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General Information

Catalog

This edition of the Undergraduate Student Catalog is effective August 1, 2026.

Students are expected to utilize the Student Catalog as a reference while a student at Bryan College of Health Sciences. It contains College requirements and policies. Prior to the 2026-2027 Academic Year, the College published a separate College Catalog as well as Undergraduate Handbook. Starting in Fall 2026, those two documents merged into a single Undergraduate Student Catalog.

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, requirements for degrees or other school related services. Revised policies, rules, and procedures supersede previous policies, rules, and procedures. Updates to the published catalog are reflected in the catalog located on the College [website](#).

Students will complete the degree requirements for the catalog in effect at the start of their enrollment in that degree program but may opt to request to switch to updated degree requirements in a newer catalog if it is in their best interest.

Failure to adhere to all Bryan Medical Center, Agency and College policies may be grounds for dismissal, regardless of clinical/classroom performance.

Mission, Vision, Purpose, Goals & Values

Our Mission

The mission of Bryan College of Health Sciences is to provide educational pathways in the health sciences grounded in academic excellence, clinical distinction, and experiential learning through collaboration with Bryan Health and the healthcare community.

Our Vision

The vision of Bryan College of Health Sciences is to transform the healthcare workforce by educating professionals who will positively impact their communities.

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:

- Qualify for diverse careers in healthcare, academic, or scientific environments
- Illustrate respect for their own and others' unique individualities
- Demonstrate professionalism in their field of study
- Practice life-long learning as a means of personal and professional growth
- 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



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 640-bed Bryan Medical Center, offering a complete range of inpatient and outpatient diagnostic, therapeutic and ancillary services; Bryan Heart; Bryan Foundation; Bryan Physician Network; Bryan Health Connect; Crete Area Medical Center; Grand Island Regional Medical Center, Kearney Regional Medical Center and Merrick Medical Center. Bryan Health is a member of Heartland Health Alliance, which fosters collaborative efforts throughout the region.

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 academic excellence, clinical distinction, and experiential learning 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 serves students in dual-credit high school, undergraduate and graduate programs of study. The Graduate Studies division includes the School of Nurse Anesthesia, the School of Graduate Nursing and Health Professions, and graduate certificate offerings. The Undergraduate Studies division 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 accredited by the Higher Learning Commission. Accreditation for the sonography programs has been obtained from the Council on Accreditation of Allied Health Education Programs. The Master of Science in Nursing and Bachelor of Science in Nursing program are 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 outstanding healthcare professionals.

College Affiliation with the United Methodist Church

Bryan College of Health Sciences and Bryan Medical Center were established with a generous donation from William Jennings Bryan and his wife, Mary Baird Bryan. William Jennings Bryan was raised in the Methodist Church and attended Normal

Methodist Church located near Fairview, his home, during his time in Lincoln. He and his wife moved to Florida in 1920. In 1922, they donated their home and 10 acres of land to the Nebraska Conference of the Methodist Church for the purpose of establishing a Protestant hospital.

The new hospital originally was proposed to be named the "Lincoln Methodist Hospital" or "Fairview Methodist Hospital." Shortly after Bryan's death, a member of the Board of Directors of the hospital and long-time friend of Bryan's, Adolphus Talbot, called for the hospital to be named Bryan Memorial Hospital of the Methodist Episcopal Church in memory of Mr. Bryan. Bryan School of Nursing was established in 1926, the same year that Bryan Memorial Hospital opened, to educate competent nurses to staff the new facility.

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, Vice President of Student Affairs
 - 1535 South 52nd St. Lincoln, NE 68506, Office #223
 - Phone Number: 402-481-3804
 - Email: alethea.stovall@bryanhealthcollege.edu
- Deputy Title IX Compliance Coordinator
 - Angela McCown, EdD, RN, Associate Professor Graduate Nursing
 - 1535 South 52nd St. Lincoln, NE 68506, Office #318
 - Phone Number: 402-481-3663
 - Email: angela.mccown@bryanhealthcollege.edu
- ADA Coordinator
 - Val Wiemeyer, Academic Support Services Director
 - 1535 South 52nd St. Lincoln, NE 68506, Office #219
 - Phone Number: 402-481-8691
 - Email: val.wiemeyer@bryanhealthcollege.edu

For additional information on discrimination and harassment-related issues, the [US Department of Education Office for Civil Rights](#) has an office that serves your area, or you can call 1-800-421-3481.

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 focus on engagement, building community, and stewardship of our esteemed alumni.

Academic Calendar

2026-27 Academic Calendar

Fall Semester	Academic Dates
August 19-21, 2026	New Student Orientation
August 24, 2026	First day of classes - Full semester courses & Accelerated BSN Block 1 courses
August 30, 2026	Last day to drop/add classes - Full semester courses/Accelerated BSN Block 1 Courses (via Student Portal)
August 30, 2026	Final day for 100% tuition refund - Full semester courses and Accelerated BSN Block 1 Courses
September 4, 2026	Tuition Statements available on Student Portal
September 6, 2026	Final day for 75% tuition refund - Full semester courses, Final day for 50% tuition refund - Accelerated BSN Block 1 courses
September 7, 2026	NO CLASSES - Labor Day
September 14, 2026	Final day for 50% tuition refund - Full semester courses, Final day for 25% refund - Accelerated BSN Block 1 courses
September 25, 2026	Tuition Due
October 2, 2026	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 1 Courses
October 12-16, 2026	Midterms
October 16, 2026	Final day of Accelerated BSN Block 1 Courses
October 19-20, 2026	NO CLASSES - Fall break
October 21, 2026	First day of classes - Accelerated BSN Block 2
October 25, 2026	Last day to drop/add Accelerated Block 2 Courses
October 25, 2026	Final day for 100% tuition refund - Accelerated Block 2 Courses
October 26, 2026	Priority Registration begins for Spring
November 1, 2026	Final day for 50% tuition refund - Accelerated BSN Block 2 Courses
November 2, 2026	Open Registration begins for Spring
November 8, 2026	Final day for 25% tuition refund - Accelerated BSN Block 2 Courses
November 13, 2026	Last day to Withdraw and receive a grade of "W" - Full semester courses
November 15, 2026	Last day to apply for May graduation
November 25-27, 2026	NO CLASSES – Thanksgiving Holiday
December 4, 2026	Final day to Withdraw and receive a grade of "W" - Accelerated BSN Block 2 courses
December 7, 2026	Continuing Student Registration Deadline (Spring Registration)
December 14-18, 2026	Finals Week
December 18, 2026	Final day of semester/Accelerated BSN Block 2 Courses
December 18, 2026	Fall graduation

Spring Semester	Academic Dates
January 8, 2027	New student orientation
January 11, 2027	First day of classes - Full semester courses & Accelerated BSN Block 1 Courses
January 17, 2027	Last day to drop/add classes - Full semester courses/Accelerated BSN Block 1 Courses (via Student Portal)
January 17, 2027	Final day for 100% tuition refund - Full semester courses/Accelerated BSN Block 1 Courses
January 18, 2027	NO CLASSES - Martin Luther King Day
January 22, 2027	Tuition Statements available on Student Portal
January 24, 2027	Final day for 75% tuition refund - Full semester courses, Final day for 50% tuition refund - Accelerated BSN Block 1 courses
February 1, 2027	Final day for 50% tuition refund - Full semester courses, Final day for 25% refund - Accelerated BSN Block 1 courses
February 12, 2027	Tuition due
February 15, 2027	Last day to apply for August graduation
February 19, 2027	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 1 Courses
March 1-5, 2027	Midterms
March 5, 2027	Final day of Accelerated BSN Block 1 Courses
March 8, 2027	First day of classes - Accelerated BSN Block 2 Courses
March 14, 2027	Last day to drop/add Accelerated BSN Block 2 Courses
March 14, 2027	Final day for 100% tuition refund - Accelerated Block 2 Courses
March 21, 2027	Final day for 50% tuition refund - Accelerated Block 2 Courses
March 22-26, 2027	NO CLASSES - Spring Break
March 28, 2027	Final day for 25% tuition refund - Accelerated BSN Block 2 Courses
March 29, 2027	Priority Registration begins for Summer and Fall
April 2, 2027	Last day to Withdraw and receive a grade of "W" - Full semester Courses
April 5, 2027	Open Registration begins for Summer and Fall
April 15, 2027	Last day to apply for December Graduation
April 23, 2027	Last day to Withdraw and receive a grade of "W" - Accelerated BSN Block 2 Courses
May 3-7, 2027	Finals Week
May 7, 2027	Final day of semester

Spring Semester Academic Dates

May 7, 2027 Spring graduation

Summer Semester Academic Dates

May 10, 2027 First day of classes - 13 Week Session, 1st 8 Week Session, and 5 Week Session
May 10, 2027 Continuing Student Registration Deadline (Fall Registration)
May 16, 2027 Last day to drop/add classes - 13 week Session, 1st 8 week Session, or 5 Week Session (via Student Portal)
May 16, 2027 Final Day for 100% Refund - 13 week Session, 1st 8 week Session, or 5 Week Session
May 17, 2027 First day of classes - 10 Week Session
May 21, 2027 Tuition Statements available on Student Portal
May 23, 2027 Last day to drop/add a 10 Week Session course
May 23, 2027 Final Day for 100% Refund - 10 Week Session
May 23, 2027 Final Day for 75% Refund -13 Week Session
May 23, 2027 Final Day for 50% Refund - 1st 8 Week Session
May 27, 2027 Last day to Withdraw with a "W" - 5 Week Session
May 28, 2026 Tuition Due
May 30, 2027 Final Day for 50% Refund - 10 Week Session
May 30, 2027 Final Day for 50% Refund - 13 Week Session
May 30, 2027 Final Day for 25% Refund- 1st 8 Week Session
May 31, 2027 NO CLASSES - Memorial Day
June 6, 2026 Final Day for 25% Refund - 10 Week Session
June 7, 2027 First day of classes - 2nd 8 Week Session
June 11, 2027 Final day of 5 Week Session
June 13, 2027 Last day to drop/add - 2nd 8 Week Session
June 13, 2027 Final Day for 100% Refund -2nd 8 Week Session
June 18, 2027 Last day to Withdraw with a "W" - 1st 8 Week Session
June 20, 2027 Final Day for 50% Refund - 2nd 8 Week Session
June 27, 2027 Final Day for 25% Refund - 2nd 8 Week Session
July 2, 2027 Final day of 1st 8 Week Session
July 5, 2027 NO CLASSES - Independence Day Break
July 7, 2027 Last day to Withdraw with a "W" - 10 Week Session
July 15, 2027 Last day to Withdraw with a "W" - 13 Week Session
July 16, 2027 Last day to Withdraw with a "W" - 2nd 8 Week Session
July 23, 2027 Final day of 10 Week Session
July 30, 2027 Final day of 2nd 8 week session
August 6, 2027 Final day of Summer term/13 Week Session
August 6, 2027 Degree conferral date

Accreditation and Licensure

Accreditation Information

College Wide Information

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.

Program Specific Information

Sonography Programs

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 \(CAAHEP\)](#), 9355 113th St. N, #7709 Seminole, FL 33775, phone (727) 210-2350, 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.

Nursing Program

The baccalaureate nursing program at Bryan College of Health Sciences is accredited by the: Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA, 30326. The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is continuing accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website. [Accreditation Commission for Education in Nursing](#).

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.

Licensure

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. 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; that 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 Vice President of Student Affairs.

Sonography Programs

Graduates of the Adult Cardiac Sonography, Vascular Sonography and Diagnostic Medical Sonography programs meet published requirements by the Association of Registered Diagnostic Medical Sonographers (ARDMS). After successfully writing an ultrasound physics and specialty exam(s), the graduate is credentialed as a Registered Diagnostic Cardiac Sonographer (RDCS) or Registered Vascular Technologist (RVT), 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.

Academic Offerings

Degrees Offered

Bryan College of Health Sciences offers the following undergraduate degrees:

- Bachelor of Science in Nursing degree
- Bachelor of Science in Health Professions degree with majors in
 - Diagnostic Medical Sonography
 - Cardiovascular Sonography
- Bachelor of Science in Biomedical Sciences
- Bachelor of Science in Healthcare Studies
- Bachelor of Science Degree Completion in Health Professions
- Associate of Science in Health Professions

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: Pediatric Echocardiography

Notice of Rights - Federal Disclosure

Notice of Rights Under Federal Conscience and Nondiscrimination Laws

Bryan Health complies with applicable Federal health care conscience protection statutes, including the Church Amendments, 42 U.S.C. 300a-7; the Coats-Snowe Amendment, section 245 of the Public Health Service Act, 42 U.S.C. 238n; the Weldon Amendment, e.g., Consolidated Appropriations Act, 2023, Public Law 117-328, div. H, title V General Provisions, section 507(d)(1) (Dec. 29, 2022); Sections 1303(b)(1)(A), (b)(4), and (c)(2)(A), and 1411(b)(5)(A), and 1553 of the ACA, 42 U.S.C. 18023(b)(1)(A), (b)(4), and (c)(2)(A), 18081(b)(5)(A), and 18113; certain Medicare and Medicaid provisions, 42 U.S.C. 1320a-1(h), 1320c-11, 1395i-5, 1395w-22(j)(3)(B), 1395x(e), 1395x(y)(1), 1395cc(f), 1396a(a), 1396a(w)(3), 1396u-2(b)(3)(B), 1397j-1(b), and 14406; the Helms, Biden, 1978, and 1985 Amendments, 22 U.S.C. 2151b(f), accord, e.g., Consolidated Appropriations Act, 2023, Public Law 117-328, div. K, title VII, section 7018 (Dec. 29, 2022); 22 U.S.C. 7631(d); 42 U.S.C. 280g-1(d), 290bb-36(f), 1396f, 1396s(c)(2)(B)(ii); 5106i(a)); and 29 U.S.C. 669(a)(5).

You may have rights as a provider, patient, or other individual under these Federal statutes, which prohibit coercion or other discrimination on the basis of conscience, whether based on religious beliefs or moral convictions, in certain circumstances. If you believe that Bryan Health has violated any of these provisions, you may file a complaint with the U.S. Department of Health and Human Services, Office for Civil Rights, electronically through the Office for Civil Rights Complaint Portal, available at hhs.gov/ocr/complaints/index.html or by mail or phone at: U.S. Department of Health and Human Services, 200 Independence Avenue SW, Room 509F, HHH Building, Washington, DC 20201, 1-800-368-1019, 800-537-7697 (TDD) or by email at ocrmail@hhs.gov. Complaint forms and more information about Federal conscience protection laws are available at hhs.gov/conscience.

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

Current Immunization Requirements for each Academic Program are included in the [Student Health Policy and Health Services](#).

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.
 - All college required documentation
 - Official transcripts
 - Systems set up
 - 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.

Admission Requirements

All program applications are submitted and reviewed on a rolling basis throughout the academic year. Applications will open August 15 and close August 1 of the following year.

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. Official transcripts from all institutions attended are required for a complete application.

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)

Bachelor of Science in Nursing (Traditional)

- Graduation from an accredited high school or the equivalent (GED).
- Minimum cumulative 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.
- For transfer students, minimum college GPA of 2.5 on a 4.0 scale and combined math and science GPA requirement of 2.5 on a 4.0 scale.
- 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.

Bachelor of Science in Nursing (Accelerated)

- This program is a rigorous 12-month program for students who are looking to enter the nursing field quickly.
- Cumulative college GPA of 3.0 on a 4.0 scale.
- Cumulative college math and science GPA of 3.0 on a 4.0 scale.
- All prerequisite courses must be completed with a grade of C+ or higher prior to starting the program.
- Completed bachelor's degree or a minimum of 6 semesters of full-time college coursework.
- 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.

Bachelor of Science in Health Professions (Cardiovascular Sonography and Diagnostic Medical Sonography)

- Graduation from an accredited high school or the equivalent (GED).
- 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.
- For transfer students, minimum college GPA of 2.5 on a 4.0 scale and combined math and science GPA requirement of 2.5 on a 4.0 scale.
- Essay reflecting on sonography awareness.
- 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.

Applications demonstrating high levels of academic performance may earn priority admission to the program before the general admission deadline pending a satisfactory interview and essay score.

Bachelor of Science in Biomedical Sciences

- 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.
- Minimum high school GPA of 3.25 on a 4.0 scale.
- Combined high school math and science GPA requirement of 3.25 on a 4.0 scale.
- For transfer students, minimum college GPA of 3.0 on a 4.0 scale and combined math and science GPA requirement of 3.0 on a 4.0 scale.
- High School applicants interested in enrolling in the Pharmacy Early Assurance Program track must also submit their application to UNMC for acceptance into the Pharmacy Early Assurance Program on or before December 1st.
- 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.

Bachelor of Science in Healthcare Studies

- Graduation from an accredited high school or the equivalent (GED).
- Minimum high school GPA of 2.75 on a 4.0 scale.
- For transfer students, minimum college GPA of 2.5 on a 4.0 scale.

Acceptance into the Bachelor of Science in Healthcare Studies 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 another Baccalaureate Program from the Bachelor of Science in Healthcare Studies degree, the student will progress through the curriculum in the same sequence and timeframe as other students starting the Baccalaureate Program at the same time.

Degree Completion (Health Professions)

- Graduation from an accredited college or university with a minimum of an associate degree in a healthcare field.

Associate of Science in Health Professions

- Graduation from an accredited high school or the equivalent (GED).
- Minimum high school GPA of 2.75 on a 4.0 scale.
- For transfer students, minimum college GPA of 2.5 on a 4.0 scale.

Acceptance into the Associate of Science Program does not guarantee placement into a Baccalaureate Program in Nursing, Sonography, Biomedical Sciences or Healthcare Studies 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, the student will progress through the curriculum in the same sequence and timeframe as other students starting the Baccalaureate Program at the same time.

Healthcare Management Certificate

- College transcripts with a minimum of 25 completed semester credits and a minimum college GPA of 2.5 on a 4.0 scale.

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 at the time of initial enrollment. The College does not have approval to enroll students from all locations due to location-based approval requirements. Applicants residing in a location where the College does not meet licensure or certification standards are not eligible for enrollment. However, applicants residing in locations where the College does not meet licensure or certification requirements have the option to complete an attestation if they intend to seek employment in a location outside of their place of residence upon completion of the program.

Attestation allows an applicant to indicate where they plan to seek employment after completing the program. If the College meets the educational requirements in the applicant's state of attestation, the applicant may be eligible for enrollment.

International/Permanent Resident Students

In addition to admission criteria, students who are not United States citizens must submit documents verifying 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)

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. 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.

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 30 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 an institutionally accredited institution. Credit transferred for nursing or sonography courses must be from a program that is accredited by a recognized specialty accrediting body.

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 through 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:

- 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.
- 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.
- 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.
- 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.
- 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.
- A maximum of 32 of the 64 credit hours accepted for transfer may be from a combination of hours earned through:
 - 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.
 - [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.
 - [International Baccalaureate \(IB\)](#): Credit for certain courses may be awarded provided that students have achieved a minimum qualifying score on the corresponding IB exam.
 - If a student has taken an exam not listed that they wish to use to fulfill a general education requirement or elective, the student should submit a petition to the Humanities and Sciences Subcommittee.
 - 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.

Advanced Placement (AP) Exam Required Scores

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
	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

College-Level Examination Program (CLEP) Exam Required Scores

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	PSYC121	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

International Baccalaureate (IB) Exam Required Scores

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 were 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.

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.

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.
6. Completed Admission Application
7. Official Transcript(s)
8. Applicant letter of explanation that details their rationale for the transfer.
9. Contact information from two faculty teaching at the applicant's current institution that have taught the applicant.
10. 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, professionalism, or integrity issues and that they 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. Unsuccessful completion (C or below) of two required courses in the major (sonography courses) and/or one clinical course in the major will result in denial of an interview and 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.

New Student Orientation Policy

Purpose

New Student Orientation (NSO) is a great way to kickstart your journey at Bryan College of Health Sciences. As an incoming Blue Heeler, the required NSO program provides foundational knowledge to prepare you for college, including learning about campus resources and academic support services, informing you of important College policies and procedures, and beginning to develop relationships with faculty, advisors, peer educators, college staff, and other students. BCHS students actively

engaged with NSO are better prepared for the college transition and more likely to find a sense of belonging with their peers. NSO dates are provided at New Student Registration and reminders are sent to each new student before the start of the semester.

Policy

New Student Orientation, which includes both in-person and electronic components, is a required program for all new first-year and transfer students. The specific duration and content of NSO is tailored to fit the needs of our incoming cohort and may vary by semester and location. Authorization for alternative ways to complete the required components of Orientation is at the discretion of the Director of Academic Support Services; requests for this authorization can be made by sending an email from your Bryan College email account. Please note exceptions are rare and are meant for unavoidable circumstances; students are expected to plan ahead in requesting time off from work and arranging travel/moving dates to be able to attend.

A student who does not complete all elements of New Student Orientation before the start of their first semester at the College will have a registration hold placed on their account until they have completed the alternative activities authorized by the Director of Academic Support Services. Such activities may include but may not be limited to individual or group meetings with members of the Student Affairs team, individual or group meetings with a peer educator, an individual meeting with the student's academic advisor, and/or completion of online activities. The Director of Academic Support Services, upon adding a registration hold to the student's account, will send a message to the student's Bryan College email informing them of the hold and of required steps for the hold to be removed.

Readmission Policy

The Readmission Policy outlines guidelines for former students who wish to return to their academic program after withdrawal or dismissal. This policy describes the process for determining eligibility, application procedures, and conditions for readmission. It reflects the college's commitment to academic integrity, professionalism, and student success while upholding program standards and availability. Through this policy, the college aims to provide former students with the opportunity to continue their academic journey while ensuring they are adequately prepared for success upon readmission.

Readmission Policy

- **Eligibility for Readmission**
 - Former students are eligible for admission one time for a program.
 - Former students dismissed due to safety, professionalism, or academic integrity violations are not eligible for readmission.
 - Readmission decisions are subject to the availability of space in the program.
- **Application Process**
 - Former students must contact the Admissions Department to initiate the readmission process.
 - Eligibility to reapply will be verified by the Admissions Department in coordination with the appropriate departments (Vice President of Student Affairs, Student Accounts, the Registrar, Dean/Director of Program).
 - Former student materials will be reviewed by the program-specific Admissions, Progression, and Graduation (APG) Committee.
- **Conditions for Readmission**
 - Placement and plan of study for former students who are readmitted will be determined by the appropriate Curriculum Committee.
 - Former students may apply for readmission to a program only once.

Readmission Procedure

1. **Notification of Intent to Reapply**
 - Former students must notify the Admissions Department of their intent to reapply.
 - If dismissed within one year, former students may indicate their intent to reapply via email.
 - If more than one year has passed since dismissal, a new application must be submitted.
2. **Application Submission**
 - The Admissions Department will provide a link to the online readmission application.
 - Permissions granted through the application process include the review of transcripts, academic records, and supporting documentation, which may encompass the former student's dismissal letter, official transcripts, readmission requests, recommendation letters, records of academic integrity violations, and course warnings.
3. **Readmission Policies**

- Applications must be completed by **January 15th** for a **Summer start**, **October 1** for a **Spring start**, or **April 1** for a **Fall start**.
 - Former students dismissed more than one year ago may reapply to start the program over.
 - Readmitted students must retake science courses completed more than seven years ago.
 - If a readmitted student fails a core course within their major, they will be dismissed from the program and deemed ineligible to reapply to that major.
 - If a readmitted student has not taken a core course in their major, the [Repeating a Course](#) policy will apply. Failure to meet the requirements of this policy will result in dismissal from the college and ineligibility to reapply to that major.
4. **Review Process**
- The Admissions Department will submit application materials, including the former student's dismissal letter, official transcripts, readmission request, and faculty recommendation letters, to the APG Committee for review.
 - Academic Support Services will provide academic records, such as any academic integrity violations and course warnings, to the appropriate APG Committee for evaluation.
 - Both departments will submit supporting documents to the APG Chair by **January 15th** for a **Summer start**, **October 15** for a **Spring start**, and **April 15** for a **Fall start**.
5. **Decision Criteria**
- Former students must submit a personal letter addressing each of the following questions:
 - The circumstances that led to dismissal or withdrawal.
 - Evidence of academic progress made since dismissal or withdrawal.
 - Steps taken to enhance academic or clinical performance during the absence.
 - Goals for success and a detailed plan for achieving.
 - Two letters of recommendation from faculty are required, including one from a faculty member who taught a required course within the curriculum. Recommendation letters from Leadership will not be accepted.
6. **Communication of Decision**
- The APG Committee will decide based on the submitted materials and notify the Admissions Department.
 - The Admissions Department will communicate the decision to the readmitted student.
 - If accepted, the Vice President of Enrollment Management and Marketing will notify the following individuals: the Dean/Director of the program, Assistant Dean/Program Clinical Coordinator, Registrar, Chair of the Curriculum Committee, Director of Financial Aid, and Director of Academic Support Services/ADA Coordinator.
 - The readmitted student is not required to pay an enrollment deposit and is reinstated as a future re-entry student by the Registrar's Office.
7. **Post-Readmission Steps**
- The appropriate Curriculum Committee will finalize the readmitted student's placement, plan of study, and recommended resources.
 - The Dean or Director of the Program will inform the readmitted student of their start date, assigned advisor, and placement.
 - The readmitted student must adhere to an academic recovery plan developed with the Director of Academic Support Services/ADA Coordinator.
 - Failure to comply with the recovery plan will result in an academic hold, preventing registration.

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.

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

Bryan College of Health Sciences offers a variety of financial aid opportunities. Eligibility for each type of aid varies by student status, enrollment level, grade level, program, financial need, and other factors. These may include:

- Federal Pell Grants*
- Federal Unsubsidized Direct Loans*
- Federal Direct PLUS Loans*
- State Grants*
- Federal Work-Study*
- [Bryan Foundation Scholarships](#) - annual application in March
- Alternative loans - a list of private lenders is available from [Financial Aid](#)

*Students applying for governmental financial aid must complete the [Free Application for Federal Student Aid \(FAFSA\)](#).

Before completing the FAFSA, students should apply for a Federal Student Aid (FSA) ID, which provides access to Federal Student Aid's online systems and serves as the student's legal electronic signature. Dependent students should also encourage a parent to apply for an FSA ID. Bryan College of Health Sciences' federal school code is 006399.

In addition to the FAFSA, students must complete the FAFSA Awarding & Verification Portal, which allows students to determine their federal aid eligibility. Instructions for accessing and completing the portal, along with information about priority funding deadlines, are available from [Financial Aid](#).

Students are strongly encouraged to apply for financial aid before the start of the term. In cases of documented special circumstances, financial aid applications may be accepted up to 90 days after the term begins; however, late submission may delay or limit funding availability.

To be eligible for Federal Direct Student Loans, students must:

- Be in good academic standing,
- Be enrolled in at least half-time during the term (Undergraduates: 6 or more credits, Graduates: 3 or more credits),
- Meet all other eligibility requirements as defined by federal financial aid regulations.

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.

Tuition Refund Policy

The refund of tuition and fees upon withdrawal from a course or courses that run a full 17-week semester in the fall or spring semester will be follows:

- End of Week 1: 100% refund
- End of Week 2: 75% refund
- End of Week 3: 50% refund
- Start of Week 4 and after: No refund

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

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

Return of Title IV Funds Policy

General Requirements

Federal Title IV financial aid funds are awarded with the expectation that a student will complete the enrollment period. When a student withdraws, Bryan College of Health Sciences must determine earned aid and return unearned funds in accordance with 34 CFR 668.22 and U.S. Department of Education guidance.

A Return of Title IV Funds calculation must be performed when a student who received, or was eligible to receive, Title IV aid ceases attendance in all Title IV eligible coursework before completing the enrollment period.

A return calculation generally is not required when the student never began attendance, continues in a Title IV eligible course, has an approved LOA, did not receive Title IV aid, or received only Federal Work-Study.

Official Withdrawals

Students may initiate a request to withdraw from Bryan College of Health Sciences for various reasons. Students should follow the "Withdrawal from the College" policy in the Catalog. Withdrawal may result in a Return of Title IV Funds calculation and adjustment of aid eligibility.

The official date of withdrawal is determined by the date the Request to Withdraw Form is initiated by the student or school official. The student will receive a tuition refund according to the College's tuition refund policy, if applicable. Federal financial aid will be returned according to the Return of Title IV Funds policy.

Anytime a student begins attendance in at least one course but does not begin attendance in all the courses they were scheduled to attend, regardless of whether the student is a withdrawal, the College will check to see if it is necessary to recalculate the student's eligibility for Pell Grant and Campus-Based funds based on a revised enrollment status and cost of education.

Administrative Withdrawal

Students should refer to the "Administrative Withdrawal policy from the College and Administrative Withdraw from a Course" policy in the Catalog. The College will determine the withdrawal date for federal aid purposes using federally required standards.

The official date of withdrawal will be determined by the date the student last attended an academically related activity (i.e. attended a class, took an exam or turned in an on-line assignment) for an enrolled student or the first date of the term 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 College's tuition refund policy. Federal financial aid will be returned according to the Return of Title IV Funds policy. The student will be placed on a transcript hold if there are unmet obligations to the College. Students who are listed on a class roster but have not attended class or clinical by the end of the first week of a term may be administratively withdrawn from the course.

Unofficial Withdrawals

Students who cease attendance without completing official withdrawal procedures may be considered unofficial withdrawals and may be subject to a Return of Title IV Funds calculation.

When a student stops attending all courses during a semester, the student may be considered to have unofficially withdrawn from the College. Because the student does not complete withdrawal procedures, the College relies on faculty members to notify the Registrar when a student has ceased attendance and to provide the last date of an academically related activity. If faculty members are not aware of the student's lack of attendance or participation, the College may identify the situation through its evaluation of satisfactory academic progress and academic records.

During this review, the Registrar may initiate an investigation when a student fails to successfully complete all attempted coursework or receives failing or non-passing grades in all attempted courses. The investigation may include contacting faculty members to determine the last date the student participated in an academically related activity.

Students who cease attendance without following official withdrawal procedures may also be subject to the “Administrative Withdrawal from the College” or “Administrative Withdrawal from a Course” policing in the Catalog.

The Director of Financial Aid will be notified of the student's unofficial withdrawal status and the last date of academically related activity. If the student is determined to be withdrawn for Title IV purposes, a Return of Title IV Funds calculation will be performed, and any required return of federal funds will be completed in accordance with the Return of Title IV Funds policy.

Leave of Absence

Students should follow the “Leave of Absence” policy in the Catalog. For Title IV purposes, only federally approved leaves of absence are excluded from Return of Title IV Funds requirements. If a leave of absence fails to meet federal requirements, the student will be considered withdrawn for Title IV purposes and a Return of Title IV Funds calculation will be performed, if required.

Earned and Unearned Aid

Students earn aid proportionally through the first 60 percent of the payment period. Students completing more than 60 percent are considered to have earned 100 percent of scheduled Title IV aid.

Scheduled breaks of five or more consecutive days are excluded from the Return of Title IV Funds calculation as required by federal guidance.

Students who earned more aid than were disbursed prior to withdrawal may qualify for a post-withdrawal disbursement.

Return of Unearned Funds

If a student withdraws, the College will determine the amount of Title IV aid earned and unearned in accordance with federal regulations. The College will return the lesser of the amount of unearned Title IV aid; or Institutional charges multiplied by the percentage of unearned Title IV aid.

The College will apply the “Tuition Refund Policy” from the Catalog and determine any institutional tuition refund due within 30 days of: (1) receiving official notice of the student's withdrawal; or (2) determining that the student withdrew based on the last date of attendance or academically related activity.

Any unearned Title IV funds will be returned in the order required by applicable federal regulations and Title IV program requirements.

Non-Title IV Funds

Institutional aid, private aid, and private loans will be administered under applicable College policies. Federal Work-Study earnings are excluded from R2T4 calculations.

Student Repayment Responsibility

Students may owe balances to the College when federal aid must be returned following withdrawal.

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 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.

- For Nursing, Sonography, and Health Professions Completion students, 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 Biomedical Sciences and Healthcare Studies students, no grade less than a "C" in both general education and major courses will be considered successful. A grade of no pass (NP) in any degree 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 Tuition: \$691 per credit hour

General Fees

- Fall & Spring Semesters Only: Undergraduate Degree Programs (Traditional Nursing; Sonography; Biomedical Sciences; Healthcare Studies and Other Undergraduate Degree Programs) and Non-Degree for-credit courses
 - 1-6 credit hours for the semester: \$300.00
 - More than 6 hours for the semester: \$750.00
- Fall, Spring, and Summer Semesters: Accelerated BSN Program
 - 1-6 credit hours for the semester: \$300.00
 - More than 6 hours for the semester: \$750.00

A complete list of tuition and fees can be viewed on the [college website](#).

Tuition Collection and Payment Policy

Spring and Fall Semesters

1. Tuition and fees are billed on the student portal by the end of the second week of a new semester and are due by Friday the 5th week of classes.
2. For accounts unpaid at the beginning of the 6th week of classes, student accounts:
 - Places a financial hold on the student's account
 - 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 until the account balance is paid in full.
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 by the end of the second week of the summer semester and are due by Friday the 3rd week of classes.
2. For accounts unpaid at the beginning of the 4th week of classes, student accounts:
 - Places a financial hold on the student's account
 - 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 until the account balance is paid in full.
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:
 - Clinical make-up in excess of times allowed per course
 - Unplanned or unexcused absences from scheduled exams or competency exercises
 - Unreturned library or skills lab resources
 - Skills supplies
 - 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:
 - Places a financial hold on the student's account
 - 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 until the account balance is paid in full.
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.

Monthly payment plans are available through Student Accounts. Payment plan lengths are determined by the current status of the student. Payment is due by the 15th of each month. Missed payments will automatically result in the account being sent to collections.

Questions regarding tuition collection and payment for Student Accounts may be directed to the Student Accounts Office at (402)481-8752.

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](#), 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](#).

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 Student Catalog 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 Policies

The *Undergraduate Student 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.

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.

Transcripts and Records Request Policy

Transcript Requests

Students have the ability to print an unofficial transcript directly from their Student Portal. Official transcripts will be released by the Registrar's office to specific individuals, institutions, or organizations as specified on a received transcript release.

Current students may request a transcript release for no fee through the Student Portal. Former students must request their transcript through the National Clearinghouse and pay the associated fee for a transcript release.

Records Requests

Release of other records may be requested using the appropriate form available from the Registrar's office. 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.

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

Employees 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 send it to registrar@bryancollege.edu for processing. Employees will receive a copy of the completed form from the Registrar's office and the original request form will be kept in the student's file.

Registration and Enrollment

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.

- **Freshman:** 0-24 credit hours completed
- **Sophomore:** 25-51 credit hours completed
- **Junior:** 52-89 credit hours completed
- **Senior:** 90 or more credit hours completed

Undergraduate Student Status

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

Registration

For continuing students, registration occurs in March/April for the summer and fall semesters, and in October/November for the spring semester. New student registration occurs after priority registration for continuing students closes, as indicated on the Academic Calendar. Students will be notified regarding course offerings prior to registration. The course schedules will be available on the College website. The College reserves the right to cancel any course offering for which enrollments are insufficient and to condense section offerings based on enrollments prior to the start of the semester.

Registration dates are indicated on the Academic Calendar, including a continuing student registration deadline. Students who are active or on a leave of absence must register by that deadline in order to guarantee registration in their next semester courses. If a student has not registered by the registration deadline they will be contacted by the Registrar's office electronically.

- If a student is on a hold that requires removal by a college employee (e.g. financial, immunization) the Registrar's Office will contact the student to confirm that the student is working to remove their hold and intends to return. If the student has not confirmed their intent to return within two weeks of this notification, the student may not be guaranteed a seat in courses for the upcoming semester, which may result in a delayed graduation.
- If a student has no holds, or only has holds that can be removed immediately upon completion of a form by the student, the Registrar will notify the student that if they do not complete registration within two weeks, the student may not be guaranteed a seat in courses for the upcoming semester, which may result in a delayed graduation.
- If a student's graduation date will be delayed as a result of not communicating their intent to return or completing registration the Registrar's office will notify the student and their Academic Advisor when this is determined.

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.

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.

Holds

A hold is placed on a student's account when they have not completed a necessary requirement to continue in their program. Examples of reasons for a hold include: failure to complete a required form, failure to attend or schedule a required Student Code of Conduct meeting, failure to complete Student Health requirements.

When a hold is placed on a student account, the student will not be able to register for future terms or add courses to the current term. Individual information about type of holds is available in the Student Information System (SIS) or from the Registrar's office.

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.

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.

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.

Petition of Exceptions to Program Curriculum Requirements

A Petition of Exceptions to Program Curriculum Requirements is a formal request submitted by a student to modify the established program requirements, including clinical, internships, classroom, or other curricular components. The student should initiate the process by contacting their advisor. The petition initiates a curriculum subcommittee review to determine if the proposed request meets program outcomes/requirements.

1. All petitions must be submitted through a formal request by the student using the Petition of Exceptions to Program Curriculum Requirements form. The student will work with their faculty advisor or the Assistant Registrar to complete the form. The faculty advisor or Assistant Registrar will forward the petition to the respective curriculum committee for review.
2. The committee will review the petition and make a decision.
3. The Committee Chair will prepare and sign a letter within five business days of the meeting to inform the student of the committee's decision and rationale. The Committee Chair will send the letter to the Registrar's office, and the Registrar will provide a copy of the letter to the Dean, Advisor, and Student.

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:
 - The student may take a leave of absence from their course(s).
 - Student needs to inform professor of absence dates ahead of the absence.
 - 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.
 - Bryan College of Health Sciences will not hold the student accountable for tuition-related expenses for the term, session, or semester.
 - 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).
 - 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.
 - 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.
 - 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.

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:

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

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.

- Students who have completed at least 75 undergraduate credits may apply to a BTM program.
- Students must apply and be accepted to the graduate program at the Master's program institution.
- 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.
- 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.

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.

Withdrawal from College Procedure

Students who voluntarily withdraw from Bryan College of Health Sciences must carry out the following procedure in order to clear their student record:

1. Present to the Registrar a written statement of intent to withdraw from the College of Health Sciences using the Withdrawal Form.
2. Return all resource materials to the library and any skills lab equipment to the library or skills lab.
3. Check to make certain that all financial obligations have been met.
4. Arrange to schedule repayment of student loans through the Financial Aid Office.
5. Students interested in readmission, see readmission policy.

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.

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. A leave of absence is considered a withdrawal from the college from the perspective of financial aid providers, as well as transcript processing services. 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. If a student initiates a leave of absence during a semester, they will be withdrawn from all courses in which they are currently enrolled. When returning from a leave of absence, the student will start at the beginning of those courses, 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.

Leave of Absence Procedure

1. Present to the Registrar a written request ("Leave of Absence Form"), which includes the date the leave starts and the date the student will return to school. The written request must document the reason for the leave of absence and explanation of reasonable intent of return to complete the course of study.
2. Return all resource materials to the library and skills lab equipment to the Library/Skills Lab.
3. Prior to the date of return, the student will receive a written communication regarding course placement and any required transition activities. Questions regarding course placement are to be directed to the Registrar

Dismissal Policy

Dismissal for Cause

Failure to meet the requirements as listed in the Bryan College of Health Sciences Student Catalog and/or 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.

Academic Dismissal

In addition to dismissal for cause, a student may be dismissed due to unsuccessful academic performance. This includes any of the following:

- Exceeding the number of courses allowable for the major or in general education courses per the Repeating a Course Policy
- Meeting the GPA requirements for Academic Dismissal per the Academic Standing Policy

Appeal of Dismissal

Students who wish to appeal a dismissal should do so through the Student Grievance Process

Dismissal Procedure

Students dismissed from the Bryan College of Health Sciences must carry out the following procedures:

1. Turn in the student name tag and any keys checked out to the student. A fine of \$100.00 will be charged for any lost medication access key that is not turned in.
2. Return all resource materials to the Library and skills lab equipment to the Bryan College of Health Sciences Office. If assigned a locker, remove the lock and all contents.
3. Check to make certain that all financial obligations have been met.
4. Arrange to schedule repayment of student loans through the Financial Aid Office.

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.

Out-of-state students should be aware that changing programs may have additional impacts based on where the student resides. Out-of-state locations have varying requirements for professional licensures and certification. If the requested program will not meet licensure/certification requirements in the student's current location, the institution cannot enroll the student in the program unless the student intends to complete an attestation. Students residing in locations where the College does not meet licensure or certification requirements have the option to complete an attestation. Attestation allows a student to indicate where they plan to seek employment after completing the program. If the College meets the educational requirements in the students' state of attestation, the student may be eligible for enrollment.

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

- A student who serves on College Council committees will be excused to attend meetings.
- 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.
- 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.

Testing and Grading Policies

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.

Test/Exam Guidelines

Test/Exam Guidelines pertain to all paper pencil or computerized testing and quizzes given at the college.

Campus Proctored Testing/Classroom Proctoring:

- Students are reminded to be aware of the academic integrity policy prior to the start of a test/quiz.
- No food, drink, or other personal items may be on the desktop or immediate floor area during test/exams.
- All cell phones are to be off, not on vibrate and are to be kept with personal belongings at the designated area of the room away from the testing area.
- No personal electronic devices may be used. Calculators will be provided.
- Pencils will be supplied for testing; no personal pens or pencils will be allowed.
- Students may not leave the room during the examination without first handing their test/quiz in to be graded as complete.
- All hats must be removed before beginning the examination and left in the personal belongings area.
- Faculty may choose to provide arranged seating assignments.
- Faculty may decline to answer any questions asked during an examination.
- An alternate test/quiz may be given to students making up a missed test/quiz.
- If at any time the proctor feels that the integrity of the test has been compromised, the proctor may end the test and call the course faculty or the Distance Education Director for further directions.

Testing Using Computers:

When using computerized tests, students are to sign out and walk away from the computer. No other websites are to be opened during the test time. When the test is complete and everyone returns to the room, computers are to be turned off, closed and stored, if from the computer cart. If the computer is personal property, students are to immediately log out of and close CANVAS.

If at any time the faculty-proctor feels the integrity of the test has been compromised, the faculty may end the test.

Semi-Private Room Testing:

Students requiring extra testing time or semi-private room testing are to notify the Academic Support Services Director/ADA Coordinator, at the start of each semester to make arrangements for semi-private room testing. Students with a documented learning disability who require extra time for exams, or a quieter setting than the classroom allows, are granted semi-private room testing. Referral for semi-private room testing may also be obtained from Continuum EAP or another professional counselor. Students who must have the exam read to them are granted private room testing. All other students requesting semi-private room testing must meet with the Academic Support Services Director/ADA Coordinator to discuss their request,

after which a decision will be made regarding the requested accommodation/s. Decisions to allow semi-private room testing are made on a case-by-case basis. If accommodations such as wearing ear plugs or sitting facing a wall are sufficient, students will be encouraged to use these techniques while taking the exam in a classroom. If test anxiety is the reason the student requests semi-private room testing, a referral will be made to Counseling Services for assistance which might include biofeedback to help the student focus when taking exams.

Testing Center:

- All the classroom testing guidelines will be adhered to.
- Use of the testing center will be arranged by the Academic Support Services Director/ADA Coordinator.
- Prior to admittance students must check in by showing a valid picture ID.
- Testing center proctors will turn away anyone without a picture ID.

Off Campus Proctored Testing:

- On campus students taking online courses are expected to use the testing center. The testing center is available for fully online students wishing to use this option. Student must fill out form, Student Application for Distance Proctor.
- Proctor request forms must be received at the College at least 2 weeks in advance of the first proctored event.
- A single proctor is to be arranged for the entire semester whenever possible.
- Proctors must not be related to the student or be the student's direct supervisor.
- Proctors must fit one of the following descriptions:
 - Clergy
 - Elementary, Middle or High School teachers
 - College faculty
 - Military Education Officer or Officer of rank higher than student
 - Supervisor from a different department or more than one level above student
 - Faculty may request exceptions to the above from their Dean/Coordinator/Chair
- Any payment due proctors will be the student's responsibility. Payment must not be construed by the student or the proctor to be anything other than a contract to pay for the proctor's time. No exceptions to proctoring policies are to be expected based on payment. The proctor is at all times serving the College's interest.
- The proctor's responsibilities are to complete or enforce the following:
 - Check the ID of the student using a driver's license or other photo ID
 - No food, drink, or other personal items may be on the desktop or immediate floor area during test/exams.
 - All cell phones are to be off, not on vibrate and are to be kept with personal belongings at the designated area of the room away from the testing area.
 - No personal electronic devices may be used. Calculators will be provided.
 - Pencils will be supplied for testing; no personal pens or pencils will be allowed.
 - Students may not leave the room during the examination without first handing their test/quiz in to be graded as complete.
 - All hats must be removed before beginning the examination and left in the personal belongings area.
 - Faculty may choose to provide arranged seating assignments.
 - Faculty may decline to answer any questions asked during an examination.
 - If at any time the proctor feels that the integrity of the test has been compromised, the proctor may end the test and call the course faculty or the Distance Education Director for further directions.

Computer Based Tests:

If the test is online, the proctor will receive by email or US Mail the password to use to access the test on CANVAS, the learning management system the College uses for online content. The student is responsible for locating the test and opening the page that requires the password. The proctor will enter the password without sharing it with the student.

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.

Student Diagnostic and Standardized Testing

Diagnostic and Achievement Tests

Diagnostic and Achievement tests are administered according to a predetermined schedule to provide faculty and students with evaluation feedback for diagnostic purposes.

Students failing to take the ATI test as scheduled will be assessed a make-up fee. If there is a conflict with the scheduled time, students must seek faculty approval prior to the scheduled ATI exam.

General Education Assessments

Bryan College of Health Sciences students are required to complete testing as part of the College's overall assessment of student learning. Students will receive notice of the testing requirement upon entry into their program of study and/or as part of a course requirement. Students will also receive communication indicating the test date/time and room number. Students do have the option of making alternate arrangements if the designated test date/time does not work for their schedules. Petitions to complete the test on a different date must be received and approved by course faculty and/or the Dean of Healthcare Studies prior to the designated testing date. All testing must be completed within the overall testing period for a given test.

The following general education assessments are utilized:

- American Chemical Society (ACS) exam. Administered during General Chemistry II (CHEM120).
- Human Anatomy and Physiology Comprehensive Exam (HAPS). Administered during Anatomy & Physiology II (BIOS204)
- Health Sciences Reasoning Test (HSRT). Administered during students' programs of study. Students will receive communication informing them of the exam information.
- Math Assessment. Administered during the highest-level required math course or during a student's programs of study.

Students who do not make alternate arrangements in advance and who miss their designated testing date will be fined \$100.00 and will be required to take a make-up examination. Decisions regarding the fine, make-up testing date, grading, and progression will be made by the course faculty member and/or the Dean of General Education.

Baccalaureate Nursing Program Examinations Utilized:

ATI prepares students to pass NCLEX, which all nursing students must take upon graduation to be licensed as a registered nurse. Because of this, ATI proctored assessments are required, as designated, at various points throughout the curriculum. Specific information related to ATI will be given and available to students at the beginning of the nursing program.

Students will receive points toward their final course grade for ATI practice and proctored assessments. Distribution of points can be found within the syllabi for courses administering the proctored assessments.

Students who do not receive at least a Level II on any ATI proctored assessments will be required to complete ATI progression activities, which includes remediation and a second proctored assessment, before the start of the next semester. Progression activity dates will be published in syllabi for courses that administer ATI proctored assessments. Failure to take assessments and / or complete the progression activities may impact students' progression in the nursing program.

Students unable to take scheduled ATI proctored assessments will be issued a rescheduling fee for an alternate testing time. Students who no show / no call for scheduled ATI proctored assessments will be charged a fee and rescheduled for an alternate testing time. This includes proctored assessments administered during the semester and ATI progression activities.

If a student is repeating a course, they will retake the ATI practice and proctored assessments, regardless of previous score. If a student has already taken a proctored assessment achieving at least a level II and is not repeating a course, student may petition the Nursing Assessment Sub-Committee to opt out of taking the proctored assessment.

Mandatory and Voluntary Assessment of Student Learning

All incoming students will be informed about the Philosophy of Assessment of Student Learning upon enrollment.

Information will include mandatory standardized testing and voluntary assessment participation. Receipt of this policy notification will be obtained through student signatures which will be kept as a permanent record by the Registrar's office. Students will also be given the opportunity to consent to voluntary participation in additional College assessment activities.

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. 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. Only courses for which pass is designated as a 70% 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.

Finals Week

Final exams are scheduled to take place during the last week of the semester and are scheduled for specific days and times. Students are expected to take final exams at their scheduled time and should plan accordingly. Courses with students who will be graduating that semester will have their final exams scheduled no later than Thursday of finals week. Final exams might be scheduled on a day or time other than when the course would regularly meet during the last week of the semester. Final exam schedules for those that will be given outside of regularly scheduled class time will be posted in the Current Course Schedule on the college website and included in the course syllabus.

For courses in which there are both final papers/projects and a final exam, 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.

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	--

Additional Grades	Code	Quality Points
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.

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.

Course Warning Policy

Faculty may place a student on course warning at any time. The purpose of initiating a course warning is to inform the student of their status and to clarify the consequences of the warning. Course warning status may apply to any courses in the major or general education courses.

A student demonstrating unacceptable behavior/performance (unprofessional, unsatisfactory, or patterns of unsuccessful behavior/performance) may be placed on course warning status by the course faculty. The warning status may be removed if behavior/performance improves sufficiently to indicate satisfactory conduct and consistency in meeting the course outcomes/faculty expectations. Failure to demonstrate satisfactory improvement will result in failure of the course and may result in dismissal from the College.

Midterm Grade Warning

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

Warnings are sent to students after the midterm point of the semester if their current course grade is:

- Below a 75% for Sonography and Nursing courses
- Below a 70% for General Education, Biomedical Sciences, and Healthcare Studies courses

The student will be informed of their status by the Registrar.

Academic Standing Policy

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 2.00
- **Academic Probation:** Initiated when a student's cumulative GPA remains below 2.00 at the end of the academic warning semester.

- **Academic Dismissal:** Occurs when a student's cumulative GPA remains below 2.00 at the end of the academic probation semester.

Repeating a Course

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 students must repeat any required course in which a grade below a "C" is received, both for general education and major courses.

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

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.

Dismissal due to Course Repeats

Students will be academically dismissed if they exceed the number of allowable course repeats in either general education or major courses.

Incomplete Grade Policy

A grade of Incomplete (INC) may be recorded only when:

- The student's current grade in the course would be considered a passing grade.
- The student has already substantially completed the course requirements. The general guideline for "substantially completed" is the student having successfully completed at least 70% of the required coursework for that course, based on faculty discretion.
- The student is experiencing extenuating circumstances beyond their control (e.g., illness, military service, death in the immediate family, disability-related issues, personal or family hardship).

After the student's coursework is submitted to the faculty, the student will be assessed a final letter grade. Course faculty will submit the appropriate final grade within two weeks of the designated due date.

If, between the time a grade of Incomplete is assigned and completion of course requirements, a student is academically dismissed, the student will still have the option of completing the coursework for their Incomplete. Program Deans will inform the student of their dismissal as well as the fact that they are able to complete their course requirements for the course with an Incomplete.

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

Final Course Grade Dispute

Final Course Grade Dispute Policy

The purpose of the grade dispute policy is to ensure due process for a student wishing to dispute the final course grade that has been assigned to them as appearing on their official transcript. This policy is to be used only for final grades. Students should meet with instructors within one week (or the time frame indicated on the syllabus) for grades on individual

assignments. 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 a final grade dispute is in progress. Should the resolution result in an upheld non-passing grade, the student will be administratively dropped from any course(s) for which the disputed grade was a prerequisite and receive a full refund for tuition for the course(s) from which they are dropped. The dropped courses will also not be transcribed. Academic Deans will advise students on any additional progression issues related to a upheld non-passing grade.

Final Course Grade Dispute Procedure

General Guidelines for Final Grade Dispute Resolution:

- At no point in this process will a decision be made by an administrator
- All Records from the grade dispute process will reside in the student's educational record
- At all times parties will comply with FERPA and the college's Non-Discrimination policy throughout a Final Course Grade Dispute Procedure.
- At no time will any party face retaliation as a result of their participation in a Final Course Grade Dispute Procedure
- All Course Grade Dispute Procedure proceedings will be kept confidential by those involved in that step of the process

Steps

1. The student will send a written request to the faculty member who assigned the disputed grade. The request should include the rationale for the grade dispute as well as any evidence the student would like to provide. If the faculty member is unable to respond to the student within 5 business days of receiving the initial contact the student may move directly to Step 3 by forwarding their written request to the student's program. If the faculty member overseeing the course is not a member of that department, the Academic Dean will collaborate with the faculty member's Academic Dean throughout the process. **Responsible Party:** Student, **Timeline:** Within 5 business days after posting of final grades for the semester in which the grade was assigned.
2. Upon receipt of a grade dispute written request, the faculty will schedule a meeting with the student. The faculty and student will meet for a conversation to discuss the written request regarding the disputed grade. The faculty will inform the division Dean of this conversation no matter the outcome. **Responsible Party:** Faculty, **Timeline:** Within 5 business days of receiving the written request from the student.
3. If the student deems the outcome of Step 2 as unsatisfactory, the student will inform the faculty and appropriate Academic Dean that the conversation with the faculty did not resolve the dispute and request a meeting with the Dean. Students may bring their academic advisor as a support person. If the advisor is involved in the dispute, the registrar or assistant registrar may serve instead. Support persons may not participate in the process; students must present their concerns themselves. **Responsible Party:** Student, **Timeline:** Within 5 business days of the conclusion of Step 2
4. The Dean will schedule individual meetings with the student faculty to provide mediation and input. The faculty will provide a decision regarding the grade appeal within 3 business days of meeting with the Dean. **Responsible Party:** Dean, **Timeline:** Within 5 business days of receiving the student's request pending schedule availability of the Dean and faculty.
5. If the student deems the outcome of Step 4 unsatisfactory, the student will inform the Dean that the mediation did not resolve the dispute and request a meeting with the Provost in writing by forwarding their initial written request to the Provost as well as any additional information they would like to share. **Responsible Party:** Dean, **Timeline:** Within 5 business days of the conclusion of Step 4.
6. The Provost will convene a grade dispute committee (GDC) consisting of 3 faculty members from the same or closely related division as the faculty with whom the dispute was initiated. **Responsible Party:** Provost, **Timeline:** Within 5 business days of meeting with the student pending faculty availability.
7. The GDC will hold a formal hearing that includes the student, faculty, and GDC members. Students and faculty will be informed that during the hearing each will have a chance to present to the committee, and that the committee may ask questions of either party. In addition, the GDC may request input from an external individual with subject-matter expertise as needed using anonymized student work if needed. **Responsible Party:** GDC, **Timeline:** See Step 6
8. The GDC will communicate the results of the hearing to the Provost within 5 business days of the hearing. A majority vote will determine the outcome of the hearing. **Responsible Party:** GDC, **Timeline:** Within 5 business days of the hearing
9. The Provost will communicate the results of the hearing to the student, Dean, Registrar, and faculty member. Once a student has appealed their final grade dispute to a GDC, the decision of the hearing is final and ineligible for further dispute or grievance processes. **Responsible Party:** Provost, **Timeline:** Within 5 business days of receiving a decision from the GDC

Academic Recovery and Assistance Policy

Purpose

It is critical for students to address unsatisfactory academic performance as quickly as possible. While it is preferable for students to take the initiative to seek out support of their own volition, when a student's performance impacts their timely degree progression or their academic standing, the Academic Support Services team will initiate, and may require, a conversation with the student about support available.

Criteria for Application of Status

Academic Support Services recognizes two tiers of intervention: **Academic Recovery**, and **Academic Assistance**.

Academic Recovery

Academic Recovery is applied to students who earned a non-passing grade in one or more courses, or who withdrew from a non-elective course required for in their major, during the previous semester/block. It is also applied to students who are not in good standing as defined in the Academic Standing Policy. A student on Academic Recovery is required to meet with a member of the Academic Support Services team during the first month of the semester (or, for programs with block scheduling, during the first two weeks of the block) to discuss a plan for success. If the student does not arrange and attend the required meeting, a registration hold will be placed on their account until the meeting occurs.

Academic Assistance

Academic Assistance is applied to students who were placed on Midterm Course Warning in one or more courses during the previous semester, but who successfully completed all their courses and progressed as planned. It is highly recommended, but not required, that a student on Academic Assistance meet with a member of the Academic Support Services team during the first month of the semester (or, for programs with block scheduling, during the first two weeks of the block) to discuss a plan for continued success.

In circumstances where student performance would result in both Academic Recovery and Academic Assistance being applied for different courses, the student will be placed on Academic Recovery.

Communication of Status

When a student is placed on Academic Recovery or Academic Assistance, this fact, along with the requirements (if any) to get the status removed, will be communicated to the student via their student email at the start of the semester. The student's advisor will also be notified via email. Any student whose meeting requirements for Academic Recovery status have not been met by week 8 of the semester (or, for programs with block scheduling, by week 4 of the block) will receive a reminder email, on which their academic advisor will be copied.

Removal of Status

Once applied, Academic Assistance status will automatically be removed at the end of the semester, as long as the student's performance does not trigger new applications of the Academic Assistance status. For non-elective courses required for the student's major, Academic Recovery status will be removed after the student successfully completes the course(s) for which the status was initially assigned. For elective courses, or for students changing majors, Academic Recovery status will be removed after successful completion of a semester in which the student was enrolled for at least three credits.

Graduation Requirements and Honors

Graduation

Graduation Requirements

Students must complete all degree requirements as described in the pertinent degree or certificate section of the applicable Student Catalog. This includes pending credits for any degree pathway that utilizes a reverse articulation agreement.

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

Students must apply for graduation via the online application by the posted deadline in the semester prior to the one in which they wish to graduate:

- May conferral - November 15th, previous year
- August conferral - February 15th, same year
- December conferral - April 15th, same year

The College 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. Students who miss the Application for Graduation deadline may submit a late application via email to Records and Registration for review. Applications will not be considered if submitted less than two months before conferral of degrees.

Degree Conferral

Degree conferral dates are in May, August, and December following the end of the semester. Degrees will not be awarded 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 receive a grade of Incomplete in their final semester will be allowed to participate in their upcoming commencement, but their degree will not be conferred until the Incomplete is resolved. 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. Students who have their degrees conferred in August after completing more than 6 credit hours in the summer term will be listed in the December commencement program as August graduates, and may participate in December commencement. Students completing their degree requirements in August 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.

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

Graduation Honors

Baccalaureate Degree Honors

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

- Summa Cum Laude: 3.87 or above
- Magna Cum Laude: 3.64-3.86
- Cum Laude: 3.50-3.63

Associate Degree Honors

Graduates with an associate's degree will be awarded honors based on cumulative grade point averages as follows:

- Highest Distinction: 3.87 or above
- High Distinction: 3.64-3.86
- Distinction: 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 proof of death. 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 Vice President of Student Affairs or designated College representative.
- Degree may be awarded at graduation to a designated student representative.

Student Policies and Expectations

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.

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.
- **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

- **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 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 Catalog.**
- **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.**

Student Code of Conduct

A college community is defined by its values for learning, teaching, and service that reflects academic excellence, holistic student development, and societal impact. To guide student success, Bryan College of Health Sciences (BCHS) has created a Student Code of Conduct that contains Behavioral Expectations and Responsibilities (Code). The Code provides guidance for students so they can exercise personal and organizational responsibility as members of the BCHS community. It is expected that that BCHS students and student organizations act responsibly and consistent with the Code to promote a safe and respectful learning environment within Bryan College of Health Sciences and Bryan Medical Center.

The Code includes federal and state laws, respective county and municipal ordinances, and all policies, rules and regulations of Bryan College of Health Sciences and Bryan Medical Center. The Code embraces the institutional values of Integrity, Caring, Equity, and Learning. Students are expected to maintain the values of the College and comply with the College and Medical Center policies and regulations as outlined in The Student Catalog.

At BCHS, The Vice President of Student Affairs Office is responsible to educate Students and Student Organizations about the Code and to initiate and conduct proceedings involving alleged Misconduct under the Code. The outcomes of these proceedings are designed to guide Students and Student Organizations to act responsibly and consist with the Code's provisions. When they fail to do so, the outcomes may include educational requirements that Students' and Student Organizations' future conduct, but may also result in separation from BCHS, either temporarily or permanently, based on the nature and severity of the Misconduct.

The Code applies to Misconduct by a student that occurs on BCHS/Bryan Medical Center Property or off-campus, including BCHS sponsored activities. The Code also includes Misconduct that occurs between semesters of when classes are not in session. BCHS Code applies to local, state, or federal law, or that yields a complaint from others alleging law violations or student misconduct. The Vice President of Student Affairs has the authority and discretion to determine, on a case-by-case basis, if the Code shall be applied to off-campus Misconduct or reported complaints received from the community. The Vice President of Student Affairs reserves the right to report any situations involving student misconduct to appropriate law enforcement authorities.

At BCHS, The Office of the Vice President of Student Affairs is authorized to enact the Code and utilize the Code procedures to support students while holding them accountable to the behavior that supports the college mission and vision. BCHS students are reminded of the Code each semester and are responsible for reading and adhering to the Code.

College academic requirements are addressed utilizing the Academic Policies in The Student Catalog. Alleged and confirmed student violations related to academic integrity are addressed utilizing the Academic Integrity Violation Procedure.

Student behavior that does not support the College mission or vision, including Misconduct of the Student Catalog, Medical Center policies, or federal, state, or local laws or respective county and municipal ordinances, may result in investigation and subsequent disciplinary action under the BCHS Student Code of Conduct.

Examples of Misconduct include, but are not limited to:

- All forms of dishonesty, including, but not limited to, furnishing false information, forgery, and altering or misusing documents.
- Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities.
- Abuse, assault or harassment, physical, verbal or otherwise, of any person. This includes, but is not limited to, abuse or harassment based upon such factors as race, ethnicity, color, national origin or ancestry, sex, genetic information, gender identity or expression, sexual orientation, disability, age, marital or family status, pregnancy, source of income, veteran status, or political or religious beliefs.
- Behavior or activity that endangers or threatens to endanger the safety of one's self or others, including, but not limited to, the possession and/or use of firearms, fireworks, dangerous weapons, or hazardous chemicals.
- Behavior that significantly disrupts the learning environment of the College.
- Vandalism or damage, destruction or defacement of property.
- Theft of College property or the property of any person.
- Hazing; hazing is defined as any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, participating in, or maintaining membership in any organization or team affiliated with the College; and which is intended to have the

effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts; the College will use a "reasonable person" standard when evaluating such conduct and its potential effects; because of the socially coercive nature of hazing, implied or expressed consent to hazing is not a defense under this policy.

The Code includes violation(s) of the College Drug and Alcohol Policy, including, without limitation, possession, manufacture, distribution, dispensation, sale, or use of any controlled substance without medical authorization or misuse of any controlled substance for which they have medical authorization, unauthorized use of alcoholic beverages; procuring alcohol to a minor; or underage drinking.

Failure to follow Medical Center, agency, and College policies.

- False reporting of an emergency or tampering with fire safety equipment, including, but not limited to, false reporting of a fire or a bomb threat or tampering with other fire related equipment.
- Unauthorized presence in or forcible entry into a College facility or College-related premises, including, but not limited to, College building roofs or fire escapes.
- Unauthorized use of College property, equipment or keys, including networks, computers, software or other information technology resources.
- Illegal peer to peer downloading of copyrighted material, copyright violation, or the unauthorized use of intellectual property.
- Failing to follow the reasonable directives of a College official, including violating the terms of a disciplinary sanction imposed through this policy.

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 students that are outlined here, the College reserves the discretion and right to withdraw such an offer of admission.

Anyone who has grounds to initiate a complaint regarding any Bryan College of Health Science student's Misconduct may do so by contacting the Vice President of Student Affairs. The Vice President of Student Affairs will request that a written complaint be submitted, which will usually include: 1) name(s) of the accused; 2) name(s) and contact information of those filing the complaint; 3) a clear statement explaining the nature and circumstances of the complaint. Complaints should be submitted as soon as possible after the event takes place.

The Office of the Vice President of Student Affairs reserves the right not to proceed with complaints that are not submitted within a reasonable time frame. In addition, the Office of the Vice President of Student Affairs reserves the right to investigate and pursue all alleged Misconduct of behavior standards that come to the Office's attention, including cases in which the student(s) or other College constituents affected by the Misconduct choose not to file or pursue a complaint. A student who has a complaint lodged against them (known as the "respondent") will be notified by the Vice President of Student Affairs or designee and a meeting will be set to discuss the complaint. The respondent will be given a copy of the complaint in writing and the opportunity to present a written response to the matter. All parties will be given an equal opportunity to review any statements submitted by the other parties in the matter. At the meeting the case may be resolved, dropped or kept open for later resolution. Resolution may include sanctions up to dismissal from the program/College.

All parties, including the respondent and any aggrieved party, are required to respect the right of confidentiality of other participants. Any unauthorized disclosure of confidential information by participants to persons not involved in the process as direct participants, advisors, or responsible administrators, will be dealt with as a disciplinary violation. In addition, all participants in the process have a right to be free from intimidation and harassment. Any implied or actual act of retaliation, intimidation, or harassment is strictly prohibited and will be dealt with as a serious violation.

The Vice President of Student Affairs will conduct an investigation to determine if the complaint(s) have merit and/or if they can be resolved by informal resolution by mutual consent of the parties involved on a basis acceptable to the Vice President of Student Affairs. The investigation will typically be completed within 30 calendar days. Involved parties will be notified in writing if the investigation will exceed 30 calendar days.

If the Vice President of Student Affairs finds that it is more likely than not that the violation occurred (known as a "preponderance of the evidence" standard) and the matter was not resolved by mutual consent, the Vice President of Student Affairs will forward their written findings and all written materials submitted to or gathered by the Vice President of Student

Affairs to the College's Student Conduct Board. The Student Conduct Board membership includes the College Provost, Vice President of Operations and Finance, and the Dean of the program in which the respondent student is enrolled. The Vice President of Student Affairs will present the findings of the investigation to the Student Conduct Board. The Student Conduct Board will determine by the preponderance of the evidence standard if the conduct occurred. The Board will also determine the sanction to be imposed, taking into consideration the context and seriousness of the violation and the respondent's prior disciplinary history, if any. Decisions will be made by a majority vote of the members of the Student Conduct Board. Both parties will be simultaneously informed in writing of the decision of the Student Conduct Board, procedure for appeal, and when the decision becomes final. Decisions made by the Student Conduct Board shall be final, pending the right to appeal a sanction of suspension or dismissal based on the following appeal grounds: 1) there is new material evidence that was not presented and could not have been presented in the proceedings before the time the appeal is taken; 2) there was a violation of the procedures set forth in the Student Code of Conduct; or 3) the sanction is not appropriate under the circumstances. The request for appeal must be in writing and be submitted within ten (10) calendar days. The appeal will be reviewed by the President of Bryan College of Health Sciences. The President will review the appeal and issue a determination in writing within ten (10) calendar days. The time may be extended, with notice to the parties, if the President is out of the office or for other good cause. The President may affirm the decisions of the Student Conduct Board, modify or vacate those decisions, and/or refer the matter to the Student Conduct Board or the Vice President of Student Affairs for further proceedings as directed by the President. The decision of the College President is final. The sanction may be imposed by the Student Conduct Board pending appeal to the President on a case by case basis.

It is the College's belief that sanctions should maximize safety for all students and College constituents, relate to the nature of the behavior, and provide an opportunity for growth and learning. The following disciplinary sanctions may be imposed for violations of student conduct but are not meant to represent the only sanctions that may be imposed by the College:

Written Warning

A written warning is a notice that the student's behavior is unacceptable and that further misconduct may result in further disciplinary action. A copy of the warning letter is placed in the student's academic file.

Probation

A stated period during which a student, including a student organization, is not allowed to engage in specific activities.

Fines

A monetary fine may be imposed. Failure to pay or to make arrangements to pay a fine may result in a hold being placed on the student's account.

Restitution

Restitution may be imposed in the form of monetary payment to repair or otherwise compensate for damages caused by the student. Failure to pay or to make arrangements to pay may result in a hold being placed on the student's account.

Loss or Restriction of Privileges

A student, or student organization, may be restricted or excluded from participation in curricular or extracurricular activities for a specified period of time.

Educational or Counseling Sanction

Educational sanctions may include mediation, drug and alcohol education/treatment, required mental health assessment, public presentation, formal apology, research paper, college completion contract/projects, etc.

Suspension

Termination of student status at the College for a specified period of time, with the possibility of reinstatement, provided that the student has complied with all conditions imposed as part of the suspension and provided the student is otherwise qualified for reinstatement. Depending on the length of the suspension, transition activities may be required. Suspension involves the exclusion of the student from participation in any academic or other activities of the College. Written notification of this action will be provided to the student. The student may be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. The student may not be on the College's premise unless engaged in official business approved in writing by the Vice President of Student Affairs or College Administrator.

Dismissal

Termination of student status. Written notification of this action will be provided to the student. The action of dismissal will be noted on the student's academic transcript; the student will be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. The student may not be on the College's premise unless engaged in official business approved in writing by the Vice President of Student Affairs or College Administrator. Readmission after dismissal may be granted on a case by case basis.

Revocation of Admission and/or Degree

Revocation of a student admission to Bryan College of Health Sciences or the award of a degree due to Misconduct including but not limited to fraud, misrepresentation, or plagiarism.

Administrative withdrawal

The College reserves the right to administratively withdraw a student for reasons such as failure to return from an approved leave of absence, dropping all classes after the beginning of a semester, inability to progress in a program due to academic performance, failure to register for a subsequent semester, failure to meet attendance or participation requirements, failure to meet course requirements or failure to pay College tuition and fees.

In addition, the college may require withdrawal of a student for medical reasons when:

(a) There is a reasonable basis to believe, based on a case-by-case, objective assessment of the student's behavior and other relevant information, that the student's medical, psychological, or substance-related condition prevents the student from safely and/or effectively participating in the College's academic and/or clinical education programs, such that the student is not otherwise qualified to attend the College; or

(b) There is a reasonable basis to believe, based on a case-by-case, objective assessment of the student's behavior and other relevant information, that as a result of the student's medical, psychological, or substance-related condition, the student has threatened, or poses a significant risk of threatening, the health or safety of others; or causes or threatens to cause property damage; or engages in behavior that is unduly disruptive of others in the College community. (Behavior that is "unduly disruptive" includes but is not limited to conduct that interferes with, or poses a significant risk of interference with, the emotional or physical well-being of others and/or the academic, extracurricular, or social activities of others.)

Prior to the withdrawal, the student may be required to sign a release authorizing disclosure of the student's medical or other information by and between the student's physician(s), psychologist(s), or licensed counselor(s), or others who are asked to provide information regarding the student and the appropriate College official(s). A medical evaluation by a competent specialist may also be required. The outcome of the medical evaluation will be shared with an appropriate professional employed or contracted by the College.

Student(s) will be given notice and an opportunity to speak with an appropriate College official prior to or within five business days of the withdrawal. That official may also consult with others as appropriate (e.g., medical professionals, other College officials, law enforcement, and/or the student's family members).

The student will be notified of the withdrawal decision in writing. The decision may be appealed, by filing an appeal to the President, within 10 working days of when the student receives notice of the decision. The President's decision is final.

Students withdrawn under this section may also be subject to the normal disciplinary processes if their conduct has violated College policy. If disciplinary action is appropriate, the matter must be resolved either before or immediately upon the student's return.

The action of administrative withdrawal will be noted on the student's academic transcript; the student will be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. Administrative withdrawal is a neutral action and should not be considered as negative or of a disciplinary nature; it is therefore not subject to the procedures set forth in the Student Code of Conduct. Students desiring to reenter the College after administrative withdrawal must apply for readmission.

Disciplinary Records

Student records are maintained for disciplinary proceedings and incidents that violate the College Student Code of Conduct. These records are maintained in the Vice President of Student Affairs Office for seven years. At the discretion of the Vice President of Student Affairs, a disciplinary record for severe violations of the Student Code of Conduct or violations of local,

state, and federal laws may be maintained by the College indefinitely. Records involving alleged violations in which the student was charged and found not responsible, or in which charges were subsequently dropped, are, absent extenuating circumstances, retained in the Office of the Vice President of Student Affairs for the tenure of the student, then destroyed, unless retention is required by law.

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/icaai/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](#).

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

Academic Integrity Violation Policy

Academic integrity is expected in all student endeavors. The College's Academic Integrity Violation Policy defines academic integrity and academic dishonesty, including cheating, deliberate plagiarism, fabrication, and falsification. Resolution of student violations under the Academic Integrity Policy is addressed in this procedure.

Alleged and confirmed academic integrity violations are held in strict confidence. Information regarding alleged or confirmed violations and identities of alleged violators will be shared with faculty, students, administrators, or staff on a need-to-know basis necessary to this procedure. Trends in academic integrity violations will be reported to College Committees, omitting any potentially identifying information.

All students, faculty, staff, and administrators are expected to report suspected academic integrity violations. Suspected violations should be reported directly to the involved Course Faculty; the Provost may also be contacted for assistance. Investigating and reporting alleged violations is the responsibility of the involved Course Faculty.

Purpose

The Academic Integrity Policy fosters integrity at the College by:

- Defining academic integrity and academic dishonesty.
- Classifying violations by severity and describing typical consequences.
- Outlining how offenses are reported, reviewed, and resolved.
- Describing students' rights, including limited avenues of appeal.
- Clarifying the roles of Course Faculty, the Integrity Committee (IC), the Integrity Panel (IP), the Provost, and academic leadership.

Classifications of Integrity Offenses

- Level 1: Incidental Violations
Inadvertent, isolated, or suspicious concerns often stemming from inexperience and generally affecting minor assignments, drafts, or a small portion of coursework. Examples may include limited citation errors, poor paraphrasing, repeated mistakes in giving credit to sources because of lack of experience, or working with another student without explicit permission on a minor task.
- Level 2: Significant Violations
Intentional actions or repeated Level 1 behavior affecting more substantial coursework (major assignments, quizzes, or exams). Examples include unauthorized collaboration on a major task, using unauthorized materials or devices, altering quiz/test answers for rescore, submitting the same work in multiple courses without permission, cheating, intentionally using someone else's words or ideas as your own without giving credit, or copying substantial portions of work.
- Level 3: Egregious Violations
Critical or repeated misconduct (including at least one prior Level 2), such as submitting work that is not one's own, willful misuse or fabrication of data, stealing or distributing assessments, recording/photographing others' work without permission, or falsifying official documents.

Multiple Violations:

A student will be dismissed from the college following a third Integrity Panel Review (IPR) where all three (3) panels determined it was more likely than not an academic integrity violation occurred.

Consequences of Integrity Offenses

- Standard of Proof: Findings are based on whether it is more likely than not (preponderance of evidence) that an academic integrity violation occurred.
- Level 1 (Incidental): May include additional instruction or tutoring, revision/repetition of work, reduced or no credit on the affected work, and related developmental steps. Multiple Level 1 incidents may be elevated.
- Level 2 (Significant): May include any Level 1 consequence, grade reductions, failing the assignment or course, and referral to student support resources, as appropriate.
- Level 3 (Egregious): May include any Level 2 consequence up to program dismissal or College suspension/expulsion, consistent with sanctions prescribed in the Academic Integrity Policy and the IP outcome.
- Failure to complete assigned remediation may result in further discipline up to and including dismissal from the College.

Reporting and Review Process

Responsibility to Report: All students, faculty, staff, and administrators are expected to report suspected academic integrity violations. Reports should be made to the Course Faculty involved; the Provost may be contacted for assistance. Investigating and reporting alleged violations is the responsibility of the involved Course Faculty.

1. Document the incident by notifying the Provost via the Google Early Intervention Form to ascertain whether prior violations are on record for the student in the Academic Integrity Violation Database. The Provost will notify faculty whether the student has a prior violation on record or not.
2. Access the Academic Integrity Violation Student Notification Form located in the Employee Resources shared Google Drive and create a copy of the form. Complete all applicable sections with the information available at the time of submission.
3. Notify the student electronically using the Academic Integrity Violation Student Notification form that he or she is suspected of violating the College's Academic Integrity Policy, identifying the specific violation or violations, and requesting the student to provide any evidence relevant to the investigation. The student must meet with Course Faculty within five days to avoid automatic referral to the Academic Integrity Committee. In the meeting, faculty will identify the alleged violation and ask the student to provide any evidence relevant to the investigation.
4. Faculty may take 10 (ten) working days to complete an investigation after notifying the student of a suspected academic integrity violation. These working days include when students are on scheduled breaks and holidays.
5. Schedule a meeting with the student. The purpose of the meeting is to review the Academic Integrity Violation Reporting Form and to present and discuss the evidence related to the alleged violation. The meeting shall occur within 5 (five) working days of the conclusion of the investigation. Failure on part of the student to meet with the faculty within the designated time will result in an Integrity Panel Review (IPR). The IPR is conducted by an Integrity Panel (IP). IP is comprised of 6 members: 3 (three) students and 3 (three) faculty selected from the pool of Academic Integrity Committee (AIC) members or faculty employed by the college by the AIC Chair and Provost or Administrative Designee. If the Course Faculty is the AIC Chair an appointed Integrity Committee member will fill the role as the AIC.

Preliminary Outcomes by Course Faculty

- No violation supported: Faculty meet with the student to discuss expectations, College values, and may refer the student to the Academic Support Services.
- Violation supported; If a violation occurred and the student has no prior violations on record, Course Faculty choose Option One or Option Two.
 - Option One - Faculty Imposed Sanction:
 - Faculty determine sanction and a remediation plan (per the Academic Integrity Policy's sanctions) and complete the Academic Integrity Violation Reporting (AIVR) form. Faculty may impose sanctions up to course failure.
 - Faculty meet with the student to present the AIVR.
 - On the AIVR, the student indicates (a) admits responsibility/accepts sanction, or (b) does not admit and/or does not accept, or (c) admits responsibility, but does not accept the sanction, or (d) does not admit responsibility, but accepts the sanction. The student may return the signed AIVR by the next working day.
 - If the student admits and accepts, Faculty forward the AIVR and supporting documents to the Provost; Faculty retain copies until course end, then destroy them. The Provost records the violation, retains originals for at least five years post-graduation/dismissal, and monitors remediation (directly or via an appointed liaison).
 - If the student does not admit and/or does not accept, or fails to sign the form by the deadline, the Provost forwards the case to the AIC Chair within 2 working days to trigger an IPR.
 - If a student does not admit responsibility but accepts the sanction, the Provost will record an academic integrity violation in the student's file.
 - Note: If a case is forwarded because the student requested IPR, the eventual IP outcome cannot impose a harsher sanction than originally imposed by Course Faculty.
 - Option Two - Faculty Referral for More Severe Sanction
 - Faculty complete an AIVR and inform the student that the alleged violation may warrant a sanction more severe than course failure.
 - The student may sign the AIVR by the next working day.
 - Faculty forward the AIVR and supporting documents to the Provost, who sends them to the AIC Chair within 2 working days, triggering an IPR.

Cases with Prior Violations or When a Student Requests an IPR

If the student has a prior violation on record or requests an IPR, the Provost notifies Course Faculty to complete an AIVR with recommended sanctions and remediation. Faculty meet with the student, then forward documents to the Provost, who forwards them to the AIC Chair within 2 working days to schedule an IPR.

Integrity Panel Review (IPR)

Receipt of an AIVR by the AIC Chair triggers an IPR conducted by the Integrity Panel (IP). Information about the violation or alleged violator(s) to this point is strictly limited to the involved Course Faculty, Provost, and AIC Chair. The AIC Chair will schedule a meeting with the involved Course Faculty to review the policy.

- **Conflicts of Interest:** Prospective members must decline if a conflict exists (e.g., personal relationships, prior knowledge, or direct involvement). Prior to the IPR, the student may challenge the presence of any voting member on the Panel because of bias or conflict of interest. Prior contact between participants is likely in an intimate college campus setting and does not per se indicate bias or conflict of interest. The AIC Chair and Provost will determine sufficient proof of bias that may interfere with an IP member's ability to judge the case fairly and solely on the evidence presented. If all available AIC members have a conflict of interest, the AIC Chair and Provost will appoint non-conflicted students or faculty from the College at large to serve on the IP.
- **Scheduling and Notice:** An IPR is held within 10 working days of AIVR receipt. At least 5 working days before the IPR, the AIC Chair sends written notice to the student(s), Course Faculty, and IP members with the meeting time and place. This timeline may be adjusted by mutual agreement when significant scheduling conflicts exist.
- **Participation and Recording:** The student, Course Faculty, and IP members attend. The hearing is recorded and is not open to the public; no legal representation is permitted. Course Faculty may bring a non-testifying support person. The student may bring one non-testifying Bryan College of Health Sciences student or an employee advocate.
- **Student Rights and Clinical Safety:** Students may continue course activities while the process and any appeal are pending, except alleged clinical violations that may pose patient-safety concerns; in such cases, the student may be restricted from clinical participation pending resolution.
- **Evidence Rules:** Prior violation history is not provided to the IP until after a finding that it is more likely than not that a current violation occurred.
- **Deliberation & Standard:** The IP deliberates privately (off-record) and decides by simple majority whether it is more likely than not that a violation occurred. The IP will render its decision, upon due deliberation, on the record. The IP may request the presence of the AIC Chair during deliberation for questions of procedure, and/or the Provost for questions of due process. A tie vote does not establish a violation.
- **Sanctions:** If a violation is found, prior records (if any) are disclosed; the student may address the IP regarding prior violations. The IP then affirms or amends the Course Faculty's recommended sanction and remediation plan, consistent with policy. If no violation is found, no sanction is assigned and the case is not recorded. For cases in which the student requested the violation be forwarded for an IPR, the IP cannot impose a harsher sanction than was originally imposed by the Course Faculty.
- **Decision & Effective Date:** The AIC Chair notifies the student, Course Faculty, and the Dean of the Academic Program in writing within 3 working days. When a violation is found, the penalty is effective immediately.

Appeal Process

A student may appeal only if the sanction includes suspension or expulsion, or if course failure results in dismissal from the academic program.

- **Initiate Appeal:** Submit a written appeal to the Provost within 5 working days of receiving the IPR decision. Upon request, a transcript of the hearing will be provided.
- **Written Rationale (within 5 working days):** The student submits reasons why the record does not support the IP's findings and/or why due process was violated causing substantial prejudice, and/or why the sanction is grossly disproportionate.
- **Integrity Appeal Panel (IAP):** Convened by the Provost; composed of 3 students, 3 faculty (none from the original IPR), and the Dean of the Academic Program (voting). The Provost facilitates. If conflicts exist, the Dean's role may be delegated; conflicted members are replaced from the College at large.
- **Scope & Standard:** The appeal is decided solely on the IPR record and written submissions. The IAP reviews within 5 working days and decides by simple majority:
 - Uphold findings and sanctions; or
 - Uphold findings and reduce sanctions; or

- Overturn findings (violation removed from the student's record).
- Final Notice: The Provost notifies the student, Dean of the Academic Program, AIC Chair, and Course Faculty of the IAP decision within 3 working days. The IAP decision is final and not appealable.

Protected Health Information Policy

The Health Insurance Portability and Accountability Act (HIPAA) became a federal law in 1996. HIPAA established a set of national standards for the protection of certain health information. These standards address the use and disclosure of individuals' health information—called "protected health information" (PHI) by organizations that have been defined as "covered entities." Covered entities regulated by HIPAA are obligated to comply with all of its applicable requirements. Bryan Medical Center is a covered entity and as such complies with all applicable requirements of HIPAA.

A major goal of HIPAA is to assure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health. HIPAA strikes a balance that permits important uses of information, while protecting the privacy of people who seek health care. Given that the health care marketplace is diverse, HIPAA is designed to be flexible and comprehensive to cover the variety of uses and disclosures that need to be addressed.

Protected Health Information (PHI) includes all "individually identifiable health information" held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral.

"Individually identifiable health information" is information, including demographic data, that relates to:

- the health care recipient's past, present or future physical or mental health or condition,
- the provision of health care to the health care recipient, or
- the past, present, or future payment for the provision of health care to the health care recipient,

and that identifies the health care recipient or for which there is a reasonable basis to believe it can be used to identify the health care recipient. Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

Students will access only the records of health care recipients to whom they have been assigned by a faculty member or preceptor to provide care or to review an assigned chart for an approved educational purpose. Students will regard all protected health information (PHI) in accordance with HIPAA. This is to include any PHI encountered while functioning as a student within the College at any facility, site, function, or classroom.

- Students will remove all health care recipient PHI from papers that have any relation to or association with being a student at the College.
- Health care recipient PHI may not be taken from the clinical area in any format.
Students may not discuss any aspect of health care recipient PHI outside the academic setting.
See course guidelines for application of HIPAA policies to specific projects.
- Students are required to participate in HIPAA training and sign an agreement to comply with HIPAA regulations prior to beginning clinical experiences.

Students are required to comply with HIPAA regulations while a student at Bryan College of Health Sciences. Failure to comply with HIPAA regulations will result in disciplinary action up to and including dismissal from the college. Failure to comply with HIPAA requirements in an employee role at Bryan Medical Center or any other health care facility will have no bearing on the student's status at Bryan College of Health Sciences except as it relates to clinical limitations and consequences.

Reporting HIPAA violations

All students, faculty, staff, and administrators are expected to report suspected HIPAA violations. Violations should be reported to the Dean/Director of the Program and the Vice President of Student Affairs. The Vice President of Student Affairs will lead an investigation and maintain the record.

HIPAA Violations Procedure

Alleged and confirmed student violations of this HIPAA policy will be addressed using the HIPAA Violation Procedure and the covered entity's (where the violation occurred) HIPAA violation procedures. All HIPAA violations are reported to the Dean of Students and the Program Dean/Director at the time they are alleged. The Vice President of Student Affairs will maintain a record of the HIPAA violation. Enrolled students confirmed to be in violation of this HIPAA policy and who remain as students at the College will participate in an individualized remediation plan in order to learn and grow. In addition, a sanction may be imposed upon the student. Failure to complete the remediation plan may result in disciplinary action up to and including dismissal from the College. The HIPAA Violation Procedure provides examples of types of HIPAA violations along with typical sanctions imposed for such violations. The examples provided are intended for clarification only and are not all-inclusive.

There are three levels of HIPAA violations

- **Level 1 Violation:** A student has authorized access to PHI for an approved educational purpose. However, the student has used that access carelessly, resulting in access mistakes or inappropriate disclosure of information.
 - **Example of a Level 1 access mistake includes but is not limited to:** Misspelling a person's name and inappropriately accessing the PHI for another individual with a similar name.
 - **Examples of Level 1 inappropriate disclosure include but are not limited to:**
 - Identifying client protected information within the academic setting but outside of the scope of its intended educational purpose (e.g., using PHI obtained in a clinical class in a paper for a general education composition course).
 - Leaving PHI in a public area.
 - Misdirecting faxes or emails that contain PHI.
 - Discussing PHI the student is authorized to have accessed in public areas where overhearing is possible.
 - Leaving a computer accessible and unattended with PHI unsecured.
 - **Level 1 Sanction:** The sanction for a Level 1 violation will be determined by course faculty. Typical sanctions for a violator with no prior record of HIPAA violation include but are not limited to:
 - Unsatisfactory in course evaluation.
 - Course failure.
 - Recommend suspension (pending completion of remediation plan).
 - Course recommendation to Admission, Promotion, Graduation Sub-Committee for dismissal from the Program.
- **Level 2 Violation:** A student deliberately accesses PHI without authorization.
 - Examples include but are not limited to:
 - Accessing PHI without an approved educational or clinical purpose.
 - Unauthorized access to the student's, a friend's, relative's, a public personality's, or any other individual's PHI.
 - Assisting another individual in gaining unauthorized access to PHI.
 - **Level 2 Sanction:** The sanction for a Level 2 violation will be determined by the Program Dean/Director in collaboration with the College's Executive Council. Typical sanctions for a violator with no prior record of HIPAA violation include but are not limited to:
 - Suspension (pending completion of remediation plan).
 - Loss of Information Technology privileges to computer systems containing PHI.
 - Dismissal from the Program and/or College.
- **Level 3 Violation:** A student intentionally accesses and discloses PHI without authorization.
 - Examples include but are not limited to:
 - Unauthorized intentional disclosure of a friend's, a relative's, a public personality's, or any other individual's PHI. Such disclosure may occur through conversation, in writing, or through social media, or by any other means.
 - Unauthorized delivery of any PHI to any third party.
 - **Level 3 Sanction:** Violation may result in dismissal from the program/College. The sanction for a Level 3 violation will be determined by the Program Dean/Director in collaboration with the College's Executive Council.

Repeat occurrences of HIPAA policy violations by an individual student as indicated in the records maintained by the Vice President of Student Affairs Students, regardless of the type of violation, will result in escalating sanctions, which may include dismissal from the College.

Factors given consideration when determining appropriate sanctions for Level I and II violations may include but are not limited to:

- Self-reporting
- Scale of violation
- Outcomes resulting from the violation
- Student's response to opportunities to take corrective action
- Student's view of the violation in terms of understanding impact on health care recipient
- Student's level of honesty in discussions or other investigation pertaining to the violation
- Prior HIPAA violation

Network and IT Policies

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.

Computer and Network Usage Policy

Students are encouraged to have a Windows-based personal computer with access to high-speed Internet. The College does not guarantee the performance of the wireless network. Performance is dependent upon network traffic and system loads. The College is not responsible for damage to student devices, for configuring software, or for ensuring the functionality of applications on student devices.

The College may provide computers for use in a classroom setting. Computers are also available for use on Campus. Students may check out laptops from the Library, pending availability. Users are required to save their work to a secure, personally-accessible storage location; the College does not assume any responsibility for storage. Printing capabilities are provided on campus. Students are provided a limited printing allotment each semester. Students are responsible for additional printing costs once the allotment limit has been reached.

When using a College computer or the College networks, users are expected to conduct themselves in a professional manner. Usage of College computers and the College networks is tracked. All students, faculty, staff, and administrators are expected to report suspected inappropriate use of computer resources. Violations should be reported to the Dean/Director of the Program and the Vice President of Student Affairs. Inappropriate use of computer resources, as determined by applicable College, Network, and IT Security personnel, may result in disciplinary and/or legal action. Users are not permitted to alter College hardware, software, or networks. If a situation occurs where additional computer resources are required, users need to submit requests to the College Network Administrator.

Student Authentication

Students are identified in electronic systems by unique credentials, such as usernames and passwords. Measures should be taken to protect credentials from accidental loss or discovery. Sharing credentials, failing to log out of systems, accessing systems as someone else, or similar actions are potential violations of academic integrity. The student should immediately report a compromised account or lost or stolen credentials to their program dean or director. In addition, the student should immediately change their account password. Failure to address loss or misuse of credentials is unprofessional behavior which may result in disciplinary action up to and including dismissal from the College.

Google Accounts Policy

Google Account Policy

Scope

This policy applies to all current and prospective students, staff, and faculty of Bryan College of Health Sciences and in conjunction with the Bryan Medical Center Acceptable Use Agreement for Information Technology Resources (BIM.TU117).

The data retention schedules outlined below apply to data associated with a user's bryanhealthcollege.edu Google account, including:

- Google Drive
- Google Calendar
- Google Sites
- Gmail
- Any data stored in other Google apps where the account holder is listed as the "owner"

Account Creation

- Students: College IT will create new student accounts within two weeks prior of the start date.
- Staff/Faculty: New accounts for staff and faculty will be created upon receipt of a Change Form by College IT.
- Storage: All new accounts are limited to 15 GB of storage.
- Account Limits: Only one account per student/employee. Departmental or group accounts may be requested through College IT.

User IDs and passwords serve as the primary means of authenticating users of the College's electronic resources. These security measures are designed to prevent unauthorized access to resources and any restricted information they contain. Users are prohibited from sharing their passwords with others and must take measures to protect their passwords from disclosure. This includes monitoring access to their accounts and promptly contacting the College's IT department if they suspect their password has been compromised. Users are accountable for all activity associated with their user ID. Passwords must be strong and contain at least fourteen characters, incorporating a mix of numbers, letters, and symbols, or adhere to system-specific requirements at the time of creation. No one, including IT staff, is authorized to request a user's password.

Users must maintain their multi-factor authentication (MFA) credentials as instructed and are not permitted to bypass multi-factor authentication or share multi-factor authentication devices with others.

All users share responsibility for protecting the College's electronic resources from unauthorized access. Specifically, users must:

- Safeguard the security and integrity of information stored on any personal or assigned desktop, laptop, or handheld device.
- Only access electronic resources from secure environments and log out or lock their devices when leaving them unattended.
- Keep software and applications up to date by applying security patches when available on devices used to access e-resources.
- Take necessary precautions when accessing or sharing confidential or restricted College data to ensure it remains secure from unauthorized access and threats to its integrity.
- Comply with requests from IT staff or other authorized personnel to update or stop using electronic resources that compromise security.
- Report any unauthorized access, loss, theft, or compromise of sensitive data or electronic resources to College IT.
- Cooperate with system administrators during investigations of improper use, data breaches, or security incidents.

Without prior authorization, users are prohibited from:

- Providing others with access to electronic resources.
- Including sensitive data in emails.
- Sending chain letters or mass emails that are not related to authorized College business.
- Altering, removing, or forging email headers, addresses, or messages, or impersonating another individual.
- Accessing electronic resources beyond their authorization, or attempting to intercept communications not intended for them.
- Using the College's network or Internet access maliciously or to obtain, alter, or destroy materials they are not authorized to handle.
- Tampering with, modifying, damaging, or attempting to defeat security measures on accounts or electronic resources.
- Damaging computer or network systems, or introducing malicious software (e.g., viruses, worms, Trojan Horses) to any e-resource, or attempting to degrade system performance or deny others access to e-resources.

Program Completion (Students)

For students marked as "program completers" by the Registrar, Alumni are granted a three-month transition period after program completion, during which they retain access to their accounts. After this period, all data associated with the account is permanently deleted.

Inactive, Non-Alumni, Non-Degree Students

For students whose records are inactivated (withdrawn, dismissed, or discontinued) or Non-degree completers. the student's Google account and all associated records will be permanently deleted five days after inactivation.

Student Email Usage Policy

The following guidelines have been developed for the utilization of student email accounts.

- Students enrolled in a program of study will receive email accounts provided by the College. It is expected that students will check and read email regularly.
- Email accounts for new students will be activated before classes begin.
- If an email account is used for illegal activities, it will be terminated immediately. Such activities will be investigated and reported to the appropriate authorities.
- Inappropriate use of email accounts may result in disciplinary action up to dismissal from the College.
- Examples of illegal and/or inappropriate activities include, but are not limited to:
 - Emailing of pornographic, sexually explicit, offensive, abusive, slanderous, vulgar, or defamatory messages, text, graphics, or images. This includes harassment and intimidation of individuals on the basis 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.
 - Emailing threats to students, faculty or staff.
 - Harassment and intimidation of other students, faculty, or staff.
 - Emailing hate literature.
 - Sending of chain letters inside or outside the College.
 - Soliciting others for commercial ventures, religious or political causes, outside organizations, or other non-College matters.
 - Any actions that violate the Student Code of Conduct and are contrary to the mission and values of the College.
 - Libel or slander
 - Fraud or misrepresentation
 - Academic dishonesty
 - Academic integrity violations
 - Intentional or negligent distribution of computer viruses.

The College expressly reserves the right to access, retrieve, read and delete any communication that is created on, received through or sent in the E-Mail system to assure compliance with this or any other College policy, for system maintenance or repair, and for any other lawful purpose. Users of these systems should have no expectation of privacy with respect to any such communication.

Student Use of Personal Electronic Devices

Students are encouraged to appropriately utilize online resources to enhance learning and quality patientcare. Personal electronic devices (PEDs) may be utilized to access such resources, according to this policy. PEDs may include smartphones, smart watches, tablets, or any other handheld or wearable technology. Use of PEDs for personal, non-school related functions is prohibited in the classroom and clinical settings and students engaging in this behavior will be requested to leave the classroom or clinical area. Inappropriate use of PEDs may result in disciplinary action up to and including dismissal from the College.

Suspected violations should be reported to the Dean of the Program. The Dean of the Program will consult with the Vice President of Student Affairs in the investigation to determine a course of action and potential sanction.

Classroom Usage

Use of PEDs in the classroom is limited to activities that enhance learning of the content at hand. Such use may not impede the learning of other class participants. No unapproved electronics are allowed during any exams without expressed permission of faculty. Students may not be able to see/hear/feel/wear these devices during exams. Devices are to be left in purses/backpacks, and no devices can be in the immediate possession of any person.

Clinical Usage

- PEDs are to be used in the clinical areas, and for lab activities and classroom exercises as directed by faculty. Use of PEDs in clinical areas is regulated by the clinical agencies, local, state, and federal regulations and laws. All students are fully responsible for following the Health Insurance Portability and Accountability Act (HIPAA) regulations and the Protected Health Information Policy.
- Capturing electronic files (including but not limited to pictures, video, or audio recordings) pertaining to class, clinical, or lab settings is prohibited.
- The student should always explain the reason for the use of PEDs prior to using the device in the presence of patients, family members, staff, and healthcare professionals.
- The student is solely responsible for the care and maintenance of personal PEDs. Neither the College nor clinical agencies are liable for lost or damaged PEDs.
- Infection control precautions are expected and must be maintained when using PEDs. Disinfect PEDs per clinical site, science lab, or manufacturer recommendations.

Social Media Use and Professionalism

Bryan College of Health Sciences recognizes that social media and other digital platforms are valuable tools for communication, self-expression, advocacy, and engagement. The College expects responsible interaction on such platforms and recognizes them as valuable opportunities for educational, personal, and professional growth. As students prepare to enter healthcare professions and other pathways, they are also engaged in the ongoing development of their professional identity. Professional identity formation includes learning to exercise sound judgment, communicating respectfully, and considering the impact of one's words and actions on patients, colleagues, healthcare organizations, and the communities they serve.

When a student's affiliation with Bryan College of Health Sciences is identified or reasonably apparent through social media platforms, students are expected to communicate in a manner consistent with the ethical and professional standards of healthcare education and practice. All interactions should uphold the standards of professionalism expected within the College community and reflect positively on the individual, the College, its clinical partners, and the healthcare profession.

Students are Expected To:

- Engage respectfully and professionally: Communicate with honesty, integrity, and respect, expressing concerns or differing viewpoints in a constructive and professional manner.
- Think before you post: Consider how your content may be perceived by patients, employers, clinical partners, peers, and the broader community, and ensure your communication reflects positively on you and the healthcare profession.
- Be clear and responsible in your role: Distinguish personal opinions from official College positions and use social media in ways that align with College policies and professional expectations.

The following guidelines have been developed for Bryan College of Health Sciences students when using social media communication for both personal and professional use:

- **Always uphold patient confidentiality:** Students are expected to refrain from capturing, posting, or sharing any patient-related photos, videos, or written information from clinical settings, and to conduct themselves in a manner that protects privacy and aligns with [Health Insurance Portability and Accountability Act \(HIPAA\) Policy](#) requirements and professional healthcare standards.
- **Represent your role with clarity and integrity:** Students are expected to avoid posting content that suggests or implies they are speaking on behalf of the College, Bryan Health/Bryan Medical Center, clinical sites, or classroom settings, and to ensure their online presence reflects personal perspectives rather than official institutional positions.
- **Protect academic integrity and student privacy:** Students are expected to refrain from sharing comments, photos, or videos from classroom settings or College activities and to ensure their actions uphold Family Educational Rights and Privacy Act (FERPA) requirements and Academic Integrity standards as outlined in the Student Catalog.

- **Use appropriate channels for concerns:** Students are expected to address concerns, challenges, or negative experiences through established College processes rather than sharing them on social media platforms.
- **Maintain professional standards in online content:** Students are expected to ensure that all content they share aligns with professional expectations and to take responsibility for removing content that does not reflect the standards of the College and the healthcare profession.
- **Foster a respectful and inclusive online environment:** Students are expected to refrain from posting content that is offensive, harassing, or bullying in nature and to ensure their online interactions align with the College's standards for respect and nondiscrimination. Students are responsible for removing any content that does not reflect these expectations.

Students are expected to follow social media and technology use standards aligned with Bryan Health, including Bryan Medical Center. These expectations are based on guidance from Bryan Health's Acceptable Use Agreement for Information Technology Resources, which students have previously reviewed and acknowledged during the registration process. Students are responsible for maintaining these standards and applying them consistently in their social media use and professional conduct.

- **Safeguard confidential and proprietary information:** Students are expected to refrain from sharing or disclosing any Bryan Health confidential, proprietary, or patient information when engaging in blogging or social media activity. Proprietary information includes materials owned or protected by Bryan Health—such as internal documents, policies, processes, trade secrets, trademarks, and non-public operational or organizational details—that are not intended for public use or distribution.
- **Protect the integrity and reputation of affiliated organizations:** Students are expected to ensure that their social media and blogging activities do not harm or tarnish the image, reputation, or goodwill of Bryan Health, Bryan Medical Center, Bryan College of Health Sciences, Mary-Lanning Hospital, or affiliated partners. Students are also expected to refrain from creating or sharing content during clinical experiences and from including others in posts (e.g., photos, recordings, or attributed statements).
- **Respect intellectual property and legal requirements:** Students are expected to follow all laws and guidelines related to protected materials when using social media, blogging, or other content creation. Intellectual property includes content owned by an organization or individual such as logos, trademarks, course materials, publications, and original work that may not be used or shared without permission. Export-controlled materials include certain technical information, data, or resources that are restricted by law from being shared outside approved settings. Students are expected to refrain from using or distributing these materials in ways that are not authorized or appropriate.
- **Engage appropriately with institutional content:** Students are encouraged to share or amplify official content from Bryan Health or colleagues in ways that align with professional standards and College expectations.

Students are expected to report inappropriate social media content or potential policy concerns to the Vice President of Student Affairs (VPSA) or a College administrator. The Student Code of Conduct will take appropriate disciplinary action when a student is found to have violated the policy, up to and including loss of clinical privileges, suspension or dismissal from the College. Social Media content involving confidential or protected information must be managed in accordance with HIPAA requirements and may affect clinical placement and program progression.

Social Media and Professionalism Sanctions

Violation Level: Minor

- Policy-based Parameters: Unprofessional content; no FERPA/HIPAA; no harm
- Clinical Student Impact: Meeting with VPSA. VPSA notifies Academic Program Dean. Sanctions can include loss of college leadership roles, scheduled meeting with senior leaders, debrief presentation meeting.
- Non-Clinical Student Impact: Meeting with VPSA. VPSA notifies Academic Program Dean. Sanctions can include loss of college leadership roles, scheduled meeting with senior leaders, debrief presentation meeting.

Violation Level: Moderate

- Policy-based Parameters: FERPA risk; classroom posts; implying representation; improper branding; boundary violations; no patient information.
- Clinical Student Impact: Suspension of Clinical Privileges, resulting in course failure
- Non-Clinical Student Impact: Course Failure

Violation Level: Major

- Policy-based Parameters: Harassment/bullying; reputational harm; repeated violations; involving others without consent
- Clinical Student Impact: One-year suspension from the college
- Non-Clinical Student Impact: One-year suspension from the college

Violation Level: Severe (HIPAA/Legal)

- Policy-based Parameters: Patient information; clinical images; HIPAA violation; confidential/proprietary information; created during clinical
- Clinical Student Impact: Immediate investigation with Human Resources, resulting in college dismissal
- Non-Clinical Student Impact: Immediate investigation with Human Resources, resulting in college dismissal

Student Guidelines for use of Artificial Intelligence (AI)

In the BCHS curricula, students have opportunities to effectively leverage AI systems while developing a solid grounding in fundamental healthcare knowledge, critical thinking abilities, and strong ethics. AI literacy includes understanding AI's strengths, limitations, underlying principles, and responsible development and usage.

- All students at Bryan College of Health Sciences must adhere to the Bryan Health Acceptable Use Agreement for Information Technology Resources, which is provided to students each semester.
- Faculty and instructor expectations will vary from course to course. Students are responsible for being aware of individual instructor's expectations regarding the use of AI tools. If it is unclear whether AI tools are allowed in a particular course or for an assignment, students should seek clarification from instructors directly. Use of AI tools that does not align with instructor expectations as stated within the course will be considered an academic integrity violation. If permitted to use generative AI tools, students are required to disclose their use and provide an appropriate citation for the tool. Cite all AI-generated content appropriately.
- Students should be aware that entering queries or text into generative AI tools can expose information publicly online. Students must treat what is entered in generative AI tools as if posting on a public forum. Course materials provided by faculty are considered their intellectual property and therefore should not be entered into external generative AI tools without faculty consent.
- Generative AI tools may fabricate facts, create fake citations, or introduce bias into their output. Students are ultimately accountable for their academic work, including any work produced through the use of AI.
- Maintain academic integrity. Misuse of generative AI will be subject to the same policies and procedures as other academic misconduct.
- Students are required to follow the AI policies established by clinical partners when engaging with those institutions.

Student Responsibilities and Expectations for Distance Learning

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.

PC Desktop/Laptop

- **Operating System:** Windows 10

- **Processor:** Intel Core i5, equivalent or higher
- **Memory:** 8GB Ram or higher
- **Software:** Google Suite or Microsoft Suite 2016 or newer, Adobe Acrobat Reader (latest), Antivirus (latest)
- **Hardware:** Webcam, Microphone, Speakers, Monitor that is 1024x768 display or higher
- **Networking:** Wireless: Dual Band (2.4GHz and 5GHz) 802.11ac, Bandwidth: 6.0Mbps or higher

Apple Desktop/Laptop

- **Operating System:** Mac OS 10.15 or higher
- **Processor:** Intel Core i3, equivalent or higher
- **Memory:** 8GB Ram or higher
- **Software:** Google Suite or Microsoft Suite 2016 or newer, Adobe Acrobat Reader (latest), Antivirus (latest)
- **Hardware:** Webcam, Microphone, Speakers, Monitor that is 1024x768 display or higher
- **Networking:** Wireless: Dual Band (2.4GHz and 5GHz) 802.11ac, Bandwidth: 6.0Mbps or higher

General Policies

College Closing Policy Due to an Emergency

The College will be as comprehensive as possible when making announcements concerning emergencies; however the ultimate decision for safety rests with the individual student or staff member. The individual should never travel to a classroom, clinical site, or other college-related function if the safety of the individual is threatened by the situation or by the act of travel.

- College administration will monitor emergency situations to determine the extent to which some or all College operations will be suspended. Emergency situations are usually weather-related, but can also include, but not limited to, utility outages, health emergencies, or local or national crises.
- In the event of an emergency situation, College Administration will announce the decisions concerning College operations as soon as possible. Announcements will be posted as soon as possible via Bryan College App, email, the College website, local television stations and social media when applicable.

Student Identification Badge Policy

Student Identification Badge Policy

An identification badge is issued to all Bryan College of Health Sciences students. This badge serves as a student's official identification and grants access to permitted areas and computer systems.

Student Responsibilities for Identification Badge:

- **Security and Maintenance:** Students are responsible for properly securing, storing, and maintaining their identification badges to ensure functionality and prevent loss or damage.
- **Appearance:**
 - Identification badges must be worn visibly on the upper chest area during all learning experiences.
 - Identification badges must remain free of stickers, pins, or unauthorized alterations.
 - Badges and badge holders must be clean and maintain a professional appearance.
- **Confidentiality:** Identification badges providing access to proxied doors and computer systems must be used only by the assigned student.
- **Lost Identification Badge:**
 - A lost identification badge is a potential security risk to Bryan College of Health Sciences, the Bryan Health system, and Mary Lanning Hospital.
 - Lost badges must be reported immediately so they can be disabled and prevent unauthorized access to doors and computer systems.

Lincoln Location

- During regular College business hours, students must immediately notify the Records and Registration Office of a lost identification badge.

- During non-College business hours, students must immediately notify Bryan Medical Center Hospital Information Technology (IT) department and leave a voice message with the Records and Registration Office.

Hastings location

- During regular College business hours, students must immediately notify the Administrative Assistant for BCHS in Hastings of a lost identification badge.
- During non-College business hours, students must immediately notify Mary Lanning Security and leave a voice message with the Administrative Assistant in Hastings at BCHS. Students should also notify the Bryan Health IT security desk and update them that they are a Hastings location student with access to GIRMC and KRMC.

Replacement Identification Badge

- Students must request a replacement identification badge for lost or damaged badges through the Records and Registration Office in Lincoln and the Administrative Assistant in Hastings.
- A replacement identification badge will be issued to the student within two regular College business days of the request.
- Identification badges are replaced at the student's expense.

Background Check Policy

The clinical programs of Bryan College of Health Sciences require students to participate in the care of patients in various healthcare settings. Students accepted into programs with clinical components are required to have a background check.

Students must clear the background check upon enrollment into any Bryan College of Health Sciences program with clinical components. Failure to undergo the background check will result in dismissal from the program. If deemed appropriate by the College, students may be dismissed from the program based on the results of a background check. Students may appeal the decision and will have the opportunity to present information to dispute the background check. In addition, enrolled students are required to complete a semi-annual disclosure statement. Failure to comply may result in dismissal from the College. Information from the disclosure statement may then be forwarded to the Program Dean/Director and another background check may be required at the student's expense. The clinical agencies, at their discretion, may elect to deny a student with a newly reported criminal background permission to continue to participate in programs at their site, which would mean that the student would be unable to complete their clinical training and would be dismissed from the program.

The results of the background check must be made available to the program and the clinical sites associated with the program. Should a clinical agency refuse to place a student based on the outcome of the background check, the program has no responsibility for arranging alternate clinical placements.

If an applicant or student is issued a citation or other criminal process and/or convicted of any criminal offense(s), other than minor traffic violations, subsequent to the date the student has obtained the background check under this policy, the student is required, within three (3) days after such citation/conviction to report, in writing to the Vice President of Student Affairs, the date, court location and nature of any such criminal citations or convictions. Failure to comply may result in dismissal from the College. This information may then be forwarded to the clinical agency for review and another background check may be required, at the student's expense. The clinical agencies, at their discretion, may elect to deny a student with a newly reported criminal background permission to continue to participate in programs at their site, which would mean that the student would be unable to complete their clinical training and would be dismissed from the program. If an individual is issued a citation or other criminal process or is convicted of such an offense after an offer of admission is made but before matriculating as a student at the College, the College reserves the right to withdraw the offer of admission.

Religious or Cultural Observances

Bryan College of Health Sciences seeks to create a welcoming environment for students with varied religious, spiritual, or similarly organized cultural or ethical belief systems.

Faculty are expected to make reasonable allowances to academic requirements to permit students to participate in religious or cultural observances. Faculty will consult with Program Deans as needed to identify appropriate allowances.

Students must notify faculty as early as possible, preferably at the beginning of the semester, of any need for allowances due to any observances. Doing so provides for more planning time and could improve the types of allowances available.

Faculty and students will work together to make reasonable allowances that align with coursework, clinical, lab, and testing requirements. However, the college cannot guarantee success in a course if relevant course requirements are missed.

Personal Information Updates

For clerical and legal reasons, Bryan College of Health Sciences and Bryan Medical Center need to be informed of name/address/telephone changes.

Students wishing to change their name on official college records must fill out a Student Name Change Form and submit it to Records and Registration with a copy of acceptable documentation of the name change.

The following documents are considered acceptable documentation of an official name change: copy of court document with new name; copy of social security card with new name; copy of driver's license with new name.

Students update their address/telephone through the Student Portal or the Records and Registration office.

Relocation Policy

Students currently enrolled in programs offered in a distance education format or in professional licensure and certification programs may be impacted if they relocate to a new out-of-state location. Due to location-based requirements, the College does not have approval to offer education in all locations, and relocating may affect a student's ability to complete their program or meet licensure or certification requirements. Students who need to relocate to a different location than their initial enrollment location should contact their program dean as soon as possible to determine any potential impact on the student's ability to complete their program of study or professional licensure or certification. Additionally, students must also submit a formal change of address to the Records and Registration office so that they College can ensure compliance with the state authorization requirements and federal regulations.

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 Safety Plan Policy

Purpose

When a student has a medical condition, such as a seizure disorder, a fainting disorder, or another condition that may result in an inability to communicate their needs and wishes with those around them (an “episode”), the student is encouraged to meet with the Americans with Disabilities Act (ADA) Coordinator to create a Safety Plan. This plan provides the student’s faculty members, the College’s Student Health nurses, and other individuals as determined by the student and the ADA Coordinator with information about the student’s symptoms and the student’s requested follow-up plan.

Content

Each Safety Plan will include:

- A detailed description of the symptoms that are associated with an episode, including the expected duration of those symptoms
- A description of the appropriate follow-up actions to be taken, such as the location of any emergency medications
- Contact information for the College’s Student Health nurses and the ADA Coordinator
- A statement of consent and agreement, including consent to share diagnosis with Student Health

The Safety Plan may also include a request from the student regarding calling, or not calling, Emergency Services.

A Safety Plan will not include information about the student’s specific diagnosis. However, the diagnosis will be shared separately with the College’s Student Health nurses, so they can be prepared with appropriate assessment/intervention strategies if an episode does occur.

Request to Refrain from Calling Emergency Services

A request to refrain from calling emergency services is non-binding. Even if such a request is included in the Safety Plan, the College’s first priority is student safety. Therefore, a College employee always retains the right to call Emergency Services during a student episode.

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:

- 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.
- Provide a detailed policy and procedure for achieving resolution.
- 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:

- 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.*
- 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 Vice President of Student Affairs. 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.

- **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.
- **Formal Resolution Process:** If the complaint/concern remains unresolved, the matter will be referred by the Academic Support Services Director/ADA Coordinator, to the Vice President of Student Affairs, 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 Vice President of Student Affairs 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 Vice President of Student Affairs 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 Vice President of Student Affairs, if deemed necessary may extend the response deadline. The decision of the Vice President of Student Affairs is final and the student shall have no further right to appeal the matter under this policy.
- **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.
- **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.
- **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>)
- **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.

Animal Assisted Therapy (AAT), Personal Pet Visitation, and Service Animals Policy

Bryan College of Health Sciences follows Bryan Medical Center's Animal Assisted Therapy (AAT), Personal Pet Visitation, and Service Animals Policy.

Definitions

- Animal Assisted Therapy (AAT) – A goal-directed intervention that uses a skilled handler and trained dog to provide therapy to assist the patient in the healing process. Bryan Medical Center Volunteers and Customer Care volunteer teams only.
- Personal pet visit – A visit that takes place between a patient and their dog.
- Service animal – Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or task performed by the service dog must be directly related to the individual's disability. Service dogs are not pets, they are an extension of the handler. Service dogs are a necessary tool used for a specific purpose.
- Service animals in training – Dogs participating in the training process to become a service animal. The Americans with Disabilities Act does not cover service animals in training, however Nebraska State Statute states service animals in training are entitled to all rights and privileges to that of a service animal. Service animals in training by law are afforded access to all public areas and places for the purpose of training the service animal.
- Emotional support and comfort animals – These animals are not service animals. They provide companionship, relieve loneliness, and help with depression, anxiety and certain phobias. NOTE: Emotional support and comfort animals are not allowed inside any Bryan facility.

Steps

- AAT Visits

- AAT dogs and their handlers are official Bryan Medical Center volunteers and have met all certification and vaccination requirements.
- AAT visits are scheduled through the Volunteers and Customer Care department and are conducted with Bryan Medical Center patients only.
- AAT dogs and their handlers are identified by a Bryan Medical Center volunteer name badge and the handler wears a Bryan Medical Center volunteer uniform.
- Inpatient Personal Pet Visits
 - Inpatient personal pet visits are limited to dogs only.
 - Exception: for end of life personal pet visits, contact the Administrative Manager.
 - These visits are scheduled in advance through the Volunteers and Customer Care department M-F 8:00 a.m. to 4:30 p.m.
 - When scheduling, Volunteers and Customer Care will verify the following:
 - Patient's name and room number
 - The patient is the dog's owner
 - The visit is appropriate (verified with patient's nurse)
 - Handler knows required vaccination records to bring
 - Handler understands parameters of visit:
 - Must enter through Medical Center main entrance
 - Must stop at the information desk
 - Must show vaccination records
 - Must obtain and display the provided authorization tag on the collar of the dog
 - Must take direct route to and from the elevator, patient room floor and patient's room
 - Must not stop and visit other patient rooms, waiting areas/rooms, lobbies, etc.
 - Volunteers and Customer Care will notify patient's nurse, Administrative Manager and Security of the scheduled visit.
- Service Animals and Service Animals in Training
 - Service animals and service animals in training at Bryan Health are limited to dogs only.
 - Staff may ask two questions of the handler
 - Is the dog a service animal required because of a disability; and
 - What work or task has the dog been trained to perform.
 - According to the Americans with Disabilities Act (ADA), service dogs must be harnessed, leashed or tethered, unless these devices interfere with the service dog's work or the individual's disability prevents using these devices.
 - These dogs must always remain under the control of the handler.
 - The handler does not have to provide proof of training or vaccination.
 - Dogs may be denied access to the facility or accommodation if the animal behaves inappropriately:
 - Disrupting business
 - Behaving aggressively
 - Interfering with other patrons or clients (sniffing or jumping)
 - Bladder or bowel accidents
 - Staff is not required nor expected to provide any type of care, including walks, bathroom breaks, etc. or food for a service dog.
- Bryan Employees/Students/Volunteers, Licensed Independent Practitioners and Building Tenants
 - Employees that have a disability or condition which requires the presence of a service or therapy animal should contact Human Resources.
 - Personal animals/pets belonging to Bryan employees/students/volunteers (not AAT), licensed independent practitioners, and building tenants are not allowed in Bryan Health buildings.
 - Exceptions:
 - Fish aquariums that are professionally maintained on a regular basis.
 - Bryan-sponsored events that request animals. These animals must be registered through Volunteers and Customer Care prior to the event.
- Protective Measures
 - Vaccination records must be current for all visiting dogs.
 - Visiting dogs must be on a leash, in a cage or have a harness device.
 - A handler must be present at all times.
 - Patient or patient's representative and nurse must give consent for visit.
 - Visiting dogs must be housebroken.
 - The visiting dog must be well-groomed and must not have any active lesions, drainage, infections or infestations (fleas, ticks).

- Unhealthy or unkempt dogs will be refused a visit
- A bath or brushing/combing pet prior to visit is encouraged, to remove dander and reduce allergic reactions
- Dogs exhibiting disruptive or aggressive behavior or losing bladder/bowel control will immediately be removed from the facility, taking care to avoid any additional stimulation.
 - Contact Environmental Services to clean up accidents.
- Assist patient (as needed) in performing hand hygiene following the visit.
- Offer a hand sanitizing agent or disinfectant towelette to those who cannot wash their hands at a sink.
- Healthcare workers must wash hands or use an alcohol hand sanitizer if physical contact is made with the visiting dog.
- Aquariums
 - Aquarium maintenance is contracted out. Hospital employees shall not service aquariums.

Individual Support Plans for English Language Learners

Purpose

Individual Support Plans help students from non-English-speaking backgrounds as they begin their time at Bryan College of Health Sciences. These plans are:

- Individual: Each student's plan is based on their unique needs. A Support Plan may consider the student's level of English, any disability-related accommodations, and course or program requirements.
- Temporary: Students will take professional exams after graduating, and those exams do not offer support for ELL students. Because of this, the Support Plan will lessen over time to help students prepare.
- Positive: Speaking more than one language is a strength that helps students engage with a diverse, multicultural society.

Procedure

These are the steps to ask for an Individual Support Plan:

1. The student meets with the Director of Academic Support Services to talk about how an Individual Support Plan can help them be successful. The student may also need to fill out a Request Form.
2. The Director of Academic Support Services will work with the student to create an Individual Support Plan. The plan will explain the support needed.
 - Some examples of possible supports are extended exam time, private or semi-private exams, the use of a bilingual dictionary, closed captioning of videos, or early access to class materials.
 - If a dictionary is a part of the Support Plan, Academic Support Services will buy one and store it in the locked Testing Center cupboard between exams.
3. The plan and timeline for preparing the student for graduation and licensure exams
4. The Director of Academic Support Services may talk with professors, Deans, and others to make sure the plan is fair and reasonable.
5. The Director of Academic Support Services will share the Support Plan with the student's advisor and professors each semester.
6. The student will need to renew the Support Plan each semester. This may involve meeting with the Director of Academic Support Services, filling out a new Request Form, and/or other steps sent to the student's College email.
7. The student should let the Director of Academic Support Services if the Support Plan is not meeting their needs.

Student Health Policy and Health Services

Student Health Policy and Health Services

The objective of the Student Health and Wellness program is to encourage health promotion and illness prevention. The Student Health nurses provide health assessments and referrals (if needed) for illness or injuries. Student Health is available Monday-Friday by calling 402-481-8468 or emailing studenthealth@bryanhealth.org. Students can also access ezVisit, a Bryan online virtual care service for minor illness, at no charge using their student identification number. Other options for students are to utilize their primary care provider or one of the local Urgent Care facilities using their private health insurance.

Students as health care providers are at increased risk of exposure to communicable diseases. Therefore, students are required to maintain complete and current health and immunization records with Student Health. This requirement ensures the well-being of students, patients, clients and the health community. (Please refer to the Program-specific immunization requirement for BSN students).

Health and Immunization Requirements:

Incoming 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 and identify allergies upon admission. Students are expected to complete immunization requirements and submit documentation at least 3 weeks before the start of spring and fall admission dates. **Students who do not complete the immunization requirements will have an immunization hold placed on their account that will keep them from registering for classes the following semester.**

Immunizations required by program:

Nursing

- **MMR (Measles, Mumps, & Rubella)** - 2 dose vaccine series or a blood titer demonstrating positive immunity of each-measles, mumps, rubella.
- **Varicella (Chicken Pox)** - 2 dose vaccine series **OR** a Varicella blood titer demonstrating positive immunity if previously had Chicken Pox disease. History of disease alone does not meet requirement.
- **TB (Tuberculosis)** - 2-step TB skin test (two separate skin tests at least 1 week apart or two TB skin tests within the 12 months prior to start date) **OR** a TB blood test (IGRA: QuantiFERON Gold) within the 12 months prior to admission start date. A TB Screening Questionnaire must also be completed electronically as part of the admission documentation process. If a student has a history of positive TB skin test or IGRA, documentation of follow up screening/care from a healthcare provider must be submitted to Student Health prior to start date. An electronic TB Symptom Screening/Risk Assessment will be completed annually.
- **Tdap (Tetanus, Diphtheria, and Pertussis)** – one (1) vaccine dose required within the past 10 years prior to admission start date- Once expired can be updated with another Tdap or plain Tetanus (Td).
- **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 conjugate vaccination prior to age 21 years.
- **Hepatitis B** – 2 or 3 dose vaccine series (depending on type of vaccine) **AND** a Hepatitis B Surface Antibody blood titer demonstrating positive immunity **OR** Hepatitis B Surface Antibody blood titer demonstrating positive immunity by itself.
- **COVID-19 (SARS-CoV-2)** – proof of original 2 dose vaccines (2021/2022) or proof of single dose bivalent since 2023 **OR** a signed declination for medical, religious, or creed exemption on file with Student Health prior to admission start date.
- **Mandatory seasonal influenza vaccination**- Influenza vaccination will be provided at no expense to students during the annual flu season. If flu vaccination is received elsewhere, documentation is required. For students who decline or cannot have the flu vaccine for medical reasons, a declination form must be signed and on file.

Sonography

- **MMR (Measles, Mumps, & Rubella)** - 2 dose vaccine series **OR** a blood titer demonstrating positive immunity of each-measles, mumps, rubella.
- **Varicella (Chicken Pox)** - 2 dose vaccine series **OR** a Varicella blood titer demonstrating positive immunity if previously had Chicken Pox disease. History of disease alone does not meet requirement.
- **TB (Tuberculosis)** - 2-step TB skin test (two separate skin tests at least 1 week apart or two TB skin tests within the 12 months prior to start date) **OR** a TB blood test (IGRA: QuantiFERON Gold) within the 12 months prior to start date. A TB Screening Questionnaire must also be completed electronically as part of the admission documentation process. If a student has a history of positive TB skin test or IGRA, documentation of follow up screening/care from a healthcare provider must be submitted prior to starting date. An electronic TB Symptom Screening/Risk Assessment will be completed annually.
- **Tdap (Tetanus, Diphtheria, and Pertussis)** - 1 vaccine dose required within the past 10 years prior to admission start date- Once expired can be updated with another Tdap or plain Tetanus (Td).
- **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 conjugate vaccination prior to age 21 years.

- **Hepatitis B** – 2 or 3 dose vaccine series (depending on type of vaccine) **AND** a Hepatitis B Surface Antibody blood titer demonstrating positive immunity; **OR** Hepatitis B Surface Antibody blood titer demonstrating positive immunity by itself.
- **COVID-19 (SARS-CoV-2)** - proof of original 2 dose vaccines (2021/2022) or proof of single dose bivalent since 2023 **OR** a signed declination for medical, religious, or creed exemption on file with Student Health prior to admission start date.
- **Mandatory seasonal influenza vaccination**- Influenza vaccination will be provided at no expense to students during the annual flu season. If the flu vaccine is received elsewhere outside of Bryan, documentation is required. For students who decline or cannot have the flu vaccine for medical reasons, a declination form must be signed and on file.

Biomedical

- **MMR (Measles, Mumps, & Rubella)** - 2 dose vaccine series **OR** a blood titer demonstrating positive immunity of each- measles, mumps, rubella
- **Varicella (Chicken Pox)** - 2 dose series **OR** a Varicella blood titer demonstrating positive immunity if previously had Chicken Pox disease. History of disease alone does not meet requirement.
- **TB (Tuberculosis)** - 2-step TB skin test (two separate skin tests at least 1 week apart or two TB skin tests within the 12 months prior to start date) **OR** a TB blood test (IGRA: QuantiFERON Gold) within the 12 months prior to start date. A TB Screening Questionnaire must also be completed electronically as part of the admission documentation process. If a student has a history of positive TB skin test or IGRA, documentation of follow up screening/care from healthcare provider must be submitted.
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- **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 conjugate vaccination prior to age 21 years.
- **Hepatitis B** – 2 or 3 dose vaccine series (depending on type of vaccine) **AND** a positive Hepatitis B Surface Antibody blood titer demonstrating positive immunity **OR** Hepatitis B Surface Antibody blood tier demonstrating positive immunity by itself.
- **COVID-19 (SARS-CoV-2)** - proof of original 2 dose vaccines (2021/2022) or proof of single dose bivalent since 2023 **OR** a signed declination for medical, religious, or creed exemption on file with Student Health prior to admission start date.
- **Mandatory seasonal influenza vaccination**- Influenza vaccination will be provided at no expense to students during the annual flu season. If the flu vaccine is received elsewhere outside of Bryan, documentation is required. For students who decline or cannot have the flu vaccine for medical reasons, a declination form must be signed and on file.

Health Professions

- **MMR (Measles, Mumps, & Rubella)** -2 dose vaccine series **OR** a blood titer demonstrating positive immunity of each- measles, mumps, rubella
- **Varicella (Chicken Pox)** - 2-dose vaccine series **OR** a Varicella blood titer demonstrating positive immunity if previously had Chicken Pox disease. History of disease alone does not meet requirement.
- **TB (Tuberculosis)** - 2-step TB skin test (two separate skin tests at least 1 week apart or two TB skin tests within the 12 months prior to start date) **OR** a TB blood test (IGRA: QuantiFERON Gold) within the 12 months prior to start date. A TB Screening Questionnaire must also be completed electronically as part of the admission documentation process. If a student has a history of a positive TB skin test or IGRA, documentation of follow- up screening/care from a healthcare provider must be submitted.
- **Tdap (Tetanus, Diphtheria, and Pertussis)** - 1 vaccine dose required within the past 10 years prior to admission start date- Once expired, can be updated with another Tdap or plain Tetanus (Td).
- **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 conjugate vaccination prior to age 21 years.
- **Hepatitis B** – 2 or 3 dose vaccine series (depending on type of vaccine) **AND** a positive Hepatitis B Surface Antibody blood titer demonstrating positive immunity **OR** Hepatitis B Surface Antibody blood titer demonstrating positive immunity by itself.
- **COVID-19 (SARS-CoV-2)** - proof of original 2 dose vaccines (2021/2022) or proof of single dose bivalent since 2023 **OR** a signed declination for medical, religious, or creed exemption on file with Student Health prior to admission start date.

- **Mandatory seasonal influenza vaccination**- Influenza vaccination will be provided at no expense to students during the annual flu season. If the flu vaccine is received elsewhere outside of Bryan, documentation is required. For students who decline or cannot have the flu vaccine for medical reasons, a declination form must be signed and on file.

Non-Degree Seeking

- Students attending class on campus (i.e.- Phlebotomy, BNA) are required to provide influenza documentation during the current flu season. BNA students must also provide information on allergies.

Online Only

- Exempt from all immunization requirements.

Student Health and Wellness Nurses provide:

- Health promotion education
- Annual influenza immunizations through the College Flu Shot clinics
- Compliance reviews for required immunizations
- Tuberculosis screenings and testing as required for clinical experiences
- Information for finding a local healthcare provider or referral to ezVisit to meet health needs
- Health assessments and referrals (if needed) for illness or injury.
- Health insurance information resource

Student Health Office is located on the Lincoln east campus, Room 206 , 402-481-8468.

Health and Hospital Insurance/Medical Expenses

- Students are to be covered by health and hospitalization insurance. The name of the insurance carrier and the identification numbers of the student are to be kept current with the Registrar. Students can contact Student Health for health insurance questions and informational resources.
- Students coming into the College with any known physical conditions are to be responsible for their medications and treatments resulting from these conditions.
- Medications, referrals, treatments, diagnostic tests or other special services will be at the student's own expense.

Illness/Injury/Hospitalization/Surgery/Exposure

- Students reporting an absence are expected to follow the specific course protocols identified for each classroom and clinical experience.
- Students must notify their faculty of class or clinical absence. In addition, students must call or email the Student Health office to discuss reason for absence and recommended care so an excused absence can be authorized by health nurse.
- If a student does not have an individual healthcare provider, Student Health can assist in providing referral/resource information.
- If a student is absent due to injury, inpatient admission, hospitalization, surgery, or any actual or probable infectious conditions, the student must present documentation from a healthcare provider for review by the Student Health Nurses. Documentation would include dates of absence, date of return to class or clinical experiences, and specify any restrictions, if applicable, that may impact the student's ability to engage in regular classroom and/or clinical experiences. Students with restrictions or limitations may not be permitted to provide patient care in the clinical area. This will be evaluated on a case-by-case basis by the ADA Coordinator (Director of Academic Support and Accessibility Services) in consultation with faculty and the Employee Health Manager. Students are advised to contact the ADA Coordinator (Director of Academic Support and Accessibility Services) to discuss the situation and determine if special accommodations are deemed necessary.
- The College reserves the right to specify provisions of treatment and follow-up for return to course activities following illness, injuries, or hospitalization.
- Student injuries or exposure while attending class or clinical experience:
 - At the time of injury, notify assigned faculty and contact Bryan Employee Health (402-481-8622) for evaluation/ treatment if needed. If emergency care and treatment are indicated, seek medical attention at the Emergency Dept., Urgent Care, or a personal care provider. Access the B-Safe reporting form on the Hello Bryan website- use the icon Employee Event and report an incident as a student
 - At the time of an exposure, notify assigned faculty and contact Bryan Employee Health (402-481-8622) or, after hours, the on-duty Administrative Manager at Bryan Health (402-481-1111). Exposures incurred at off-campus

educational experiences must also be reported to that facility's supervisory staff along with notification of Bryan Employee Health. Source patient blood is drawn onsite at the assigned facility. Blood testing for students is completed through Bryan Employee Health or as directed by that department. Access B-Safe reporting on the Hello Bryan website- use the icon Employee Event and report an incident as a student. **Needlestick or Blood and Body Fluid Exposure must be seen by Bryan Employee Health for follow-up.**

Seasonal Influenza Vaccination Policy

- The College's influenza vaccination deadline is October 15th and is communicated to students before the start of fall influenza season.
- Students are required to provide influenza vaccination documentation annually to the Student Health Office, Room 206, through one of the following methods of communication:
 1. Students attending the College Flu Clinic will have their vaccination recorded into their electronic immunization record by Student Health Nurses.
 2. Students who receive their vaccination through Bryan Employee Health are responsible for notifying Student Health or providing the documentation for placement on their college immunization record.
 3. If a student receives an influenza vaccination elsewhere (outside of Bryan), documentation must be provided to Student Health for placement on their immunization record
 4. Students who complete the Influenza Vaccination Declination must provide the documentation to Student Health Office, noting reason for declining vaccine. **Students who complete an Influenza Vaccination Declination will follow Bryan Health's influenza policy, including wearing a mandatory mask if required. Hastings students who complete an Influenza Vaccination Declination will follow Mary Lanning's influenza policy, including wearing a mandatory mask if required**
- Students who do not provide the required documentation to the Student Health Office by the College's designated deadline of **October 15th** will violate the Student Code of Conduct. The following sanctions will be applied to students who are in violation of the Student Code of Conduct due to non-compliance with the Influenza Vaccination Policy:
 1. Students are placed on an Immunization Hold which prevents them from registering for classes the next semester
 2. Students can attend class but are **NOT** eligible to participate in clinical experiences, which include but are not limited to hospital, clinic, community, skills lab, and simulation experiences.
 3. The Clinical Absence Policy and fee structure will be applied to absences.
- **The sanctions identified above will be removed when students complete one of the following:** Student receives the influenza vaccination and documentation is submitted to the Student Health Office **OR** student submits a completed Influenza Vaccination Declination form to Student Health.

Lactation/Nurturing Rooms

- Bryan Medical Center has several Lactation/Nurturing rooms on both east and west campuses which are available to students who need to do breast pumping while at the College or Medical Center. Accessibility is via proxy card entry, and students who would like to have access should contact Employee Health at (402-481-8622). Lactation consultants are available to answer questions or assist as the need arises and can be reached at (402) 481-7103. A list of room locations is available through Employee Health Service or Student Health Office.
- Bryan College in conjunction with Mary Lanning offers a Lactation/Nurturing room for students who need to do breast pumping while at the college. It is located on 3rd floor (same floor as the college) in the room labeled **320 Mother's Room** located in the small hallway just past the elevators.

Library Policies

Library Spaces (Lincoln East Campus Only)

Library hours are posted outside the Library and on the Library website.

The Library's physical space is clearly divided for intended uses:

- The main or Computer Lab side is a space for individual and group use of the College computers, and has casual seating for group work, socializing, and community events.
- The "Quiet Side" of the Library is designated for individual, quiet, intentional study. Please respect other students by limiting conversations.

- The Group Study Room/Testing Center (on the “Quiet Side”) must be reserved for group use, when not in use for testing. Please remember the space is on the “Quiet Side,” and the room is not soundproof.
- Offices, cabinets, and the checkout desk and the area behind it are staff only spaces. Please ask Library employees for help if you need anything from those areas.
- Do not remove any office supplies (staplers, scissors, etc.), whiteboards, or equipment from the library without permission.
 - Please return any items from other parts of the college to those spaces.

Library Borrowing Policies (physical materials only)

Please note that the Library’s e-journals, ebooks, and other electronic materials are available at any time and these policies apply to physical items only.

Items are available to check out during the Library’s open hours.

- For Hastings and online only students, please contact the Librarians about borrowing physical items located in Lincoln. A Librarian will provide the materials (mailing, scanning, and emailing, or other types of delivery), without requiring an in-person visit to the Library.
- A limited number of items are available on the Hastings campus, for onsite use only. Please see the administrative assistant for help.

Borrowing Times

Please note special exceptions can be made to the borrowing times, depending on the situation. Please reach out to a Librarian to discuss options.

- **Books** in the main collection may be checked out for three weeks.
- **Reserve materials** (books, DVDs) can only be used in the library.
- **Journals** can only be used in the library.
- **Laptops** may be checked out for either one week (short term) or four weeks (long term).
- **Skills lab items** (such as stethoscopes, blood pressure cuffs, and reflex hammers) may be checked out for one week.
- **DVDs and CD-ROMs** can only be used in the library.
- **Other items** may be provided by faculty for check out. Borrowing length will be shared at the time of check out.

Returning Items

- During open hours, all items are to be returned to the Check Out Desk in the Library.
- When the Library is closed, books to be returned can be placed in the book drop, attached to the wall, outside the Library entrance.
- Skills lab items must be returned when the Library is open for security reasons.
- Laptops must be returned to a Library employee for security reasons.

Overdue Items

- The Library does not charge a daily fee for overdue items.
- Items not returned within 30 days of the final due date will be marked lost and the student billed the replacement cost.
 - Students will receive two emails asking for the item(s) to be returned, and the cost to replace the item(s), if not returned.
 - Students will receive a third email after 30 days stating that their college account has been charged.
 - Emails will be sent to students’ college email addresses.
 - Emails will be sent from a library or college email account.

Education Department Borrowing Policies

The Library loans Basic Life Support (BLS) and other American Heart Association (AHA) books to students on behalf of the Education Department, to support Bryan Medical Center AHA certification classes. As these books belong to the Education Department, they set the policies borrowing these materials.

- Books can be borrowed for three weeks.
- Books must be returned to the instructor the day of the class, or the library if the class is missed.

- Overdue notices will be emailed from an Education Department email account.
- Overdue charges will be billed to their college account.

Printing and Photocopying, Scanning, or Faxing

Printing with PaperCut

All college computers for student use are connected to a PaperCut account using student computer logins. This applies to student computers found outside of the Library on East, West, and Hastings campuses.

- Each semester student PaperCut accounts are preloaded with \$25 (\$35 for graduate students).
 - Students cannot use these funds for anything other than printing.
 - Unused funds expire at the end of the semester.
- Black and white printing is \$0.05 per sheet of paper.
 - Computers are set to default to Black and white printing.
- Color printing is \$0.25 per sheet of paper.
 - Not all printers are color printers. Signs or employees will identify the color printers.
- Once the PaperCut account reached \$0, students may need to pay to add money to the account.
 - A library employee can add money to the account.
 - Unused funds expire at the end of the semester.

Printing, Photocopying, Scanning, or Faxing

Please note that printing, photocopying, scanning, and faxing are all a form of copying images and documents. Images and documents are protected as intellectual property under copyright laws. Please review the Bryan College of Health Sciences Statement of Copyright Restrictions and keep it in mind when making any type of copy.

Librarians are available to give guidance on copyright questions but cannot give legal advice.

Statement of Copyright Restrictions

Bryan College of Health Sciences abides by the Statement of Copyright Restrictions: The copyright law of the U.S. (Title 17, USC) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish photocopies or other reproductions. One of the specified conditions is that the photocopy is not to be used for any purpose other than private study, scholarship, or research. If a user makes a request for, or later uses, a photocopy or other reproduction for purposes in excess of fair use, that user may be liable for copyright infringement.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Classroom Dress Code Policy

Dress code will be established with student input in conjunction with the College Vice President of Student Affairs and faculty, so the highest professional standards are maintained, but also taking into consideration comfort and practicality for the student" as well as the dress code of the parent organization Bryan Health. The purpose and goal of a classroom dress code is to reflect a professional, respectful, and scholastic attitude about college dress. Expected dress and appearance as described below is universal and applies to: classrooms, the library, skills lab, hallways, offices, student areas, and any other Bryan supported event.

Students should wear items of clothing with the following characteristics:

- Clean, in good repair, and well-fitting
- Adequately conceals all private anatomical parts and undergarments
- Conceals the upper half the thighs and entire buttocks
- Free of vulgar, suggestive, provocative statements or advertising (e.g. alcohol, tobacco, illegal drugs, sexual connotation)
- Includes footwear
- Includes student identification badge

Tattoos that are deemed offensive (including, but not limited to, drug related, sexually explicit, offensive language, and/or gang related in nature) must be covered at all times while in classroom learning activities on campus.

Failure to comply with dress code may result in the student being asked to change clothing. Students who do not follow established dress code may have further disciplinary action and may be dismissed from Bryan College of Health Sciences.

Students may also refer to [Bryan Medical Center Dress Code Policy](#).

Parking Policy and Procedure

Lincoln Locations

Bryan College of Health Sciences Lincoln location follows the Bryan Medical Center Parking Policy and Procedure, as outlined below.

- Bryan Medical Center exists to serve the community. Thus, priority for prime parking locations is for patients and visitors. Special consideration is given to parking requirements for physicians and tenants. Each site will establish specific designated areas of parking for the following groups:
 - Patients
 - Visitors
 - Tenants
 - Employees
 - Physicians
 - Volunteers
 - Students of College of Health Sciences
 - Students receiving clinical training onsite
 - Travelers
 - Contractors and their employees
- Bryan assumes no responsibility for damage to or theft of items from vehicles parked on either site or at any assigned parking lot.
- The Medical Center reserves the right to tow improperly parked vehicles if necessary.
- The twelve (12) month period referenced in this procedure is defined as the elapsed period of time between the date of the first citation and the anniversary date of that same citation twelve (12) months later.

Steps:

- Vehicle Registration
 - Initial Registration
 - Employees and students will receive vehicle registration forms during the orientation process.
 - Tenants will register their vehicles through Facilities Management.
 - Physicians may contact the Medical Staff Services Department at the east site to obtain a card providing access to the gated area of the Sumner Street parking garage.
 - Volunteers and members of other groups will receive parking information, assignments and vehicle registration forms from their primary Bryan contact.
 - Annual Assessment: Security will conduct an annual Medical Center-wide vehicle registration assessment.
 - Changes: Notify Facilities Management any time there is a change in vehicles or license numbers, by completing a vehicle registration form and sending it to Facilities Management-East.
- Refer to addendums and maps for specifics on parking assignments by site and group.

- Parking Violations for employees/students: Security will monitor the parking program and issue tickets for violations to include:
 - Failure to park in designated lots.
 - East Campus
 - Sumner Garage - Upper and level ramp
 - Zone A (48th St. Garage) - 2nd level ramp, 3rd level ramp, and 3rd level, 4th level
 - Zone B (Cotner Garage) - North of Cotner garage, North of 48th St. Garage, East of the Sumner Garage, North of the College of Health Sciences Building
 - West Campus:
 - Parking Garage - ramp to 2nd level, 2nd level, Ramp to 3rd level, Ramp to 4th level, 4th level,
 - Emergency Department Lot - 2 south rows along Lake St., 1 row, West of Physician designated parking
 - Surface lot south of radiology, along Lake St - entire lot
 - Parking in any areas reserved for other groups or designated no parking such as fire lanes, red-lined curbs, handicapped spaces or visitor and patient parking areas
 - Parking over a line or taking two stalls
 - Parking on residential side streets
 - Failure to register or provide current vehicle license number
- Notify security (Ext. 18488 - East, Ext. 15802 - West) if any vehicle will be parked in a Medical Center lot for more than 24 hours

Corrective Action for Employees/Students

- Individuals who fail to register their vehicle(s) may be denied parking in any Bryan controlled parking lots.
- First Ticket - The first ticket issued in a twelve (12) month period will result in a written notice sent to the employee's manager or student's instructor.
- Second Ticket - The second ticket issued within a 12-month period will result in a written notice sent to the manager or instructor. Security will verify that the employee is on duty, and if so, a wheel lock will be placed on the car. In addition, a \$30.00 fine will be assessed for the wheel lock to be removed. NOTE: If you do not have the required parking sticker on your vehicle and are improperly parked, two tickets will be issued.
- Third Ticket - The third ticket issued within a 12-month period will result in Security verifying whether the employee is on duty. If the employee is on duty, a wheel lock will be placed on the vehicle requiring payment of a \$50.00 fine before Security will remove the wheel lock. In addition, a written notice will be sent to the manager or instructor indicating further violations may result in the employee's immediate termination.
- Fines should be paid to the cashier's office directly during office hours. After hours, an invoice will be sent to cashier services. This invoice must be paid the next business day between the hours of 8:00 a.m. and 4:30 p.m. If payment is not received as required, a wheel lock will be reapplied and remain on the vehicle until the fine is paid.
- Discretion will be used in all cases prior to having a vehicle wheel-locked.
- All citations will be destroyed as they reach their 12 month anniversary date. Action as described above will be taken if, at any time, an individual accumulates the specified number of citations in this twelve (12) month period. Actions taken as a result of these citations will not negate them. They will remain active and will count toward future action, if necessary, in the same time period.

Hastings Location

Students should park in employee designated parking areas for their clinical site and class days. Students are not allowed to park in the physician lots or areas designated for patients or visitors. Failure to abide by institution's parking policies may result in a written warning and/or a ticket depending on the site.

Tobacco and Tobacco-Like Products Policy

Bryan College of Health Sciences has a tobacco-free policy. Tobacco products include cigarettes, pipes, or cigars – and in any smokeless form. Also included are substitute items such as clove cigarettes, electronic cigarettes (also known as e-cigarettes), etc.

Use of tobacco and tobacco-like products is not permitted in the College or on the campus. This includes inside and outside of our buildings, all parking garages, lots and all grounds of our main and ancillary buildings.

The procedure applies to all individuals including students, patients, visitors, employees, volunteers, medical staff members, and tenants. The one exception is patients of the Independence Center. Use of tobacco products is prohibited in personal vehicles when on Campus.

Students are expected to adhere to smoking and other related policies of their off-site classroom or clinical experience sites.

Video Camera Use

The following guidelines have been developed for the utilization of the Bryan College of Health Sciences video camera.

- The video camera must be checked out and returned to the Bryan College of Health Sciences Education Information Technology Office.
- The camera can be checked-out based on the following authorization:
 - Bryan College of Health Sciences Faculty use for academic purposes.
 - Faculty approved student use for course/academic purposes.
 - Administrator approval for requested use by other hospital departments/employees.
- Students are financially responsible for equipment that is lost or broken while checked out to them.

Video Recording in the Simulation Center

Video recording may be used in the simulation lab during simulated clinical experiences. Recordings may be used during the debriefing period to help students reflect on the actions and activities that occurred during the simulated clinical experience.

This recording will only be viewed by those students who participated in the simulated clinical experience, the instructor(s), and the simulation lab faculty. The video will be stored on a password-protected area of the College's computer system. It may temporarily be placed on Canvas but password protected so that only the participants may access it. The videos will be deleted from the computer at the end of each semester.

Under no circumstances will the video be viewed by unauthorized people without written consent of the participant(s). The video will not be uploaded to any public viewing site such as Youtube.com. If a faculty member wishes to use portions of a video for educational purposes or as part of a conference presentation, they will obtain written consent from the participant(s) prior to that use. If a video is going to be used for research purposes, written consent will be obtained. The video may be transferred to a DVD and stored in a locked file cabinet.

Travel Policy

The purpose of this policy is to promote the health and safety of students by establishing travel guidelines.

It is the intent of the College to promote safety and to encourage students to engage in professional and safe conduct when traveling to and from College-sponsored extracurricular activities and events. For purposes of this policy, an activity or event is organized and sponsored by the College when it has been planned, funded, and properly approved by the appropriate College official or officials.

This policy applies only to travel that has been planned, funded, and approved by the appropriate College personnel, and is outside Lancaster County. However, students are encouraged to follow the guidelines set out in this policy and the safe travel rules established by the College whenever travel is College-related.

Students traveling to and from College-organized and sponsored activities or events may be required to use various modes of travel and travel under different conditions. Each form of travel requires the student to follow mode-specific safety precautions. In addition to following the federal and state laws that encourage safe travel, using sound judgment, and following this policy, students traveling to and from events covered under this policy must follow the safe travel rules approved by the College.

At no time will the College authorize and/or pay for students to rent a vehicle to attend a College-sponsored event, attend a conference or any other activity planned by a student organization.

At a minimum, these rules must include provisions concerning:

- **Use of Seat Belts and Other Safety Devices.** Seat belts and other safety devices must be used at all times.
- **Passenger Capacity.** Seating in personal vehicles must comply with the manufacturers' recommended safety capacity or federal or state law, whichever is lowest.
- **Privately Owned Vehicle.** Students who travel to and from activities or events covered under this policy using privately owned vehicles are required to follow the safe travel rules approved by the College and applicable state law. Students who drive their personal vehicle must complete a Student Liability Waiver Form. The driver and all passengers must wear seatbelts at all times.
- **Approved Drivers.** Approved drivers cannot have a major or capitol violation on their driving record, no more than one at fault accident of any type in the last three (3) years, and no more than two (2) moving violations during the last three (3) years.
- **Car Insurance.** Students must carry car insurance as required by Nebraska State law.
- **Valid Driver's License:** Students must have a valid driver's license.
- **Fatigue and Time of Travel.** Students who travel to and from events and activities covered under this policy should obtain a minimum of six (6) hours sleep before traveling and drive no more than five hundred (500) miles in a twenty-four (24) hour period. Students may not drive between the hours of 10:00 p.m. and 6:00 a.m. unless authorized by the organization sponsor.
- **Air and other modes of Commercial Transportation.** Students traveling by air and other modes of commercial transportation must comply with all federal laws regulating the specific mode of travel and the rules of the specific commercial carrier, including laws and rules regarding carry-on baggage and baggage weight restrictions. The College will not cover the cost of any overweight baggage.
- **International Travel:** Students traveling to locations outside the United States are responsible for satisfying all international travel requirements, including obtaining a valid passport, obtaining health and other insurance, establishing safe points of contact in the host country and taking account of travel advisories issued by the United States Department of State, the host country or other recognized international organizations.
- **Drugs and Alcohol:** Please refer to the drugs and alcohol procedure in the Student Catalog. Students are responsible for their behavior at all times on and off campus.
- **Weapons/Firearms:** Please refer to the weapons/firearms policy in this Student Catalog.
- **Travel Authorization.** Authorized student organizations that require their members to travel to events and activities covered under this policy must obtain written approval for the travel from their faculty sponsor and the Director of Student Services at least one (1) day prior to in-state events or activity and seven (7) days prior for out- of-state events or activity. When the College provides the transportation, students traveling to events must return by the same mode of transportation unless authorized to do otherwise by the appropriate College official. Students less than eighteen (18) years of age are not authorized to return in any other mode of transportation than the one provided, unless approved by faculty sponsors.

Procedures

The following procedures are established to implement the student travel rules

- College personnel are responsible for verifying that students are aware of these rules and for ensuring compliance with the procedures. Students who fail to comply with the rules and the procedures herein are subject to disciplinary action, up to and including suspension. Students that violate this policy and/or the procedures herein also are subject to disciplinary action, up to and including suspension. College personnel who fail to comply with the rules and the procedures herein are subject to a written reprimand or other disciplinary action.
- All trips require that a completed Student Organization Travel Itinerary form be completed by the student and submitted by the organization's faculty sponsor to the Director of Student Services a minimum of seven (7) days prior to the trip. This includes all travel that involves student organizations.
- Each student traveling is required to submit to the Director of Student Services, the following:
 - Student Travel form
 - Statement of Understanding Regarding Student Travel at any College Sponsored Activity form
 - Student Liability Waiver
 - Approved driver form (if driving personal vehicle)
 - Travel Guidelines and expectations for students

Medical Leave of Absence

During enrollment at Bryan College of Health Sciences, some students will need to take a medical leave because a medical and/or psychological issue temporarily prevents that student's successful and productive participation at the College.

A medical leave is authorized by the Vice President of Student Affairs with supporting documentation from a health care provider. A medical leave of absence may be granted for up to three academic semesters, not including summer sessions. Before a student may submit a request for medical leave, they must work with their academic dean to work through an individualized plan to assist with student progression, including the feasibility of being placed into another student cohort. The individualized progression plan must be uploaded when submitting a medical leave request. In the event a student is unable to work with their academic dean due to unexpected circumstances, the Vice President of Student Affairs will work with the academic dean with the utmost care to determine the best pathway for the student.

Students on a medical leave are expected to focus on the evaluation of, treatment for, and management of the illness or condition which necessitated the leave. The Vice President of Student Affairs will communicate the terms of the leave and the conditions and procedures for returning to Bryan College of Health Sciences. When a medical leave is authorized, students are withdrawn from all courses which they are registered in the current semester. In exceptional cases, incompletes may be granted, depending upon the incomplete policy eligibility.

In circumstances when a student is at risk to themselves or others, unable or unwilling to carry out substantial self-care obligations, and the student does not want to take a leave voluntarily, the Vice President of Student Affairs has the discretion to place the student on a medical leave.

Students who do not return after the specified Medical Leave of Absence, will be administratively withdrawn and required to reapply for admission to return to Bryan College of Health Sciences.

The medical leave is a neutral action and should not be considered as negative or of a disciplinary nature. The official date of medical leave will be determined by the last date of attendance for an enrolled student.

A student is eligible for a tuition refund, following the BCHS tuition refund schedule. If a student believes extenuating circumstances merit a departure from the tuition refund schedule because of medical reasons, they may appeal in writing to the Vice President of Student Affairs for special consideration. Refund exceptions are rare and typically only made in the event of unavoidable and unexpected situations beyond the control of the student. Exits occurring because of neglected physical or mental health needs are not usually granted an exception to the refund schedule. Students requesting special consideration for medical reasons will be required to provide written documentation from the attending physician and/or licensed medical professional providing a summary of the medical issue and how it commands an immediate and necessary exit from the institution. This documentation must be received by the Vice President of Student Affairs Office no later than 10 days from the date of the request for a medical leave. If a student applies for readmission, Bryan College of Health Sciences will require the student to provide written verification from a physician and/or licensed medical professional that the student is physically and emotionally ready to return to Bryan College of Health Sciences.

S2age Withdrawal Notification Policy

The S2AGE community is an intentional living environment designated for actively enrolled students of Bryan College of Health Sciences and older adults. Residency in the S2AGE community is contingent upon a student's active enrollment status with the College.

Policy Guidelines:

- **Notification of Withdrawal:**
When a student residing in the S2AGE community withdraws from Bryan College of Health Sciences, whether voluntarily or involuntarily, they must immediately notify the Vice President of Student Affairs and the Director of the S2AGE Living Community.
- **30-Day Move-Out Period:**
BCHS S2AGE Residents who are no longer enrolled due to withdrawal will be issued a formal 30-day notice to vacate their S2AGE apartment. This notice will begin on the official date of withdrawal from the College.
- **Appeals Process for Extenuating Circumstances:**
Students who experience extenuating circumstances and wish to remain in the S2AGE community beyond the 30-day notice period may submit a written appeal. Appeals must be submitted within ten (10) calendar days of the student's official withdrawal date. Appeals should be addressed to the **Vice President of Student Affairs** and the **Director of S2AGE Living Community** for review and determination.

- **Early Termination:**
If the withdrawal is related to conduct, safety concerns, or other urgent institutional reasons, the Vice President of Student Affairs or the Director of the Szage Living Community reserves the right to shorten the 30-day notice period as appropriate.
- **Financial Obligations:**
Residents are responsible for any housing charges incurred during the 30-day notice period, including past due rent payments.

Complaints and Grievances

Formal Complaints

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.

Procedure

1. The President of the College or their representative will review and investigate any written formal complaints received.
2. A written response to the formal complaint will be formulated by the President or their representative.
3. The President will maintain a written complaint record including: number of complaints, type of complaint, written response to the complaint, and resolution of the complaint.
4. General information on the nature of complaints on file will be available to any person upon written request.

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.

Grievance Process

The Bryan College of Health Sciences (BCHS) Student Grievance Process outlines the process by which students may express and resolve a grievance that they have with any BCHS employee or fellow student. The process for resolving a grievance allows all parties to be heard. It is important for students to be aware of this process should they be involved in a conflict, disagreement, or misunderstanding.

The Student Grievance Process may also be used for grievances involving a third party associated with the College. However, in these instances, the College has discretion to resolve the matter under College contracts, agreements, policies, or laws applicable to the third-party entity, rather than involving the third party in the Student Grievance Process.

The Student Grievance Process in its entirety is an internal process and legal counsel is not permitted. It is not intended to create an adversarial or court-like proceeding but is designed to facilitate fact-finding and to review incidences, actions, or decisions that have negatively affected or raised a serious concern for a student. No retaliatory action will be taken against any participants because they have participated in this process.

Each step in the formal Student Grievance Process indicates who will receive notification of the decision. All decision notifications will be delivered electronically via the College-provided email accounts. Failure of the student to initiate the next step in the process within the specified period of time indicates acceptance of the decision and waives the student's right to further review or appeal. Time limits may be changed by mutual agreement of the involved parties and approval by the

Provost or Vice President of Student Affairs. Typical reasons for a timeline to be extended include: 1) If College employees are not responding to the student in a timely manner or 2) To allow time for the student to determine whether or not an attempted resolution has rectified the issue. If a resolution of the grievance is obtained in any given step, the resolution is considered final.

The academic status of the student will not be altered until resolution of the grievance is obtained in any given step. Students who are grieving matters that will affect progression may progress to subsequent semester classes while the grievance process is in progress. Should the resolution result in an upheld decision and the student is not allowed to progress, the student will be administratively withdrawn from the course and receive a full refund for tuition paid for that course. ***For grievances regarding final grade appeal, please refer to the Final Course Grade Dispute Policy.***

The Provost and Vice President of Student Affairs are integral to facilitating the review process and have responsibility for making determinations in the process. The Provost facilitates the process for academic matters and the Vice President of Student Affairs facilitates the process for non-academic matters. If the matter has both academic and non-academic elements, the Provost and Vice President of Student Affairs will discuss the case and decide who will facilitate the Student Grievance Process. The Provost or Vice President of Student Affairs will name a designee in the event that they are unavailable. If the Provost or Vice President of Student Affairs is named as an involved party in the grievance, the College President will designate an alternative leader to facilitate the process.

Step 1: Informal Process

Every reasonable effort should be made by all parties to resolve the concerns informally before a formal grievance is filed. At this stage, no written records of the matter will be placed in the student's official file. The student may initiate Step 2, a formal Departmental Review, if they determine that informal discussions have not resulted in resolution or that they do not wish to engage in informal discussions.

The initial contact person for the informal process depends on the issue.

- For matters involving a College employee or fellow student, the student with a concern should contact the person(s) with whom there is a difference or dispute.
- For matters involving a third party associated with the College, the student with a concern should contact their academic advisor to determine a plan for informal resolution of the issue. Students may choose a faculty member other than their assigned academic advisor to act as an advisor if desired.

In some cases, the student may wish to discuss the concern initially with the Program Dean, Provost, or Vice President of Student Affairs, who may also assist in attempting to reach an informal resolution. However, contacting the Program Dean, Provost, or Vice President of Student Affairs does not serve as a substitute for meeting directly with the appropriate initial contact person.

All parties should work toward resolution within a reasonable timeline. The student should send an email requesting to meet with the initial contact person within 10 business days of the point of time when the student has knowledge of the issue being grieved. The initial contact person should work with the student to schedule a meeting to resolve the matter. The meeting should take place within five (5) business days from the receipt of the student's email. At the meeting the initial contact person and the student should discuss the student's concern and work toward a mutually agreeable resolution.

Step 2: Formal Departmental Review Process

If the student determines that informal discussions have not resulted in a timely or satisfactory resolution or if the student does not wish to engage in informal discussions, the student may initiate the formal Student Grievance Process by submitting the [Student Grievance Form](#). The Student Grievance Form should be completed within 15 business days of the point of time when the student has knowledge of the issue being grieved.

The Formal Grievance process begins with a Departmental Review. However, if the student has reason to believe that a Formal Departmental Review would result in a biased outcome, the student may request to move directly to Step 3, Formal Grievance Board Review. The Provost or Vice President of Student Affairs makes the decision either to continue with a Formal Departmental Review or proceed directly to a Formal Grievance Board.

Upon receipt of a Student Grievance Form, the Provost or Vice President of Student Affairs will designate an appropriate department leader to investigate the grievance. A designated leader should be someone with decision-making authority over

the matter, unless they are named as an involved party in the grievance. The designated leader will initiate an inquiry into all facts relevant to the case and notify involved parties that a Formal Departmental Review Process is being conducted. The inquiry typically includes meetings with the student who submitted the grievance, other parties involved, and relevant witnesses. In some cases, this may mean meeting with involved parties at the same time. Any involved party may submit additional written statements during the review. Any involved student may choose a faculty or staff member to act as an advisor throughout this process if desired.

The designated leader will notify the student who submitted the grievance of the results of the Formal Departmental Review. This notification will occur within 10 business days of receipt of the Student Grievance Form.

- If the grievance is upheld, the designated leader will attempt to identify a resolution.
- If possible, the resolution will be communicated at the same time as the Formal Departmental Review decision and completed within 15 business days of the decision.

If the matter is resolved to the satisfaction of the student who brought the grievance, the grievance will be considered closed. If the grievance was not upheld or was not resolved to the satisfaction of the student who brought the grievance, the student may proceed with Step 3, a Formal Grievance Board Review.

Step 3: Formal Grievance Board Review

If the student is not satisfied with the outcome of the Formal Departmental Review Process or believes the Formal Review Process would result in a biased outcome, the student may request a Grievance Board Review. The student should submit the Grievance Board Review Request to the Provost (for academic matters) or Vice President of Student Affairs (for non-academic matters) within five (5) business days of receiving a Departmental Review decision. The student's Grievance Board Review Request must be submitted by e-mail and include rationale for why the Grievance Board Review is requested.

Upon receipt of the Grievance Board Review Request, the Provost or Vice President of Student Affairs will meet individually with involved parties and explain the Grievance Board Review process. The Provost or Vice President of Student Affairs will arrange the Grievance Board Review Meeting within 10 business days of receiving the Grievance Board Review Request.

The Grievance Review Board will be comprised of two faculty members, one professional staff member, and two students who will be trained in the Grievance Review process by the Provost/Vice President of Student Affairs. A list of potential, non-conflicting Grievance Review Board members will be reviewed with both parties to ensure that there is no conflict of interest. The Provost/Vice President of Student Affairs will select the Grievance Review Board members from the list.

The original Student Grievance Form, the Formal Departmental Review results (if applicable), and any material that any involved party will bring forth at the Grievance Board Review Meeting must be submitted to the Provost or Vice President of Student Affairs three (3) days prior to the Grievance Board Review Meeting. All written materials submitted will be available for review by all parties involved in the Grievance Review Board Meeting. Materials will be available for review during the College's office hours and will be checked in and out. All materials are confidential and should not be shared or discussed with anyone, including other members of the Grievance Review Board.

Any involved student may elect to have witness(es) present information at the Grievance Review Board, and may be accompanied by one non-testifying Bryan College student or employee as an advocate. The Provost or Vice President of Student Affairs will determine the appropriateness and involvement of witnesses. Witnesses may be deemed appropriate for either party.

The Provost or Vice President of Student Affairs will serve as the nonvoting chairperson of the Grievance Review Board and will conduct the meeting utilizing the Grievance Review Board agenda. Confidentiality will be maintained by the Grievance Review Board. All involved parties will have the right to be present at the Grievance Review Board Meeting. All involved parties will have the opportunity to speak according to the agenda. The Grievance Review Board Meeting is not open to the public. No legal representation will be present. The hearing will be recorded. Recordings will be the property of and secured by Bryan College of Health Sciences. The Grievance Review Board will deliberate in private, and such deliberation will not be recorded. The Grievance Review Board will determine if "it is more likely than not," that the alleged grievance occurred and/or resulted in unfair and/or inequitable treatment. The decision will be made by a secret ballot majority vote of the members of the Grievance Review Board. The ballot results will be shared with the Grievance Review Board at the conclusion of the voting.

Any changes in the scheduled Grievance Review Board meeting must be requested in writing to the Provost (academic issues) or Vice President of Student Affairs (non-academic issues) at least 24 hours before the appointed meeting time. Unless the

College determines that extraordinary circumstances justify a different outcome, failure of the student to appear at the Grievance Review Board meeting will nullify the process and the outcome of the last step will stand. If the other involved parties do not attend the scheduled meeting, they will have forfeited their right to be present and the Grievance Board Review will proceed without them.

The Provost or Vice President of Student Affairs will notify all involved parties of the Grievance Review Board's decision within three (3) business days of the Grievance Review Board's decision.

[Grievance Board Review Request](#)

Step 4: Formal Appeal to the College President

A decision reached by the Grievance Review Board may be appealed to the President of the College by either the student or the other involved parties. A written appeal must be delivered to the Provost (for academic matters) or Vice President of Student Affairs (for non-academic matters) within five (5) business days of receiving the decision. The appeal will be limited to a review of the record and supporting evidence of the Grievance Review.

Acceptable reasons for appeal are:

- To determine whether the Grievance Review was conducted fairly in light of the complaint and evidence presented and conformity with prescribed procedures.
- To determine whether the decision reached was based on substantial evidence, that is whether the facts in the Grievance Review were sufficient to meet the criterion of "it was more likely than not."
- To consider new information to alter a decision or other relevant facts not brought out in the Grievance Review, because the student or College personnel appealing did not know such information at the time of the Grievance Review. Use the [Student Grievance Form B](#) and submit.

The President will make an appeal decision within 10 business days of receiving the record and supporting evidence from the Grievance Review Board. The decision of the President is final.

State of Nebraska Authorization/Complaint Processes

State of Nebraska Authorization/In-State Complaint Process

The College is considered legally authorized by the State of Nebraska's Commission on Postsecondary Education for Title IV funding eligibility purposes.

The State has a process to review, investigate, and resolve student complaints arising under State laws, including laws related to fraud or false advertising (74 Fed. Reg 66865-66, Oct. 29, 2010). A student can file a complaint with the state at the following link: <https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>

Out-of-State Student Complaint Process

Bryan College of Health Sciences is committed to providing a process for resolving out-of-state student complaints. Students who live in a U.S. location outside of the state of Nebraska either live in a SARA location or a non-SARA location. SARA stands for State Authorization Reciprocity Agreement. Some U.S. states, districts, and territories participate in SARA, whereas others do not participate. The College website's complaints page or the Instructional Systems and Compliance Coordinator can help students determine which type of location they reside in and provide contact information for filing a complaint.

Out-of-state students in SARA locations should take the following steps to initiate complaints pursuant to SARA policy:

1. Follow the Bryan College of Health Sciences [formal complaints policy](#).
2. If the complaint cannot be resolved at the College, [file a complaint](#) with the Nebraska Coordinating Commission for Postsecondary Education (CCPE), the Nebraska State Portal Entity for SARA. Please note that the Commission cannot, by law, review complaints related to course grades, academic sanctions, or discipline/conduct matters.

Out-of-state students residing in non-SARA locations should refer to their specific state or territory's complaint procedures.

Clinical and Laboratory Policies

General Clinical Policies

BLS/CPR

BSN and Sonography Students: 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 can only take initial or renewal BLS/CPR for the Health Care Professional/Provider courses from the American Heart Association, Military Training Network (MTN) Resuscitation Programs or the American Red Cross. BLS/CPR for the Health Care Professional/Provider courses from other organizations will not be accepted. BLS/CPR courses that are not for the Health Care Professional/Provider will not be accepted.

Upon attainment of a new BLS/CPR certification, the student will provide proof of being current to designated College personnel. Students are responsible for obtaining and maintaining their CPR certification, including tracking expiration dates and completing recertification as required.

A student will not be allowed to continue clinical experiences until a current BLS/CPR certification is obtained.

Students will be referred to the Vice President of Student Affairs for being in violation of the Student Code of Conduct for not maintaining a current CPR/BLS certification.

Clinical Attendance Policy

Clinical Attendance Policy Beliefs and Expectations

The faculty of Bryan College of Health Sciences believes that clinical experience is essential to preparing a health care professional who is competent and caring, and that consistent attendance and participation in assigned clinical activities is a critical element in professional development; therefore, students are expected to attend and participate in all scheduled clinical experiences. The faculty in each course best understand the requirements for adequate clinical experience in that particular area, and that while 100% attendance and participation in assigned clinical experiences is highly desirable and expected, it may not be essential in every case for achievement of course objectives or College goals.

Policy

- Students will be required to make-up absences, as the course instructors deem that the experiences missed are necessary for satisfactory achievement of course outcomes and completion of the course.
- Absences will be recorded and monitored. The student must demonstrate consistency in meeting course objectives through satisfactory performance during any given course to be considered complete in the course.
- Students must be complete in prerequisite courses before advancing to the next level in the curriculum, regardless of total number of hours missed.
- Faculty will facilitate attendance at such professional activities as student association conventions, student government conferences, and college committee meetings. However, students may be required to make-up missed experiences within the course as deemed necessary by the course faculty.
- "Make-up" is defined as demonstrating comparable outcome understanding or skill for the content/experience missed.
- The Academic Dean or Program Director of each division reserves the right to assess a make-up fee for make-up experiences.

Clinical Evaluation Policy

The Bryan College of Health Sciences Clinical Evaluation System is designed to assist the student in meeting standards necessary to provide quality care. Evaluation is based on individual progress made toward attainment of course objectives.

Evaluation is an ongoing process with the final decision being made at the completion of the course. The role of the instructor in evaluation is to observe and measure the student's performance during the clinical experiences, provide timely feedback about performance strengths and areas needing improvement and to document observations, conclusions and recommendations.

Biomedical Sciences Policies

Biomedical Sciences Laboratory Safety Rules and Procedures

- The laboratories in the Biomedical Sciences department allow students to participate in hands-on activities designed to enhance student learning. Working in a laboratory requires everyone to be aware of and to follow appropriate safety procedures.
- Students will be provided with safety rules and procedures specific to each laboratory course on the first day the course meets. Students will be expected to sign a statement acknowledging their understanding of these rules and procedures.
- In addition, the following are general rules are to be adhered to at all times in any of the Biomedical Sciences laboratory: Food and drink are not permitted within the lab at any time.
- Anyone working in the lab must have fully covered legs and closed toe shoes.
- Students are not authorized to work in the lab without appropriate faculty supervision.
- Appropriate personal protective equipment (PPE) must be worn at all times when working in the lab.
- Students are expected to follow all written and oral instructions while in the lab setting for their own safety and the safety of those around them.
- Use of mobile devices for non-laboratory purposes is prohibited.
- Failure to adhere to the outlined safety rules and procedures may result in disciplinary action up to and including dismissal from the college as outlined in the Student Code of Conduct

Sonography Policies

Sonography Skills Laboratory

Contact Information:

Skills Lab CR211: 402-481-8489

Skills Lab CR213: 402-481-8454

Skills Lab CR217: 402-481-8099

Signing up:

- You must sign-up for any times you wish to scan in the skills lab. You should plan to sign up at least 24 hours in advance of any slot you wish to reserve. The department reserves the right to close the skills lab for an evening or weekend shift if no students have signed up for a slot 24 hours prior to the start of that shift.
- You may only sign up for a scanning time within the following two weeks.
- Each time slot is 30 minutes. You may only sign up for a maximum of 3 consecutive time slots at one time (i.e. 1.5 hours)
- The Skills Lab sign-up sheet is available online. It is best accessed via Google Chrome.
- In the event you need to change your schedule, remove your name from the weekly schedule, allowing other students to utilize that time slot. Make sure you also contact your scanning volunteer.
- Please refer to your course instructor and/or syllabus for the specific hours the skills lab may be utilized.
- You are required to be on time for any times that you are signed up for the skills lab. Students who are more than 15 minutes late to their scheduled time will lose their time slot.

In-Lab Guidelines:

- Proper PPE is required at all times in the skills lab including any PPE required by current medical center guidelines (face coverings, etc.)

- The skills lab is a place to practice clinical preparedness. As such, professional and respectful behavior is expected by everyone at all times. Failure to adhere to the guidelines outlined here may result in a "U" in skills lab grading.
- Your Student ID must be displayed at all times during the use of the skills lab.
- Only water bottles/drinks with sealed lids are allowed in the labs (not near the machines).
- No food is allowed within the skills lab.
- Only students performing scans and their volunteers are allowed in the skills lab. No outside visitors are allowed, including students who are not participating in scanning.
- Consent forms must be filled out completely on every volunteer. This includes both the appropriate consent form and an Information Release Form. Turn these in per the instructions from your faculty. If applicable, complete an Incidental Finding Form as well.
- Children under the age of 12 are not permitted in the skills lab.
- Ultrasonic/ECG equipment should be plugged into the uninterrupted power supply boxes (UPS) (i.e. black boxes). UPS boxes should remain plugged in directly to the electrical wall outlets.
- When moving machines, Ethernet (internet) cords should be unplugged directly from the machine and not the walls. These cords should remain plugged into the walls.
- A Skills Lab Checklist sheet must also be completed and turned in before you leave the lab.
- You must complete your scanning by the end of your scheduled time, no exceptions. If you have not completed a scan in the allotted time, you may either:
 - Sign-up for another machine that is available at that time and continue the study on that machine
 - Sign up for a different time

Equipment:

We are fortunate to have updated equipment and we need everyone's help in maintaining it.

- Immediately report all equipment malfunctions or breakage, however minor, to an instructor:
 - Equipment malfunction may be covered under a warranty or service contract
 - Misuse/intentional destruction of equipment will not be covered by a service contract
- Ensure proper care of equipment:
 - Cords should not be hanging on the ground nor run over
 - Transducers should be placed in their holders or in a drawer in the lab
- Know the location and use of all safety equipment, including fire extinguishers and pull stations. Know the proper fire drill procedures.

Laboratory Maintenance:

- Students are responsible for cleaning up after themselves and making sure the lab is ready for the next class or individual signed up to utilize the skills lab. This includes:
 - Cleaning all gel off the machines and transducers
 - Cleaning up any used linens
 - Replacing linens on carts
 - Disinfecting the machine, transducer, and chair
 - Properly wrapping and storing cords
 - Clean up all personal items
- Please notify your faculty of any skills lab supplies that may need to be reordered (such as gel, Protex, etc.)

Ultrasound Scanning of Volunteer Subjects Policy

Purpose

Students gain invaluable experience scanning volunteer subjects, both student and non-student, as part of their educational program in sonography at Bryan College of Health Sciences. The purpose of this policy is to ensure voluntary and prudent use of students or other human subjects for non-clinical ultrasound scanning for educational purposes.

Policy

Students in any sonography program at the College will be expected to spend time in skills lab scanning human subjects solely for educational purposes during scheduled skills labs, as well as outside of scheduled skills lab hours. Students may scan each other as appropriate. This is very valuable and students are encouraged to serve as subjects for their classmates. Students serving as scanning volunteers are afforded the same rights and safeguards as a non-student volunteer subject as described below. However, students have the right to elect not to be scanned without any impact to their grade in the course or progression in the program. If a student elects not to be scanned, they are responsible for providing a volunteer to be scanned for each scheduled lab. Volunteer subjects outside of the program are also used to provide students with scanning experience. All volunteers must sign a consent form prior to being scanned by the student. The consent form must give a brief explanation of the procedure to be performed and any possible risks. The volunteer may change their mind about this consent at any time before or during the procedure simply by informing the student performing the procedure. A volunteer cannot be scanned during evening or weekend hours if they have not been previously scanned before.

Obstetrical Volunteer Subjects

In order to be eligible to volunteer for an obstetrical ultrasound procedure for student educational purposes the volunteer must be beyond the first trimester of the pregnancy and have undergone an anatomical survey obstetrical ultrasound during this pregnancy. In addition, the volunteer must inform her primary obstetrical care provider of her intention to participate in the student educational procedure.

Transvaginal Ultrasound Volunteer Subjects

Female students may be asked to volunteer as a subject for a transvaginal ultrasound procedure to be performed by a classmate, or peer students, enrolled in the Bryan College of Health Sciences, School of Health Professions under the direct supervision of an instructor in the Diagnostic Medical Sonography program.

The ultrasound procedure will require the student to lie on a table and have a hand held ultrasound transducer inserted into the vagina. The student may change her mind about consenting to the procedure at any time and the procedure will be cancelled or stopped. The procedure is solely for educational purposes.

Students will not be required, nor will they be coerced to volunteer. Students who wish not to volunteer will not be retaliated against in any way or held in ill-will. Participation is completely voluntary on the student's part.

Required Forms

Parental permission is required for any subject under the age of 19. Each volunteer must fill out and sign the following forms before each scan:

- Consent form: The consent form for all volunteers must make clear that the scanning is being done for educational purposes only and there are no guarantees or assurances concerning the accuracy or results of the procedures and no diagnosis will be made. The consent form must include a release of responsibility statement releasing the student, Bryan Medical Center and the College and the staffs thereof from any liability or responsibility associated with or related to the performance or outcomes of the procedure.
- Permission to Release Information Form

Scan Results

No results of the procedure will be given to the volunteer. In the event that the procedure being performed suggests certain findings that may be of clinical importance, the course instructor will review the findings, and if, in the opinion of the instructor, such a situation may exist, the volunteer will be informed via the procedure in the Incidental Findings Policy and encouraged to discuss it with a physician of his/her choice.

No record or results of the procedure will become a part of any medical record and will not include the name or any other information that may identify the subject.

Incidental Finding Policy:

An incidental finding is the identification of a sonographic finding or medical condition that was previously unknown to the volunteer. Incidental findings can range from normal variations or other minor findings to clinically significant or life-threatening pathologies. The Incidental Finding chart should be used to identify the next steps in the event of an incidental finding.

Clinical Practice Policy: Sonography

- Students will follow standards of current, safe practice and institutional policies at all times.
- Any new procedure must be discussed with the clinical instructor/preceptor before proceeding.
- The student is expected to follow the recognized scope of practice for the diagnostic medical sonographer, published by the Society of Diagnostic Medical Sonography (SDMS) under the supervision of their assigned preceptor with the following exceptions
 - Students are not allowed to perform any procedure that requires certification or training beyond entry level; e.g., ACLS, PALS, NALS.
 - Students are not allowed to perform venipuncture.
 - Students are not allowed to inject any type of contrast medium. They may inject micro-bubbles during anechocardiographic bubble study under the direct supervision of a registered diagnostic cardiac sonographer (RDCS).
 - Students are not allowed to administer local anesthesia of any sort, e.g., Cetacaine spray to the throat for TEE procedures.
- Instructors and preceptors have the right to limit the student scope of practice based on clinical situation, hospital policy, and student performance.

Clinical Evaluation Policies

The Clinical Evaluation System is designed to assist the student in meeting standards necessary to provide quality care. Evaluation is based on individual progress made toward attainment of course objectives. Evaluation is an ongoing process with the final decision being made at the completion of the course. The role of the instructor/preceptor in evaluation is to observe and measure the student's performance in the clinical setting.

The Performance Evaluation is a record indicating the instructor's or preceptor's judgment of student performances in the clinical setting. The form indicates the skills which must be consistently demonstrated to attain course objectives.

The instructor/preceptor will evaluate student performance on a regular basis. The instructor/preceptor indicates on the Performance Evaluation the student's performance of the skills as follows:

- Met Expectations
- Needs Additional Practice
- Met Expectations: Performance consistently met expectations for the course skills. Actions contributed positively to learning of self or others and/or patient well-being.
- Needs Additional Practice: Performance of skills required to meet course objectives has not been met and improvement is necessary.

Written feedback for meeting expectations (M) is not required, but is useful and highly encouraged. By evaluating performance, the student and the instructor are able to see patterns of skill performance and provide a means of feedback.

The student is responsible for reviewing submitted Performance Evaluations on a regular basis. Students are encouraged to provide a written response to feedback on the student comment portion of the evaluation tool. When a difference of opinion exists between faculty/clinical preceptor and student regarding performance, a conference should be held and a summary written. Either the student or instructor may initiate the conference.

To satisfactorily complete the course, the student must demonstrate an ability to consistently perform the clinical skills. A pattern of performance indicating "Needs Additional Practice" may result in the student being placed on course warning and/or course failure. Failure to demonstrate consistent satisfactory performance will result in a course grade of unsatisfactory and failure of the course.

At the end of the course, the instructor will evaluate each student based on attainment of established course objectives and requirements. A final grade of satisfactory (S) or unsatisfactory (U) will be recorded on the evaluation form and on the College transcript.

The faculty of the sonography program have the responsibility and the authority to establish and maintain standards of ethical, personal, and professional conduct for students in the College. If at any time during the educational experience, the faculty's professional judgment is that the student is not providing safe, competent, and ethical care, or acting in a professional manner, the faculty member has the responsibility to remove the student from the setting and document the incident. If the student does not utilize appropriate knowledge and judgment, the faculty is responsible to submit a recommendation to the school specific Admission, Promotion and Graduation Committee for review and appropriate action.

Skills Lab and Clinical Dress Code

The Faculty of Bryan College of Health Sciences believe it is necessary to address the issue of a dress code for the following reasons; 1) client safety, 2) need for asepsis, and 3) projection of a professional image. It is believed by the Faculty that a professional image is important to convey knowledge, skill and authority of the healthcare provider. You are encouraged to observe the culture in which you work and act and dress accordingly. In consideration of the above, the Faculty have established the following criteria.

Sonography

During skills lab and clinical time, you are to wear the following:

- The College patch affixed on all white/navy lab coats and scrub tops over the left chest area.
- Dress pants, business casual top, and a white/navy lab coat **OR**
- Dresses at least knee length and a lab coat **OR**
- Skirts (at least knee length), business casual top, and a white lab coat **OR**
- Only uniform and lab coats designated by the College may be worn. Pant legs must not touch the floor
- Footwear: No opened-toed shoes are permitted in the clinical settings. Clean, predominately white, grey, or black in color.
- Keep jewelry at a minimum during skills lab and clinical times. Jewelry will need to be removed if it jeopardizes medical asepsis or patient safety.
- Name Tag: A name tag must be worn during all school activities.
- Body Piercing: All jewelry, ear, and facial piercings (e.g. eyebrows, nose, lip, tongue, excessive ear) should not pose a potential safety issue.
- Nails: Length and condition of natural nails will be conducive to safety and effective hand washing. Artificial nails may not be worn, this includes shellac and appliques. Polish may be worn if it is in a muted color (i.e. natural, beige, light pink). Nail polish will not be chipped, cracked or peeling.
- Hair: Hair and facial hair must be clean and neatly combed. Hair should be appropriately secured out of the face to maintain volunteer and patient safety.
- Scented body care products, perfumes, or colognes should not be worn when having direct volunteer or patient contact.
- Personal Hygiene: Good personal hygiene is mandatory at all times. Clothing should be free of strong odors.
- Gum chewing is not allowed during direct volunteer or patient contact.
- Tattoos that use profanity or promote violence, hatred, malicious intolerance, bigotry, or otherwise violate the values and standards of Bryan College of Health Sciences must be covered at all times.
- In addition to any of the above guidelines, students must comply with all dress code policies of any external clinical sites they attend.

Employment in Specialty Area

Purpose

To establish a policy for students who wish to seek employment in their specialty area while still enrolled as a student.

Policy

Students wishing to seek employment in their area of specialty may do so according to the following guidelines and limitations.

- The student must have progressed through the curriculum to such a point that they have the knowledge and skills to competently perform, under appropriate supervision of the employer, the duties of the position being sought.
- Employment may not under any circumstances interfere with, or substitute for, any classroom or clinical schedules or assignments.
- The student may under no circumstances replace or assume the responsibilities of regular and/or qualified staff during scheduled course activities.
- Employment in the area of specialty is a matter between the employee and the employer. The College is not a part of, nor does it assume any responsibility for, matters related to the employment of a student while enrolled in the program of study.
- Employment outside of curricular activities is non-compulsory. The student must receive pay and is subject to standard employee policies.

Student Removal from Clinical Site

If a clinical site chooses to remove a student as a result of student misconduct or behavior, the Dean of Healthcare Studies will notify the Vice President of Student Affairs to determine if the Student Code of Conduct has been violated.

If the student is permitted to return to clinical, the date of clinical site reassignment will be determined 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.

Clinical Placement Fees

Clinical sites may require students to use a particular clinical placement onboarding tool in order to submit required documentation and/or complete required orientations. When a student goes to a clinical site for which Bryan College of Health Sciences already has a signed clinical contract, any associated clinical placement fees will be paid for by the college. If a student requests that the college enter into and sign a clinical contract with a new clinical site, the student is responsible for any associated clinical onboarding fees during the course of their clinical rotation(s).

Student Pregnancy and Radiation Safety Policy

Purpose

The purpose of this policy is to minimize radiation exposure to the developing embryo/fetus of a student who has declared pregnancy and is assigned in or near clinical areas that routinely utilize radiation.

Policy

Reasonable measures will be taken by clinical affiliate sites and the College of Health Sciences to reduce exposure to radiation for students who have made a written declaration of pregnancy.

Procedure

State regulations require healthcare institutions in which a risk of radiation exposure exists to take reasonable measures to limit the exposure of employees, volunteers and students to radiation. These regulations allow a pregnant woman to decide whether she wants to formally declare her pregnancy to take advantage of lower dose limits for the embryo/fetus.

- The choice to declare pregnancy is completely voluntary. If a student chooses to declare her pregnancy, she must do so in writing on the Declaration of Pregnancy form so that a lower radiation dose limit will apply to the embryo/fetus. If the student chooses not to declare her pregnancy, she and her embryo/fetus will continue to be subject to the same radiation dose limits that apply to other occupational workers.

- A student who has declared pregnancy will be issued a radiation monitor (fetal badge) to be worn at the waist at all times and under the protective apron when an apron is worn. If the student is assigned in an area that requires all employees to wear a radiation monitor, the fetal badge will be in addition to this.
- The dose of the fetal badge cannot exceed 0.5 rem (5 millisievert) during the entire pregnancy. If the pregnant student has already received a dose exceeding 0.5 rem in the period between conception and the declaration of pregnancy, an additional dose of 0.05 rem (0.5 millisievert) is allowed during the remainder of the pregnancy. In addition the clinical site must make efforts to avoid substantial variation above a uniform monthly dose rate so all the allowed dose does not occur in a short period during the pregnancy.
- If these limits are exceeded, temporary reassignment of the student or a leave of absence may be necessary. All options will be discussed with the student and reviewed by the Medical Director and the Radiation Safety Officer for a final decision regarding the appropriate actions to be taken.

Nursing Policies

Clinical Practice Policy - Nursing

Students will follow college and institutional policy at all times. Students are not permitted to perform any procedure or give medication that is investigational and/or requires training or certification beyond entry level. Faculty/Preceptors have the right to limit student scope of practice based on clinical situation and student performance.

Medications: **All medications need to be verified with clinical faculty/preceptor before proceeding.** Each time medication is given students will follow the Rights of Medication administration. Courses have the right to develop additional requirements and/or limitations. All medication errors are to be reported to the faculty/preceptor. Institutional policy will be followed for reporting errors and errors will be documented on the Clinical Evaluation.

Clinical Evaluation Policy - Nursing

Clinical evaluation is designed to assist students in meeting course outcomes and associated clinical behaviors by providing objective, constructive feedback regarding performance. Evaluation is based on individual progress made toward attainment of course outcomes and is provided written and verbally.

The role of the faculty in evaluation is to observe and measure student performance during clinical experiences, provide timely feedback about performance strengths and areas needing improvement and to document summary observations, conclusions and recommendations.

The role of the student in evaluation is to seek out the faculty to observe performance and to provide information regarding client care, to critically review own performance and incorporate faculty feedback into future clinical experiences.

The Clinical Evaluation Record documents faculty and student reflection on student progress toward attainment of course outcomes and associated behaviors. The faculty and the student will evaluate student performance at the end of each week of clinical experience, or at a frequency deemed appropriate by course faculty based on the nature of the clinical experiences. The method and format of documenting the student's reflection on progress toward attainment of course outcomes is at the discretion of course faculty. The faculty will write a brief narrative in the Clinical Evaluation Record, providing an objective summary of the student's strengths and areas for growth. Descriptions of deficits must be accompanied by the course outcome number and specific action steps to improve. In addition, the faculty will grade the student's performance on the Clinical Evaluation Record as follows:

- M = met expectations
- U = unsatisfactory

Met expectations: Performance met expectations for the course outcome. Unsatisfactory: Performance did not meet expectation for the course outcome.

Written evaluations must be available for review by students prior to the next clinical experience and must be provided in a format in which the student has the ability to keep or retrieve a copy for future reference. Students are expected to review prior to their next clinical experience. If a difference of opinion exists between the faculty and student regarding performance, the student is expected to discuss the issue with the involved faculty in a timely manner.

To satisfactorily complete the course, the student must demonstrate an ability to consistently meet all course outcomes as well as demonstrate a pattern of growth and progression. Based on the nature of the clinical, faculty within a course may determine that some clinical experiences carry more weight in determination of the pattern of growth and progression than others as noted in syllabus. A pattern of unsatisfactory performance may result in a warning status. Failure to demonstrate growth and consistent satisfactory performance will result in unsatisfactory course outcome evaluation and failure of the course.

Evaluation is an ongoing process with the final decision being made at the completion of the course or upon completion of blocked clinical; see course syllabus guidelines. At the end of the course, course faculty will evaluate each student based on attainment of course outcomes and associated behaviors.

The faculty of the College have the responsibility and the authority to establish and maintain standards of ethical, personal, and professional conduct for students in the College. Unsafe clinical practice is behavior that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing harm. Emotional jeopardy means that the student creates an environment of anxiety or distress which places the client at risk. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk. (Scanlan, Care, & Gessler, 2001, pg. 25)

If at any time during the educational experience, the faculty's professional judgment is that the student is not providing safe, competent, and ethical care, or not acting in a professional manner, the faculty member has the responsibility to remove the student from the setting and document the incident. Based on the incident, disciplinary action up to and including failure of the course and dismissal from the College may result.

Student Clinical Dress Code

Faculty of Bryan college of Health Sciences believe that it is necessary to address the issue of a dress code for the following reason: (1) client safety, (2) need for asepsis, and (3) projection of a professional image. It is believed by the Faculty that a professional image is important to convey knowledge, skill and authority of the nurse. Students will need to follow dress code of host agency. Clarification will be provided by course faculty.

In consideration of the above, the Faculty has established the following criteria:

Clinical Experience Requiring Uniform:

- Uniform pants with scrub top. Lab coat optional. Only uniform and lab coats designated by the College may be worn. Includes required student name tag. College logo patches must be placed on the left sleeve of the uniform top and lab coat. Pant legs must not touch the floor. All clothes must be clean.
- Name Tag: Shall not be defaced in any manner. School of Nursing conceptual framework pin is allowed and blue healer award/nominee. No other pin is allowed on the name tag or holder. Your last name may be covered with clean white tape.
- Shoes and Socks: Shoes must be clean, modest in appearance, mostly solid color of black, white or gray with closed toe with heel strap or closed heel. Socks preferably a solid color of black, white, gray, or navy.
- Any shirt worn under a scrub top must be solid white.
- Jewelry: Rings must be limited to one ring per hand for optimal handwashing. Necklaces and bracelets should not be worn except medical-alert bands due to safety. Facial piercings (i.e. eyebrow, nose, lip, tongue, ear, ect.) must not pose a potential safety issue to self or others. Requirements may be different depending on the clinical area.
- Body Tattoos: 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. Requirements may be different depending on the clinical area.
- Length and condition of fingernails will be conducive to safety and effective hand washing. Nail polish, ultraviolet (UV) – cured nail polish (e.g., gel, Shellac) must be kept in good repair without cracks or chips. Artificial nails are prohibited due to infection risk. Artificial nails are defined as any material applied to the nail for the purpose of strengthening or lengthening the nail including but not limited to:
 - Wraps

- Acrylics
- Tips
- Tapes
- Extensions
- Overlays
- Fills
- Appliques other than those made of standard nail polish.
- Hair, beards and mustaches must be clean. Long hair must be pulled back and secured away from the face for safety and infection control. Requirements may be different depending on clinical area.

Clinical Experience Requiring Polo:

- Pants with college polo: pants to be black, navy, gray or khaki in color. Only polo designated by the college may be worn.
- Name Tag: Shall not be defaced in any manner. School of Nursing conceptual framework pin is allowed and blue healer award/nominee. No other pin is allowed on the name tag or holder. Your last name may be covered with clean white tape.
- Shoes: Clean, modest in appearance, mostly solid color of black, white or gray with closed toe with heel strap or closed heel.
- Any shirt worn under a polo must be solid white.
- Jewelry: Rings must be limited to one ring per hand for optimal handwashing. Necklaces and bracelets should not be worn except medical-alert bands due to safety. Facial piercings (i.e. eyebrow, nose, lip, tongue, ear, ect.) must not pose a potential safety issue to self or others. Requirements may be different depending on clinical area.
- Body Tattoos: Tattoos that use profanity or promote violence, hatred, malicious intolerance, bigotry, or otherwise violate the values and standards of Bryan College of Health Sciences must be covered at all times. Students must comply with tattoo policies at all clinical site locations where experiences are scheduled.
- Length and condition of fingernails must be conducive to safety and effective hand washing. Nail polish must be kept in good repair without cracks or chips. Artificial nails are prohibited due to infection risk. Artificial nails are defined as any material applied to the nail for the purpose of strengthening or lengthening the nail including but not limited to:
 - Wraps
 - Acrylics
 - Tips
 - Tapes
 - Extensions
 - Overlays
 - Fills
 - Shellac
 - Appliques other than those made of standard nail polish.
- Hair, beards, and mustaches must be clean. Long hair must be pulled back and secured away from the face for safety and infection control. Requirements may be different depending on clinical area.

Clinical Prepping

- Option 1: Pants with college polo: pants to be black, navy, gray, or khaki in color, with a lab coat. Only polo designated by the college may be worn.
- Option 2: Professional dress with lab coat. Lab coat must have a college logo patch on the left sleeve.
- Examples of inappropriate dress includes:
 - Non-business attire
 - Slacks (dress or scrub) that drag on the floor
 - Slacks that are shorter than mid-calf length
 - Skirts greater than 3 inches above the knee
 - Denim jeans or skirts of any color
 - Novelty clothing/t-shirts with messages or graphics
 - Tank tops and spaghetti strap tops (sleeveless clothing is to be covered)
 - Open toed shoes
 - Any shirt with midriff exposure or front or back cleavage exposure (this includes exposures that would occur during bending, reaching or stretching).
 - Fleece tops/bottoms, sweatshirts or hooded garments

- Name Tag: Shall not be defaced in any manner. School of Nursing conceptual framework pin is allowed and blue award/nominee. No other pin is allowed on the name tag or holder. Your last name may be covered with clean white tape.
- Closed toed shoes must be worn while prepping.
- Body Tattoos: Tattoos that use profanity or promote violence, hatred, malicious intolerance, bigotry, or otherwise violate the values and standards of Bryan College of Health Sciences must be covered at all times. Students must comply with tattoo policies at all clinical site locations where experiences are scheduled.
- Hair, beards, and mustaches must be clean. Long hair must be pulled back and secured away from the face for safety and infection control. Requirements may be different depending on clinical area.

Other Expectations

- Body Odor (including tobacco) can be offensive to clients, guests, and staff. Use of perfumes, colognes or scented lotions should be avoided.
- Personal Hygiene: Good personal hygiene is mandatory at all times.
- Appearance of the student is to project a professional image as identified above.

Clinical Absence Policy

Attendance at clinical is mandatory and all absences will require makeup for the allotted hours missed. Students should refer to specific clinical experience guidelines for reporting any absence. More than 3 total absences in any given course within the major may result in a clinical failure which would be a course failure, and may be referred for evaluation as a possible violation of the Student Code of Conduct. Extenuating circumstances will be reviewed on an individual basis by course faculty and program administration. Three absences are per course and not per semester or academic year.

Psychomotor Skill Assessment

Nursing students enrolled in Bryan's BSN program are required to demonstrate psychomotor skills with precision while utilizing clinical judgment to execute the correct combination of cognitive, sensory, and motor functions. Students who do not meet the established passing standard for a psychomotor skill will be expected to remediate and engage in repetitive practice prior to retesting at a later date. Successful performance of skill(s) is necessary to meet course outcomes and pass the clinical portion of the course. The student will receive a failing grade for clinical if unable to successfully demonstrate a skill after the third attempt. Psychomotor skills assessments will follow the clinical absence policy for the undergraduate nursing program.

Guidelines

- Psychomotor skills assessment must be complete before the end of the course.
- Students must complete each psychomotor skill individually.
- Psychomotor skills will be evaluated in either a simulated, skills lab, or clinical environment.
- Faculty should attempt to make skill check offs as realistic as possible.
- Faculty must provide students with information on which psychomotor skill(s) will be assessed during the course.
- Faculty must use approved psychomotor skills checklist(s) and provide these forms to students.
- Students must have the resources and multiple opportunities to practice psychomotor skill(s) before being assessed by faculty.
- Faculty should offer a variety of supplies/medications for students to appropriately select items when completing the skill and use clinical judgment.
- Faculty must allow time and opportunities for remediation to occur.
- Faculty must have documentation of the student successfully or unsuccessfully performing the skill(s) before the end of the course.

Nursing Skills Lab Guidelines-Lincoln Location

Objective

To provide students with a safe, simulated, clinical environment to learn, practice, and increase proficiency of nursing skills. Nursing skills include, but are not limited to, physical assessment, psychomotor skills, and critical thinking.

Nursing Skills Lab Hours, Scheduling & Reservations

- Skills Lab Hours, Scheduling and Reservations: The Nursing Skills Lab Calendar will be posted outside the Skills Lab doors (Rooms 207 & 209) and will be available on the College website under College Calendars.
- Students may use the Nursing Skills Labs any time they are not reserved.
- Students may use the Skills Labs independently, with a group, or while Peer Tutors are present.
- To reserve the Nursing Skills Labs, please contact the Nursing Skills Lab Coordinator.

Nursing Skills Lab Guidelines for Students:

General Care and Maintenance

- Students and Faculty are responsible for leaving the skills lab neat and clean.
- Dispose of all used supplies, materials, and trash when finished.
- Straighten linen on the beds or replace with clean if stained.
- Remove shoes when lying on the beds.
- Return chairs to the tables, over-bed tables to the foot of the bed, and all equipment or supplies to where you found them.
- Any equipment or supplies from the Skills Lab is to be used for educational purposes only.
- Supplies from Skills Lab or Kits will not be used on any human.
- Notify Skills Lab Coordinator if any equipment is broken, missing, or in need of replacement.

Manikin Care and Maintenance

- Treat the manikins with respect.
- Leave manikins in the manner that you found them.
 - Remove any dressings, tape, IV's, catheters, or tubings when finished.
 - Position the manikins comfortably, and cover neatly with bedding when finished.
- Do not move manikins unless directed to do so.
 - Do not use betadine, markers, or lubricant on the manikins. Use only 'Manikin Lubricant' if needed.

Skills Lab Kits

- Students who receive Skills Lab Kits at the beginning of their course should use supplies within those kits to practice.
- Students who lose their Skills Lab Kit or need additional supplies are required to purchase replacement supplies. Students will access the Nursing Skills Lab Supplies Kit Charge Form located on the Bryan College of Health Sciences website under the Student Forms Tab. Students will complete and submit the Nursing Skills Lab Supplies Kit Charge Form to the BSN Skills Lab Coordinator. The BSN Skills Lab Coordinator will provide the student with the requested supplies and the supplies will be billed to the student account.

Sharps Safety

- Sharps (including needles and syringes) will be locked in cabinets at all times.
- Sharps will be available for practice only when Peer Tutors or Faculty are present for assistance.
- Students are to practice injections only on the manikins provided.
- Do not inject fluid into the manikins.
- Dispose of used needles in the sharps container.
- Needles and syringes may not be removed from the Nursing Skills Lab.

Lab Supplies and Equipment

- Equipment and Supplies may be set up in advance for a lab or class. Do not use supplies from or rearrange these areas.
- Students are encouraged to use the equipment while in the Lab. If equipment needs to be used outside of the lab, it must be checked out.

Checking Out Skills Lab Equipment

- Skills lab equipment may be checked out to students by the Library Staff or Skills Lab Coordinator.
- Equipment is due back to the library or Skills Lab Coordinator by 0800 the next scheduled school day.
- Equipment may be checked out for a maximum of 24 hours unless prior arrangements have been made.
- If there is no barcode on the equipment, the Skills Lab Coordinator will check the item out.
- Students are financially responsible for equipment checked out to them that is lost, broken, or not returned.

- Equipment returned after the due date will be assessed a late fine. Equipment that is broken or not returned by the end of the course is subject to the replacement cost of the item plus a \$10.00 fine. Students will be billed for the replacement cost and fine.

Nursing Skills Lab Peer Tutors

- Peer Tutors are available to assist or guide students utilizing the Skills Lab for learning purposes.
- When working with Peer Tutors, please bring your Skills Lab Kit for supplies. If you need additional supplies, Peer Tutors have access to limited supplies. They do not have access to all supplies or manikins in the Skills Lab.

Nursing Skills Lab Assistants

- Skills Lab Assistants are responsible for setting up lab scenarios, supply inventory, and general Skills Lab maintenance.
- Skills Lab Assistants are not responsible for assisting or guiding students who are practicing in the Skills Lab.

Nursing Skills Lab Guidelines - Hastings Location

Objective

To provide students with a safe, simulated, clinical environment to learn, practice, and increase proficiency of nursing skills. Nursing skills include, but are not limited to, physical assessment, psychomotor skills, and activities that promote clinical judgment.

Nursing Skills Lab Hours, Scheduling & Reservations

- To reserve the Nursing Skills Lab, please contact the Undergraduate Nursing Administrative Assistant.
- The Nursing Skills Lab may not always be available for student use. o Students should not use the space unless it has been reserved for use.
- Nursing Skills Lab hours are 0730-1600, Monday through Friday.
- Requests for access outside of these hours should be made in advance with the Undergraduate Nursing Administrative Assistant.

Nursing Skills Lab Guidelines for Students:

General Care and Maintenance

- Students and faculty are responsible for leaving the Nursing Skills Lab neat and clean.
- Dispose of all used supplies, materials, and trash when finished.
- Straighten linen on the beds or replace with clean if stained.
- Remove shoes when lying on the beds.
- Return chairs to the tables, over-bed tables to the foot of the bed, and all equipment or supplies to where you found them.
- Any equipment or supplies from the Nursing Skills Lab is to be used for educational purposes only.
- Supplies from the Nursing Skills Lab or any Nursing Skills Lab Kits are not to be used on any human.
- Notify the Undergraduate Nursing Administrative Assistant if any equipment is broken, missing, or in need of replacement.
- No eating in the skills lab.

Manikin Care and Maintenance

- Treat the manikins with respect.
- Leave manikins in the manner that you found them.
- Remove any dressings, tape, IV's, catheters, or tubings when finished.
- Position the manikins comfortably and cover neatly with bedding when finished.
- Do not move manikins unless directed to do so.
- Do not use betadine, markers, or lubricant on the manikins. Use only 'manikin lubricant' if needed.
- Students should not post photos on social media while in the Nursing Skills Lab.

Nursing Skills Lab Kits

- Students who receive Skills Lab Kits at the beginning of their course should use the supplies within those kits to practice.
- If additional supplies are needed or something breaks in the Nursing Skills Lab Kit, students are to contact course faculty

Sharps Safety

- Sharps (including needles and syringes) will be locked at all times.
- Sharps will be available for practice only when faculty are present for assistance.
- Students are to practice injections only on the manikins provided.
- Do not inject fluid into the manikins.
- Dispose of used needles in the sharps container.
- Needles and syringes may not be removed from the Nursing Skills Lab.

Lab Supplies and Equipment

- Equipment and supplies may be set up in advance for a lab or class. Do not use supplies from or rearrange these areas.
- Students are encouraged to use the equipment while in the Skills Lab. If equipment needs to be used outside of the lab, it must be checked out.

Nursing Skills Lab Supplies and Equipment

- Students are encouraged to use the equipment while in the Nursing Skills Lab, however if equipment and supplies are set up in advance for a lab or class these items are not available for use.
- Do not rearrange equipment and supplies that are already set up for a class or lab.
- If equipment needs to be used outside of the Nursing Skills Lab, it must be checked out.
- No equipment is to be removed from the Nursing Skills Lab without prior approval from course faculty.

Checking Out Skills Lab Equipment

- Nursing Skills lab equipment may be checked out to students by the Undergraduate Nursing Administrative Assistant or by course faculty.
- Equipment is due back to the Undergraduate Nursing Administrative Assistant or course faculty by 0800 the next scheduled school day.
- Equipment may be checked out for a maximum of 24 hours unless prior arrangements have been made.
- Students may be financially responsible for equipment checked out to them that is lost, broken, or not returned.

Nursing Skills Lab Peer Tutors

- Peer Tutors may be available to assist or guide students utilizing the Nursing Skills Lab for learning purposes.
- Peer tutors are required to have successfully completed the course in which they are assisting with.
- When working with Peer Tutors, students are to bring their Nursing Skills Lab Kit for supplies.
- If students need additional supplies, Peer Tutors will have access to some supplies, however this is limited.

Safety Policies

Drug and Alcohol Policy

Bryan College of Health Sciences is committed to providing a drug and alcohol free educational environment which supports the mission of the College. The College's primary role in dealing with the use or potential use of drugs or alcohol is that of prevention, counseling, and education.

The risks associated with the use of illicit drugs and the abuse of alcohol are numerous and include physical and mental impairment, emotional and psychological deterioration, and devastating effects on family and friends. There are obvious risks, such as being charged with driving under the influence or while intoxicated, and sustaining or causing personal injury. There are a number of less obvious risks associated with alcohol and other drug abuse: poor academic performance; poor job performance; unwanted sexual activity; sexually transmitted diseases, including HIV/AIDS; and jeopardizing future career prospects. In addition, alcohol and drug abuse put the user at considerable health risk, which can include: nausea, vomiting, cancer, liver damage, elevated blood pressure, psychotic episodes, hallucinations and, in some cases death.

It is the policy of the College that the unlawful manufacture, distribution, dispensation, possession, use of a controlled substance, or the purchase, sale, possession, use or consumption of alcohol is strictly prohibited on College premises, extension of the College campus, and at all College-sponsored events and activities on and off campus. A College-sponsored student event is any gathering that is arranged or endorsed by the College, where students are in attendance. Attendance at any school activity, either curricular or extra-curricular, while under the influence of alcohol, shall constitute misconduct, unless prior permission from Bryan College 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. Disciplinary sanctions may also include the completion of an appropriate rehabilitation program. Students may be placed on suspension until the required program is completed.

The College reserves the right to notify an appropriate law enforcement agency when violation of the alcohol and drug policy is also a violation of the law.

If there is a reasonable suspicion of alcohol or drug consumption prior to or while in class or at a College-sponsored activity, the student may be removed from the class or activity. If there is a suspicion of drug or alcohol consumption prior to or after reporting to clinical activities, the student will be removed from the clinical setting.

At the discretion of the faculty or College Administrator, the student may be taken for evaluation, which may include alcohol or drug screening test(s).

Reason to suspect impairment and/or withdrawal include personal observations of, but not limited to, the following signs: poor neuromuscular coordination, diaphoresis, tremors, muscle cramps, gastrointestinal cramps/diarrhea, irritability, restlessness, difficulty concentrating, drowsiness, confusion, slurred speech, blurred vision. Acute behavioral changes such as severe mood swings, panic, severe depression, excessive physical activity, difficulty with authority and poorly explained errors, accidents or injuries are reasons to suspect impairment or withdrawal. Signs, behavior changes or other evidence of impairment and/or withdrawal will be documented by program administration, faculty or clinical preceptors and will include dates, times, locations, and names of witnesses.

Reason to suspect substance use disorder can be based on personal observations documented by administration, faculty or clinical preceptors. Documentation of concerns related to attendance (frequent or unexplained tardiness, absences, illnesses;), behavior (see behavior changes above), performance (underperformance, errors or elaborate excuses), physical signs (see signs above) and use of controlled substances (consistently uses more drugs than colleagues, heavy wastage of drugs, drugs carried outside of clinical area) will include dates, times, locations, and names of witnesses.

Intervention by School

Assessment for Chemical Dependence or Substance Use Disorder

A student is required to complete an assessment for chemical dependence/substance use disorder if a drug screening is positive or based on reason to suspect impairment, withdrawal or substance use disorder. The assessment method must be

preapproved by the Vice President of Student Affairs. The results of the assessment must be provided to the Vice President of Student Affairs and Program Dean. The student is placed on administrative/medical leave of absence until the assessment results are reviewed by the Vice President of Student Affairs and Program Dean.

Reentry

A safe return to the program will be facilitated on an individual basis. A student placed on administrative/medical leave of absence for substance use disorder may not be able to reenter the program if reentry is a threat to the student's or patient safety. Readiness for reentry is a collaborative decision of any applicable monitoring/treatment programs, a certified drug and alcohol counselor, the Vice President of Student Affairs, and the Program Dean.

A reentry contract with conditions to reenter the program will be written and agreed upon by the Vice President of Student Affairs, Program Dean and affected student prior to return the classroom or clinical activities. A reentry contract is required for a student placed on administrative/medical leave of absence for assessment and/or treatment of chemical dependence or substance use disorder. Conditions likely will include evaluation by a certified drug and alcohol counselor, successful completion of a rehabilitation program if recommended, compliance with any follow-up care such as taking prescribed naltrexone or participating in a 12-step program, and participation in a monitoring program with random drug testing at the student's expense, with results reported to the Vice President of Student Affairs. The student is required to comply with all conditions of any monitoring contract the student has entered into with a state licensing authority. Additional conditions may be included in the reentry contract on a case by case basis.

Drug Violations can render students ineligible for federal student aid. If you or someone you know is having difficulties because of alcohol or substance abuse, please seek assistance. The College and the Lincoln community include individuals and agencies with the resources to help. Counseling Services (Lorie Escobar, 402-481-3831) or Continuum EAP (402-476-0186) are resources that can provide information and access to counseling, treatment, support groups and rehabilitation programs.

Campus Security/Crime Prevention

Bryan College of Health Sciences is a private health sciences institution serving approximately 750 students and employing approximately 75 faculty and staff members. The College operates educational locations in Lincoln and Hastings, Nebraska. Lincoln has a population of approximately 250,000, while Hastings has a population of approximately 25,000.

The College's primary location is situated on the Bryan East Campus in Lincoln, Nebraska. Bryan College of Health Sciences also utilizes instructional and administrative space on the Bryan West Campus, located approximately three miles west of the Bryan East Campus. In Hastings, the College conducts educational activities on the Mary Lanning Healthcare campus.

As part of the communities in which it operates, Bryan College of Health Sciences is subject to many of the same public safety concerns and crime-related issues that may affect educational institutions and surrounding communities. The College is committed to fostering a safe and secure learning and working environment through collaboration with Bryan Health Security, local law enforcement agencies, campus community members, and community partners.

This Annual Security Report is published in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) and includes information regarding campus security policies, crime prevention programs, emergency response and evacuation procedures, crime reporting processes, victim resources, and campus crime statistics.

Bryan College of Health Sciences complies with the Student Right-to-Know and Campus Security Act of 1990, codified at 20 U.S.C. § 1092, as amended. In accordance with federal requirements, the College annually discloses information concerning campus safety and security policies, procedures, and crime statistics for Clery-reportable geographic locations.

The Office of Postsecondary Education Campus Safety and Security data for Bryan College of Health Sciences is available through the U.S. Department of Education's Campus Safety and Security website. Individuals seeking additional information regarding crime statistics, crime logs, or campus security policies may contact the Vice President of Student Affairs. The College maintains crime log information in accordance with applicable federal regulations.

The Clery Act, enacted in 1990 and subsequently amended, requires institutions of higher education participating in federal student financial aid programs to publish an annual security report and disclose crime statistics for specified offenses

occurring within designated Clery geography. The Violence Against Women Reauthorization Act of 2013 (VAWA) further amended the Clery Act to require the collection and reporting of statistics related to domestic violence, dating violence, sexual assault, and stalking, and to establish additional policy, prevention, education, and procedural requirements.

The information contained in this Annual Security Report has been compiled and reviewed under the supervision of the Vice President of Student Affairs in collaboration with Student Services, Bryan Medical Center Security, the Bryan Medical Center Safety Officer, and other College officials responsible for campus safety and compliance. Crime statistics included in this report are collected, classified, and reported in accordance with Clery Act requirements and applicable federal guidance.

Bryan College of Health Sciences places a high priority on the safety and well-being of students, employees, and visitors. The College has established policies, procedures, educational programs, and partnerships designed to support a secure learning and working environment. These efforts include crime prevention and awareness initiatives, emergency preparedness planning, timely warning and emergency notification processes, behavioral intervention resources, and ongoing collaboration with security personnel and local law enforcement agencies. Through these measures, the College seeks to promote a campus environment that supports learning, personal development, and community well-being.

Campus Security

Campus safety is every individual's concern and responsibility. The success of the security staff is largely measured by the degree of support and cooperation it receives from the people it serves. All members of the campus community are expected to support the efforts of the Security Officers in developing and maintaining a safe and secure learning environment.

Campus Security at Bryan Medical Center (Lincoln)

Campus Security is managed by the Facilities Management Department of the Bryan Medical Center. The administrative office for Facilities Management is located in the basement of Bryan East Campus. If at any time an employee or a student believes that appropriate security procedures are not being followed, or that the Medical Center/Bryan College of Health Sciences environment is not safe, please call extension 18990 from a medical center phone or 402-481-8990 from an off campus phone to speak to the Director of Facilities Management.

Bryan security services are available 24 hours a day, seven days a week, including holidays. To contact a security officer at the Bryan East Campus, dial extension 18488 from a medical center phone or 402-481-8488 from an off-campus phone. To contact a security officer at Bryan Medical Center West, dial extension 15802 or 402-481-5802.

Bryan security is available to escort individuals to/from the medical center or college or to/from their vehicles when requested. Assistance also will be provided to jump start vehicles and inflate tires.

Vehicle registration and parking regulations at Bryan Medical Center/Bryan College of Health Sciences are enforced by the Medical Center Security Officers.

Campus Security at Mary Lanning Hospital (Hastings)

Campus safety is every individual's concern and responsibility. The success of the security staff is largely measured by the degree of support and cooperation it receives from the people it serves. All members of the campus community are expected to support the efforts of the Security Officers in developing and maintaining a safe and secure learning environment. Security is managed by the Security Department at Mary Lanning. If at any time an employee or a student believes that appropriate security procedures are not being followed, or that Bryan College of Health Sciences environment is not safe, please call extension 5160 from a hospital phone or 402-984-4950 from an off campus phone to speak to the Director of Security.

Mary Lanning security is available to escort individuals to/from the hospital or college or to/from their vehicles when requested. Assistance also will be provided to jump start vehicles and inflate tires.

Safety Tips

The following safety tips are provided to help reduce the potential for crime:

- Always keep your car, house, apartment, or room locked. Keeping doors open for even short periods of time could affect your personal safety or result in theft or vandalism of your belongings.
- Keep valuables out of sight. If in your house/room, lock them in a safe place. If in car, lock them in your trunk.

- Do not leave purses, books, or backpacks unattended in classrooms, lounges, or in the library. Lockers are available at the College for student use.
- Do not walk, run, or jog alone. This is especially important at night and early in the morning when it is dark and there are few people around.
- Use sidewalks whenever possible and stay in well-traveled and well lighted areas.
- Walk with a purpose. This will show you are confident and are not likely to be an easy victim.
- Let someone know where you are and when you plan to return. If you are missed, someone can look for you.

Building Security

The main doors to the College at both our Lincoln and Hastings locations are secured 24/7. These entrances can only be opened by an individual with an authorized badge reader.

Security Department's Authority and Working Relationship with Law Enforcement Agencies

Bryan Medical Center - Lincoln Location

Bryan Security Officers have been authorized by the College to help ensure safety, carry out security duties and assist with enforcing rules and regulations on the campus of the medical center and college. All persons leaving or entering the premises may be checked. Any person on Bryan property may be required to show identification to a security officer or medical center/college personnel. All problems or incidents involving Bryan College of Health students, will be forwarded to the College's administration for review and action.

Bryan Security officers do not have law enforcement authority (i.e. powers of arrest), and rely upon local law enforcement agencies when the need arises. The Lincoln police will be summoned to the campus should circumstances warrant the arrest of the offender. Bryan Security maintains a positive professional relationship with the Lincoln Police Department, as well as with state and federal agencies in matters concerning their specific jurisdiction. Although a written memorandum of understanding does not exist, local police will respond to calls for service to the campus community to investigate alleged criminal offenses. The College does not have officially recognized student organizations with off-campus address locations. The Lincoln Police Department and Medical Center Security openly exchange information concerning security and crime related matters and continue to maintain a pro-active stance with respect to the welfare of Bryan Medical Center/Bryan College of Health Sciences and the Lincoln community.

Mary Lanning Hospital - Hastings Location

Mary Lanning Security Officers have been authorized by the College to help ensure safety, carry out security duties and assist with enforcing rules and regulations on the campus of the hospital and college. All persons leaving or entering the premises may be checked. Any person on Mary Lanning property may be required to show identification to a security officer or hospital/college personnel. All problems or incidents involving Bryan College of Health students, will be forwarded to the College's administration for review and action.

Mary Lanning Security officers do not have law enforcement authority (i.e. powers of arrest), and rely upon local law enforcement agencies when the need arises. The Hastings police will be summoned to the campus should circumstances warrant the arrest of the offender. Mary Lanning Security maintains a positive professional relationship with the Hastings Police Department, as well as with state and federal agencies in matters concerning their specific jurisdiction. Although a written memorandum of understanding does not exist, local police will respond to calls for service to the campus community to investigate alleged criminal offenses. The College does not have officially recognized student organizations with off campus address locations. The Hastings Police Department and Hospital Security openly exchange information concerning security and crime related matters and continue to maintain a pro-active stance with respect to the welfare of Mary Lanning Hospital/Bryan College of Health Sciences and the Hastings community.

Reporting and Institutional Response to Criminal Reports

To achieve a safe and secure campus environment, all members of the campus community are encouraged to immediately report any suspicious or criminal activity observed.

Bryan Medical Center - Lincoln Location

To report such activity, call the security department at 18488, Bryan East Campus or 15802, Bryan West Campus. Upon receipt of a call, the Security Officer will gather preliminary information from the caller and when appropriate, report to the location of the occurrence. The responding officer will investigate the complaint or concern and complete an occurrence report if

appropriate. Reported violations of state or federal laws, Medical Center or College policy, or suspicious activity are documented in reports maintained by Facilities Management. Based on 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. You may also report any act of violence or intimidation to the College's Title IX Coordinator or the Title IX Deputy Coordinator.

All members of the Medical Center/Bryan College of Health Sciences community are encouraged to promptly report all crimes to campus security and appropriate police agencies, when the victim of a crime elects to, or is unable to, make such a report. There is currently no institutional policy or procedure for victims or witnesses to report crimes on a voluntary, confidential basis for inclusion in the annual security report. All members of the Medical Center/Bryan College of Health Sciences community are encouraged to program into their mobile phone and/or memorize the following numbers to report criminal behavior and emergencies:

Contact	Inside Campus Outside Campus	
East Campus Security	18488	402-481-18488
West Campus Security	15802	402-481-5802
Lincoln Police, Fire and rescue	9-911	911
Non- Emergency	402-441-6000	402-441-6000

Mary Lanning Hospital - Hastings Location

To report such activity, call the security department at 5160. Upon receipt of a call, the Security Officer will gather preliminary information from the caller and when appropriate, report to the location of the occurrence. The responding officer will investigate the complaint or concern and complete an occurrence report if appropriate. Reported violations of state or federal laws, Hospital or College policy, or suspicious activity are documented in reports maintained by Mary Lanning Security. Based on the nature of the incident, Mary Lanning Security Officers will instigate the appropriate response according to Hospital/ College policy. If appropriate, the Hastings Police Department will be called in to assist or resolve the incident. You may also report any act of violence or intimidation to the College's Title IX Coordinator or the Title IX Deputy Coordinator.

All members of the Medical Center/Bryan College of Health Sciences community are encouraged to promptly report all crimes to campus security and appropriate police agencies, when the victim of a crime elects to, or is unable to, make such a report. There is currently no institutional policy or procedure for victims or witnesses to report crimes on a voluntary, confidential basis for inclusion in the annual security report. All members of the Medical Center/Bryan College of Health Sciences community are encouraged to program into their mobile phone and/or memorize the following numbers to report criminal behavior and emergencies:

- Mary Lanning Security: 402-984-4950
- Hastings Policy, Fire, and Rescue: 911
- Hastings Policy Non-Emergency: 402-461-2380

All Locations:

Criminal incidents involving students and/or employees may also be addressed by the College Administration through College disciplinary proceedings. The College administration may impose sanctions up to and including expulsion for students and/or termination for employees.

Campus Security Authorities

The definition of Campus Security Authorities under the Clery Act includes: - (1) A campus law enforcement unit; (2) An individual or organization specified in an institution's statement of campus security policy as an individual or organization to whom students and employees should report criminal offenses; and (3) An official of an institution who has significant responsibility for student and campus activities but does not have significant counseling responsibilities.

The following departments and individuals have been designated as campus security authorities to whom students and employees should report crimes:

Lincoln Location:

- Bryan Medical Center Operator: Dial 6 (in building) or 402-481-1111

- Bryan Medical Center Security Department (East Campus): 402-481-8488
- Bryan Medical Center Safety Officer (West Campus): 402-481-5802

Hastings Location:

- Mary Lanning Operator: 402-984-4950
- Bryan Medical Center Security Department: 402-984-5950

All Locations:

- *College President: 402-481-8602
- *Provost: 402-481-8847
- *Vice President of Operations and Finance: 402-481-3967
- *Vice President of Student Affairs/Title IX Coordinator: 402-481-3804
- Deputy Director (Title IX) : 402-481-3663

Timely Warnings

The Executive Committee of the College in conjunction with Bryan Medical Center Security or Mary Lanning Security using their professional judgment will issue a timely warning for any serious incident when it represents a serious or continuing threat to students and employees and enough information is known about the crime to determine what information to release. The primary method of warnings will be through the College email system. The College may also issue timely warnings through posting of flyers around campus, in-class announcements, emergency text message system, public address system, or other appropriate means.

Warnings will generally include the nature of the threat, source of the information, and suggested precautions to be taken. The College would not immediately issue a notification for a serious incident if doing so will compromise efforts to assist a victim, contain the emergency, respond to the emergency or otherwise mitigate the emergency. An example of not compromising efforts to mitigate the emergency might be agreeing to a request of local law enforcement. Whether or not to issue a timely warning will be decided on a case by case basis in light of all the factors surrounding a crime, including factors such as the nature of the crime, the continuing danger to the campus community, and the possible risk of compromising law enforcement efforts.

Emergency Notifications

In the event of an emergency or dangerous situation involving an imminent threat to the health or safety of students or employees occurring on campus, the Executive Committee of the College will confirm that there is a significant emergency or dangerous situation. It has sole responsibility for this determination. The Executive Committee will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system unless issuing a notification will, in their professional judgment, compromise efforts to assist a victim or to contain, respond, to or otherwise mitigate the emergency. The Executive Committee will determine the appropriate segment or segments of the campus community to receive a notification; determine the content of the notification; and utilize the College's mass notification (text messaging and/or public address) systems to notify the campus community. If necessary, the Executive Committee will disseminate information about an on-campus emergency situation to the larger community by contacting local first responder authorities. Students, faculty, and staff can register to receive real-time notifications of these emergency events in the Office of the Registrar. This notification system will also be used in the event that an evacuation is required. The text messaging system is tested campus wide at least once each year.

Emergency Preparedness

The College's Safety Committee coordinates the emergency and safety procedures on campus. The committee includes faculty, staff, students, and the Medical Center Security. This Committee develops and practices emergency preparedness plans, including disaster response and evacuation. Bryan College of Health Sciences Student Catalog contains information on Weather Alert, Fire Emergency, Bomb Threat, Active Shooter, and Violent Intruder. Those policies are also included below.

The College's emergency response and evacuation procedures are tested on at least an annual basis. Tests may be announced or unannounced. The tests are scheduled, contain drills, contain exercises, contain follow through activities, and are designed for assessment and evaluation of emergency plans and capabilities.

The College publicizes its emergency response and evacuation procedures in conjunction with at least one test per calendar year. Each test is documented, including a description of the exercise, the date, the time, and whether it was announced or unannounced. The documentation is kept for seven years.

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.

Sexual Harassment/Interpersonal Violence Policy Statement (Title IX)

This policy covers all Bryan College of Health Sciences students, regardless of sexual orientation, gender identity, or expression, including part-time and full-time students, in all degree seeking and certificate programs and students at-large. This policy applies to the College's administrators, faculty, staff, visitors, and applicants for employment or admission. This policy also covers all individuals engaged in Education Program or Activities as defined below anywhere on a College Campus. The College prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking as those terms are defined for purposes of the Clery Act.

Jurisdiction and Scope

This policy applies to all faculty, staff, and students of the College community. Individuals with a faculty appointment, vendors, independent contractors, patients, and others subject to agreement with the College will be expected to comply with this policy as specified by the terms of any contract or agreement between the College and such third party.

This policy applies to all incidents of alleged Sexual Harassment, Discrimination, and Retaliation, as defined by this policy, including incidents which occur on a College Campus, off-campus or outside of normal work, class, or business hours.

College may extend jurisdiction to off-campus and/or online conduct when the College determines the conduct affects a substantial College interest. This includes:

- Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state, or federal law;
- Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any student or other individual;
- Any situation that significantly impinges upon the rights, property, or achievements of oneself or others or significantly breaches the peace and/or causes social disorder; and/or

Any situation that is detrimental to the educational interests or mission of College

Definition of Violations

Prohibited Conduct includes, Sexual Assault, Dating Violence, Domestic Violence, Stalking, ~~Title IX~~ Sexual Harassment, Sexual Exploitation, and Retaliation as defined below. All of these forms of conduct are prohibited by College policy.

Consent – For purposes of this policy, consent means words or actions demonstrating a knowing and voluntary agreement to engage in mutually agreed upon sexual activity. Consent cannot be coerced, obtained by force, by ignoring or acting in spite of the objections of another, or by taking advantage of the incapacitation of another. In the case of drugs, alcohol, or other impairing substances, incapacitation is determined by how the person's decision-making ability is affected and the ability of the person to make informed judgments. The relevant standard for review is whether the person alleged to have engaged in sexual misconduct knew, or a sober, reasonable person in the same position should have known, that the Complainant was incapacitated. Consent to one form of activity is not consent to another. Consent can be withdrawn at any time. Incident specific consent is required even if the two parties are in a relationship.

Sexual Assault – Sexual harassment also includes sexual assault. Sexual assault refers to physical sexual acts perpetrated against a person without their consent or where a person is incapable of giving consent due to the individual's incapacity to give consent because of his/her temporary or permanent mental or physical incapacity (e.g., due to his/her minor status, influence of drugs, alcohol and/or other impairing substances, or because an intellectual or other disability prevents the person from having the capacity to give consent). Sexual assault includes, but is not limited to, rape, criminal sexual contact without consent, incest, and statutory rape, which are defined in May 2020 Title IX regulations and for purposes of this policy as follows:

- **Rape:**
 - The carnal knowledge of a person (i.e., penile-vaginal penetration), without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity (it should be noted that either females or males could be Complainants under this definition);
 - Oral or anal sexual intercourse (i.e., penile penetration) with another person, without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
 - To use an object or instrument (e.g., an inanimate object or body part other than a penis) to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Criminal Sexual Contact:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity; (for purposes of this definition, "private body parts" includes breasts, buttocks, or genitals, whether clothed or unclothed);
- **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent.
 - Under Nebraska's laws, a person commits the crime of first-degree sexual assault of child (the most serious type of statutory rape) by:
 - subjecting a child under the age of 12 to sexual penetration when the defendant is over the age of 19, or
 - subjecting a child over the age of 12 but under the age of 16 to sexual penetration when the defendant is over the age of 25.

Dating Violence - Violence committed against a person a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and b) where the existence of such relationship shall be determined based on the reporting party's statement and a consideration of (i) the length of the relationship, (ii) the type of relationship, and (iii) the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence - Includes felony or misdemeanor crimes of violence committed by current or former spouse of the victim, by a person with whom the victim shared a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other persons against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Nebraska.

Stalking - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for his or her safety or the safety of others or (b) suffer substantial emotional distress.

Stalking behaviors and activities may include, but are not limited to the following:

- Non-consensual communication, including face-to-face communication, telephone calls, voice messages, e- mails, written letters, gifts, or any other communications that are undesired and place another person in fear.
- Use of online, electronic, or digital technologies, including:
 - Posting of pictures or information in chat rooms or on Web sites
 - Sending unwanted/unsolicited email or talk requests
 - Posting private or public messages on Internet sites, social networking sites, and/or school bulletin boards
 - Installing spyware on a victim's computer
 - Using Global Positioning Systems (GPS) to monitor a victim

- Pursuing, following, waiting, or showing up uninvited at or near a residence, workplace, classroom, or other places frequented by the victim
- Surveillance or other types of observation, including staring or "peeping"
- Trespassing
- Vandalism
- Non-consensual touching
- Direct verbal or physical threats
- Gathering information about an individual from friends, family, and/or co-workers
- Threats to harm self or others
- Defamation - lying to others about the victim

For purposes of this definition—

- Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Sexual Harassment – Sexual Harassment is a specific form of sexual harassment as defined by regulations issued by the U.S. Department of Education in May 2020, as follows:

- Quid Pro Quo Sexual Harassment for purposes of the Sexual Harassment definition is conduct on the basis of sex committed in an education program or activity of the College in the United States by which an employee of the college conditions the provision of an aid, benefit, or service of the College on a student's or employee's participation in unwelcome sexual conduct.
- Severe, Pervasive and Objectively Offensive Sexual Harassment for purposes of the Sexual Harassment definition is conduct on the basis of sex committed in an education program or activity of the College in the United States that constitutes unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a student or employee equal access to a College education program or activity.
- Sexual Assault, Dating Violence and Domestic Violence for purposes of the Sexual Harassment definition are the same as the definitions of Sexual Assault, Dating Violence and Domestic Violence stated above in this policy, if the conduct is committed in an education program or activity of the College in the United States.
- Stalking for purposes of the Sexual Harassment definition is the same as the definition of Stalking stated above in this policy, except that the stalking must be on the basis of the Complainant's sex, and it must be committed in an education program or activity of the College in the United States.

Further, to fall within the definition of Sexual Harassment, the Complainant must be participating or attempting to participate in a Bryan College of Health Sciences education program or activity at the time the conduct is reported.

Conduct takes place within the College's "programs and activities" for purposes of this definition when that conduct occurs: (1) in a location, at an event, or in a circumstance where the College exercises substantial control over both the Respondent and the context in which the conduct occurs; or (2) in any building owned or controlled by a student organization recognized by the College. Conduct that occurs off campus in locations or at events with no connection to the College is unlikely to have occurred in a program or activity of the College.

Conduct that does not meet this strict definition for Sexual Harassment is still prohibited by this policy if it otherwise constitutes Prohibited Conduct as defined in this policy.

Sexual Exploitation – Sexual exploitation occurs when a person takes sexual advantage of another person for the benefit of anyone other than that other person without that other person's consent. Examples of behavior that could constitute sexual exploitation include but are not limited to the following:

- Recording or capturing through any means images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nudity without that person's consent;

- Distributing images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nudity, if the individual distributing the images or audio knows or should have known that the person(s) depicted in the images or audio did not consent to such disclosure and object(s) or would object to such disclosure; or
- Surreptitiously viewing another person's sexual activity, intimate body parts, or nudity in a place where that person would have a reasonable expectation of privacy, without that person's consent, if the individual viewing the other person's or persons' sexual activity, intimate body parts, or nudity in such a place knows or should have known that the person(s) being viewed would object to that.

Exception: The college's prohibition of sexual exploitation is not intended to prohibit the use of sexually explicit materials that are reasonably related to the college's academic mission. Specifically, this section is not intended to proscribe or inhibit the use of sexually explicit materials, in or out of the classroom, when in the judgment of a reasonable person they arise appropriately to promote genuine discourse, free inquiry, and learning.

Retaliation – Retaliation means intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing regarding Prohibited Conduct. Retaliation is strictly prohibited. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, constitute retaliation, as do any adverse action taken against a person because they have made a good faith report of Prohibited Conduct or participated in any proceeding under this policy. Retaliation may include intimidation, threats, coercion, harassment, or adverse employment or educational actions that would discourage a reasonable person from engaging in activity protected under this policy. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance process under this policy does not constitute prohibited retaliation, provided, however, that a determination regarding responsibility is not alone sufficient to establish that any party made a materially false statement in bad faith.

The college will not engage in and will investigate and address reports of retaliatory conduct. Retaliation under this policy may be found whether or not the underlying complaint is ultimately found to have merit.

Complainant – A student or employee of the college who is reported to have experienced conduct that could constitute Prohibited Conduct as defined in this policy, regardless of whether the student or employee makes a report or seeks disciplinary action. When deemed appropriate at the college's discretion, a Complainant may also be a third party involved in some way in an academic, extracurricular, or residential program of the college ("covered third party") who has allegedly been subjected to conduct in violation of this policy by a student or employee. For ease of reference and consistency, the term "Complainant" is used in this policy to refer to a person who believes that he or she has been subjected to Prohibited Conduct, or who is believed by another to have been subjected to such conduct.

Respondent – A student, employee or covered third party who has been reported to be the perpetrator of conduct that could constitute Prohibited Conduct as defined in this policy. A covered third party is a person who is not a student or employee of the college, but who is someone over whom the college has some measure of control that would allow the college to take some form of action against them if it is determined that they engaged in Prohibited Conduct (e.g., a vendor or volunteer).

Responsible Employee - A college employee who has the authority to redress sexual violence or who has the duty to report incidents of sexual violence or other student misconduct. A responsible employee must report to the Title IX Coordinator all relevant details about Prohibited Conduct of which they become aware.

Informal Resolution – a non-judicial approach to a complaint designed to address Prohibited Conduct through means that do not involve a formal investigation and resolution process.

Formal Resolution – a judicial approach to a complaint which is heard by a panel of College employees which may result in disciplinary action/sanctions against the Respondent if a policy violation is established by a preponderance of evidence (i.e., it is more likely than not that the violation occurred).

Definitions of Other Terms

Advisor - means any individual who provides the Complainant or the Respondent support, guidance, or advice and may accompany the Complainant or the Respondent to any meeting or grievance proceeding, such as a meeting in the

investigation or the Hearing. The Complainant and the Respondent may choose their advisor, who may be, but is not required to be, an attorney. The College will not limit the choice or presence of the advisor for either the Complainant or the Respondent in any meeting or grievance proceeding; however, the College may establish restrictions regarding the extent to which the advisor may participate in the proceeding. If a Complainant or the Respondent does not have an advisor present at a live hearing, the College will provide without fee or charge to that party, an advisor of the College's choice who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

Other than to conduct cross-examination as described above, the parties' respective advisors may not speak on behalf of the parties during the hearing and may not directly participate in any aspect of the hearing. The Complainant or the Respondent, however, may consult with their respective advisors during a meeting or the hearing. The Hearing Board Chair may limit the length and frequency of consultations so that they do not unreasonably delay the hearing or unreasonably interfere with the presentation of evidence.

Actual Knowledge - notice of sexual harassment or allegations of sexual harassment to the College's Title IX Coordinator or any official of the College who has authority to institute corrective measures on behalf of the College. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

Bodily Injury - physical pain, illness, or any impairment of physical condition.

College Presenter - is the person who presents the case on behalf of the College at the Hearing. This person may be, but is not required to be, the Investigator or the Title IX Coordinator.

Confidentiality - the College will not disclose the names of individuals involved in sexual misconduct cases to others except on a need to know basis or as required by law. The College will instruct employees and students about the requirement not to disclose confidential information. Confidentiality is not the same as anonymity, where an individual is not named or personally identified.

Consent - freely and affirmatively communicated willingness to participate in particular sexual activity or behavior, expressed either by words or clear, unambiguous actions.

- Consent can be withdrawn at any time, as long as the withdrawal of consent is clearly communicated by words or actions.
- Consent cannot be coerced or compelled by force, threat, deception, or intimidation.
- Consent cannot be given by someone who is incapacitated or does not have the legal capacity to consent, as defined below in the definition of "incapacitated"
- Consent cannot be assumed based on silence, the absence of "no" or "stop," the existence of a prior or current relationship, or prior sexual activity.

There are some persons who Nebraska law presumes are incapable of consenting to sexual contact or penetration as defined by Nebraska law by an actor by reason of their age. Under Nebraska law an actor nineteen years of age or older may not subject a person under the age of sixteen years of age to sexual penetration, or a person under fifteen years of age to sexual contact.

Crimes of Violence - offenses that involve force or threat of force, including murder and non-negligent manslaughter, rape, robbery, and aggravated assault.

Education Program or Activity - locations, events, College Campuses, or circumstances over which the College exercises substantial control over both the Respondent and the context in which the sexual misconduct occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the College.

Force or Threat of Force - (a) the use of physical force which overcomes the person's resistance or (b) the threat of physical force, express or implied, against the person or a third party that places the person in fear of death or in fear of serious personal injury to the person or a third party where the person reasonably believes that the actor has the present or future ability to execute the threat.

Formal Complaint - a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual misconduct, including sexual harassment under Title IX, against a Respondent and requesting that the College investigate the allegation of sexual misconduct. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic

submission (such as by electronic mail or through an online portal provided for this purpose by the College) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint. Where the Title IX Coordinator signs a Formal Complaint, the Title IX Coordinator is not a Complainant or otherwise a party under the Sexual Misconduct Policy and will comply with the requirements of the Sexual Misconduct Policy.

Hearing Board - is a group of individuals who may preside over a Hearing. The Hearing Board must be composed of an odd number of three or more members.

Hearing Officer - is an individual Hearing Officer who may preside over a Hearing

Incapacitated - an individual is unable to understand the facts, nature, extent, or implications of the situation due to drugs, alcohol, a mental disability, being asleep, unconscious or in any other state where the individual is unaware that sexual contact is occurring, or based on their age (pursuant to Nebraska law). With respect to alcohol and drugs, intoxication and/or impairment is not presumptively equivalent to incapacitation. Consent does not exist when the individual initiating sexual activity knew or should have known of the other individual's incapacitation.

There are some persons who Nebraska law presumes are incapable of consenting to sexual contact or penetration as defined by Nebraska law by an actor by reason of their age. Under Nebraska law an actor nineteen years of age or older may not subject a person under the age of sixteen years of age to sexual penetration, or a person under fifteen years of age to sexual contact.

Investigator - means a College official authorized to investigate of complaints of sexual misconduct.

In Violation - it is more likely than not that a Respondent has committed one or more acts of sexual misconduct. In other words, a preponderance of the evidence standard must be used to find sexual misconduct.

May - used in the permissive sense.

Not in Violation - it is more likely than not that a Respondent did not commit one or more acts of sexual misconduct.

Past Sexual Behavior - a person's sexual behavior other than when the sexual misconduct is alleged to have occurred.

Private Body Parts - the genital area, groin, inner thighs, buttocks, or breasts.

Preponderance of the Evidence - the standard of evidence the College uses to determine whether the Respondent violated the Sexual Misconduct Policy. A finding of responsibility by a preponderance of the evidence means that it is more likely than not, based on all the reasonable evidence and reasonable inferences from the evidence, that the Respondent violated the Sexual Misconduct Policy.

Relevant Evidence - evidence that has any tendency to make a fact more or less probable than it would be without the evidence and the fact is of consequence in determining the action.

Remedies - measures designed to restore or preserve equal access to the College's education program or activity. Such remedies may include the same supportive measures that are already being provided to the Complainant; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

Serious Personal Injury - great bodily injury or disfigurement, extreme mental anguish or mental trauma, pregnancy, disease, or loss or impairment of a sexual or reproductive organ.

Shall - used in the imperative sense.

Supportive Measures - non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the College's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence,

increased security and monitoring of certain areas of the campus, and other similar measures. The College will maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the College to provide the supportive measures.

College – Bryan College of Health Sciences.

College Campus- All Bryan Health facilities where College students, employees, contractors, vendors, patients, or any other individuals under the control of College are engaged in any Education Program or Activities

College Day - a weekday on which the campus offices are open. Check the academic calendar on the College website to determine the days on which the campus offices are closed. The disciplinary process for sexual misconduct will be available to a person with a complaint and enforced against a person found to have engaged in the behavior. Students engaged in Prohibited Conduct may also be subject to criminal and civil procedures at state and/or federal levels. The College is committed to fair and prompt procedures to investigate and adjudicate reports of sexual misconduct and to the education of the College community about the importance of responding to all forms of sexual misconduct. Special emphasis is placed on the rights, needs, and privacy of the Complainant with a complaint, as well as the rights of the accused while adhering to all federal, state, and local requirements for intervention and crime reporting related to sexual misconduct.

The College strives to create an environment which encourages individuals to come forward if they feel they have been the victim of sexual misconduct. While the College strives to protect the confidentiality of both Complainant and Respondent, complete confidentiality cannot be guaranteed. The College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, but its ability to do so may be limited based on the nature of the request. The College must balance the needs of the individuals with its obligation to protect the safety and well-being of the community at large. Therefore, depending on the seriousness of the alleged incident and individual circumstances, further action may be necessary including a campus security alert, timely warning and/or notification of local law enforcement. Personally identifying information about Complainants will not, however, be released in campus security alerts or timely warnings.

Reasonable steps will be taken to protect the Complainant, the Respondent and other participants in the reporting, investigation, and resolution process from retaliation. Any individual who engages in retaliation will be subject to prompt and appropriate disciplinary action under this policy.

Inquiries about sexual harassment and/or interpersonal violence need not begin with a formal complaint, nor do they necessarily result in a complaint. Inquiries can be made without disclosing specific details such as names and places. Inquiries are appropriate whether sexual harassment or interpersonal violence has just begun or the Complainant has already made efforts to resolve the problem. Any activity perceived as sexual harassment or interpersonal violence should be reported to the College's Title IX Compliance Coordinator: Dr. Alethea Stovall, Vice President of Student Affairs, who is identified and authorized as the Title IX Coordinator and is responsible for coordinating the College's efforts to comply with Title IX, or a member of the College's administration, for investigation and action.

A complaint of alleged sexual harassment or interpersonal violence may not always be able to be substantiated, but the lack of corroborating evidence should not discourage an individual from seeking relief through procedures outlined in this policy. However, it is a violation of the policy to falsely and in bad faith accuse faculty, staff or students of sexual harassment or interpersonal violence.

The College encourages individuals who have experienced Prohibited Conduct and/or Complainants to talk to somebody about what happened so they can get the support they need, and so the College can respond appropriately. Different employees on campus have different abilities to maintain a person's confidentiality.

Procedure for Reporting and Responding to Complaints of Sexual Harassment

Privileged and Confidential Communication

Professional Counselors

Professional, licensed counselors who provide mental-health counseling to members of the College community are not required to report any information about the incident to the Title IX Coordinator without an individual's permission. There are currently no procedures to encourage professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. Following is the contact information for these individuals:

Counseling Services

Lorie Escobar, LMHP
Bryan College of Health Sciences Office 216b
402-481-3831

Continuum EAP

3401 Village Drive, Ste 210
Lincoln, NE 68516
402-476-0186 or
1-800-755-7636

Pastoral Care

Bryan Health
East Campus - 402-481-3404
West Campus – 402-481-5130

Individuals who work in the on-campus Counseling Services and Health and Wellness Services, and Bryan Medical Center, Employee Health can generally talk to an individual without revealing any personally identifying information about an incident to the College. An individual can seek assistance and support from these individuals without triggering a college investigation that could reveal the individual's identity or that the individual has disclosed the incident.

While maintaining an individual's confidentiality, these individuals or their office should report the nature, date, time, and general location of an incident to the Title IX Coordinator. This limited report, which includes no information that would directly or indirectly identify the individual, helps keep the Title IX Coordinator informed of the general extent and nature of sexual harassment and interpersonal violence on and off campus so the Coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. Before reporting any information to the Title IX Coordinator, these individuals will consult with the individual to ensure that no personally identifying details are shared with the Title IX Coordinator. These individuals or their office will also report the nature, date, time and general location of an incident (but not the identity of the individual, unless necessary to promote safety) to the Security Department so that the report can be included in the College's crime statistics.

Following is contact information for these non-professional counselors and advocates:

Health and Wellness Services

Melinda White or Jennine Neihardt
Bryan College of Health Sciences Office
208 402-481-8468

Employee Health Services

Bryan Health
East Campus
West Campus
402-481-8622

An individual who speaks to a professional or non-professional counselor or advocate must understand that, if the individual wants to maintain confidentiality, the College will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator.

These counselors and advocates will assist the individual in receiving necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health, or mental health services, and changes to working or course schedules. An individual who at first requests confidentiality may later decide to file a complaint with the College or report the incident to local law enforcement, and thus have the incident fully investigated. These counselors and advocates will provide the individual with assistance if the individual wishes to do so.

These professional and non-professional counselors and advocates will maintain an individual's confidentiality at the College but they may have reporting or other obligations under state law such as mandatory reporting to law enforcement in cases involving minors or imminent harm to self or others, and they may be required to testify if subpoenaed in a criminal case.

If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the College community, the College's Executive Committee may be called upon to issue a timely warning to the community. Any such warning should not include any information that identifies the victim and/or Complainant.

Responsible Employees

As noted above, a responsible employee is a college employee who has the authority to redress Prohibited Conduct who has the duty to report incidents of Prohibited Conduct.

When an individual tells a responsible employee about an incident of Prohibited Conduct, the responsible employee must report to the Title IX Coordinator all relevant details about the alleged Prohibited Conduct shared by the individual which, ideally, will include the names of the individual and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College's response to the report.

The following categories of employees are the College's responsible employees:

All regular full and part-time employees who are not identified above as confidential resources are responsible employees.

Before an individual reveals any information to a responsible employee, the employee should ensure that the individual understands the employee's reporting obligations and, if the individual wants to maintain confidentiality, direct the individual to confidential resources.

Suppose the individual wants to tell the responsible employee what happened but also maintain confidentiality. In that case, the employee should tell the individual that the College will consider the request but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the coordinator of the individual's request for confidentiality.

Responsible employees will not pressure an individual to request confidentiality, but will honor and support the individual's wishes, including for the College to fully investigate an incident. By the same token, responsible employees will not pressure an individual to make a full report if the individual is not ready to or does not wish to do so.

Any person who feels they have been harassed or subjected to Prohibited Conduct may utilize these procedures to initiate an internal complaint to address the situation.

To encourage reporting, any individual (including a bystander or third party) who reports Prohibited Conduct will not be subject to disciplinary action by the College for one's own personal use of alcohol or other drugs at or near the time of the incident, provided that any such violations did not harm or place the health or safety of any other person at risk. The College may offer support, resources and educational counseling to such individual.

Initiating a Complaint

Bryan College of Health Sciences encourages any person who believes that they have been subjected to Prohibited Conduct as defined in this policy to immediately file a complaint with Title IX Coordinator: Dr. Alethea Stovall, Vice President of Student Affairs or a member of the College's administration for investigation and action. Any party receiving a complaint is required to report the complaint to the Title IX Coordinator/Vice President of Student Affairs (hereafter, Title IX Coordinator).

Students, faculty staff, and visitors who witness or are aware of suspected incidents of Prohibited Conduct as defined in this policy are strongly encouraged to report the incident to:

Title IX Coordinator:	Deputy Title IX Director:
Alethea Stovall, Vice President of Student Affairs	Angela McCown, Associate Professor, Graduate College of Nursing
1535 S. 52nd St., office #233, Lincoln, NE 68506,	1535 S. 52nd St., office # 318 Lincoln, NE 68506,
402-481-3804 or alethea.stovall@bryanhealth.org	402-481-3663 or angela.mccown@bryanhealth.org

If a member of the Bryan College of Health Sciences community observes a violation of this Sexual Harassment/Interpersonal Violence Policy wherein a minor (an individual under the age of nineteen (19) years) is involved, Nebraska law requires them to report it to the proper law enforcement agency or Department of Health and Human Services. A report should also be made to campus security if the individual is facing immediate danger.

In accordance with the Clery Act, students or employees reporting that they have been a victim of domestic or dating violence, sexual assault, and stalking, will be provided written notice of their rights and options, which include: (i) to be assisted by campus authorities if reporting a crime to local law enforcement; (ii) change academic, living, transportation and or working situations or protective measures; (iii) obtain or enforce a no contact directive or restraining order; (iv) have a clear description of Bryan College of Health Science' disciplinary process and know the range of possible sanctions; and (v) receive contact information about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student and financial aid, and other services available both on-campus and in the community. Providing this statement in written format to the victim shall meet the requirement of providing the victim with their rights. More information about these issues is provided below.

In addition to the Complainant's ability to file a complaint with the College, the Complainant has the right to simultaneously file/report a complaint with local law enforcement. College personnel will assist the Complainant in reporting the alleged offense to the police if they desire such assistance. The Complainant will also be informed of the importance of preserving evidence of a criminal offense at the time of the first reporting. College action against violators of this policy does not in any way preclude the possibility of criminal action by civil authorities, should the Complainant wish to pursue criminal charges. If the Complainant chooses to make a police report, they will likely meet with police officers, who will work with the Complainant to gather information about the experience, and to gather relevant evidence. Again, College representatives can support the Complainant in interactions with law enforcement authorities if that is desired. An individual may also decline to notify law enforcement authorities.

The College will attempt to respond to reports of Prohibited Conduct brought anonymously or brought by third parties not directly involved in the reported conduct, to the greatest extent practical. However, the response to such reports may be limited if information presented in the report cannot be verified by independent facts.

Supportive Measures

It is not necessary to file a complaint, participate in an adjudication process, or file a criminal complaint in order to request Supportive Measures from the College. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to College's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College's educational environment, or deter Prohibited Conduct.

Supportive Measures may include but are not limited to:

- No Contact Orders restricting encounters and communications between the parties;
- No Trespass Notices prohibiting the presence of an individual on College Campus property, or other properties on which College programs are occurring;
- Academic accommodations, including but not limited to deadline extensions, incompletes, course changes or late drops, or other course-related adjustments and arrangements as appropriate;

- Changing transportation or working situations arrangements or providing other employment accommodations, and/or leaves of absence, as appropriate;
- Assisting the individual in accessing support services, including, as available, victim advocacy, academic support, counseling, confidential resources, disability, health or mental health services, visa and immigration assistance, student financial aid services, and legal assistance both on and off campus, as applicable
- Increased security and monitoring of certain areas of the campus;
- Campus escort services; and/or
- Informing the individual of the right to report a crime to local law enforcement and/or seek orders of protection, restraining orders, or relief from abuse orders, and providing assistance if the individual wishes to do so. The College will also work with Complainants and others as appropriate to respect and implement the requirements of such orders on premises that it owns or controls, as necessary and appropriate.

Where a Complainant reportedly subjected to sexual assault, domestic or dating violence, or stalking makes a reasonable request for accommodations, the College is obligated to comply with that request if such accommodations are reasonably available.

Students and employees seeking Supportive Measures should direct their request to the Title IX Coordinator or designee, who will refer the individual to other resources as appropriate. The request will be evaluated and responded to by the Title IX Coordinator. Factors to be considered in determining reasonable services or accommodations may include the following:

- The specific need expressed by the Complainant or Respondent;
- The severity and/or pervasiveness of the allegations;
- Any continuing effects on the Complainant;
- Whether the Complainant and the Respondent share the same residence hall, dining hall, class, extracurricular activities, transportation or job location;
- Whether requested Supportive Measures would unreasonably burden a party; and
- Whether outside judicial measures have been taken to protect the Complainant.

The College will maintain as confidential any Supportive Measures provided to Complainants and/or Respondents, to the extent that maintaining such confidentiality would not impair the ability of the College to provide the Supportive Measures. As such, the College may need to disclose some information about the individual to a third party to provide the necessary Supportive Measures in a timely manner. The Title IX Coordinator or designee is/are typically responsible for determining what information should be disclosed and to whom it should be disclosed. The decision to disclose information will be made after careful consideration of possible alternatives to disclosure and/or limiting the information provided to the third party as much as possible without compromising the College's ability to provide the Supportive Measures.

Steps in Initiating and Investigating a Complaint of Prohibited Conduct

All proceedings will include prompt, fair, and impartial processes from the initial investigation to the final result and will be completed within a reasonably prompt timeframe as described below. The College will provide written notice to the parties where extensions of timeframes are granted for good cause, and the reason for the extension. Proceedings will be conducted in a manner that is consistent with College policy and transparent to the parties, timely notice of meetings will be provided to the parties, the parties will have equal access to any information that will be used during the meetings and other proceedings, and College officials involved will not have a conflict of interest or bias for or against any party.

All proceedings will be conducted by officials who, at a minimum, receive annual training on the issues related to dating violence, domestic violence, sexual assault and stalking and on how to conduct procedures that protect the safety of the victims and promote accountability. Training includes, but is not limited to, topics such as relevant evidence and how it should be used during a proceeding, proper techniques for questioning witnesses, basic procedural rules for conducting a proceeding, and avoiding actual and perceived conflicts of interest.

The Complainant and Respondent are entitled to the same opportunities to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an Advisor of their choice. The College will not limit the choice of Advisor or the Advisor's presence for either party.

Both the Complainant and the Respondent will be simultaneously informed, in writing: a) of the outcome of any College disciplinary proceeding that arises from an allegation of Prohibited Conduct; b) of the College's procedures for the Complainant and Respondent to appeal the results of the College disciplinary proceeding; c) of any change to the results that occurs prior to the time that such results become final; and d) when such results become final.

1. Filing a Complaint

The College encourages any person who has a concern regarding alleged Prohibited Conduct to report it to the Title IX Coordinator as soon after the incident as possible. However, there is no time limit on when an incident may be reported to the Title IX Coordinator or other College administrator. Complaints may be made by the following methods:

Title IX Coordinator: Dr. Alethea Stovall; 402-481-3804, alethea.stovall@bryanhealth.org;

Deputy Director of Title IX: Dr Angela McCown, 402-481-3663, angela.mccown@bryanhealth.org;

2. Initially Evaluating a Complaint

3. Any responsible employee who receives notice of or information about alleged Prohibited Conduct must notify the Title IX Coordinator as soon as possible but no later than five (5) College Days of receiving the information.
4. Initial Communication with the Complainant and Conducting the Initial Assessment

If a report alleges conduct that would, if proved, constitute Prohibited Conduct, the Title IX Coordinator will:

- Promptly contact the Complainant to discuss the availability of supportive measures as defined below;
- Consider the Complainant's wishes with respect to supportive measures;
- Inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- Explain to the Complainant the process of filing a formal complaint.

The Title IX Coordinator will begin an initial assessment within five (5) College Days of receiving the complaint unless there are mitigating circumstances. The first step of the assessment will usually be a preliminary meeting with the Complainant. The purpose of the preliminary meeting is to gain a basic understanding of the nature and circumstances of the report. It is not intended to be a full review. At this meeting the Complainant will be provided with any additional necessary information about resources, procedural options, and Supportive Measures.

As part of the initial assessment the Title IX Coordinator will:

- Assess the nature and circumstances of the allegation
- Address immediately the physical safety and emotional well-being of the Complainant
- Notify the Complainant of the right to contact law enforcement and seek medical treatment
- Notify the Complainant of the importance of preserving evidence
- Ensure the report is entered into the College's daily crime log
- Assess the reported conduct for the need for a timely warning under the Clery Act
- Provide the Complainant with information about on- and off-campus resources
- Notify the Complainant of the range of Supportive Measures
- Provide the Complainant with an explanation of the procedural options, including informal resolution and formal resolution
- Identify an adviser, advocate, and/or support person for the Complainant
- Assess for pattern evidence or other similar conduct by the Respondent
- Discuss the Complainant's expressed preference for the manner of resolution and any barriers to proceeding
- Explain the College policy prohibiting retaliation

At the conclusion of the initial assessment the Complainant may choose one of three options.

- Informal Resolution conducted by the Title IX Coordinator
- Formal Resolution conducted through the College's Formal Appeal Panel
- Declining to move forward with the complaint process

If the Complainant declines to move forward with the complaint process, the Title IX Coordinator will explain to the Complainant that there may be circumstances in which the College is unable to abide by requests for confidentiality or

inaction. In certain circumstances the College may decide that it needs to investigate the Complainant's allegations and to take appropriate responsive measures even when the Complainant does not wish to pursue a complaint against the Respondent or has decided to withdraw a pending complaint.

The initial assessment will proceed to the point where a reasonable assessment of the safety of the individual and of the College community can be made. Thereafter, an investigation may continue through the procedures outlined below, depending on a variety of factors, such as whether the Complainant wants the College to pursue disciplinary action, the risk posed to any individual or the College community by not proceeding, and the nature of the allegation. In the course of this assessment, the College will consider the interest of the Complainant and the Complainant's expressed preference for the manner of resolution. Where possible, and as warranted by an assessment of the facts and circumstances, the College will seek action consistent with the Complainant's request. In general, the College will weigh a Complainant's request for confidentiality or the desire that the College take no action on the complaint by considering factors such as whether the circumstances of a matter suggest there is an increased risk of the alleged perpetrator committing additional acts of sexual violence or other violence (e.g., whether there have been other sexual violence complaints about the same alleged perpetrator, whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence, whether the alleged perpetrator threatened further sexual violence or other violence against the student or others, and whether the sexual violence was committed by multiple perpetrators). These factors also may include circumstances that suggest there is an increased risk of future acts of sexual violence under similar circumstances (e.g., whether the Complainant's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group). Other factors that may be considered in assessing a Complainant's request for confidentiality may include, depending on the circumstances, whether the reported sexual violence was perpetrated with a weapon; the age of the Complainant reportedly subjected to the sexual violence; and whether the College possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).

C. Supportive Measures

During the initial meeting with the Complainant, the Title IX Coordinator or designee will discuss Supportive Measures that may be available to the Complainant. Example Supportive Measures are discussed above.

D. Relationship with Other Proceedings

The filing of a complaint under this policy is independent of any criminal investigation or proceeding, and the College will not wait for the conclusion of any criminal investigation or criminal proceeding before commencing its own investigation or implementing Supportive Measures.

E. Determinations of Applicable Procedures, Dismissals, Transfers and Appeals of Such Determinations

When a Complainant requests an investigation, the Title IX Coordinator will promptly upon receipt of a formal complaint:

1. Determine whether the conduct alleged would, if proved, constitute Title IX Sexual Harassment (i.e., Quid Pro Quo Sexual Harassment, Severe, Pervasive and Objectively Offensive Sexual Harassment, Sexual Assault, or sex- based Domestic Violence, Dating Violence or Stalking) as defined in the Title IX Sexual Harassment definition stated above;
2. Determine whether the conduct allegedly occurred in the College's education program or activity;
3. Determine whether the conduct allegedly occurred in the United States; and
4. Determine whether, at the time the formal complaint was made, the Complainant was participating in or attempting to participate in a college program or activity.

If a formal complaint of conduct that would, if proved, satisfy all four of these elements and constitute Title IX Sexual Harassment as defined in this policy is filed by a Complainant or signed by the Title IX Coordinator, it will be investigated and resolved through the procedures applicable to Title IX Sexual Harassment matters as outlined below.

The College will investigate alleged Title IX sexual harassment when a Complainant submits a signed or electronically submitted formal complaint to the Title IX coordinator and requests an investigation. The Title IX Coordinator may also choose at their discretion to sign a formal complaint and initiate an investigation, even if the Complainant chooses not to do so. In cases where the Complainant does not wish to submit a formal complaint but the Title IX Coordinator decides in their discretion to sign a complaint and initiate an investigation and resolution process, the Title IX Coordinator will not be a Complainant or otherwise a party to the matter.

If some but not all of the conduct alleged in the complaint satisfies all four of the elements stated above and a formal complaint is received from a Complainant or signed by the Title IX Coordinator, the College will address the entire matter through the procedures applicable to Title IX Sexual Harassment matters as outlined below (that is, it will as required by federal regulations follow Title IX Sexual Harassment procedures to address the alleged Title IX Sexual Harassment, and it will, to promote efficiency, choose to follow Title IX Sexual Harassment procedures to address Non-Title IX Prohibited Conduct and other non-Title IX alleged misconduct in such mixed cases, so that all related alleged misconduct may be addressed through one investigation and resolution process.)

If it appears based upon initial review or upon information gathered during an investigation that the matter does not satisfy and/or no longer satisfies all 4 of these elements, the College will, as required by the May 2020 Title IX regulations, dismiss the matter for purposes of the Title IX Sexual Harassment process, and will transfer it for handling under the Non-Title IX Prohibited Conduct procedures outlined below or under other College procedures, as deemed appropriate by College. Investigation and resolution of a matter that does not fall within the definition of Title IX Sexual Harassment may be pursued, dismissed altogether, or transferred to another College process, as deemed appropriate in the College's discretion and/or as appropriate under applicable law.

Even if the initial allegations of a matter fall within the definition of Title IX Sexual Harassment, the College may (but is not required to) dismiss a formal complaint or any allegations therein if at any time during the investigation or resolution process:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein;
- The Respondent is no longer enrolled at or employed by the College; or
- Specific circumstances prevent the College from gathering sufficient evidence to reach a determination as to the formal complaint or allegations therein.

If a formal complaint is dismissed by the College under the circumstances described above, the College will simultaneously provide to the parties written notice (by electronic or other means) of the dismissal and the reasons for the dismissal, and notice of the parties' opportunity to appeal such dismissal through the Title IX Sexual Harassment appeal procedures outlined below.

If the Respondent is a student and an employee, the Title IX Coordinator will determine which procedures will apply based upon the facts and circumstances, such as whether the Respondent's status as a student or an employee predominates in the context of the alleged Prohibited Conduct. If a student-employee is found to have engaged in Prohibited Conduct, the student-employee may be subject to sanctions both in connection with their employment, and in connection with their student status, as appropriate under these and other applicable procedures.

Steps in Investigating and Resolving Title IX Sexual Harassment Complaints

If it is determined through the process described immediately above that the alleged Prohibited Conduct, if proved, would fall within the definition of Title IX Sexual Harassment provided in this policy, the following procedures will apply exclusively.

Emergency Removal of Students or Employees in Title IX Sexual Harassment Cases

When the College determines that there is an immediate threat to the physical health or safety of any student or other individual arising from reported conduct that falls within the definition of Title IX Sexual Harassment in this policy, the College can remove a Respondent from its education program or activity (which may include removing an employee Respondent from their employment at College) and issue any necessary related no-trespass and no-contact orders. The College will make the decision to remove a Respondent from its education program or activity based on an individualized assessment and risk analysis.

The following shall apply if the Respondent is a Student enrolled at the College: If the College makes such a decision, the Respondent will be provided with notice and an opportunity to challenge the decision immediately following the removal. Specifically, the Respondent shall have forty-eight hours in which to submit a letter to or appear personally or virtually before the Title IX Coordinator to contest the emergency removal (though a meeting could be scheduled sooner if requested by the Respondent, if practicable).

Administrative Leave in Title IX Sexual Harassment Cases

The College always maintains the discretion to place non-student employee Respondents on paid administrative leave during the pendency of an investigation and resolution process as outlined below.

The College may also place a non-student employee Respondent on unpaid administrative leave during the pendency of an investigation and resolution process.

The College may place student-employee Respondents on administrative leave from their employment during the pendency of an investigation and resolution process where deemed appropriate as a supportive measure, under circumstances where it can do so without unreasonably burdening the student-employee Respondent.

Notice

If the College initiates an investigation of Title IX Sexual Harassment it will provide to the parties a written notice (by electronic or other means) that includes:

- Information about the College's formal and informal resolution processes;
- A statement of the allegations of behavior potentially constituting Title IX Sexual Harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial post- intake interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Title IX Sexual Harassment, and the date and location of the alleged incident, if known;
- A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- Information regarding the College's presumption of good faith reporting and a summary of the College's false information policy;
- Notification that parties may have an Advisor of their choice, who may be, but is not required to be, an attorney;
- Notification of existing counseling, health and mental health services available on campus and/or in the community;
- Notification that parties may inspect and review evidence during the investigation and resolution process, as provided below; and
- Notification that taking any retaliatory action (directly or through others) against any person because they are involved in the investigation is prohibited and will be considered a separate violation of College policy.

If in the course of an investigation the College decides to investigate allegations about any party that are not included in the notice described above, it will provide notice of the additional allegations to the parties whose identities are known.

Consolidation of Formal Complaints

The College may consolidate formal complaints as to allegations of Title IX Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of such Title IX Sexual Harassment arise out of the same facts or circumstances. Where a grievance process involves more than one Complainant or more than one Respondent, references in this section to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

Investigation of Title IX Sexual Harassment Cases

The Title IX Coordinator or designee will appoint an investigator or investigators (referred to here in the singular as "investigator" for the sake of convenience), who may be College employees or outside investigators, to investigate a complaint. The College will provide notice to the parties of the identity of the investigator. If a party believes that an investigator has a bias against or for Complainants or Respondents generally or them particularly as a party, or a conflict of interest, the party may submit a written objection to the Title IX Coordinator that outlines the basis for their objection to the investigator's service. The Title IX Coordinator will make a decision on such objections, and will appoint any alternate investigator, and follow this process as necessary, until an investigator is selected to conduct the investigation.

The investigator will conduct a thorough fact-finding investigation. The investigation will usually include meetings with the Complainant and the Respondent separately, as well as witnesses who may have material information about the events that are the basis of the complaint. The investigator may also collect and examine any physical evidence or documents, emails, text messages, etc. that may be relevant to the events in question. At any time during the investigation, the Complainant and Respondent may provide written statements or other supporting materials that may be helpful to the investigator.

The Complainant and Respondent are entitled to be accompanied by an Advisor of their choice whenever meeting with the investigator. Advisors can confer privately with their advisee, but cannot question the process nor address the investigator. The parties will be given periodic status updates throughout the investigation.

To protect the integrity of the investigation, Complainants, Respondents, witnesses, affected parties and Advisors shall not, except as specifically permitted below, disclose any information discussed or revealed during the investigation while the investigation and adjudication process is still pending, other than to the investigator, and/or a confidential resource such as their mental health counselor or attorney (who also must not disclose such information), or a non- attorney Advisor (who also must not disclose such information).

The College will endeavor to complete the investigation portion of the process within 90 College Days of issuing a notice of investigation as described above, but this may be extended at the College's discretion due to factors such as the complexity of the matter, the availability of witnesses, requests by a law enforcement agency for a temporary delay in the investigation process (see below), College breaks, and other legitimate reasons.

The following general investigation-related provisions are applicable only to the investigation of matters that fall within the definition of Title IX Sexual Harassment, as required by 2020 Title IX regulations. In such matters, the following provisions will apply:

- Parties' equal opportunity to present witnesses may include evidence from fact and expert witnesses; and
- Parties are not restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence; and
- Parties whose participation is invited or expected will receive written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

Preliminary Investigative Report

When the investigator has gathered all of the information that they determine should be gathered preliminarily, the investigator will prepare a preliminary investigative report. The preliminary investigative report will summarize relevant evidence but will not contain any recommendations regarding whether the Respondent violated this policy or any other College policy at issue.

The College will provide each party with an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised, including the evidence upon which College does not intend to rely in reaching a determination regarding responsibility and/or which the investigator does not deem relevant, and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Such evidence will not include un- redacted privileged records or information that may have been gathered or received during the investigation, absent written consent from the party holding the privilege.

- The College will send to each party and the party's Advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy.
- Parties and Advisors are not permitted to download, print or copy such evidence subject to inspection and review, and are not permitted to re-disclose such evidence without the College's permission. Parties and Advisors will be required to sign an acknowledgment form indicating that they understand these prohibitions. Violations of these prohibitions may subject parties to College discipline under applicable conduct codes.

Review and Response to Preliminary Investigative Report

The Complainant and the Respondent will have an opportunity to review the preliminary investigative report and provide written responses to the report. The Complainant and the Respondent must submit any comments, feedback, additional documents, evidence, suggested questions for individuals interviewed, requests for additional investigation, names of additional witnesses, or any other information they deem relevant to the investigator, additional documents or other evidence, within 10 College Days after the preliminary investigative report is sent or made available to them for review. The parties' written responses will be considered by the investigator prior to completion of the final investigative report, and some or all of the responses may be attached or otherwise incorporated into the final investigative report.

In the event that new, relevant information is provided or identified at this stage, the information will be incorporated into the preliminary report as deemed appropriate by the investigator.

Final Investigative Report

Final Investigative Report Generally

After considering any written response submitted by either party, or after the 10 College Day comment period has lapsed without receiving a written response or responses, the investigator will address any relevant issues identified by the Complainant and/or the Respondent, and as appropriate, pursue any additional investigative steps as needed. The final investigative report will include the investigator's non-binding recommendation as to whether the Respondent should be found responsible for violating the policy provisions at issue. The investigator's recommendation will be reached by applying the preponderance of evidence standard, i.e., whether it is more likely than not that the Policy was violated. The final investigative report will be reviewed by the Title IX Coordinator before it is issued. Final investigative reports will be provided simultaneously to the parties and their Advisors, if any. The College will give each party an opportunity to review the other party's written response, if any.

Final Investigative Report

The following additional provisions regarding the final investigative report will apply in Title IX Sexual Harassment matters:

- The final investigative report created by the investigator will fairly summarize relevant evidence and include as exhibits evidentiary materials as deemed appropriate by the investigator;
- At least 10 College Days prior to the hearing referenced below, the College will send to each party and the party's Advisor, if any, the final investigative report and exhibits in an electronic format or a hard copy, for their review and written response;
- Any written response a party wishes to provide must be submitted to the Title IX Coordinator or designee within 10 College Days of receiving the final investigative report and exhibits; and
- The final investigative report and the parties' written responses, if any, will be provided to the Hearing Board in advance of the hearing.

Deadlines for parties' review of information and submission of comments may be extended upon request for good cause, at the discretion of the Title IX Coordinator or their designee.

Should a Respondent who has been notified of an investigation/adjudication fail to cooperate with the investigator, the investigation may proceed, a finding may be reached, and a sanction may be imposed based on the information available.

The Complainant may request that the investigation be stopped at any time. The College and/or the Title IX Coordinator will determine whether the investigation can be stopped, or whether, due to countervailing concerns of campus safety, it is unable to honor the Complainant's request to stop the investigation.

Formal Hearings in Cases of Alleged Sexual Misconduct

Hearing Boards

Hearings will be presided over by a Hearing Officer or a Hearing Board chaired by a Hearing Chairperson ("Chair or Chairperson"), who will make the decision as to whether or not the Respondent violated the policy provisions at issue. Each Member of the Hearing Board shall have one (1) vote. A simple majority is needed to find the Respondent(s) responsible for the violations alleged. This decision will be made using the preponderance of the evidence standard, which means that a policy violation will only be found if the evidence establishes that it is more likely than not that the violation occurred. The Hearing Officer or Chairperson has broad authority to determine the process, timing and conduct of a hearing. For example, the Hearing officer or Chairperson will determine the order of presentation, timing and overall duration of the hearing, what information and evidence will be heard, what information and questions are relevant to the determination of the matter, and what cross-examination questions will or will not be permitted.

Hearing officers or Hearing Board Members will be appointed by the Title IX Coordinator. In selecting a Hearing Officer or Hearing Board for a particular matter, the Title IX Coordinator will take care to select individuals who do not have a conflict of interest or bias against Complainants or Respondents generally or an individual Complainant or Respondent. The College will notify the parties of the identity of the Hearing Officer or Hearing Board in advance of the hearing, and parties may, within 3

College Days of such notice, object to the service of the Hearing Officer or Hearing Board Member by providing a written statement (which may be transmitted electronically) as to why the party believes that the Hearing Officer or Hearing Member has a conflict of interest or bias. The Title IX Coordinator or designee will make decisions regarding such objections and the appointment of an alternate Hearing Officer or Hearing Chairperson, as necessary. The Hearing Chairperson shall make decisions regarding objections and appointments of Hearing Board Members.

Pre-Hearing Conference

Within 30 College Days of the issuance of the Final Investigative Report the Title IX Coordinator or their designee will schedule a Hearing. A Pre-Hearing Conference will be held at least two (2) College Days prior to the scheduled hearing. The College will provide written notice of the date, time, location, participants, and purpose of both the Pre-Hearing conference and of the hearing at least five (5) College Days prior to the Pre-Hearing Conference.

The Respondent and the Complainant shall have the right to attend a Pre-Hearing Conference. The purpose of the Pre-Hearing Conference is to plan for the hearing, discuss the issues and facts that will be presented at the hearing, exchange information about witnesses likely to be called, answer procedural questions, and settle those matters which may be agreeably concluded. Generally, the Chair of the Hearing Board will preside over the Pre-Hearing Conference. During or prior to the Pre-Hearing Conference, the parties shall be informed of the names of the Hearing Board Members if applicable. In attendance at the Pre-Hearing Conference will be the Title IX Coordinator, Hearing Chairperson or Hearing Officer, Legal Counsel on behalf of the College, the Investigator, the Respondent and their Advisor, and the Complainant and their Advisor. Any other party allowed into this meeting must be approved by the Hearing Chairperson and the Title IX Coordinator.

The Respondent, the Complainant, and the College Presenter shall have an opportunity to inspect documents and a list of witnesses prior to the hearing. The Hearing Board or Hearing Officer will receive a copy of the Investigative Report. If there are any additional documents that the Respondent, the Complainant, or the College Presenter would like to offer at the hearing, this information should be provided at least two (2) College Days before the Pre-Hearing Conference. This information will be exchanged with all parties. The parties and their Advisors will be instructed on the relevance of and use of past sexual behavior. The use and rules of such information must be strictly complied with by the parties and their Advisors.

Hearing Procedures

At the beginning of the hearing, the Chair of the Hearing Board or Hearing Officer should state for the record:

- the date, time, and place
- their name and role as the Chair of the Hearing Board or Hearing Officer.

The Chair should:

- have the other Members of the Hearing Board identify themselves
- state whether there is a quorum. If there is not a quorum, then the hearing must be rescheduled unless all parties waive on the recording any objection to the lack of a quorum.

The Chair should then identify the other persons present, ask the College Presenter to read the alleged violation(s), and ask the Respondent if the Respondent admits to the alleged violation(s).

The Chair must conduct the hearing in a manner that facilitates the presentation of relevant evidence by the Complainant, the Respondent, and the College Presenter. The Complainant, the Respondent, and the College Presenter have the right to call witnesses, including expert witnesses, and present their respective cases. The Members of the Hearing Board may ask questions to clarify what the witness said or to elicit more detailed information.

The Chair of the Hearing Board or Hearing Officer has the discretion to:

- allow the parties to make opening statements, closing statements, or both, with reasonable time limits;
- allow witnesses to testify by videoconferencing technology;
- require that the witnesses who have not yet testified wait somewhere other than the hearing room until they are called to testify; and
- schedule separate hearings if charges have been brought against multiple Respondents or multiple charges have been brought against a single Respondent.

The College Presenter will present evidence first, followed by the Complainant, and then the Respondent. Courtroom rules of evidence do not apply.

The presentation of evidence may include calling witnesses who have relevant information. A party may question the witness they call in support of their position.

The Chair or Hearing Officer will permit each party's Advisor to ask the other party and any witnesses called by another party all relevant questions and follow-up questions, including those challenging credibility ("cross examination").

Such cross-examination will be conducted directly, orally, and in real time by the party's Advisor of choice and never by a party personally, notwithstanding the discretion of the Chair or Hearing Officer to otherwise restrict the extent to which Advisors may participate in the proceedings.

Before a Complainant, a Respondent, or a witness answers a cross examination or other question, the Chair or Hearing Officer will first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

Additionally, the Chair or Hearing Officer will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

As a general rule, the following information may not be used during the grievance process: Information protected by a legally recognized privilege unless the person holding such privilege has waived the privilege; evidence about a Complainant's prior sexual history unless an exception applies; any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

The Chair or Hearing Officer will explain to the party proposing the questions any decision to exclude a question as not relevant.

If a party does not have an Advisor present at the live hearing, the College will provide without fee or charge to that party, an Advisor of the College's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

The Hearing Board or Hearing Officer cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing, or decision not to answer questions or otherwise not participate in the investigation or live hearing.

Other than to conduct cross-examination as described above, the parties' respective Advisors may not speak on behalf of the parties during the hearing and may not directly participate in any aspect of the hearing. The Complainant or the Respondent, however, may consult with their respective Advisors during the hearing. The Hearing Board Chair or Hearing Officer may limit the length and frequency of consultations so that they do not unreasonably delay the hearing or unreasonably interfere with the presentation of evidence.

At the conclusion of the hearing, the Hearing Board must go into closed session to deliberate and make its decision based solely upon the relevant evidence introduced and received at the hearing. The decision must be made by a majority vote.

A Respondent is presumed to be not responsible. The determination of the merits of the case shall be made using the preponderance of the evidenced standard.

Advisors

Each party may have an Advisor of their choice present at a hearing for the limited purpose of conducting cross-examination on behalf of that party. Advisors may be, but are not required to be, attorneys. If a party does not have an Advisor of their choice present at a hearing, the College will, without fee or charge to the party, provide an Advisor of the College's choice, again for the limited purpose of conducting cross-examination on behalf of that party. No later than 10 College Days before

the hearing, parties should inform the Title IX Coordinator of the identity of any Advisor of choice who will accompany them to the hearing, so that the College will know whether or not it needs to arrange for the presence of a College-provided Advisor.

At a time and manner deemed appropriate by the Hearing Officer or Chairperson, the Advisor for each party will be permitted to ask the other party and any witnesses all relevant cross-examination questions and follow-up questions, including those challenging credibility. Except for that limited role, Advisors may not participate actively in the hearing and may not speak or otherwise communicate on the part of the party that the Advisor is advising. However, the Advisor may consult privately in a non-disruptive manner with their advisee during and/or at a recess in the hearing. Scheduling accommodations generally will not be made for Advisors if they unduly delay the process. The College reserves the right to take appropriate action regarding any Advisor who disrupts the process, or who does not abide by the restrictions on their participation as determined in the sole discretion of the Hearing Officer or Chairperson, which may include exclusion of the Advisor from the hearing and the appointment of an alternate College-provided Advisor.

All Advisors are subject to the same College policies and procedures, whether they are attorneys or not, and whether they are selected by a party or assigned by the College. Advisors are expected to advise their advisees without disrupting proceedings. Advisors should not address College officials or Investigators in a meeting or interview unless invited to do so (e.g., asking procedural questions). The Advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or other Decision-maker except during a hearing proceeding during questioning.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting/interview/hearing will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role. The College may decide at its discretion to provide an alternate Advisor of its choosing in circumstances where it has been deemed necessary to exclude an Advisor from the investigation or hearing process.

Requests for Appearance of Witnesses

If a party wishes to have an individual appear at the hearing as a witness, they must provide notice of the identity of the proposed witness and a brief description of the subject matter of the witnesses' testimony to the Title IX Coordinator or designee at least 10 College Days before the date of the hearing. The Title IX Coordinator or designee, in consultation with the Hearing Officer or Chairperson as necessary, will determine whether the witness is likely to have information that is relevant to the hearing, and if it is determined that the witness is likely to have relevant information, the Title IX Coordinator or designee will inform the witness that their presence at the hearing is required (to the extent that the College has jurisdiction to require the presence of the witness) or requested.

Conduct of Hearings and Relevance

At or before the hearing, the Hearing Officer or Hearing Board will receive a copy of the final investigative report, any attachments thereto, and copies of the parties' written responses to the final investigative report, if any, which will be part of the information of record to be considered by the Hearing Officer or Hearing Board. The recommendation regarding responsibility made by the investigator in the final investigative report is only Advisory and is not binding on the Hearing Officer or Hearing Board; the Hearing Officer or Hearing Board will make an independent determination regarding responsibility based upon the investigative report, evidence admitted at the hearing, and the testimony and cross-examination of parties and witnesses at the hearing, as applicable.

Advisor Only relevant cross-examination and other questions may be asked of a party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the Hearing Officer or Chairperson will first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Advisors are not permitted to object to Hearing Officer or Chairperson decisions regarding relevance during a hearing. The Hearing Chairperson or Hearing Officer is able to consult with College Legal Counsel in determining whether a question is relevant.

Regarding the evidence subject to inspection and review that was provided to the parties and their Advisors under the Title IX Sexual Harassment matter-specific investigation procedures outlined above, a copy of such evidence will be made available at the hearing, and each party and/or their Advisor (as applicable) will have an equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Information protected under a legally recognized privilege (such as, for example, privileged communications between a party and their physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a treatment capacity, or privileged communications between a party and their attorney), is not relevant unless the person holding the privilege has waived the privilege.

At the request of either party, the College will provide for the hearing to occur with the parties located in separate rooms with technology enabling the Hearing Officer or Hearing Board and parties to simultaneously see and hear the party or the witness answering questions. Live hearings may be conducted with all parties physically present in the same geographic location or, at the College's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other. In accordance with applicable Title IX regulations, all hearings will be in a setting that allows for live cross-examination of witnesses.

At the discretion of the Hearing Officer or Chairperson, parties (but not their Advisors) will usually be given an opportunity to make a closing statement at the conclusion of the hearing.

Record of Hearings

The College will create an audio or audiovisual recording and/or transcript, of any live hearing, and will make it available to the parties for inspection and review.

Determinations Regarding Responsibility

Within 14 College Days after the hearing, the Hearing Officer or Chairperson (will prepare and issue a written determination regarding responsibility and, if applicable, sanctions. In determining responsibility, the Hearing Officer or Hearing Board will apply the preponderance of the evidence standard. The written determination of outcome will include:

- Identification of the section(s) of the College's Title IX Sexual Harassment policy alleged to have been violated;
- A description of the procedural steps taken from the receipt of the complaint through the determination, including but not limited to, as applicable, any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of definitions of sexual harassment for purposes of the College's Title IX Sexual Harassment definitions;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility and, where necessary and in collaboration with the sanctioning officer, a statement regarding any sanctions and the rationale therefor;
- If a finding of responsibility is made, the supportive measures, remedies, and sanctions that are necessary to prevent the continuation of sex-based discrimination and
- Identification of the College's procedures and permissible bases for the Complainant and Respondent to appeal (as outlined below).

The determination regarding responsibility becomes final either on the date that the College provides the parties with the written determination of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

The determination will also notify the parties whether remedies designed to restore or preserve equal access to the College's education program or activity will be provided by the College to the Complainant but will not provide details about any such remedies.

If sanctions are necessary, they will be assigned in accordance with the Sanctions section below. The parties will receive notice simultaneously of the written determination regarding responsibility and, if necessary, any sanctions as determined through the procedures outlined below.

Sanctions

It is the College's belief that sanctions should maximize safety for all people and College constituents, relate to the nature of the behavior, and provide an opportunity for growth and learning. In the context of sexual harassment and interpersonal violence, sanctions will also be designed to restore the Complainant's equal access to college education programs or activities. The range of possible sanctions when a Respondent is found responsible for Prohibited Conduct is as follows:

Written Warning

A written warning is a notice that the Respondent's behavior is unacceptable and that further misconduct may result in further disciplinary action. A copy of the warning letter is placed in the student's academic file or in the employee's employment record.

Fines

A monetary fine may be imposed. Failure to pay or to make arrangements to pay a fine may result in a hold being placed on the Respondent's account.

Restitution

Restitution may be imposed in the form of monetary payment to repair or otherwise compensate for damages caused by the Respondent. Failure to pay or to make arrangements to pay may result in a hold being placed on the Respondent's account.

Loss of Privileges

A Respondent may be restricted or excluded from participating in curricular or extracurricular activities for a specified period of time.

Educational Sanction

Educational sanctions may include mediation, drug and alcohol education/treatment, public presentation, formal apology, research paper, college completion contract, etc.

Suspension

Termination of student or employment status at the College for a specified period of time, with the possibility of reinstatement, provided that the Respondent has complied with all conditions imposed as part of the suspension and provided the Respondent is otherwise qualified for reinstatement. Depending on the length of the suspension, transition activities may be required. Suspension involves the exclusion of the Respondent from participation in any academic or employment activities. Written notification of this action will be provided to the Respondent. The Respondent may be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. The Respondent may not be on the College's premise unless engaged in official business approved in writing by the Vice President of Student Affairs or College Administrator.

Dismissal

Termination of student or employment status. Written notification of this action will be provided to the Respondent. The action of dismissal will be noted on the student's academic transcript or employee's employment record; the student will be withdrawn from all courses carried that semester and shall forfeit all tuition/fees according to the normal refund schedule of the College. The Respondent may not be on the College's premise unless engaged in official business approved in writing by the Vice President of Student Affairs or College Administrator. Readmission after dismissal may be granted on a case by case basis.

If a Hearing Officer or Hearing Board makes a determination that a Respondent is responsible for committing Prohibited Conduct, the Hearing Officer or Chairperson will inform the sanctioning officer of that determination, and the sanctioning officer shall implement the supportive measures, sanctions, and other remedies the Hearing Board or Hearing Officer has recommended as part of their ruling.

Appeals

Each party to a case falling under this policy has a right to appeal:

- The Title IX Coordinator's dismissal of a formal complaint for Title IX purposes based on the Title IX Coordinator's determination that it did not fall within the definition of Title IX Sexual Harassment (where applicable); or
- The result of a hearing and/or sanctioning process, on the following grounds:

- There was a procedural irregularity that affected the outcome of the matter;
- There is new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter.
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter; and/or
- The sanctions are not appropriate.

Appeals in student Respondent cases must be filed within 5 College Days of the case determination. Appeals in faculty Respondent cases must be filed within 5 College Days of the delivery of the written determination. Appeals in staff employee Respondent cases must be filed within 5 College Days of the case determination.

The other party may be notified of any submitted appeal through the Title IX Coordinator or their designee. The other party may submit a written response to the appeal within 5 College Days of delivery of the appealing party's appeal. Both parties will be informed of any change to the results of a disciplinary process that occurs prior to the time that such results become final, and when such results become final.

Where an appeal is based on procedural irregularity, new evidence and/or bias/conflict of interest grounds, the Appellate Officer may affirm a finding of responsibility or return the matter to a Hearing Officer or Hearing Board and/or Title IX Coordinator for further proceedings consistent with the appeal decision. Where an appeal challenges sanctions, the Appellate Officer may affirm, increase, decrease, or modify the sanctions. Appeal decisions will be sent to the parties simultaneously. The decision of the Appellate Officer is final in all cases.

Absent extenuating circumstances, appeals will ordinarily be decided within 30 College Days of the appellate officer's receipt of the appeal.

Informal Resolution of Title IX Sexual Harassment Cases

At any time prior to reaching a determination regarding responsibility, the College may facilitate an informal resolution process (e.g., mediation) of a Title IX Sexual Harassment case, where requested by a party and agreed to by both parties. If a party requests the initiation of an informal resolution process and the Title IX Coordinator agrees that the matter is appropriate for informal resolution, the College will provide to each party a written notice that discloses:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations-
 - The College generally permits parties to withdraw from the informal resolution process and initiate or re-initiate a formal investigation and hearing process at any time before the informal resolution process is completed and any informal resolution is agreed to in writing by the parties); and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

All parties and the Title IX Coordinator must agree to informal resolution for this option to be used. The Title IX Coordinator will assess the request for informal resolution in light of factors such as, but not limited to, the severity of the alleged violation and the potential risks to campus community members posed by the reported misconduct. The College will only proceed with an informal resolution process if both parties provide their voluntary, written consent to have the matter resolved through the informal resolution process.

Informal resolution options (e.g., mediation, restorative practices, or other alternate resolution methods) will be offered as deemed appropriate by the College and will be employed as agreed upon by the parties.

The matter will be deemed resolved if and when the parties expressly agree in writing to an outcome that is acceptable to them and which is approved by the Title IX Coordinator (in consultation with other College administrators as deemed necessary). A party may withdraw from the informal resolution process at any time prior to their execution of a written informal resolution agreement. After an informal resolution is agreed to in writing between the parties, neither party may initiate a formal resolution process regarding the same factual allegations.

At any time before a matter is resolved through informal resolution, the Title IX Coordinator may terminate an informal resolution process and initiate or re-initiate a formal investigation and resolution process at any time, as they deem appropriate in their discretion.

Steps in Investigating and Resolving Non-Title IX Prohibited Conduct

The following steps apply exclusively to the investigation and resolution of reports of conduct that, if proved, would constitute Prohibited Conduct under this policy but that would not fall within the definition of Title IX Sexual Harassment provided above.

Investigating the Complaint

Following the initial meeting between the Complainant and the Title IX Coordinator, the complaint will be investigated by the Title IX Coordinator. If the Complainant has declined to proceed with the complaint process, then the matter will be pursued only after consideration of the factors set forth in Section B.2 Conducting the Initial Assessment of this policy. The purpose of this investigation is to determine whether good cause exists to proceed with either informal or formal resolution of the complaint and shall be completed within thirty (30) College Days. Failure to comply with the investigator's requests may result in disciplinary action.

Notification of the Respondent

A Respondent will be notified when the College seeks action that would impact a Respondent, such as protective measures that restrict the Respondent's movement on campus, the initiation of an investigation or the decision to involve the Respondent in the informal resolution process.

The Title IX Coordinator shall notify the Respondent, in writing, of the complaint, advise the Respondent of the need for confidentiality, and instruct the Respondent to not engage in any retaliatory behavior. The notice to the Respondent will also include a summary of the allegations, the possible sanctions, and a brief description of the facts presented to support the allegations. For all allegations which could result in dismissal, the notice will include this possibility and will specify that dismissal prevents any future readmission to the College.

Both the Complainant and the Respondent will be given a copy of this policy.

Both the Complainant and the Respondent may provide information relevant to the complaint, including the names of any witnesses, to the Title IX Coordinator. In addition to interviewing the Complainant and the Respondent, the investigator will make reasonable attempts to contact and interview all of the individuals who are identified as witnesses with information relevant to the allegations of harassment or sexual misconduct.

The Title IX Coordinator's investigation will determine whether there is good cause to proceed to informal or formal resolution of the complaint. In order to make this determination, the investigator shall consider the record as a whole, including the nature of the alleged conduct and the context in which it occurred, and determine whether it is more likely than not that this policy has been violated.

The Title IX Coordinator will promptly investigate and prepare a confidential investigation report within thirty (30) College Days of receiving the complaint, unless an extension of time is necessary in order to conduct a thorough and accurate investigation. If an extension of time is required, the Title IX Coordinator will provide written notification of the revised date for completing the investigation concurrently to both parties.

- Preponderance of The Evidence Standard

In the event that the investigation report concludes that it is more likely than not that this policy has been violated, the Complainant may proceed with either informal resolution or formal resolution. The Title IX Coordinator will provide information regarding these processes to the Complainant. In the event that the Complainant elects not to move forward with the complaint at this stage, the College reserves the right to pursue the complaint in accordance with the formal resolution process.

- Finding of No Preponderance of The Evidence Standard

In the event that the investigation report concludes that it is not more likely than not that this policy has been violated, the complaint will be dismissed. The Complainant may, however, appeal the determination of no good cause to the College

President. A Complainant who wishes to file an appeal must file a petition no later than ten (10) College Days from delivery of the Complainant of the investigation report. An appeal petition shall consist of a detailed written statement specifying the precise grounds for appeal and indicating with precision the supporting facts, and shall be signed by the Complainant.

- The College President will consider the appeal petition and the investigation report to determine whether the original complaint is supported by the preponderance of the evidence standard within five (5) College Days of receiving the appeal petition. If the College President concludes that it is more likely than not that this policy has been violated, the President will inform both parties concurrently in writing of their decision, with a copy to the Title IX Coordinator. The Title IX Coordinator will then meet with the Complainant to discuss the Complainant's options for pursuing their complaint. Alternatively, if the President concurs with the Title IX Coordinator's determination that the complaint is not supported by the Preponderance of The Evidence Standard, the complaint will be dismissed, and no further action will be taken with respect to the complaint. The decision of the College President regarding whether a complaint demonstrates good cause is final and is not subject to appeal.

Resolution Process

1. Informal Resolution Procedure

Informal resolution is a process through which a complaint may be resolved promptly and discreetly, through communication, education and/or mutual agreement.

Participating in the informal resolution process is optional and voluntary by the parties. The parties can end the informal process at any time and stop the proceedings or begin the formal resolution process. The goal of informal resolution is to resolve concerns at the earliest stage possible, with the cooperation of the parties involved.

The Title IX Coordinator will meet separately with both the Complainant and the Respondent to gather any additional information regarding the conduct alleged. The Title IX Coordinator will identify and recommend an appropriate sanction to address the Respondent's conduct. The proposed finding of responsibility and sanction recommendation will be concurrently communicated in writing to both the Complainant and the Respondent. The Complainant and the Respondent will then have the opportunity to either accept or reject the proposed resolution.

If the matter is resolved informally to the satisfaction of all parties, the parties will document their acceptance in writing, and the informal resolution process will terminate, the sanctions (if any) will be imposed, and no further appeal shall be available to either party. The Title IX Coordinator will maintain a record of the complaint and its resolution.

If either party rejects the proposed resolution, the informal resolution process will terminate, and the Complainant or the College will have the right to pursue the complaint through the formal resolution process. Upon the conclusion of the informal resolution process, the Title IX Coordinator will meet with the Complainant to advise the Complainant regarding the formal resolution process. If the Complainant chooses to pursue the formal resolution process, they shall notify the Title IX Coordinator of this intention within five (5) College Days of terminating the informal resolution process. The College reserves the right to pursue the complaint in the event that the Complainant declines to take further action.

In the interim between the conclusion of the informal resolution and the initiation of the formal resolution processes, the Title IX Coordinator may implement or extend interim protective measures, as appropriate.

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.

Hazing Policy

Bryan College of Health Sciences is committed to providing a safe and healthy campus environment for all students, campus employees, and visitors. Consistent with state and federal laws, hazing is prohibited at Bryan College of Health Sciences.

What is Hazing?

At Bryan College of Health Sciences, we believe everyone should feel safe, respected, and included. Hazing is not allowed here—period. Hazing means doing anything that hurts, embarrasses, or forces someone to do something they don't want to do as part of joining a group, regardless of willingness to participate. This includes both physical and emotional harm.

The Stop Hazing Act defines hazing as:

Any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons, regardless of the willingness of such other person or persons to participate, that--

(I) is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and

(II) causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury.

Consent is not a defense

Nebraska State Law states that “notwithstanding any provisions to the contrary, consent shall not be a defense” ([Neb. Rev. Stat. § 28-311.07](#)). This means that even if someone was ok with an activity, that doesn't mean the activity wasn't hazing.

This includes things like:

- Physical harm: Forcing someone to exercise, hurt themselves, or do something dangerous.
- Mental/emotional harm: Making someone feel humiliated, scared, or bullied.
- Forcing substances: Making someone drink alcohol, take drugs, or eat things against their will.
- Degrading acts: Making someone do something embarrassing, humiliating, or harmful to their self-esteem.

Why This is Important

We have this policy to make sure our campus stays a safe, supportive place for everyone. Hazing is also illegal in the State of Nebraska and is considered a Class II misdemeanor in Nebraska ([Neb. Rev. Stat. § 28-311.06](#)). In addition to criminal charges through the state, individuals and organizations can be held responsible by the College through the Student Code of Conduct. Hazing is harmful, and we take it seriously. This policy also follows federal guidelines, which aims to make sure campuses across the country are free from hazing, harassment, and violence.

Definition of a Student Organization

A student organization is defined as an organization at an institution of higher education (such as a club, society, association, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

What You Can Do If You See or Experience Hazing

If you see or experience hazing, we encourage you to speak up—you're not alone, and your voice matters. Any individual who believes they have been the victim of hazing, or anyone who has knowledge or observes conduct that may constitute hazing, is required to report it immediately. Hazing can be reported via telephone, email, or to a Campus Security officer. You can report hazing:

- Reach out to a campus employee (faculty or staff member)
- In person: Visit the [Vice President of Student Affairs](#); East Campus-Office 232
- In person: Visit with the [Deputy Director of Title IX](#); East Campus-Office 318
- Online: Use the College [reporting system](#)
- Campus Security
 - East Campus: 402-421-8488
 - West Campus: 402-481-5802
 - Hastings/Mary-Lanning: 402-461-5370

We will keep your report private as much as we can. You won't be punished for reporting hazing in good faith, and we don't tolerate retaliation (being punished for speaking out).

What to Include in Your Report

When reporting, please provide as much detail as possible, including:

- Name of the organization involved in hazing
- Date, time, and location of the event(s)
- Individuals involved and any witnesses (with contact information if available)
- How you became aware of the incident(s)
- A detailed description of the event(s)
- Any documentation, videos, or photographs, if applicable
- Your contact information (if not reporting anonymously)

If you wish to report anonymously, please include as much detail as possible. You may also request a meeting with a staff member without providing identifying information. The staff member will explain the process and, to the extent possible, record the information without including identifying details. Meetings can be conducted in person, via phone, or via email.

What Happens After You Report Hazing?

Once we get a report, we will:

- Investigate: Upon receiving a report, the Vice President of Student Affairs, or their designee, will assess whether the behavior constitutes hazing under college policy.
- Discipline: If hazing is found, individuals involved may face consequences like suspension, expulsion, or removal from student organizations. We'll also provide support for victims of hazing.

Support for Victims of Hazing

If you've been affected by hazing, we are here to help you. We offer:

- [Counseling Services](#): Free, confidential mental health support.
- Academic Support: Guidance and Advocacy when hazing interferes with academic success.
- Other Resources as needed and determined on an individual basis.

Prevention and Awareness

Bryan College of Health Sciences is committed to providing a safe, inclusive, and respectful environment for all students and campus employees, free from hazing and any practices that degrade, humiliate, or endanger individuals. The anti-hazing policy promotes awareness that prevents behaviors and ensures that the BCHS campus community adheres to established expectations. BCHS will engage in a research-informed, campus-wide approach to hazing prevention to foster a culture of respect and inclusion of all students.

Educational Programming

- Orientation Awareness

- Annual training with campus employees and student leaders
- Social Norms Campaigns

Sex Offender Registry

The Nebraska Sex Offender Registration Act (Neb. Rev. Statute 29-4001-29-4115) requires certain classes of sex offenders to register with local law enforcement officials. Registry information regarding Level 3 (high risk) offenders is published in local newspapers and is also available to the public at <http://www.nsp.state.ne.us> on the Nebraska State Patrol's website.

The Act also requires certain institutions, including colleges and universities, to monitor the presence of Level 2 (moderate risk) sex offenders at their facilities. College officials will routinely receive information regarding moderate risk sex offenders residing in Lancaster County. This information is not available to the public, and will be shared with designated staff responsible for monitoring activities on campus.

Access to Off-Campus Facilities

Bryan College of Health Sciences utilizes many off-campus facilities for academic work. All students must adhere to the policies of safety and security for the institution at which they are assigned. It is strongly encouraged that students familiarize themselves with each separate facility and to discuss with their instructors any issues regarding safety and security at a particular site.

Weapons/Firearms

The possession of weapons on campus is prohibited. Weapons are identified as: handgun, pistol, revolver, rifle, shotgun, knife or edged weapons (with blade longer than 3.5 inches), bow and arrow, crossbow, ammunition, martial arts equipment, or other device capable of launching a projectile and causing bodily harm.

Possession of any of these items on campus will result in a code of conduct violation investigation.

Exceptions to this prohibition are:

- Weapons, legally owned, out of sight and secured in personally owned vehicles located in parking lots, garages, and streets on Bryan College of Health Sciences or Bryan Medical Center Properties, or
- Weapons possessed by certified and commissioned law enforcement officers or retired law enforcement officers in accordance with law, or
- Weapons possessed by armed security or armed officers in the performance of lawful duties, i.e. armored car officers, armed corporate security.

Tornado Protection

Definitions

- Tornado Watch – Issued when weather conditions exist that could produce a tornado. A tornado watch may last for several hours.
- Tornado Warning – Issued when a tornado has actually been sighted in the area or indicated by radar. At this time, the Civil Defense warning sirens are sounded, and the Nebraska Weather Service broadcasts the emergency messages.

General Safety Instructions:

- Do NOT use elevators during a Tornado Warning
- Seek shelter in the designated safe areas
- Use blankets to protect you from flying glass or debris

Lincoln Location Information

Tornado Watch

When notified of a tornado "watch" effecting Lincoln, the PBX (switchboard) operator will announce over the public address system:

- “Your Attention Please: Lincoln and Lancaster County have been placed in a tornado watch area until (standard time the watch is to be canceled). Patients and visitors are requested to follow instructions from hospital staff concerning storm protection activities. We will keep you informed of significant weather changes.”
- This will be repeated at 4 hour intervals until the watch expires.
- Review safe areas.
- Consider how you will get there.
- An “All Clear” will be announced when the watch expires or is canceled prior to its scheduled expiration time.

Tornado Warning

Tornado Warning – Bryan Medical Plaza, College of Health Sciences, School of Anesthesia, Child Development Center-East, Education area on West

- Stay in the safe area until the city announces “all clear”.
- Staff, visitors and patients; Go to safest area possible with the time you have.
 - Relatively safe areas include:
 - Interior areas
 - Away from outside walls
 - Areas with no windows
 - The lower in the building the better
 - Basement areas without windows are best
- Remain in the safe area until notified of an “All Clear”.

Hastings Location Information

Notification for severe Tornado Watches/Tornado Warnings will go out automatically to all hospital phones and computers as soon as the National Weather Service pushes them out. Switchboard operators will page these in the event the phone systems goes down.

Tornado Watch

When notified of a tornado “watch” effecting Hastings, the switchboard operator will page an announce over the public address system:

- This will be repeated until the watch expires.
- Review safe areas.
- Consider how you will get there.
- An “All Clear” will be announced when the watch expires or is canceled prior to its scheduled expiration time.

Tornado Warning – Mary Lanning Hospital

- Evacuate to the ground floor and waiting room, doors shall be closed. If possible, find a blanket to cover yourself for protection.
 - You may be directed to Ground Floor safe areas (Cafeteria and Conference Room 1)
- Stay in the safe area until the city announces “all clear”.
- Staff, visitors and patients; Go to safest area possible with the time you have.
 - Relatively safe areas include:
 - Away from outside walls
 - Areas with no windows
 - The lower in the building the better
 - Basement areas without windows are best
 - Remain in the safe area until notified of an “All Clear”.

Fire Emergency – EC.A.35

If you see smoke, smell something burning, or see fire, initiate the fire plan (R-A-C-E)

Announced overhead as “A Fire Alarm has been activated in+ Location + Please avoid this area”

R – Remove those in immediate danger to a safe area.

A – Alarm

- Activate the nearest fire pull station.
- Call "6" (off sites call 9-9-1-1) and give:
 - Exact location of fire (room number and building) o Your name, and
 - Type of fire (if known).

C – Contain the fire by closing doors to the area of the fire.

- Close all doors and windows (even in areas remote from the fire but in the same building).

E –Evacuate if fire or smoke is discovered:

- Evacuate as follows:
 - First, evacuate the area of the fire, adjoining rooms, and rooms above and below.
 - If necessary to leave the area, evacuate horizontally away from the fire through the fire doors into another fire/ smoke compartment.
 - Business occupancies should evacuate the building.
 - If needed, evacuate vertically.
 - Use evacuation tools if needed (MedSled, ParaSlyde, Stair Chair)
 - Elevators may be used if they are working.
- Do not run.
- Follow the evacuation routes and plans outlined in the unit specific fire plan.

E – Or Extinguish, if you can do it safely and you feel comfortable doing so. Use a fire extinguisher by initiating P-A-S-S: Do not put yourself in danger to extinguish a fire.

- Pull the pin by twisting and pulling (do not have thumb on upper handle or pin will not come out)
- Aim at the base of the fire (if you hit the fire it is apt to come back on you and cause burns)
- Squeeze the handle, and
- Sweep back and forth to suffocate the fire.

Fire Emergency – EC.01.01.01.EP7 - Hastings

If you see smoke, smell something burning, or see fire, initiate the fire plan (R-A-C-E)

Announced overhead as "A Fire Alarm has been activated in+ Location + Please avoid this area"

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- •Evacuate as follows:
 - First, evacuate the area of the fire, adjoining rooms, and rooms above and below.
 - If necessary to leave the area, evacuate horizontally away from the fire through the fire doors into another fire/ smoke compartment.
 - Business occupancies should evacuate the building.

- If needed, evacuate vertically.
- Use evacuation tools if needed (MedSled, ParaSlyde, Stair Chair)
- Inpatient, outpatient, and diagnostic care areas complete Form #502, Patient Fire/Tornado/Evacuation Sheet (obtain from Distribution, online in electronic "Policies and Procedures," or print out from the EMR, also behind the Forms Tab at the back of this guide).
- Elevators may be used if they are working.
- Do not run.
- Follow the evacuation routes and plans outlined in the unit specific fire plan.

E – Or Extinguish, if you can do it safely and you feel comfortable doing so. Use a fire extinguisher by initiating **P-A-S-S**: Do not put yourself in danger to extinguish a fire.

- Pull the pin by twisting and pulling (do not have thumb on upper handle or pin will not come out)
- Aim at the base of the fire (if you hit the fire it is apt to come back on you and cause burns)
- Squeeze the handle, and
- Sweep back and forth to suffocate the fire.

Active Shooter

To Implement – The Active Shooter protocol will be implemented when a person or persons enter our building or grounds armed with a firearm with the intent to do harm or threatening to do harm to those present or is actively shooting.

- If an armed intruder enters our building the first response will be to protect as many of our patients, visitors and staff as possible. At the same time we will summon help from internal and external resources.
- Your personal response may need to be made in a hurry. Difficult decisions will need to be acted on quickly. Make the best response decisions you can and try to limit the harm inflicted on yourself and those around you.

Lincoln Location Information (EC.A.82)

Notification by observing person/employee

- Make the best decision you can as to order of notifications
- Call "6" (if in a hospital building or a building attached to the hospital)
- Call 9-911 (Medical Center) or 911 if not connected to the switch board
- Notify your Manager or Supervisor, if possible
- Provide this information:
 - The 911 Call say: "This is Bryan Medical Center (give location, plus area) we have an armed intruder in the building, gunshots (not) fired."
 - The "6" Call say: "We have an Active Shooter in the building (provide area), gunshots (not) fired."
 - If possible provide a description of the person(s) and their location

Announcement

The Telecommunications Operator will announce three times: "Active Shooter + Location + Do not go near this area, leave the building if safe to do so".

Personal Response, follow this as a guide; your response may vary depending on the circumstances.

Remember ADD, it may add to your chances for survival

A – Avoid, the goal is to completely stay away from the armed intruder

- Do NOT respond to the area of the armed intruder ♣
- Leave the armed intruders area
- Help visitors and patients to safe areas
- Leave the building if possible, unless involved in patient care

D – Deny Access, the goal is to keep the armed intruder moving and not finding victims

- Move into a room with a locked door
- Lock your door, turn off lights, make no noise
- Barricade doors, make entry as difficult as possible
 - Patient care areas;
 - Block or lock entry doors, including stairwells
 - Close patient doors
 - Stay out of hallways as much as possible
 - If possible place one person in each occupied patient room, close door and block it with everything available
- Do not come out until the all clear is announced

D – Defend, the goal is to survive a face to face encounter with an armed intruder

- If you cannot avoid or deny access, you may have few options, and may include:
 - Play dead among the other victims
 - Fight back; this is very dangerous and may be your last option
 - Use anything handy as a weapon (fire extinguisher, piece of a file cabinet, pen, letter opener, stapler etc.)
 - Follow their directions
- Make your decision based on what you think is best for the circumstances you are in.
- At this point we can only provide suggestions, you will need to do what you think is best

Personal Response to police

- The police may not know who is the armed intruder so be prepared to be treated as a suspect until things are sorted out
 - Raise your hands, keep your hands in view
 - Do not brandish weapons when encountering police or exiting the building
 - Ensure that you do not appear to be a threat
 - Follow directions
 - Provide as much information as possible

Hastings Location Information (SAF229.00)

Notification by observing person/employee

- Make the best decision you can as to order of notifications
- Call the hospital 402-984-4950. Inform the operator of the Active Shooter.
- Call 911 and inform the operator of the Active Shooter.
- Notify an Administrator, Supervisor, or Faculty member, if possible
- Provide this information:
 - When calling 911 say: "This is Mary Lanning (give location, plus area) we have an armed intruder in the building, gunshots (not) fired."
 - When calling the hospital say: "We have an Active Shooter in the building (provide area), gunshots (not) fired."
 - If possible provide a description of the person(s) and their location

Announcement

- The Switchboard Operator will announce three times: "Active Shooter"
- If you have a panic button in your area this would be a suggested time to activate it.

For those not involved in the initial or direct response:

1. Remain Calm - Think about where you are in regards to where the active shooter(s) is/are present.
2. Run - If you are not in the area where the active shooter(s) is/are and you are not involved in patient care, leave your belongings and area by finding the nearest exit and get a safe distance away from the MLH facility you are located at.
 - Bring others that are able, visitors, and colleagues if you can.
 - Do not stop to wait or allow your escape to be hindered by anyone. The shooter(s) are looking for easy targets in large groups
3. Hide
 - Find a safe location, lock the door, and place heavy objects against the door to impede progress.

- Turn off lights and silence your cell phones to give the appearance of being in an unoccupied area.
 - Hide behind turned tables, desks, bookshelves, or anything else that might offer shelter.
 - If you are with a patient and they can get out of their bed please move them to a chair, place the bed behind the door and apply the brake.
 - If you work in a clinic, use any furniture that locks or is heavy enough to block the door.
 - Turn off the lights and any other electronic devices that make noise.
 - If you have a vocera on your person, remove the battery so as not to take the chance of messages coming through.
4. Fight - ONLY AS A LAST RESORT!
 - Find some type of improvised weapon like a fire extinguisher, a chair, or other heavy and possibly sharp objects.
 - Form a group and a plan. Commit to your actions and move those that are unable to the back or behind objects.
 - Act aggressively towards your attacker(s) and do your best to incapacitate them.
 - Once you have them down remove the weapon from their hands and leave the area.
 - Report to the first security officer or law enforcement person you find when leaving the area.
 5. When law enforcement arrives they will assume command of the situation.
 - The facility will provide assistance as needed, which may include providing access badges or keys, floor plans of the area, and any live feed cameras that the facility can provide.
 - Law enforcement responding to an active shooter are trained to proceed immediately to the area in which shots were last heard in order to stop the shooting as quickly as possible.
 - The first responding officers may be in teams; they may be dressed in normal patrol uniforms, or they may be wearing external ballistic vests and Kevlar helmets or other tactical gear. The officers may be armed with rifles, shotguns, and handguns.
 6. Tips to remember when law enforcement arrives at your location:
 - Remain calm and follow their instructions.
 - Put down any items in your hands.
 - Immediately raise hands and spread fingers.
 - Law enforcement is taught that hands use weapons therefore hands can kill.
 - Avoid making quick or sudden movements toward officers such as attempting to grab or hold onto them for safety.
 - Do not stop to provide first aid to the injured. Proceed to the nearest exit.
 - Avoid pointing, screaming, or yelling.
 - Do not stop to ask them for help or directions when evacuating, simply listen to their commands and move as instructed.
 7. Hospital Incident Command will establish a Unified Command with Law Enforcement and the Fire Department.
 - Location will be determined after consultation with law enforcement.
 - Law enforcement will be determined when an active shooter situation is clear.
 - Recovery will be directed by Hospital Incident Command.
 - Hospital Incident Command will work with law enforcement regarding continuity of operations as the location(s) of the incident are considered a crime scene and may not be available for patient care or staff access.
 - Hospital Incident Command will work with law enforcement regarding staff and visitor retrieval of personal items.
 8. For Staff, Faculty, & Students - once you have given the all clear by law enforcement:
 - Search your area for hiding or injured persons.
 - Report to direct supervisor or staff member.

Communicable Disease Emergency Response and Communication Policy

Purpose

The Bryan College of Health Sciences takes its responsibility to its students, employees, and community very seriously and understands that a college environment may provide means for the spread of communicable diseases. The College has policies requiring students to obtain the pre-enrollment immunizations necessary to prevent a number of communicable diseases. While prevention is the front line defense against communicable disease, the College recognizes that immunizations are not 100% effective and many non-students, who may not be immunized, interact within the environment of the College every day. This leaves the College, and the Community it serves, vulnerable to contagion. When a known threat of

communicable disease is discovered, the College must be prepared to respond quickly and effectively to minimize the impact of the threat. This policy provides the process for reporting, responding to, and communicating about instances of communicable disease.

Reporting

Employees and students of the College are expected to minimize contact with other people and contact their direct supervisor, faculty member, or clinical instructor/preceptor in the following situations (please note, the examples of diseases used in the following situations are not all inclusive):

- When they return from travel from a country the CDC has placed on a watch list for life-threatening communicable diseases such as ebola, etc.
- When they have a known exposure to a contagious or potentially life-threatening disease such as measles, pertussis, mumps, ebola, meningitis, etc.
- When they exhibit symptoms of a communicable disease such as the influenza, measles, rubella, mumps, chicken pox, pertussis, meningitis, etc.
- When they have been diagnosed with a communicable disease

The person notified by the affected student or employee will promptly notify the Vice President of Student Affairs (or designee) of the situation.

Minimizing the Spread of Communicable Disease

The College will follow Bryan Medical Center policies and will collaborate with experts in epidemiology, employee/student health, and public relations available at Bryan Medical Center and the regional Public Health Department in directing the actions of employees or students and providing any further needed notifications. An individualized plan will be developed by College and Medical Center personnel delineating, at a minimum: 1) The time the employee or student must be absent from all College-related activities; and 2) The circumstances necessary for return. The goal of the plan will be allowing the individual employee or student time to recover and minimizing the probability of spreading the communicable disease to others in the College or community. Employees and students are required to follow the plan developed for their situation and failure to do so will be grounds for disciplinary action.

If a situation involves possible spread of contagion to other students or employees of the College, all possible steps will be taken to communicate with those potentially affected. An individualized plan will be created specifying: 1) Required monitoring for development of disease; and 2) Steps necessary for prevention of further spread of contagion within the internal College environment.

If an employee or student of the College reports a situation that may pose a threat of contagion to the community, College or Medical Center officials will report the actual or possible threat to city, state, and regional health officials. If it is deemed necessary for the protection of the community, a press release will be issued outlining the potential threat and steps taken to minimize that threat. The privacy of affected individuals will be protected during reporting unless disclosure of names is mandated by law.

Safe Haven Bill Procedure

In the event a person surrenders custody of an infant (less than 30 days old) to an employee of the medical center, or a student performing clinical duties, it is our policy to accept that infant into the hospital's custody until custody can be transferred to law enforcement or the Department of Health and Human Services (DHHS).

Legislative Bill 157 states that no person shall be prosecuted for any crime based solely upon the act of leaving an infant in the custody of an employee on duty at the hospital. Bryan has received consent from the state for medical screening, evaluation, and treatment as needed until such time the infant is released to a state agency. Medical center employees and students (while performing clinical duties) are immune from criminal liability and civil liability for accepting an infant. Signs will be posted at emergency and main entrances indicating we are a safe haven for abandoned infants.

Steps to take:

Contact Care Management or Administrative Management upon learning that a person intends to leave his or her child at the medical center. Contact Security if concerns about infant/family/staff safety. Care Management or Administrative Manager will take infant to the Emergency Department for evaluation and treatment if employee receiving the infant has not already done so.

If person bringing infant will not wait for other staff to arrive:

- Ask the person to accompany you and the infant to the emergency department.
- Ask person bringing the infant if they need or the infant needs medical care.
- Inform the person bringing the infant that they are not required to answer any questions; however, the following information is requested:
 1. Name of infant
 2. Names of biological parents & address
 3. Information about the child's medical history or significant family history
 4. Is the child an American Indian? What tribe?
 5. Date of the child's birth and location

Please refer to the Safe Haven for Infants procedure (DAD.GR189) for all of the details. If you have additional questions, please call Care Management or Risk Management.

Services and Activities

Basic Needs Statement

Any student who has difficulty affording sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact any faculty, advisor, staff or administrator. College personnel will work with the Vice President of Student Affairs to refer student to available resources.

Caring Fund

The Bryan College of Health Sciences Caring Fund is available for any full-time or part-time student facing a crisis or emergency situation. The fund is able to assist with an immediate, basic need. Contact: Dr. Alethea Stovall, Vice President of Student Affairs at 402-481-3804 or Maggie Nelson, Financial Aid, 402-481-8705.

Student Uniform Collection

Free second-hand uniforms for students in need. If you have extenuating circumstances and cannot afford the cost of a new uniform or if your size is not available, please email Dr. Stovall at alethea.stovall@bryanhealth.org. Special thanks to our alumni who have donated their uniforms to students in need.

Student Affairs

Student Affairs is comprised Academic Services, Counseling Services, 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.

Counseling Services 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. 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 Employee 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 any allergies, a TB questionnaire and validation of required immunizations.

Students are required to follow the policies in the Student Catalog 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.

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 differences among 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 cultural competence among college constituents through programs and services.

Student services are provided to distance students by electronic means.

Counseling Service

Free, confidential and professional short-term counseling options are available on and off campus for students experiencing academic, personal or professional concerns. Any students living outside of Nebraska will be referred to professionals in their area. Counseling services are available in person and via telehealth.

On Campus

Lorie Escobar, MAC, LMHP
BCHS Mental Health Practitioner
402-481-3831
lorie.escobar@bryanhealth.org

Offsite Option

Continuum Employee Assistance Program (EAP)
3401 Village Drive, Suite 210
Lincoln, NE 68516
402-476-0186
www.4continuum.com

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

- Build Trust
 - Be an advocate
 - Communicate openly
 - Listen effectively
 - Honor commitments
 - Communicate availability
 - Maintain confidentiality
- Promote Professionalism
 - Foster accountability
 - Identify opportunities for growth
 - Utilize support systems and resources
- Promote Strengths

- Focus on strengths
- Recognize accomplishments
- Navigate Path to Degree Completion
 - Share accurate information
 - Participate in proactive degree completion planning
 - Remain accountable for degree completion plan
 - Establish, adapt, and achieve academic and professional goals

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

Student Referral Process

Personal, academic and/or financial problems can place students at risk of failing a course. The purpose of the Student Referral Process is to provide early identification and intervention for students at risk for a variety of reasons. This Process is designed to support both students, faculty and staff. The Student Referral Form will be submitted electronically to the individuals as indicated on the form or the Blue Healer Support Team for follow-up.

Student Referral:

- Student Code of Conduct Violations
- Academic Integrity Violation
- BCHS Mental Health Practitioner Concern
- Academic Student Support Concern
- Other

To activate the Student Referral Form, these steps should be followed:

- Anyone can identify students at risk and fill out a Student Referral Form
- When a student "at risk" is identified, it is recommended but optional to inform the student that a Student Referral will be initiated.
- An Student Referral Form is completed on the student outlining the concerns identified. The completed form is filled out electronically and submitted to the Blue Healer Support Team as indicated on the form.
- The appropriate representative will contact the student via email or phone when necessary
- A member from the Blue Healer Support Team will initiate the next steps. These actions can include:
 - Contacting the student via messaging, email, or phone
 - Arranging a meeting with the student's academic advisor
 - Requesting additional information or clarification from the person who submitted the student referral
 - Referring the student to additional services
- Individuals who complete a Student Referral Form will receive a confirmation email that the document was received. This process ensure a coordinated and comprehensive response to each student referral.

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

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 Vice President of Student Affairs for more information.

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

Program Integration and Quality Assurance (Distance)

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 from the Online Learning Consortium Quality Scorecard for the Administration of Online Programs.

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.

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 as well as represent the student body as non-voting members on faculty committees.

Student Organizations

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.

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!

Student Activities

All class or student body projects must be cleared through the Vice President of Student Affairs before final plans can be made. All activities should be planned well enough in advance so that advertising and other special arrangements can be made. College and Medical Center administration permission must be obtained before any activities are planned that would involve the Medical Center.

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, a Simulation Center, skills laboratories, a computer laboratory and library facilities, as well as offices for faculty and staff.

Skills laboratories at the East site utilize healthcare equipment, supplies, low-fidelity simulators, phantoms, or volunteers. The skills laboratories offer students the opportunity to apply classroom knowledge to clinical practice.

State-of-the-art, high-fidelity adult, birthing, and pediatric patient simulators are 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 eight high fidelity patient simulators (this includes one pediatric and two infant simulators). Also in use is one medium fidelity simulator. The space offers eight simulation rooms, four control rooms, and four debriefing rooms. There is also a nurses station and medication room/pharmacy. .

The Testing Center is primarily used for accommodated testing as scheduled by the College's Testing Center Coordinator; it may also be available for makeup exams by appointment. When not in use for testing, the space is available to students for small group study.

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

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, six 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 on the East Site and a laptop cart with 30 laptops is available on the West site. 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.

Skills laboratories utilize healthcare equipment, supplies, low-fidelity simulators, phantoms, or volunteers. The skills laboratories offer students the opportunity to apply classroom knowledge to clinical practice.

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 specialities 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.

Malpractice & Liability Insurance

Students are covered under a malpractice and general liability insurance policy paid for by Bryan Medical Center. This covers the student during assigned clinical/practicum experiences or when on official Medical Center business.

Lost and Found

Lincoln

Students should check in the College Administration office 201, (402) 481-3801 for lost and found items at the College. Lost and Found at Bryan Medical Center is located in Facilities Management at (402) 481-8971.

Hastings

For lost and found items at the College, students should check with the Administrative Assistant at the front desk or by calling (402)460-5824. Lost and found at Mary Lanning is located with the Engineering Secretary at (402) 461-5121.

Institutional Review Board (IRB)

The Bryan College of Health Sciences Institutional Review Board (IRB) is a federally registered board responsible for the review and approval of all research protocols involving humans as participants. The IRB requires that all research involving human subjects conducted within the College or by faculty, staff, or students affiliated with the College, be reviewed and approved prior to subject recruitment or initiation of data collection.

A human subject is defined as "...a living individual about whom an investigator (whether professional or student) conducting research obtains 1) data through intervention or interaction with the individual; or 2) Identifiable private information." (CFR Title 45 Part 46). **Therefore, any study/project that collects data about human subjects in any form, requires consideration by the IRB. Only the IRB can determine that such a study/project does not need to be reviewed.**

A student class project is a project that is required for completion of a course or series of courses at Bryan College of Health Sciences. The purpose of a class project is for the training and education of students in the use of particular methods, concepts, devices, or equipment with no intent to contribute to generalizable knowledge. A thesis/dissertation is not a class project. IRB waivers for student class projects are obtained by faculty teaching courses that require a student class project as an assignment for completion of a course. Class projects that have been granted an IRB waiver cannot be submitted for publication or be presented at meetings outside Bryan College of Health Sciences without prior IRB approval.

Carefully consider the need for IRB review. Retrospective IRB review is NOT possible after data collection has begun for a class project. Once students begin class project data collection, the faculty or student cannot change their mind and submit an IRB Request for Review after the fact. Retroactive IRB approval will not be granted under any circumstance. Carefully consider the possibility of publication or use of data collected in class projects in future research studies.

Please see the College IRB website for the application guidebook, meeting dates, forms/templates, and resources for researchers. Please see the College Manual for bylaws of the Bryan College of Health Sciences IRB.

General Education

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

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.

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

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

Bryan College of Health Sciences General Education Plan

This 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.

Categories of Study	General Education Learning Outcomes	Required Credit Hours for Associate Degree	Required Credit Hours for Baccalaureate Degree
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
Humanities/Fine Arts (ENGL, HIST, INTL, PHIL, RELI, SIGN, SPAN)	Analyze issues using a multi-faceted approach to holistically address problems.	6	9

Categories of Study	General Education Learning Outcomes	Required Credit Hours for Associate Degree	Required Credit Hours for Baccalaureate Degree
	Integrate ethical reasoning into personal and professional identities to treat others with dignity		
Mathematics (MATH, STAT)	Employ quantitative and logical reasoning to solve problems.	3	3
Communications (COMM)	Deliver cohesive communication in a variety of formats in a professional setting.	3	3
Business/ Management (ECON, MGMT)	Articulate business management standards of practice to be a contributing member of a professional organization.	0	3
Cultural Studies	Differentiate one's own experiences from the experiences of others to foster global sensitivity.	0	0
Total General Education Semester Hours Required for Degree		23	43

Cultural Studies Courses

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.

When a program requires that students complete 3 credit hours in a course with a cultural studies designation, it is recommended that students complete a course 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 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.

Associate of Science in Health Sciences(AS)

Degree Type

Associate of Science

Curriculum Objectives

- Incorporate fundamental knowledge of chemistry, physics, anatomy and physiology, microbiology and pathophysiology in differentiating between normal and abnormal human functioning.
- Relate published research findings in the areas of natural sciences to current issues and trends in healthcare.
- Utilize critical thinking to analyze and solve problems related to health sciences.
- 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 64 credits for the degree. All general education requirements for an Associate of Science degree as specified in the College catalog must be met.

Natural Sciences

Item #	Title	Credits
	Natural Science Electives (24 Credits)	24

Social Sciences

Item #	Title	Credits
	Social Science Electives (6 credits)	6

Humanities

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

Mathematics

Item #	Title	Credits
STAT210	Elements of Statistics	3
	Math Elective	3

Communications

Item #	Title	Credits
	Communications Elective	3

Cultural Studies

Item #	Title	Credits
	Cultural Studies Elective	3

Additional Courses

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
AHAL313	Research in Healthcare	2
	General Elective (9)	9
		64

Bachelor of Science in Biomedical Sciences Philosophy

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

The baccalaureate degree program in biomedical sciences prepares graduates for advanced study in health-related fields that contribute to quality healthcare delivery 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 research experiences.

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 health care environment. They critically evaluate scientific theories, gain competence in both theoretical and experimental science, and recognize the contribution of science to society. Quality health care cannot exist without the academic framework and intellectual discipline inherent in the study of natural sciences.

Learning is a lifelong, interactive process that builds on experience and acquired knowledge to transform attitudes, beliefs, and 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 education within legal, ethical, political, economic, sociocultural, spiritual, and historical contexts. This environment provides quality education, which develops critical thinking and contributes to meeting the emerging health care needs of society.

Biomedical Sciences Overview and Curriculum Objectives

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

Bachelor of Science in Biomedical Sciences (BS)

Degree Type

Bachelor of Science

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

Humanities/Fine Arts

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 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

Communications

Item #	Title	Credits
	Communications Elective	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

Additional Courses

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

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
		123

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

Degree Type

Bachelor of Science

Natural Sciences

16 of the credits below satisfy the General Education Natural Sciences requirement

Item #	Title	Credits
BIOS150	Scientific Literacy	1
BIOS120	Cell Biology	4
BIOS334	Human Anatomy	4
BIOS335	Human Physiology	4
BIOS205	Microbiology	4
CHEM110	General Chemistry I	4
CHEM120	General Chemistry II	4
CHEM210	Organic Chemistry I	4
CHEM220	Organic Chemistry II	4
BIOS320	Biochemistry	4
BIOS410	Molecular Biology	4
BIOS304	Immunology	3
	BIOS Elective	3

Social Sciences

9 credits below satisfy the General Education Social Sciences requirement

Item #	Title	Credits
PSYC121	Introduction to Psychology	3
SOCI101	Introduction to Sociology	3
	Social Science Elective with a Cultural Studies (CS) Designation	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

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

Communications

The 3 credits below satisfy the General Education Communications requirement

Item #	Title	Credits
	Communications Elective	3

Business/Management

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

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

MLS Credits

43 credits will be transferred in from UNMC's MLS program upon successful completion of the MLS degree.

Item #	Title	Credits
	MLS Credits	43
		122

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

Degree Type

Bachelor of Science

Natural Sciences

Item #	Title	Credits
BIOS ₁₁₀	General Biology	4
BIOS ₁₂₀	Cell Biology	4
CHEM ₁₁₀	General Chemistry I	4
CHEM ₁₂₀	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
MATH ₂₀₅	Calculus	4
STAT ₂₁₀	Elements of Statistics	3

Humanities/Fine Arts

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

Item #	Title	Credits
ENGL ₁₀₄	English Composition I	3
ENGL ₁₅₄	English Composition II	3
PHIL ₂₁₀	Ethics in Health Care	3

Business/Management

Item #	Title	Credits
MGMT ₂₁₅	Global Healthcare Delivery and Financing	3

Social Sciences

Item #	Title	Credits
PSYC ₁₂₁	Introduction to Psychology	3
SOCL ₁₀₁	Introduction to Sociology	3
	PSYC ₂₀₁ or PSYC ₃₂₁	3

Additional Courses

Item #	Title	Credits
GSTU ₁₀₁	Introduction to the Bryan College of Health Sciences Experience	1
HIMS ₁₀₀	Medical Terminology	1

Major - Biomedical Sciences - KCU Partner Program Track

Students must take all courses listed below.

***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.

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

KCU Credits

31 credits will be transferred back from KCU's DO or Dental program upon successful completion of the first year of coursework

Item #	Title	Credits
	KCU Credits	31
		123

Bachelor of Science in Biomedical Sciences - PharmD Assurance Track

Degree Type

Bachelor of Science

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
SOCI101	Introduction to Sociology	3
	PSYC201 or PSYC321	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

Communications

The 3 credits below satisfy the General Education Communications requirement

Item #	Title	Credits
	Communications Elective	3

Business/Management

Select from ECON/MGMT courses.

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 Elective	3

Additional Courses

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

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

PharmD Credits

32 credits will be transferred back from UNMC's PharmD program upon successful completion of the first year of the PharmD coursework

Item #	Title	Credits
	PharmD Credits	32
		123

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.

Bryan College of Health Sciences offers two pathways for students to complete their BS in Healthcare Studies from Bryan while also advancing to an additional degree. These include the Nuclear Medicine Imaging Science (NMIS) program at the University of Arkansas for Medical Sciences (UAMS) and the Medical Laboratory Science (MLS) track at UNMC. Both require application and acceptance to their respective institution.

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

The 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 NMIS track, each student must complete a core requirement of 80 credit hours within the NMIS concentration. 40 credits will be transferred in from UAMS's NMIS program upon successful completion of the NMIS program for a total of 120 semester hours.

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:

The following concentrations are available

- Biomedical Sciences/Healthcare Management
- Biomedical Sciences/Social Sciences
- Public Health/Biomedical Sciences
- Public Health/Healthcare Management
- Public Health/Social Sciences
- Social Sciences/Healthcare Management
- Nuclear Medicine
- Medical Laboratory Science

Bachelor of Science in Healthcare Studies - Biomedical Sciences/ Healthcare Management Concentration (BS)

Degree Type
Bachelor of Science

Natural Sciences

Item #	Title	Credits
	Natural Science Electives (16 Credits)	16

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must be have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Biomedical Sciences/Healthcare Management - Category A

Students must complete 21 credit hours at the 200 level or higher with the following prefixes: BIOS/CHEM/PHYS. 14 hours must be at the 300 level or higher.

***16 credits from Natural Sciences required for general education requirements will not count toward the 21 credits in Category A**

Item #	Title	Credits
	Category A (Biomed/Management)	21

Biomedical Sciences/Healthcare Management - Category B

Students must complete 15 credit hours of upper level courses with the following prefixes: ECON/MGMT.

***3 credits from Healthcare Management required for general education requirements will not count toward the 12 credits in Category B.**

Item #	Title	Credits
	Category B (Biomed/Management)	15

Biomedical Sciences/Healthcare Management - Category C

Students must complete all courses listed in Category C. For the Biomed/Management Elective select from courses that meet the requirements listed in Category A or B that have not already been taken. ***3 credits from Natural Sciences or Management required for general education requirements will not count towards the Biomed/Management Elective.**

Item #	Title	Credits
	Biomed/Management Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 26 credits	26
		120

Bachelor of Science in Healthcare Studies - Biomedical Sciences/ Social Sciences Concentration (BS)

Degree Type
Bachelor of Science

Natural Sciences

Item #	Title	Credits
	Natural Science Electives (16 Credits)	16

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Biomedical Sciences/Social Sciences - Category A

Students must complete 15 credit hours of courses at the 200 level or higher with the following prefixes: GERO/PSYC/SOCI. 12 of the 15 hours must be at the 300 level or higher. ***Credits from Social Sciences required for general education requirements will not count towards this category.**

Item #	Title	Credits
	Category A (Biomed/Social Sciences)	15

Biomedical Sciences/Social Sciences - Category B

Students must complete 21 credit hours at the 200 level or higher with the following prefixes: BIOS/CHEM/PHYS. 14 hours must be at the 300 level or higher.

***Credits from Natural Sciences required for general education requirements will not count towards this category.**

Item #	Title	Credits
	Category B (Biomed/Social Sciences)	21

Biomedical Sciences/Social Sciences - Category C

For the Biomed/Social Sciences Elective select from courses that meet the requirements listed in Category A or B that have not already been taken. ***Credits from Natural Sciences or Social Sciences required for general education requirements will not count towards this elective.**

Item #	Title	Credits
	Biomed/Social Sciences Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 26 credits	26
		120

Bachelor of Science in Healthcare Studies - Public Health/ Biomedical Sciences (BS)

Degree Type
Bachelor of Science

Natural Sciences

Item #	Title	Credits
	Natural Science Electives (16 Credits)	16

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must be have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Public Health/Biomedical Sciences - Category A

Students must complete all courses listed in Category A. ***Credits from Natural Sciences or Social Sciences required for general education requirements will not count towards this Category.**

Item #	Title	Credits
BIOS303	Introduction to Epidemiology	3
BIOS304	Immunology	3
PBHL201	Introduction to Public Health	3
PBHL301	Introduction to Environmental and Occupational Health	3
PBHL305	Global Health	3

Public Health/Biomedical Sciences - Category B

Students must complete 15 hours of course with a BIOS/CHEM/PHYS prefix at the 200 level or higher. 11 of the 15 hours must be at the 300 level or higher. ***Credits from Natural Sciences required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category B (Biomed/Public Health)	15

Public Health/Biomedical Sciences - Category C

Students must complete 6 credits from Category C. ***Credits from Natural Sciences, Social Sciences, or Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category C (Biomed/Public Health)	6

Public Health/Biomedical Sciences - Category D

Students must complete all courses listed in Category D. For the Biomed/Public Health Elective select from courses that meet the requirements listed in Category A, B or C that have not already been taken. ***Credits from Natural Sciences, Social Sciences, or Management required for general education requirements will not count towards the Biomed/Public Health elective.**

Item #	Title	Credits
	Biomed/Public Health Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 26 credits	26
		120

Bachelor of Science in Healthcare Studies - Public Health/Healthcare Management Concentration (BS)

Degree Type

Bachelor of Science

Natural Sciences

Item #	Title	Credits
	Natural Science Electives (16 Credits)	16

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Public Health/Healthcare Management - Category A

Students must complete all courses listed in Category A. ***Credits from Natural Sciences or Social Sciences required for general education requirements will not count towards this Category.**

Item #	Title	Credits
BIOS303	Introduction to Epidemiology	3
BIOS304	Immunology	3
PBHL201	Introduction to Public Health	3
PBHL301	Introduction to Environmental and Occupational Health	3
PBHL305	Global Health	3

Public Health/Healthcare Management - Category B

Students must complete 12 credit hours of upper level courses with the following prefixes: ECON/MGMT. ***Credits from Business/Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category B (Public Health/Management)	12

Public Health/Healthcare Management - Category C

Complete 3 credits from Category C. ***Credits from Natural Sciences or Social Sciences general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category C (Public Health/Management)	3

Public Health/Healthcare Management - Category D

Students must complete all courses listed in Category D. For the Public Health/Management Elective select from courses that meet the requirements listed in Category A, B or C that have not already been taken. ***Credits from Natural Sciences, Social Sciences, or Management required for general education requirements will not count towards this elective.**

Item #	Title	Credits
	Public Health/Management Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 32 credits	32
		120

Bachelor of Science in Healthcare Studies - Public Health/Social Sciences Concentration (BS)

Degree Type

Bachelor of Science

Natural Sciences

Item #	Title	Credits
	Natural Science Electives (16 Credits)	16

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Public Health/Social Sciences - Category A

Students must complete all courses listed in Category A. ***Credits from Natural Sciences or Social Sciences required for general education requirements will not count towards this Category.**

Item #	Title	Credits
BIOS303	Introduction to Epidemiology	3
BIOS304	Immunology	3
PBHL201	Introduction to Public Health	3
PBHL301	Introduction to Environmental and Occupational Health	3
PBHL305	Global Health	3

Public Health/Social Sciences - Category B

Students must complete 15 credit hours of courses at the 200 level or higher with the following prefixes: GERO/PSYC/SOCI. 12 of the 15 hours must be at the 300 level or higher. ***Credits from Social Sciences required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category B (Public Health/Social Sciences)	15

Public Health/Social Sciences - Category C

Complete 3 credits from Category C. ***Credits from Natural Sciences or Business/Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category C (Public Health/Social Sciences)	3

Public Health/Social Sciences - Category D

Students must complete all courses listed in Category D. For the Public Health/Social Sciences Elective, select from courses that meet the requirements listed in Category A, B or C that have not already been taken. ***Credits from Natural Sciences, Social Sciences, or Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Public Health/Social Sciences Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 29 credits	29
		120

Bachelor of Science in Healthcare Studies - Social Sciences/ Healthcare Management Concentration (BS)

Degree Type

Bachelor of Science

Natural Sciences

Item #	Title	Credits
	Natural Science Electives (16 Credits)	16

Social Sciences

Must complete 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (6 credits)	6
	Social Sciences Elective (Upper Level)	3

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities Elective must have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or Humanities elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Mathematics

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

Communications

Item #	Title	Credits
	Communications Elective	3

Business/Management

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

Social Sciences/Healthcare Management - Category A

Students must complete 15 credit hours of courses at the 200 level or higher with the following prefixes: GERO/PSYC/SOCI. 12 of the 15 hours must be at the 300 level or higher. ***Credits from Social Sciences required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category A (Social Sciences/Management)	15

Social Sciences/Healthcare Management - Category B

Students must complete 15 credit hours of upper level courses with the following prefixes: ECON/MGMT. ***Credits from Business/Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Category B (Social Sciences/Management)	15

Social Sciences/Healthcare Management - Category C

Students must complete all courses listed in Category C. For the Social Sciences/Management Elective, select from the courses in Category A or B that have not already been taken. ***Credits from Social Sciences or Business/Management required for general education requirements will not count towards this Category.**

Item #	Title	Credits
	Social Sciences/Management Elective	3
HCST417	Senior Internship/Practicum	3
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3

Elective Courses

Your advisor will work with you to select the appropriate general elective courses for your degree plan.

Item #	Title	Credits
	General Electives- 32 credits	32
		120

Bachelor of Science in Healthcare Studies - Nuclear Medicine Imaging Science Pathway

Degree Type
Bachelor of Science

Natural Sciences Courses

Must complete all courses listed. 8 credits of Human Anatomy and Human Physiology (BIOS334 and BIOS335) may substitute for BIOS203 and BIOS204.

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
BIOS204	Anatomy & Physiology II	4
CHEM110	General Chemistry I	4
PHYS105	Descriptive Physics (with lab)	4
BIOS205	Microbiology	4

Social Sciences

Must complete 9 hours from elective pool. One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a General Elective course.

Item #	Title	Credits
	Social Sciences (PSYC/SOCI) Electives	9

Cultural Studies

Must complete 3 cr hrs from elective pool. This requirement should be met with either a Social Sciences elective or General elective.

Item #	Title	Credits
	Cultural Studies Elective	3

Humanities

Must complete all courses listed.

Item #	Title	Credits
ENGL104	English Composition I	3
ENGL154	English Composition II	3
PHIL210	Ethics in Health Care	3
	Fine Arts Elective	3
	US History Elective	3

Mathematics

Must complete all courses listed.

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

Communications Elective

Must complete 3 credit hours from COMM courses

Item #	Title	Credits
	Communications Elective	3

Business Management

Must complete 3 credit hours of either ECON or MGMT coursework

Item #	Title	Credits
	Business Management Elective	3

Additional Courses

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

General Electives

If one of the Social Sciences electives does not carry a Cultural Studies designation, 3 credits of General Electives must be in a Cultural Studies course

Item #	Title	Credits
	General Electives- 22 credits	22

NMIS Credits

40 credits will be transferred in from UAMS's NMIS program upon successful completion of the NMIS program

Item #	Title	Credits
	NMIS Credits	40
		120

Bachelor of Science in Healthcare Studies - Medical Laboratory Science Track

Degree Type

Bachelor of Science

Natural Sciences Courses

Must complete all courses listed. 8 credits of Human Anatomy and Human Physiology (BIOS334 and BIOS335) may substitute for BIOS203 and BIOS204.

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

Humanities

Must complete all courses listed.

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
STAT210	Elements of Statistics	3
MATH155	College Algebra	3

Social Sciences

Must complete 9 hours from elective pool. 3 credits must be upper level

Item #	Title	Credits
PSYC121	Introduction to Psychology	3
SOCI101	Introduction to Sociology	3
	Social Sciences Elective (Upper Level)	3

Communications Elective

Must complete 3 credit hours from COMM courses

Item #	Title	Credits
	Communications Elective	3

Business Management

Must complete 3 credit hours of either ECON or MGMT coursework

Item #	Title	Credits
	Business Management Elective	3

General Education Courses

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

Category A - MLS Pre-requisite courses

Must complete all courses

Item #	Title	Credits
BIOS205	Microbiology	4
CHEM210	Organic Chemistry I	4
CHEM220	Organic Chemistry II	4
BIOS320	Biochemistry	4
BIOS410	Molecular Biology	4
BIOS304	Immunology	3
	BIOS Elective	3
	Cultural Studies Elective	3

MLS Credits

43 credits will be transferred in from UNMC's MLS program upon successful completion of the MLS degree.

Item #	Title	Credits
	MLS Credits	43
		120

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.

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 Electives (6 credits)	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
		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
		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. If multiple students are unable to progress, students will be placed in the next available class as follows: A student who has fewer courses to repeat will be placed in the next available class before a student who has more courses to repeat. When students have the same number of courses to repeat, a student with a higher final average percentage in courses that must be repeated will be placed in the next available class before a student who has a lower average percentage in courses that must be repeated. 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 30 hours of community service while attending Bryan College of Health Sciences. Of these 30 hours, at least five must be sonography related, (promoting sonography), two must be cultural diversity related, and the remaining hours are the students' choice of community service activities. Approval of hours will be at the discretion of sonography program personnel.

Cultural Diversity

All students are required to participate in 2 hours of cultural diversity related activities. This can include attendance at College supported diversity activities or community sponsored.

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 Goals

To prepare cardiovascular technologists or diagnostic medical sonographers who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession of adult cardiac sonography.

To prepare cardiovascular technologists or diagnostic medical sonographers who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession of noninvasive vascular sonography.

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)	

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

Communications

Must complete 3 cr hrs from COMM courses.

Item #	Title	Credits
	Communications Elective	3

Business/Management

Must complete 3 cr hrs from ECON or MGMT courses.

Item #	Title	Credits
	Business Management Elective	3

Mathematics

Must complete all course listed.

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

Humanities

Must complete 3 cr hrs from elective pool (ENGL, HIST, HUMS, INTL, PHIL, RELI, SIGN, SPAN). The Humanities elective should have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Social Sciences elective.

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

Social Sciences

Must complete 6 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective should have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities elective.

Item #	Title	Credits
	Social Science Electives (9 credits)	9

Cultural Studies

Students will work with their advisor to select the appropriate Cultural Studies course that fulfills the credit requirement for both cultural studies and either social sciences (9 required credit hours) or humanities (3 credits English Composition I, 3 credits Ethics in Healthcare, and 3 credits of humanities elective), if needed. Cultural Studies courses include: GERO303, INTL202-3, INTL205-3, MGMT215, PBHL305, RELI215, RELI316, SIGN111, SOCI222, SOCI320, SOCI324, SPAN101H.

Item #	Title	Credits
	Cultural Studies Elective	3

Major-Cardiovascular Sonography

Item #	Title	Credits
AHAL223	Physics and Instrumentation	4
AHAL313	Research in Healthcare	2
AHAL315	Sonography Principles and Instrumentation: Board Review and Current Topics	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	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

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

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

AHAL315, CARD314, CARD345, CARD 347 = *Courses in the Major

If a Cultural Studies course is still needed, the Humanities elective can be selected to meet this requirement.

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
AHAL315	Sonography Principles and Instrumentation: Board Review and Current Topics	2

Summer

CVTD341 = *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

AHAL₃₁₃, CVTD₃₀₃, VASC₃₁₅, VASC₃₄₁ = *Courses in the Major

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

Item #	Title	Credits
AHAL ₃₁₃	Research in Healthcare	2
CVTD ₃₀₃	Skills Enhancement I	1
VASC ₃₁₅	Vascular Sonography Skills I	1
VASC ₃₄₁	Core I: Vascular Sonography	7
	Social Science Elective	3

Spring

CVTD₃₀₂, VASC₃₁₆, VASC₃₄₃, VASC₃₄₇ = *Courses in the Major

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

Item #	Title	Credits
CVTD ₃₀₅	Skills Enhancement II	1
VASC ₃₁₆	Vascular Sonography Skills II	1
VASC ₃₄₃	Core II: Vascular Sonography	5
VASC ₃₄₇	Vascular Sonography Clinical Experience	0.5
	Cultural Studies Elective	3
PHIL ₂₁₀	Ethics in Health Care	3

Summer

CVTD₃₅₀ = *Courses in the Major

Item #	Title	Credits
CVTD ₃₅₀	Clinical Practicum II	7

Year 4

Fall

CARD₄₃₀, CVTD₄₁₆, CVTD₄₃₀, VASC₄₃₀ = *Courses in the Major

Item #	Title	Credits
CARD ₄₃₀	ACS Board Review	1
CVTD ₄₁₆	Clinical Practicum III	9.5
CVTD ₄₃₀	Senior Capstone I	0.5
VASC ₄₃₀	VASC Board Review	1

Spring

CVTD425, CVTD435 = *Courses in the Major

Item #	Title	Credits
CVTD425	Clinical Practicum IV	11.5
CVTD435	Senior Capstone II	0.5
		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 53 semester hours of general education courses and fifty-four (67) credit hours in the diagnostic medical sonography major. Official transcript(s) must be on file for all transfer credits.

General 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)	
	General Elective	3

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 9 cr hrs from electives (GERO, INTL, PBHL, PSYC, SOCI). One Social Sciences elective must have a Cultural Studies designation if the Cultural Studies requirement has not been met by a Humanities course.

Item #	Title	Credits
	Social Science Electives (9 credits)	9

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). The Humanities Elective must be have a Cultural Studies designation if that requirement is not met with a Social Sciences course.

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

Students will work with their advisor to select the appropriate Cultural Studies course that fulfills the credit requirement for both cultural studies and either social sciences (9 required credit hours) or humanities (3 credits English Composition I, 3 credits Ethics in Healthcare, and 3 credits of humanities elective), if needed. Cultural Studies courses include: GERO303, INTL202-3, INTL205-3, MGMT215, PBHL305, RELI215, RELI316, SIGN111, SOCI222, SOCI320, SOCI324, SPAN101H.

Item #	Title	Credits
	Cultural Studies Elective	3

Major - Diagnostic Medical Sonography

Item #	Title	Credits
AHAL223	Physics and Instrumentation	4
DMSO101	Introduction to Diagnostic Medical Sonography	1
DMSO320	Sonography of Superficial Structures	2
DMSO322	Introduction to Vascular Sonography	3
AHAL315	Sonography Principles and Instrumentation: Board Review and Current Topics	2
DMSO323	Retroperitoneal Sonography	3
DMSO335	Diagnostic Medical Sonography Skills Lab I	1
AHAL313	Research in Healthcare	2
DMSO334	Abdominal Sonography	5
DMSO341	Obstetrical and Gynecological Sonography	4
DMSO344	Advanced Obstetrical Sonography	5
DMSO318	Pediatric Sonography	2
DMSO345	Introduction to Fetal Echocardiography	2
DMSO340	Diagnostic Medical Sonography Clinical Experience	5
DMSO428	Diagnostic Medical Sonography: Clinical Practicum I	8.5
DMSO430	Diagnostic Medical Sonography: Capstone I	1
DMSO432	Diagnostic Medical Sonography Board Review I	1
DMSO434	Diagnostic Medical Sonography: Clinical Practicum II	10.5
DMSO436	Diagnostic Medical Sonography: Capstone II	1
DMSO437	Diagnostic Medical Sonography Board Review II	1

Sample Curriculum Plan

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

Course Sequencing

Year 1

Fall

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

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

Spring

If a Cultural Studies course is still needed, the Humanities elective can be selected to meet this requirement.

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
DMSO101	Introduction to Diagnostic Medical Sonography	1
HIMS100	Medical Terminology	1

Year 2

Fall

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

Item #	Title	Credits
BIOS221	Pathophysiology	3
	Social Science Elective	3
PHIL210	Ethics in Health Care	3
	Business Management Elective	3
DMSO320	Sonography of Superficial Structures	2

Spring

If a Cultural Studies course is still needed, the Social Sciences elective can be selected to meet this requirement.

Item #	Title	Credits
BIOS318	Cross-Sectional Anatomy	3
STAT210	Elements of Statistics	3
	Social Science Elective	3
DMSO322	Introduction to Vascular Sonography	3
AHAL315	Sonography Principles and Instrumentation: Board Review and Current Topics	2

Summer

Item #	Title	Credits
DMSO323	Retroperitoneal Sonography	3
DMSO335	Diagnostic Medical Sonography Skills Lab I	1
	General Elective	3

Year 3

Fall

Item #	Title	Credits
AHAL313	Research in Healthcare	2
DMSO334	Abdominal Sonography	5
DMSO341	Obstetrical and Gynecological Sonography	4

Spring

Item #	Title	Credits
DMSO318	Pediatric Sonography	2
DMSO344	Advanced Obstetrical Sonography	5
DMSO345	Introduction to Fetal Echocardiography	2
DMSO340	Diagnostic Medical Sonography Clinical Experience	5

Summer

Item #	Title	Credits
DMSO428	Diagnostic Medical Sonography: Clinical Practicum I	8.5
DMSO430	Diagnostic Medical Sonography: Capstone I	1
DMSO432	Diagnostic Medical Sonography Board Review I	1

Year 4

Fall

Item #	Title	Credits
DMSO434	Diagnostic Medical Sonography: Clinical Practicum II	10.5
DMSO436	Diagnostic Medical Sonography: Capstone II	1
DMSO437	Diagnostic Medical Sonography Board Review II	1
		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:

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 clinical judgment as well as the judicious use of information management. Working within their scope of practice, the professional nurse's identity includes providing comprehensive, individualized care to promote optimal health, based on research and evidence-based practice. Nurses are leaders who collaborate with, and delegate to, members of the interprofessional healthcare team to advocate for processes and systems to support safe, compassionate, and quality care.

Human Beings

Human beings are unique and multidimensional beings with inherent worth and dignity. Nurses see clients through the lens of wholeness and interconnectedness and develop caring and healing relationships. Nurses understand that humans have the capacity to care, to learn, and to change. Human beings are autonomous and therefore are responsible for their own behaviors. Therefore, individuals, families, and communities have the right to define their own health. The interaction between human beings and the environment is dynamic.

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. Nurses appreciate how the social, political, and economic environment influences health; attending to what is most important to well-being; and honoring personal dignity, choice, and meaning. The nurse's generation, synthesis, translation, application and dissemination of nursing scholarship and research improves health and transforms healthcare.

Education

Nursing is grounded in a unique body of knowledge. A liberal arts **education** creates the foundation for developing intellectual and practical abilities within the context of nursing practice as well as preparing students for engagement with the larger community, locally and globally. Students are exposed to a broad worldview, multiple disciplines, and ways of knowing through specific coursework. A hallmark of liberal education is the development of a personal value system that includes the ability to act ethically regardless of the situation. Students are encouraged to define meaningful personal and professional goals with a commitment to integrity, equity, and social justice. Successful integration of liberal and nursing education provides graduates with knowledge of human cultures, including spiritual beliefs, as well as the physical and natural worlds supporting an informed approach to practice. (BSN Essentials, 2021).

Professional Nursing Education

Professional nursing education is built on an integrated study of a liberal arts education. Information literacy is integrated throughout the core nursing curriculum as a foundation for evidence based practice. Graduates are well prepared to integrate knowledge, skills, and values from the arts, sciences and humanities to provide safe quality care; advocate for patients, families, communities, and populations; and promote health equity and social justice. Lifelong learning strengthens the skills and knowledge necessary to enhance clinical judgment and improve patient care.

Nursing education seeks to ensure an understanding of the intersection of bias, structural racism, and social determinants with healthcare inequities and promote a call to action. By providing a diverse and global perspective and raising the professional and social conscience of our students, they will become health care leaders. (adapted from University of Pittsburgh, School of Nursing, 2022)

Bachelor of Science in Nursing Conceptual Framework

The conceptual framework of Bryan College of Health Sciences, School of Nursing is composed of five interrelated concepts. They include person-centered care, clinical judgment, diversity, collaboration, and professionalism.

"Person-centered care" focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area." (BSN Essentials, p. 29, 2021).

Clinical judgment is a process in which nurses utilize critical thinking and foundational skills to recognize, analyze, prioritize care, generate solutions, take actions, and then evaluate outcomes of care. Clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning. This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes (AACN, 2022).

Diversity encompasses respect for others; inclusion of all people, especially marginalized populations; and the promotion of equity in education and healthcare. By incorporating diversity, nursing aspires to promote worldwide human connectedness.

Collaboration "is the intentional interaction across professions with healthcare team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes" (BSN Essentials, p.42 2021)

Professionalism "involves the formation and cultivation of a sustainable professional identity - including accountability, perspective, collaborative disposition, and comportment - that reflects nursing's characteristics and values." (BSN Essentials, p.49 202)

Bachelor of Science in Nursing End of Program Student Learning Outcomes

1. Provide holistic person-centered care.
2. Utilize clinical judgment to provide safe care.
3. Integrate concepts of diversity into practice.
4. Collaborate with members of the healthcare team.
5. Incorporate professional nursing standards into practice.

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 judgment.
 - 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 judgment, 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: 120 credit hours

Attainment of the degree requires satisfactory completion of 120 semester hours of credit. These hours are divided between the nursing major and other academic study. A total of 57 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. A minimum 2.0 grade point average (4.0 system) is required in each non-nursing course. A minimum of 2.5 grade point average (4.0 system) is required in each nursing course.

Nursing Student Progression

In the event a nursing student is unable to progress with the entering cohort for which they were accepted, and therefore cannot follow the assigned curriculum plan for that cohort, the student may be placed in the next available cohort. Placement will depend on course availability, cohort size, and the required sequence of nursing courses. If a student is repeating a course,

all coursework and clinical experiences must be retaken. If a gap has occurred between clinical courses, the student may be required to enroll in a nursing transition course. Dropping a course or taking a leave of absence will change the student's graduation date.

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

Natural Sciences

Must complete all courses listed.

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

Social Sciences

Must complete all courses listed.

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

Humanities/Fine Arts

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
MATH110	Math for Healthcare Providers	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

Communications

Must complete 3 cr hrs from COMM courses.

Item #	Title	Credits
	Communications Elective	3

Cultural Studies

Must complete 3 credit hours of a course with a cultural studies designation

Item #	Title	Credits
	General Elective with Cultural Studies (CS) designation	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
NURS340	Principles of Professional Nursing	3
NURS343	Pharmacology	2
NURS346	Health Assessment Across the Lifespan	4
NURS349	Nursing Care I	7
NURS360	Community Health Nursing	4
NURS363	Psychiatric Mental Health Nursing	4
NURS366	Nursing Care II	8
NURS460	Applied Pathophysiology & Pharmacology	2
NURS463	Family and Pediatric Health Nursing	6
NURS466	Nursing Care III	8
NURS470	Research and Evidence Based Practice in Nursing	2
NURS473	Transition to Professional Nursing Practice	4
NURS476	Nursing Leadership and Management	5
NURS479	Nursing Capstone	4

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
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
CHEM103	Principles of Chemistry	4
SOCI101	Introduction to Sociology	3
ENGL104	English Composition I	3
MATH110	Math for Healthcare Providers	3

Semester 2

Item #	Title	Credits
BIOS203	Anatomy & Physiology I	4
PSYC121	Introduction to Psychology	3
PHIL210	Ethics in Health Care	3
	Communications Elective	3

Semester 3

Item #	Title	Credits
BIOS204	Anatomy & Physiology II	4
BIOS205	Microbiology	4
PSYC201	Human Growth & Development	3
	Humanities Elective	3

Semester 4

Item #	Title	Credits
BIOS221	Pathophysiology	3
NUTR121	Nutrition	3
STAT210	Elements of Statistics	3
	Business Management Elective	3
	Cultural Studies Elective	3

Semester 5

Prerequisites: All general education courses, Basic Nursing Assistant, Basic Life Support

Item #	Title	Credits
NURS340	Principles of Professional Nursing	3
NURS343	Pharmacology	2
NURS346	Health Assessment Across the Lifespan	4
NURS349	Nursing Care I	7

Semester 6

Item #	Title	Credits
NURS360	Community Health Nursing	4
NURS363	Psychiatric Mental Health Nursing	4
NURS366	Nursing Care II	8

Semester 7

Item #	Title	Credits
NURS460	Applied Pathophysiology & Pharmacology	2
NURS463	Family and Pediatric Health Nursing	6
NURS466	Nursing Care III	8

Semester 8

Item #	Title	Credits
NURS470	Research and Evidence Based Practice in Nursing	2
NURS473	Transition to Professional Nursing Practice	4
NURS476	Nursing Leadership and Management	5
NURS479	Nursing Capstone	4
		120

Bachelor of Science in Nursing (Accelerated)

Degree Type

Bachelor of Science

Students must have completed all [56 hours of required BSN General Education Courses](#) (everything other than GSTU101) prior to enrollment in the Accelerated Bachelor of Science in Nursing program.

Course Sequencing

Fall

Fall Block 1

Item #	Title	Credits
GSTU101X	Introduction to the Bryan College of Health Sciences Experience	1
NURS340A	Principles of Professional Nursing	3
NURS343A	Pharmacology	2
NURS346A	Health Assessment Across the Lifespan	4

Fall Block 2

Item #	Title	Credits
NURS349A	Nursing Care I	7
NURS363A	Psychiatric Mental Health Nursing	4
NURS470A	Research and Evidence Based Practice in Nursing	2

Spring

Spring Block 1

Item #	Title	Credits
NURS360A	Community Health Nursing	4
NURS366A	Nursing Care II	8
NURS460A	Applied Pathophysiology & Pharmacology	2

Spring Block 2

Item #	Title	Credits
NURS463A	Family and Pediatric Health Nursing	6
NURS466A	Nursing Care III	8

Summer

Summer Courses

Item #	Title	Credits
NURS473A	Transition to Professional Nursing Practice	4
NURS476A	Nursing Leadership and Management	5
NURS479A	Nursing Capstone	4
		64

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 77 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 Catalog or contact the Vice President of Student Affairs at (402) 481-3804.

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 and COVID-19 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

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Amy Knobbe, PhD
BS – University of Nebraska-Lincoln
MS – State University of New York-Albany
PhD – University of Nebraska-Lincoln

Vice President Enrollment Management and Marketing
Ashley Schroeder, BA
BA – Nebraska Wesleyan University

Vice President of Operations & Finance
Jason Cottam, MS
BS – Peru State College
MS- John Hopkins University

Vice President of Student Affairs
Alethea Stovall, PhD
BS – Buena Vista University
MSEd – University of Nebraska-Kearney
PhD – University of Northern Colorado

Deans

Theresa Delahoyde, EdD, RN, CNE
Dean of Undergraduate Nursing
BSN - Mount Marty College
MSN - Nebraska Wesleyan University
EdD - College of Saint Mary

Matt Tritt
Dean of School of Nurse Anesthesia/Program Director
BS – University of Nebraska-Lincoln
BSN - Creighton University
MSNA - Bryan College of Health Sciences
DNAP - Texas Wesleyan University

Jason States, EdD
Dean of Healthcare Studies
BA – Hastings College
MA - University of Nebraska-Lincoln
MEd - University of Nebraska-Lincoln
EdD - University of St. Mary

Julie Skrabal, EdD, RN, CNE, CNEcl
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

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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

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EdD – College of Saint Mary

Directors

Val Wiemeyer, MS
Academic Support Services Director/ADA Coordinator
BA-University of Northern Iowa
MS-Kansas State University

Khoi Tran, MA
Registrar
BS – University of Nebraska Lincoln
MA – University of Nebraska Lincoln

Maggie Nelson, MA
Director of Financial Aid
BS-University of Nebraska
MA-University of Nebraska

Grace Patrick, BS
Simulation Lab Director
BS-Mindanao State University

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 Student Coordinator
BS – University of Nebraska Lincoln
MA - Doane University

Rocio Lopez
Administrative Assistant - BCHS

Jacinda Gerdes
Administrative Assistant - School of Nursing Hastings

Admissions Office

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BS-Northwest Missouri State University

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BA-University of Nebraska-Lincoln

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MA – Regent University

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BS – Nebraska Wesleyan University

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Center for Excellence in Clinical Simulation

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BS - University of Charleston
MS - University of Charleston

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MEd – Doane College

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MEd – Arizona State University

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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

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Director of Library Services
MLIS – University of Hawaii

Cali Biaggi, MLIS
Lead Reference & Instruction Librarian
MLIS- University of Denver

Records and Registration

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MA – University of Nebraska Lincoln

Jill Synovec, BS
Assistant Registrar
BS – Kansas State University

Dreia Eddie, BA
Records and Registration Assistant
BA – University of Nebraska Lincoln

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AS - Southeast Community College

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Humanities and Sciences Faculty

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MS – Mahidol University, Bangkok, Thailand
PhD – Illinois State University

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AAS - Union Adventist University
DPT - Loma Linda University

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MA – Arizona State University
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PhD – University of Nebraska-Lincoln

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PhD – University of Arkansas

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Sonography Faculty

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RDMS, RVT – American Registry for Diagnostic Medical Sonography

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RDMS, RVT – American Registry for Diagnostic Medical Sonography

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BSN – Nebraska Wesleyan University
MSN – Norwich University School of Graduate
DNP – Grand Canyon University

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MSN – Bryan College of Health Sciences
Doctoral Study - Bryan College of Health Sciences

Nancy Hula, MSN, RN
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MSN – Nebraska Methodist College

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BSN – University of Nebraska Medical Center
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EdD – Clarkson College

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MSN – Nebraska Wesleyan University
Doctoral Study - University of Northern Colorado

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Doctoral Study – Bryan College of Health Sciences

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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. 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. 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

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

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.

MATH110: Math for Healthcare Providers

Primary topics in this course include: medication dosage calculations; measurement systems and conversions; interpretation of medication orders and labels; calculation methods for oral, parenteral, and intravenous medications; and specialized dosing considerations. Emphasis will be placed on patient safety and accuracy in medication administration across diverse clinical settings

Credits 3

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 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.

BIOS325: Medicinal Chemistry

This course will introduce the scientific concepts that describe the therapeutic and pharmacological activities of drug molecules. Students will explore the chemical properties of functional groups present in drug molecule solubility, the stereochemistry of drug molecules, interactions between drug molecules and drug targets, metabolic transformations of drug molecules, and the structure function relationships of drug molecules.

Credits 3

Prerequisite Courses

CHEM220

BIOS330: Scientific Research Methodology

This course introduces students to the field of research. It examines the research process and introduces students to the various aspects of doing scientific research, providing practical advice and insight in the field. Covered topics include hypothesis formulation, theory construction, data collection techniques, ethical issues in research and research design.

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

Co-Requisite Courses

MATH105

MATH155

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

GSTU101X

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 BNA Course or equivalent.

Prerequisite Courses

BIOS203

BIOS204

BIOS205

ENGL104

HIMS100

Co-Requisite Courses

NURS201

PSYC201

Corequisites

Current CPR Certification: 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 BNA course or equivalent.

Prerequisite Courses

BIOS203

BIOS204

ENGL104

HIMS100

Co-Requisite Courses

NURS201

PSYC201

Corequisites

Current CPR Certification: 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.

Credits 6

Prerequisite Courses

BIOS150
CHEM103
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.

Credits 3

Prerequisite Courses

CHEM103
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.

Credits 1.5

Prerequisite Courses

BIOS150
CHEM103
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

SOCl101

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

PSYC121

SOCl101

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

NURS340: Principles of Professional Nursing

This course introduces principles of professional nursing practice and clinical judgment models. Students will analyze current trends in nursing as well as historical and theoretical perspectives. A fundamental understanding of concepts related to collaboration, legal/ethical principles, and diversity are developed. Students will be introduced to evidence-based practice, priority-setting frameworks, and self-care concepts.

Credits 3

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

NURS340A: Principles of Professional Nursing

This course introduces principles of professional nursing practice and clinical judgment models. Students will analyze current trends in nursing as well as historical and theoretical perspectives. A fundamental understanding of concepts related to collaboration, legal/ethical principles, and diversity are developed. Students will be introduced to evidence-based practice, priority-setting frameworks, and self-care concepts.

Credits 3

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

Co-Requisite Courses

NURS346A

NURS343A

NURS343: Pharmacology

This course introduces principles of pharmacotherapeutics, pharmacologic classifications and actions, nursing implications, and drug calculations. Emphasis is placed on clinical judgment and person-centered approaches to the safe administration of medications.

Credits 2

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

NURS343A: Pharmacology

This course introduces principles of pharmacotherapeutics, pharmacologic classifications and actions, nursing implications, and drug calculations. Emphasis is placed on clinical judgment and person-centered approaches to the safe administration of medications.

Credits 2

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

Co-Requisite Courses

NURS346A

NURS340A

NURS346: Health Assessment Across the Lifespan

This course introduces and develops health assessment techniques to distinguish differences between normal and abnormal assessment findings. Students will collect and analyze subjective and objective data as a foundation to provide holistic, person-centered care across diverse populations. Clinical experiences provide opportunities to apply knowledge, skills, and attitudes related to assessment concepts and competencies for clients throughout the lifespan.

Credits 4

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

NURS346A: Health Assessment Across the Lifespan

This course introduces and develops health assessment techniques to distinguish differences between normal and abnormal assessment findings. Students will collect and analyze subjective and objective data as a foundation to provide holistic, person-centered care across diverse populations. Clinical experiences provide opportunities to apply knowledge, skills, and attitudes related to assessment concepts and competencies for clients throughout the lifespan.

Credits 4

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

Co-Requisite Courses

NURS340A

NURS343A

NURS349: Nursing Care I

This is the first course in a series of nursing courses which introduces foundational nursing concepts for the holistic care of clients. An emphasis is placed on the development of clinical judgment to promote comprehensive nursing care. Students will begin to implement diversity concepts, collaboration, and professionalism to provide safe, person-centered care. Clinical experiences take place in the skills lab, simulation, and acute care settings.

Credits 7

Prerequisites

All General Education Courses, Basic Life Support, Basic Nursing Assistant

Prerequisite Courses

NURS346

NURS343

Co-Requisite Courses

NURS346

NURS349A: Nursing Care I

This is the first course in a series of nursing courses which introduces foundational nursing concepts for the holistic care of clients. An emphasis is placed on the development of clinical judgment to promote comprehensive nursing care. Students will begin to implement diversity concepts, collaboration, and professionalism to provide safe, person-centered care. Clinical experiences take place in the skills lab, simulation, and acute care settings.

Credits 7

Prerequisite Courses

NURS340A

NURS343A

NURS346A

Co-Requisite Courses

NURS363A

NURS470A

NURS360: Community Health Nursing

This course applies health promotion concepts across the lifespan 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 community partners and include analysis of community systems, health disparities, and social determinants of health.

Credits 4

Prerequisite Courses

NURS340

NURS343

NURS346

NURS349

NURS360A: Community Health Nursing

This course applies health promotion concepts across the lifespan 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 community partners and include analysis of community systems, health disparities, and social determinants of health.

Credits 4

Prerequisite Courses

NURS349A

NURS363A

NURS470A

Co-Requisite Courses

NURS366A

NURS460A

NURS363: Psychiatric Mental Health Nursing

This course introduces foundational concepts, perspectives, and contemporary issues in psychiatric mental health nursing. Emphasis is placed on clinical judgment and evidence-based practice related to mental health. Clinical experiences promote collaboration with the healthcare team to provide person-centered care to individuals across the lifespan in a variety of inpatient, outpatient, and community-based settings.

Credits 4

Prerequisite Courses

NURS340

NURS343

NURS346

NURS349

NURS363A: Psychiatric Mental Health Nursing

This course introduces foundational concepts, perspectives, and contemporary issues in psychiatric mental health nursing. Emphasis is placed on clinical judgment and evidence-based practice related to mental health. Clinical experiences promote collaboration with the healthcare team to provide person-centered care to individuals across the lifespan in a variety of inpatient, outpatient, and community-based settings.

Credits 4

Prerequisite Courses

NURS340A

NURS343A

NURS346A

Co-Requisite Courses

NURS349A

NURS470A

NURS366: Nursing Care II

This is the second course in a series of nursing courses focused on expanding the nursing role when holistically caring for clients. An emphasis is placed on clinical judgment to promote comprehensive nursing care. Students will apply diversity concepts, collaboration, and professionalism to provide safe, person-centered care. Clinical experiences take place in high-fidelity simulation, acute care, outpatient, and community settings.

Credits 8

Prerequisite Courses

NURS340

NURS343

NURS346

NURS349

NURS366A: Nursing Care II

This is the second course in a series of nursing courses focused on expanding the nursing role when holistically caring for clients. An emphasis is placed on clinical judgment to promote comprehensive nursing care. Students will apply diversity concepts, collaboration, and professionalism to provide safe, person-centered care. Clinical experiences take place in high-fidelity simulation, acute care, outpatient, and community settings.

Credits 8

Prerequisite Courses

NURS349A

NURS363A

NURS470A

Co-Requisite Courses

NURS360A

NURS460A

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 Elective

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

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.

Credits 2

Prerequisites

This course is taken during the final semester.

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

NURS460: Applied Pathophysiology & Pharmacology

This course expands on nursing knowledge of physiologic alterations and pharmacologic therapy to address the needs of clients with various conditions through the lifespan. Students will formulate management of care by analyzing pathophysiologic responses accompanying acute and chronic conditions. The effects of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of medications to treat conditions is emphasized.

Credits 2

Prerequisite Courses

NURS360

NURS363

NURS366

NURS460A: Applied Pathophysiology & Pharmacology

This course expands on nursing knowledge of physiologic alterations and pharmacologic therapy to address the needs of clients with various conditions through the lifespan. Students will formulate management of care by analyzing pathophysiologic responses accompanying acute and chronic conditions. The effects of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of medications to treat conditions is emphasized.

Credits 2

Prerequisite Courses

NURS349A

NURS363A

NURS470A

Co-Requisite Courses

NURS366A

NURS360A

NURS463: Family and Pediatric Health Nursing

This nursing course is designed to prepare students to provide comprehensive nursing care to neonatal, pediatric, obstetrical, and gynecological clients. The course focuses on enhancing students' clinical judgment, collaboration, and professional attributes. Emphasis is placed on diverse perspectives and practices surrounding family health and situations which influence person-centered nursing care. Clinical experiences include antepartum, intrapartum, postpartum, nursery, neonatal intensive care, pediatrics and simulation.

Credits 6

Prerequisite Courses

NURS360

NURS363

NURS366

NURS463A: Family and Pediatric Health Nursing

This nursing course is designed to prepare students to provide comprehensive nursing care to neonatal, pediatric, obstetrical, and gynecological clients. The course focuses on enhancing students' clinical judgment, collaboration, and professional attributes. Emphasis is placed on diverse perspectives and practices surrounding family health and situations which influence person-centered nursing care. Clinical experiences include antepartum, intrapartum, postpartum, nursery, neonatal intensive care, pediatrics and simulation.

Credits 6

Prerequisite Courses

NURS366A

NURS460A

NURS360A

Co-Requisite Courses

NURS466A

NURS466: Nursing Care III

This is the final course in a series of nursing courses focused on expanding the nursing role when holistically caring for clients with complex health conditions. An emphasis is placed on enhancing clinical judgment to promote comprehensive nursing care. Students will further refine their nursing role by integrating diversity concepts, collaboration, professionalism, and leadership skills to provide safe, person-centered care. Clinical experiences take place in urban, intensive, acute, simulated, and emergent settings.

Credits 8

Prerequisite Courses

NURS360

NURS363

NURS366

NURS466A: Nursing Care III

This is the final course in a series of nursing courses focused on expanding the nursing role when holistically caring for clients with complex health conditions. An emphasis is placed on enhancing clinical judgment to promote comprehensive nursing care. Students will further refine their nursing role by integrating diversity concepts, collaboration, professionalism, and leadership skills to provide safe, person-centered care. Clinical experiences take place in urban, intensive, acute, simulated, and emergent settings.

Credits 8

Prerequisite Courses

NURS366A

NURS460A

NURS360A

Co-Requisite Courses

NURS463A

NURS470: Research and Evidence Based Practice in Nursing

This course synthesizes principles of scientific literacy, information management, and person-centered care to promote health and safety of clients within the context of organizational systems and improving clinical practice. Students will participate in scholarly inquiry, learn basic research methodologies, and critically evaluate evidence.

Credits 2

Prerequisite Courses

NURS460

NURS463

NURS466

NURS470A: Research and Evidence Based Practice in Nursing

This course synthesizes principles of scientific literacy, information management, and person-centered care to promote health and safety of clients within the context of organizational systems and improving clinical practice. Students will participate in scholarly inquiry, learn basic research methodologies, and critically evaluate evidence.

Credits 2

Prerequisite Courses

NURS340A

NURS343A

NURS346A

Co-Requisite Courses

NURS349A

NURS363A

NURS473: Transition to Professional Nursing Practice

This course serves to foster a seamless transition into professional nursing practice while also preparing students for the National Council Licensure Examination (NCLEX) for Registered Nurses. Students will examine contemporary issues and trends in professional nursing while analyzing healthcare systems. Through personalized adaptive testing, students will evaluate individual mastery of curricular concepts and identify content gaps through an individualized action plan.

Credits 4

Prerequisite Courses

NURS460

NURS463

NURS466

NURS473A: Transition to Professional Nursing Practice

This course serves to foster a seamless transition into professional nursing practice while also preparing students for the National Council Licensure Examination (NCLEX) for Registered Nurses. Students will examine contemporary issues and trends in professional nursing while analyzing healthcare systems. Through personalized adaptive testing, students will evaluate individual mastery of curricular concepts and identify content gaps through an individualized action plan.

Credits 4

Prerequisite Courses

NURS466A

NURS463A

Co-Requisite Courses

NURS476A

NURS479A

NURS476: Nursing Leadership and Management

This course synthesizes business, management, and leadership principles within organizational systems. Students will analyze nursing leadership concepts including financial, legal, and ethical variables. Clinical experiences involve delegation, prioritization, quality improvement, and collaboration with interdisciplinary healthcare providers of various scopes of practice.

Credits 5

Prerequisite Courses

NURS460

NURS463

NURS466

NURS476A: Nursing Leadership and Management

This course synthesizes business, management, and leadership principles within organizational systems. Students will analyze nursing leadership concepts including financial, legal, and ethical variables. Clinical experiences involve delegation, prioritization, quality improvement, and collaboration with interdisciplinary healthcare providers of various scopes of practice.

Credits 5

Prerequisite Courses

NURS466A

NURS463A

Co-Requisite Courses

NURS473A

NURS479A

NURS479: Nursing Capstone

This clinical course promotes synthesis of knowledge, skills, and attitudes that have been attained throughout the nursing curriculum. Experiential learning opportunities are designed to engage students in the full scope of registered nursing roles and to promote a successful transition into professional practice, primarily through a preceptorship experience in a clinical practice area. Students will further refine their clinical judgment while integrating diversity concepts, collaboration, and leadership skills to provide safe, person-centered care.

Credits 4

Prerequisite Courses

NURS460

NURS463

NURS466

NURS479A: Nursing Capstone

This clinical course promotes synthesis of knowledge, skills, and attitudes that have been attained throughout the nursing curriculum. Experiential learning opportunities are designed to engage students in the full scope of registered nursing roles and to promote a successful transition into professional practice, primarily through a preceptorship experience in a clinical practice area. Students will further refine their clinical judgment while integrating diversity concepts, collaboration, and leadership skills to provide safe, person-centered care.

Credits 4

Prerequisite Courses

NURS466A

NURS463A

Co-Requisite Courses

NURS473A

NURS476A

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

AHAL315: Sonography Principles and Instrumentation: Board Review and Current Topics

This course prepares the student to sit for the Sonography Physics and Instrumentation registry exam. The student will review materials from previous coursework while completing board review questions and case studies throughout the semester. Current and emerging technologies and topics will be discussed.

Credits 2

Prerequisite Courses

AHAL223

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.

CARD335X: Cross-Training Module: Pediatric Echocardiography (Not for credit)

This course studies anatomy, physiology, view planes and landmarks specific to pediatric echocardiography. The recognition and evaluation of congenital heart pathology and repairs in the pediatric patient using echocardiographic techniques and cardiac calculations will be introduced. Acquired pediatric heart disease, fetal cardiac development and neonatal cardiac findings will also be discussed.

Credits 0

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

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

CVTD430: Senior Capstone I

Credits 0.5

CVTD435: Senior Capstone II

Credits 0.5

DMSO101: Introduction to Diagnostic Medical Sonography

This course introduces students to the diagnostic medical sonography profession and serves as a foundation for educational and professional success. Perform basic scans in the skills labs to introduce equipment, knobology, and communication.

Credits 1

Co-Requisite Courses

BIOS204

AHAL223

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

DMSO322: Introduction to Vascular Sonography

This course offers the student the opportunity to gain introductory theory knowledge and skills in the area of vascular sonography. Focus will be on learning basic elements of carotid and venous scanning. Arterial assessment will be briefly addressed. This course does not meet any requirements for the Vascular Sonography Program.

Credits 3

Prerequisite Courses

BIOS221

DMSO325

Co-Requisite Courses

BIOS318

DMSO201

AHAL315

DMSO325: Sonography of Superficial Structures

This course studies imaging of superficial structures including the breast, testicles, scrotum, thyroid and parathyroid glands, and musculoskeletal. Sectional anatomy of these organs and the associated scanning techniques and protocols are emphasized. Selected pathology of these organs is discussed along with pertinent laboratory tests, pharmacological agents, and signs and symptoms. Scans will be performed in the skills labs as part of the course.

Credits 2

Prerequisite Courses

AHAL223

DMSO101

Co-Requisite Courses

BIOS221

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.

DMSO334: Abdominal Sonography

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 abdominal organs of sonographic interest including the liver, biliary system, pancreas, spleen, GI tract, abdominal wall/peritoneum, and transplanted organs are studied. Contrast enhanced ultrasound and ultrasound guided biopsy/drainage are included. Selected pathology of the organs listed is discussed along with pertinent laboratory tests, pharmacological agents, and signs and symptoms.

Credits 5

Prerequisite Courses

DMSO323

DMSO335

Co-Requisite Courses

DMSO341

Concurrent

DMSO343

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

DMSO340: 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 5

Prerequisite Courses

NURA102X

DMSO334

DMSO341

DMSO344

Co-Requisite Courses

DMSO318

DMSO334

DMSO345

DMSO344: Advanced Obstetrical Sonography

This course studies sectional anatomy of the female reproductive organs, embryo, fetus and newborn. Advanced maternal changes and fetal development throughout gestation are discussed. Fetal anomalies of the 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. Scans will be performed in the skills labs as part of the course.

Credits 5

Prerequisite Courses

DMSO341

DMSO343

DMSO334

Co-Requisite Courses

DMSO318

DMSO340

DMSO345

DMSO345: Introduction to Fetal Echocardiography

This course introduces students to general aspects of fetal cardiac development and fetal cardiac anomalies and pathologies. Students will learn technical aspects of the sonographic fetal cardiac exam required to identify and document abnormal findings.

Credits 2

Prerequisite Courses

DMSO341

DMSO343

DMSO334

Co-Requisite Courses

DMSO318

DMSO344

DMSO340

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

DMSO340

DMSO318

DMSO344

DMSO345

Co-Requisite Courses

DMSO430

DMSO432

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

DMSO430: 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 1

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

DMSO432: Diagnostic Medical Sonography Board Review I

This course begins the preparation of the student to successfully pass the Abdominal and OB/GYN registry exams for Diagnostic Medical Sonography. The student will complete Abdominal and OB/GYN mock registry exams and design a plan of study. Quizzes and case studies will be completed throughout the semester.

Credits 1

Prerequisite Courses

DMSO340

DMSO344

DMSO318

DMSO345

Co-Requisite Courses

DMSO430

DMSO434: Diagnostic Medical Sonography: Clinical Practicum II

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 10.5

Prerequisite Courses

DMSO428

DMSO430

DMSO432

Co-Requisite Courses

DMSO436

DMSO437

DMSO436: Diagnostic Medical Sonography: Capstone II

This is an online senior level course designed to provide the student with the opportunity to review and modify the near final draft submitted prior. The written case study project will be finalized along with a summary of the project in a poster format. This is a student-directed, faculty facilitated scholarly project. The student will work with the instructor and preceptor(s) to finalize data compilation utilizing independent inquiry, creativity and analytical techniques culminating into a project suitable for presentation and/or publication.

Credits 1

Prerequisite Courses

DMSO428

DMSO429

Co-Requisite Courses

DMSO431

DMSO437: Diagnostic Medical Sonography Board Review II

This course continues the preparation of the student to successfully pass the Abdominal and OB/GYN registry exams for Diagnostic Medical Sonography. The student will complete additional Abdominal and OB/GYN mock exams. At least one registry exam will be scheduled (or completed) prior to the end of the course.

Credits 1

Prerequisite Courses

DMSO428

DMSO432

DMSO430

Co-Requisite Courses

DMSO436

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.