiently to indicate satisfactory conduct and consistency in meeting the expectations of the course.

A student functioning at an unsatisfactory level in the clinical portion of a course, will usually be informed in writing of their status and usually will be placed on course warning status at that time by the course faculty. Warning status may be removed if course performance improves sufficiently to indicate satisfactory performance and consistency in meeting the objectives.

General Education Courses

Effective Fall 2019, a student functional below a 70% in a required general education course offered at Bryan College of Health Sciences at midterm will be informed in writing of their status by the Registrar. For students who entered prior to Fall 2019, a student functioning below a 75% in a required general education course offered at Bryan College of Health Sciences at midterm will be informed in writing of their status by the Registrar.

A student demonstrating unacceptable behavior (unprofessional, unsatisfactory) will be informed in writing of their status and will be placed on course warning by course instructors at any time in the course. The warning may be removed if behavior improves sufficiently to indicate satisfactory conduct and consistency in meeting the expectations of the course.

Midterm Course Warning

The purpose of the midterm course warning is to inform a student that they are functioning below a 75% average in a theory course or theory component of a course in the declared major.

General education courses effective fall 2019: a student will be informed of midterm course warning when they are functioning below a 70% in a general education course. For students who entered prior to fall 2019, a student will be informed of midterm course warning when they are functioning below a 75% in a general education course. The student will be informed of their status by the Registrar.

Student Records and Privacy Acts

Family Educational Rights and Privacy Act (FERPA)

Bryan College of Health Sciences is subject to the regulations and requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974. Under the provisions of this act, students have specific rights related to their educational records:

- The right to inspect and review the student's records within 45 days of the day the College receives a request for access.
- The right to request the amendment of any educational records that a student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the College decides not to amend the record as requested, it will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent to disclosures of personally identifiable information (PII) contained in a student's education records, except to the extent that FERPA authorizes disclosure without consent. (See the partial list below of circumstances in which FERPA authorizes disclosure without consent).
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Circumstances in which FERPA permits the disclosure of PPI without consent include, but are not limited to (more detailed information is provided in the FERPA regulations at 34 C.F.R. Part 99), the following:

- To other school officials, including faculty, staff and administrators within the College whom the College has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other third parties to whom the school has outsourced institution services or functions;

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
- To parents of an eligible student if the student is a dependent for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena, or as otherwise required by law;
- Accrediting organizations;
- Organizations conducting certain studies on behalf of the College;
- The sharing of PPI between the College and Bryan Medical Center for the purposes of facilitating ongoing operations, supporting the educational mission of the College, and meeting their respective legal obligations;
- To appropriate officials in connection with a health or safety emergency;
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense (such disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding);
- To the general public, the final results of a disciplinary proceeding, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against them;
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21;
- Information the College has designated as "directory information".

FERPA rights accorded to parents of K-12 students are transferred to students who are 18 years of age or are attending institutions of postsecondary education.

Directory Information

The College designates the following information as "directory information", which the College may release to a third party without the student's consent:

- student's name, address, telephone listing and electronic mail address
- field of study (major)
- academic class (freshman, sophomore, junior, senior)
- enrollment status (full-time or part-time)
- dates of attendance, graduation
- estimated graduation date
- academic awards and degrees
- participation in officially recognized activities and sports.

Students have the right to withhold the disclosure of this information. Students who wish to restrict the disclosure of this information or who desire additional detailed information regarding student rights outlined in FERPA should contact the Registrar.

Formal Complaints Policy

A formal complaint about Bryan College of Health Sciences must be submitted in writing to the President of the College or the President's designee. Any individual may submit a written complaint.

Student Grievance Policy

Bryan College of Health Sciences (BCHS) defines a grievance as a serious concern that a student regards as just cause for a complaint. Through the Student Grievance Policy, all students have the right to appeal an academic or non-academic matter in which they feel they have been treated unfairly.

The BCHS Student Grievance Policy applies to such matters (not an exhaustive list) as appeal of an advising decision; appeal of a decision by an administrator or faculty advisor regarding permitting individual or group activities; complaint of unfair application of standards applied to work required for award of a degree; or complaint of unfair treatment by a staff, faculty, or third-party person associated with the college. However, the Grievance Policy does not apply in instances where there is an appeal process explicitly covered by another College policy. For example, Academic Integrity Violations may only be appealed by utilizing the appeal process outlined in the Academic Integrity Violation Policy.

Record Retention

Bryan College of Health Sciences maintains a Record Retention Policy in compliance with The Family Educational Rights and Privacy Act; the Veteran's Administration; the United States Department of Education and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Retention of Records, A Guide for Retention and Disposal of Student Records. Records are maintained for applicants, enrolled students, graduates, and students who are withdrawn. Records and Registration is responsible for maintenance of permanent student records.

Release of Reference Information Policy

Faculty and staff of Bryan College of Health Sciences may provide written or verbal references for students upon written request. Students must complete and sign the Reference Authorization Form and turn it in to Records and Registration for processing. Faculty and staff will receive a copy of the completed form and the original request form will be kept in the student's file.

Transcripts and Records Request Policy

Requests for transcripts must be received in writing or through the National Student Clearinghouse. The transcript release must include name, dates of attendance, date of birth, Social Security number, current daytime phone number, and the signature of the student or former student. The Transcript Release Form is available from Records and Registration or on the College's website.

Official transcripts will be released to specific individuals, institutions, or organizations as specified on the transcript release. Unofficial transcripts may be released directly to students or former students and will be stamped, "Issued to the student at his/her request." Official copies bear the Registrar's signature, the College seal, and are printed on security paper.

The fee for transcripts, either official or unofficial, is \$5 each. The fee is waived for current students. Additional fees may apply when requesting transcripts through the National Student Clearinghouse. Transcripts will be processed within two business days upon receipt of request and payment. Students may also print unofficial transcripts from the Student Portal.

Transcripts will not be issued to students or former students who have a hold on their account. Holds are issued for reasons such as unmet financial or other obligations to the College.

Records Requests

Release of other records may be requested using the Records Release Form available from Records and Registration or the College website. These records may include health records, diplomas, enrollment verification, jury duty deferments, and other records as specified.

Academic records from other institutions will not be released by Bryan College of Health Sciences.

Graduation Requirements & Honors

Graduation

Graduation Requirements

Students must complete all degree requirements as described in the Curriculum and Courses section of the applicable Catalog. Students are expected to assume responsibility for understanding the requirements of their program and for seeking appropriate assistance to do so. Students who do not successfully complete program requirements at the expected time will no longer be considered a part of their intended graduation cohort.

Applying for Graduation

Each candidate for graduation is required to apply for graduation by the posted deadline in the semester prior to the one in which they wish to graduate. The College's allowing a student to participate in the graduation ceremony does not obligate the College to confer a degree should the student subsequently fail to meet degree requirements.

Degree Conferral

Degree conferral dates are in May, August, and December following the end of the semester. Degrees will not be awarded and transcripts will not be issued to graduates with outstanding financial, testing, or exit interview obligations to the College, until such obligations are met.

Commencement

Commencement is held in May and December. Students should monitor College communication sources (e.g., College email, and the website) regarding ceremony date, time, and place.

Students who complete all their degree requirements at times other than the end of a semester (i.e. mid-term) will be invited to participate in the next regularly scheduled commencement and their graduation date will be the next identified degree conferral date. Students wishing to participate in an earlier commencement may file a petition with the Registrar. Each petition will be reviewed on a case-by-case basis.

There is no August commencement; therefore, students with 6 or fewer credits needed to complete graduation requirements at the end of the spring semester may participate in the May commencement provided they are registered for the needed courses in the immediately following summer semester and will complete those needed courses by the end of the summer semester as defined by Bryan College of Health Sciences. Students completing requirements in August will be listed as August graduates in the May commencement program. These students will receive their degree when all requirements are completed. Upon completion of program requirements, if criteria have been met for honors, the transcript will reflect those honors.

Graduation Honors

Graduates with an Associate Degree will be awarded honors based on cumulative grade point averages as follows:

Honor	Cumulative GPA
Highest Distinction	3.87 or above
High Distinction	3.64 - 3.86
Distinction	3.50 - 3.63

Graduates with a Baccalaureate Degree will be awarded honors based on cumulative grade point averages as follows:

Honor	Cumulative GPA
Summa Cum Laude	3.87 or above
Magna Cum Laude	3.64 - 3.86
Cum Laude	3.50 - 3.63

Posthumous Degree Policy

Degrees are awarded posthumously to candidates who have completed the academic requirements and pass away before the graduation date.

A request for a posthumous degree should be initiated by faculty. The request must be in writing and include a copy of the official obituary notification. Posthumous degrees may be awarded to deceased students who meet the following criteria:

- The student was in good academic standing.
- The student has completed 75% or more of degree requirements; individual circumstances will be considered on a case-by-case basis.
- The posthumous degree has to be approved by the Dean of the department, the Faculty Senate, the Provost, and the President.
- Notification to the recipient's designated representative will be made by the Dean of Students or designated College representative.
- Degree may be awarded at graduation to a designated student representative.

Registration & Enrollment

The *Undergraduate Catalog* is the authoritative source for information about program and graduation requirements and regulations.

Students are encouraged to meet with an advisor prior to registering for classes and to register during early enrollment periods to ensure course availability. The College reserves the right to cancel courses with low enrollments. Furthermore, the College reserves the right to modify the published schedule without prior notice.

Ultimately, students are responsible for their own academic planning; they are responsible for fulfilling degree requirements and for abiding with all regulations.

Administrative Withdrawal from the College

Students will be withdrawn from Bryan College of Health Sciences by the administration for reasons such as failure to return from an approved Leave of Absence, dropping all classes after the beginning of the semester, failure to register for subsequent semesters, or failure to meet attendance expectations. In addition, the College may require withdrawal of a student for medical reasons. Students will be sent electronic communication informing them of the withdrawal and the reason for the action.

Administrative withdrawal is a neutral action and should not be considered as negative or of a disciplinary nature. The official date of withdrawal will be determined by the last date of attendance for an enrolled student, or the first date of the semester for students that failed to start classes as scheduled.

Tuition due will be based upon the official date of withdrawal, and any tuition refunds will be determined according to the tuition refund policy. The student will be placed on a transcript hold if there are unmet obligations to the College.

Students who are administratively withdrawn from the Basic Nursing Assistant course during the summer semester due to background and/or abuse registry check findings will receive an 80% refund.

Administrative Withdrawal from a Course

Students who are listed on a class roster but who have not attended class or clinical or participated in a distance course via the Learning Management System by the end of the first week of a course will be administratively withdrawn from the course unless prior written approval is obtained from either the faculty or Registrar's office.

In addition, failure to regularly attend and engage in the learning process in a course may result in an administrative withdrawal at any point during the semester as evidenced by any of the following:

- Failure to submit any assignments for 14 calendar days
- Failure to attend class meetings for two consecutive weeks
- Failure to access a course via the Learning Management System for 14 calendar days

If a student is administratively withdrawn from a course that is to be taken concurrent with additional courses, the student will be withdrawn from the additional courses as well.

In situations with extenuating circumstances, such as medically related absences, it is the responsibility of the student to reach out to the appropriate college staff to document the reason for absence and make plans with faculty to meet course expectations.

Dismissal Policy

Failure to meet the requirements as listed in the Bryan College of Health Sciences Catalog, Student Handbook, and course syllabi may be grounds for dismissal from the program and College regardless of clinical/classroom performances. Students may be dismissed at any time when performance, based on the faculty professional judgment, is deemed unacceptable or unsafe.

The President of the Bryan College of Health Sciences has the authority to dismiss any student from the College at any time when such action is deemed to be in the best interest of the College or of the student.

Failure to follow hospital, affiliate agency, or Bryan College of Health Sciences policies is cause for immediate dismissal.

Please see Student Grievance Policy for the appeals process and Academic Standing policy for grade-dependent dismissal.

Leave of Absence

Students may submit a request to the Registrar for a leave of absence. The date of re-enrollment will be determined based on numbers of students in each course and the sequence of courses. The request must be submitted prior to the start of the leave of absence, unless unforeseen circumstances arise. The leave of absence may not exceed one year; however, repayment of federal loans will begin after 180 days. Repayment of private loans may begin immediately upon leave; please call your lender to confirm. When returning to the course the student will start at the beginning of the course, regardless of where they were at the time the leave of absence was requested. Failure to return from an approved leave of absence shall be considered a withdrawal from the College. The withdrawal date shall reflect the start date of the leave of absence even though the leave was approved. The withdrawal policy will then be implemented.

Students may be required to complete transition activities if a one semester gap occurs between courses. Faculty and the student will collaborate to determine individualized activities designed to promote success in the program. Transition activities must be completed prior to resuming courses.

Petition of Exceptions to Program Curriculum Requirements

A Petition of Exceptions to Program Curriculum Requirements is a request made by a student to alter expected program requirements, which may include clinical, internships, classroom, and curriculum. The student should initiate the process by contacting their advisor. The petition initiates curriculum subcommittee review to determine if the proposed request is educationally sound.

Program Change

[A current student in a bachelor's degree program who desires to change to another bachelor's degree program at the College should complete the Request for Program Change Form. Admission into the desired program is not guaranteed, and a change of program may extend the student's anticipated graduation date. The student is encouraged to consult with the Financial Aid Office to determine how the program change might impact his or her financial aid. An acceptance determination will be made based on program admission requirements. The Registrar's Office in collaboration with the new program dean will determine date of admission to the desired program based on current program capacity and completed courses. The Register office will communicate the decision with the student, the student's current advisor and the program dean.](#)

Withdrawal from the College

A student who withdraws from the college must complete the Request to Withdraw form to avoid receiving an automatic "F" in all courses. All College property must be returned prior to withdrawal, and arrangements must be made for meeting financial obligations. A student seeking to withdraw after the twelfth week of the semester must petition the Dean of the appropriate school for permission to withdraw; the student will not be allowed to withdraw unless permission is granted.

Withdrawal deadlines for summer terms or sessions less than a full semester follow a prorated tuition refund and withdrawal schedule. Prorated schedules are available in Records and Registration.

Registration Changes

Registration

Registration occurs in March/April for the summer and fall semesters. Registration for the spring semester occurs in October/November. Students will be notified regarding course offerings prior to registration. The course registration guides will be available on the College website bryanhealthcollege.edu. See the academic calendar for registration dates. The College reserves the right to cancel any course offering for which enrollments are insufficient.

Drop and Add

Adding a Course

A course may be added through the end of the first week of a semester. The student must complete a Request to Drop/Add a Course form. After the first week of the semester adding a course requires permission of the instructor. Add deadlines for summer terms or sessions less than a full semester following a prorated schedule. Prorated schedules are available from Records and Registration.

Dropping a Course

A course may be dropped through the end of the first week of the semester. The student must complete a Request to Drop/Add a Course form. A course dropped by the end of the first week of the semester is not recorded on the transcript. A student who wishes to drop a course after the first week must follow the Withdrawal from a Course policy. Drop deadlines for summer sessions or sessions less than a full semester follow a prorated schedule available from Records and Registration.

The Add/Drop policy applies to students at all instructional locations including those taking courses at Hastings College.

Course Withdrawal Policy

A student who wishes to drop a course after the first week of the semester must withdraw from the course. The student must complete a "Request to Drop/Add a Course" and submit it to Records and Registration. If a student withdraws from a course before the end of the twelfth week of the semester, a grade of "W" (withdrawal) is recorded on the transcript. A withdrawal is not computed in the grade point average.

Students who find it necessary to withdraw from a course after the twelfth week of the semester or after the completion of a blocked clinical requirement for a course must petition the Dean of the student's program for permission to withdraw. If approved to withdraw, the student will receive a "WP" (withdraw passing) or a "WF" (withdraw failing) on the transcript, depending upon the student's grade in the course (class or clinical) at the time of withdrawal. A "WP" or completion of blocked clinical requirements for a course and does not petition for a WP or WF, the course grade will be assigned based on work completed to date with a grade of zero assigned for work not completed. This may result in a failing grade. The failing grade will be included in the grade point average. A "WF" in a course will count as a failure and may impact progression.

Withdrawal deadlines for summer terms or sessions less than a full semester follow a prorated tuition refund and withdrawal schedule. Prorated schedules are available in Records and Registration.

Students who have withdrawn from a course are no longer enrolled in it, therefore, they are not permitted to further attend the course.

Classification of Students

For eligibility for certain types of financial aid, the award amount is based on student classification according to the number of credit hours completed.

Classification Hours

Freshman	0-24
Sophomore	25-51
Junior	52-89
Senior	90 and above

Course Load

The normal course load when pursuing a single major is 12-16 credit hours per 16-week semester. Students are encouraged to limit the total number of major and general education credit hours to no more than 18 credit hours per semester.

Credit Hour Definition

A semester credit will consist of fifteen clock hours of face-to-face instruction during a semester, plus a reasonable period of time outside of instruction in which the student is required to devote to preparation for learning experience, such as preparation for instruction, study of course material, or completion of educational projects. A clock hour of instruction is 50 minutes in length. In the use of distance technology, the planned learning experiences are equivalent to the learning and preparation described above, as determined by duly qualified faculty responsible for evaluating learning outcomes for the award of unit credits. One undergraduate laboratory credit hour corresponds to 1 two- or three-hour meeting each week over the duration of a 15-week semester. One undergraduate credit hour in a clinical, skills lab, or practicum course corresponds to 45 contact hours over the duration of a semester. Preparation for laboratory/skills lab/practicum/clinical activities is expected on the nature of the experience.

Student Status

Undergraduate		
Semester	Full Time	3/4 time 1/2 time
Fall	12 credits 9-11 credits	6-8 credits
Spring	12 credits 9-11 credits	6-8 credits
Summer	12 credits 9-11 credits	6-8 credits

Undergraduate Enrollment in Graduate Courses

Students in the senior year of their major at Bryan College of Health Sciences may elect to enroll in a maximum of 6 graduate credits providing that all of the following are met:

1. Current Bryan College of Health Sciences undergraduate GPA is 3.0 or higher.
2. Permission of the graduate course faculty member.
3. Space availability upon registration of current graduate program students.

Grades

Grading System

Throughout individual courses, grades are recorded numerically. The final numeric course grade is calculated and rounded to the nearest hundredths place. Letter grades are assigned according to the final numeric value and grade point averages are computed according to the following schedule:

Percentage Grade Letter Grade Quality Points

95.00 - 100	A+	4.0
90.0 - 94.99	A	4.0
85.00 - 89.99	B+	3.5
80.00 - 84.99	B	3.0
75.00 - 79.99	C+	2.5
70.00 - 74.99	C	2.0
65.00 - 69.99	D+	1.5
60.00 - 64.99	D	1.0
59.99 and below	F	0.0

Additional Grades	Code	Quality Points
Audit	AU	--
Administrative Withdrawal	AW	--
Credit by Examination	CX	--
Credit by Validation	CV	--
Credit by Waiver	CW	--
Incomplete	INC	--
In Progress	IP	--
No Pass	NP	--
Pass	P	--
Satisfactory	S	--
Unsatisfactory	U	0
Withdrawal	W	--
Withdraw Failing	WF	--
Withdraw Passing	WP	--

Cumulative GPA equals the total quality points divided by total credit hours from the program prerequisite courses and/or required general education courses and courses in a major. Transfer credits are not included when calculating GPA.

Final grades are recorded in letter grades in courses that have both a theory and a clinical component. If the clinical portion of a course is unsatisfactory, the final course letter grade will be recorded as an "F". If a student earns a satisfactory in the clinical portion of the course, the final course letter grade will be recorded as the theory grade earned.

Repeating a Course

Effective Fall 2019, Nursing, Sonography, and Health Professions Completion students must repeat any required course in which a grade below a "C" in a general education course or a grade below a "C+" in the major is received. For degrees in Biomedical Sciences and Healthcare Studies, all entering students must repeat any required course in which a grade below a "C" is received, both for general education and major courses. Students who entered prior to Fall 2019 must repeat any required course in which a grade below "C+" in a general education course or below "C+" in a course in a major is received.

Course in a Major

Students may only repeat a course in the major one time. Students may repeat no more than two courses in the major in which a grade of less than "C+" is earned throughout the curriculum. A student cannot repeat a course in a major for which a final grade of "C+" or better has been earned.

General Education Course

Effective fall 2014, students may only repeat the same general education course one time. Students who choose to repeat a general education course that they have already completed successfully at Bryan College of Health Sciences and/or that has transferred successfully from an accredited institution must be informed that they will not be able to include such a course toward eligibility for federal financial aid. Students may audit a general education course that they have already completed successfully at Bryan College of Health Sciences and/or that has transferred successfully from an accredited institution. However, students must be informed that an audited course will not be included toward eligibility for federal financial aid.

Audit a Course Policy

The primary purpose for offering course audits is to allow students with no need or desire for academic credit to pursue their interest in a particular subject matter. Auditing gives students access to course materials and opportunities to participate as determined by the course faculty. Students do not receive a grade or credit for an audited course.

Application to or enrollment in the College is not required to audit a course. Registration to audit a course requires the permission of the course faculty, faculty advisor (if applicable), and the Dean of the Program. Permission is considered on a space available basis with priority given to those students enrolled for credit. A student may audit up to 8 credits. The clinical or lab portion of a clinical course may not be audited.

The following stipulations apply to course audits:

- The student is required to contact the course faculty prior to the start of the course to inquire about the expectations for auditing the course.
- Access to exams is not allowed for nursing courses and per instructor in all other courses. The course faculty determines and communicates the expectations and allowances for student involvement in remaining class activities/assignments.
- An audited course may not be used to earn credit by examination or credit by waiver.
- An audited course cannot count in fulfillment of current program or degree requirements.

Tuition for auditing a course is listed on the tuition and fee schedule. Refunds are based on the refund policy for the College. An individual must declare audit status at the time of registration and may change to credit status only during the first week of the course and only with permission of the Dean or Director of the Program. If audit status is changed to credit status, regular tuition and fee rates apply and the student must fulfill all of the course requirements.

The official transcript will reflect "AU" for those individuals who successfully meet the expectations determined by the course faculty. No grade is assigned and no course credit is earned.

Clinical Grading Policy

Clinical performance is graded as Satisfactory (S) or Unsatisfactory (U). A grade of "U" will be calculated into the GPA as zero quality points. A grade of "S" does not affect the GPA.

In clinical courses that do not have a theory component, a grade of "S" or "U" will be recorded. A grade of "U" will earn zero quality points and will be calculated into the cumulative GPA. If a student retakes the course and receives a satisfactory grade, the "U" will be replaced and quality points awarded accordingly.

Undergraduate Nursing Program: Courses with both a clinical and theory component will be recorded on the transcript as the theory grade received unless the clinical grade is unsatisfactory. A student must pass both the clinical and the theory portions of the course. If the clinical grade is unsatisfactory, a grade of "F" will be recorded for the course and no quality points will be earned toward the GPA.

Incomplete Grade Policy

A grade of Incomplete (INC) may be recorded only when the student is in good standing in the course, has already substantially completed the course requirements, and is experiencing extenuating circumstances considered valid by the faculty or the College (e.g., illness, military service, death in the immediate family, disability-related issues, personal or family hardship).

The student and the faculty will designate a due date for all work to be completed. The completion date must be by the end of the subsequent term. After the student's coursework is submitted to the faculty, the student will be assessed a final letter grade.

If a grade change is not submitted by the last day of the subsequent term by the current course faculty, the Registrar's Office will lapse the Incomplete grade to a Failing (F) grade the last day of the semester.

Degrees will not be posted to transcripts if there are any Incomplete (INC) grades listed on the transcript.

Pass/No Pass Policy

A student may request from the Registrar a change to or from Pass/No Pass until midterm. No courses in the major may be changed from a letter grade to a pass/no pass grade. Effective fall 2019, a course grade of "C" or better is required to earn a grade of Pass (P) for those courses graded as Pass/No Pass. For students entering prior to fall 2019, a course grade of "C+" or better is required to earn a grade of Pass (P) for those courses graded as Pass/No Pass.

Each student may use no more than a total of 6 semester credit hours with grades of "P" toward prerequisite/general education requirements. Effective fall 2019, only courses for which pass is designated as a 70% or above will be considered for transfer credit. For students entering prior to fall 2019, only courses for which pass is designated as a 75% or above will be considered for transfer credit.

A grade of "P" or "NP" is recorded on the student's transcript and is not computed in the student's grade point average.

Grade Dispute Policy

The purpose of the grade dispute policy is to ensure due process for a student wishing to dispute the final grade that has been assigned to them as appearing on their official transcript. Grade disputes may be initiated if a student suspects "inappropriate criteria were used to determine the grade or that the instructor did not adhere to stated procedures or grading standards" (AAUP). Students may progress to subsequent semester classes while the grade dispute is in progress. Should the resolution result in an upheld failing grade, the student will be administratively withdrawn from the course and receive a full refund for tuition paid for that course. This policy relates only to final grades. Students should meet with instructors within one week (or the time frame indicated on the syllabus) for individual assignment grades being posted.

Campus Policies

Academic Integrity Policy

Bryan College of Health Sciences is committed to being an academic community of integrity. Academic integrity, as defined by this statement, is expected in all endeavors of its administration, faculty, staff, and student body. Academic integrity encompasses honesty, trust, fairness, respect, responsibility, and courage (International Center for Academic Integrity, 2014) as they relate to all aspects of academic life, including administration, teaching, learning, and research. The resulting culture of integrity promotes academic excellence at all levels.

Honesty

Honesty is the foundation upon which academic integrity is built. All members of the College community are expected to embrace the concept of honesty in all its facets. Truth-telling, a most basic component of honesty, is expected in all written and verbal communications and scholarly activities. This encompasses accurately representing individual knowledge, effort, and participation in assigned activities and responsibilities, service activities, and scholarly work. All members of the College community will accurately represent all prior and current education, accomplishments, and professional experiences. Honesty also includes accurately representing the work of others through proper acknowledgment and citation. Honesty allows constituents to achieve their goals and permits failure, which promotes honest achievement. Honesty also involves respect for the property of individuals and the learning community. Honesty promotes trust.

Trust

The College is trusted by its constituents to provide quality education and quality graduates. Trust is earned when individuals and institutions do what they say they are going to do and accurately portray themselves to others. This includes being physically, emotionally, and mentally prepared to carry out required duties without impairment. Trust requires a balance of supervision and autonomy; honest and caring interactions among members of the College community help to engender trust. Clear, realistic expectations foster trust, as does an open forum for appropriate discourse.

Fairness

Fairness in the academic setting allows all parties an equal opportunity to learn and grow. This requires objectivity in evaluation and equitable treatment. This does not imply that equitable treatment always means the same treatment, as each individual's unique needs may require unique solutions to provide opportunity for comparable outcomes.

Responsibility

All members of the College community bear responsibility for maintaining a culture of academic integrity. At the core of academic integrity lies the responsibility of all members of the College community to strive for academic excellence. This involves actively demonstrating the precepts of this policy and the Bryan College of Health Sciences values, both while inside and outside the College. When the actions of individuals are incongruent with those values, all members of the College community are responsible for initiating an appropriate response.

Respect

Honesty, trust, fairness, and responsibility are vehicles by which respect is earned. Respect is integral to the maintenance of relationships within the College community, and by necessity includes appropriate valuing of individual and cultural differences, and respecting privacy.

Courage

Promoting and maintaining a culture of academic integrity requires all members of the College to be prepared to act with courage. The College has a responsibility to act with courage and to hold individuals accountable for their actions. Voicing a concern regarding academic integrity may feel difficult or even uncomfortable, however, demonstrating academic integrity requires those with concerns to have the courage to step forward.

International Center for Academic Integrity (2014). The fundamental values of academic integrity. Retrieved from <http://www.academicintegrity.org/icaei/resources-2.php>

Unconscious Bias

At BCHS we acknowledge that everyone has bias. We minimize bias through ongoing training and self- reflection.

Administrators are expected to live the values of the Bryan College of Health Sciences and meet the high standards of honesty, trust, fairness, respect, responsibility, and courage delineated in the preceding parts of this policy. Examples of academic integrity issues specific to the administrative role include, but are not limited to:

- Minimizing bias in admitting, progressing, or dismissing students
- Minimizing bias in hiring, promoting, disciplining or dismissing faculty or staff
- Representing the College accurately to internal and external constituents
- Providing adequate resources and support to ensure the culture of integrity is maintained
- Supporting the professional growth of all members of the College community
- Promoting a culture of open communication

Faculty members are expected to live the values of the Bryan College of Health Sciences and meet the high standards of honesty, trust, fairness, respect, responsibility, and courage delineated in the preceding parts of this policy. Examples of academic integrity issues specific to the role of faculty members include, but are not limited to:

- Maintaining a teaching/learning environment free of bias
- Addressing each person's unique learning needs appropriately
- Minimizing bias in admitting, progressing or dismissing students
- Creating a teaching/learning environment that fosters integrity and deters dishonesty
- Achieving and maintaining competency in classroom and clinical skills
- Promoting a collegial environment
- Respecting intellectual property rights of others

Students are expected to live the values of the Bryan College of Health Sciences and meet the high standards of honesty, trust, fairness, respect, responsibility, and courage delineated in the preceding parts of this policy. Examples of academic integrity issues specific to the student role include, but are not limited to:

- Demonstrating personal integrity and fostering integrity in others
- Coming prepared to learn and actively participating in class and clinical.
- Seeking assistance from appropriate sources as needed
- Students must obtain advance permission from individual course faculty to capture electronic file (including but not limited to pictures, video, or audio recording). Approved electronic files can be used solely for the student's own private use. Capturing electronic files without permission or distributing electronic files is a violation of the BCHS Integrity Policy and may be considered a violation of educational privacy laws.
- Managing time and resources to allow appropriate commitment to learning
- Taking responsibility for understanding the meaning and implications of academic integrity and dishonesty as described in this policy

Research and Data Collection Integrity

The Bryan College of Health Sciences believes in the value of scholarly activities including the performance of research. Administrators, faculty and staff members are leaders in their professions and role models for students. As such they have a responsibility to add to the knowledge base of their profession and appropriately incorporate existing knowledge into their practice and their teaching.

Students may also perform research studies that add to their knowledge base and assist with their understanding of various research and quality management processes.

The IRB of the Bryan College of Health Sciences is a federally registered board composed of faculty, administrators and community representatives, which is charged with the review and approval of all research protocols involving humans as participants and created by anyone affiliated with Bryan College of Health Sciences. All research protocols (involving both

human and nonhuman participants) by faculty and/or students of Bryan College of Health Sciences must be approved by an appropriate IRB prior to initiation of data collection including additional approval by the Institution in which the research will be conducted.

Research investigators are expected to live the values of the Bryan College of Health Sciences and meet the high standards of honesty, trust, fairness, respect, responsibility, and courage delineated in the preceding parts of this policy. Research misconduct is a violation of academic integrity. Research misconduct includes behaviors such as *fabrication, falsification, or plagiarism* while proposing, performing, reviewing or reporting research results.

- **Fabrication:** Making up data or results and recording or reporting them.
- **Falsification:** Manipulating research materials, equipment, or processes during the research process. Falsification also includes changing or omitting data or results leading to research that is not accurate.
- **Plagiarism:** Using another person's ideas, processes, results, or words without giving them proper credit

Research misconduct does not include honest error or differences of opinion.

Reference

Public Health Service Policies on Research Misconduct – Part 93:103 Research Misconduct.

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title42/42cfr93_main_02.tpl

Research investigators must maintain academic integrity in the research process including, but not limited to:

- Seeking IRB approval prior to beginning human subjects research
- Following the approved IRB study protocol
- Obtaining IRB approval for any change in protocol
- Acknowledging any monetary or other interest in the outcome of the study that may represent a conflict of interest with the study's purpose
- Using appropriate, recognized methods when planning and conducting the study
- Minimizing bias in the selection and treatment of research subjects
- Providing a thorough, honest informed consent process
- Demonstrating scrupulous honesty when recording and analyzing study data
- Protecting the privacy of subjects and subjects' data during the study and within any written or verbal report, presentation or publication about the study

There are many instances in which data collection may occur within the College. Information is often collected by students in fulfillment of course objectives and data about students and faculty are often compiled by College departments for improvement purposes. All administrators, faculty, staff and students are expected to know and follow the information privacy laws related to the data they are collecting. Faculty members are responsible for educating students about all privacy issues that may relate to assignments made in their courses.

Academic Integrity Violations

Alleged and confirmed student violations of this academic integrity policy will be addressed utilizing the *Academic Integrity Violation Policy*. Enrolled students confirmed to be in violation of this academic integrity policy will participate in an individualized remediation plan in order to learn and grow. In addition, a sanction may be imposed upon the student. Definitions of types of academic integrity violations, along with typical sanctions imposed for such violations, can be found in the Academic Integrity Violation Policy. Examples provided are intended for clarification only, and are not all-inclusive. The Academic Integrity Violation Policy also includes a flowchart that visually identifies the process.

** Factors given consideration when determining appropriate sanctions may include but are not limited to:

- Self-reporting
- Level of intent to deceive
- Scale of violation
- Stakes of assignment / exam
- Prior learning opportunities
- Outcomes resulting from the violation, including patient outcomes in clinical situations

- Student's response to opportunities to take corrective action
- Student's view of the violation in terms of remorse, understanding impact (on learning or patient safety, for example)
- Student's level of honesty in discussions or other investigation pertaining to the violation
- Prior engagement in academic integrity violations, according to record maintained by Provost

Campus Security/Crime Prevention

Bryan College of Health Sciences complies with the Student Right to Know and Campus Security Act of 1990, 20 U.S.C. Section 1092. Crime statistics and policies concerning campus safety and security are found in the Student Handbook. Anyone interested in accessing crime log information should contact the Dean of Students. The Office of Postsecondary Education (U.S. Department of Education, Washington D.C.) Campus Crime and Security data for Bryan College of Health Sciences is available at <http://ope.ed.gov/security>.

The College is committed to providing a safe and secure campus environment. All members of the campus community are encouraged to immediately report any suspicious or criminal activity observed.

Depending upon the nature of the incident, Medical Center security officers will instigate the appropriate response according to Medical Center/College policy. If appropriate, the Lincoln Police Department will be called in to assist or resolve the incident.

Drug and Alcohol Policy

Students are expected to abide by all federal, state and local laws. Students are responsible for their actions regarding drugs and alcohol.

Alcohol

Student possession of or consumption of alcohol on the primary College campus, extension of the College campus or at any College sponsored student event shall constitute misconduct. A College sponsored student event is any gathering that is arranged or endorsed by the College, where students are in attendance. Attendance at any College activity, either curricular or extra-curricular, while under the influence of alcohol, shall constitute misconduct, unless prior permission from Bryan College of Health Sciences administration has been obtained and the alcohol is sold off campus by a licensed independent vendor via a cash bar and only to persons of legal age. Any student or student organization that violates this policy will be subject to disciplinary action up to and including dismissal from the College.

Drugs

Bryan College of Health Sciences denounces and prohibits the consumption, sale, possession, manufacture or distribution of any illegal substance by students, faculty or staff. Participation by any student or student organization in any of the above activities on the primary College campus, extension of the College campus or at any College sponsored student event shall constitute misconduct and may result in disciplinary action up to and including dismissal from the College.

Sexual Assault

The College recognizes incidents of rape, acquaintance rape, and other sex offenses as violations of individual rights and dignity that will not be tolerated. Sexual violence is not only an act of violence, aggression, and coercion against a single individual, but it is also an attack on a central value important to the College. Victims of sex offenses are encouraged to report the incident to the Lincoln Police Department and Medical Center security or a College official.

Harassment

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. Bryan College of Health Sciences is committed to creating a respectful, safe, and

non-threatening environment that is free from sexual harassment/assault and takes preventative measures to ensure to the extent possible that students, faculty and staff are appropriately protected from such actions. This commitment includes all on-campus locations and off-campus College related activities and sites, and electronic communication.

Bryan College of Health Sciences prohibits sexual misconduct in any form and no form of sexual misconduct, no matter how minor, will be excused or tolerated. While grounded in state and federal non-discrimination laws, this policy may cover those activities which, although not severe, pervasive and objectively offensive enough to meet the legal definition of sexual harassment established in May 2020 Title IX regulations, are unacceptable and not tolerated in an educational or work environment. The college will take steps to prevent recurrence of any harassment and correct its discriminatory effects on the complainant and, if applicable, the campus community at large.

This policy sets forth the resources available to students, describes Prohibited Conduct for purposes of this Sexual Harassment/Interpersonal Violence Policy, and establishes procedures for responding to incidents that involve Prohibited Conduct as explained below.

Code of Conduct

In keeping with the mission of Bryan College of Health Sciences, the Student Code of Conduct was developed to maintain an environment that fosters student success and promotes professionalism. Each student is subject to federal and state laws; respective county and municipal ordinances; and all policies, rules, and regulations of Bryan College of Health Sciences, Hastings College, Bryan Medical Center and Mary Lanning Healthcare. The College expects all students to comply with all laws. In addition, students are expected to maintain the values of the College and comply with the policies and regulations of the Colleges and Medical Centers as outlined in the Student Handbook.

The College, in consultation with students, faculty, and staff, has developed policies for student conduct and College discipline policies. The College and its Board of Trustees have established College standards to support a philosophy of education based on socially responsible freedom. The policies and procedures contained in the Student Handbook are established in order to provide a climate necessary for achieving the goals of learning and personal development.

All violations of College policies and procedures committed on or off College property (both inside and outside the classroom), or at officially sponsored College events/activities (on or off campus) or via an electronic network or by electronic means fall within the scope of the Student Code of Conduct. The College reserves the right to take disciplinary action against students when their off-campus behavior violates College expectations and/or policies or when it adversely impacts or could adversely impact the College or surrounding community. The College expects students to conduct themselves in accordance with the law. Student behavior off the premises of the campus that may have violated any local, state, or federal law, or that yields a complaint from other alleging law violations or student misconduct, will be reviewed by the College to determine the appropriate course of action by the College. The College reserves the right to report any situations involving student misconduct to appropriate law enforcement authorities.

In addition to applying this Code of Conduct to matriculated students, if between the time of an offer of admission and a student's matriculation the College learns of conduct that appears to be inconsistent with the behavioral expectations for student, the College reserves the discretion and right to withdraw such an offer of admission.

Student Rights and Responsibilities

Student Rights

Students have the right to academic freedom, including but not limited to: the right to free discussion, inquiry and expression; freedom to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion; protection through orderly procedures against prejudiced or capricious academic evaluation; and determination of their curriculum.

Students have the right to expect certain practices of their instructors, including but not limited to: establishing clear course objectives and course expectations through the syllabus; clearly stating methods for course evaluation; holding regularly scheduled office hours; and protecting students' intellectual freedom.

Student Responsibilities

Students will exercise their right to academic freedom in a responsible manner, including but not limited to: developing the capacity for critical judgment; engaging in a sustained and independent search for truth; learning the content and maintaining standards of academic performance established for each course in which they are enrolled.

Students have the responsibility to actively engage with their academic experience, including but not limited to: regularly attending class; exhibiting behavior that contributes to a positive learning environment and does not compromise the learning

Student Rights

Students have the right to an educational experience free from discrimination and under no circumstance shall the basis of race, ethnicity, color, national origin or ancestry, religion, sex, genetic information, gender identity or expression, age, marital or family status, pregnancy, sexual orientation, disability, veteran status, source of income or any other protected class recognized by state or federal law determine a student's participation in the College's programs, activities, and employment, including but not limited to admissions, progression and graduation.

Students have the right to receive course content and experiences that are delivered in an accessible manner.

Students have the right to a clear mechanism for confidential input into the evaluation of faculty.

Students have the right to participate in the formulation and application of institutional policies and procedures affecting academic and student affairs, including but not limited to: participation in Student Government Association; representation on faculty and staff committees; and participation in the formulation of the student code of conduct.

Students have the right to file grievance.

Students have the right to safety on campus, including but not limited to: personal privacy to the extent that the welfare and property of others is respected; adequate street lighting; locks and other safety measures deemed necessary given the environment.

Student Responsibilities

process for others; regular meetings with their academic advisor; and utilizing the provided campus resources and normalizing help-seeking behavior.

Students have the responsibility to hold up the expectation of an environment free from discrimination in any space where they are representing Bryan College of Health Sciences or the Bryan Health System.

Students have the responsibility to seek out reasonable accommodations, when desired, if content and/or experiences are not accessible.

Students have the responsibility to provide appropriate evaluation of their faculty.

Students have the responsibility to know the policies and procedures enumerated in the student handbook.

Students have the responsibility to follow the appropriate grievance procedure, including but not limited to: unwelcomed sexual behavior or sexual harassment; inappropriate instructor conduct; concerns about the classroom environment, the course's grading system, or class activities; failure to provide disability accommodations.

Students have the responsibility to conduct themselves in a safe manner and report safety concerns to appropriate college personnel.

Tattoo Policy

We encourage covering all body tattoos. Tattoos that use profanity or promote violence, hatred, religious intolerance, bigotry, or otherwise violate the values and standards of Bryan College of Health Sciences must be covered. Students must comply with tattoo policies at all clinical site locations where experiences are scheduled.

Services and Activities

Student Success Center

The Student Success Center is comprised of six divisions: Academic Services, Professional Development, Financial Aid Services, Student Services, Health and Wellness, and Campus Culture.

Academic Services supports academic success. Support is provided to improve academic standing, early intervention to improve academic outcomes and increase student involvement in the learning process by facilitating a peer tutor program.

Professional Development enhances the skills students need to be successful in college and beyond. Support is provided to promote personal and professional success, increase student involvement in the college experience by promoting involvement in professional activities, act as liaison for student referrals and

information to internal and external resources, and collaborate with faculty on student issues. A student mentoring program is provided to enhance professionalism and help in connecting and building relationships with other students.

Financial Aid Services provides information and direction to students wanting financial aid resources to attend Bryan College of Health Sciences. They provide counsel to all students in exploring funding methods and resources to best meet their college expenses, recognize and honor the responsibility to deliver funds in a timely and equitable manner, identify new methods of financial assistance delivery, while continuously improving the processes, work collaboratively with all areas of the College to consistently uphold a high standard of honesty, integrity and a commitment to student service.

Student Services provides opportunities for students to develop personally, professionally and socially through active engagement in community service, student organizations and student life. They provide educational, cultural, wellness, social and recreational programs for students, assistance to students and student organizations to interact more effectively with one another and with the college community, promote self-governing opportunities and provide access to decision making activities for students and provide efficient administrative services for student retention, orientation, activities and counseling.

Health and Wellness Services provides support and guidance for the members of the college community in regard to health and wellness. They plan, develop, implement and evaluate health promotion activities, and health screening activities with a focus on health promotion and injury/illness prevention. Health and Wellness Services is also a liaison to student health services. The objective of the student health program is to provide adequate health supervision and service that best serves the interests of both the students and the College. Emphasis is placed on positive health attitudes and increasing awareness of the students' attitudes regarding their health. Prior to enrollment, the student submits a health history and validation of required immunizations. Each student is required to show proof of health insurance coverage. Coverage must be maintained throughout enrollment at the College.

The Campus Culture at Bryan College of Health Sciences cultivates an inclusive and responsive college climate underscored with fairness and equality, provides a safe and stimulating learning environment, welcomes and celebrates the diversity of the campus community, provides support and services which are inclusive and accessible to all students, provides opportunities for students, faculty, and staff to interact with one another in formal and informal settings in order to establish a campus culture that facilitates student engagement and interaction, and increases diversity-related knowledge and cultural competence among college constituents through programs and services.

Writing Center

The Writing Center will address students' writing concerns in a timely, friendly, and knowledgeable manner. Writing Center consultants will provide help in all stages of the writing process: invention, organization, and revision.

Students can meet with a writing center consultant about any writing project they are working on, whether it's an assigned essay for class, a cover letter and resume for a job, or just writing for fun. Students should bring their paper, and directions or requirements to the appointment. Hours will be posted at the beginning of each semester. To make an appointment email: writingcenter@bryanhealthcollege.edu

Student Health Services

Health and Wellness Services is also a liaison to student health services. The objective of the student health program is to provide adequate health supervision and service that best serves the interests of both the students and the College. Emphasis is placed on positive health attitudes and increasing awareness of the students' attitudes regarding their health. Prior to enrollment, the student submits a health history and validation of required immunizations.

Students are required to follow the policies in the Student Handbook when using the Student Health Services for illnesses and health needs. Each student is required to show proof of health insurance coverage. Coverage must be maintained throughout enrollment at the College.

Philosophy of Advising

Bryan College of Health Sciences is committed to empowering students to achieve academic and professional goals through collaborative and individualized advising.

Upon enrollment to the College, students are partnered with an advisor until degree completion. Collaborative and individualized advising is guided by the following objectives and expectations:

Advisor and Advisee Objectives and Expectations

1. Build Trust
 - a. be an advocate
 - b. communicate openly
 - c. listen effectively
 - d. honor commitments
 - e. communicate availability
 - f. maintain confidentiality
2. Promote Professionalism
 - a. foster accountability
 - b. identify opportunities for growth
 - c. utilize support systems and resources
3. Promote Strengths
 - a. focus on strengths
 - b. recognize accomplishments
4. Navigate Path to Degree Completion
 - a. share accurate information
 - b. participate in proactive degree completion planning
 - c. remain accountable for degree completion plan
 - d. establish, adapt, and achieve academic and professional goals

*Program progression and degree completion are ultimately the responsibility of the student.

Housing

Students must make their own arrangements for housing and are responsible for all costs involved.

Students at the Lincoln instructional location may access room and board at Union College. Please contact the Dean of Students for more information.

Students at the Hastings instructional location will follow the Hastings College on campus Housing policy.

Disability Services

[Bryan College of Health Sciences is committed to providing reasonable and equal educational access for all persons regardless of disability.](#) Bryan College of Health Sciences does not discriminate in admissions, educational programs or employment based on an individual's disability. The College is committed to ensuring that no qualified person with a disability will be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity sponsored by the College.

With respect to students' with disabilities, the College complies with all applicable federal regulations under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. These laws require that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program that receives Federal assistance. Bryan College of Health Sciences is committed to meeting these requirements through its anti-discrimination policies and by providing reasonable accommodations that afford an equal educational opportunity for qualified students with disabilities. We believe that the review and implementation of academic accommodations is a shared responsibility between the student, administration, faculty and staff.

Disability Services Goals

- Ensure reasonable accommodations and support services
- Empower students with disabilities toward self-advocacy
- Provide training and support to faculty and staff regarding the needs of students with disabilities.

Key Definitions

A disability is defined as any condition that substantially limits one or more major life activities. Major life activities include, but are not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

Academic accommodations are adjustments or modifications to clinical requirements, coursework, course requirements, and program requirements that allows students with disabilities to accomplish the fundamental and essential components of a course of study.

The College will take necessary and reasonable steps to implement needed accommodations, but cannot honor requests that would fundamentally alter its programs or services or the core learning objectives of any course. Regardless of any approved accommodations, students are expected to complete all fundamental and essential academic requirements.

Students wishing to disclose their disability for purposes of requesting an accommodation are required to register with the College's Disability Services Department and work with the Academic Support Services Director/ADA Coordinator to review requests for reasonable accommodations. The following procedures have been established to facilitate this process:

Disability Services Student Registration Process:

1. The student is asked to complete the Request for Accommodation Form. Additional documentation may be requested, including, but not limited to, the following: educational records, letters from educators, diagnostic reports, letters from health care providers, records of past accommodations, letters or records from local, state or federal agencies, and/or VA records. The Request for Accommodation Form can be obtained from the College Website, the College Learning Management System, or from the Academic Support Services Director/ADA Coordinator.
2. The student is required to meet with the Academic Support Services Director/ADA Coordinator to fully review the reported disability and requested accommodations. All academic accommodations are determined on a case-by-case

basis. The Academic Support Services Director/ADA Coordinator will determine the scope of any necessary accommodations and if the requested accommodations are reasonable, based on the facts and circumstances of each specific request.

3. The Academic Support Services Director/ADA Coordinator may collaborate, as necessary, with course faculty and others to ensure that requested or recommended accommodations will not fundamentally alter the course requirements or the learning experiences of other students.
4. The Academic Support Services Director/ADA Coordinator may collaborate with program leadership to ensure the proposed accommodations are administratively and financially supportable.
5. The Academic Support Services Director/ADA Coordinator will communicate approved accommodations to the course faculty.
6. The Academic Support Services Director/ADA Coordinator will strive to communicate approved accommodations to the student within one week of the meeting. Certain circumstances or requests may take longer and students will be notified of this occurrence. Requests are not retroactive; therefore, students are encouraged to promptly submit any required information to the Academic Support Services Director/ADA Coordinator to ensure that approved accommodations are implemented in a timely fashion. Some accommodations, such as a change in clinical site or the need for specialized equipment, require additional time to arrange. In these cases, the Academic Support Services Director/ADA Coordinator should be notified 2-4 weeks in advance. This will attempt to allow sufficient time to coordinate and implement approved accommodations.
7. Bryan College of Health Sciences students are encouraged to practice self-advocacy and review approved accommodations with faculty members.

Returning Students

1. Returning students will need to fill out a Request for Accommodations form at the start of each semester.
2. Returning students are encouraged to meet with Disability Services at the beginning of each semester if they have any questions or concerns about how their accommodations will work in their new courses, and if changes are needed a meeting may be required. Students should report and discuss any matters related to previously approved accommodations and report the need for revised or new accommodations.
3. The Academic Support Services Director/ADA Coordinator may collaborate, as necessary, with course faculty and others to ensure that requested or recommended accommodations will not fundamentally alter the course requirements or the learning experiences of other students.
4. Bryan College of Health Sciences students are encouraged to practice self-advocacy and speak with faculty members regarding approved accommodations.
5. The Academic Support Services Director/ADA Coordinator will communicate approved accommodations to the course faculty.

Disability Appeal/Grievance Policy and Procedure

The Disability Appeal/Grievance Policy & Procedures is available to students who believe they have been denied equal access to educational opportunities at the College due to their disability.

Purpose

The Disability Appeal/Grievance Policy & Procedure seeks to ensure the successful resolution of any concerns, disagreements, or complaints affecting a student registered with Disability Services by:

1. Encouraging students to address their concern directly with the person or department with whom they have a concern and attempt to find a resolution directly, through open and informal communication.
2. Provide a detailed policy and procedure for achieving resolution.
3. Offer a consistent approach to resolving disability-related appeals/grievances.

Procedure

A student registered with Disability Services who believes that they have been denied equal educational access under this Policy, or that established academic accommodations are not being followed, is encouraged to utilize the Disability Appeal/Grievance Procedure. The following steps have been established to facilitate the resolution of any complaint or concern:

1. Independent Resolution: Students should first attempt to informally resolve concerns by addressing the matter with the appropriate faculty, staff, administrator, or student with whom there is a concern. When all parties have an opportunity to share their concerns there is a higher likelihood that the matter can satisfactorily be resolved, *Students are encouraged to ask for assistance from the Academic Support Services Director/ADA Coordinator during this process.*
2. Reporting a Complaint/Concern: If the situation remains unresolved after informal attempts, or the student is not comfortable with Step 1, the student should report their complaint/concern, in writing, to the Academic Support Services Director/ADA Coordinator. If the complaint/concern involves Disability Services or the Academic Support Services Director/ADA Coordinator, the student should contact the Dean of Students. Concerns must be reported within 30 days of the alleged incident or situation or when an independent resolution cannot be achieved. Upon receiving the report, the Academic Support Services Director/ADA Coordinator will meet with the student to review the matter. To facilitate review, students are welcome to bring one support person to the meeting, however, the support person may not participate in the grievance process and the student is responsible for personally presenting their complaint/concern, unless, due to the student's disability he or she cannot effectively participate. The Academic Support Services Director/ADA Coordinator shall have sole discretion in determining to what extent a student may be assisted during this meeting.
3. Informal Resolution: After reviewing the complaint/concern with the reporting student, the Academic Support Services Director/ADA Coordinator may meet, individually or jointly, with all other relevant parties with the goal of seeking a mutually agreed upon resolution that preserves and protects the reporting student's right to equal access while also maintaining the College's commitment to academic standards of excellence. Every effort will be made to resolve the issue within seven working days of the initial report.
4. Formal Resolution Process: If the complaint/concern remains unresolved, the matter will be referred by the Academic Support Services Director/ADA Coordinator, to the Dean of Students, or the President of the College in his or her absence, whose role is to formally review and resolve any disability-related complaints/concerns that have not been resolved through other methods. The process is as follows:
 - Submit a Formal Complaint: The reporting student must submit a formal, written appeal/complaint to the Dean of Students and/or President of the College within 15 days after the end of the Informal Resolution process. If applicable, students may submit any relevant documentation with the grievance report. All documentation should contain the reporting student's name.
 - Notification of Outcome: The Dean of Students will review the formal, written complaint/concern and any attached documentation, and if necessary, contact the involved parties for points of clarification or additional information. All parties will receive written notification outlining the decision of the case within 10 days after submission of the formal complaint. The Dean of Students, if deemed necessary may extend the response deadline. The decision of the Dean of Students is final and the student shall have no further right to appeal the matter under this policy.
5. No Retaliation: It is unlawful and against College policy for anyone to retaliate against any student, or prospective student, for raising concerns related to their disability or who has filed a complaint of discrimination, or any person who has cooperated in the investigation of such a complaint, or who alleges discriminatory educational practice.
6. Confidentiality: All documentation and information related to the reporting student will be kept confidential and will not be released without the student's consent, in accordance with Family Educational Rights and Privacy Act (FERPA), or as required by law. Exceptions may be made when documentation and information is needed to review any reported disability or request for accommodation, or any formal claim of discrimination.
7. Student Rights: Although the goal is to resolve any disability-related matter through the process outlined in this policy, the student has the right to file a discrimination or disability-related complaint with the following federal agencies:
 - The Disability Rights Section of the US Department of Justice (www.justice.gov)
 - The US Office of Civil Rights (<https://www.ed.gov>)
8. Scope of Policy: The procedures set forth in this policy are limited to addressing matters related to academic accommodations regarding courses or clinical. If students have other concerns related to their disabilities, other than academic accommodations, they should contact the Academic Support Services Director/ADA Coordinator who will direct the student to the appropriate College department.

Bryan College of Health Sciences developed this information in accordance with these references:

- The American with Disabilities Act of 1990
- Section 504 of the Rehabilitation Act of 1973

Clinical Accommodation Letters

Purpose

In order to facilitate the provision of granted accommodations for a student with a documented disability under the Americans with Disabilities Act (ADA) who is participating in a clinical experience as a part of a course, the ADA Coordinator will create a Clinical Accommodation Letter for a student specifying which accommodations apply to clinical locations and providing any additional information needed to ensure compliance with the ADA.

Recipients

The ADA Coordinator will provide a copy of the Clinical Accommodation Letter to the student and to each core faculty member of courses with clinical components for which the student is registered. Faculty members will forward the Clinical Accommodation Letter to the courses' clinical faculty members. Additionally, if the student will have a clinical placement where a faculty member is not present, the faculty member will forward the Clinical Accommodation Letter to the individual or individuals on the unit who are best placed to ensure the student's accommodations are honored while maintaining maximal privacy for the student (*e.g.* a nurse manager, a clinical resource nurse, the student's individual preceptor, and/or other clinical leaders who have oversight/training responsibility for the unit in question). Questions about the appropriate recipient of a letter should be directed to the ADA Coordinator.

Content

The Clinical Accommodation Letter will include information about *only* those accommodations which are relevant to the student's clinical experiences; accommodations applying solely to classroom or testing settings will not be included. The following information will also be included:

- That the information in the letter is protected under the Federal Education Rights Privacy Act (FERPA), and the circumstances under which that information may be disclosed
- Best practices for responding to a student with accommodations needs
- What to do if a question or concern about a student's accommodations arises
- Contact information for the ADA Coordinator
- Other information as deemed necessary by the ADA Coordinator

Right to Decline

A student may request that a Clinical Accommodation Letter not be sent to sites when they fill out their Request for Accommodations form. In doing so, the student assumes full responsibility for communicating their own needs to the clinical site, and accepts that their accommodation, or a suitable alternative, may not be available to them at that site.

Library Policies

Library Purpose

The Library's goals are to:

1. Provide quality collections, resources and services that support the educational and clinical needs of our patrons through our own collections and through collaborations with other institution
2. Facilitate and promote information literacy skills by instilling in our library constituents the knowledge, skills and attitudes needed to become lifelong learners and competent practitioners of evidence-based healthcare
3. Utilize current technologies to strengthen services and expand access
4. Provide the highest level of service to our patrons

General Rules

1. Students, faculty and staff must check out all materials borrowed from the Library.
2. The Library's physical space is clearly divided for intended uses:
 - a. The Computer Lab is a space for individual and group use of the College computers, and has casual seating for group work, socializing and community events.
 - b. The "Quiet Side" of the Library is designated for individual, quiet, intentional study.
 - c. The Group Study Room (on the "Quiet Side") may be reserved for group use. It is important to monitor the level of sounds within the Group Study Room so as not to disrupt individuals engaged in quiet study.

Check Out Policies (physical materials only)

1. Books: Books in the circulating collection may be checked out for three weeks.
2. Journals: Print journals do not circulate.
3. Laptops: Laptops are available to be checked out of the Library for one week or four weeks. Special circulation privileges may be granted by the Dean of Students.
4. Reserve Books: Books on the Course Reserve shelves do not circulate. Special circulation privileges may be allowed by a librarian.
5. Skills Lab items: Skills lab items (such as stethoscopes, blood pressure cuffs and reflex hammers) are available to be borrowed for 24 hours. Special circulation privileges may be allowed by a librarian.
6. Videos: DVDs, CD-ROMs and computer software do not circulate. Special circulation privileges may be allowed by a librarian.

Journals

- Most journals in the Library's collection are available online. Online journals are accessible through Library databases and the Online Catalog. Access requires use of an individual's Bryan network username and password.
- Print journals in the Library are primarily an historic collection. Print journals may be photocopied and may not be checked out. Exceptions may be made in special circumstances.

PaperCut

Each semester students are provided \$25.00 credit (\$35 for graduate students) for printing materials from the computer lab, student center computers and printers in the Science Lab. Black & white printing is \$0.05 per sheet of paper and color printing is \$0.25 per sheet of paper. Student may pay, in cash only, to add additional funds over the amount allotted. Unused funds expire at the end of the semester.

Returning Items

All books, skills lab items and laptops are to be returned to the Circulation Desk in the Library. When the Library is closed, books to be returned can be placed in the book drop outside the Library door. Laptops and skills lab items must be returned when the Library is open.

Reserve Materials

Course Reserves are materials (books, journal articles, audiovisuals) that faculty determine are required to supplement course content.

- Reserve Books are shelved by the Circulation Desk in the Library. Books are intended to be used in the Library. Special circulation privileges may be allowed by a librarian.
- E-Reserve journal articles are accessed through the course management system (Canvas) or through a link from the Library home page. Use of eReserves is password-protected, requiring an individual's Bryan network username and password to access the articles.

Responsibilities

Overdue items will be charged to a student if not returned within a specific period. Most items will be charged to students after 60 days overdue. Any item with a due date of one week or less will be charged after 14 days overdue. Emails will be sent notifying students of overdue materials, before being charged. All material must be returned by graduation or a block will be placed on your college account. Borrowers will be charged for any loss or damage occurring to Library material checked out in their name.

Photocopy Machine

The Library's copy machine is available for use by all College students, faculty and staff. The copy machine may be used to photocopy course materials, to scan and email documents or as a facsimile (fax) machine.

Simulation Center and Skills Laboratory

The skills laboratory and simulation center are easily accessible for student use. Students utilize the facilities in the laboratories to learn, practice and validate skills, enhance critical thinking, and learn patient management in a safe environment.

Program Integration and Quality Assurance

Distance Education is fully integrated into many programs offered by the college. Courses are available as wholly distance format. The hybrid format includes supplemental, replacement and emporium models, giving students a variety of options to achieve individual learning goals. Assessment of student learning outcomes is performed regularly to maintain program quality.

The courses are evaluated by their home program curriculum committee. Additional quality standards for course design are applied and assessed using a quality rubric. Courses are reviewed over time to document ongoing compliance and improvement.

Distance education offerings as a whole are evaluated using an adaptation of a national tool: Quality Scorecard for the Administration of Online Programs. As part of the College's commitment to quality, the College is a member of the Online Learning Consortium, formerly Sloan-C, an international organization committed to quality online education.

Student Services Availability for the Student at a Distance

All student services available to on site students are also available to students learning at a distance. Communication can occur through the use of common tools such as the phone or email or by web-conferences. Web conferencing is available to all student services personnel and can be confidential. All student services personnel have web cameras and microphones for their use. It may be necessary to arrange a time to ensure availability of a web conference. Participation in live on-campus events is also available upon request.

Student Responsibilities and Expectations

Student academic success is dependent on technical, study, and interaction skills. These skills can vary between course delivery types (e.g. online, hybrid, face-to-face). Students enrolled in distance education courses will be required to implement these skills at an independent level. Being familiar with these unique skills is a student's responsibility prior to registering for distance courses.

Minimum Requirements for Computer Hardware and Equipment

Computers are accessible on campus in the library and in the student center. You may need a portable memory device and headphones or earbuds. The following are the requirements for your computer or laptop. Apple iPads are not supported by the College and may not be compatible with Learning Management System applications.

Device Type	PC Desktop/Laptop	Apple Desktop/Laptop
Operating System	Windows 10	Mac OS 10.15 or higher
Processor	Intel Core i5, equivalent or higher	Intel Core i3, equivalent or higher
Memory	8GB Ram or higher Google Suite or Microsoft Suite 2016 or newer	8GB Ram or higher Google Suite or Microsoft Suite 2016 or newer
Software	Adobe Acrobat Reader (latest) Antivirus (latest)	Adobe Acrobat Reader (latest) Antivirus (latest)
Hardware	Webcam, Microphone, Speakers	Webcam, Microphone, Speakers

Device Type	PC Desktop/Laptop	Apple Desktop/Laptop
	Monitor that is 1024 x 768 display or higher	Monitor that is 1024 x 768 display or higher
	Wireless: Dual Band (2.4 GHz and 5 GHz) 802.11ac	Wireless: Dual Band (2.4 GHz and 5 GHz) 802.11ac
Networking	Bandwidth: 6.0 Mbps or higher	Bandwidth: 6.0 Mbps or higher

Science Laboratory

The College's natural science laboratory provides opportunities for students to practice what they have learned and draw correlations between theory and biological, chemical, and natural processes that occur in the human body, other organisms and in nature.

Student Organizations

Action For Students -AFS

The organization prides itself in promoting social and community service. Members actively participate in building social relationships inside and outside of the College. The organization also participates in enriching the College atmosphere through potlucks, social outings, decorating pumpkins, faculty appreciation activities, playing bingo with long-term care facilities, and fundraising for charity organizations. The organization is proud to share that they have donated over \$22,000 towards a student scholarship fund at the College. This is a rewarding experience for everyone involved. Being a member will enhance your life personally and professionally. There are no membership dues.

Bryan Student Nurses' Association (BSNA)

A local chapter of the National Student Nurses' Association (NSNA), a pre-professional organization for nursing students which allows you the opportunity to network and receive support from other nursing students. All nursing students are welcome to join BSNA. However, one can choose to join the National Student Nurses Association (NSNA) for a small fee. By joining NSNA, you are automatically a member of the national, state, and local chapters. Active membership in NSNA provides nursing students with growth both personally and professionally. As a member of NSNA, you will benefit from scholarships, student insurance, credit cards, receive the NSNA journal "Imprint," and the opportunity to attend state and national conventions. Members are also involved in numerous community service projects throughout the academic year and participate in fundraising activities.

American Red Cross

Do you want to give back to your community? Do you want something impressive to put on your resume?? Become a Red Cross volunteer!!! There are different levels of volunteering that you can participate in. You can teach elementary students Basic First Aid, help with blood drives, teach elementary students about being prepared in disasters, or volunteer with other community activities. The second level would be to become a First Aid Responder. As a First Aid Responder, you would be able to participate in the First Aid Stations at all UNL sporting events, all Lied Center events and numerous other activities around the city. To become a First Aid Responder, there are two classes that are necessary and these classes are free of charge if you are a registered volunteer for the American Red Cross. Not only does volunteering with the Red Cross count for service learning hours at the college, but as a reward for volunteering for 20 or more hours, you will earn a prestigious American Red Cross pin. This pin will be awarded once you have obtained your RN license. What a great way to help others in need and get something back in return.

Biomedical Sciences Club

The mission of the Biomedical Sciences club is to connect Biomedical Science major and minor students through social and community service experiences. We want to continue our scientific learning outside of class with study groups and hands-on experience in the medical field. We are aiming to promote Biomedical Sciences and to continue its growth with the annual Science Symposium.

Caring with Christ

This organization is open to all students and its mission is to disciple our classmates, faculty and clients we care for, minister to those in need, Rejoice in the gifts of the day, prayerfully support one another, incorporate the word of the Lord into our daily lives.

Diversity Club

This organization is open to all students and its mission is to educate, advocate and promote awareness of our diverse College and community through a supportive network. The Diversity Club has routine meetings throughout the academic year that include guest speakers, which have provided dynamic presentations and interactive discussions. Some of our activities include speaker panels where students share their own stories (Assimilating from Sudan to America), while other speakers come from the community (Elimination of Violence against Women). In addition we enjoy watching videos (The Danger of a Single Story) with student lead discussion. We invite you to come and be a part of getting to know the diverse aspect of our student body.

Health Promotion Organization

A way to promote healthy lifestyles through intramural sports, community walks and volunteering at the Lincoln marathon. Join us on Facebook at BCHS Health Promotions to encourage, support, and promote a healthy lifestyle with other students and faculty. Watch BCHS Health Promotions Facebook page and check email for weekly activities. Let's get moving!

Bryan College of Health Sciences Student Government Association

Bryan College of Health Sciences Student Government Association (SGA) is the voice of students and serves as a communication link between students and the College. SGA works toward building a positive campus environment.

General Education

A plan for General Education has been developed for both the Baccalaureate and Associate degree level. This plan addresses six categories of study: Natural Sciences, Social Sciences, Communications, Mathematics, Humanities/Fine Arts and Business/Management. Students completing a degree from Bryan College of Health Sciences must meet the requirements of the General Education plan. The General Education plan provides a core of knowledge which is further integrated into the student's major area of study. In addition to the core provided in the General Education plan, students may have other required General Education courses that must be completed to complement the major area of study.

Philosophy of General Education

The Philosophy of General Education of Bryan College of Health Sciences is built on the premise that education is more than a program of study. It is a life-long, interactive process that builds on previous experience and expands one's world view promoting a change in attitudes, beliefs, values and/or behaviors.

General Education establishes a broad foundation of knowledge that is essential to the development of an educated person. Multidimensional, holistic growth of the individual is promoted through an integrated study of the Natural Sciences, Social Sciences, Communication, Mathematics, Humanities/Fine Arts, and Business/Management. A core of General Education knowledge is fundamental to any area of study within Bryan College of Health Sciences.

The educational process enables the graduate to think critically; communicate effectively both in written and oral forms; understand the forces of nature; participate as a contributing member of a culturally diverse, ever changing society; make ethical decisions; apply mathematical logic and reasoning skills; appreciate and recognize management as a response to economic and social factors; and value learning as a life-long process.

General Education Learning Outcomes

Through completion of the Bryan College of Health Sciences' General Education plan, graduates will demonstrate the following learning outcomes:

1. Apply the physical and biological sciences to human health concepts.
2. Evaluate the societal factors (political, social, psychological, economic, religion, age, etc.) that influence individuals in diverse communities.
3. Deliver cohesive communication in a variety of formats in a professional setting.
4. Employ quantitative and logical reasoning to solve problems.
5. Analyze issues using a multi-faceted approach to holistically address problems.
6. Integrate ethical reasoning into personal and professional identities to treat others with dignity
7. Articulate business management standards of practice to be a contributing member of a professional organization.
8. Differentiate one's own experiences from the experiences of others to foster global sensitivity.

The following table illustrates the General Education plan for Bryan College of Health Sciences according to categories of study, learning outcomes and required number of semester credit hours in each category for the Associate and Baccalaureate degrees. This table reflects the minimum General Education requirements for all students in an Associate degree or Baccalaureate degree program. Additional General Education courses may be required for specific majors.

The Humanities & Sciences Curriculum Subcommittee is responsible for designating courses as Cultural Studies and maintaining the Cultural Studies approved list of courses. The following criteria guide Cultural Studies designation decisions: courses with cultural studies designation give attention to diversity topics including cultural, spiritual, ethnic, gender, and sexual orientation diversity in order to prepare students to provide culturally competent care. Cultural studies courses also prepare students to practice in global and multicultural environments. The Humanities & Sciences Curriculum Subcommittee also reviews cultural, diversity, and global studies requirements at other institutions. If the committee deems another institution's requirement as being comparable to our cultural studies requirement and a student has transfer-eligible credit for a course that meets the comparable requirement, the Registrar's office may accept the transfer credit in fulfillment of the cultural studies requirement.

Bryan College of Health Sciences General Education Plan

This table reflects the minimum General Education requirements for all students in an Associate degree or Baccalaureate degree program.

Categories of Study	General Education Learning Outcomes	Required Semester Hrs for Associate Degree	Required Semester Hrs for Baccalaureate Degree
Business/ Management (ECON, MGMT)	Articulate business management standards of practice to be a contributing member of a professional organization.	0	3
Communications (COMM)	Deliver cohesive communication in a variety of formats in a professional setting.	3	3
Cultural Studies	Differentiate one's own experiences from the experiences of others to foster global sensitivity.	0	0
Humanities/Fine Arts (ARTS, ENGL, HIST, HUMS, INTL, MUSC, PHIL, RELI, SIGN, SPAN)	<ul style="list-style-type: none"> Analyze issues using a multi-faceted approach to holistically address problems. Integrate ethical reasoning into personal and professional identities to treat others with dignity 	6	9
Mathematics (MATH, STAT)	Employ quantitative and logical reasoning to solve problems.	3	3
Natural Sciences (BIOS, CHEM, NUTR, PHYS)	Apply the physical and biological sciences to human health concepts.	8	16
Social Sciences (GERO, INTL, PBHL, PSYC, SOCI)	Evaluate the societal factors (political, social, psychological, economic, religion, age, etc.) that influence individuals in diverse communities.	3	9
Total General Education Semester Hours Required for Degree		23	43

**Students must complete 3 credit hours in a course that has a cultural studies designation. It is recommended that students complete a course listed in the following table which will satisfy the cultural studies requirement, as well as, another general education requirement.*

COURSE NUMBER	COURSE TITLE	GENERAL EDUCATION REQUIREMENT
GERO303	Sociocultural Aspects of Aging	Social Sciences Elective
INTL202-2 or INTL202-3	Academic Travel Abroad	Humanities or Social Sciences Elective
INTL205-2 or INTL205-3	International Service Training	Humanities or Social Sciences Elective
MGMT215	Global Healthcare Delivery and Finance	Business/Management Elective
PBHL305	Global Health	Social Sciences
RELI215	Comparative Religion	Humanities Elective
RELI316	Christian Spirituality and Healing	Humanities Elective
SIGN111	Sign Language for Healthcare Providers I	Humanities Elective
SOCI222	Global Community: Cultural Diversity in Healthcare	Social Sciences Elective
SOCI320	Gender and Sexuality Studies	Social Sciences Elective
SOCI324	Applying Cultural Diversity in Health and Illness	Social Sciences Elective
SPAN101H	Beginning Spanish I for Health Professions	Humanities Elective
SPAN215	Spanish International Service Learning	Humanities Elective
SPAN313	Latinos in the United States	Humanities Elective

School of Healthcare Studies: Department of Humanities and Sciences

Associate of Science in Health Sciences(AS)

Degree Type

Associate of Science

Philosophy

The faculty of Bryan College of Health Sciences, Associate of Science in Health Science program, believes that: The Health Sciences associate of science degree program provides a strong foundation in health sciences for students wishing to pursue a baccalaureate degree in a healthcare field. Educational preparation for study in a health related field is built on an integrated study of natural sciences and general education concepts. Critical thinking is required to develop the scientific knowledge base essential to pursue an educational course of study in a health related field.

Students and graduates are guided by legal and ethical standards, and require communication and interpersonal skills which promote positive interaction with others in the educational and healthcare environment. They gain competence in applying natural science concepts and recognize the contribution of science to healthcare. Quality healthcare cannot exist without the academic framework and intellectual discipline inherent in the study of natural sciences.

Learning is a life-long, interactive process that builds on previous experience and ideally results in change in attitudes, beliefs, and/or behaviors. Learning occurs in a variety of environments, and involves the cognitive, affective and psychomotor domains. The learner is responsible for actively seeking knowledge both independently and under the supervision and guidance of qualified faculty.

Faculty are responsible as role models, mentors and teachers for providing a caring environment in which students are free to explore and develop personally, professionally and intellectually. The College provides educational opportunities within the multiple contexts of legal and ethical boundaries, political and economic forces, sociocultural influences, and spiritual and historical factors. This environment provides quality education, which develops critical thinking and contributes to meeting the emerging health care needs of society.

Curriculum Objectives

1. Incorporate fundamental knowledge of chemistry, physics, anatomy and physiology, microbiology and pathophysiology in differentiating between normal and abnormal human functioning.
2. Relate published research findings in the areas of natural sciences to current issues and trends in healthcare.
3. Utilize critical thinking to analyze and solve problems related to health sciences.
4. Demonstrate preparedness for further study in a healthcare profession and/or employment in an entry-level support position in a healthcare setting.

Degree Requirements

Students earning an Associate of Science in Health Professions: Health Sciences Major must complete a minimum of 63 credits with 30 of them in the major. All general education requirements for an Associate of Science degree as specified in the College catalog must be met.

Course Sequencing

Semester 1

Item #	Title	Credits
ENGL104	English Composition I	3
	Cultural Studies Electives	3
	Math Elective	3
	Natural Science Elective	4
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1

Semester 2

Item #	Title	Credits
	Healthcare Elective	3
	Natural Science Elective	4
STAT210	Elements of Statistics	3
	Social Science Elective	3
COMM104	Public Speaking	3

Semester 3

Item #	Title	Credits
	Natural Science Elective	4
	Natural Science Elective	4
PHIL210	Ethics in Health Care	3
	Social Science Elective	3
AHAL313	Research in Healthcare	2

Semester 4

Item #	Title	Credits
	Natural Science Elective	4
	Humanities Elective	3
	Natural Science Elective or Natural Science Elective and BIOS 150	4
AHAL314	Issues and Trends in Health Professions	2
	General Elective	3
	Total Credits	63

Bachelor of Science in Biomedical Sciences (BS)

Degree Type

Bachelor of Science

The faculty of Bryan College of Health Sciences, Biomedical Sciences Program, believes that:

The baccalaureate degree program in biomedical sciences exists to prepare graduates to pursue graduate study in a wide range of health related fields which contribute directly and indirectly to the delivery of quality health care and services. Educational preparation for advanced study in a health related field is built on an in-depth, integrated study of natural sciences and general education concepts. Knowledge and skills require a high level of critical thinking and are developed through didactic and field experiences related to the field of study.

Students and graduates are guided by legal and ethical standards, and require communication and interpersonal skills which promote positive interaction with others in the educational and healthcare environment. They critically evaluate scientific theories, gain competence in both theoretical and experimental science, and recognize the contribution of science to society. Quality healthcare cannot exist without the academic framework and intellectual discipline inherent in the study of natural sciences.

Learning is a life-long, interactive process that builds on previous experience and ideally results in change in attitudes, beliefs, and/or behaviors. Learning occurs in a variety of environments, and involves the cognitive, affective, and psychomotor domains. The learner is responsible for actively seeking knowledge both independently and under the supervision and guidance of qualified faculty.

Faculty are responsible as role models, mentors, and teachers for providing a caring environment in which students are free to explore and develop personally, professionally and intellectually. The College provides educational opportunities within the multiple contexts of legal and ethical boundaries, political and economic forces, sociocultural influences, and spiritual and historical factors. This environment provides quality education, which develops critical thinking and contributes to meeting the emerging health care needs of society.

Bachelor of Science in Biomedical Sciences

This pre-professional program prepares students for graduate level study in areas such as medicine, dentistry, pharmacology, physical therapy, occupational therapy, chiropractic, physician assistant, optometry, or careers in science such as biomedical research, bioprocessing, pharmaceutical discovery and development, medical devices and diagnostics, scientist/technician positions in industry, government, and research labs.

Bryan College of Health Sciences offers several pathways for students to complete their BS in Biomedical Sciences from Bryan while also advancing to an additional degree. These include the PharmD Assurance Track and the Medical Laboratory Science (MLS) track, both in collaboration with UNMC. Both of these require application and acceptance to UNMC programs. In addition, we are a Partner Program with Kansas City University's Doctor of Osteopathic Medicine and Dental College.

The PharmD Assurance Track is for students who have been accepted into UNMC's Pharmacy Early Assurance Program. The PharmD Assurance Track at BCHS includes all of the required prerequisite coursework needed for entry into the UNMC PharmD program in a 3+4 model in which students complete three years of pre-requisite coursework at Bryan College of Health Sciences and then enter the four year PharmD program at UNMC. Upon the successful completion of the first year of coursework in the PharmD program at UNMC, 32 credits of PharmD coursework will transfer back to Bryan College of Health Sciences and a BS in Biomedical Sciences will be earned.

The Medical Laboratory Science (MLS) track of the Biomedical Sciences program prepares students for entry into the Medical Laboratory Science program at UNMC. The MLS concentration includes all of the required prerequisite coursework needed for entry into the UNMC MLS program. This program allows students to earn their BS in Biomedical Sciences from Bryan upon successful completion of the MLS program at UNMC. Students will apply to the MLS program at UNMC during their junior year and admission to the MLS program is at the sole discretion of UNMC.

To earn a Bachelor of Science in Biomedical Sciences, a student must earn a total of 123 semester hours, including 48 credits satisfying general education requirements and 75 additional credits as specified below.

For the PharmD Assurance track, each student must complete a core requirement of 48 general education credits and 43 additional credits within the Biomedical Sciences major. 32 credits will be transferred back from UNMC's PharmD program upon successful completion of the first year of the PharmD coursework for a total of 123 semester hours.

For the MLS track, each student must complete a core requirement of 48 general education credits and 31 additional credits within the MLS concentration. 43 credits will be transferred in from UNMC's MLS program upon successful completion of the MLS program for a total of 122 semester hours.

Acceptance to the Biomedical Sciences program does not guarantee admission to KCU through their Partner Program. Students will need to apply to KCU through the Partner Program during their sophomore year of the program. Students in the KCU Partner Program Pathway must complete 48 general education credits and 44 additional credits within the Biomedical Sciences major. 31 credits will be transferred back from KCU's DO or Dental program upon successful completion of the first year of coursework for a total of 123 semester hours.

Honor Society for Biomedical Sciences

Beta Beta Beta National Biological Honor Society, Gamma Delta Alpha chapter

TriBeta is an honor society for students dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. The Gamma Delta Alpha chapter at BCHS was chartered in the spring of 2019. Membership is by invitation to qualified Biomedical Sciences students and faculty. New member induction occurs annually in the spring semester.

Curriculum Objectives

Upon completion of the program the student will:

1. Establish broad foundational knowledge in order to engage in scientific pursuits
2. Apply scientific concepts by integrating them into the context of human health
3. Employ technology in practical settings to facilitate scientific inquiry
4. Develop multidisciplinary laboratory skills to create professional readiness
5. Incorporate ethical reasoning into ones professional identity
6. Propose novel ideas through the application of the scientific method

Required Courses:

The following courses are a requirement of Bryan College of Health Sciences.

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1

Natural Sciences

Item #	Title	Credits
BIOS110	General Biology	4
BIOS120	Cell Biology	4
CHEM110	General Chemistry I	4
CHEM120	General Chemistry II	4

Social Sciences

Item #	Title	Credits
PSYC121	Introduction to Psychology	3
PSYC201	Human Growth & Development	3
PSYC321	Abnormal Psychology	3
SOCI101	Introduction to Sociology	3

Communications

Item #	Title	Credits
	Communications Elective	3

Mathematics

*If a student places directly in MATH205, a general elective will replace MATH155. If a student required MATH105: Intermediate Algebra prior to MATH 155, MATH105 will serve as one of the general electives.

Item #	Title	Credits
MATH155	College Algebra	3
MATH205	Calculus	4
STAT210	Elements of Statistics	3

Humanities/Fine Arts

Item #	Title	Credits
ENGL104	English Composition I	3
ENGL154	English Composition II	3
PHIL210	Ethics in Health Care	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

General Electives

Students will work with their advisor to select the appropriate general elective courses. 3 credit hours must have a cultural studies designation.

Item #	Title	Credits
	General Electives (9)	9

Major-Biomedical Sciences

Item #	Title	Credits
BIOS150	Scientific Literacy	1
BIOS205	Microbiology	4
BIOS221	Pathophysiology	3
BIOS310	Genetics	3
BIOS320	Biochemistry	4
BIOS330	Scientific Research Methodology	3
BIOS334	Human Anatomy	4
BIOS335	Human Physiology	4
BIOS410	Molecular Biology	4
BIOS445	Field Research Experience	3
BIOS480	Senior Capstone	1
CHEM210	Organic Chemistry I	4
CHEM220	Organic Chemistry II	4
PHYS210	General Physics I (with lab)	4
PHYS220	General Physics II (with lab)	4
	BIOS Elective (9)	9
	Total Credits	123

Bachelor of Science in Biomedical Sciences - Medical Laboratory Science Track (BS)

Degree Type

Bachelor of Science

Required Courses:

Required Natural Sciences Courses for MLS Track

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
BIOS204	Anatomy & Physiology II	4
CHEM110	General Chemistry I	4
CHEM120	General Chemistry II	4

Communications

The 3 credits below satisfy the General Education Communications requirement

Item #	Title	Credits
	Communications Elective	3

Mathematics

3 of the credits below satisfy the General Education Mathematics requirement

*If a student places directly in MATH205, a general elective will replace MATH155. If a student required MATH105: Intermediate Algebra prior to MATH 155, MATH105 will serve as one of the general electives.

Item #	Title	Credits
MATH155	College Algebra	3
STAT210	Elements of Statistics	3

Humanities/Fine Arts

The 9 credits below satisfy the General Education Humanities/Fine Arts requirement

Item #	Title	Credits
ENGL104	English Composition I	3
ENGL154	English Composition II	3
PHIL210	Ethics in Health Care	3

Business/Management

The 3 credits below satisfy the General Education Business/Management requirement

ECON*** or MGMT***

Item #	Title	Credits
	Economics Elective	3
	Business Management Elective	3

Required Social Sciences Courses for MLS Track

Item #	Title	Credits
PSYC121	Introduction to Psychology	3
SOCI101	Introduction to Sociology	3
	Social Science Electives (Upper Division, 3 Credits)	3

Biomedical Sciences MLS Track - Category A

Students must take all courses listed below.

Item #	Title	Credits
BIOS205	Microbiology	4
BIOS304	Immunology	3
BIOS320	Biochemistry	4
BIOS410	Molecular Biology	4
	BIOS Elective	3
	General Elective	3

***All BIOS electives must be at 300 or 400 level for credit. BIOS electives are offered on a rotating schedule with generally one elective offered per semester.

Total Credits	64
---------------	----

Bachelor of Science in Biomedical Sciences - KCU Partner Program Track (BS)

Degree Type

Bachelor of Science

Required Courses:

The following courses are a requirement of Bryan College of Health Sciences.

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1

Natural Sciences

Item #	Title	Credits
BIOS110	General Biology	4
BIOS120	Cell Biology	4
CHEM110	General Chemistry I	4
CHEM120	General Chemistry II	4

Communications

Item #	Title	Credits
	Communications Elective	3

Mathematics

*If a student places directly in MATH205, a general elective will replace MATH155. If a student required MATH105: Intermediate Algebra prior to MATH 155, MATH105 will serve as one of the general electives.

Item #	Title	Credits
MATH205	Calculus	4
STAT210	Elements of Statistics	3

Humanities/Fine Arts

The 9 credits below satisfy the General Education Humanities/Fine Arts requirement

Item #	Title	Credits
ENGL104	English Composition I	3
ENGL154	English Composition II	3
PHIL210	Ethics in Health Care	3

Business/Management

Item #	Title	Credits
MGMT215	Global Healthcare Delivery and Financing	3

Social Sciences

Item #	Title	Credits
PSYC121	Introduction to Psychology	3
SOCI101	Introduction to Sociology	3
	PSYC201 or PSYC321	3

Major - Biomedical Sciences - KCU Partner Program Track

Students must take all courses listed below.

Item #	Title	Credits
BIOS150	Scientific Literacy	1
BIOS205	Microbiology	4
BIOS310	Genetics	3
BIOS320	Biochemistry	4
BIOS334	Human Anatomy	4
BIOS335	Human Physiology	4
BIOS410	Molecular Biology	4
CHEM210	Organic Chemistry I	4
CHEM220	Organic Chemistry II	4
PHYS210	General Physics I (with lab)	4
PHYS220	General Physics II (with lab)	4
	BIOS Elective	3
Total Credits		92

***All BIOS electives must be at 300 or 400 level for credit. BIOS electives are offered on a rotating schedule with generally one elective offered per semester.

Bachelor of Science in Biomedical Sciences - PharmD Assurance Track

Degree Type

Bachelor of Science

Required Courses:

The following courses are a requirement of Bryan College of Health Sciences.

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1

Business/Management

Select from ECON/MGMT courses.

Item #	Title	Credits
	Business Management Elective	3

Communications

The 3 credits below satisfy the General Education Communications requirement

Item #	Title	Credits
	Communications Elective	3

Humanities/Fine Arts

The 9 credits below satisfy the General Education Humanities/Fine Arts requirement

Item #	Title	Credits
ENGL104	English Composition I	3
ENGL154	English Composition II	3
PHIL210	Ethics in Health Care	3

Mathematics

If a student places directly in MATH205, a general elective will replace MATH155. If a student is required to complete MATH105-Intermediate Algebra prior to MATH 155, MATH105 will serve as one of the general electives.

Item #	Title	Credits
MATH205	Calculus	4
STAT210	Elements of Statistics	3

Natural Sciences

Item #	Title	Credits
BIOS110	General Biology	4
BIOS120	Cell Biology	4
CHEM110	General Chemistry I	4
CHEM120	General Chemistry II	4

Social Sciences

Item #	Title	Credits
PSYC121	Introduction to Psychology	3
SOCL101	Introduction to Sociology	3
	PSYC201 or PSYC321	3

General Electives

Students will work with their advisor to select the appropriate general elective courses. 3 credit hours must have a cultural studies designation.

Biomedical Sciences –PharmD Track

Item #	Title	Credits
BIOS150	Scientific Literacy	1
BIOS205	Microbiology	4
BIOS221	Pathophysiology	3
BIOS310	Genetics	3
BIOS320	Biochemistry	4
BIOS334	Human Anatomy	4
BIOS335	Human Physiology	4
BIOS410	Molecular Biology	4
CHEM210	Organic Chemistry I	4
CHEM220	Organic Chemistry II	4
PHYS210	General Physics I (with lab)	4
Total Credits		91

Bachelor of Science in Healthcare Studies

The Bachelor of Science degree in Healthcare Studies is an interdisciplinary program for students who are interested in exploring various aspects of health professions. The program is designed to provide students with a solid foundation for entry-level positions in health professions settings.

The Medical Laboratory Science (MLS) concentration within this degree prepares students for entry into the Medical Laboratory Science program at UNMC. The MLS concentration includes all of the required prerequisite coursework needed for entry into the UNMC MLS program. This program allows students to earn their BS in Healthcare Studies from Bryan upon successful completion of the MLS program at UNMC. Students will apply to the MLS program at UNMC during their junior year and admission to the MLS program is at the sole discretion of UNMC.

Requirements for Graduation

Attainment of the Bachelor of Science in Healthcare Studies degree requires satisfactory completion of 120 semester hours of credit. Each student must complete a core requirement of 48 general education credits. The remaining 72 credit hours will be comprised of a minimum of 40 credit hours in the student's selected concentration(s) and additional credits to equal 120 credits.

For the MLS Concentration, each student must complete a core requirement of 48 general education credits and 29 additional credits within the MLS concentration. The remaining 43 credits will be transferred in from UNMC's MLS program upon successful completion of the MLS program.

Curriculum Objectives

Upon completion of this program, students will:

1. Explain factors that influence health, demonstrating literacy in a chosen health-related discipline
2. Evaluate information relevant to a particular health setting to gain insight
3. Integrate distinct concepts from multiple health-related disciplines, revealing unique connections
4. Partner with others in the healthcare environment, resulting in mutually beneficial collaboration

Concentrations:

- [Biomedical Sciences/Healthcare Management](#)
- [Biomedical Sciences/Social Sciences](#)
- [Public Health/Biomedical Sciences](#)
- [Public Health/Healthcare Management](#)
- [Public Health/Social Sciences](#)
- [Social Sciences/Healthcare Management](#)

Bachelor of Science in Healthcare Professions - Healthcare Management Concentration (BS)

Degree Type

Bachelor of Science

Bryan College of Health Sciences offers an opportunity for graduates of associate degree healthcare programs from regionally accredited colleges or universities to obtain a baccalaureate degree in Health Professions. The curriculum is designed to offer additional general education courses to meet the College requirements for a baccalaureate degree with a concentration in Healthcare Management. The curriculum plan will vary based on course work completed in the associate degree program and the chosen concentration.

Curriculum Objectives

Upon completion of the completion option requirements, the graduate will be able to:

1. Determine high-impact practices necessary to effectively deliver health programs and services that improve health outcomes
2. Judge the applicability of field research to current practice for potential implementation
3. Integrate subject-matter expertise from a chosen concentration into relevant issues, determining implications for the healthcare field.
4. Exemplify professional and ethical behavior as determined by the chosen professional field to support personal professional advancement

Curriculum Requirements - Semester Hours

A minimum of 120 semester credits, including 48 hours of credit from the associate degree program is required. Following is the minimum number of general education credits required in each category of study to earn a baccalaureate degree in Health Professions from Bryan College of Health Sciences. At least 30 of the last 45 credit hours needed for a degree must be taken at Bryan College of Health Sciences. College transcripts will be reviewed for general education requirements you have met that can be applied toward the general education credit hour requirements. An advisor will meet with you to identify general education courses you need to complete your degree.

Mathematics Placement

Students will take the math placement exam as an objective measure of their readiness for mathematics courses. However, students will be allowed to select the mathematics course in which they will register.

Associate Degree Credit Granted

A total of up to 48 credit hours can apply towards the degree.

General Education Courses

Students must complete the following general education requirements. Transcripts will be evaluated to see if students have completed courses that can be applied toward the general education requirements.

Natural Sciences	16 cr hrs
Social Sciences (3 cr hrs must include a cultural studies focus)	9 cr hrs
Communications	3 cr hrs
Humanities	9 cr hrs
Mathematics	6 cr hrs
General Electives	9 cr hrs

Item #	Title	Credits
BIOS ₁₅₀	Scientific Literacy	1
	Natural Science Electives (16 Credits)	16
	Social Science Elective with a Cultural Studies (CS) Designation	3
	Social Science Elective (6)	6
	Communications Elective	3
ENGL ₁₀₄	English Composition I	3
PHIL ₂₁₀	Ethics in Health Care	3
	Humanities Elective	3
MATH ₁₅₅	College Algebra	3
STAT ₂₁₀	Elements of Statistics	3
	General Elective (9)	9

Healthcare Management Courses in Major

Item #	Title	Credits
AHAL313	Research in Healthcare	2
AHAL314	Issues and Trends in Health Professions	2
AHAL430	Health Professions Capstone	3
	Healthcare Management Elective (12)	12
	Total Credits	120

Healthcare Management (C)

Degree Type

Certificate

Philosophy

The faculty of Bryan College of Health Sciences, Healthcare Management Certificate program believe that: Certificate programs are designed to provide a method for individuals to develop skills and knowledge in specialized areas that do not require an in-depth degree program of study. The shortened time frame for courses and/or the program of study is designed to enhance the ability of the student to complete the specialized education in a way that does not heavily impact their daily workload and/or lifestyle, but still provides them with the opportunity to utilize a process of inquiry, application, and analysis.

The educational process for the Healthcare Management Certificate is a shared responsibility between student and faculty. Students must be committed to achieving their goals through a consistent demonstration of inquiry, information-seeking behaviors, engagement with faculty and peers, and analysis of learning needs. Faculty, likewise, are committed to the responsibilities of serving as a competent resource, guide and professional role model.

Certificate

The Healthcare Management Certificate provides healthcare managers or those aspiring to become managers with in-depth knowledge of management principles including leadership and management skills that apply to the healthcare setting. The program consists of 12-credit hours of online management courses and a one-credit field experience. For individuals with a specific interest in applying Healthcare Management principles in a Telehealth setting, a Certificate in Healthcare Management: Telehealth Focus is available.

Curriculum Objectives

Upon completion of the program the graduate will be able to:

1. Discuss the theories, concepts and skills of management relevant to the healthcare setting.
2. Apply established principles and guidelines of human resources management of the healthcare setting.
3. Practice healthcare management legally and ethically.
4. Recognize the impact of healthcare economics on the healthcare industry and the healthcare consumer.
5. Develop realistic operational and capital budgets within the healthcare manager's role.

Requirements for Completion

Certificate: 13 credit hours

The Healthcare Management Certificate prepares the student to apply management principles, including leadership and management skills, in the healthcare setting. The program consists of 12 credit hours of online management courses and a one credit field experience. The program can be completed part-time and is designed for completion in two years or less.

Most courses are offered at both the graduate and undergraduate level, making the program appropriate for those with Associate degrees as well as Baccalaureate degrees.

Students must complete 12 credit hours from the following courses.

Item #	Title	Credits
ECON302	Economics of Aging	3
MGMT210	Leadership and Organizational Behavior	3
MGMT215	Global Healthcare Delivery and Financing	3
MGMT402	Human Resource Management	3
MGMT403	Healthcare Finance and Budgeting	3
MGMT412	Healthcare Marketing	3
MGMT415	Healthcare Quality	3
MGMT420	Demystifying Telehealth	3
MGMT430	Virtual Care, Virtually Anywhere	3

Students may opt to complete either the Certificate in Healthcare Management or the Certificate in Healthcare Management: Telehealth Focus. Students completing the Telehealth Focus must complete both MGMT420 and MGMT430 as part of their 13 credit hours.

Complete 1 credit field experience course.

Item #	Title	Credits
MGMT410	Healthcare Management Field Experience	1
Total Credits		13

School of Healthcare Studies: Department of Health Professions

Philosophy of Sonography Programs

The faculty of Bryan College of Health Sciences, School of Health Professions Sonography Division, believes that:

Health professions encompass a wide range of diverse careers which contribute directly and indirectly to the delivery of quality health care and services through promotion of interdisciplinary communication, support and collaboration with a variety of healthcare providers. Sonography is one of these health professions which incorporates both art and science and integrates theory with practice. The professional sonographer requires highly specialized skills, critical thinking, decision making, problem solving, integrity, teamwork, and respect.

Sonographers actively collaborate with physicians and other health professionals to support health promotion and maintenance and illness prevention, and provide a culture of safety which involves safe practice, commitment, accountability, and responsibility to clients, society and the profession. Sonographers are guided by legal and ethical standards, and require communication and interpersonal skills which promote holistic, caring interaction with the clients and other health professionals.

The client as an individual is a unique and multidimensional being with inherent worth and dignity. Individuals interact in a dynamic process within an ever changing environment. Individuals have the capacity to care, to learn and to change. They have the right to determine and participate in activities that affect their health status and are, therefore, responsible for their own actions.

The environment is both internal and external. The internal environment is unique to the individual. The external environment is global, geopolitical, cultural and technical. The relationship between the individual and the environment is both dynamic and reciprocal.

Health is a dynamic state influenced by heredity, the environment and the individual's lifestyle. The state of health is reflected within an individual's physical, psychological, spiritual, developmental, and sociocultural dimensions. Individuals differ in how health is perceived and valued, and have the right to define their own health. The pursuit of health is the right and responsibility of each individual.

Educational preparation of the sonographer is built on an integrated study of general education and health concepts. Knowledge and skills are developed through didactic and clinical/field experiences specific to the field of study. The educational experience prepares the graduate to practice in a variety of settings as a sonographer.

Learning is a life-long, interactive process that builds on previous experience and ideally results in change in attitudes, beliefs, and/or behaviors. Learning occurs in a variety of environments, and involves the cognitive, affective and psychomotor domains. The learner is responsible for actively seeking knowledge both independently and under the supervision and guidance of qualified faculty and practitioners.

Faculty are responsible as role models, mentors and teachers for providing a caring environment in which students are free to explore and develop personally, professionally and intellectually. The College provides educational opportunities within the multiple contexts of legal and ethical boundaries, political and economic forces, sociocultural influences, and spiritual and historical factors. This environment provides quality education, which develops critical thinking and technical competence in the field of sonography and contributes to meeting the emerging health care needs of society.

Sonography Technical Standards

After a sufficient period of instruction the students would be expected to perform the following technical standards:

Acquire Information

Acquires information from didactic, clinical, and technological learning experiences.

- Lecture, demonstration, observation, interview and online learning.

Acquires information from written, video, audio, and electronic sources

- Literature search, data retrieval, and electronic medical records

Examples:

- Identify and document normal and abnormal sonographic patterns of disease processes, pathology, and pathophysiology of organs and areas of interest. Modify scanning protocol based on sonographic findings and differential diagnosis relevant to the sonography speciality.
- Identify pertinent clinical questions and the goal of the examination.
- Recognize significant clinical information and historical facts from the patient and medical records, which may impact the diagnostic examination.
- Utilize examination recording devices to obtain pertinent documentation of examination findings.

Critical Reasoning (Interpret and Integrate)

Measure, calculate, reason analyze and synthesize data related to patient care.

Examples:

- Review data from current and previous examinations to produce a summary of technical findings, including relevant interval changes, for the reporting physician's reference.
- Perform related measurements from sonographic images or data.
- Demonstrate knowledge and understanding of anatomy, physiology, pathology, and pathophysiology relevant to and in the sonography speciality.
- Apply theory content in the skills lab/clinical setting.

Psychomotor/Technical Skills

Perform or assist with procedures and treatments.

Examples:

- Perform sonographic examinations of organs and regions of interest according to professional and institutional protocols relevant to and in the sonography speciality.
- Adjust instrument controls including examination presets, scale size, focal zone(s), overall gain, time gain compensation, and frame rate to optimize image quality.
- Select the correct transducer type and frequency for examination(s) being performed.
- Perform related measurements from sonographic images or data.
- Utilize examination recording devices to obtain pertinent documentation of examination findings.
- Identify and document normal and abnormal sonographic patterns of disease processes, pathology, and pathophysiology of organs and areas of interest. Modify scanning protocol based on sonographic findings and differential diagnosis relevant to the sonography speciality.
- Distinguish textures, degrees of firmness, temperature differences, pulse rate, vibrations and strength.

Communication Skills

Communicate information effectively and efficiently in English with faculty, clients, families and healthcare constituents.

Examples:

- Report client status, facilitate client teaching, and document care.
- Collaborate with faculty, clients, family and healthcare constituents.
- Participate in the exchange of information among healthcare constituents.

Character

Demonstrate integrity, accountability and concern for self, and others.

Examples:

- Accountable for actions, exercises proper judgement, and completed responsibilities according to clinical guidelines and course outcomes.
- Exhibit professional, sensitive and effective interactions with clients, families and healthcare constituents.
- Respond professionally during stressful and/or rapidly changing situations and/or alterations in the status of a client.
- Uphold ethical principles and practices of education and the profession of sonography.
 - American Institute of Ultrasound in Medicine
 - Society of Diagnostic Medical Sonography
 - Bryan College of Health Sciences Student Code of Conduct
 - College Values

References

ARDMS. (2017). Clinical verification (CV) form. ARDMS.org. Retrieved from <http://www.ardms.org> .

These Technical Standards are required for completion of a Bachelor of Science in Health Professions. Technical Standards must be met with or without reasonable accommodations.

Bryan College of Health Sciences is committed to providing an environment conducive to learning for all students, including students with disabilities. Accommodations are provided in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you are a student with a disability who may need reasonable accommodations, please contact the Academic Support Services Director at dss@bryanhealthcollege.edu.

Sonography Student Progression

In the event of a student unable to progress with the entering class they have been accepted into and follow the assigned curriculum plan for that class, the student may be placed in the next available class based on the number of students in each course and the sequence of courses. It may become the student's responsibility to secure the new clinical site reassignment. Transition activities may be required before and upon return.

Other Requirements

Basic Nursing Assistant or Equivalent

A Basic Nursing Assistant course or basic Patient Care course with a clinical component is required prior to the first clinical course for students pursuing a health professions degree with a major in sonography.

Community Service (Including Sonography Promotion)

Students in a sonography program must complete 25 hours of community service while attending Bryan College of Health Sciences. Of these 25 hours, five must be sonography related, (promoting sonography), and 20 hours are the students choice of community service activities. The student must obtain faculty advisor or program Dean approval of the service activity prior to its completion in order to apply the hours toward the requirement.

Cultural Diversity

All students are required to participate in 5 hours of cultural diversity related activities. These can include attendance at College supported diversity activities or community sponsored. If in the community, the student must obtain faculty advisor or program Dean approval of the service activity prior to its completion in order to apply the hours toward the requirement.

CPR for the Healthcare Provider

Students are required to have completed a Cardiopulmonary Resuscitation (CPR) Basic Life Support (BLS) for the Healthcare Provider course prior to patient care clinical experiences. Students are responsible for maintaining their CPR certification throughout the program. Acceptable courses are: American Heart Association (AHA) Basic Life Support for the Healthcare

Provider or American Red Cross (ARC) Basic Life Support for Healthcare Providers. Students are required to provide proof of course completion prior to beginning any clinical experience. Students will not be allowed to continue clinical experiences until a current BLS/CPR card is obtained.

Clinical Placement

Due to the fact that most sonography labs can only host one student at a time, it is necessary for the majority of students to complete their clinical experience outside of Lincoln, NE and in some cases outside of the state of Nebraska. Transportation and moving costs associated with relocation for clinical experience is the responsibility of the student.

Bachelor of Science in Health Professions: Cardiovascular Sonography (BS)

Degree Type

Bachelor of Science

Requirements for Graduation

This program prepares the student for a career in cardiovascular sonography with specialization in both adult cardiac sonography and vascular sonography. The graduate will be prepared to perform echocardiograms on adults. Echocardiograms are noninvasive exams that create an image of the heart. These images aid physicians in detecting certain heart conditions. The graduate will also be prepared to perform cerebral and peripheral vascular diagnostic evaluation of the arteries and veins which create images to aid the physician in the diagnosis of a wide variety of disorders affecting the peripheral vascular system, including stroke, peripheral vascular disease and venous abnormalities.

There is a strong emphasis on cardiovascular anatomy and physiology, cardiovascular hemodynamics and sound physics. Clinical experience is a major component of the program. Graduates of the program meet published requirements by the American Registry of Diagnostic Medical Sonographers (ARDMS) to apply for the registry examination in Adult Echocardiography and Vascular Technology.

Students are divided into two cohort groups—Vascular and Adult Cardiac. This will determine which specialty they take first in their curriculum plan. The purpose of dividing into cohort groups is to maximize the use of available clinical sites. Students will take Skills Enhancement I and II while they are taking core courses in the second specialty to maintain skills they learned in the first specialty. This program is designed to be completed in eight semesters and three summers.

Program Goal

To prepare competent entry-level cardiovascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for adult echocardiography and to prepare competent entry-level cardiovascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for noninvasive vascular study.

Program Outcomes

Upon completion of the dual major the student will be able to:

1. Competently perform as an entry level sonographer in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for adult cardiac sonography and vascular sonography.
2. Demonstrate ethical and professional behavior through sonographic practice congruent with standards of practice.
3. Meet the eligibility requirements to apply for the American Registry of Diagnostic Medical Sonographers (ARDMS) exams.
4. Interact effectively with individuals in a manner that reflects caring and acknowledges the holistic nature of individuals.
5. Promote growth of the health professional and awareness of health professions through education of individual groups and communities of interest.
6. Correlate current research to ensure best-practice delivery of specialty specific, quality patient care and services.

Program Requirements

Each student must complete a minimum of 44 credit hours in general education and 81 credit hours in the major. Official transcript(s) must be on file for all transfer credits.

General Education Courses

Students who have transferred in 36 or more credit hours will take GSTU101X.

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
NURA102X	Basic Nursing Assistant (non-credit)	

Communications

Must complete 3 cr hrs from COMM courses.

Item #	Title	Credits
	Communications Elective	3

Cultural Studies

Must complete 3 cr hrs from elective

pool. ([GERO303](#), [INTL202-2](#), [INTL202-3](#), [INTL205-2](#), [INTL205-3](#), [PBHL305](#), [RELI215](#), [RELI316](#), [SIGN111](#), [SOCL222](#), [SOCL320](#), [SOCL324](#), [SPAN](#))

Item #	Title	Credits
	General Elective with Cultural Studies (CS) designation	3

Business/Management

Must complete 3 cr hrs from ECON or MGMT courses.

Item #	Title	Credits
	Business Management Elective	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN)

Item #	Title	Credits
ENGL104	English Composition I	3
PHIL210	Ethics in Health Care	3
	Humanities Elective	3

Mathematics

Must complete all course listed.

Item #	Title	Credits
MATH155	College Algebra	3
STAT210	Elements of Statistics	3

Natural Sciences

Must complete all course listed.

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
BIOS204	Anatomy & Physiology II	4
PHYS105	Descriptive Physics (with lab)	4

Social Sciences

Must complete 6 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI).

Item #	Title	Credits
	Social Science Electives	6

Major-Cardiovascular Sonography

Item #	Title	Credits
AHAL223	Physics and Instrumentation	4
AHAL313	Research in Healthcare	2
AHAL314	Issues and Trends in Health Professions	2
CARD312	Adult Cardiac Sonography Skills I	1
CARD314	Adult Cardiac Sonography Skills II	1
CARD340	Core I: Adult Cardiac Sonography	6
CARD345	Adult Cardiac Sonography Clinical Experience	0.5
CARD347	Core II: Adult Cardiac Sonography	6
CARD430	ACS Board Review	1
CVTD226	Cardiovascular Physiology	4
CVTD230	Principles of EKG	3
CVTD303	Skills Enhancement I	1
CVTD305	Skills Enhancement II	1
CVTD341	Clinical Practicum I	4
CVTD350	Clinical Practicum II	7
CVTD416	Clinical Practicum III	9.5
CVTD425	Clinical Practicum IV-B	11.5
CVTD430	Senior Capstone I	0.5
CVTD435	Senior Capstone II	0.5
VASC315	Vascular Sonography Skills I	1
VASC316	Vascular Sonography Skills II	1
VASC341	Core I: Vascular Sonography	7
VASC343	Core II: Vascular Sonography	5
VASC347	Vascular Sonography Clinical Experience	0.5
VASC430	VASC Board Review	1

Sample Curriculum Plan

Sample curriculum plan for traditional first year student with no transfer credit.

Course Sequencing

Year 1

Fall

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
ENGL104	English Composition I	3
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
MATH155	College Algebra	3
	Social Science Elective	3
NURA102X	Basic Nursing Assistant (non-credit)	

Spring

CVTD230 = *Courses in the Major

Item #	Title	Credits
BIOS204	Anatomy & Physiology II	4
CVTD230	Principles of EKG	3
HIMS100	Medical Terminology	1
PHYS105	Descriptive Physics (with lab)	4

Summer

AHAL 223, CVTD 226 = *Courses in the Major

Item #	Title	Credits
AHAL223	Physics and Instrumentation	4
CVTD226	Cardiovascular Physiology	4

Year 2

Years 2 and 3 of the CARD and VASC courses can be interchangeable based on faculty discretion.

Fall

CARD 312, CARD 340 = *Courses in the Major

Item #	Title	Credits
CARD312	Adult Cardiac Sonography Skills I	1
CARD340	Core I: Adult Cardiac Sonography	6
	Communications Elective	3
STAT210	Elements of Statistics	3

Spring

CARD 314, CARD 345, CARD 347 = *Courses in the Major

Item #	Title	Credits
CARD314	Adult Cardiac Sonography Skills II	1
CARD345	Adult Cardiac Sonography Clinical Experience	0.5
CARD347	Core II: Adult Cardiac Sonography	6
	Humanities Elective	3
PHIL210	Ethics in Health Care	3

Summer

CVTD 341 = *Courses in the Major

Item #	Title	Credits
	Business Management Elective	3
CVTD341	Clinical Practicum I	4

Year 3

Years 2 and 3 of the CARD and VASC courses can be interchangeable based on faculty discretion.

Fall

AHAL 313, CVTD 303, VASC 315, VASC 341 = *Courses in the Major

Item #	Title	Credits
AHAL313	Research in Healthcare	2
CVTD303	Skills Enhancement I	1
VASC315	Vascular Sonography Skills I	1
VASC341	Core I: Vascular Sonography	7
	Social Sciences Elective (Upper Level)	3

Spring

AHAL 314, CVTD 302, VASC 316, VASC 343, VASC 347 = *Courses in the Major

Cultural Studies elective needs to be in social sciences if the requirement is not met.

Item #	Title	Credits
AHAL314	Issues and Trends in Health Professions	2
CVTD305	Skills Enhancement II	1
VASC316	Vascular Sonography Skills II	1
VASC343	Core II: Vascular Sonography	5
VASC347	Vascular Sonography Clinical Experience	0.5
	Cultural Studies Elective	3

Summer

CVTD 350 = *Courses in the Major

Item #	Title	Credits
CVTD350	Clinical Practicum II	7

Year 4

Fall

CARD 430, CVTD 416, CVTD 430, VASC 430 = *Courses in the Major

Item #	Title	Credits
CARD430	ACS Board Review	1
CVTD416	Clinical Practicum III	9.5
CVTD430	Senior Capstone I	0.5
VASC430	VASC Board Review	1

Spring

CVTD 425, CVTD435 = *Courses in the Major

Item #	Title	Credits
CVTD425	Clinical Practicum IV-B	11.5
CVTD435	Senior Capstone II	0.5
Total Credits		125

Bachelor of Science in Health Professions: Diagnostic Medical Sonography Program (BS)

Degree Type

Bachelor of Science

Requirements for Graduation

This program prepares the graduate to utilize ultrasound to collaborate with medical professionals in the diagnosis and treatment of clients referred for ultrasound studies. Theory content and clinical experience focuses on ultrasound imaging including the abdominal organs and structures, obstetrics and gynecology, superficial structures (e.g., thyroid, breast, vessels, prostate and testicles) and neonatal brain and spine. These images aid physicians in diagnosing and treating certain pathologies. The diagnostic medical sonographer must have a very in-depth working knowledge of human anatomy. Clinical experience is a major emphasis of the program. Graduates of the program meet published requirements by the American Registry of Diagnostic Medical Sonographers (ARDMS) to apply for the registry examination in Abdomen and Obstetrics/Gynecology.

The program is designed to be completed in seven semesters and three 13 week summer sessions.

Program Goals

To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the following concentration(s) it offers: Abdominal Sonography-Extended, Obstetrics and Gynecology sonography.

Program Outcomes

Upon completion of the diagnostic medical sonography program the student will be prepared to:

1. Competently perform as an entry-level sonographer in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains for the abdominal sonography-extended, and obstetrics and gynecology sonography concentrations..
2. Demonstrate ethical and professional behavior through sonographic practice congruent with standards of practice.
3. Meet the eligibility requirements to apply for the American Registry of Diagnostic Medical Sonographers (ARDMS) exams.
4. Interact effectively with individuals in a manner that reflects caring and acknowledges the holistic nature of individuals.
5. Promote growth of the health professional and awareness of health professions through education of individuals, groups and communities of interest.
6. Correlate current research to ensure best-practice delivery of specialty specific, quality patient care and services.

Program Requirements:

Each student must complete 50 semester hours of general education courses and fifty-four (54) credit hours in the diagnostic medical sonography major. The program also includes the option of a Vascular Minor. Official transcript(s) must be on file for all transfer credits.

General Education Courses

Students who have transferred in 36 or more credit hours will take GSTU101X.

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
NURA102X	Basic Nursing Assistant (non-credit)	

Natural Sciences

Must complete all course listed.

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
BIOS204	Anatomy & Physiology II	4
BIOS221	Pathophysiology	3
BIOS318	Cross-Sectional Anatomy	3
PHYS105	Descriptive Physics (with lab)	4

Social Sciences

Must complete 6 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI).

Item #	Title	Credits
	Social Science Elective (6)	6

Communications

Must complete 3 cr hrs from COMM courses.

Item #	Title	Credits
	Communications Elective	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN)

Item #	Title	Credits
ENGL104	English Composition I	3
PHIL210	Ethics in Health Care	3
	Humanities Elective	3

Mathematics

Must complete all courses listed.

Item #	Title	Credits
MATH155	College Algebra	3
STAT210	Elements of Statistics	3

Business/Management

Must complete 3 cr hrs from ECON or MGMT courses.

Item #	Title	Credits
	Business Management Elective	3

Cultural Studies

Must complete 3 cr hrs from elective

pool. ([GERO303](#), [INTL202-2](#), [INTL202-3](#), [INTL205-2](#), [INTL205-3](#), [PBHL305](#), [REL1215](#), [REL1316](#), [SIGN111](#), [SOCI222](#), [SOCI320](#), [SOCI324](#), [SPAN](#)

Item #	Title	Credits
	General Elective with Cultural Studies (CS) designation	3

Major - Diagnostic Medical Sonography

Item #	Title	Credits
AHAL223	Physics and Instrumentation	4
AHAL313	Research in Healthcare	2
AHAL314	Issues and Trends in Health Professions	2
DMSO312	Abdominal Sonography II	1
DMSO315	Obstetrical Sonography	4
DMSO318	Pediatric Sonography	2
DMSO320	Sonography of Superficial Structures	2
DMSO332	Gynecologic Sonography	2
DMSO333	Abdominal Sonography I	4
DMSO337	Diagnostic Medical Sonography Skills Lab	2
DMSO338	Diagnostic Medical Sonography Skills Lab II	1
DMSO339	Diagnostic Medical Sonography Clinical Experience	6
DMSO428	Diagnostic Medical Sonography: Clinical Practicum I	8.5
DMSO429	Diagnostic Medical Sonography: Capstone I	0.5
DMSO431	Board Review: Diagnostic Medical Sonography	2
DMSO434	Diagnostic Medical Sonography: Clinical Practicum II	10.5
DMSO435	Diagnostic Medical Sonography: Capstone II	0.5

Minor-Vascular Sonography

Item #	Title	Credits
CVTD226	Cardiovascular Physiology	4
VASC315	Vascular Sonography Skills I	1
VASC316	Vascular Sonography Skills II	1
VASC320	Vascular Sonography II: Pathology and Procedures	3
VASC341	Core I: Vascular Sonography	7

Sample Curriculum Plan

Sample curriculum plan for traditional first year student with no transfer credit.

Course Sequencing

Year 1

Fall

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
ENGL104	English Composition I	3
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
MATH155	College Algebra	3
	Social Science Elective	3

Spring

Item #	Title	Credits
BIOS204	Anatomy & Physiology II	4
NURA102X	Basic Nursing Assistant (non-credit)	
PHYS105	Descriptive Physics (with lab)	4
	Communications Elective	3
	Humanities Elective	3

Summer

Item #	Title	Credits
AHAL223	Physics and Instrumentation	4
CVTD226	Cardiovascular Physiology	4

Year 2

Fall

Item #	Title	Credits
BIOS221	Pathophysiology	3
VASC315	Vascular Sonography Skills I	1
VASC341	Core I: Vascular Sonography	7
	Social Science Elective	3

Spring

AHAL 314, VASC 316, VASC 320,

Item #	Title	Credits
AHAL314	Issues and Trends in Health Professions	2
BIOS318	Cross-Sectional Anatomy	3
STAT210	Elements of Statistics	3
VASC316	Vascular Sonography Skills II	1
VASC320	Vascular Sonography II: Pathology and Procedures	3
	Cultural Studies Elective	3

Summer

Item #	Title	Credits
	Business Management Elective	3
PHIL210	Ethics in Health Care	3

Year 3

Fall

Item #	Title	Credits
AHAL313	Research in Healthcare	2
DMSO320	Sonography of Superficial Structures	2
DMSO332	Gynecologic Sonography	2
DMSO333	Abdominal Sonography I	4
DMSO337	Diagnostic Medical Sonography Skills Lab	2

Spring

Item #	Title	Credits
DMSO312	Abdominal Sonography II	1
DMSO315	Obstetrical Sonography	4
DMSO318	Pediatric Sonography	2
DMSO338	Diagnostic Medical Sonography Skills Lab II	1
DMSO339	Diagnostic Medical Sonography Clinical Experience	6

Summer

Item #	Title	Credits
DMSO428	Diagnostic Medical Sonography: Clinical Practicum I	8.5
DMSO429	Diagnostic Medical Sonography: Capstone I	0.5

Year 4

Fall

Item #	Title	Credits
DMSO431	Board Review: Diagnostic Medical Sonography	2
DMSO434	Diagnostic Medical Sonography: Clinical Practicum II	10.5
DMSO435	Diagnostic Medical Sonography: Capstone II	0.5
Total Credits		120

School of Nursing

Bachelor of Science in Nursing

Our program prepares graduates as entry-level nurse generalists. The curriculum is designed to be completed in four years of study consisting of eight semesters. Graduates are eligible to take the National Council Licensing Examination (NCLEX) for attainment of professional licensure as a registered nurse upon successful completion of program requirements.

Bachelor of Science in Nursing Philosophy

The faculty of Bryan College of Health Sciences, School of Nursing, believes that:

Nursing

Nursing is an art and science, the embodiment of caring for individuals, families, and communities. It consists of a unique, integrated body of knowledge and requires critical thinking, information management, and problem solving skills. Nurses provide comprehensive, individualized care to promote optimal health, based on best current evidence. Nurses are leaders and collaborative members of the healthcare team who advocate for processes and systems to support safe, quality care. Nursing requires commitment and responsibility to the profession, society, and the global community.

Human Beings

Humans are unique and multidimensional beings with inherent worth and dignity. The interaction between humans and the environment is dynamic. Human beings have the capacity to care, to learn, and to change. They are autonomous and therefore are responsible for their own behaviors.

Health

Health is a dynamic state of holistic well-being, influenced by biological, behavioral, and environmental factors and perceived through the context of the lived experience. The state of health is reflected through multiple dimensions. Individuals, families, and communities have the right to define their own health. Their pursuit of health is a right and choice.

Education

Learning is a life-long, interactive process that builds on previous experience and results in change in attitudes, beliefs, and/or behaviors. Learning occurs in a variety of environments and involves the cognitive, affective, and psychomotor domains. Education is optimized through learner-centered approaches that recognize the learner as a full partner with unique values, preferences, and needs in the education process.

Professional Nursing Education

Professional nursing education is built on an integrated study of the natural sciences, social sciences, and humanities in order to promote critical thinking, and evidence-based, person-centered care. General education is designed to develop a global citizen with an appreciation for the arts and sciences. Baccalaureate nursing education prepares a nurse generalist through theoretical and clinical education in a variety of settings. This framework provides the foundation for graduate education and advanced practice.

Bachelor of Science in Nursing Conceptual Framework

The conceptual framework of Bryan College of Health Sciences, School of Nursing is composed of eight interrelated concepts: collaboration, critical thinking, leadership, information management, person-centered care, safety, health, and global community. Person-centered care is the unifying concept of the framework and therefore is centrally located within the model.

Collaboration, critical thinking, leadership, and information management are processes used by nurses to achieve the desired outcomes of health, safety, and person-centered care. Health and a global community are variables influencing both the processes and the outcomes of nursing care.

Person-Centered Care “recognizes the client or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for client’s preferences, values, and needs” (Cronenwett et. al, 2007, p. 123), which embodies the art of caring.

Collaboration is the process of “functioning effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality care.” (Cronenwett et. al, 2007, p. 125)

Critical Thinking is a cognitive process that requires skills in obtaining and applying a well-grounded knowledge base, discriminating and synthesizing information, and is demonstrated through sound clinical judgments.

Leadership is a process involving directing, organizing, coordinating, facilitating, influencing, and evaluating the efforts of individuals and systems toward desired outcomes. Leaders use organizational and political channels to advocate for continuous quality improvement of systems, betterment of the nursing profession, and enhancement of local, regional, national, and global health.

Information Management is the systematic use of evidence-based practice methodology, information literacy, and informatics to guide decision-making and quality care, with consideration for client values and preferences.

Safety involves “Minimizing risk of harm to clients and providers through system effectiveness and individual performance” (Cronenwett et. al, 2007, p. 128).

Health is a dynamic state of holistic well-being, influenced by biological, behavioral, and environmental factors and perceived through the context of the lived experience.

Health and nursing practice are influenced by the Global Community, or worldwide human connectedness. Reference: Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3)122-131.

Bachelor of Science in Nursing End of Program Student Learning Outcomes

1. Influence person-centered care to enhance health.
(Concepts: Person-Centered Care; Health)
2. Integrate critical thinking and information management to promote health and safety.
(Concepts: Critical Thinking; Information Management; Health; Safety)
3. Collaborate as a member/leader of interprofessional teams to optimize systems and healthcare outcomes.
(Concepts: Collaboration; Leadership)
4. Commit to the profession of nursing within the context of the global community.
(Concepts: Global Community)

Undergraduate Nursing Technical Standards

Students accepted into the Bachelor of Science in Nursing program must possess and maintain the following technical standards.

Acquire Information

- Acquire information for didactic, clinical, and technological learning experiences.

Example: Lecture, demonstration, observation, interview, online learning and patient assessment. Obtain clinical information and historical facts from the client and medical records.

- Acquire information from written, video, audio, and electronic sources.
Example: Literature search, data retrieval, and electronic medical records.
- Acquire information through nursing assessment techniques.
Example: Assess blood pressure, heart sounds, lung sounds and/or bowel sounds.

Communication Skills

- Communicate information effectively and efficiently in English with faculty, clients, families and healthcare constituents,

Example: Report client status, facilitate client teaching, and document care.

- Collaborate with faculty, clients, family and health care constituents.

Example: Participate in the exchange of information among healthcare constituents.

Interpret & Integrate Information

- Measure, calculate, reason, analyze and synthesize data related to patient care.
- Integrate learned concepts, theories and research into nursing practice.
Example: Utilize Evidence Based Practice in providing nursing practice.
- Interpret and integrate information obtained from nursing assessment techniques and diagnostic tests to establish clinical judgement.
Example: Recognize and act upon alterations in client status.
- Provide holistic nursing care to clients, families and/or communities in diverse healthcare settings.
Example: Use cultural competency when engaging with diverse populations.
- Perform or assist with procedures, treatments and the administration of medications.

Character

- Demonstrate integrity, accountability and concern for self, and others.
Example: Accountable for actions, exercises proper judgement, and completes responsibilities according to clinical guidelines and course outcomes.
- Exhibit professional, sensitive and effective interactions with clients, families and healthcare constituents.
- Exhibit professional and rational responses to stressful and/or rapidly changing situations in the classroom and clinical practice settings.
- Uphold ethical principles and practices of education and the profession of nursing.
Example: American Nurses Association of Standard of Care, Nursing Code of Ethics, Bryan College of Health Sciences Student Code of Conduct and College Values.

Technical Standards are required for the completion of the Bachelor of Sciences in Nursing. Technical Standards must be met with or without reasonable accommodations.

Bryan College of Health Sciences is committed to providing an environment conducive to learning for all students, including students with disabilities. Accommodations are provided in accordance with section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

If you are a student with a disability who may need reasonable accommodations, please contact the Clinical & Academic Development Coordinator at 402-481-8782.

Requirements for Graduation

Bachelor of Science in Nursing Degree: 128 credit hours

Attainment of the degree requires satisfactory completion of 128 semester hours of credit. These hours are divided between the nursing major and other academic study. A total of 58 semester hours of academic studies outside the nursing major is required in the areas of natural sciences, social sciences, humanities, mathematics, business/management and cultural studies. Effective Fall 2019, a minimum 2.0 grade point average (4.0 system) is required in each non-nursing course. For

students who entered prior to Fall 2019, a minimum 2.5 grade point average is required in each non-nursing course. A total of 70 semester hours of credit in the nursing major is required. A minimum of 2.5 grade point average (4.0 system) is required in each nursing course.

Honor Society for Nursing

Sigma Global Nursing Excellence, Alpha Alpha Zeta chapter

Sigma is an international nursing honor society that celebrates excellence in scholarship, leadership, and service. Membership is by invitation to nursing students during their senior year and registered nurses who have demonstrated superior academic achievement, evidence of professional leadership potential, and pristine academic integrity. Becoming a Sigma member sets you apart as one of the select group of nurses who have demonstrated a personal commitment to nursing excellence.

Bachelor of Science in Nursing (BSN)

Degree Type

Bachelor of Science

General Education Requirements

Students who have transferred in 36 or more credit hours will take GSTU101X.

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1

Business Management

Must complete 3 cr hrs from ECON or MGMT courses.

Item #	Title	Credits
	Business Management Elective	3

Communications

Must complete 3 cr hrs from COMM courses.

Item #	Title	Credits
	Communications Elective	3

Cultural Studies

Must complete 3 cr hrs from elective pool.

([GERO303](#), [INTL202-2](#), [INTL202-3](#), [INTL205-2](#), [INTL205-3](#), [PBHL305](#), [RELI215](#), [RELI316](#), [SIGN111](#), [SOCI222](#), [SOCI320](#), [SOCI324](#), [SPAN101H](#), [SPAN215](#), [SPAN313](#))

Item #	Title	Credits
	General Elective with Cultural Studies (CS) designation	3

Humanities/Fine Arts

Must complete 3 cr hrs from elective pool (ARTS, ENGL, HIST, HUMS, INTL, MUSC, PHIL, RELI, SIGN, SPAN)

Item #	Title	Credits
ENGL104	English Composition I	3
PHIL210	Ethics in Health Care	3
	Humanities Elective	3

Mathematics

Must complete all course listed.

Item #	Title	Credits
MATH155	College Algebra	3
STAT210	Elements of Statistics	3

Natural Sciences

Must complete all courses listed.

Item #	Title	Credits
BIOS150	Scientific Literacy	1
BIOS203	Anatomy & Physiology I	4
BIOS204	Anatomy & Physiology II	4
BIOS205	Microbiology	4
BIOS221	Pathophysiology	3
CHEM103	Principles of Chemistry	4
NUTR121	Nutrition	3

Social Sciences

Must complete all courses listed.

Item #	Title	Credits
PSYC121	Introduction to Psychology	3
PSYC201	Human Growth & Development	3
SOCL101	Introduction to Sociology	3

BSN Core Curriculum

Students should consult with their academic advisor and the course section of the catalog to ensure they have met prerequisites to the following courses.

Item #	Title	Credits
NURS201	Issues & Trends in Professional Nursing I	3
NURS207	Foundations of Nursing Practice	4
NURS208	Health Assessment Across the Lifespan	3
NURS221	Nursing Care I	6
NURS222	Pharmacology	3
NURS223	Clinical Judgment in Nursing	1.5
NURS307	Nursing Care II	6
NURS308	Psychiatric Mental Health Nursing	5
NURS333	Nursing Care III	6
NURS336	Family Health Nursing	5.5
NURS337	Research and Evidence-based Practice in Nursing	3
NURS404	Nursing Care IV	6
NURS405	Community Health Nursing	5
NURS420	Nursing Leadership & Management	3.5
NURS423	Issues and Trends in Professional Nursing II	3
NURS427	Preparation for Licensure	2
NURS432	Nursing Capstone	4.5

Sample Curriculum Plan

The following sample curriculum plan is based on a student who does not have any transfer credit and stays on progression.

Course Sequencing

Semester 1

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
CHEM103	Principles of Chemistry	4
ENGL104	English Composition I	3
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
MATH155	College Algebra	3

Semester 2

Item #	Title	Credits
BIOS150	Scientific Literacy	1
BIOS204	Anatomy & Physiology II	4
BIOS205	Microbiology	4
PSYC121	Introduction to Psychology	3
SOCI101	Introduction to Sociology	3

Semester 3

Prerequisites: [BIOS203](#), [BIOS204](#), [BIOS205](#), [ENGL104](#), [HIMS100](#)

Co-requisites: [GSTU101](#) or [GSTU101X](#), [MATH155](#), [PSY201](#)

Item #	Title	Credits
	Communications Elective	3
PSYC201	Human Growth & Development	3
NURS201	Issues & Trends in Professional Nursing I	3
NURS207	Foundations of Nursing Practice	4
NURS208	Health Assessment Across the Lifespan	3

Semester 4

Prerequisites: [BIOS150](#), [CHEM103](#), [MATH155](#)

Co-requisite: [BIOS221](#)

Item #	Title	Credits
BIOS221	Pathophysiology	3
NURS221	Nursing Care I	6
NURS222	Pharmacology	3
NURS223	Clinical Judgment in Nursing	1.5

Semester 5

Prerequisites: [NURS221](#), [NURS222](#), [SOCL101](#)

Item #	Title	Credits
NUTR121	Nutrition	3
STAT210	Elements of Statistics	3
NURS307	Nursing Care II	6
NURS308	Psychiatric Mental Health Nursing	5

Semester 6

Prerequisites: [NURS307](#), [NURS308](#)

Item #	Title	Credits
NURS333	Nursing Care III	6
NURS336	Family Health Nursing	5.5
NURS337	Research and Evidence-based Practice in Nursing	3

Semester 7

Prerequisites: [NURS333](#), [NURS336](#), [NURS337](#)

Item #	Title	Credits
	Business Management Elective	3
NURS404	Nursing Care IV	6
NURS404	Nursing Care IV	6

Semester 8

Prerequisites: [NURS404](#), [NURS405](#)

Item #	Title	Credits
	Humanities Elective	3
NURS420	Nursing Leadership & Management	3.5
NURS423	Issues and Trends in Professional Nursing II	3
NURS427	Preparation for Licensure	2
NURS432	Nursing Capstone	4.5
	Total Credits	128

Basic Nursing Assistant Course

Course Overview

Course participants learn basic nursing skills such as bathing, feeding, toileting, walking and moving a patient. The course is taught by Bryan College of Health Sciences faculty and approved by the Nebraska Department of Health and Human Services Regulation and Licensure. Upon successful completion of the course the student is eligible to take the State Certification Exam.

The course provides a minimum of 76 theory and clinical hours. This meets the state and federal requirements for nursing assistant training courses. The course is a non-credit course. Students taking the course will receive a certificate of completion.

Clinical

Students are required to dress in a uniform and have a watch with a second hand for clinical days.

Background Checks

As part of the registration process for the Basic Nursing Assistant Course completion of the following documents is required:

- Authorization and Disclosure Form for Criminal Background Check
- Nebraska Health and Human Services Abuse Registry Form

If the background check indicates criminal/abuse behavior, the student may be dismissed from the course. Students may have the opportunity to present information to dispute the background check. For questions or concerns refer to the Criminal Background Check Policy in the Student Handbook or contact the Dean of Students at (402) 481-3804.

Attendance

The first session of class is mandatory. Attendance at all classroom and clinical activities is expected and any and all absences must be made up. Excessive absences and/or tardiness may result in dismissal from the course.

Immunization Requirements

Health screening and immunization requirement must be provided upon registration. Failure to submit documentation prior to clinical experience will result in inability to complete the course. Acceptable documentation includes photocopies of medical records, immunization record or the College documentation form signed by your healthcare provider.

- Tuberculosis (TB) Screening (within 6 months of course start date)
- Seasonal influenza vaccination per Bryan Health's policy

Basic Requirements and Abilities as outlined by the Nebraska Department of Health & Human Services

- Be at least 16 years of age
- Have no convictions of a crime involving moral turpitude
- Possess the ability to speak and understand the English language
- Successfully complete a minimum 75 hours of training approved by the State of Nebraska
- Successfully complete one hour of Nebraska specific abuse/neglect/misappropriation training
- Successfully pass a State of Nebraska approved written/oral exam and clinical/skills competency exam

College Personnel

Board of Trustees

Beth Lau, MD, FASA, Board Chair

Physician (retired)

Associated Anesthesiologists, PC

Melissa Newton, BA, Board Vice Chair

Executive Vice President of Talent and Organizational Strategy Olsson

Kelsi Anderson, PhD

President, Bryan College of Health Sciences

Laurie Bellows, PhD

Vice Chancellor for Student Affairs (retired) University of Nebraska-Lincoln

Cedric Cooper, M.Ed.

Lincoln Northwest High School Principal, Lincoln Public Schools

Pete Ferguson, BA

District Administrator

Lincoln Public Schools

David Griffiths, BS

Chief Financial Officer Bryan Medical Center

Russ Gronewold, MBA

President and Chief Executive Officer Bryan Health System

Sydney Parsons

Student Government President

Katie Sladky, EdD, RN

Faculty Senate Chair

Bryan College of Health Sciences

Lisa Vail, RN, DNP, NEA-BC

Vice President - Patient Care Services/BMC CNO

Services Vice President Bryan Medical Center

Carrie Weber, BACC

Chief Audit Executive

Nelnet

Karen White, MS, CRNA

(retired), Associated Anesthesiologists, PC

College Leadership

President

Kelsi Anderson, PhD President

BA – North Park University

PhD – University of Nebraska Medical Center

Provost

Amy Knobbe, PhD Provost

BS – University of Nebraska-Lincoln

MS – State University of New York-Albany

PhD – University of Nebraska-Lincoln

Deans

Ashley Schroeder, BA

Dean of Enrollment Management

BA-Nebraska Wesleyan University

Jason Cottam, MS

Dean of Operations & Finance

BS-Peru State College

MS-John Hopkins University

Alethea Stovall, PhD

Dean of Students

BS – Buena Vista University

MSEd – University of Nebraska-Kearney

PhD – University of Northern Colorado

Theresa Delahoyde, EdD, RN

Dean of Undergraduate Nursing

BSN - Mount Marty College

MSN - Nebraska Wesleyan University

EdD - College of Saint Mary

Sharon Hadenfeldt, PhD, CRNA

Dean of School of Nurse Anesthesia/Program Director

ADN – University of Nebraska Medical Center

BSN - University of Nebraska Medical Center

MS - University of Kansas/Bryan Memorial Center

PhD - University of Nebraska-Lincoln

Jason States, M Ed

Dean of Healthcare Studies

BA – Hastings College

MA – University of Nebraska Lincoln MEd – University of Nebraska Lincoln

Marcia Kube, EdD, RN, CNE

Dean of Graduate Nursing & Health Professions

BSN - Mount Marty College

MA - University of Nebraska-Lincoln

MSN - Andrews University

EdD – College of Saint Mary

Kristy Plander, PhD

Dean of Educational Development

BA – Concordia University-Nebraska

MBA – University of Nebraska-Lincoln

PhD – Northcentral University

Assistant Deans

Robin Kappler, EdD, RN

Assistant Dean of Undergraduate Nursing - Hastings

Diploma – Bryan School of Nursing

BSN – Nebraska Wesleyan University

MSN – College of Saint Mary

EdD – College of Saint Mary

Sue Pilker, EdD, RN

Assistant Dean of Undergraduate Nursing - Lincoln

BSN – South Dakota State University

MSN – Nebraska Wesleyan University

EdD – College of Saint Mary

Directors

Ana Anderson, PhD

Academic Support Services Director/ADA Coordinator

BA-Nebraska Wesleyan

MA-University of Minnesota

PhD-University of Minnesota

[Juan Carlos Gutierrez, BS](#)

Registrar

BS – University of Nebraska Lincoln

Holly Chandler, EdD, CRNA

Associate Professor & Simulation Center Director

AS – College of Saint Marys

BS – Bellevue University

MS – Mount Marty College

EdD – Bryan College of Health Sciences

Ryan Moore, BS

College Information Systems Director

BS-Northwest Missouri State University

Heather St. Clair, MLIS Director of Library Services

MLIS – University of Hawaii

Katherine Karcher, BS

Director of High School Outreach Programs

BS – University of Nebraska Lincoln

Administrative Staff

Brandi S. Basurto

Executive Assistant

Lauren Erickson, MA

Graduate Studies Administrative Assistant

Rocio Lopez
Administrative Assistant - BCHS

Shelly Sealey
Administrative Assistant - School of Nursing
BS – University of Nebraska Kearney
M Ed – University of Nebraska Kearney

Admissions Office

Ashley Schroeder, BA
Dean of Enrollment Management
BA-Nebraska Wesleyan University

Ryan Moore, BS
College Information Systems Director
BS-Northwest Missouri State University

Timmery Kozisek, MA
Recruitment Coordinator for Graduate and Continuing Education
BS – University of Nebraska-Lincoln
MA – Regent University

Melissa Meyer, BA
Admissions Assistant
BA - Villanova University

Jawad Qudus, BS
College Network Administrator
BS - University of Nebraska-Lincoln

Katherine Karcher, BS
Director of High School Outreach Programs
BS – University of Nebraska Lincoln

Ash Wimes, BS
Recruitment & Diversity Coordinator
BS – Nebraska Wesleyan University

Center for Excellence in Clinical Simulation

Holly Chandler, EdD, CRNA
Associate Professor & Simulation Center Director
AS – College of Saint Marys
BS – Bellevue University
MS – Mount Marty College
EdD – Bryan College of Health Sciences

Grace Patrick
Simulation Lab Assistant
BS-Mindanao State University

Educational Technology

Kristy Plander, PhD

Dean of Educational Development

BA – Concordia University-Nebraska

MBA – University of Nebraska-Lincoln

PhD – Northcentral University

Lance Chaulk, MS

Instructional Systems and Compliance Coordinator

BS - University of Charleston

MS - University of Charleston

Katherine Furse, MEd

Instructional Design and Support Specialist

BA – Doane College

MEd – Doane College

Lindsay Kruse, MEd

Instructional Design and Support Specialist

BS – University of Nebraska-Lincoln

MEd – Arizona State University

Financial Aid

Maggie Hackwith, MA

Director of Financial Aid

BS – University of Nebraska-Lincoln

MA – University of Nebraska-Lincoln

Brenda Neemann, BS

Financial Aid Coordinator

BS – University of Nebraska-Lincoln

Brigid Vail, BA

Assistant Director of Financial Aid

BA – University of Nebraska-Lincoln

Library

Heather St. Clair, MLIS

Director of Library Services

MLIS – University of Hawaii

Andrea L. Dinkelman, PharmD, MS

Lead Reference & Instruction Librarian

BS – Nebraska Wesleyan University

PharmD – University of Nebraska Medical Center

MS – University of Illinois, Urbana- Champaign

Records and Registration

Juan Carlos Gutierrez, BS

Registrar

BS – University of Nebraska Lincoln

Jill Synovec, BS

Assistant Registrar

BS – Kansas State University

Kris [Moger](#)

Records and Registration Assistant

Student Accounts

Alicia Arnold, AS

Student Accounts Coordinator

AS - Southeast Community College

Student Support Services

Alethea Stovall, PhD

Dean of Students

BS – Buena Vista University

MSEd – University of Nebraska-Kearney PhD – University of Northern Colorado

Ana Anderson, PhD

Academic Support Services Director/ADA Coordinator

BA – Nebraska Wesleyan University

MA – University of Minnesota

PhD – University of Minnesota

Mel Stutzman, MA, LIMHP, LADC

Professional Development Counselor

MA - Doane College

Melinda White, RN

Health & Wellness

Diploma – Bryan Memorial Hospital School of Nursing

Lucas Wiester, MA

Academic Support Services Coordinator

BA-Avila University

MA-Nebraska Wesleyan University

Val Wiemeyer, MS

Academic Support Services Coordinator

BA-University of Northern Iowa

MS-Kansas State University

Susan Ferrone, MPA, BSN, RN

Academic Support Services Coordinator

BA-Creighton University

MPA-Iowa State University

BSN-Creighton University

Faculty

Humanities and Sciences Faculty

Anisa Kaenjak Angeletti, PhD

Assistant Professor, Biology

Biomedical Sciences Program Coordinator

BS – Chulalongkorn University, Bangkok, Thailand

MS – Mahidol University, Bangkok, Thailand

PhD – Illinois State University

Kay Crabtree, PhD, BSN

Associate Professor, Biology

BSN – Creighton University

PhD – University of Nebraska-Lincoln

Mark Jones, PhD

Associate Professor, Anatomy

BS – Purdue University

PhD – Indiana University School of Medicine

Josef Kren, PhD, ScD

Professor, Physiology

BSc – Masaryk University, Brno, Czech Republic

MSc – Masaryk University, Brno, Czech Republic

ScD – Masaryk University, Brno, Czech Republic

PhD – University of Nebraska-Lincoln

Amy Leiferman, MS

Assistant Professor, Anatomy

BS – South Dakota State University

MS – University of Nebraska-Lincoln

Irakli Loladze, PhD

Associate Professor, Mathematics

BA – Tbilisi State University, Republic of Georgia

MA – Arizona State University

PhD – Arizona State University

Jeffrey Schwehm, PhD

Associate Professor, Chemistry

BS – Southeastern Louisiana University

PhD – University of Arkansas

Paul Stevens, PhD

Professor, Social Sciences

BS – University of Nebraska-Kearney

MS – Creighton University

PhD – Kansas State University

Sonography Faculty

Cindy Blake, MEd, RDMS, RVT

Assistant Professor/Clinical Coordinator

AS – Bryan College of Health Sciences

BA – University of Nebraska-Lincoln

MEd – Doane College

RDMS, RVT – American Registry for Diagnostic Medical Sonography

Renee Hathaway, PhD RVT

Associate Professor, Vascular Sonography/CVT Program Director

AAS - Southeast Technical Institute

BS - University of South Dakota

MEd – Doane College

PhD – University of Nebraska-Lincoln

RVT - American Registry for Vascular Sonography

Julie Morbach, MA, RDMS, RVT, RT(R)

Assistant Professor, DMS Program Director

AA – Mid-Plains Community College

BS – University of Nebraska Medical Center

MA – University of Nebraska-Lincoln

RDMS, RVT – American Registry for Diagnostic Medical Sonography

Stacey Shutts, MEd, RDCS

Assistant Professor, Adult Cardiac Sonography

BS – Bryan College of Health Sciences

MEd – Doane University

RDCS – American Registry for Cardiac Sonography

Nursing Faculty

Lindsay Beil, MSN, RN**Assistant Professor**

BS – Bryan College of Health Sciences

MSN – Bryan College of Health Sciences

Melinda Bentjen, EdD, RN**Associate Professor**

Diploma – Bryan School of Nursing

BSN – Bryan College of Health Sciences

MSN – Bryan College of Health Sciences

EdD – Bryan College of Health Sciences

Melissa Blome, EdD, RN**Associate Professor**

BSN – University of Nebraska Medical Center

MSN – Nebraska Wesleyan University

EdD – Bryan College of Health Sciences

Kelly Boyd, EdD, RN**Assistant Professor**

BSN - Union College

MSN - Nebraska Wesleyan University

EdD- Bryan College of Health Sciences

Julie Bratt, MSN, RN**Assistant Professor**

Diploma – Bryan School of Nursing

BSN – Bryan College of Health Sciences

MSN – Bryan College of Health Sciences

Kara Burbach, MSN, RN**Assistant Professor**

BSN – University of Nebraska Medical Center

MSN – Kaplan University

Mary Dickerson, MSN, RN**Assistant Professor**

Diploma – Bryan School of Nursing

BS – University of Nebraska-Lincoln

MSN – Creighton University

Amanda Fox, EdD, RN**Assistant Professor**

ADN – Southeast Community College

BSN – Nebraska Wesleyan University

MSN – Nebraska Wesleyan University

EdD – Bryan College of Health Sciences

Janelle Francis, DNP, RN**Assistant Professor**

Diploma – Bryan School of Nursing

BSN – Nebraska Wesleyan University

MSN – Norwich University School of Graduate

DNP – Grand Canyon University

Lindsey Francis, MSN, RN

Assistant Professor

BSN – Bryan College of Health Sciences

MSN – Bryan College of Health Sciences

Lesa Hoppe, PhD, RN

Professor

Diploma – Bryan School of Nursing

BSN – University of Nebraska Medical Center

MSN – Nebraska Wesleyan University

PhD – University of Northern Colorado

Nancy Hula, MSN, RN

Assistant Professor

BSN - Creighton University

MSN – Nebraska Methodist College

Ashley Kennedy, EdD, RN

Associate Professor

ADN – Southeast Community College

BSN – University of Nebraska Medical Center

MSN – Nebraska Wesleyan University

EdD – Clarkson College

Sherry Koenigsman, EdD, RN

Associate Professor

AD - University of Nebraska Medical Center

BA - University of Nebraska-Lincoln

MSN - Andrews University

EdD – College of Saint. Mary

Heidi Little, EdD, MBA, RN

Assistant Professor

Diploma – Bryan School of Nursing

BSN – Nebraska Wesleyan University

MSN – Nebraska Wesleyan University

MBA – Nebraska Wesleyan University

EdD – Bryan College of Health Sciences

Stacy McCann, MSN, RN

Assistant Professor

BSN – Nebraska Methodist College

MSN – Nebraska Methodist College

Angela McCown, EdD, RN

Associate Professor

Diploma – Bryan Memorial School of Nursing

BSN – BryanLGH College of Health Science

MSN – Bryan College of Health Sciences

EdD – Bryan College of Health Sciences

Tasha Pfenning, MSN, RN

Assistant Professor-Skills Lab Coordinator

Diploma - Bryan Memorial Hospital School of Nursing

BSN - Nebraska Wesleyan University

MSN - Nebraska Wesleyan University

Ellen Richards, MSN, RN

Assistant Professor

ADN – University of Nebraska Medical Center

BSN - University of Nebraska Medical Center

MSN - Nebraska Wesleyan University

Zem Sedriks, MSN, RN

Assistant Professor

BSN – University of Nebraska Medical Center

MSN – Nebraska Wesleyan University

Doctoral Study – Bryan College of Health Sciences

Katie Sladky, EdD, RN

Associate Professor

BSN – Bryan College of Health Sciences

MSN – Bryan College of Health Sciences

EdD – Bryan College of Health Sciences

Kyle Steinhauser, MSN, RN

Assistant Professor

BSN – Bryan College of Health Sciences

MSN – Bryan College of Health Sciences

Michelle Summers, EdD, RN

Associate Professor

Diploma - Bryan School of Nursing

BSN - Nebraska Wesleyan University

MSN – Nebraska Wesleyan University

EdD – Bryan College of Health Sciences

Jackie Weise, MSN, RN

Assistant Professor

BSN - Union College

MSN - Bryan College of Health Sciences

Course Descriptions

Basic Nursing Assistant

NURA102L: Basic Nursing Assistant Lab

This course is designed to train the beginning nursing assistant (NA) to provide safe, effective, and caring services to the patients of any healthcare setting. It is designed to meet the training requirements of both federal law and Nebraska state law for nursing assistants working in a licensed nursing facility. The skills and knowledge contained in this material can be adapted for any healthcare or residential setting.

Prerequisites

Must be at least 16 years of age. First day of class is mandatory. All required forms must be turned in at least one week prior to your first day of class. You will complete a background check online that must be completed within 5 days of receiving the email notification. Contact Records and Registration for a complete list of requirements.

Concurrent

NURS102X Basic Nursing Assistant

NURA102X: Basic Nursing Assistant (non-credit)

This course is designed to train the beginning nursing assistant (NA) to provide safe, effective, and caring services to the patients of any health care setting. It is designed to meet the training requirements of both federal law and Nebraska state law for nursing assistants working in a licensed nursing facility. The skills and knowledge contained in this material can be adapted for any health care or residential setting.

Prerequisites

Must be at least 16 years of age. First day of class is mandatory. All required forms must be turned in at least one week prior to your first day of class. You will complete a background check online that must be completed within 5 days of receiving the email notification. Contact Records and Registration for a complete list of requirements.

Concurrent

NURS102L Basic Nursing Assistant Lab.

Business/Management

ECON302: Economics of Aging

This course examines economic issues related to aging including political, legislative, and policy issues. The course also explores the Medicare and Medicaid system, health care reform, and long term care insurance. The course allows the student the opportunity to look at the evaluations of long-term care and assisted living facilities.

Credits 3

ECON404: Healthcare Economics

This course introduces the student to basic principles of healthcare economics including supply and demand, product markets, employment, payer and price systems, and impact of government or regulatory agencies. Basic principles of economics will be applied to topics of healthcare costs, access, and payment for service.

Credits 3

MGMT210: Leadership and Organizational Behavior

This course is designed to introduce students to the study of leadership principles and group dynamics in organizations. Students will examine factors that influence human behavior in organizations including the organization's external environment, internal culture, reporting structures, psycho-social dynamics, individual/group incentives, and communication processes. Students will also explore leadership theories and concepts and apply this knowledge to leadership practice in healthcare organizations.

Credits 3

MGMT215: Global Healthcare Delivery and Financing

In this course, students will explore methods of healthcare delivery and healthcare financing models within developed and developing countries. Students will examine how social, cultural, economic, and political factors have contributed to various organizational and financial models of healthcare. In addition, students will analyze how the structure and resource allocation of a healthcare system impacts the health of a given population. Students will gain insight into the U.S. system as they study alternative models.

Credits 3

MGMT402: Human Resource Management

This course explores issues common to managing human resources in a healthcare setting. Such topics as employee relations, recruiting/interviewing/hiring, coaching/disciplining/terminating, performance appraisal, conflict resolution, motivation, benefits and labor laws will be discussed.

Credits 3

MGMT403: Healthcare Finance and Budgeting

This course is designed to develop a basic understanding of finance and budgeting in a healthcare setting. The course will explore such topics as basic accounting principles, preparation and management of capital and operational budgets, cost analysis and management, resources management, and strategic planning/forecasting.

Credits 3

MGMT405: Legal Issues in Healthcare Management

This course will examine legal topics in healthcare with a focus on risk management principles and theories guiding healthcare management. Students will come to understand the application of employment law as it applies to healthcare settings.

Credits 3

MGMT410: Healthcare Management Field Experience

This course offers the student the opportunity to observe and/or participate in the application of healthcare management principles and skills learned throughout the rest of the curriculum with a manager(s) in a healthcare setting.

Credits 1

MGMT412: Healthcare Marketing

Students in this course will examine fundamental marketing concepts, such as market research and planning, market segmentation, the marketing mix, and consumer behavior, within the unique context of the healthcare industry. Students will evaluate marketing strategies and tactics used by healthcare providers and identify opportunities for providers to improve their marketing efforts based on industry best-practices as well as the changing needs of their audiences. Students will also study the legal and ethical aspects of healthcare marketing.

Credits 3

MGMT415: Healthcare Quality

This course focuses on healthcare quality concepts and quality improvement processes. Healthcare quality indicators will be used as a framework for evaluating quality in healthcare settings. Students will gain knowledge of tools and models used to improve healthcare quality. The role of accreditation in promoting quality will be examined. Students will gain skills in evaluating scenarios to determine quality impacts, identifying the sources of errors, making healthcare quality improvement recommendations, and offering strategies for implementing high quality practices.

Credits 3

MGMT420: Demystifying Telehealth

This course provides a general overview of telehealth and the role it can play in providing access to care by connecting communities with necessary resources. This course will explore various services offered via telehealth and the technology used to provide those services. Regulatory considerations, consumer preferences, and perceptions around telehealth will also be discussed.

Credits 3

MGMT425: Medical Laboratory Management Essentials

This course focuses on common responsibilities and skills needed for laboratory leadership. An emphasis on meeting regulatory requirements for laboratory administration will lead students in gaining skills used to successfully manage a high quality laboratory. Students will discuss the application of management practices, such as financial decision making and human resource management, within laboratory settings. Students will learn how to collaborate with other healthcare professionals to meet organizational goals.

Credits 3

MGMT430: Virtual Care, Virtually Anywhere

General overview of a Virtual First approach as a care delivery method used to improve patient and provider experiences, reduce costs, and improve outcomes. We will explore various applications of a Virtual First strategy, key care components included, and consumer preferences.

Credits 3

Communications

COMM103: Public & Interpersonal Communication

This course examines the concepts and principles related to personal, professional, and social communication strategies in interpersonal, small group, and public settings. Students will practice the interpersonal and public communication techniques covered in this course to develop effective communication strategies.

Credits 3

COMM104: Public Speaking

This course provides both theoretical basis and practical instruction for speaking effectively in public. It emphasizes basic speech skills, topic selection, audience analysis, speech preparation and organization, research, strategic and creative language use, effective listening and delivery skills. Students will have the opportunity to develop their skills in public speaking by participating in several speech presentations.

Credits 3

Cultural Studies

GERO303: Sociocultural Aspects of Aging

This course examines the sociocultural aspects of aging including role and life transitions, relationships, diversity, and unique views of the aging process among major ethnic groups. The course also explores successful aging, quality of life issues, elder abuse, community resources and continuum of care options for the older adult.

Credits 3

Prerequisites

SOCL101 Introduction to Sociology or instructor permission.

INTL202-2: Academic Travel Abroad

The Academic Travel Abroad is a team-taught, variable-credit course that satisfies 2-3 hours of general education credit. It offers a first-hand introduction to the history, arts, and healthcare systems of other cultures, including at least one hospital tour for students to interact with providers and educators from another system. The course may include more than one culture and may be repeated as different cultures are visited. The 10-day travel experience in December is the keystone of INTL202, which consists of the following: \ - Pre-trip evaluation; \ - Pre-trip meetings, monthly lectures (online platform), note-taking, readings, and assessments; \ - Intra-trip note-taking, journaling, breakfast meetings, and reflection; \ - Post-trip submission of course requirements through the spring semester; \ - Post-trip evaluation.

Credits 2

INTL202-3: Academic Travel Abroad

The Academic Travel Abroad is a team-taught, variable-credit course that satisfies 2-3 hours of general education credit. It offers a first-hand introduction to the history, arts, and healthcare systems of other cultures, including at least one hospital tour for students to interact with providers and educators from another system. The course may include more than one culture and may be repeated as different cultures are visited. The 10-day travel experience in December is the keystone of INTL202, which consists of the following: \ - Pre-trip evaluation; \ - Pre-trip meetings, monthly lectures (online platform), note-taking, readings, and assessments; \ - Intra-trip note-taking, journaling, breakfast meetings, and reflection; \ - Post-trip submission of course requirements through the spring semester; \ - Post-trip evaluation.

Credits 3

INTL205-2: International Service Learning

This course centers on an international medical mission trip experience. It offers the opportunity for students to interact with and learn from health care providers working in healthcare systems outside of the United States and to assist in providing care to underserved people. Course work will include preparing for, synthesizing, and reflecting on their experiences in this setting.

Credits 2

INTL205-3: International Service Learning

This course centers on an international medical mission trip experience. It offers the opportunity for students to interact with and learn from healthcare providers working in healthcare systems outside of the United States and to provide care to underserved people. Course work will include preparing for, synthesizing, and reflecting on their experiences in this setting.

Credits 3

PBHL305: Global Health

This course aims to explore global health and disease issues with a focus on health concerns shared by societies around the globe. The course is organized around the premise that culture is central to understanding major issues in global health. The social construction of health and illness across cultures using ethnographic case studies representing a wide range of human experience in domestic and international contexts would be examined. Approaches to improving health and affecting change, based on scientific and social knowledge and experience, health systems development, social and political movements and public policy making are presented. Topics include poverty, war, pollution, food security, neglected tropical diseases, religion and health, economic globalization, and public policies in developing and developed countries. Foundational issues of ethics, social justice and human rights are explored.

Credits 3

RELI215: Comparative Religion

This course will explore several different religions that impact health care and, ultimately, society. Part of this exploration will include an introspective assessment of one's own belief system in order to establish mutual respect for others. The course will invite future healthcare workers to critically process how faith and belief influence healing practices. Pathways for bridging differences between health systems and religious traditions will be developed.

Credits 3

RELI316: Christian Spirituality and Healthcare

This course provides an introduction to Christian Spirituality and the care of patients of this religious faith. While the Christian family tree is expansive, there are common threads that hold the faith together worldwide. The goal of this course is to understand the larger context of Christianity and spiritual practices with an aim to provide students with a practical understanding of the best care outcomes.

Credits 3

SIGN111: Sign Language for Healthcare Providers I

This introductory sign language course is designed to teach healthcare providers how to communicate using sign language. This course is for the person who wants to start at the very beginning and develop basic receptive and expressive language skills to communicate with the Deaf culture. No prior experience is necessary.

Credits 3

SOCI222: Global Community: Cultural Diversity & Healthcare

This course introduces the student to cultural concepts including the relationship of culture to life style and life decisions. The student will be exposed to what constitutes a culture, and how culture impacts behavior, values and beliefs.

Credits 3

SOCI320: Gender and Sexuality Studies

The course provides an introduction to human gender and sexuality. Students will explore the psycho-social and cultural aspects of gender, gender identification, sexuality, and sexual orientations. Throughout the course, students will examine related topics including legal and ethical issues, relationships, inequalities, LGBTQ social movements, and cross-cultural perspectives. Additionally, students will study how gender and sexuality intersect with race, ethnicity, class, religion, region and age.

Credits 3

Prerequisites

PSYC121 Introduction to Psychology or PSYC201 Human Growth & Development or SOCI101 Introduction to Sociology.

SOCI324: Applying Cultural Diversity in Health and Illness

This course will increase awareness of the challenges and concerns of the delivery of health care among diverse, minority and underserved populations. Students will explore the effects of culture on the perception of health and illness by the affected individuals and by society. Students will also become familiar with how their own perceptions shape the delivery of care. This course will increase awareness of diversity and teach skills for a more personalized and accessible delivery of healthcare. Special focus will be paid to building responsible relationships with patients and other professionals for the sake of patient-centered care that encompasses not only physical but also psycho-social and cultural aspects of health care.

Credits 3

SPAN101H: Beginning Spanish I for Health Professions

This course lays the language foundation for beginning students who have had little or no Spanish language before. Elemental grammar patterns and vocabulary focused toward a healthcare setting will be the core of this course. Content is aimed at developing oral and written language skills as well as cultural awareness about the Spanish-speaking world and community through the exploration of local and regional language use and social implications.

Credits 3

SPAN215: Spanish International Service Learning

This course centers on an international medical mission trip experience in a Spanish-speaking country. Students will have the opportunity to enhance their Spanish oral and written proficiency by preparing for, synthesizing, and reflecting on their experiences in this setting, as well as working directly with Spanish-speaking health care providers and the underserved people of the country.

Credits 3

SPAN313: Latinos in the United States

This course is an introduction to the historical background necessary to understand the contemporary Latino population in the United States. It includes an analysis of historical and current social, political, and economic issues, with consideration of influential Latino personalities in present-day American society. The course will also focus on understanding Latino cultural aspects relevant to the healthcare profession.

Credits 3

General Studies

GSTU101: Introduction to the Bryan College of Health Sciences Experience

This course introduces incoming students to the science of learning. The course will address beliefs about learning, factors in successful learning, principles for achieving deep processing, orienting tasks, ways to optimize learning, including how to ask the right questions, concept mapping, practicing retrieving and using information, functions of proper note taking, how to highlight, and the best ways to study in a group. The course will also address what to do after failing an exam.

Credits 1

GSTU101X: Introduction to the Bryan College of Health Sciences Experience

This course introduces incoming students to the culture and expectations of Bryan College of Health Sciences. The course will address academic integrity, college-level research, APA documentation, classroom etiquette, time management, professional communication, HIPAA regulations, and cultural awareness.

Credits 1

Prerequisites

36 hours of earned semester credit hours from another institution(s) or who have completed a degree at the associate's level or higher.

GSTU105: Introduction to Health Professions

This course is designed for Bryan Early College Access Program students who are exploring careers in direct or indirect fields of patient care. Students will gain tools necessary to be successful students at Bryan College of Health Sciences and will receive instruction on a broad range of issues, trends, and careers in healthcare.

Credits 1

HIMS100: Medical Terminology

This course focuses on basic structure of and a system for building medical terms. Pronunciation, spelling, defining terms and common medical abbreviations are included.

Credits 1

Health Professions

AHAL223: Physics and Instrumentation

Principles of sound propagation and tissue interaction are addressed including reflection, refraction, absorption and attenuation, the piezoelectric effect, transducer characteristics, focusing and resolution. This course also focuses on the principles of pulse-echo imaging, methods of storage and display, recognition of artifacts, safety and quality assurance.

Credits 4

Prerequisite Courses

MATH105

PHYS105

PHYS210

AHAL313: Research in Healthcare

This course introduces the student to research processes used in healthcare. Emphasis is placed on identification and clarity of research questions, research appraisal and interpretation of research articles, evidence based practice and integration of research findings into healthcare delivery.

Credits 2

Co-Requisite Courses

STAT210

AHAL314: Issues and Trends in Health Professions

This course examines current issues and trends in health professions and explores anticipated future developments based on changes in healthcare. Included are political, ethical, legal and historical issues related to the delivery of healthcare.

Credits 2

AHAL430: Health Professions Capstone

This is a senior-level course designed to integrate the knowledge, skills, and attitudes gained in the Health Professions curriculum. The student is expected to demonstrate achievement of program learning outcomes through the synthesis, analysis, and application of knowledge gained from the program. The particular area of emphasis depends on the concentration chosen by the student. The project with practical application and oral presentation will be conducted by the student.

Credits 3

Prerequisites

Senior status.

HCST415: Preparation for Professional Practice

This course is designed to prepare the student for a career and/or pursuit of an advanced degree in the health professions. Emphasis is placed on career planning and the exploration of healthcare careers and graduate programs. The course promotes application of professional standards, guidelines and competencies related to the future health professions role the student intends to pursue. Upon completion of this course, the student will be prepared to apply for positions in healthcare settings or for an advanced degree.

Credits 1

HCST417: Senior Internship/Practicum

This course allows the student to complete a 135-hour supervised internship or practicum in a setting that relates to the student's chosen Healthcare Studies concentration. The student is expected to relate the knowledge gained from the program to the experience, with special attention to the professional role in that setting. The student is encouraged to participate in staff meetings, presentations, and meetings with clients when possible. The student will complete a project and share their project at the internship or practicum location.

Credits 3

HCST420: Capstone

This is a senior-level course designed to integrate the knowledge, skills, and attitudes gained in the Healthcare Studies curriculum. The student is expected to demonstrate achievement of program learning outcomes through the synthesis, analysis, and application of knowledge gained from the program. The particular area of emphasis depends on the concentration chosen by the student. A project with practical application and oral presentation will be conducted by the student.

Credits 3

Prerequisites

Senior status and student must be in the final semester of the program.

Humanities/Fine Arts

ENGL104: English Composition I

This course includes a study of grammar and the fundamental principles of formal academic writing to assist the student to communicate effectively in written format. Quality academic standards of writing will include clarity and grammatical correctness of expression, neatness, accuracy of spelling, and adherence to designated writing form and style. American Psychological Association (APA) format is the primary style for writing academic papers in this course. Experiences will be provided to apply writing principles and APA format.

Credits 3

ENGL154: English Composition II

This course continues the study of grammar, mechanics, and usage from English Composition I and builds on the principles of formal academic writing to assist the student to develop an informed and committed stance on a topic and to use writing to share this stance with particular audiences for particular purposes. Quality academic standards of writing will include clarity and grammatical correctness of expression, neatness, accuracy of spelling, and adherence to designated writing form and style. American Psychology Association (APA) format is the primary style for writing academic papers in this course. Experiences will be provided to apply writing principles and APA format.

Credits 3

Prerequisites

ENGL104 English Composition I.

HIST225: History of Military Medicine

This course will use history of warfare as a framework to examine how critical medical advances answered unique military needs and how these advances shifted from military medicine to generalized medicine. By the end of the course, the student will recognize the changes in warfare and the military through history and understand how internal medicine, surgery and public health advancements in military medicine have improved medical care for the entire population.

Credits 3

INTL202-2: Academic Travel Abroad

The Academic Travel Abroad is a team-taught, variable-credit course that satisfies 2-3 hours of general education credit. It offers a first-hand introduction to the history, arts, and healthcare systems of other cultures, including at least one hospital tour for students to interact with providers and educators from another system. The course may include more than one culture and may be repeated as different cultures are visited. The 10-day travel experience in December is the keystone of INTL202, which consists of the following: Pre-trip evaluation; Pre-trip meetings, monthly lectures (online platform), note-taking, readings, and assessments; Intra-trip note-taking, journaling, breakfast meetings, and reflection; Post-trip submission of course requirements through the spring semester; Post-trip evaluation.

Credits 2

INTL202-3: Academic Travel Abroad

The Academic Travel Abroad is a team-taught, variable-credit course that satisfies 2-3 hours of general education credit. It offers a first-hand introduction to the history, arts, and healthcare systems of other cultures, including at least one hospital tour for students to interact with providers and educators from another system. The course may include more than one culture and may be repeated as different cultures are visited. The 10-day travel experience in December is the keystone of INTL202, which consists of the following: Pre-trip evaluation; Pre-trip meetings, monthly lectures (online platform), note-taking, readings, and assessments; Intra-trip note-taking, journaling, breakfast meetings, and reflection; Post-trip submission of course requirements through the spring semester; Post-trip evaluation.

Credits 3

INTL205-2: International Service Learning

This course centers on an international medical mission trip experience. It offers the opportunity for students to interact with and learn from health care providers working in healthcare systems outside of the United States and to assist in providing care to underserved people. Course work will include preparing for, synthesizing, and reflecting on their experiences in this setting.

Credits 2

INTL205-3: International Service Learning

This course centers on an international medical mission trip experience. It offers the opportunity for students to interact with and learn from healthcare providers working in healthcare systems outside of the United States and to provide care to underserved people. Course work will include preparing for, synthesizing, and reflecting on their experiences in this setting.

Credits 3

PHIL210: Ethics in Health Care

This course serves as an introduction to the study of ethics and focuses on the specific areas of ethical importance to healthcare. Its purposes are to help the student confront ethical problems in a reflective and analytical manner and to encourage the student to think about his or her own position on various issues. The student will be encouraged to apply the course content to his or her professional practice.

Credits 3

RELI215: Comparative Religion

This course will explore several different religions that impact health care and, ultimately, society. Part of this exploration will include an introspective assessment of one's own belief system in order to establish mutual respect for others. The course will invite future healthcare workers to critically process how faith and belief influence healing practices. Pathways for bridging differences between health systems and religious traditions will be developed.

Credits 3

RELI316: Christian Spirituality and Healthcare

This course provides an introduction to Christian Spirituality and the care of patients of this religious faith. While the Christian family tree is expansive, there are common threads that hold the faith together worldwide. The goal of this course is to understand the larger context of Christianity and spiritual practices with an aim to provide students with a practical understanding of the best care outcomes.

Credits 3

SIGN111: Sign Language for Healthcare Providers I

This introductory sign language course is designed to teach healthcare providers how to communicate using sign language. This course is for the person who wants to start at the very beginning and develop basic receptive and expressive language skills to communicate with the Deaf culture. No prior experience is necessary.

Credits 3

SPAN101H: Beginning Spanish I for Health Professions

This course lays the language foundation for beginning students who have had little or no Spanish language before. Elemental grammar patterns and vocabulary focused toward a healthcare setting will be the core of this course. Content is aimed at developing oral and written language skills as well as cultural awareness about the Spanish-speaking world and community through the exploration of local and regional language use and social implications.

Credits 3

SPAN215: Spanish International Service Learning

This course centers on an international medical mission trip experience in a Spanish-speaking country. Students will have the opportunity to enhance their Spanish oral and written proficiency by preparing for, synthesizing, and reflecting on their experiences in this setting, as well as working directly with Spanish-speaking health care providers and the underserved people of the country.

Credits 3

SPAN313: Latinos in the United States

This course is an introduction to the historical background necessary to understand the contemporary Latino population in the United States. It includes an analysis of historical and current social, political, and economic issues, with consideration of influential Latino personalities in present-day American society. The course will also focus on understanding Latino cultural aspects relevant to the healthcare profession.

Credits 3

Mathematics

MATH095: Beginning Algebra

This course builds and reinforces the foundational arithmetic and algebraic skills needed for Intermediate Algebra. Topics include order of operations, manipulation of fractions and ratios, exponents and radicals, solving linear and quadratic equations and inequalities, and an introduction to the Cartesian coordinate system. This course may not be counted toward the academic hours required for associates of bachelor's degree completion.

Credits 2

Prerequisites

Course placement by examination.

MATH105: Intermediate Algebra

This course emphasizes linear equations and inequalities, quadratic equations and inequalities, polynomials, radical and rational equations, exponential and logarithmic equations, and systems of linear equations. In addition, this course provides introduction to functions, graphs and elements of analytic geometry.

Credits 3

Prerequisites

MATH095 Beginning Algebra or the equivalent, course placement by exam, or instructor permission.

MATH155: College Algebra

Primary topics in this course include: equations and inequalities; functions and graphs; polynomial and rational functions; exponential and logarithmic functions; systems of equations and matrices; conic sections; and sequences. Emphasis will be placed on practical application of these concepts.

Credits 3

Prerequisites

MATH105 Intermediate Algebra or the equivalent, placement by exam, or instructor permission

MATH205: Calculus

This course begins with a comprehensive review of algebraic functions and graphing. Primary, non-review topics include: limits and continuity; the derivative and differentiation algorithms; applications of the derivative; transcendental functions; anti-derivatives; introduction to integration; integration algorithms; and applications of integration. Technology will be applied throughout the course.

Credits 4

Prerequisites

MATH155 College Algebra or the equivalent, placement by exam, or instructor permission.

STAT210: Elements of Statistics

The course covers the fundamentals of working with data (collection, classification, graphical and numerical representation, the ethical handling of human subject data); elements of probability theory with emphasis on discrete and continuous variables and their distributions; descriptive statistics (measures of centrality and variability), and basic principles of statistical inference with the focus on point and interval estimates, and hypothesis testing.

Credits 3

Natural Sciences

BIOS110: General Biology

This course is designed to give students an overview of the major principles of Biology at both the molecular and organismal level. In addition to the basics of cell and molecular biology as well as the major macromolecules necessary for life, topics covered will include the diversity of living organisms, major differences among phylogenetic groups, evolution, and ecology.

Credits 4

Concurrent

BIOS110L General Biology Lab.

BIOS120: Cell Biology

This course is designed to give students an understanding of the structure and function of the cell. Topics will include the organization of the eukaryotic cell into organelles, metabolism of the major macromolecules in the cell, the central dogma of molecular biology, cell motility and division, as well as signal transduction.

Credits 4

Concurrent

BIOS120L Cell Biology Lab.

BIOS150: Scientific Literacy

This survey course explores fundamental scientific concepts necessary to function in a modern industrial society. Students will discuss historic and recent scientific theories and develop skills necessary to become a critical consumer of scientific information.

Credits 1

BIOS203: Anatomy & Physiology I

This course is to provide the information about the normal structure and functioning of the human body. Major topics covered include cell biology and chemistry, body tissues, the integumentary system, skeleton, joints, muscles, and the nervous system.

Credits 4

Concurrent

BIOS203L Anatomy & Physiology I lab.

BIOS204: Anatomy & Physiology II

This course is provides information about the normal structure and function of the human body. Major topics covered include the endocrine system; cardiovascular system; lymphatic and immune system; respiratory system; digestive system and metabolism; urinary system; fluid, electrolyte, and acid/base balance; reproductive system; and human development and inheritance.

Credits 4

Prerequisite Courses

BIOS203

Concurrent

BIO204L Anatomy & Physiology II Lab.

BIOS205: Microbiology

This course is designed to give a basic understanding of the biology of microorganisms including viruses, bacteria, protozoans, fungi, algae and helminths. The course will also discuss the interaction of microorganisms with the human body including the human immune system. Finally the course will briefly discuss diseases affecting different parts of the human body. The laboratory will include the study of the elementary principles and methods of bacteriology and other microorganisms and their relationship to health and disease. Basic concepts of control and prevention of disease are introduced including transmission, incubation, growth and control. The laboratory will not always correspond with the lecture topics as it focuses primarily on the growth, identification and control of bacteria.

Credits 4

Concurrent

BIOS205L Microbiology Lab.

BIOS221: Pathophysiology

Basic concepts of pathophysiology are introduced beginning with a major focus on cellular functions and pathology. These concepts serve as the foundation for the course as pathological changes and their manifestations, including inflammation, in major body systems are examined. Alterations in body fluid and electrolyte homeostasis, acid-base balance, digestive, urinary, respiratory, cardiac, endocrine, neurological and musculoskeletal functions are emphasized.

Credits 3

Prerequisites

BIOS203 Anatomy & Physiology I and BIOS204 Anatomy & Physiology II; OR BIOS234 Human Anatomy and BIOS235 Human Physiology.

Prerequisite Courses

BIOS203

BIOS204

BIOS334

BIOS335

BIOS301: Computer Simulations in Biomedical Sciences

An introduction to computer simulation of dynamic biomedical systems modeling that will include theoretical studies and hands-on modeling experience. It will familiarize students with systems analysis and modeling with applications and case studies drawn primarily from human physiology, microbiology, and pharmacology. Students will learn how to formulate, build, and analyze models.

Credits 3

Prerequisites

BIOS203 Anatomy and Physiology I and BIOS204 Anatomy and Physiology II OR BIOS234 Anatomy and BIOS235 Physiology.

Prerequisite Courses

BIOS203

BIOS204

BIOS334

BIOS335

BIOS302: Bioinformatics

This course is designed to introduce students to the field of bioinformatics and genomics. An examination of the genomic organization of viral, bacterial, plant, animal, and human organisms will be performed. The central role of bioinformatics in managing and mining the vast amounts of biological information generated from the genome projects will be emphasized. This course will provide foundation for system biology and pathology informatics.

Credits 3

Prerequisites

BIOS203 Anatomy and Physiology I and BIOS204 Anatomy and Physiology II OR BIOS234 Anatomy and BIOS235 Physiology; BIOS120 Cell Biology or CHEM 103 Principles of Chemistry.

Prerequisite Courses

BIOS203
BIOS204
BIOS334
BIOS335
BIOS120
CHEM103

BIOS303: Introduction to Epidemiology

This course introduces basic epidemiologic principles including surveillance, study design and critical analysis of data. Critical thinking skills are developed in understanding disease transmission, prevention, causality including environmental and genetic factors, and measurement of risk. Topics to be discussed include historical perspectives of epidemiologic measures of disease occurrence and of association, clinical epidemiology, disease screening and study design.

Credits 3

Prerequisite Courses

BIOS205
STAT210

BIOS304: Immunology

An introduction of concepts in immunology and their role and importance in various human diseases. Topics that may be included, but not limited to, are development of the immune system, structure and function of cellular and humoral components, immune responses to infections, vaccine development, tumors, autoimmune disorders, allergies, and immune deficiencies and AIDS.

Credits 3

Prerequisite Courses

BIOS203
BIOS204
BIOS334
BIOS335
BIOS110
BIOS120

BIOS305: Virology

This course is an overview of virology as it applies to human health and disease. A broad discussion of the molecular mechanisms of viral pathology will be provided. Viral evolution and dynamics of infection in the presence of a host immune response will be explored. Further, insight will be given as to how viruses are able to maintain themselves in reservoir species and cause outbreaks in the human population.

Credits 3

Prerequisite Courses

BIOS120

BIOS310: Genetics

This course offers an overview of the principles of genetics including Mendelian and modern concepts of heredity. In this course inheritance will be examined in terms of classical or transmission genetics and also at the molecular level through the study of structure, function and expression of the DNA molecules themselves in prokaryotic and eukaryotic cells. Developments in molecular genetics will be addressed through the chemistry and physiology of the gene and the nature of gene action. Students will develop critical thinking skills in the application of current genetic knowledge and laboratory techniques.

Credits 3

Prerequisite Courses

BIOS120

BIOS203

BIOS204

BIOS334

BIOS335

BIOS312: Embryology

This course provides students the essentials of embryological development of the human. Topics covered include reproduction, fertilization, development of the embryo, the fetal period, organogenesis, birth defects, and the cellular and molecular basis of development.

Credits 3

Prerequisite Courses

BIOS203

BIOS204

BIOS334

BIOS335

BIOS315: Human Infectious Diseases

The course examines the infectious cycle, diagnosis, and treatment of various medically important microorganisms. A survey of the immune system and how microorganisms subvert this defense system will also be addressed.

Credits 3

Prerequisite Courses

BIOS205

BIOS318: Cross-Sectional Anatomy

Cross-sectional Anatomy is an advanced anatomy course that discusses anatomical structures of the body located in an array of multiple imaging planes. Characteristic appearances of anatomical structures will be discussed as they apply to Computer Tomography (CT), Magnetic Resonance Imaging (MRI), and Ultrasound. Anatomically abnormal aspects of major body structures will be addressed and reviewed through identification exercises and assignments when applicable

Credits 3

Prerequisite Courses

BIOS203

BIOS204

BIOS334

Concurrent

BIOS320: Biochemistry

This course deals with the structure and function of biological macromolecules as well as the major metabolic pathways of the cell. Special emphasis will be placed on protein chemistry as it relates to enzyme kinetics. The energetics and regulation of the major routes of metabolism in the cell will be discussed.

Credits 4

Prerequisite Courses

BIOS120

CHEM220

Concurrent

BIOS320L Biochemistry Lab.

BIOS330: Scientific Research Methodology

This course will build on basic concepts of pathophysiology. In-depth examination of disease processes in primary body systems will provide the student with a greater understanding of the mechanism of disease. The effect of the disease process across multiple body systems will also be examined.

Credits 3

Prerequisites

12 credits in the Biomedical Sciences

Prerequisite Courses

BIOS150

Co-Requisite Courses

STAT210

BIOS331: Advanced Pathophysiology

This course will build on basic concepts of pathophysiology. In-depth examination of disease processes in primary body systems will provide the student with a greater understanding of the mechanism of disease. The effect of the disease process across multiple body systems will also be examined.

Credits 3

Prerequisite Courses

BIOS221

BIOS334: Human Anatomy

Human Anatomy is a study of the structure of the human body with an emphasis on clinical relevance and applications. The course will study human gross anatomy using a regional approach, including, the thorax, abdomen, pelvis and perineum, back, lower limb, upper limb, head and neck.

Credits 4

Concurrent

BIOS334L Human Anatomy Lab

BIOS335: Human Physiology

This course examines the basic function of the human body. Introduction to neural and hormonal homeostatic control mechanisms, as well as the study of the musculoskeletal, cardiovascular, respiratory, digestive, urinary, immune, reproductive, and endocrine organ systems.

Credits 4

Prerequisites

BIOS110 General Biology or BIOS120 Cell Biology.

Prerequisite Courses

BIOS110

BIOS120

Concurrent

BIOS335L Human Physiology Lab.

BIOS410: Molecular Biology

The aim of this course is to introduce the students to modern concepts of molecular biology. Topics will include the structure and function of nucleic acids, molecular mechanisms of signal transduction, gene expression and regulation, and applications of molecular biology in biotechnology and biomedical research. Students will also gain experience with current molecular biology laboratory techniques.

Credits 4

Prerequisite Courses

BIOS320

Concurrent

BIOS410L Molecular Biology Lab.

BIOS425: Cancer Biology

This course is designed to introduce students to the study of cancer by integrating knowledge in biology, genetics, biochemistry, and physiology. Students will explore how cancer-related genes, certain viruses, and environmental factors lead to cancer, as well as how cancer spreads. Students will also apply these concepts to investigate the diagnosis, prevention, and therapy of cancer.

Credits 3

BIOS445: Field Research Experience

This course is an independent research project conducted by the student. Students will formulate a research question, gather background information from published sources, design experiments, and collect data. Students will learn to critically evaluate, process and analyze collected data. The course will also focus on correct interpretation of results and their presentation in written and oral forms.

Credits 3

Prerequisite Courses

BIOS330

BIOS480: Senior Capstone

This is a senior level course designed to synthesize the knowledge gained throughout the Biomedical Sciences curriculum with the experience in the Field Research Experiences. This course is designed to provide the student with the opportunity to apply the knowledge of scientific theoretical foundations with a biomedical application into a student-directed, faculty facilitated scholarly project. The student will work with an assigned faculty or preceptor to continue literature review and data compilation from the Field Research Experiences utilizing independent inquiry, creativity and analytical techniques culminating into a project suitable for presentation and/or publication.

Credits 1

Prerequisites

Senior status

Prerequisite Courses

BIOS330

Co-Requisite Courses

BIOS445

CHEM103: Principles of Chemistry

This course introduces chemical concepts from an inorganic, organic, and biological perspective, including the structure and physical properties of matter, chemical nomenclature, chemical bonding, and chemical reactions. Particular emphasis will be placed on concepts related to health, including functional groups, solutions, acids, and oxidation-reduction reactions. Concepts introduced in lecture will be explored further through hands-on experience in the laboratory.

Credits 4

Concurrent

CHEM103L Principles of Chemistry Lab.

CHEM110: General Chemistry I

General Chemistry I is the first in a two semester series designed to give students a fundamental understanding of chemistry. The basic principles of chemistry including states of matter, atomic structure, and atomic theory will be introduced, as well as ionic and covalent compounds and the basics of chemical reactions. When relevant, chemistry principles will be discussed from a biomedical perspective.

Credits 4

Co-Requisite Courses

MATH105

Corequisites

Or placement in a higher math course.

Concurrent

CHEM110L General Chemistry I Lab.

CHEM120: General Chemistry II

General Chemistry II is the second in a two-semester series designed to give students a fundamental understanding of chemistry. Solutions and concentration measurements as well as chemical reaction kinetics and equilibrium are discussed. Acid-Base chemistry, thermodynamics, and oxidation-reduction reactions will be studied. When relevant, chemistry principles will be discussed from a biomedical perspective.

Credits 4

Prerequisite Courses

CHEM110

Concurrent

CHEM120L General Chemistry Lab.

CHEM204: Principles of Organic Chemistry

This course provides a broad introduction to the basic principles, theories and applications of the chemistry of carbon compounds. Topics will include modern structural theory, organic nomenclature, stereochemistry, reaction mechanisms and kinetics, and an introduction to functional group chemistry. Also covers the interpretation of IR, NMR, and mass spectroscopy for the structure determination of organic compounds. Includes lab experience.

Credits 4

Prerequisites

CHEM103 Principles of Chemistry or CHEM110 General Chemistry I

Prerequisite Courses

CHEM103

CHEM110

CHEM120

Concurrent

CHEM204L Principles of Organic Chemistry Lab.

CHEM210: Organic Chemistry I

Topics of study are bonding principles, functional groups, isomerism, stereochemistry, nomenclature, synthesis and reactions of alkanes, cycloalkanes, alkenes, alkynes, alcohols, and alkyl halides. This course will examine addition, elimination, rearrangement and substitution reactions and corresponding mechanisms.

Credits 4

Prerequisite Courses

CHEM120

Concurrent

CHEM210L Organic Chemistry I Lab.

CHEM220: Organic Chemistry II

Nomenclature, properties, reactions involving aromatics, organometallics, alcohols, phenols, ethers, aldehydes and ketones, carboxylic acids and derivatives, and amines. Mechanisms include electrophilic aromatic substitution and nucleophilic addition. Students will be introduced to nuclear magnetic resonance, infrared spectroscopy, and mass spectrometry used in analysis of organic compounds.

Credits 4

Prerequisite Courses

CHEM210

NUTR121: Nutrition

Basic principles of human nutrition are introduced with emphasis on nutrients, food sources, and function of nutrients within the body. Nutritional requirements throughout the life span will be addressed as well as the impact of cultural, psychological, and personal health factors on an individual's nutritional status. Student will be exposed to methods to assess nutritional status and provide preventive and therapeutic dietary teaching.

Credits 3

PHYS105: Descriptive Physics (with lab)

This course provides a conceptual view of physics including the areas of mechanics, matter, heat, sound, light, optics, electricity, magnetism, radioactivity, and nuclear energy.

Credits 4

Prerequisites

MATH105 Intermediate Algebra.

PHYS210: General Physics I (with lab)

A physics course to fulfill the requirements for various pre-professional programs, introduces linear and rotational mechanics including energy and momentum considerations, thermodynamics, and waves. Includes discussion of the historical development of our understanding along with references to environmental and social impacts of applied technology.

Credits 4

Prerequisites

MATH205 Calculus.

PHYS220: General Physics II (with lab)

A continuation of PHYS210 covering electricity, magnetism, simple circuits, optics, special relativity and modern physics. Discussion of the historical development of our understanding along with references to environmental and social impacts of applied technology.

Credits 4

Prerequisites

PHYS210 General Physics I.

Nursing

NURS001: Nursing Transition

11.3.08 course to be pass/fail Proposal: The Transitional Course will provide the student with transitional activities if a one semester gap has occurred in between clinical courses (catalog p. 16). Faculty and the student will collaborate to determine individualized activities designed to promote success in the program (catalog p.16).\ The Transitional Course will be a non-credit course offered as a Pass/No Pass and must be successfully completed prior to resuming courses with a clinical component (catalog p. 16). If the student receives a No Pass grade they will be dismissed from the school. \ We recommend a course number be assigned along with credit equivalent based on individual student needs. The cost will reflect the current credit dollar amount and the student can apply for financial aid. The course will not account for credits towards graduation. The course will be in addition to the allocated number of credits needed for graduation of the program enrolled in.\ The transition course will be coordinated by the appropriate level coordinator who will delegate activities to faculty\ Draft originated: June 12, 2008

Credits 1

NURS201: Issues & Trends in Professional Nursing I

This course is first in a series of issues and trends in professional nursing. This course introduces historical and contemporary issues and trends in professional nursing. Students utilize theoretical, legal, and ethical frameworks to develop fundamental understanding of health and consumers, the nursing profession, the interprofessional healthcare team, and the global community.

Credits 3

Co-Requisite Courses

GSTU101

NURS207: Foundations of Nursing Practice

This course provides an introduction to fundamental nursing concepts and psychomotor skills, building a foundation for the provision of safe, person-centered care across the lifespan. Low-fidelity simulated clinical activities provide opportunity to apply knowledge, skills, and attitudes to basic competencies, while additional clinical activities promote reflection on fundamental nursing concepts.

Credits 4

Prerequisites

Successful completion of CNA course or equivalent.

Prerequisite Courses

BIOS203

BIOS204

BIOS205

ENGL104

HIMS100

Co-Requisite Courses

MATH155

NURS201

PSYC201

Corequisites

Current CPR Card: Basic Life Support for the Healthcare Provider (BLS)

Concurrent

NURS207L Foundations of Nursing Practice Lab.

NURS208: Health Assessment Across the Lifespan

This course presents health assessment techniques that are individualized across the lifespan. Emphasis is placed on critically thinking to differentiate between age-specific, normal and abnormal assessment findings. Low and medium-fidelity simulation activities provide opportunities to apply knowledge, skills, and attitudes to assessment competencies. Additional clinical activities provide the student opportunity to apply these concepts to select age groups.

Credits 3

Prerequisites

Successful completion of CNA course or equivalent.

Prerequisite Courses

BIOS203

BIOS204

ENGL104

HIMS100

Co-Requisite Courses

NURS201

PSYC201

Corequisites

Current CPR Card: Basic Life Support for the Healthcare Provider (BLS)

Concurrent

NURS208L Health Assessment Across the LifeSpan Lab

NURS221: Nursing Care I

This course is the first in a series that utilizes a body-systems and lifespan approach to nursing care for individuals, focusing on primary and secondary prevention of prevalent health conditions through application of the nursing process. Acute care clinical experiences and high-fidelity clinical simulation focus on "thinking like a nurse" to care for individuals in the provider nursing role. Emphasis is placed on clinical informatics to access health information and evidence-based practice guidelines, effective nurse-client communication, accuracy and analysis of holistic health assessments, and safe application of fundamental nursing skills.

Beginning SP24, MATH155 is no longer a prerequisite.

Credits 6

Prerequisite Courses

BIOS150

CHEM103

MATH155

NURS201

NURS207

NURS208

PSYC201

Co-Requisite Courses

BIOS221

NURS222

NURS223

NURS222: Pharmacology

This course introduces principles of pharmacotherapeutics, pharmacologic classifications and actions, nursing implications, and drug calculations. Emphasis is placed on critical thinking and patient-centered approaches to the safe administration of medications to enhance health across the lifespan.

Beginning SP24, MATH155 is no longer a prerequisite.

Credits 3

Prerequisite Courses

CHEM103

MATH155

NURS207

NURS208

Co-Requisite Courses

BIOS221

NURS223: Clinical Judgment in Nursing

This course provides a foundation of deep comprehension of critical thinking, clinical reasoning, and clinical judgment in nursing. Students will apply evidence based frameworks, strategies, and skills using simulated clinical experiences and authentic healthcare scenarios that emphasize metacognition.

Beginning SP24, MATH155 is no longer a prerequisite.

Credits 1.5

Prerequisite Courses

BIOS150

CHEM103

MATH155

NURS201

NURS207

NURS208

PSYC201

Co-Requisite Courses

BIOS221

NURS221

NURS222

NURS307: Nursing Care II

This course is second in the series of nursing care courses that utilizes a body-systems and lifespan approach to nursing care for individuals, expanding on primary and secondary prevention of prevalent health conditions through application of the nursing process. The course emphasizes critical thinking skills to promote interprofessional collaboration and safe, person-centered nursing care. Clinical experiences foster information management skills and expansion of nursing roles to promote health in a variety of medical-surgical, high-fidelity simulation, outpatient, and community settings.

Credits 6

Prerequisite Courses

NURS221

NURS222

SOCl01

NURS308: Psychiatric Mental Health Nursing

This course introduces theoretical foundations, perspectives, and contemporary issues in psychiatric mental health nursing. Emphasis is placed on critical thinking skills and evidence-based practice related to mental health concepts. Clinical experiences promote collaboration with the interprofessional healthcare team to provide person-centered care to individuals across the lifespan in a variety of inpatient, outpatient, and community-based settings.

Credits 5

Prerequisite Courses

NURS221

NURS222

NURS223

PSYC121

SOCI101

NURS333: Nursing Care III

This course is third in the series of nursing care courses that utilizes a body-systems and lifespan approach to nursing care for individuals, emphasizing primary, secondary, and tertiary prevention of prevalent health conditions through application of the nursing process. The course focuses on expanding nursing roles and collaboration to meet multidimensional health needs in acute care, transitional care, and chronic care contexts. Clinical experiences foster independence in critical thinking and information management to promote health in a variety of medical-surgical, outpatient, high-fidelity simulation, and community settings.

Credits 6

Prerequisite Courses

NURS307

NURS308

NURS336: Family Health Nursing

This course introduces theoretical foundations, perspectives, and contemporary issues in family health nursing. The course focuses on health and nursing care of families and individuals in the childbearing years and first year of life. Clinical experiences in antepartum, intrapartum, postpartum, nursery, and pediatrics offer opportunities for provision of person-centered and evidenced-based care within the context of diverse communities.

Credits 5.5

Prerequisite Courses

NURS307

NURS308

Co-Requisite Courses

NUTR121

NURS337: Research and Evidence-based Practice in Nursing

This course integrates principles of scientific literacy, information management and person-centered care to promote health and safety of individuals within the context of organizational systems. Students will apply research, evidence-based practice, and quality improvement concepts to nursing practice.

Credits 3

Prerequisite Courses

NURS221

Co-Requisite Courses

STAT210

NURS404: Nursing Care IV

This is the final course in the series of nursing care courses that utilizes a body-systems and lifespan approach to nursing care of individuals and families. This course emphasizes evidence-based practice and safety in the secondary, and tertiary prevention of complex acute health conditions through application of the nursing process, critical thinking, and information management skills. Clinical experiences in urban, rural, intensive, acute, simulated, and emergent settings broaden the student's knowledge, skills, and attitudes related to collaboration, informatics, person-centered care, and safety.

Credits 6

Prerequisite Courses

NURS333

NURS336

NURS337

NURS405: Community Health Nursing

This course synthesizes health promotion concepts in nursing care of diverse clients, families, and populations within the community. Students will engage in population-based assessment and care planning. Clinical experiences promote collaboration with vulnerable clients across the lifespan, including analysis of community systems, resources, and deficits.

Credits 5

Prerequisites

3 credits of Cultural Study electives

Prerequisite Courses

NURS333

NURS336

NURS420: Nursing Leadership & Management

This course synthesizes business, management, and leadership principles in the optimization of organizational systems and individual health outcomes across the care continuum. Emphasis is placed on leadership within nursing and interprofessional healthcare teams, including critical analysis of financial, legal, and ethical variables. Clinical experiences promote collaboration with nursing leaders to engage in a systems-based and evidence-based approaches to quality improvement.

Credits 3.5

Prerequisite Courses

NURS404

NURS405

Corequisites

Business/Management Elective

NURS423: Issues and Trends in Professional Nursing II

This is the final course in a series, expanding on the contemporary issues and trends in professional nursing. Students utilize theoretical, legal, political, cultural, and ethical frameworks, to emphasize nursing leadership roles and commitment to health consumers, the nursing profession, healthcare internal and external systems, and the global community.

Credits 3

Prerequisite Courses

NURS404

NURS405

Corequisites

NURS404 Nursing Care IV; NURS405 Community Health Nursing.

NURS427: Preparation for Licensure

This course synthesizes all curricular concepts in preparation for the National Council Licensure Examination for Registered Nurses and transition into safe professional practice. Through computerized testing, students evaluate individual mastery of curricular concepts and close any identified gaps through an individualized action plan. This course is taken during the final semester.

Credits 2

Prerequisite Courses

NURS404

NURS405

NURS428: Special Topics in Nursing

This clinical nursing course is designed to assist the student in further synthesizing knowledge, skills, and attitudes attained during the first half of the nursing curriculum. A variety of clinical settings will promote precision of psychomotor skills, application of curriculum concepts, and commitment to our global community.

Credits 3

Prerequisites

NURS307 Nursing Care II; NURS308 Psychiatric Mental Health Nursing.

NURS432: Nursing Capstone

This clinical course promotes synthesis of knowledge, skills, and attitudes that have been attained throughout the curriculum through working with an assigned preceptor in a clinical practice area aligned with individual student goals. Clinical learning experiences foster transition into professional practice by allowing students to engage in the full scope of professional nursing roles, and to demonstrate critical thinking and clinical judgment while embracing collaboration and leadership skills to provide person-centered care. Emphasis is placed on use of information management skills to guide safe decision-making. A scholarly oral capstone presentation demonstrates integration of general education and nursing program curricular outcomes.

Credits 4.5

Prerequisites

This course is to be taken final semester.

Prerequisite Courses

NURS404

NURS405

NURS448: Special Topics in Nursing

This course is designed to allow students the opportunity to select a specialized area of nursing practice for further development. Examples include home health, care of the homeless, industrial or corporate nursing.

Credits 1

-4

Phlebotomy (non-credit)

MEDT101X: Phlebotomy (non-credit)

Introduction to the practice and theory of phlebotomy. This course includes ethical and legal issues that pertain to phlebotomy, laboratory safety, basic anatomy and physiology, types of laboratory specimens, specimen handling, and special collection procedures. Practical instruction to include venipuncture and capillary blood collection. The curriculum is designed to provide the didactic information and competencies required by the American Society of Clinical Pathology (ASCP) for certification as a Certified Phlebotomy Technician (PBT, ASCP).

Credits 0

Prerequisites

Must be 16 years of age or older.

Social Sciences

GERO303: Sociocultural Aspects of Aging

This course examines the sociocultural aspects of aging including role and life transitions, relationships, diversity, and unique views of the aging process among major ethnic groups. The course also explores successful aging, quality of life issues, elder abuse, community resources and continuum of care options for the older adult.

Credits 3

Prerequisites

SOCL101 Introduction to Sociology or instructor permission.

GERO310: Death and Dying

This survey course offers a broad overview of the psychological aspects of death and dying in our society. Topics include attitudes toward and preparation for death; the understanding of and care for terminally ill patients; funeral rituals; burial, mourning and grief practices; grief counseling; suicide and euthanasia. Readings and classroom activities will be supplemented by students' self-exploration and writing on feelings, attitudes, and beliefs about death.

Credits 3

INTL202-2: Academic Travel Abroad

The Academic Travel Abroad is a team-taught, variable-credit course that satisfies 2-3 hours of general education credit. It offers a first-hand introduction to the history, arts, and healthcare systems of other cultures, including at least one hospital tour for students to interact with providers and educators from another system. The course may include more than one culture and may be repeated as different cultures are visited. The 10-day travel experience in December is the keystone of INTL202, which consists of the following: \ - Pre-trip evaluation; \ - Pre-trip meetings, monthly lectures (online platform), note-taking, readings, and assessments; \ - Intra-trip note-taking, journaling, breakfast meetings, and reflection; \ - Post-trip submission of course requirements through the spring semester; \ - Post-trip evaluation.

Credits 2

INTL202-3: Academic Travel Abroad

The Academic Travel Abroad is a team-taught, variable-credit course that satisfies 2-3 hours of general education credit. It offers a first-hand introduction to the history, arts, and healthcare systems of other cultures, including at least one hospital tour for students to interact with providers and educators from another system. The course may include more than one culture and may be repeated as different cultures are visited. The 10-day travel experience in December is the keystone of INTL202, which consists of the following: \ - Pre-trip evaluation; \ - Pre-trip meetings, monthly lectures (online platform), note-taking, readings, and assessments; \ - Intra-trip note-taking, journaling, breakfast meetings, and reflection; \ - Post-trip submission of course requirements through the spring semester; \ - Post-trip evaluation.

Credits 3

INTL205-2: International Service Learning

This course centers on an international medical mission trip experience. It offers the opportunity for students to interact with and learn from health care providers working in healthcare systems outside of the United States and to assist in providing care to underserved people. Course work will include preparing for, synthesizing, and reflecting on their experiences in this setting.

Credits 2

INTL205-3: International Service Learning

This course centers on an international medical mission trip experience. It offers the opportunity for students to interact with and learn from healthcare providers working in healthcare systems outside of the United States and to provide care to underserved people. Course work will include preparing for, synthesizing, and reflecting on their experiences in this setting.

Credits 3

PBHL201: Introduction to Public Health

An introductory course to provide an overview of the context and scope of public health. Of emphasis are population health tools, such as policy and law, social issues, health communications and informatics; epidemiology topics including biomedical basis of disease and disease prevention; public health systems including interdisciplinary concepts, organization of health care and costs; and focus areas such as health disparities, vulnerable populations and disaster management. Public health history, current issues and future trends will be discussed.

Credits 3

PBHL301: Introduction to Environmental and Occupational Health

This course surveys the history of environmental and occupational health, the continuum from exposure to disease, controls in the workplace, health hazards, legal and regulatory issues, and methods in comprehensive workplace health improvement. Topics may include concepts in current and emerging environmental health issues such as water pollution, sanitation, pesticides, hazardous waste, energy usage, and climate change. Occupational and workplace topics may include health issues as diverse as radiation, biological hazards, injury prevention and social considerations such as stress and harassment.

Credits 3

Prerequisites

PBHL201 Introduction to Public Health.

Recommended Prerequisites

PBHL201 Introduction to Public Health.

PBHL305: Global Health

This course aims to explore global health and disease issues with a focus on health concerns shared by societies around the globe. The course is organized around the premise that culture is central to understanding major issues in global health. The social construction of health and illness across cultures using ethnographic case studies representing a wide range of human experience in domestic and international contexts would be examined. Approaches to improving health and affecting change, based on scientific and social knowledge and experience, health systems development, social and political movements and public policy making are presented. Topics include poverty, war, pollution, food security, neglected tropical diseases, religion and health, economic globalization, and public policies in developing and developed countries. Foundational issues of ethics, social justice and human rights are explored.

Credits 3

PSYC121: Introduction to Psychology

Includes study of the basic principles of development, the origins of human behavior, and the physical, mental, emotional and social development of the individual. Psychological principles of human behavior including theories of learning, motivation, emotion, perception, thought, intelligence, and personality, psychological, cognitive, and emotional development will be discussed.

Credits 3

PSYC201: Human Growth & Development

Includes the study of physical, psychological and social development of the human being from conception to death. Focuses on characteristic changes that take place, when they occur, and their causes and influences on behavior in cohort groups or in the individual. Prominent developmental theories and stages of growth and development across the life span are discussed.

Credits 3

PSYC321: Abnormal Psychology

This course introduces the student to the most current concepts of mental and emotional disorders. The focus will be on causes and types of psychological disorders as well as a brief review of the history and theories of abnormal psychology. Students will become familiar with symptoms of the numerous psychological disorders and develop an understanding of the importance of treatment and ongoing research in this area.

Credits 3

Prerequisites

PSYC121 Introduction to Psychology.

PSYC322: Interpersonal Relations in Healthcare Professions

This course examines various psychological and communication theories to provide a foundation for understanding dynamics of the patient/practitioner relationship. Desired outcome will encompass the student's ability to have a professional practitioner-patient relationship as well as an improved awareness of self within the healthcare profession. Topics will include but are not limited to: conflict resolution, therapeutic communications processes, professional boundaries, advanced listening skills, self-disclosure, dual relationships, codependency, positive self-care, relationship dynamics, and cultural competencies in a diverse environment.

Credits 3

Prerequisites

PSYC121 Introduction to Psychology OR SOCI101 Introduction to Sociology; or instructor permission.

SOCI101: Introduction to Sociology

This course includes study of association and communication, the nature and types of human groups, and the nature and growth of culture, social organizations, and social institutions. The student will study the basic concepts of society and how society influences human behavior.

Credits 3

SOCI222: Global Community: Cultural Diversity & Healthcare

This course introduces the student to cultural concepts including the relationship of culture to life style and life decisions. The student will be exposed to what constitutes a culture, and how culture impacts behavior, values and beliefs.

Credits 3

SOCI320: Gender and Sexuality Studies

The course provides an introduction to human gender and sexuality. Students will explore the psycho-social and cultural aspects of gender, gender identification, sexuality, and sexual orientations. Throughout the course, students will examine related topics including legal and ethical issues, relationships, inequalities, LGBTQ social movements, and cross-cultural perspectives. Additionally, students will study how gender and sexuality intersect with race, ethnicity, class, religion, region and age.

Credits 3

Prerequisites

PSYC121 Introduction to Psychology or PSYC201 Human Growth & Development or SOCI101 Introduction to Sociology.

SOCI323: Healthcare Response to Violence in Society

This course will discuss the different types of violence seen in communities across the nation and the world. Acts of violence come in many forms, such as intimate partner violence, teen dating violence, gangs, workplace violence, disasters, wars, human trafficking, and many more. The course will examine how individuals and healthcare workers respond to this violence, and how it affects patients, co-workers, and individuals.

Credits 3

SOCI324: Applying Cultural Diversity in Health and Illness

This course will increase awareness of the challenges and concerns of the delivery of health care among diverse, minority and underserved populations. Students will explore the effects of culture on the perception of health and illness by the affected individuals and by society. Students will also become familiar with how their own perceptions shape the delivery of care. This course will increase awareness of diversity and teach skills for a more personalized and accessible delivery of healthcare. Special focus will be paid to building responsible relationships with patients and other professionals for the sake of patient-centered care that encompasses not only physical but also psycho-social and cultural aspects of health care.

Credits 3

SOCI327: Personality and Social Structure

This course is a study of social structure and personality development of the individual. The course will examine personality development and its intersection with social structure components including gender, race, class, culture, social networks, birth order, family roles, and cohorts.

Credits 3

Prerequisites

PSYC121 Introduction to Psychology or SOCI101 Introduction to Sociology.

Sonography

CARD312: Adult Cardiac Sonography Skills I

This course provides hands-on experience in a skills lab setting. The student will acquire beginning skills in operation of the ultrasound machine and performing non complex adult echocardiograms.

Credits 1

Prerequisite Courses

AHAL223

CVTD226

CVTD230

NURA102X

Co-Requisite Courses

CARD340

CARD314: Adult Cardiac Sonography Skills II

This course builds on skills learned in Adult Cardiac Sonography Skills I. It provides additional hands-on practice in a skills lab setting. The student learns how to use the analysis package and techniques to evaluate pathologies and continues to gain experience in preparation for completing full adult cardiac sonography examinations.

Credits 1

Prerequisite Courses

CARD312

CARD340

Co-Requisite Courses

CARD345

CARD347

CARD330X: Cross-Training Module: Adult Cardiac Sonography (Not for credit)

This course studies anatomy, physiology, view planes, and landmarks specific to the heart. Cardiac pathologies and evaluation of them using different cardiac imaging modalities, echocardiographic techniques, and cardiac calculations will be introduced. Embryology and congenital heart defects will also be discussed.

Prerequisites

ARDMS or CCI registered in one specialty of sonography (must provide ARDMS or CCI number) or instructor permission.

CARD340: Core I: Adult Cardiac Sonography

This course studies anatomy, physiology, and instrumentation of the cardiac ultrasound machine. Basic 2D, M-mode, and Doppler principles will be introduced.

Credits 6

Prerequisite Courses

AHAL223

CVTD226

CVTD230

Co-Requisite Courses

CARD312

CARD345: Adult Cardiac Sonography Clinical Experience

The student will participate in activities in the clinical setting within the boundaries of the course and will continue to gain experience in obtaining non complex adult echocardiograms as well as obtaining valve areas, evaluating regurgitant lesions, and extraction of pressures from measured volumes. Mechanical assist devices, stress testing, and assisting with transesophageal echocardiograms and contrast studies will also be introduced.

Credits 0.5

Prerequisites

CPR BLS for Healthcare Provider

Prerequisite Courses

CARD312

CARD340

Co-Requisite Courses

CARD314

CARD347

CARD347: Core II: Adult Cardiac Sonography

This course addresses cardiac hemodynamic formulas as well as all the pathologies associated with the heart and how to evaluate them using the different modalities of cardiac ultrasound. Embryology and congenital defects of the heart are also discussed.

Credits 6

Prerequisite Courses

CARD312

CARD340

MATH155

Co-Requisite Courses

CARD314

CARD345

CARD430: ACS Board Review

Course content integrates theoretical and clinical knowledge from all previous course work pertaining to adult cardiac sonography. Topics covered may include concepts in advanced cardiac anatomy, physiology and pathology, different modalities of cardiac ultrasound, echocardiography examination techniques, measurements and equations. The curriculum is designed to provide the student with the opportunity to develop and demonstrate sufficient study skills and knowledge to competently take the adult echocardiography ARDMS registry exam.

Credits 1

Prerequisites

Or instructor permission

Prerequisite Courses

CVTD350

Co-Requisite Courses

CVTD416

VASC430

CVTD226: Cardiovascular Physiology

This course covers the major principles and laws that correspond to the function of the cardiovascular system. The course begins with an overview of anatomy of the cardiovascular system including descriptions of electrophysiologic principles. Cardiac function and analysis of the circulation and the pathologic conditions that affect it will be reviewed.

Credits 4

Prerequisite Courses

BIOS204

PHYS105

CVTD230: Principles of EKG

This course is designed to teach principles of electrocardiograms including information necessary to interpret and understand normal and abnormal cardiac rhythms.

Credits 3

Prerequisite Courses

BIOS203

Co-Requisite Courses

BIOS204

CVTD303: Skills Enhancement I

This course is designed for the student who has completed Clinical Practicum I to maintain and enhance previously learned sonography skills while completing core courses in a second modality. Experience will take place in both the clinical setting and the skills lab.

Credits 1

Prerequisite Courses

CVTD341

CVTD305: Skills Enhancement II

This course is a continuation of Sonography Skills Enhancement I. It is designed for the student who has completed Clinical Practicum I to maintain and enhance previously learned sonography skills while completing core courses in a second modality. Experience will take place in both the clinical setting and the skills lab.

Credits 1

Prerequisite Courses

CVTD303

CVTD341: Clinical Practicum I

This course is designed to provide hands-on experience in performing complete adult cardiac or vascular sonographic exams in the clinical setting. The types of exams (adult cardiac or vascular) performed in this course will depend on the modality for which the student has been prepared. The student will be interacting with physicians, sonographers and patients. Preceptors will be assigned to act as mentors to the student to ensure a positive experience.

Credits 4

Prerequisites

CARD314 Adult Cardiac Sonography Skills II or VASC316 Vascular Sonography Skills II; CARD345 Adult Cardiac Sonography Clinical Experience or VASC347 Vascular Sonography Clinical Experience; CARD347 Core II: Adult Cardiac Sonography or VASC343 Core II: Vascular Sonography.

Prerequisite Courses

CARD314

CARD345

CARD347

VASC316

VASC347

VASC343

CVTD350: Clinical Practicum II

In the clinical setting, the student will interact with cardiologists and vascular surgeons, other cardiac and vascular sonographers, and patients. The student will gain experience in performing complete carotid, lower and upper arterial and venous studies, and transthoracic, transesophageal, and stress echoes, focusing on newly acquired skills. Preceptors will be assigned to act as mentors to the student to ensure a positive experience.

Credits 7

Prerequisite Courses

CARD314

CARD345

CARD347

CVTD305

CVTD341

VASC316

VASC343

VASC347

CVTD416: Clinical Practicum III

This course provides full-time clinical experience in both Adult Cardiac Sonography and Vascular Sonography. Students continue to build on skills developed in previous courses.

Credits 9.5

Prerequisite Courses

CVTD350

CVTD425: Clinical Practicum IV-B

This course provides additional full-time clinical experience in both Adult Cardiac Sonography and Vascular Sonography. Students continue to build on skills developed in previous courses.

Credits 11.5

Prerequisite Courses

CVTD416

CVTD425A: Clinical Practicum IV: Cardiac & Vascular Sonography

This course provides additional full-time clinical experience in both Adult Cardiac Sonography and Vascular Sonography. Students continue to build on skills developed in previous courses.

Credits 1.5

Prerequisites

CVTD415 Clinical Practicum III: Cardiac and Vascular Sonography.

CVTD430: Senior Capstone I

Credits 0.5

CVTD435: Senior Capstone II

Credits 0.5

DMSO312: Abdominal Sonography II

This course continues the study of the application of ultrasound physics and instrumentation in abdominal imaging. Scanning techniques and protocols are emphasized. Sectional anatomy of the transverse, longitudinal, and coronal planes of abdominal organs of sonographic interest include the GI tract, abdominal wall/peritoneum, and transplanted organs are studied.

Selected pathology of these organs is discussed along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms. Ultrasound guided biopsy/drainage is also discussed.

Credits 1

Prerequisites

DMSO320 Sonography of Superficial Structures; DMSO332 Gynecologic Sonography; DMSO333 Abdominal Sonography I; DMSO337 Diagnostic Medical Sonography Skills Lab.

Corequisites

DMSO315 Obstetrical Sonography; DMSO316 Diagnostic Medical Sonography Skills Lab/Clinical; DMSO318 Pediatric Sonography.

DMSO315: Obstetrical Sonography

This course studies sectional anatomy of the transverse, longitudinal and coronal planes of the female reproductive organs, embryo, and fetus. Normal maternal changes and fetal development throughout gestation are discussed. Embryonic and fetal measurements as well as anomalies of the first, second, and third trimester are studied. Maternal and fetal pathologies are explored along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms. Scanning techniques and protocols are emphasized.

Credits 4

Prerequisites

DMSO320 Sonography of Superficial Structures; DMSO332 Gynecologic Sonography; DMSO333 Abdominal Sonography I; DMSO337 Diagnostic Medical Sonography Skills Lab.

Corequisites

DMSO312 Abdominal Sonography II; DMSO318 Pediatric Sonography.

Concurrent

DMSO316 Diagnostic Medical Sonography Skills Lab/Clinical.

DMSO318: Pediatric Sonography

This online course is designed for a student currently enrolled within the Diagnostic Medical Sonography program. The course focuses on an introduction to ultrasound in the pediatric patient. Anatomy, pathology, and sonographic correlation in studies of the pediatric head, neck, thorax, abdomen, gastrointestinal tract, urinary system, pelvis, hip and musculoskeletal will be taught. Vascular concepts will be included where applicable. The course will include patient care, integration of data, interventional procedures, and imaging protocol.

Credits 2

Prerequisites

DMSO320 Sonography of Superficial Structures, DMSO332 Gynecological Sonography, DMSO333 Abdominal Sonography I, DMSO337 Diagnostic Medical Sonography Skills Lab

Corequisites

DMSO315 Obstetrical Sonography

DMSO318X: Cross-Training Module: Pediatric Sonography

This is an online, non-credit course for registered sonographers who wish to review ultrasound in the pediatric patient in preparation for the Pediatric Sonography registry. Anatomy, pathology, and sonographic correlation in studies of the pediatric head, neck, thorax, abdomen, gastrointestinal tract, urinary system, pelvis, hip and musculoskeletal will be reviewed. Vascular concepts will be included where applicable. The course will include sonographic physics principles, patient care, integration of data, interventional procedures, and imaging protocol.

Prerequisites

ARDMS or ARRT registered in one specialty of sonography (must provide ARDMS or ARRT number).

DMSO320: Sonography of Superficial Structures

This course studies ultrasonic imaging of superficial structures including the breast, testicles, scrotum, prostate, thyroid and parathyroid glands. Sectional anatomy of the transverse, longitudinal, and coronal planes of these organs and the associated scanning techniques and protocols are emphasized. Selected pathology of these organs is discussed along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms.

Credits 2

Prerequisites

AHAL223 Physics and instrumentation, BIOS221 Pathophysiology

Corequisites

DMSO333 Abdominal Sonography I, DMSO337 Diagnostic Medical Sonography Skills Lab

DMSO332: Gynecologic Sonography

Sectional anatomy of the transverse, longitudinal, and coronal planes of the female reproductive organs are studied. Gynecological pathologies are explored along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms. Scanning techniques and protocols are emphasized.

Credits 2

Prerequisites

BIOS221 Pathophysiology; AHAL223 Physics & Instrumentation.

Corequisites

DMSO320 Sonography of Superficial Structures; DMSO337 Diagnostic Medical Sonography Skills Lab.

DMSO333: Abdominal Sonography I

This course studies the application of ultrasound physics and instrumentation in abdominal imaging. Scanning techniques and protocols are emphasized. Sectional anatomy of the transverse, longitudinal, and coronal planes of abdominal organs of sonographic interest including the renal and urinary system, adrenal glands, prostate, biliary system, pancreas and spleen are studied. Selected pathology of these organs is discussed along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms.

Credits 4

Prerequisites

AHAL223 Physics & Instrumentation; BIOS221 Pathophysiology.

Corequisites

DMSO320 Sonography of Superficial Structures; DMSO337 Diagnostic Medical Sonography Skills Lab.

DMSO337: Diagnostic Medical Sonography Skills Lab

This course provides supervised skills lab experience emphasizing sonographic imaging of the abdomen and female reproductive organs.

Credits 2

Prerequisite Courses

AHAL223

BIOS221

Co-Requisite Courses

DMSO320

DMSO332

DMSO333

DMSO338: Diagnostic Medical Sonography Skills Lab II

The emphasis of this course is to provide supervised skills lab experiences in sonographic imaging of first trimester as well as second and third trimester obstetrical sonography. Other topics included are: hepatic and renal Doppler, gastrointestinal, musculoskeletal, liver elastography, and abdominal wall ultrasound as well as sterile technique/ultrasound guidance. Phantoms will be used where appropriate (i.e. first trimester OB). In addition, the student will continue to gain experience in sonographic imaging introduced in DMSO337: Diagnostic Medical Sonography Skills Lab I.

Credits 1

Prerequisites

CPR BLS for healthcare provider

Prerequisite Courses

DMSO320

DMSO332

DMSO333

DMSO337

MATH155

NURA102X

Co-Requisite Courses

DMSO312

DMSO318

Concurrent

DMSO315: Obstetrical Sonography

DMSO339: Diagnostic Medical Sonography Clinical Experience

The emphasis of this course is to provide supervised clinical experiences in sonographic imaging of abdominal, gynecological, superficial, obstetrical, and pediatric structures.

Credits 6

Prerequisites

CPR BLS for healthcare provider

Prerequisite Courses

DMSO320

DMSO332

DMSO333

DMSO337

MATH155

NURA102X

Co-Requisite Courses

DMSO312

DMSO318

Concurrent

DMSO315: Obstetrical Sonography

DMSO428: Diagnostic Medical Sonography: Clinical Practicum I

The emphasis of this course is to provide supervised clinical experiences in sonographic imaging of superficial structures and vessels and to continue to gain experience in abdominal, obstetrical, neonatal, and gynecologic sonographic imaging introduced in previous courses.

Credits 8.5

Prerequisite Courses

DMSO312

DMSO315

DMSO318

DMSO338

DMSO339

Co-Requisite Courses

DMSO429

DMSO429: Diagnostic Medical Sonography: Capstone I

This is an online senior level course designed to synthesize the knowledge gained throughout the Diagnostic Medical Sonography curriculum through a written case study. The course is designed to provide the student with the opportunity to apply knowledge of anatomy and pathology to the chosen and approved case study. The written case study project is a student-directed, faculty facilitated scholarly project. The student will work with the instructor, preceptor(s), and the writing center to perform a literature review and data compilation utilizing independent inquiry, creativity and analytical techniques culminating into a near final draft of the project.

Credits 0.5

Prerequisite Courses

DMSO312

DMSO315

DMSO318

DMSO338

DMSO339

Co-Requisite Courses

DMSO428

DMSO431: Board Review: Diagnostic Medical Sonography

This course continues the preparation of the student to successfully pass the Abdominal and OB/GYN registries for Diagnostic Medical Sonography. The students will review materials from all previous coursework while completing board review questions throughout the semester. Abdominal and OB/GYN mock registry exams will be taken during board review. Those areas that need further study will become evident.

Credits 2

Prerequisite Courses

DMSO428

DMSO429

DMSO434: Diagnostic Medical Sonography: Clinical Practicum II

This course provides extensive supervised clinical experience in performing sonographic procedures in all the areas introduced in diagnostic medical sonography Skills Lab/Clinical and Clinical Practicum I.

Credits 10.5

Prerequisite Courses

DMSO428

DMSO429

Co-Requisite Courses

DMSO431

DMSO435

SONO001: Sonography Transition I

This course offers the sonography student who has or will have a significant period of time away from scanning in a particular modality the opportunity to maintain or refresh previously learned clinical scanning skills.

Credits 1.5

SONO002: Sonography Transition II

This course would follow Sonography Transition I if deemed necessary and offers the sonography students who has or will have a significant period of time away from scanning in a particular modality the opportunity to maintain or refresh previously learned clinical scanning skills.

Credits 1.5

SONO003: Sonography Transition III

This course would follow Sonography Transition II if deemed necessary and offers the sonography student who has or will have a significant period of time away from scanning in a particular modality the opportunity to maintain or refresh previously learned clinical scanning skills.

Credits 1.5

VASC315: Vascular Sonography Skills I

This course provides hands-on experience in a skills lab setting. The student will acquire beginning skills in the use of ultrasound and other noninvasive vascular techniques. Techniques will include listening to and recognizing changes in the vascular system.

Credits 1

Prerequisites

AHAL223 Physics & Instrumentation; CVTD226 Cardiovascular Physiology; NURA102X Basic Nursing Assistant.

Corequisites

VASC341 Core I: Vascular Sonography.

VASC316: Vascular Sonography Skills II

This course builds on skills acquired in Vascular Sonography Skills I. It provides additional hands-on practice in a skills lab setting. The student will continue to gain experience in the skills lab in preparation for completing full examination of all cerebral/peripheral vascular areas of interest, initial interpretation of the results and recognition of possible indications for surgical intervention.

Credits 1

Prerequisites

VASC315 Vascular Sonography Skills I; VASC341 Core I: Vascular Sonography.

Corequisites

VASC342 Core II: Vascular Sonography.

VASC320: Vascular Sonography II: Pathology and Procedures

This course is designed for the diagnostic medical sonography student and builds on concepts learned in Vascular Sonography: Core I. Discussion of disease processes of the peripheral and cerebral vascular system, the related diagnostic procedures, and medical, surgical and pharmacologic treatments are explored.

Credits 3

Prerequisites

VASC315 Vascular Sonography Skills I; VASC341 Core I: Vascular Sonography.

Corequisites

VASC316 Vascular Sonography Skills II.

VASC330X: Cross-Training Module I: Vascular Sonography

This course studies anatomy, physiology, and landmarks specific to the vascular circulatory system. Vascular techniques, vascular imaging modalities, specified abnormal vascular disease states related to the cerebrovascular, venous, arterial and abdominal vasculature will be introduced.

Prerequisites

ARDMS or CCI registered in one speciality of sonography (must provide ARDMS or CCI number)

VASC341: Core I: Vascular Sonography

This course includes study of anatomy, view planes, and landmarks specific to the cerebral/peripheral vascular system. Duplex imaging, Doppler principles and analysis, hemodynamics and indirect instrumentation will be introduced.

Credits 7

Prerequisite Courses

AHAL223

CVTD226

Concurrent

VASC315 Vascular Sonography Skills I

VASC343: Core II: Vascular Sonography

This course addresses the peripheral/cerebral vascular system through the study of fluid principles and formulas including energy and flow dynamics specific to certain vascular anatomy; pathologies associated with peripheral/cerebral vascular disease and the respective noninvasive technical modalities including transcranial doppler and abdominal vasculature.

Credits 5

Prerequisites

MATH155 College Algebra; VASC315 Vascular Sonography Skills; VASC341 Core I: Vascular Sonography.

Corequisites

VASC316 Vascular Sonography Skills II; VASC346 Vascular Sonography Clinical Experience.

VASC347: Vascular Sonography Clinical Experience

This course provides the student the opportunity to apply the additional skills learned in the skills lab in the clinical setting under direct supervision. The student gains experience in completion of full examination of all cerebral/peripheral vascular areas of interest, initial interpretation of the results and recognition of possible indications for surgical intervention.

Credits 0.5

Prerequisites

VASC315 Vascular Sonography Skills I; VASC341 Core I: Vascular Sonography; CPR BLS for Healthcare Provider.

Corequisites

VASC316 Vascular Sonography Skills II; VASC342 Core II: Vascular Sonography.

VASC430: VASC Board Review

This course is designed to prepare the student to successfully pass the registry exam for vascular sonography. The student will review materials from all previous coursework. A mock registry exam will be given and areas needing improvement will be emphasized.

Credits 1

Prerequisites

CVTD355 Clinical Practicum II: Cardiac & Vascular Sonography, or instructor permission.

Corequisites

CARD430 ACS Board Review; CVTD415 Clinical Practicum III: Cardiac & Vascular Sonography.