



2021-22 UNDERGRADUATE CATALOG



Table of Contents

General Information | Page 4

Academic Calendar | Page 4

2021-2022 Academic Calendar | Page 4

General Information | Page 5

Our Mission | Page 5
Our Vision | Page 5
Our Goals | Page 5
Our Purpose | Page 5
Our Values | Page 5
Diversity Statement | Page 5
Philosophy of Diversity | Page 5
Non-Discrimination Policy | Page 5
Philosophy of Assessment of Student Learning | Page 6
History | Page 6
Campus Facilities | Page 7
Degrees Offered | Page 7
Certificates Offered | Page 7
Specialized Courses Offered | Page 8
Accreditation/Licensure | Page 8
Bryan College of Health Sciences' Alumni Association | Page 9

Admissions | Page 10

Undergraduate Admission Policies | Page 10
Operational Process Regarding Student Admissions | Page 10
Students-at-Large | Page 12
Distance Education | Page 12
International/Permanent Resident Students | Page 12
Transfer Students | Page 12
Transfer Credit for Military Service Members | Page 12
Nursing Program to Nursing Program Transfer | Page 13
Sonography Program to Sonography Program Transfer | Page 13
Transfer of Credit | Page 13
Mathematics Placement | Page 15
Credit by Waiver | Page 15
Waiver of GSTU101, Introduction to Bryan College of Health Sciences Experience | Page 15
Credit by Examination | Page 16
Advanced Placement | Page 16
Readmission Policy | Page 16
Contact Information | Page 17

Financial Information | Page 18

Tuition and Fees - 2021 Costs | Page 18
Tuition Collection and Payment Policy | Page 18
Tuition Refund Schedule | Page 18
Applying for Financial Aid | Page 18
Types of Financial Aid | Page 18
Scholarships | Page 18
Federal Financial Aid Refund Policy | Page 18
Veterans' Information | Page 19
Contact Information | Page 19

Academic and Administrative Policies | Page 20

Catalog | Page 20
Student Handbook | Page 20
Enrollment Requirements | Page 20
Required Immunizations | Page 20
Computer Skills | Page 21
Computer Access | Page 21
CPR | Page 21
Physical Competencies | Page 21
Placement in Program | Page 21
Registration | Page 21

Credit Hour Define | Page 21
Course Load | Page 22
Student Status | Page 22
Undergraduate Enrollment in Graduate Courses | Page 22
Undergraduate Enrollment in Bachelor's to non-BCHS Master's Programs (BTM) | Page 22
Auditing a Course | Page 22
Petition of Exceptions to Program Curriculum Requirements | Page 22
Drop and Add | Page 23
Repeating a Course | Page 23
Midterm Course Warning | Page 23
Course Warning | Page 23
Program Change | Page 23
Leave of Absence | Page 24
Withdrawal Policy | Page 24
Withdrawal from All Courses | Page 24
Administrative Withdrawal | Page 24
Dismissal Policy | Page 25
Attendance Policy | Page 25
College Sponsored Absences | Page 25
Reporting Absences | Page 25
Hybrid Courses | Page 26
Religious or Cultural Observances | Page 26
Classification of Students | Page 26
Academic Progress | Page 26
Satisfactory Academic Progress | Page 26
Academic Standing | Page 27
Grading System | Page 27
Pass/No Pass Policy | Page 28
President's & Dean's List | Page 28
Clinical Grading Policy | Page 28
Incomplete Grade Policy | Page 28
Grade Dispute Policy | Page 28
Finals Week | Page 29
Graduation Policy | Page 29
Posthumous Degree Policy | Page 30
Graduation Honors | Page 30
Formal Complaints | Page 30
Grievance Policy | Page 30
Privacy Act | Page 30
Record Retention | Page 31
Transcripts and Records Request Policy | Page 31
Holds | Page 32
Release of Reference Information Policy | Page 32
Name Changes | Page 32

Campus Policies | Page 33

Student Rights and Responsibilities | Page 33
Code of Conduct | Page 33
Academic Integrity | Page 33
Campus Security/Crime Prevention | Page 34
Harassment | Page 34
Sexual Assault | Page 34
Drug and Alcohol Policy | Page 34

Services and Activities | Page 35

Student Success Center | Page 35
Writing Center | Page 35
Student Health Services | Page 35
Philosophy of Advising | Page 36
Housing | Page 36
Services for Students with Disabilities | Page 36
Library | Page 36

Simulation and Skills Laboratories | Page 36
Distance Education | Page 36
Philosophy | Page 37
Program Integration and Quality Assurance | Page 37
Student Services Availability for the Student at a Distance | Page 37
Student Responsibilities and Expectations | Page 37
Minimum Requirements for Computer Hardware and Equipment | Page 37
Science Laboratory | Page 37
Student Organizations | Page 37
Bryan College of Health Sciences Student Government Association | Page 38

School of Healthcare Studies | Page 39

School of Healthcare Studies Department of Humanities and Sciences | Page 39
General Education | Page 39
Philosophy of General Education | Page 39
General Education Learning Outcomes | Page 39
Bryan College of Health Sciences General Education Plan | Page 40

School of Healthcare Studies Department of Health Professions | Page 41

Basic Nursing Assistant Course | Page 41
Clinical | Page 41
Background Checks | Page 41
Attendance | Page 41
Immunization Requirements | Page 41
Basic Requirements and Abilities as outlined by the Nebraska Department of Health & Human Services | Page 41

Sonography Programs | Page 42

Philosophy of Sonography Programs | Page 42
Sonography Technical Standards | Page 42
Other Requirements | Page 43

School of Nursing | Page 45

Bachelor of Science in Nursing Philosophy | Page 45
Bachelor of Science in Nursing Conceptual Framework | Page 45
Bachelor of Science in Nursing End of Program Student Learning Outcomes | Page 46
Bachelor of Science in Nursing | Page 46
Requirements for Graduation | Page 46
Honor Society for Nursing | Page 46
Undergraduate Nursing Technical Standards | Page 46

Degrees | Page 48

Biomedical Sciences | Page 48
Health Professions - Healthcare Studies | Page 52
Healthcare Studies/Health Professions | Page 57
Nursing | Page 64
Public Health | Page 66
Social Sciences | Page 67
Sonography | Page 68

Course Descriptions | Page 75

Basic Nursing Assistant | Page 75
Business/Management | Page 76
Communications | Page 77
Cultural Studies | Page 78
General Studies | Page 80
Healthcare Studies/Health Professions | Page 81
Humanities/Fine Arts | Page 83
Mathematics | Page 85
Natural Sciences | Page 86
Nursing | Page 91
Phlebotomy (non-credit) | Page 95
Social Sciences | Page 96
Sonography | Page 99

Personnel | Page 105

College Personnel | Page 105

Board of Trustees | Page 105
College Leadership | Page 105
Deans | Page 105
Directors | Page 106
Administrative Office Staff | Page 106
Admissions Office | Page 106
Student Accounts | Page 106
Center for Excellence in Clinical Simulation | Page 106
Education Technology | Page 106
Financial Aid | Page 107
Library | Page 107
Records and Registration | Page 107
Student Support Services | Page 107

Faculty | Page 108

Humanities and Sciences Faculty | Page 108
Sonography Faculty | Page 109
Nursing Faculty | Page 110

General Information

General Information

Academic Calendar

2021-2022 Academic Calendar

Fall Semester

August 19-20, 2021	New student orientation
August 23, 2021	First day of classes
August 27, 2021	Last day to drop/add classes
September 4-6, 2021	NO CLASSES - Labor Day
Week of September 4, 2021	Tuition statements available on student portal
September 24, 2021	Tuition Due
October 11-15, 2021	Midterm
October 16-19, 2021	NO CLASSES - Fall break
October 25-29, 2021	Priority registration for Spring semester
November 1, 2021	Open registration for Spring semester begins
November 12, 2021	Last day to withdraw
November 15, 2021	Last day to apply for May graduation
November 24-28, 2021	NO CLASSES – Thanksgiving Recess
December 13-17, 2021	Final exams
December 17, 2021	Final day of semester
December 17, 2021	Fall graduation

Winter Session

December 20, 2021-January 7, 2022	Winter session
Dates & times to be determined	Clinical Practicum IV-Cardiovascular Technology

Spring Semester

January 6-7, 2022	New student orientation
January 10, 2022	First day of classes
January 14, 2022	Last day to drop/add classes
January 15-17, 2022	NO CLASSES - Martin Luther King Day
Week of January 21, 2022	Tuition statements available on student portal
February 12, 2022	Tuition due
February 15, 2022	Last day to apply for August graduation
February 28-March 4, 2022	Midterm
March 19-27, 2022	NO CLASSES - Spring Break
March 28-April 1, 2022	Priority registration for Summer & Fall semesters
April 1, 2022	Last day to withdraw
April 4, 2022	Open registration for Summer & Fall semesters begins
April 15, 2022	Last day to apply for December graduation
May 2-6, 2022	Final exams
May 6, 2022	Final day of semester
May 6, 2022	Spring graduation

Summer Session

May 9, 2022	First day of summer session
Week of May 20, 2022	Tuition statements available on student portal
May 27, 2022	Tuition due for all summer courses**
May 28-30, 2022	NO CLASSES – Memorial Day
July 4, 2022	NO CLASSES – Independence Day
August 5, 2022	Last day of summer session
August 5, 2022	Summer degree conferral date

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

**ALL tuition for summer is due May 27, 2022, regardless of course offering dates.

General Information

Our Mission

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

Our Vision

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

Our Goals

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

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

Our Purpose

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

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

Diversity Statement

Bryan College of Health Sciences honors cultural differences and promotes equality of all individuals through creation of a campus climate of inclusion, tolerance, and respect. The College provides students with curricular and co-curricular opportunities to help them to grow personally and professionally and to prepare them to be culturally competent citizens in a diverse and ever-changing society. The College emphasizes the significance of providing faculty and staff with educational and collegial opportunities to maintain an environment which recognizes the importance of cultural competence.

Philosophy of Diversity

Bryan College of Health Sciences recognizes through its Mission Statements that:

- The individual is a unique and multidimensional being with inherent worth and dignity who deserves to be treated with consideration, empathy, humaneness, kindness, respect, trust and non-judgmental attitude.
- All individuals deserve the same rights, privileges or status as others including acceptance, assertiveness, fairness, self-esteem and tolerance.
- The individual has the freedom to exercise choice.
- The education process must enable the graduate to participate as a contributing member of a culturally diverse society.
- Faculty are responsible as role models, mentors and teachers for providing a caring environment in which students are free to explore and develop.

Bryan College of Health Sciences recognizes that diversity presents itself in many different ways. It is not just the ethnic and sociocultural differences among individuals, but also the physiological, psychological, developmental and spiritual differences. The College strives to provide equality to all individuals through nondiscriminatory policies on admission/enrollment, religious or cultural observances, services for students with disabilities, financial aid, student rights and responsibilities, student code and harassment.

Bryan College of Health Sciences recognizes that while the community in which it exists is rapidly becoming more culturally diverse, this growth in cultural diversity is not presently realized proportionately within the College faculty or student body. The College recognizes the importance of striving to recruit a more culturally diverse student body and providing the necessary resources to increase the likelihood of success in the College.

Bryan College of Health Sciences recognizes the rich learning opportunities within the community for interaction with individuals and groups of diverse backgrounds. Both curricular and co-curricular opportunities must be systematically provided to students to help them to grow personally and professionally and to prepare them to be culturally sensitive citizens in a diverse and ever-changing society.

Non-Discrimination Policy

Bryan College of Health Sciences is committed to providing equal opportunities for all persons and an environment free from discrimination, harassment, or related retaliation. Bryan College of Health Sciences does not discriminate on the basis of race, ethnicity, color, national origin or ancestry, religion, sex, genetic information, gender identity or expression, age, marital or family status, pregnancy, sexual

orientation, disability, veteran status, source of income, or any other protected class recognized by state or federal law in its programs, activities, employment and admissions.

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

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

Title IX Compliance Coordinator:

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

Deputy Title IX Compliance Coordinator:

Sue Pilker, EdD, Assistant Dean of Undergraduate Nursing, 1535 South 52nd Street, Lincoln, NE 68506, Office #321, 402-481-8712, sue.pilker@bryanhealthcollege.edu.

ADA Coordinator:

Academic Support Services Director 1535 South 52nd Street, Lincoln, NE 68506, Office #219, dss@bryanhealthcollege.edu.

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

Philosophy of Assessment of Student Learning

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

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

History

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

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

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

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

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

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

Accreditation for the sonography programs has been obtained from the Council on Accreditation of Allied Health Education Programs. The baccalaureate nursing program is

accredited by the Accreditation Commission for Education in Nursing, and the nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Programs.

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

Campus Facilities

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

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

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

The College also utilizes space at Bryan Medical Center West, located three miles west of the College. This location is home to the College's Natural Science Laboratory, faculty offices, classrooms for Natural Science instruction, and small group work. The Natural Science Laboratory is the permanent home to two plastinated human body specimens, as well as human cadavers. These offer an important advancement in educating graduate and undergraduate students.

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

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

Bryan College of Health Sciences Library organizes, maintains and provides access to an extensive collection of

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

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

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

Degrees Offered

Bryan College of Health Sciences offers a Bachelor of Science in Nursing degree and a Bachelor of Science in Health Professions degree with majors in Diagnostic Medical Sonography, Cardiovascular Technology, Healthcare Studies, and a Bachelor of Science in Biomedical Sciences. Two areas of specialization in Cardiovascular Technology are offered as a dual major: Adult Cardiac Sonography and Vascular Sonography. A Bachelor of Science Degree Completion in Health Professions is available to individuals who have earned an Associate degree in a healthcare field. Two concentration areas offered are Respiratory Therapy and Healthcare Management. An Associate of Science in Health Professions Degree with a major in Health Sciences is offered. The College also offers a Master of Science in Nursing with nurse educator or nurse leadership focus, an Education Doctorate with emphasis in nursing education and a Doctor of Nurse Anesthesia Practice.

Certificates Offered

Graduate and 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.

Graduate Certificate in Simulation Education

The Simulation Education program enables learners to grow in their understanding of the active learning theory and teaching strategies, as well as, best practices in facilitating learning in the simulation environment. The program culminates with a unique practicum experience that will result in a contribution to the field of patient simulation education.

Post-Master's in Nursing Certificates

The Post-Master's Certificates provide an opportunity for RNs who hold an MSN to develop competency in nursing education or nursing leadership.

Specialized Courses Offered

- Basic Nursing Assistant
- Phlebotomy
- Cross Training: Adult Cardiac Sonography
- Cross Training: Vascular Sonography
- Cross Training: Pediatric Sonography

Accreditation/Licensure

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

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

Bryan College of Health Sciences School of Nursing Baccalaureate Program is accredited by the Accreditation Commission for Education in Nursing. Accreditation Commission for Education in Nursing, Inc., 3343 Peachtree Road, NE, Suite 850, Atlanta, GA, 30326, phone:

404-975-5000, Fax: 404-975-5020. In addition, Bryan College of Health Sciences School of Nursing Baccalaureate Program is approved by the Nebraska State Board of Nursing, 301 Centennial Mall South, Lincoln, NE 68509, Phone: 402-471-4376.

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

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

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

Bachelor of Science in Nursing Program

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

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

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

Health Professions Programs

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

stipulates that candidates must complete both the physics and the specialty area examination components within five years of each other.

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

Bryan College of Health Sciences' Alumni Association

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

Admissions

Undergraduate Admission Policies

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

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

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

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

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

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

- Successful completion of College Application.
- Graduation from an accredited high school or the equivalent (GED).
- ACT is not required for a complete application. The ACT exam may be requested after acceptance for math placement.
- High school transcripts, minimum high school GPA of 2.75 on a 4.0 scale.
- College transcripts, if applicable, a minimum college GPA of 2.5 on a 4.0 scale. Combined math and science GPA requirement of 2.5 on a 4.0 scale for transfer students.
- First-time college students should have a combined high school math and science GPA of 2.75 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.
- Sonography applicants must complete a sonography awareness activity as part of the admissions process. Attending admissions events, shadowing in the skills lab, interviewing a sonographer and other defined activities must be complete prior to the interview.
- Applicants for whom English is a learned language must take the TOEFL English proficiency exam and score 550 PBT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058)

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

- Completed application form.
- Graduation from an accredited college or university with a minimum of an associate degree in a healthcare field.
- Official college transcripts from all institutions attended.
- If pursuing the Respiratory Therapy track, the applicant must hold an active RRT or CRT license

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

- Successful completion of College Application.

- Graduation from an accredited high school or the equivalent (GED). High school required courses include: four years science (including biology and chemistry), and four years math (including algebra I and II, and geometry). Physics, and calculus or trigonometry are recommended.
- High school transcripts, minimum high school GPA of 3.25 on a 4.0 scale.
- College transcripts, if applicable, minimum college GPA of 3.25 on a 4.0 scale. GPA requirement of 3.5 on a 4.0 scale in science and math.
- Two references.
- 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)

Applicants seeking an undecided degree option must apply through the Healthcare Studies degree program. Application and admission requirements remain the same. Individuals who apply for admission to the Bachelor's degree program in Healthcare Studies will be evaluated in terms of the following criteria:

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

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

- Successful completion of College Application.
- Graduation from an accredited high school or the equivalent (GED).

- ACT or SAT is recommended. College entrance examinations are waived for applicants who have earned their high school diploma or equivalent two years or more prior to applying to the College.
- High school transcripts, minimum high school GPA of 2.75 on a 4.0 scale.
- College transcripts, if applicable, minimum college GPA of 2.5 on a 4.0 scale.
- Applicants for whom English is a learned language must take the TOEFL English proficiency exam and score 550 BPT, or 79 iBT or better. Exemptions for the English proficiency requirement are granted for non-native speakers who have received a high school diploma or more advanced degree either from an accredited U.S. institution or from an institution outside the U.S. at which English is the official language of instruction. (School code: 6058)

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

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

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

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

Students must apply and be accepted to an academic program. Application due dates are noted in the table below:

Program	Fall Start	Spring Start	Summer Start
Sonography	January 21	--	--
Biomedical Sciences	May 1	November 1	--
Associate of Science or Bachelor of Science in Healthcare Studies	August 1	December 1	April 1
Bachelor of Sciences in Nursing (BSN) – Early Decision Deadline	October 25		
Bachelor of Science in Nursing (BSN)	January 21	October 25	--
Bachelor Science Degree – Completion options		No set deadline. Materials must be submitted one month prior to desired term start.	

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.

Distance Education

Admission to programs offered in a distance education format may be limited based on individual applicant's state or country of residence. The College does not have approval to enroll distance education students from all states or countries based on state or national approval requirements. Individuals desiring to enroll in a program offered in distance format must provide admissions with information on place of residence and the program Dean/Director will determine eligibility.

International/Permanent Resident Students

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

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

Transfer Students

Students previously enrolled as undergraduate students at other colleges are considered for transfer based on their college work to date. Students must meet Admissions criteria for acceptance prior to transcript evaluations. Placement into the desired program is based on prior scholastic and clinical performance and the similarity of the programs in terms of sequence and content. A minimum of 32 credit hours must be completed in the program major at Bryan College of Health Sciences before a transfer student may graduate. In addition, baccalaureate degrees require the completion of 36 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 36 hours of upper level coursework.

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

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

Transfer Credit for Military Service Members

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

Services Transcript (JST). A minimum of 32 credit hours must be completed in the program major at Bryan College of Health Sciences.

Nursing Program to Nursing Program Transfer

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

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

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

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

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

Sonography Program to Sonography Program Transfer

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

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

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

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

Transfer of Credit General Education Courses

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

pertinent to the individual student's course of study. Students must be aware of the requirements of their individual programs.

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

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

College Level Examination Program (CLEP). Credit for certain courses may be awarded provided that students have achieved a minimum credit-granting score on the corresponding CLEP Exam. The current list of CLEP exams that will be accepted, as well as the minimum credit-granting score for each exam, is listed on the following page.

- International Baccalaureate (IB): Credit for certain courses may be awarded provided that students have achieved a minimum qualifying score on the corresponding IB exam. The current list of exams that will be accepted as well as the minimum qualifying score at the Standard Level (SL) and Higher Level (HL) is listed below.
2. If a student has taken a CLEP exam not listed in the table that he or she wishes to use to fulfill a general education requirement or elective, the student should submit a petition to the General Education Curriculum Subcommittee.
 3. Credit by Waiver: Students with pertinent knowledge or experience may demonstrate proficiency by presenting relevant documents for review.
 4. Correspondence and Electronic Format Courses: Classes taken through distance education methodologies such as correspondence, extension or on-line courses.
 5. Dual Credit Courses: Students who have earned college as well as high school credit for courses given by their high school may request transfer of credit for that course. No more than 15 of the 32 hours may be composed of transfer hours from dual credit courses.

Exceptions to the above may be accepted. Requests for exceptions will be reviewed on a case by case basis. Beginning fall 2013, upon enrollment students are to complete all course work at Bryan College of Health Sciences. Under special circumstances, students may request to complete a course from another accredited institution and must obtain prior approval.

Beginning fall 2011 general education courses taken outside of Bryan College of Health Sciences will not be calculated into the student's grade point average.

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

AP Exam	Minimum Required Score	Corresponding Course	Credits
AP English Language and Composition	3	ENGL 104	3
AP Psychology	3	PSYC 121	3
AP Calculus AB	3	MATH 205	3
AP Calculus BC	3	MATH 205	3
AP Statistics	3	STAT 210	3
AP Biology	4	BIOS 110	4
AP Chemistry	3	CHEM 103	4
	4	CHEM 103 OR CHEM 110	4
	5	CHEM 110 AND CHEM 120	8
AP Physics B	3	PHYS 105	4
AP Physics B	4	PHYS 210 AND 220	8
AP Physics C: Mechanics	4	PHYS 210	4
AP Physics C: Electricity and Magnetism	4	PHYS 220	4
AP Spanish Language and Culture	4	SPAN101 and up to 3 additional transfer credits	6
AP Human Geography	3	Social Sciences elective, fulfills cultural studies requirement	3

CLEP Exam	Minimum Required Score	Corresponding Course	Credits
College Composition	50	ENGL104 AND ENGL154	6
Humanities	50	Humanities Elective	3
Human Growth and Development	50	PSYC 201	3
Introduction to Psychology	50	PSYC 121	3
Introduction to Sociology	50	SOCI 101	3
Biology	50	BIOS110 AND BIOS120 (need BIOS110L and BIOS120L)	6
Calculus	50	MATH 205	4
Chemistry	50	CHEM110 AND CHEM120 (need CHEM110L and CHEM120L)	6
College Algebra	50	MATH 155	3
College Mathematics	50	MATH 105	3
Spanish Language Level I	50	SPAN101 and up to 3 additional transfer credits	6
Spanish Language Level II	63	SPAN101 and up to 6 additional transfer credits	9

IB Exam	Required Standard Level Score	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	PSY121 (3 credits)	PSYC121 (3 credits) + 3 additional 200-level social sciences transfer credits

IB Exam	Required Standard Level Score	Exam	Higher Level Exam
Language (i.e. Spanish, German, etc.)	5-7	3 credits (Humanities elective, fulfills cultural studies requirement)	6 credits (Humanities elective, fulfills cultural studies requirement)

Mathematics Placement

Mathematics course placement will be based upon a grade of C or higher in a prerequisite math course taken within the past 5 years, current ACT (2 years or less) math sub-score, or math placement exam score, whichever is higher. For students who entered prior to Fall 2019, mathematics course placement will be based upon a grade of C+ or higher in a prerequisite math course taken within the past 5 years, current ACT (2 years or less) math sub-score, or math placement exam score, whichever is higher. Students may attempt the mathematics placement exam a total of three times with a minimum of three 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.

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.

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.

Advanced Placement

Opportunities for advanced placement may exist in particular majors.

Readmission Policy

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

Withdrawn or dismissed students seeking readmission must contact the Admissions Department to initiate the process. As outlined in the Readmission Procedure, the Admissions Department will coordinate with all necessary departments to verify the former student's eligibility to reapply. The readmission decision for eligible re-applicants will be made by the program-specific Admissions, Progression, and Graduation (APG) committee, following review of the former student's reapplication materials. Readmission location and start date are subject to availability of space in the desired program. For readmitted students, the appropriate Curriculum Committee will determine placement and plan of study. Students may only apply for readmission to a program once.

Readmission Procedure

1. Former students seeking to re-enter Bryan College of Health Sciences must notify the Admissions Department of their intent to reapply.
 1. Former students who were dismissed from the College within one year of their College start date can send an e-mail to the Recruitment and Diversity Coordinator indicating their intent to reapply.
 2. Former students who were dismissed from the College more than one year after their College start date must submit a new application.
 3. For Traditional Nursing Program re-admission only
 1. The Nursing APG Committee will review applications for readmission twice a year, in September and April.
 2. Former students are eligible for readmission to the Nursing program for up to two years from the date of dismissal. If more than two years have passed, students have the option of reapplying and starting over in the Nursing program.
 3. If denied readmission, former students will not be able to reapply to the Nursing program.
 4. If readmitted and the student fails one Nursing course after readmission, they will be dismissed and not be able to reapply to the Nursing program.
 4. For Sonography Program readmission only
 1. Former students are eligible for readmission to the Sonography program for up to one year from the date of dismissal. If more than one year has passed, students are ineligible for readmission and have the option of reapplying and starting over in the Sonography program.
 2. If denied readmission, former students will not be able to reapply to the Sonography programs.
 3. If readmitted and the student fails one Sonography course after readmission, they will be dismissed and not be able to reapply to the Sonography programs.
2. The Admissions Department coordinates with applicable departments, including the Dean of Students, Student Accounts, the Registrar, and the Dean or Director of the Program to verify the former student's eligibility to reapply.
3. If the former student is ineligible to reapply, the Admissions Department will notify the applicant of ineligibility. If deemed eligible to reapply, the Admissions Department will present the following

student information to the program-specific Admissions, Progression, and Graduation (APG) Committee.

1. Application materials (the original application and updated transcripts can be presented if these materials are less than one year old).
2. A letter from the readmission applicant, including an explanation of the circumstances that led to dismissal or withdrawal, proof of progress since dismissal or withdrawal, and plan for success.
3. For Traditional Nursing Program readmission only
 1. two letters of recommendation from Bryan College of Health Sciences faculty
 2. Readmission applicants who completed three or more semesters of the undergraduate nursing program curriculum are not required to participate in the admission interview process but must include a nursing faculty for one of their two letters of recommendation.
4. The APG Committee makes the readmission decision based on the readmission applicant's materials. The APG Committee chair communicates the decision with Admissions.
5. Communication of the readmission decision:
 1. If denied readmission, the Admissions Department communicates the decision with the readmission applicant.
 2. If accepted, the Admissions Department notifies the following parties about the readmission: readmitted student. Dean or Director of the program, Program Clinical Coordinator (if applicable), applicable Curriculum Committee, Registrar, Financial Aid, and Student Success Center.
6. The student is not charged an enrollment deposit and is reinstated as a future start student by the Registrar's office.
7. The appropriate Curriculum Committee determines the student's plan of study and recommends resources and strategies for success and communicates this information with the Dean or Director of the Program.
8. Dean or Director of the Program collaborates with the Registrar to determine a start date and assign or reassign an advisor for the student.
9. Dean or Director of the Program communicates with the applicant in writing the Curriculum Committee's decisions, start date, and their assigned academic advisor.
10. Dean or Director of the Program communicates with course faculty of the potential enrollment in a clinical course.
11. The student meets with his or her advisor and registers for classes.

Contact Information

Admissions Office
Bryan College of Health Sciences
1535 South 52nd Street
Lincoln, NE 68506-1398
Phone: 402-481-8697 or
1-800-742-7844, ext. 18697
Website: bryanhealthcollege.edu
Office hours: 8 a.m. – 4:30 p.m., Monday-Friday

Financial Information

Tuition and Fees - 2021 Costs

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

Tuition

Undergraduate credit hour \$597.00

General Fees

Fall & Spring Semesters Only: Undergraduate Degree Programs (Nursing; Sonography; Biomedical; Healthcare Studies & other Undergraduate Degree Programs) & Non-Degree for credit courses	semester/ 1-6 credit hours	\$300.00
	semester/ more than 6 credit hours	\$750.00
Degree Completion (Healthcare Professions Completion; RN to BSN)	credit hour	\$30.00
Certificate	credit hour	\$30.00

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

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

Tuition Collection and Payment Policy

Fall and Spring Semesters

Tuition and fees are billed prior to the first day of a new semester and are due on Friday of the fifth week of classes.

Summer Semester

Tuition and fees are on the student portal prior to the first day of the summer term for all sessions within the summer term. Tuition and fees are due the third Friday of the summer term.

Monthly payment plans are available through Student Accounts. Questions regarding tuition billing and collection for student accounts may be directed to the Student Account Office at (402)481-8752.

Tuition Refund Schedule

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

End of Week 1 100% refund
End of Week 2 80% refund
End of Week 3 60% refund
End of Week 4 40% refund
End of Week 5 20% refund

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

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

Applying for Financial Aid

Students applying for financial aid must file a Free Application for Federal Student Aid (FAFSA). This application may be completed online at www.fafsa.ed.gov. The priority FAFSA filing deadline for the 2021-2022 FAFSA is February 15, 2021. The Bryan College of Health Sciences federal school code is 006399.

In addition to the FAFSA, students will continue the financial aid application process through the Student Aid InterNet Technology (SAINT) Student online portal system. This system allows the student to determine their own federal aid packaging according to their program of study, grade level and financial need data. Information regarding completing SAINT Student, as well as priority funding deadlines, can be found at bryanhealthcollege.edu/saint. Students should apply for financial aid before the start of the term.

A student must be in good academic standing to be eligible to receive aid for that semester.

Types of Financial Aid

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

Scholarships

Students who wish to receive Bryan Foundation scholarships should complete their FAFSA and the online scholarship application form at www.bryanhealthcollege.edu/scholarships. The online scholarship application is available annually.

Federal Financial Aid Refund Policy

Refunds for Federal aid recipients are issued according to Federal guidelines. A student earns Federal aid for the period of time they are enrolled. If a student withdraws

before the end of the period, they may have unearned aid that must be returned to the Federal Financial aid program. The return of Title IV funds policy is published in the Student Handbook.

1535 S 52nd St. Lincoln, NE 68506-1398
Phone: (402)481-8718 or 800-742-7844, ext. 18718
E-mail: deann.bayne@bryanhealthcollege.edu

Veterans' Information

Many of the programs at the College have been approved by the State Approving Agency for the enrollment of those eligible to receive GI Bill education benefits. A Certificate of Eligibility (COE) is required to certify students for veteran education benefits. Prospective students may visit the VA website at www.gibill.va.gov, call the assistance line at 888oGIBILL1 (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 G.I. 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.

Veteran and Eligible Person Standard of Progress Policy (effective 9.17.19)

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

Contact Information

Deann Bayne, Registrar
VA School Certifying Official
Bryan College of Health Sciences

Academic and Administrative Policies

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

Catalog

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

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

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

Student Handbook

Students are expected to adhere to all policies and procedures outlined in the handbook. Students are notified of new or revised student related policies and procedures via email. It is the student's responsibility to keep the handbook updated with these revisions. A copy of the Student Handbook can be accessed on the College website at bryanhealthcollege.edu.

Enrollment Requirements

Students who attend class meetings at the College are required to submit health records validating health status and required immunizations or proof of immunity prior to enrollment. Students-at-large will be exempt from providing health records and documentation of immunizations. Students-at-large will be required to follow Bryan Health's policy on seasonal influenza vaccinations. Students who participate in a practicum in a patient care area, including students-at-large, are required to complete a criminal background check and may be required to complete drug screening prior to and/or during enrollment in the college. Students who participate in a practicum in a patient care area, including students-at-large, are required to submit health records validating health status and

required immunizations or proof of immunity prior to enrollment. Information obtained from these reports may impact eligibility to enter and/or remain in the program.

Required Immunizations

Required immunizations are:

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

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

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

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

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 Access

See Minimum Requirements for Computer Hardware and Equipment

CPR

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

Physical Competencies

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

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

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

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

Placement in Program

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

Registration

Registration occurs in March/April for the summer and fall semesters. Registration for the spring semester occurs in

October/November. Students will be notified regarding course offerings prior to registration. The course registration guides will be available on the College website bryanhealthcollege.edu. See the academic calendar for registration dates. The College reserves the right to cancel any course offering for which enrollments are insufficient.

RN Portfolio Process for Course Validation

The RN portfolio process is a method that allows registered nurses with clinical practice experience to earn college credit toward the BSN degree. While the student must pay tuition for the credits earned via portfolio, the portfolio process validates prior experiential learning.

Students register for courses following the same process as all other course registrations. Students doing the portfolio for the clinical portion of the course will pay half (1/2) tuition for the clinical credits assigned to the course. Grades for the course and /or the portfolio completion will be recorded as a letter grade. If the student fails the course through the portfolio option, the student will be required to complete the course in its entirety.

Portfolio validation for the clinical component of the following courses may be an option. •

- Nursing Management •
- Community Health Nursing

All students will be required to take the theory component of Nursing Management and Community Nursing. This component cannot be waived by the portfolio process.

Portfolio validation is an option for students who have had clinical practice experience in the workplace where they have applied the concepts necessary to meet the objectives for the clinical portion of a course. The student must have sufficient work experience to meet all clinical outcomes. Partial credit towards clinical outcomes will not be given.

Portfolio validation of clinical credit is to be completed per directions and guidelines of the course.

Credit Hour Define

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 number of major and general education credit hours to no more than 18 credit hours per semester.

Student Status

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

Undergraduate Enrollment in Graduate Courses

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

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

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

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

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

can be applied to the students' undergraduate program requirements as applicable, per the transfer guide.

Auditing a Course

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 or Director 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.

Petition of Exceptions to Program Curriculum Requirements

A Petition of Exceptions to Program Curriculum Requirements is a request made by a student to alter expected program requirements, which may include

clinical, internships, classroom, and curriculum. The student should initiate the process by contacting their advisor. The petition initiates curriculum subcommittee review to determine if the proposed request is educationally sound.

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.

Repeating a Course

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

Course in a Major

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

General Education Course

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

include such a course toward eligibility for federal financial aid. Students may audit a general education course that they have already completed successfully at Bryan College of Health Sciences and/or that has transferred successfully from an accredited institution. However, students must be informed that an audited course will not be included toward eligibility for federal financial aid.

Midterm Course Warning

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

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

Course Warning

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

Program Change

A current student in a bachelor's degree program who desires to change to another bachelor's degree program at the College must meet with his or her current academic advisor to initiate the process. Admission into the desired program is not guaranteed, and a change of program may extend the student's anticipated graduation date. The student must also consult with the Financial Aid Office to determine how the program change might impact his or her financial aid. The student must complete a Request for Program Change form. The student will be evaluated based upon the admission criteria for the desired program, using previously received application materials and an updated transcript. The Admission, Progression, and Graduation (APG) Committee of the desired program will make an acceptance determination. The APG chair will communicate the decision with the student's current advisor, the dean or

director of both programs, and the registrar's office, and the admissions office. The admissions office will notify the student of their acceptance status. If the program change is approved, the date of admission to the desired program will be determined based on the availability of space, the curriculum, and course sequencing. An individual program of study will be created for the student, and the student may be assigned a new advisor.

Leave of Absence

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

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

Leave of Absence Procedure

Students requesting a leave of absence from Bryan College of Health Sciences must carry out the following 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 to 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 required transition activities. Questions regarding course placement are to be directed to the Registrar.

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 tenth 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 tenth 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 "WF" is not computed in the grade point average. If a student withdraws after the tenth week 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.

Withdrawal from All Courses

A student who withdraws from all courses prior to the end of the tenth week of the semester 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 tenth 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.

Administrative Withdrawal

Students may 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, inability to progress in program due to academic performance, failure to register for subsequent semesters, failure to meet attendance requirements, or failure to meet course requirements. In addition, the College may require

withdrawal of a student for medical reasons. Students will be sent a letter informing them of the withdrawal and the reason for the action.

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

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

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

Students who are listed on a class roster but who have not attended class or clinical by the end of the first week of a semester may be administratively withdrawn from the course. Students who are administratively withdrawn from a course will receive a tuition refund according to the tuition refund policy.

Dismissal Policy

Failure to meet the requirements as listed in the College Catalog, Student Handbook, and course requirements 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 College 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 medical center, agency or College policies is cause for immediate dismissal.

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. Failure to do so will result in a hold being placed on the student's transcripts.
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.

2. Check to make certain that all financial obligations have been met.
3. Arrange to schedule repayment of student loans through the Financial Aid Office

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 the school, the appropriate paperwork must be completed.

College Sponsored Absences

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

Reporting Absences

Absences from clinical experiences must be reported to the clinical site and the supervising instructor prior to the start of the clinical experience.

See course guidelines for specific absence reporting protocols for each experience.

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

Hybrid Courses

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

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

Religious or Cultural Observances

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

Classification of Students

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

Classification Hours

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

Academic Progress

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

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

Satisfactory Academic Progress

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

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

Evaluation for satisfactory academic progress will be performed using the following standards:

Qualitative Standard - Grade Point Average (GPA)

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

Quantitative Standard - Pace of Progress

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

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

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

- Transfer credits accepted toward the student's program are included in both the attempted and completed credits and are subject to the same grade standards as non-transfer credits. Your official cumulative GPA is derived from courses taken at Bryan College of Health Sciences; however, Bryan College of Health Sciences must include all attempted hours when calculating the maximum time frame for degree completion.

- Credits for a course from which the student has withdrawn will not be considered successfully completed
- Grades of incomplete (INC) will not be considered completed until the incomplete has been removed and a successful grade has been assigned.
- When a student successfully repeats a course that had been previously failed, the grade for that course will replace the grade for the failed course on their transcript; and the credit hours will count as attempted and successfully completed. The credit hours for the failed course will also count toward attempted hours.

Maximum Time Frame

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

Consequences of Failure to meet Satisfactory Academic Progress Standards

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

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

Re-Establishing Eligibility for Financial Aid

Eligibility for federal and institutional aid will be reinstated when a student presents the Director of Financial Aid with an official transcript from the Registrar verifying the satisfactory removal of the deficiency.

Academic Standing

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

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

Academic Warning

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

Academic Probation

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

Academic Dismissal

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

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

Academic Warning	Cumulative GPA falls below 2.00
Academic Probation	Cumulative GPA remains below 2.00 at end of the academic warning semester
Academic Dismissal	Cumulative GPA remains below 2.00 at end of the academic probation semester OR fails ½ of attempted hours

Grading System

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

Percentage	Grade	Letter Grade	Quality Points
95.00 - 100	A+		4.0
90.0 - 94.99	A		4.0
85.00 - 89.99	B+		3.5
80.00 - 84.99	B		3.0
75.00 - 79.99	C+		2.5
70.00 - 74.99	C		2.0
65.00 - 69.99	D+		1.5
60.00 - 64.99	D		1.0
59.99 and below	F		0.0
Additional Grades		Code Quality Points	
Audit	AU	--	
Administrative Withdrawal	AW	--	
Credit by Examination	CX	--	
Credit by Validation	CV	--	
Credit by Waiver	CW	--	
Incomplete	INC	--	
In Progress	IP	--	
No Pass	NP	--	
Pass	P	--	
Satisfactory	S	--	

Additional Grades	Code Quality Points
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.

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 taken Pass/No Pass. Effective fall 2019, a course grade of "C" or better is required to earn a grade of Pass (P) for those courses graded as Pass/No Pass. For students entering prior to fall 2019, a course grade of "C+" or better is required to earn a grade of Pass (P) for those courses graded as Pass/No Pass.

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

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

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 3.50 grade point average (GPA). The Dean's List is composed of students who were taking 12 credits for the semester and received a GPA of 3.50 to 3.99.

Clinical Grading Policy

Clinical performance is graded as Satisfactory (S) or Unsatisfactory (U). A grade of "U" will be calculated into the GPA as 0 quality points. A grade of "S" does not affect the GPA.

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.

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 restored accordingly.

Incomplete Grade Policy

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

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

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

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

Grade Dispute Policy

Purpose & Definition:

The purpose of the grade dispute policy is to ensure due process for a student wishing to dispute the final grade that has been assigned to them as appearing on their official transcript. Grade disputes may be initiated if a student suspects "inappropriate criteria were used to determine the grade or that the instructor did not adhere to stated procedures or grading standards." (AAUP) Students may progress to subsequent semester classes while the grade dispute is in progress. Should the resolution result in an

upheld failing grade, the student will be administratively withdrawn from the course and receive a full refund for tuition paid for that course. This policy relates only to final grades. Students should meet with instructors within one week (or the time frame indicated on the syllabus) for individual assignment grades being posted.

Procedure*:

- *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 file in the Provost's office.

Step	Action Require	Responsible Party	Timeline
1	The student will initiate in writing a one-on-one conversation with the faculty member who assigned the disputed grade. If the faculty member is unable to respond to the student within 5 days of receiving the initial contact, the student may move directly to Step 3.	Student	Within 5 business days after posting of final grades for the semester in which the grade was assigned.
2	The faculty member and student will meet for a one-on-one conversation to discuss the written request regarding the disputed grade. The faculty will inform the division Dean of this conversation no matter the outcome.	Faculty	Within 5 business days of receiving the written request from the student.
3	If the student deems the outcome of Step 2 is unsatisfactory, the student will inform the faculty and division Dean that the conversation with the faculty did not resolve the dispute and request a meeting with the Dean.	Student	Within 5 business days of the conclusion of Step 2.
4	The Dean will schedule meetings with the student and 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.	Dean	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.	Student	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.	Provost	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.	GDC	See Step 6
8	The GDC will communicate the results of the hearing to the Provost.	GDC	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. The decision of the hearing is final and ineligible for further dispute or grievance processes.	Provost	Within 5 business days of receiving decision from the GDC.

Finals Week

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

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

Graduation Policy Graduation Requirements

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

Applying for Graduation

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

Degree Conferral

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

Commencement

Commencement is held in May and December. Students should monitor College communication sources (e.g., College email, and the website) regarding ceremony date, time, and place. Graduation fees must be paid before the degree will be awarded. Review the current fee schedule for amounts.

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

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

Posthumous Degree Policy

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

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

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

Graduation Honors

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

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

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

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

Formal Complaints

Any internal or external individual may submit a written complaint to the President of the College or appropriate administrator. General information on the nature of complaints on file is available to any individual upon written request.

The complete policy for formal complaints is outlined in the Student Handbook.

Grievance Policy

A grievance is a student's formal claim of unfair and/or inequitable treatment regarding an incident, policy, procedure, or condition within the College. To assist students, the College has an established grievance policy that provides a means for resolving problems or disputes. The President of the College reserves the right to make final decisions.

The complete grievance policy is outlined in the Student Handbook.

Privacy Act

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 him or her;

- 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".

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.

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.

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.

Transcripts and Records Request Policy

Transcript Requests

Requests for transcripts must be received in writing or through the National Student Clearinghouse. The transcript

release must include name, dates of attendance, date of birth, Social Security number, current daytime phone number, and the signature of the student or former student. The Transcript Release Form is available from Records and Registration or on the College's website.

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

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

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

Records Requests

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

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

Holds

Holds may be placed on a student's account for the following reasons:

- Registration holds prevent students from registering for future terms or adding courses in the current semester.
- Students with transcript holds will be unable to view their unofficial transcript in the Student Portal and their transcripts (official or unofficial) will not be released until the holds have been cleared.

Release of Reference Information Policy

Faculty and staff of Bryan College of Health Sciences may provide written or verbal references for students upon written request. Students must complete and sign the Reference Authorization Form and turn it in to Records and

Registration for processing. Faculty and staff will receive a copy of the completed form and the original request form will be kept in the student's file.

Name Changes

Students wishing to change their name in official college records should 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 marriage certificate/divorce decree; copy of court document with new name; copy of social security card with new name; copy of driver's license with new name.

Campus Policies

Student Rights and Responsibilities

Enrollment in Bryan College of Health Sciences communicates the intention to abide by the values and policies of the College. The student has the responsibility to demonstrate behaviors expected of a responsible adult in this society. Along with responsibilities, the student has certain rights. The College Values Statement is published in the Catalog and the Student Handbook. Policies for student rights and responsibilities are published in the Student Handbook.

Code of Conduct

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

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

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

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

Academic Integrity

Bryan College of Health Sciences is committed to being an academic community of integrity. Academic integrity is expected in all endeavors of its administration, faculty, staff, and student body. Academic integrity encompasses honesty, trust, fairness, respect, courage and responsibility 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.

Students are expected to live the values of Bryan College of Health Sciences and meet the high standards of honesty, trust, fairness, respect, courage and responsibility delineated in the College's academic integrity policy.

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
- Obtaining advanced permission from individual course faculty to capture electronic files (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 the academic integrity policy

Academic dishonesty includes but is not limited to:

- Cheating: using or providing unauthorized assistance to gain or promote an unfair advantage.
- Deliberate Plagiarism: intentionally claiming the words or ideas of another as one's own without attempting to give credit to the originator of the words or ideas, thereby implying the words or ideas are one's own.

- Negligent Plagiarism: a pattern of failure to properly credit sources in a written or oral assignment, due to inexperience with writing academic papers or making professional presentations.
- Fabrication/Falsification: reporting or recording false information, or omitting required information.

Any individual who violates the academic integrity policy will be subject to disciplinary action up to and including dismissal from the college.

Campus Security/Crime Prevention

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

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

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

Harassment

Harassment is a form of unlawful discrimination. Bryan College of Health Sciences is committed to creating and maintaining an environment in which all members of the College community are treated with respect and dignity, and are free from verbal or physical harassment. Faculty, students and staff are responsible for maintaining an educational and working environment that is congruent with the mission, vision, purpose and goals of the College.

Verbal or physical harassment of any member of the College is a violation of College policy. Appropriate disciplinary action will be taken against any person found to have violated the policy.

Sexual harassment is a form of sexual discrimination and is a violation of state and federal laws. Sexual harassment is distinguished from voluntary sexual relationships by the introduction of the element of coercion, threat, hostility, or unwanted attention of a sexual nature. Such behavior constitutes an offense that may lead to disciplinary action by the College.

Sexual Assault

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

Drug and Alcohol Policy

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

Alcohol

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

Drugs

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

Services and Activities

Student Success Center

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

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

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

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

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

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

Health and Wellness Services provides support and guidance for the members of the college community in regard to health and wellness. They plan, develop, implement and evaluate health promotion activities, and health screening activities with a focus on health promotion and injury/illness prevention. Health and Wellness Services is also a liaison to student health services. The objective of

the student health program is to provide adequate health supervision and service that best serves the interests of both the students and the College. Emphasis is placed on positive health attitudes and increasing awareness of the students' attitudes regarding their health. Prior to enrollment, the student submits a health history and validation of required immunizations. Each student is required to show proof of health insurance coverage. Coverage must be maintained throughout enrollment at the College.

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

Writing Center

The Writing Center will address students' writing concerns in a timely, friendly, and knowledgeable manner.

Writing Center consultants will provide help in all stages of the writing process: invention, organization, and revision. Students can meet with the 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 writing just for fun. To make an appointment email: writingcenter@bryanhealthcollege.edu.

Student Health Services

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

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

Philosophy of Advising

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

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

1. Build Trust

- Be an advocate
- Communicate openly
- Listen effectively
- Honor commitments
- Communicate availability
- Maintain confidentiality

2. Promote Professionalism

- Foster accountability
- Identify opportunities for growth
- Utilize support systems and resources

3. Promote Strengths

- Focus on strengths
- Recognize accomplishments

4. 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

Housing

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

Services for Students with Disabilities

Students with disabilities are eligible for admission to Bryan College of Health Sciences if they meet the admission criteria identified in the Admission and Admission Policies sections of this catalog. The College is committed to providing an environment conducive to learning for all students, including students with disabilities who have been admitted to the College.

The College complies with federal regulations under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 and recognizes that it is required to provide reasonable accommodations that afford

an equal opportunity for qualified students with disabilities. The College believes that achieving reasonable accommodations for a student with a disability is a shared responsibility between the student, faculty and staff. The College recognizes that it is not required to lower its standards or fundamentally alter the nature of the program provided.

Qualified students requiring reasonable accommodations to successfully complete the program of study are encouraged to notify the Clinical and Academic Development Director at the College of those accommodations as early as possible to prevent delays in admission or progression through the program. There are multiple sources and types of information that are useful to identify and support requested accommodations. Sources may include 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. All accommodations are determined on a case by case basis.

The College may request documentation necessary to determine whether the student is an individual with a disability as defined by applicable law, then will make a determination as to what accommodations will be provided, consistent with the College's standards and program. If the student is not satisfied with the College's decisions about a disability status and/or accommodations the student may file an appeal and/or grievance according to the Disability Appeal/Grievance Policy & Procedure found in the Student Handbook.

Library

The Library is a core component of all academic programs. The collection contains print and electronic journals, bibliographic databases, print and electronic books, reference tools, and individualized subject guides. The Library also provides reference services through integrated classroom instruction, in-person RAP (Research Assistance Program) sessions, phone, email, text and chat.

Simulation and Skills Laboratories

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

Distance Education

Bryan College of Health Sciences offers the option of taking courses in a more flexible environment in a distance format. Distance Education is incorporated into most programs in the College. The Distance Education Director works with faculty and administration to provide quality courses and

services for all students in the program regardless of location. Refer to the course registration guide for courses offered in distance format. For more detail and answers to your questions, please contact the Distance Education Director by phone (402-481-8065) or by email at deb.maeder@bryanhealthcollege.edu.

Philosophy

Distance Education works collaboratively with faculty to create high quality learning experiences for students using reliable modern technologies in course design and delivery processes. The formats (online or hybrid) are grounded in sound pedagogical practices to maximize student-faculty interaction driven by the students' learning needs.

Program Integration and Quality Assurance

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

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

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

Student Services Availability for the Student at a Distance

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

Student Responsibilities and Expectations

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

Minimum Requirements for Computer Hardware and Equipment

Computers are accessible on campus in the library and in the student center. You may need a portable memory device and headphones or earbuds. The following are the requirements for your computer or laptop.

Device Type	PC Desktop/Laptop	Apple Desktop/Laptop
Operating System	Windows 10	Mac OS 10.15 or higher
Processor	Intel Core i5, equivalent or higher	Intel Core i3, equivalent or higher
Memory	8GB Ram or higher Google Suite or Microsoft Suite 2016 or newer	8GB Ram or higher Google Suite or Microsoft Suite 2016 or newer
Software	Adobe Acrobat Reader (latest) Antivirus (latest) Webcam, Microphone, Speakers	Adobe Acrobat Reader (latest) Antivirus (latest) Webcam, Microphone, Speakers
Hardware	Monitor that is 1024 x 768 display or higher Wireless: Dual Band (2.4 GHz and 5 GHz) 802.11ac	Monitor that is 1024 x 768 display or higher Wireless: Dual Band (2.4 GHz and 5 GHz) 802.11ac
Networking	Bandwidth: 6.0 Mbps or higher	Bandwidth: 6.0 Mbps or higher

Science Laboratory

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

Student Organizations

Action for Students (AFS)

This organization promotes social and community service. Members actively participate in community outreach programs. Being a member will enhance your life personally and professionally. There are no membership dues.

Bryan Student Nurses' Association (BSNA)

Nursing students are encouraged to join Bryan Student Nurses' Association (BSNA), a pre-professional organization for nursing students which allows the opportunity to network and receive support from other nursing students. Upon payment of dues to BSNA, students become members of the Nebraska Student Nurses' Association and the National Student Nurses' Association. Dues are the responsibility of the student. Membership and participation in the activities of the organizations are an important part of the development of the professional nurse. Students are encouraged to join in committee work and to hold an office in school, state and national organizations. Members are also involved in numerous community service projects throughout the academic year and participate in fundraising activities.

American Red Cross

Participation in American Red Cross activities is offered through the Lincoln Red Cross Chapter. Students may be involved in a variety of projects. Upon completion of 20 hours of volunteer service and RN licensure, the student receives an American Red Cross pin.

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. 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, and incorporate the word of the Lord into our daily lives.

Health Promotion Organization

The Health Promotion Organization (HPO) offers a way to promote a healthy lifestyle for students through activities such as intramural sports and volunteer opportunities for local walks and the Lincoln Marathon. Join on Facebook at BCHS Health Promotions to encourage, support, and promote a healthy lifestyle with other students and faculty.

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.

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.

School of Healthcare Studies

School of Healthcare Studies

Department of Humanities and Sciences

In addition to offering general education courses, the following programs are available to students in the Humanities and Sciences department: [Associate of Sciences in Health Professions – Health Sciences](#), [Bachelor of Science in Health Professions – Healthcare Studies](#), [Certificate in Healthcare Management](#), Bachelor of Science Degree Completion in Health Professions ([Management](#) or [Respiratory Therapy](#) Track), [Bachelor of Science in Biomedical Sciences](#), and [Bachelor of Science in Biomedical Sciences \(Medical Laboratory Science Track\)](#).

General Education

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

Philosophy of General Education

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

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

The educational process enables the graduate to think critically; communicate effectively both in written and oral forms; understand the forces of nature; participate as a contributing member of a culturally diverse, ever changing society; make ethical decisions; apply mathematical logic

and reasoning skills; appreciate and recognize management as a response to economic and social factors; and value learning as a life-long process.

General Education Learning Outcomes

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

1. An understanding of the forces of nature, including life and physical sciences that affect human response to and interaction with the world around them.
2. An understanding of the impact of political, social, cultural and economic factors in shaping values, beliefs, traditions and behaviors in a diverse society.
3. The ability to communicate and interpret meaning accurately and effectively through writing and speaking skills.
4. The ability to apply mathematical logic and scientific reasoning skills in problem solving.
5. The ability to understand, appreciate and engage in creative expression, philosophical thought and ethical decision making.
6. The ability to recognize current economic, ethical, social, and legal factors that relate to business and management practices.

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

The General Education 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 General Education Curriculum Subcommittee also reviews cultural, diversity, and global studies requirements at other institutions. If the committee deems another institution's requirement as being comparable to our cultural studies requirement and a student has transfer-eligible credit for a course that meets the comparable requirement, the Registrar's office may accept the transfer credit in fulfillment of the cultural studies requirement.

Bryan College of Health Sciences

General Education Plan

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

Categories of Study	General Education Learning Outcomes	Competency	Required Semester Hrs for Associate Degree	Required Semester Hrs for Baccalaureate Degree
Business/ Management (ECON, MGMT)	Demonstrate the ability to recognize current economic, ethical, social, and legal factors that relate to business and management practices.	Recognize business/ management trends. Apply management practices as they relate to healthcare.	0	3
Communications (COMM)	Demonstrate the ability to communicate and interpret meaning accurately and effectively through writing and speaking skills.	Communicate effectively through writing skills. Communicate effectively through speaking skills.	3	3
Humanities/Fine Arts (ARTS, ENGL, HIST, HUMS, INTL, MUSC, PHIL, RELI, SIGN, SPAN)	Demonstrate the ability to understand, appreciate and engage in creative thinking, philosophical thought and ethical decision making.	Engage in creative thinking. Apply ethical reasoning.	6	9
Mathematics (MATH, STAT)	Demonstrate the ability to apply mathematical logic and scientific reasoning skills in problem solving.	Apply critical thinking. Calculate accurately.	3	3
Natural Sciences (BIOS, CHEM, NUTR, PHYS)	Demonstrate an understanding of the forces of nature, including life and physical sciences that affect human response to and interaction with the world around them.	Apply scientific concepts.	8	16
Social Sciences (GERO, INTL, PBHL, PSYC, SOCI)	Demonstrate an understanding of the impact of political, social, cultural and economic factors in shaping values,	Demonstrate sensitivity to cultural differences.	3	9

Categories of Study	General Education Learning Outcomes	Competency	Required Semester Hrs for Associate Degree	Required Semester Hrs for Baccalaureate Degree
	beliefs, traditions and behaviors in a diverse society.			
Total General Education Semester Hours Required for Degree			23	43

School of Healthcare Studies

Department of Health Professions

Basic Nursing Assistant Course

Course Overview

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

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

Clinical

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

Background Checks

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

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

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

Attendance

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

Immunization Requirements

Health screening and immunization requirements 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 records or the College documentation form signed by your healthcare provider.

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

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

- Be at least 16 years of age
- Have no convictions of a crime involving moral turpitude
- Possess the ability to speak and understand the English language
- Successfully complete a minimum of 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

Sonography Programs

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

Example:

- 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 specialty.
- 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 Rehabilitations 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.

Other Requirements

Basic Nursing Assistant or Equivalent

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

Community Service (Including Sonography Promotion)

Students in a sonography program must complete 25 hours of community service while attending Bryan College of Health Sciences. Of these 25 hours, five must be sonography related, (promoting sonography), and 20 hours

are the students choice of community service activities. The student must obtain faculty advisor or program Dean approval of the service activity prior to its completion in order to apply the hours toward the requirement.

Cultural Diversity

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

CPR for the Healthcare Provider

Students are required to have completed a Cardiopulmonary Resuscitation (CPR) Basic Life Support (BLS) for the Healthcare Provider course prior to beginning 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.

Sonography Student Progression

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

School of Nursing

Bachelor of Science in Nursing

Philosophy

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

Nursing

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

Human Beings

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

Health

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

Education

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

Professional Nursing Education

Professional nursing education is built on an integrated study of the natural sciences, social sciences, and humanities in order to promote critical thinking, and evidence-based, person-centered care. General education is

designed to develop a global citizen with an appreciation for the arts and sciences. Baccalaureate nursing education prepares a nurse generalist through theoretical and clinical education in a variety of settings. This framework provides the foundation for graduate education and advanced practice.

Bachelor of Science in Nursing

Conceptual Framework

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

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

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

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

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

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

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

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

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

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

Bachelor of Science in Nursing End of Program Student Learning Outcomes

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

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.

Requirements for Graduation

Bachelor of Science in Nursing Degree: 128 credit hours

Attainment of the degree requires satisfactory completion of 128 semester hours of credit. These hours are divided between the nursing major and other academic study. A total of 58 semester hours of academic studies outside the nursing major is required in the areas of natural sciences, social sciences, humanities, mathematics, business/management and cultural studies. Effective Fall 2019, a minimum 2.0 grade point average (4.0 system) is required in each non-nursing course. For students who entered prior to Fall 2019, a minimum 2.5 grade point average is required in each non-nursing course. A total of 70 semester hours of

credit in the nursing major is required. A minimum of 2.5 grade point average (4.0 system) is required in each nursing course.

Honor Society for Nursing

Sigma Global Nursing Excellence, Alpha Alpha Zeta chapter

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

Undergraduate Nursing Technical Standards

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

Acquire Information

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

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

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

Communication Skills

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

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

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

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

Interpret & Integrate Information

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

Character

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

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

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

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

Degrees

Biomedical Sciences

Biomedical Sciences (BS)

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

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

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

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

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

Bachelor of Science in Biomedical Sciences

This pre-professional program prepares students for graduate level study in areas such as medicine, dentistry, pharmacology, physical therapy, occupational therapy, chiropractic, physician assistant, optometry, or careers in

science such as biomedical research, bioprocessing, pharmaceutical discovery and development, medical devices and diagnostics, scientist/technician positions in industry, government, and research labs.

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.

Requirements for Graduation: 123 semester hours

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 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.

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. Demonstrate knowledge of a wider spectrum of principles underlying biomedical sciences.
2. Apply principles of biology, chemistry, physics and mathematics to the study and interpretation of human health and disease.
3. Apply mechanisms of physiology and biochemistry to maintenance of body homeostasis.
4. Pursue scientific inquiry through research experiences and interpretation of findings.

5. Explain genetic processes and environmental influences on health and disease.
6. Utilize critical thinking to analyze and solve problems related to biomedical science.
7. Demonstrate preparedness for pursuing graduate study or employment in biomedical sciences or related fields.
8. Develop basic biomedical research skills through basic sciences and/or clinical research related to human health and disease.
9. Consider philosophical, ethical, political, legal and social issues associated with research in the biomedical sciences.

Type: Bachelor of Science

Natural Sciences

16 of the credits below satisfy the General Education Natural Sciences requirement

[^]BIOS445 may be taken in 1-3 credit increments for a total of 3 credits.

***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
BIOS110	General Biology	4
BIOS120	Cell Biology	4
BIOS205	Microbiology	4
BIOS221	Pathophysiology	3
BIOS234	Human Anatomy	4
BIOS235	Human Physiology	4
BIOS320	Biochemistry	4
BIOS330	Scientific Research Methodology	3
BIOS410	Molecular Biology	4
BIOS445	Field Research Experience	3
BIOS480	Senior Capstone	1
CHEM110	General Chemistry I	4
CHEM120	General Chemistry II	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
	Science Electives (3 Upper Level)	9

Social Sciences

9 of the credits below satisfy the General Education Social Sciences requirement

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

Communications

The 3 credits below satisfy the General Education Communications requirement

**At least 6 credits of non-BIOS electives must be taken at 300 or 400 level.

Item #	Title	Credits
	Communications Elective	3

Mathematics

3 of the credits below satisfy the General Education Mathematics requirement

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

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

Humanities/Fine Arts

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

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

Business/Management

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

ECON*** or MGMT***

***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
	Business Management Elective	3
	Economics Elective	3

Additional Courses/Electives

**At least 6 credits of non-BIOS electives must be taken at 300 or 400 level.

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
	General Elective	3
	General Elective	3
	General Elective with Cultural Studies (CS) designation	3

Cultural Studies

Item #	Title	Credits
	Cultural Studies Elective	3
	Total credits:	123

Biomedical Sciences - Medical Laboratory Science Track

Courses are listed alphabetically and then by course number, not in the order in which they should be taken.

Type: Concentration

Natural Sciences

16 of the credits below satisfy the General Education Natural Sciences requirement

***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
BIOS120	Cell Biology	4
BIOS205	Microbiology	4
BIOS234	Human Anatomy	4
BIOS235	Human Physiology	4
BIOS304	Immunology	3
BIOS320	Biochemistry	4
BIOS410	Molecular Biology	4
CHEM110	General Chemistry I	4
CHEM120	General Chemistry II	4
CHEM210	Organic Chemistry I	4
CHEM220	Organic Chemistry II	4
	BIOS Elective	3

Social Sciences

The 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

Communications

The 3 credits below satisfy the General Education Communications requirement

Item #	Title	Credits
	Communications Elective	3

Mathematics

3 of the credits below satisfy the General Education Mathematics requirement

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

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

Humanities/Fine Arts

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

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

Business/Management

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

ECON*** or MGMT***

***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
	Economics Elective	3
	Business Management Elective	3

Additional Courses/Electives

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
HIMS100	Medical Terminology	1
	Total credits:	45

Biomedical Sciences (M)

Students are required to successfully complete 14 hours in any of the following courses (12 must be taken at Bryan).

Type: Minors

Courses

Item #	Title	Credits
BIOS120	Cell Biology	4
BIOS205	Microbiology	4
BIOS301	Computer Simulations in Biomedical Sciences	3
BIOS302	Bioinformatics	3
BIOS303	Introduction to Epidemiology	3
BIOS304	Immunology	3
BIOS305	Virology	3
BIOS310	Genetics	3
BIOS312	Embryology	3
BIOS315	Human Infectious Diseases	3
BIOS318	Cross-Sectional Anatomy	3
BIOS320	Biochemistry	4
BIOS331	Advanced Pathophysiology	3
BIOS410	Molecular Biology	4
CHEM204	Principles of Organic Chemistry	4
CHEM210	Organic Chemistry I	4
CHEM220	Organic Chemistry II	4

Completion of a Minor Following Graduation

Bryan College of Health Sciences offers minors that enable a student to pursue in-depth education in a second discipline that supports and enhances the primary field of study.

Bryan College of Health Sciences will award a minor following graduation provided the courses needed to fulfill the minor are taken at Bryan College of Health Sciences. At the time of graduation, the student must have met all curricular requirements for the major and fulfilled all graduation obligations to the institution.

Courses in the minor must be taken for a grade, not Pass/Fail (P/F). Effective fall 2019, the grade point for those courses must be at least "C" for entering students. For students entering prior to fall 2019, the grade point for those courses must be at least "C+" for entering students. The student's transcript will reflect the completion of the minor once the coursework has been completed.

Total credits: **58**

Health Professions - Healthcare Studies

Health Professions - Healthcare Studies (BS)

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

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

Requirements for Graduation

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

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

Curriculum Objectives

Upon completion of this program, students will:

1. Demonstrate skill in critical thinking, quantitative reasoning, communication, basic ethics and professional standards specific to various health professions.
2. Utilize a broad range of academic proficiencies which enhance opportunities for pursuing an advanced degree in a chosen health profession.
3. Apply knowledge and skills necessary to successfully function in entry-level positions in a variety of health professions settings.

Type: Bachelor of Science

Required Core General Education Courses

Some concentrations may require specific courses to fulfill the general education requirements

Natural Sciences

Item #	Title	Credits
	Natural Science Electives (16 Credits)	16

Social Sciences

Item #	Title	Credits
	Social Science Electives	6
	Social Science Electives (Upper Division, 3 Credits)	3

Communications

Item #	Title	Credits
COMM104	Public Speaking	3
HIMS100	Medical Terminology	1

Mathematics

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

Healthcare Management

Item #	Title	Credits
	Business Management Elective	3

Humanities/Fine Arts

Item #	Title	Credits
GSTU101	Introduction to the Bryan College of Health Sciences Experience	1
ENGL104	English Composition I	3
PHIL210	Ethics in Health Care	3
	Humanities Elective	3

Cultural Studies

The Cultural Study Elective may be fulfilled by a course that also fulfills another General Education category.

Item #	Title	Credits
	Cultural Studies Electives	3
	Total credits:	51

Biomedical Sciences/Healthcare Management

In addition to the [Health Professions - Healthcare Studies General Education Core](#), students must complete the

following requirements from the categories and classes listed below: (43 credits: 21 from Category A, 12 from Category B, all from Category C)

Type: Concentration

Category A

(select 21 credits from courses list below)

Item #	Title	Credits
BIOS221	Pathophysiology	3
BIOS301	Computer Simulations in Biomedical Sciences	3
BIOS302	Bioinformatics	3
BIOS303	Introduction to Epidemiology	3
BIOS304	Immunology	3
BIOS305	Virology	3
BIOS310	Genetics	3
BIOS312	Embryology	3
BIOS315	Human Infectious Diseases	3
BIOS318	Cross-Sectional Anatomy	3
BIOS331	Advanced Pathophysiology	3

Category B

(select 12 credits from courses listed below)

***3 credits from Healthcare Management required for general education requirements will not count toward the 12 credits in Category B for Public Health/Healthcare Management.**

Item #	Title	Credits
ECON404	Healthcare Economics	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
MGMT405	Legal Issues in Healthcare Management	3
MGMT412	Healthcare Marketing	3
MGMT415	Healthcare Quality	3

Category C

(students must take all classes from courses list below)

Item #	Title	Credits
HCST410	Senior Internship/Practicum	6
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3
Total credits:		43

Biomedical Sciences/Social Science

In addition to the [Health Professions - Healthcare Studies General Education Core](#), students must complete the following requirements from the categories and classes listed below: (46 credits: 15 from Category A, 21 from Category B, and all from Category C)

Type: Concentration

Category A

(select 15 credits from classes from courses list below)

Item #	Title	Credits
PSYC201	Human Growth & Development	3
PSYC321	Abnormal Psychology	3
PSYC322	Interpersonal Relations in Healthcare Professions	3
SOCI320	Gender and Sexuality Studies	3
SOCI323	Healthcare Response to Violence in Society	3
SOCI324	Applying Cultural Diversity in Health and Illness	3
SOCI327	Personality and Social Structure	3

Category B

(select 21 credits from classes from courses list below)

Item #	Title	Credits
BIOS221	Pathophysiology	3
BIOS301	Computer Simulations in Biomedical Sciences	3
BIOS302	Bioinformatics	3
BIOS303	Introduction to Epidemiology	3
BIOS304	Immunology	3
BIOS310	Genetics	3
BIOS312	Embryology	3
BIOS315	Human Infectious Diseases	3
BIOS318	Cross-Sectional Anatomy	3
BIOS331	Advanced Pathophysiology	3

Category C

(students must take all classes from courses list below)

Item #	Title	Credits
HCST410	Senior Internship/Practicum	6
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3
Total credits:		46

Medical Laboratory Science

*General Education requirements in Natural Sciences and Social Sciences are fulfilled by specific courses (see below). Take all in Category A.

Type: Concentration

Required Natural Science Courses*

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

Required Social Science Courses*

Item #	Title	Credits
SOCI101	Introduction to Sociology	3
PSYC121	Introduction to Psychology	3
	Social Sciences Elective (Upper Level)	3

Category A

(students must take all classes from courses list below)

Item #	Title	Credits
BIOS205	Microbiology	4
BIOS320	Biochemistry	4
BIOS410	Molecular Biology	4
BIOS304	Immunology	3
	BIOS Elective	3
	General Elective	3
	Total credits:	46

Public Health/Biomedical Sciences

In addition to the [Health Professions - Healthcare Studies General Education Core](#), students must complete the following requirements from the categories and classes listed below: (46 credits: All from Category A, all from Category B, 12 from Category C, and all from Category D)

Type: Concentration

Category A

(students must take all classes from courses list below)

Item #	Title	Credits
PBHL201	Introduction to Public Health	3
PBHL301	Introduction to Environmental and Occupational Health	3
PBHL305	Global Health	3
BIOS303	Introduction to Epidemiology	3
BIOS304	Immunology	3

Category B

(students must take all classes from courses list below)

Item #	Title	Credits
BIOS221	Pathophysiology	3
BIOS310	Genetics	3
BIOS331	Advanced Pathophysiology	3

Category C

(select 12 credits from classes from courses list below)

Item #	Title	Credits
BIOS301	Computer Simulations in Biomedical Sciences	3
BIOS302	Bioinformatics	3
MGMT405	Legal Issues in Healthcare Management	3
NUTR121	Nutrition	3
SOCI323	Healthcare Response to Violence in Society	3
SOCI324	Applying Cultural Diversity in Health and Illness	3

Category D

(students must take all classes from courses list below)

Item #	Title	Credits
HCST410	Senior Internship/Practicum	6
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3
	Total credits:	46

Public Health/Healthcare Management

In addition to the [Health Professions - Healthcare Studies General Education Core](#), students must complete the following requirements from the categories and classes listed below: (40 credits are required: All from Category A, 12 from Category B, 3 from Category C and all from Category D)

Type: Concentration

Category A

(students must take all classes from courses list below)

Item #	Title	Credits
PBHL201	Introduction to Public Health	3
PBHL301	Introduction to Environmental and Occupational Health	3
PBHL305	Global Health	3
BIOS303	Introduction to Epidemiology	3
BIOS304	Immunology	3

Category B

(select 12 credits from courses list below)

***3 credits from Healthcare Management required for general education requirements will not count toward the 12 credits in Category B for Public Health/Healthcare Management.**

Item #	Title	Credits
ECON404	Healthcare Economics	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
MGMT405	Legal Issues in Healthcare Management	3
MGMT412	Healthcare Marketing	3
MGMT415	Healthcare Quality	3

Category C

(select 3 credits from courses list below)

Item #	Title	Credits
BIOS331	Advanced Pathophysiology	3
NUTR121	Nutrition	3
SOCI323	Healthcare Response to Violence in Society	3
SOCI324	Applying Cultural Diversity in Health and Illness	3

Category D

(students must take all classes from courses list below)

Item #	Title	Credits
HCST410	Senior Internship/Practicum	6
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3
Total credits:		40

Public Health/Social Sciences

In addition to the [General Education Core](#) for

(43 credits: All from category A, 15 from Category B, 3 from Category C, and all from Category D)

Type: Concentration

Category A

(select 15 credits from classes from courses list below)

Item #	Title	Credits
PBHL201	Introduction to Public Health	3
PBHL301	Introduction to Environmental and Occupational Health	3
PBHL305	Global Health	3
BIOS303	Introduction to Epidemiology	3
BIOS304	Immunology	3

Category B

(select 15 credits from classes from courses list below)

Item #	Title	Credits
PSYC201	Human Growth & Development	3
PSYC321	Abnormal Psychology	3
PSYC322	Interpersonal Relations in Healthcare Professions	3
SOCI320	Gender and Sexuality Studies	3
SOCI323	Healthcare Response to Violence in Society	3
SOCI324	Applying Cultural Diversity in Health and Illness	3
SOCI327	Personality and Social Structure	3

Category C

(select 3 credits from classes from courses list below)

Item #	Title	Credits
BIOS221	Pathophysiology	3
MGMT405	Legal Issues in Healthcare Management	3
NUTR121	Nutrition	3

Category D

(students must take all classes from courses list below)

Item #	Title	Credits
HCST410	Senior Internship/Practicum	6
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3
Total credits:		43

Social Sciences/Healthcare Management

In addition to the [Health Professions - Healthcare Studies General Education Core](#), students must complete the following requirements from the categories and classes listed below: (40 credits: 15 from Category A, 15 from Category B and all from Category C)

Type: Concentration

Category A

(select 15 credits from classes from courses list below)

Item #	Title	Credits
PSYC201	Human Growth & Development	3
PSYC321	Abnormal Psychology	3
PSYC322	Interpersonal Relations in Healthcare Professions	3
SOCl320	Gender and Sexuality Studies	3
SOCl323	Healthcare Response to Violence in Society	3
SOCl324	Applying Cultural Diversity in Health and Illness	3
SOCl327	Personality and Social Structure	3

Category B

(select 15 credits from classes from courses list below)

Item #	Title	Credits
ECON404	Healthcare Economics	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
MGMT405	Legal Issues in Healthcare Management	3
MGMT412	Healthcare Marketing	3
MGMT415	Healthcare Quality	3

Category C

(student must take all classes from courses list below)

Item #	Title	Credits
HCST410	Senior Internship/Practicum	6
HCST415	Preparation for Professional Practice	1
HCST420	Capstone	3
Total credits:		37

Healthcare Studies/Health Professions

Health Professions: Health Sciences (AS) Philosophy

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

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

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

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

Curriculum Objectives

1. Incorporate fundamental knowledge of chemistry, physics, anatomy and physiology, microbiology and pathophysiology in differentiating between normal and abnormal human functioning.
2. Relate published research findings in the areas of natural sciences to current issues and trends in healthcare.

3. Utilize critical thinking to analyze and solve problems related to health sciences.
4. Demonstrate preparedness for further study in a healthcare profession and/or employment in an entry-level support position in a healthcare setting.

Degree Requirements

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

Type: Associate of Science

Course Sequencing

Semester 1

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

Semester 2

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

Semester 3

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

Semester 4

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

Healthcare Professions Completion - Healthcare Management Concentration (BS)

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 an option of two concentrations: Healthcare Management or Respiratory Therapy. 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. Correlate current issues and trends to standards of practice and ethical, professional and collaborative behavior in health professions.
2. Apply management principles to the healthcare setting.
3. Demonstrate civic responsibility through community service.
4. Correlate current research to best-practice delivery of quality patient care and services.

The degree completion option offers:

- A program that is individualized based on your personal experience.
- Credit for your associate of science degree in a healthcare field.
- An opportunity for career advancement through development of management skills or speciality expertise.
- Small class size for individualized attention.
- Full-time or part-time class schedule.
- Courses offered online or on campus.

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.

Portfolio Process for Prior Learning

Students in the Respiratory Therapy concentration with substantial prior experience relevant to a particular RESP course may apply for portfolio validation to earn credit in that course. Students must notify the program dean of any course for which they intend to pursue portfolio validation at least thirty days prior to the start date for that course. No more than nine credits may be earned via the portfolio process. Portfolios for validation must demonstrate how course outcomes have been met via previous experiential learning and include supportive evidence.

Portfolio Criteria

A portfolio of evidence of prior learning must include:

- Face page with student's name and course they are seeking portfolio validation
- Resume or Curriculum Vitae (CV)
- Copy of the course syllabus
- A narrative of how the applicant has met each course outcome via previous learning experience
- Evidence supportive of their narrative

Portfolios will be evaluated in the semester in which the course runs. Tuition for a course in which a student completes a portfolio validation will be assessed at half the normal tuition rate.

Type: Bachelor of Science

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
	Business Management Elective	3

General Education Courses

Natural Sciences

Item #	Title	Credits
BIOS150	Scientific Literacy	1
	Natural Science Electives (16 Credits)	16

Social Sciences

Item #	Title	Credits
	Elective/Cultural Studies Focus	3
	Social Science Elective	3
	Social Sciences Elective (Upper Level)	3

Communications

Item #	Title	Credits
	Communications Elective	3

Humanities

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

Mathematics

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

Electives

Item #	Title	Credits
	General Elective	3
	General Elective	3
	General Elective	3

Course Sequencing

Sample 2 Year Plan

Semester 1 (Fall)

Item #	Title	Credits
BIOS150	Scientific Literacy	1
MATH155	College Algebra	3
	Business Management Elective	3

Semester 2 (Spring)

Item #	Title	Credits
AHAL314	Issues and Trends in Health Professions	2
STAT210	Elements of Statistics	3
	Business Management Elective	3

Semester 3 (Summer)

Item #	Title	Credits
	General Elective	3
	Elective/Cultural Studies Focus	3

Semester 4 (Fall)

Item #	Title	Credits
AHAL313	Research in Healthcare	2
	General Elective	3
	Business Management Elective	3

Semester 5 (Spring)

Item #	Title	Credits
	Business Management Elective	3
	Social Science Elective	3
	Humanities Elective	3

Semester 6 (Summer)

*The Health Professions Capstone may be taken as variable credit over 1-3 semesters to total 3 credits.

Item #	Title	Credits
AHAL430	Health Professions Capstone	3
	General Elective	3
	Social Science Elective	3

Sample 2.5 Year Plan

Semester 1 (Fall)

Item #	Title	Credits
	Business Management Elective	3
MATH155	College Algebra	3

Semester 2 (Spring)

Item #	Title	Credits
AHAL314	Issues and Trends in Health Professions	2
BIOS150	Scientific Literacy	1
STAT210	Elements of Statistics	3

Semester 3 (Summer)

Item #	Title	Credits
AHAL313	Research in Healthcare	2
	Elective/Cultural Studies Focus	3

Semester 4 (Fall)

Item #	Title	Credits
	General Elective	3
	Business Management Elective	3

Semester 5 (Spring)

Item #	Title	Credits
	Business Management Elective	3
	Social Science Elective	3

Semester 6 (Summer)

Item #	Title	Credits
	General Elective	3
	Humanities Elective	3

Semester 7 (Fall)

Item #	Title	Credits
	Business Management Elective	3
	Humanities Elective	3

Semester 8 (Spring)

***The Health Professions Capstone may be taken as variable credit over 1-3 semesters to total 3 credits.**

Item #	Title	Credits
AHAL430	Health Professions Capstone	3
	General Elective	3

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.

Additional Requirements

Fifteen hours of community service are required.

Total credits:	63
-----------------------	-----------

Healthcare Professions Completion - Respiratory Therapy Concentration (BS)

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 an option of two concentrations: Healthcare Management or Respiratory Therapy. 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. Correlate current issues and trends to standards of practice and ethical, professional and collaborative behavior in health professions.
2. Apply management principles to the healthcare setting.

3. Demonstrate civic responsibility through community service.
4. Correlate current research to best-practice delivery of quality patient care and services.

The degree completion option offers:

- A program that is individualized based on your personal experience.
- Credit for your associate of science degree in a healthcare field.
- An opportunity for career advancement through development of management skills or speciality expertise.
- Small class size for individualized attention.
- Full-time or part-time class schedule.
- Courses offered online or on campus.

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.

Portfolio Process for Prior Learning

Students in the Respiratory Therapy concentration with substantial prior experience relevant to a particular RESP course may apply for portfolio validation to earn credit in that course. Students must notify the program dean of any course for which they intend to pursue portfolio validation at least thirty days prior to the start date for that course. No more than nine credits may be earned via the portfolio process. Portfolios for validation must demonstrate how course outcomes have been met via previous experiential learning and include supportive evidence.

Portfolio Criteria

A portfolio of evidence of prior learning must include:

- Face page with student's name and course they are seeking portfolio validation
- Resume or Curriculum Vitae (CV)
- Copy of the course syllabus
- A narrative of how the applicant has met each course outcome via previous learning experience

- Evidence supportive of their narrative

Portfolios will be evaluated in the semester in which the course runs. Tuition for a course in which a student completes a portfolio validation will be assessed at half the normal tuition rate.

Type: Bachelor of Science

Respiratory Therapy Courses in Major

Item #	Title	Credits
AHAL313	Research in Healthcare	2
AHAL314	Issues and Trends in Health Professions	2
AHAL430	Health Professions Capstone	3
RESP305	Advanced Cardiopulmonary Disease Process	3
RESP315	Pulmonary Diagnostics	3
RESP325	Sleep and Sleep Disorders	3
RESP410	Neonatal and Pediatric Care	3
RESP420	Adult Critical Care	3

General Education Courses

Natural Sciences

Item #	Title	Credits
BIOS150	Scientific Literacy	1
	Natural Science Electives (16 Credits)	16

Social Sciences

Item #	Title	Credits
	Elective/Cultural Studies Focus	3
	Social Science Electives	6

Communications

Item #	Title	Credits
	Communications Elective	3

Humanities

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

Mathematics

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

Business/Management

Item #	Title	Credits
	Business Management Elective (6 cr hrs)	6

Course Sequencing

Sample 2 Year Plan

Semester 1 (Fall)

Item #	Title	Credits
BIOS150	Scientific Literacy	1
MATH155	College Algebra	3
RESP305	Advanced Cardiopulmonary Disease Process	3

Semester 2 (Spring)

Item #	Title	Credits
AHAL314	Issues and Trends in Health Professions	2
RESP410	Neonatal and Pediatric Care	3
STAT210	Elements of Statistics	3

Semester 3 (Summer)

Item #	Title	Credits
RESP315	Pulmonary Diagnostics	3
	Elective/Cultural Studies Focus	3

Semester 4 (Fall)

Item #	Title	Credits
AHAL313	Research in Healthcare	2
RESP420	Adult Critical Care	3
	Business Management Elective	3

Semester 5 (Spring)

Item #	Title	Credits
RESP325	Sleep and Sleep Disorders	3
	Social Science Elective	3
PHIL210	Ethics in Health Care	3

Semester 6 (Summer)

*The Health Professions Capstone may be taken as variable credit over 1-3 semesters to total 3 credits.

Item #	Title	Credits
AHAL430	Health Professions Capstone	3
	Business Management Elective	3
	Humanities Elective	3

Sample Health 2.5 Year Plan

Semester 1 (Fall)

Item #	Title	Credits
MATH155	College Algebra	3
RESP305	Advanced Cardiopulmonary Disease Process	3

Semester 2 (Spring)

Item #	Title	Credits
AHAL314	Issues and Trends in Health Professions	2
BIOS150	Scientific Literacy	1
RESP410	Neonatal and Pediatric Care	3

Semester 3 (Summer)

Item #	Title	Credits
RESP315	Pulmonary Diagnostics	3
STAT210	Elements of Statistics	3

Semester 4 (Fall)

Item #	Title	Credits
RESP420	Adult Critical Care	3
	Elective/Cultural Studies Focus	3

Semester 5 (Spring)

Item #	Title	Credits
RESP325	Sleep and Sleep Disorders	3
	Social Science Elective	3

Semester 6 (Summer)

Item #	Title	Credits
AHAL313	Research in Healthcare	2
	Humanities Elective	3

Semester 7 (Fall)

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

Semester 8 (Spring)

*The Health Professions Capstone may be taken as variable credit over 1-3 semesters to total 3 credits.

Item #	Title	Credits
AHAL430	Health Professions Capstone	3
	Business Management Elective	3
	Total credits:	72

Healthcare Management (C)

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.

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.

Type: Certificate

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
ECON404	Healthcare Economics	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
MGMT405	Legal Issues in Healthcare Management	3
MGMT412	Healthcare Marketing	3
MGMT415	Healthcare Quality	3

Students must complete:

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

Healthcare Management (M)

Students are required to successfully complete 12 credit hours (all taken at Bryan) in the following courses:

Type: Minors

Courses

Item #	Title	Credits
ECON302	Economics of Aging	3
ECON404	Healthcare Economics	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
MGMT405	Legal Issues in Healthcare Management	3
MGMT412	Healthcare Marketing	3
MGMT415	Healthcare Quality	3

Completion of a Minor Following Graduation

Bryan College of Health Sciences offers minors that enable a student to pursue in-depth education in a second discipline that supports and enhances the primary field of study.

Bryan College of Health Sciences will award a minor following graduation provided the courses needed to fulfill the minor are taken at Bryan College of Health Sciences. At the time of graduation, the student must have met all curricular requirements for the major and fulfilled all graduation obligations to the institution.

Courses in the minor must be taken for a grade, not Pass/Fail (P/F). Effective fall 2019, the grade point for those courses must be at least "C" for entering students. For students entering prior to fall 2019, the grade point for those courses must be at least "C+" for entering students. The student's transcript will reflect the completion of the minor once the coursework has been completed.

Total credits:	27
-----------------------	-----------

Nursing

Nursing (BSN)

Undergraduate Nursing Technical Standards

(Traditional BSN and RN-BSN Completion Option Students) Students accepted into the Bachelor of Science in Nursing program must possess and maintain the following technical standards.

Acquire Information

- Acquire information for didactic, clinical, and technological learning experiences.
Example: Lecture, demonstration, observation, interview, online learning and patient assessment. Obtain clinical information and historical facts from the client and medical records.
- Acquire information from written, video, audio, and electronic sources.
Example: Literature search, data retrieval, and electronic medical records.
- Acquire information through nursing assessment techniques.
Example: Assess blood pressure, heart sounds, lung sounds and/or bowel sounds.

Communication Skills

- Communicate information effectively and efficiently in English with faculty, clients, families and healthcare constituents,
Example: Report client status, facilitate client teaching, and document care.
- Collaborate with faculty, clients, family and health care constituents.
Example: Participate in the exchange of information among healthcare constituents.

Interpret & Integrate Information

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

- Perform or assist with procedures, treatments and the administration of medications.

Character

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

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

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

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

Type: Bachelor of Science
Course Sequencing

Level I - Freshman Year

Semester 1

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

Semester 2

Item #	Title	Credits
BIOS150	Scientific Literacy	1
BIOS204	Anatomy & Physiology II	4
BIOS205	Microbiology	4
PSYC121	Introduction to Psychology	3
SOCL101	Introduction to Sociology	3

Level II - Sophomore Year

Semester 3

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

Semester 4

Item #	Title	Credits
BIOS221	Pathophysiology	3
	General Elective with Cultural Studies (CS) designation	3
NURS221	Nursing Care I	6
NURS222	Pharmacology	3
NURS223	Clinical Judgment in Nursing	1.5

Level III - Junior Year

Semester 5

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

Semester 6

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

Level IV - Senior Year

Semester 7

Item #	Title	Credits
	Business Management Elective	3
PHIL210	Ethics in Health Care	3
NURS404	Nursing Care IV	6
NURS405	Community Health Nursing	5

Semester 8

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

Optional Clinic Credits

Semester 9

Summer of Junior or Senior Year (after NCII)

Item #	Title	Credits
NURS428	Special Topics in Nursing	3

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 Foundations of Nursing course for students pursuing a nursing degree.

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 beginning 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 CPR/BLS card is obtained.

Total credits: 128

Public Health

Public Health (M)

Students are required to successfully complete a total of 15 credit hours; 12 hours in the required courses and an additional 3 credits of choice for an emphasis in one of the 3 different categories.

Type: Minors

Required Courses

Item #	Title	Credits
BIOS303	Introduction to Epidemiology	3
PBHL201	Introduction to Public Health	3
PBHL301	Introduction to Environmental and Occupational Health	3
PBHL305	Global Health	3

Business and Management Emphasis

Item #	Title	Credits
MGMT215	Global Healthcare Delivery and Financing	3
MGMT405	Legal Issues in Healthcare Management	3

Cultural, Psychological and Social Emphasis

Item #	Title	Credits
SOCI323	Healthcare Response to Violence in Society	3
SOCI324	Applying Cultural Diversity in Health and Illness	3

Natural Science Emphasis

Item #	Title	Credits
BIOS304	Immunology	3
BIOS331	Advanced Pathophysiology	3

Completion of a Minor Following Graduation

Bryan College of Health Sciences offers minors that enable a student to pursue in-depth education in a second discipline that supports and enhances the primary field of study.

Bryan College of Health Sciences will award a minor following graduation provided the courses needed to fulfill the minor are taken at Bryan College of Health Sciences. At the time of graduation, the student must have met all curricular requirements for the major and fulfilled all graduation obligations to the institution.

Courses in the minor must be taken for a grade, not Pass/Fail (P/F). Effective fall 2019, the grade point for those courses must be at least "C" for entering students. For students entering prior to fall 2019, the grade point for those courses must be at least "C+" for entering students. The student's transcript will reflect the completion of the minor once the coursework has been completed.

Total credits: **30**

Social Sciences

Social Sciences (M)

Students are required to successfully complete 15 credit hours (12 hours must be taken at Bryan) in any of the following courses:

Type: Minors

Courses

INTL 202-2 OR INTL202-3

INTL205-2 OR INTL 205-3

Item #	Title	Credits
ECON302	Economics of Aging	3
GERO303	Sociocultural Aspects of Aging	3
GERO310	Death and Dying	3
INTL202-2	Academic Travel Abroad	2
INTL202-3	Academic Travel Abroad	3
INTL205-2	International Service Learning	2
INTL205-3	International Service Learning	3
PSYC121	Introduction to Psychology	3
PSYC201	Human Growth & Development	3
PSYC321	Abnormal Psychology	3
PSYC322	Interpersonal Relations in Healthcare Professions	3
SOCI101	Introduction to Sociology	3
SOCI222	Global Community: Cultural Diversity & Healthcare	3
SOCI320	Gender and Sexuality Studies	3
SOCI323	Healthcare Response to Violence in Society	3
SOCI324	Applying Cultural Diversity in Health and Illness	3
SOCI327	Personality and Social Structure	3

Completion of a Minor Following Graduation

Bryan College of Health Sciences offers minors that enable a student to pursue in-depth education in a second discipline that supports and enhances the primary field of study.

Bryan College of Health Sciences will award a minor following graduation provided the courses needed to fulfill the minor are taken at Bryan College of Health Sciences. At the time of graduation, the student must have met all curricular requirements for the major and fulfilled all graduation obligations to the institution.

Courses in the minor must be taken for a grade, not Pass/Fail (P/F). Effective fall 2019, the grade point for those courses must be at least "C" for entering students. For students entering prior to fall 2019, the grade point for those courses must be at least "C+" for entering students. The student's transcript will reflect the completion of the minor once the coursework has been completed.

Total credits:	43
-----------------------	-----------

Sonography

Adult Cardiac Sonography/Vascular Sonography Adult Cardiac Cohort Group (BS)

Students are required to take both the Adult Cardiac Sonography and Vascular Sonography programs, although the programs are accredited separately. Students earn a Bachelor of Science degree in Health Professions with a dual major in Adult Cardiac Sonography and Vascular Sonography.

Requirements for Graduation

This dual major 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 dual major is designed to be completed in eight semesters and three summers (13 weeks).

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 colleagues.

Program Requirements

Each student must complete a minimum of 44 credit hours in general education and 92 credit hours in the dual major. Official transcript(s) must be on file for all transfer credits.

(Students must take both specialties. The programs are not offered individually.)

**This curriculum plan shows the Vascular Sonography courses taken first, followed by the Adult Cardiac Sonography courses. Students may be assigned to a cohort group taking Adult Cardiac Sonography first, followed by Vascular Sonography.

Type: Bachelor of Science
Course Sequencing

Year 1

Fall (16 Weeks)

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 (16 Weeks)

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 (13 Weeks)

AHAL 223, CVTD 226 = *Courses in the Major

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

Year 2

Fall (16 Weeks)

CARD 312, CARD 346 = *Courses in the Major

Item #	Title	Credits
	Communications Elective	3
STAT210	Elements of Statistics	3
CARD312	Adult Cardiac Sonography Skills I	1
CARD346	Core I: Adult Cardiac Sonography	7

Spring (16 Weeks)

CARD 314, CARD 344, CARD 347 = *Courses in the Major

Item #	Title	Credits
CARD314	Adult Cardiac Sonography Skills II	1
CARD344	Adult Cardiac Sonography Clinical Experience	1
CARD347	Core II: Adult Cardiac Sonography	6
	Humanities Elective	3
PHIL210	Ethics in Health Care	3

Summer (13 Weeks)

CVTD 340 = *Courses in the Major

Item #	Title	Credits
	Business Management Elective	3
CVTD340	Clinical Practicum I	4.5

Year 3

Fall (16 Weeks)

AHAL 313, CVTD 301, VASC 315, VASC 341 = *Courses in the Major

Item #	Title	Credits
AHAL313	Research in Healthcare	2
CVTD301	Skills Enhancement I	1.5
VASC315	Vascular Sonography Skills I	1
VASC341	Core I: Vascular Sonography	7
	Social Sciences Elective (Upper Level)	3

Spring (16 Weeks)

AHAL 314, CVTD 302, VASC 316, VASC 342, VASC 346 = *Courses in the Major

Item #	Title	Credits
AHAL314	Issues and Trends in Health Professions	2
CVTD302	Skills Enhancement II	1.5
VASC316	Vascular Sonography Skills II	1
VASC342	Core II: Vascular Sonography	6
VASC346	Vascular Sonography Clinical Experience	1
	Cultural Studies Elective	3

Summer (13 Weeks)

CVTD 355 = *Courses in the Major

Item #	Title	Credits
CVTD355	Clinical Practicum II: Cardiac & Vascular Sonography	9.5

Year 4

Fall (16 Weeks)

CARD 430, CVTD 415, VASC 430 = *Courses in the Major

Item #	Title	Credits
CARD430	ACS Board Review	1
CVTD415	Clinical Practicum III: Cardiac & Vascular Sonography	12.5
VASC430	VASC Board Review	1

Winter (3 Weeks)

CVTD 425A = *Courses in the Major

Item #	Title	Credits
CVTD425A	Clinical Practicum IV: Cardiac & Vascular Sonography	1.5

Spring (16 Weeks)

CVTD 425B = *Courses in the Major

Item #	Title	Credits
CVTD425B	Clinical Practicum IV: Cardiac & Vascular Sonography	12
Total credits:		136

Adult Cardiac Sonography/Vascular Sonography Vascular Cohort Group (BS)

Students are required to take both the Adult Cardiac Sonography and Vascular Sonography programs, although the programs are accredited separately. Students earn a Bachelor of Science degree in Health Professions with a dual major in Adult Cardiac Sonography and Vascular Sonography.

Requirements for Graduation

This dual major 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 dual major is designed to be completed in eight semesters and three summers (13 weeks).

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 colleagues.

Program Requirements

Each student must complete a minimum of 44 credit hours in general education and 92 credit hours in the dual major. Official transcript(s) must be on file for all transfer credits.

(Students must take both specialties. The programs are not offered individually.)

**This curriculum plan shows the Vascular Sonography courses taken first, followed by the Adult Cardiac Sonography courses. Students may be assigned to a cohort group taking Adult Cardiac Sonography first, followed by Vascular Sonography.

Type: Bachelor of Science
Course Sequencing

Year 1

Fall (16 Weeks)

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 (16 Weeks)

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 (13 Weeks)

AHAL223, CVTD226 = *Courses in the Major

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

Year 2

Fall (16 Weeks)

VASC 315, VASC 341 = *Courses in the Major

Item #	Title	Credits
	Communications Elective	3
STAT210	Elements of Statistics	3
VASC315	Vascular Sonography Skills I	1
VASC341	Core I: Vascular Sonography	7

Spring (16 Weeks)

VASC 316, VASC 342, VASC 346 = *Courses in the Major

Item #	Title	Credits
	Humanities Elective	3
PHIL210	Ethics in Health Care	3
VASC316	Vascular Sonography Skills II	1
VASC342	Core II: Vascular Sonography	6
VASC346	Vascular Sonography Clinical Experience	1

Summer (13 Weeks)

CVTD 340 = *Courses in the Major

Item #	Title	Credits
	Business Management Elective	3
CVTD340	Clinical Practicum I	4.5

Year 3

Fall (16 Weeks)

AHAL 313, CARD 312, CARD 346, CVTD301 = *Courses in the Major

Item #	Title	Credits
AHAL313	Research in Healthcare	2
CARD312	Adult Cardiac Sonography Skills I	1
CARD346	Core I: Adult Cardiac Sonography	7
CVTD301	Skills Enhancement I	1.5
	Social Sciences Elective (Upper Level)	3

Spring (16 Weeks)

AHAL 314, CARD 314, CARD 344, CARD 347, CVTD 302 = *Courses in the Major

Item #	Title	Credits
AHAL314	Issues and Trends in Health Professions	2
CARD314	Adult Cardiac Sonography Skills II	1
CARD344	Adult Cardiac Sonography Clinical Experience	1
CARD347	Core II: Adult Cardiac Sonography	6
CVTD302	Skills Enhancement II	1.5
	Elective/Cultural Studies Focus	3

Summer (13 Weeks)

CVTD 355 = *Courses in the Major

Item #	Title	Credits
CVTD355	Clinical Practicum II: Cardiac & Vascular Sonography	9.5

Year 4

Fall (16 Weeks)

CARD 430, CVTD 415, VASC 430 = *Courses in the Major

Item #	Title	Credits
CARD430	ACS Board Review	1
CVTD415	Clinical Practicum III: Cardiac & Vascular Sonography	12.5
VASC430	VASC Board Review	1

Winter (3 Weeks)

CVTD 425A = *Courses in the Major

Item #	Title	Credits
CVTD425A	Clinical Practicum IV: Cardiac & Vascular Sonography	1.5

Spring (16 Weeks)

CVTD 425B = *Courses in the Major

Item #	Title	Credits
CVTD425B	Clinical Practicum IV: Cardiac & Vascular Sonography	12

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

Students may earn a Bachelor of Science in Health Professions with a major in [Diagnostic Medical Sonography](#) or a dual major in [Adult Cardiac Sonography and Vascular Sonography](#).

Type: Bachelor of Science

Total credits: 136

Diagnostic Medical Sonography Program (BS)

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 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 diagnostic medical 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 individuals, groups and colleagues.
6. Demonstrate competence in performing sonographic examinations including history taking; machine adjustment and operation; and acquisition of ultrasound imaging and Doppler information.
7. Collaborate with referring physicians and other healthcare professionals in collecting, interpreting and documenting complete and accurate data.
8. Correlate current research to ensure best-practice delivery of specialty specific, quality patient care and services.

Program Requirements

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

Type: Bachelor of Science

Course Sequencing

Year 1

Fall (16 Weeks)

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

Spring (16 Weeks)

Item #	Title	Credits
BIOS204	Anatomy & Physiology II	4
PHYS105	Descriptive Physics (with lab)	4
	Communications Elective	3
	Humanities Elective	3

Summer (13 Weeks)

AHAL 223, CVTD 226, CVTD 230 = *Courses in the Major

Item #	Title	Credits
AHAL223	Physics and Instrumentation	4
CVTD226	Cardiovascular Physiology	4
CVTD230	Principles of EKG	3

Year 2

Fall (16 Weeks)

VASC 315, VASC 341 = *Courses in the Major

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

Spring (16 Weeks)

AHAL 314, VASC 316, VASC 320,

Item #	Title	Credits
AHAL314	Issues and Trends in Health Professions	2
VASC316	Vascular Sonography Skills II	1
VASC320	Vascular Sonography II: Pathology and Procedures	3
STAT210	Elements of Statistics	3
	Cultural Studies Elective	3
	Social Science Electives (Upper Division, 3 Credits)	3

Summer (13 Weeks)

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

Year 3

Fall (16 Weeks)

AHAL 313, DMSO 320, DMSO 332, DMSO 333, DMSO 337 = *Courses in the Major

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

Spring (16 Weeks)

DMSO 312, DMSO 315, DMSO 316, DMSO 318 = *Courses in the Major

Item #	Title	Credits
DMSO312	Abdominal Sonography II	1
DMSO315	Obstetrical Sonography	4
DMSO316	Diagnostic Medical Sonography Skills Lab / Clinical	7
DMSO318	Pediatric Sonography	2

Summer (13 Weeks)

DMSO 427 = *Courses in the Major

Item #	Title	Credits
DMSO427	Diagnostic Medical Sonography: Clinical Practicum I	9

Year 4

Fall (16 Weeks)

DMSO 431, DMSO 433 = *Courses in the Major

Item #	Title	Credits
DMSO431	Board Review: Diagnostic Medical Sonography	2
DMSO433	Diagnostic Medical Sonography: Clinical Pract II	11
	Total credits:	120

Vascular Sonography (M)

(for Diagnostic Medical Sonography students only)

Diagnostic Medical Sonography students choosing the Vascular Sonography minor must complete the following 16 credit hours:

Type: Minors

Courses

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

Completion of a Minor Following Graduation

Bryan College of Health Sciences offers minors that enable a student to pursue in-depth education in a second discipline that supports and enhances the primary field of study.

Bryan College of Health Sciences will award a minor following graduation provided the courses needed to fulfill the minor are taken at Bryan College of Health Sciences. At the time of graduation, the student must have met all curricular requirements for the major and fulfilled all graduation obligations to the institution.

Courses in the minor must be taken for a grade, not Pass/Fail (P/F). Effective fall 2019, the grade point for those courses must be at least "C" for entering students. For students entering prior to fall 2019, the grade point for those courses must be at least "C+" for entering students. The student's transcript will reflect the completion of the minor once the coursework has been completed.

Total credits: 16

Advanced Placement in Sonography Applicants with a Degree in a Sonography Specialty

An applicant who has earned an Associate of Science degree or higher in a sonography program at Bryan College of Health Sciences or another regionally accredited college, may be eligible for advanced placement in an additional sonography speciality, space permitting. Curriculum plans are developed on an individual basis. Students are required to complete all the courses in the major.

Type: Placement

Prerequisite Courses

Prerequisites to enrolling in the Advanced Placement program in sonography include:

HIMS100: Medical Terminology	1 semester hour (or demonstrated competency)
BIOS203: Anatomy and Physiology I (with Lab) or BIOS234: Anatomy (with Lab)	4 semester hours
BIOS204: Anatomy and Physiology II (with lab) or BIOS235: Anatomy (with lab)	4 semester hours
BIOS221: Pathophysiology (Diagnostic Medical Sonography only)	3 semester hours
MATH155: College Algebra	3 semester hours
PHYS105: Descriptive Physics (with lab) or PHYS210: General Physics (with lab)	4 semester hours
Current validation of training CPR Basic Life Support for the Healthcare Provider	(prior to enrollment of first clinical course)

Item #	Title	Credits
HIMS100	Medical Terminology	1
BIOS203	Anatomy & Physiology I	4
BIOS234	Human Anatomy	4
BIOS204	Anatomy & Physiology II	4
BIOS235	Human Physiology	4
BIOS221	Pathophysiology	3
MATH155	College Algebra	3
PHYS105	Descriptive Physics (with lab)	4
PHYS210	General Physics I (with lab)	4

Transcript

For Bryan College of Health Sciences graduates, the official transcript reflects the advanced placement specialty as an additional major. For students from a college other than Bryan College of Health Sciences, a certificate of completion is awarded upon completion of the program and reflected on the official transcript.

Total credits: 19

Course Descriptions

Basic Nursing Assistant

NURA102L: Basic Nursing Assistant Lab

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

Prerequisites:

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

NURA102X: Basic Nursing Assistant (non-credit)

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

Prerequisites:

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

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

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

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

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 provide care to underserved people. Course work will include preparing for, synthesizing, and reflecting on their experiences in this setting.

Credits: 2

INTL205-3: International Service Learning

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

Credits: 3

PBHL305: Global Health

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

Credits: 3

RELI115: Comparative Religion

This course will survey several of the world's religions from a variety of perspectives: historically, culturally, critically, as well as ideologically. The subjective nature of student's personal perspectives will also be examined as it informs one's individual and corporate responses to religions other than one's own. In addition, the practical considerations facing health care in an increasingly faith-diverse population will be examined.

Credits: 3

RELI316: Christian Spirituality and Healing

Christian Spirituality and Healing is a course that delves into the historical aspects of Christianity and healing from the Old Testament times, apostolic time, New Testament times, and the Middle Ages to the Modern times of Christianity. Many Christian-based religions will be explored to help the healthcare professional be aware of the spiritual aspects of wellbeing.

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 healthcare. Students will participate in service learning experiences throughout the duration of the course. Exposure and awareness of diverse, minority and underserved populations will be gained through 10 hours of service learning that is coordinated by the student with the assistance of the instructor.

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 transfer credit of prior college degree

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

Healthcare Studies/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

Prerequisites:

MATH105 Intermediate Algebra; and PHYS105 Descriptive Physics w/ lab or PHYS210 General Physics I w/lab.

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-Requisites:

STAT210 Elements of Statistics.

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.

HCST410: Senior Internship/Practicum

This course allows the student to complete a 270-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: 6

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

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.

RESP305: Advanced Cardiopulmonary Disease Process

This course provides advanced instruction in the cardiopulmonary disease processes, as well as expanded training in assessment, management, and consultation skills. In addition, the course is designed to provide students with the opportunity to develop problem based learning skills in the diagnosis and treatment of patients through clinical case scenarios.

Credits: 3

RESP315: Pulmonary Diagnostics

This course provides instruction in performing, calculating, and evaluating, pulmonary diagnostic tests. Students will learn to assemble, calibrate, utilize, and maintain pulmonary diagnostic equipment, and assist in the performance of pulmonary diagnostic procedures, including collecting and processing procedural specimens for laboratory testing. Students will cover material required to prepare for the Pulmonary Function Technology Exam, administered by the National Board for Respiratory Care.

Credits: 3

RESP325: Sleep and Sleep Disorders

This course provides instruction on sleep and disorders which negatively affect sleep and wakefulness. Students will cover material required to prepare for the Sleep Disorder Specialist Exam, administered by the National Board of Respiratory Care. Emphasis will be placed on developing the necessary skills for sleep disorder testing and analysis of testing data, which includes scoring and reporting. Students will simulate the development, implementation and evaluation of treatment plans for a variety of patient scenarios. Simulations will also be used to demonstrate the knowledge of data and equipment maintenance, patient confidentiality, safety, and quality improvement programs.

Credits: 3

RESP410: Neonatal and Pediatric Care

This course is intended to prepare students for advanced level neonatal and pediatric respiratory care, utilizing patient assessment, ventilator management skills, and evaluation of laboratory results, and radiographic imaging. Students will be introduced to the delivery room environment, and to neonatal resuscitation for premature, and high risk infants. Students will also experience pediatric trauma and critical care scenarios. Students will cover material required to prepare for the Neonatal Pediatric Specialist Exam, administered by the National Board for Respiratory Care.

Credits: 3

Prerequisites:

None

RESP420: Adult Critical Care

This course prepares students to care for critically ill patients, utilizing patient assessment, ventilator management skills, hemodynamic monitoring, evaluation of laboratory results, and radiographic imaging. Students will cover material required to prepare for the Adult Critical Care Specialist Exam, administered by the National Board for Respiratory Care.

Credits: 3

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 provide 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 survey several of the world's religions from a variety of perspectives: historically, culturally, critically, as well as ideologically. The subjective nature of student's personal perspectives will also be examined as it informs one's individual and corporate responses to religions other than one's own. In addition, the practical considerations facing health care in an increasingly faith-diverse population will be examined.

Credits: 3

RELI316: Christian Spirituality and Healing

Christian Spirituality and Healing is a course that delves into the historical aspects of Christianity and healing from the Old Testament times, apostolic time, New Testament times, and the Middle Ages to the Modern times of Christianity. Many Christian-based religions will be explored to help the healthcare professional be aware of the spiritual aspects of wellbeing.

Credits: 3

SIGN111: Sign Language for Healthcare Providers I

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

Credits: 3

SPAN101H: Beginning Spanish I for Health Professions

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

Credits: 3

SPAN215: Spanish International Service Learning

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

Credits: 3

SPAN313: Latinos in the United States

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

Credits: 3

Mathematics

MATH095: Beginning Algebra

This course builds and reinforces the foundational arithmetic and algebraic skills needed for Intermediate Algebra. Topics include order of operations, manipulation of fractions and ratios, exponents and radicals, solving linear and quadratic equations and inequalities, and an introduction to the Cartesian coordinate system. This course may not be counted toward the academic hours required for associates of bachelor's degree completion.

Credits: 2

Prerequisites:

Course placement by examination.

MATH105: Intermediate Algebra

This course emphasizes linear equations and inequalities, quadratic equations and inequalities, polynomials, radical and rational equations, exponential and logarithmic equations, and systems of linear equations. In addition, this course provides introduction to functions, graphs and elements of analytic geometry.

Credits: 3

Prerequisites:

MATH095 Beginning Algebra or the equivalent, course placement by exam, or instructor permission.

MATH155: College Algebra

Primary topics in this course include: equations and inequalities; functions and graphs; polynomial and rational functions; exponential and logarithmic functions; systems of equations and matrices; conic sections; and sequences. Emphasis will be placed on practical application of these concepts.

Credits: 3

Prerequisites:

MATH105 Intermediate Algebra or the equivalent, placement by exam, or instructor permission

MATH205: Calculus

This course begins with a comprehensive review of algebraic functions and graphing. Primary, non-review topics include: limits and continuity; the derivative and differentiation algorithms; applications of the derivative; transcendental functions; anti-derivatives; introduction to integration; integration algorithms; and applications of integration. Technology will be applied throughout the course.

Credits: 4

Prerequisites:

MATH155 College Algebra or the equivalent, placement by exam, or instructor permission.

STAT210: Elements of Statistics

The course covers the fundamentals of working with data (collection, classification, graphical and numerical representation, the ethical handling of human subject data); elements of probability theory with emphasis on discrete and continuous variables and their distributions; descriptive statistics (measures of centrality and variability), and basic principles of statistical inference with the focus on point and interval estimates, and hypothesis testing.

Credits: 3

Natural Sciences

BIOS110: General Biology

This course is designed to give students an overview of the major principles of Biology at both the molecular and organismal level. In addition to the basics of cell and molecular biology as well as the major macromolecules necessary for life, topics covered will include the diversity of living organisms, major differences among phylogenetic groups, evolution, and ecology.

Credits: 4

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

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

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

Prerequisites:

BIOS203 Anatomy & Physiology I.

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

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.

BIOS234: 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

BIOS235: 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.

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.

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.

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

Prerequisites:

BIOS205 Microbiology; STAT210 Elements of Statistics.

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

Prerequisites:

BIOS203 Anatomy and Physiology I and BIOS204 Anatomy and Physiology II OR BIOS234 Anatomy and BIOS235 Physiology; or BIOS110 General Biology and BIOS120 Cell Biology.

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

Prerequisites:

BIOS120 Cell Biology.

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

Prerequisites:

BIOS203 Anatomy and Physiology I and BIOS204 Anatomy and Physiology II OR BIOS234 Anatomy and BIOS235 Physiology; and BIOS120 Cell Biology.

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

Prerequisites:

BIOS203 Anatomy & Physiology I and BIOS204 Anatomy & Physiology II, OR BIOS234 Human Anatomy and BIOS235 Human Physiology.

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

Prerequisites:

BIOS205 Microbiology

BIOS318: Cross-Sectional Anatomy

Cross-sectional Anatomy is an advanced anatomy and physiology 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. Pathophysiological aspects of major anatomical structures will be addressed and reviewed through identification exercises and assignments when applicable.

Credits: 3

Prerequisites:

BIOS203 Anatomy & Physiology I and BIOS204 Anatomy & Physiology II OR BIOS234 Human Anatomy and BIOS235 Human Physiology.

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

Prerequisites:

BIOS120 Cell Biology; CHEM220 Organic Chemistry II.

BIOS330: Scientific Research Methodology

This course will build on basic concepts of pathophysiology. In-depth examination of disease processes in primary body systems will provide the student with a greater understanding of the mechanism of disease. The effect of the disease process across multiple body systems will also be examined.

Credits: 3

Prerequisites:

BIOS150 Scientific Literacy; and 12 credits in the Biomedical Sciences.

Co-Requisites:

STAT210 Elements of Statistics

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

Prerequisites:

BIOS221 Pathophysiology.

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

Prerequisites:

BIOS320 Biochemistry.

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

Prerequisites:

BIOS330 Scientific Research Methodology.

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:

BIOS330 Scientific Research Methodology; senior status.

Co-Requisites:

BIOS445 Field Research Experience.

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

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-Requisites:

MATH105 Intermediate Algebra or placement in a higher math course.

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

Prerequisites:

CHEM110 General Chemistry I.

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; CHEM120 General Chemistry II.

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

Prerequisites:

CHEM120 General Chemistry II.

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

Prerequisites:

CHEM210 Organic Chemistry I.

NUTR121: Nutrition

Basic principles of human nutrition are introduced with emphasis on nutrients, food sources, and function of nutrients within the body. Nutritional requirements throughout the life span will be addressed as well as the impact of cultural, psychological, and personal health factors on an individual's nutritional status. Student will be exposed to methods to assess nutritional status and provide preventive and therapeutic dietary teaching.

Credits: 3

PHYS105: Descriptive Physics (with lab)

This course provides a conceptual view of physics including the areas of mechanics, matter, heat, sound, light, optics, electricity, magnetism, radioactivity, and nuclear energy.

Credits: 4

Prerequisites:

MATH105 Intermediate Algebra.

PHYS210: General Physics I (with lab)

A physics course to fulfill the requirements for various pre-professional programs, introduces linear and rotational mechanics including energy and momentum considerations, thermodynamics, and waves. Includes discussion of the historical development of our understanding along with references to environmental and social impacts of applied technology.

Credits: 4

Prerequisites:

MATH205 Calculus.

PHYS220: General Physics II (with lab)

A continuation of PHYS210 covering electricity, magnetism, simple circuits, optics, special relativity and modern physics. Discussion of the historical development of our understanding along with references to environmental and social impacts of applied technology.

Credits: 4

Prerequisites:

PHYS210 General Physics I.

Nursing

NURS001: Nursing Transition

11.3.08 course to be pass/fail Proposal: The Transitional Course will provide the student with transitional activities if a one semester gap has occurred in between clinical courses (catalog p. 16). Faculty and the student will collaborate to determine individualized activities designed to promote success in the program (catalog p.16).\ The Transitional Course will be a non-credit course offered as a Pass/No Pass and must be successfully completed prior to resuming courses with a clinical component (catalog p. 16). If the student receives a No Pass grade they will be dismissed from the school. \ We recommend a course number be assigned along with credit equivalent based on individual student needs. The cost will reflect the current credit dollar amount and the student can apply for financial aid. The course will not account for credits towards graduation. The course will be in addition to the allocated number of credits needed for graduation of the program enrolled in.\ The transition course will be coordinated by the appropriate level coordinator who will delegate activities to faculty\ Draft originated: June 12, 2008
Credits: 1

NURS201: Issues & Trends in Professional Nursing I

This course is first in a series of issues and trends in professional nursing. This course introduces historical and contemporary issues and trends in professional nursing. Students utilize theoretical, legal, and ethical frameworks to develop fundamental understanding of health and consumers, the nursing profession, the interprofessional healthcare team, and the global community.

Credits: 3

Co-Requisites:

GSTU101 Introduction to Bryan College of Health Sciences Experience.

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:

ENGL104 English Composition I; BIOS203 Anatomy & Physiology I; BIOS204 Anatomy & Physiology II; BIOS205 Microbiology; HIMS100 Medical Terminology; current CPR BLS for the Healthcare Provider; Successful completion of CNA course or equivalent.

Co-Requisites:

MATH155 College Algebra; BIOS221 Pathophysiology; PSYC201 Human Growth & Development; NURS201 Issues & Trends in Professional Nursing I.

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:

BIOS203 Anatomy & Physiology I; BIOS204 Anatomy & Physiology II; ENGL104 English Composition I; HIMS100 Medical Terminology; Successful completion of CNA course of equivalent.

Co-Requisites:

NURS201 Issues & Trends in Professional Nursing I; PSYC201 Human Growth & Development; current CPR Card: Basic Life Support for the Healthcare Provider (BLS).

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

Prerequisites:

BIOS150 Scientific Literacy; CHEM103 Principles of Chemistry; MATH155 College Algebra; NURS201 Issues and Trends in Professional Nursing I; NURS207 Foundations of Nursing Practice; NURS208 Health Assessment Across the Lifespan; PSYC201 Human Growth & Development.

Co-Requisites:

BIOS221 Pathophysiology; NURS222 Pharmacology; NURS223 Clinical Judgment in Nursing.

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

Prerequisites:

CHEM103 Principles of Chemistry; MATH155 College Algebra; NURS207 Foundations of Nursing Practice; NURS208 Health Assessment Across the Lifespan.

Co-Requisites:

BIOS221 Pathophysiology; NURS221 Nursing Care I; NURS223 Clinical Judgment in Nursing.

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

Prerequisites:

BIOS150 Scientific Literacy; CHEM103 Principles of Chemistry; MATH155 College Algebra; NURS201 Issues & Trends in Professional Nursing I; NURS207 Foundations of Nursing Practice; NURS208 Health Assessment across the Lifespan; PSYC201 Human Growth and Development.

Co-Requisites:

BIOS221 Pathophysiology; NURS221 Nursing Care I; NURS222 Pharmacology.

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

Prerequisites:

NURS221 Nursing Care I; NURS222 Pharmacology; SOCl101 Introduction to Sociology.

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

Prerequisites:

NURS221 Nursing Care I; NURS222 Pharmacology; PSYC121 Introduction to Psychology; SOCl101 Introduction to Sociology.

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

Prerequisites:

NURS307 Nursing Care II; NURS308 Psychiatric Mental Health Nursing.

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

Prerequisites:

NURS307 Nursing Care II; NURS308 Psychiatric Mental Health Nursing.

Co-Requisites:

NUTR121 Nutrition.

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

Prerequisites:

NURS221 Nursing Care I.

Co-Requisites:

STAT210 Elements of Statistics.

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

Prerequisites:

Nursing 333 Nursing Care III; NURS336 Family Health Nursing; NURS337 Research & Evidence Based Practice in Nursing.

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:

NURS333 Nursing Care III; NURS336 Family Health Nursing; 3 credits Cultural Study.

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

Prerequisites:

NURS404 Nursing Care IV; NURS405 Community-Based Nursing.

Co-Requisites:

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

Co-Requisites:

NURS404 Nursing Care IV; NURS405 Community Health Nursing.

NURS427: Preparation for Licensure

This course synthesizes all curricular concepts in preparation for the National Council Licensure Examination for Registered Nurses and transition into safe professional practice. Through computerized testing, students evaluate individual mastery of curricular concepts and close any identified gaps through an individualized action plan. This course is taken during the final semester.

Credits: 2

Prerequisites:

NURS404 Nursing Care IV; NURS405 Community Health Nursing.

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:

NURS404 Nursing Care IV; NURS405 Community Health Nursing; this course is to be taken final semester.

NURS448: Special Topics in Nursing

This course is designed to allow students the opportunity to select a specialized area of nursing practice for further development. Examples include home health, care of the homeless, industrial or corporate nursing.

Credits: 1-4

Phlebotomy (non-credit)

MEDT101X: Phlebotomy (non-credit)

Introduction to the practice and theory of phlebotomy. This course includes ethical and legal issues that pertain to phlebotomy, laboratory safety, basic anatomy and physiology, types of laboratory specimens, specimen handling, and special collection procedures. Practical instruction to include venipuncture and capillary blood collection. The curriculum is designed to provide the didactic information and competencies required by the American Society of Clinical Pathology (ASCP) for certification as a Certified Phlebotomy Technician (PBT, ASCP).

Credits: 0

Prerequisites:

Must be 16 years of age or older.

Social Sciences

GERO303: Sociocultural Aspects of Aging

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

Credits: 3

Prerequisites:

SOCL101 Introduction to Sociology or instructor permission.

GERO310: Death and Dying

This survey course offers a broad overview of the psychological aspects of death and dying in our society. Topics include attitudes toward and preparation for death; the understanding of and care for terminally ill patients; funeral rituals; burial, mourning and grief practices; grief counseling; suicide and euthanasia. Readings and classroom activities will be supplemented by students' self-exploration and writing on feelings, attitudes, and beliefs about death.

Credits: 3

INTL202-2: Academic Travel Abroad

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

Credits: 2

INTL202-3: Academic Travel Abroad

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

Credits: 3

INTL205-2: International Service Learning

This course centers on an international medical mission trip experience. It offers the opportunity for students to interact with and learn from health care providers working in healthcare systems outside of the United States and to provide 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:

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 SOCL101 Introduction to Sociology; or instructor permission.

SOCL101: 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

SOCL222: 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 healthcare. Students will participate in service learning experiences throughout the duration of the course. Exposure and awareness of diverse, minority and underserved populations will be gained through 10 hours of service learning that is coordinated by the student with the assistance of the instructor.

Credits: 3

SOCI327: Personality and Social Structure

This course is a study of social structure and personality development of the individual. The course will examine personality development and its intersection with social structure components including gender, race, class, culture, social networks, birth order, family roles, and cohorts.

Credits: 3

Prerequisites:

PSYC121 Introduction to Psychology or SOCI101 Introduction to Sociology.

Sonography

CARD312: Adult Cardiac Sonography Skills I

This course provides hands-on experience in a skills lab setting. The student will acquire beginning skills in operation of the ultrasound machine and performing non complex adult echocardiograms.

Credits: 1

Prerequisites:

AHAL223 Physics & Instrumentation, CVTD226 Cardiovascular Physiology, CVTD230 Principles of EKG, NURA102X Basic Nursing Assistant.

Co-Requisites:

CARDS346 Core I: Adult Cardiac Sonography.

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

Prerequisites:

CARD312 Adult Cardiac Sonography Skills I, CARD346 Core I: Adult Cardiac Sonography.

Co-Requisites:

CARD344 Adult Cardiac Sonography Clinical Experience, CARD347 Core II: Adult Cardiac Sonography.

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.

CARD344: 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: 1

Prerequisites:

CARD312 Adult Cardiac Sonography Skills I, CARD346 Core I: Adult Cardiac Sonography; and CPR BLS for Healthcare Provider.

Co-Requisites:

CARD314 Adult Cardiac Sonography Skills II, CARD347 Core II: Adult Cardiac Sonography.

CARD346: 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: 7

Prerequisites:

AHAL223 Physics & Instrumentation, CVTD226 Cardiovascular Physiology, CVTD230 Principles of EKG.

Co-Requisites:

CARD312 Adult Cardiac Sonography Skills I.

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

Prerequisites:

CARD312 Adult Cardiac Sonography Skills I, CARD346 Core I: Adult Cardiac Sonography, MATH155 College Algebra.

Co-Requisites:

CARD314 Adult Cardiac Sonography Skills II, CARD344 Adult Cardiac Sonography Clinical Experience.

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:

CVTD355 Clinical Practicum II: Cardiac & Vascular Sonography, or instructor permission.

Co-Requisites:

CVTD415 Clinical Practicum III; Cardiac & Vascular Sonography, VASC430 Board Review.

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

Prerequisites:

BIOS204 Anatomy & Physiology II, PHYS105 Descriptive Physics.

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

Prerequisites:

BIOS203 Anatomy & Physiology I.

Co-Requisites:

BIOS204 Anatomy & Physiology II.

CVTD301: 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: 1.5

Prerequisites:

CVTD340 Clinical Practicum I.

CVTD302: 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: 1.5

Prerequisites:

CVTD301 Skills Enhancement I.

CVTD340: 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: 4.5

Prerequisites:

CARD314 Adult Cardiac Sonography Skills II or VASC316 Vascular Sonography Skills II; CARD344 Adult Cardiac Sonography Clinical Experience or VASC346 Vascular Sonography Clinical Experience; CARD347 Core II: Adult Cardiac Sonography or VASC342 Core II: Vascular Sonography.

CVTD355: Clinical Practicum II: Cardiac & Vascular Sonography

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: 9.5

Prerequisites:

CARD347 Core II: Adult Cardiac Sonography; VASC342 Core II: Vascular Sonography; CARD314 Adult Cardiac Sonography Skills II; VASC316 Vascular Sonography Skills II; CARD344 Adult Cardiac Sonography Clinical Experience; VASC346 Vascular Sonography Clinical Experience; CVTD302 Skills Enhancement II and CVTD340 Clinical Practicum I.

CVTD415: Clinical Practicum III: Cardiac & Vascular Sonography

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: 12.5

Prerequisites:

CVTD355 Clinical Practicum II: Cardiac and Vascular Sonography.

CVTD425A: Clinical Practicum IV: Cardiac & Vascular Sonography

This course provides additional full-time clinical experience in both Adult Cardiac Sonography and Vascular Sonography. Students continue to build on skills developed in previous courses.

Credits: 1.5

Prerequisites:

CVTD415 Clinical Practicum III: Cardiac and Vascular Sonography.

CVTD425B: Clinical Practicum IV: Cardiac & Vascular Sonography

This course provides additional full-time clinical experience in both Adult Cardiac Sonography and Vascular Sonography. Students continue to build on skills developed in previous courses.

Credits: 12

Prerequisites:

CVTD415 Clinical Practicum III: Cardiac and Vascular Sonography.

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.

Co-Requisites:

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.

Co-Requisites:

DMSO312 Abdominal Sonography II; DMSO318 Pediatric Sonography.

DMSO316: Diagnostic Medical Sonography Skills Lab / Clinical

The emphasis of this course is to provide supervised skills lab and clinical experiences in sonographic imaging of obstetrical, gynecological and neonatal structures. In addition, the student will continue to gain experience in sonographic imaging introduced in DMSO337, Diagnostic Medical Sonography Skills Lab.

Credits: 7

Prerequisites:

NURA102X Basic Nursing Assistant; CPR BLS for healthcare provider; DMSO320 Sonography of Superficial Structures; DMSO332 Gynecologic Sonography; DMSO333 Abdominal Sonography I; DMSO337 Diagnostic Medical Sonography Skills Lab.

Co-Requisites:

DMSO312 Abdominal Sonography II; DMSO318 Pediatric Sonography.

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

Co-Requisites:

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

Co-Requisites:

DMSO333 Abdominal Sonography I, DMSO337 Diagnostic Medical Sonography Skills Lab

DMSO332: Gynecologic Sonography

Sectional anatomy of the transverse, longitudinal, and coronal planes of the female reproductive organs are studied. Gynecological pathologies are explored along with pertinent laboratory tests, pharmacologic agents, and signs and symptoms. Scanning techniques and protocols are emphasized.

Credits: 2

Prerequisites:

BIOS221 Pathophysiology; AHAL223 Physics & Instrumentation.

Co-Requisites:

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.

Co-Requisites:

DMSO320 Sonography of Superficial Structures; DMSO337 Diagnostic Medical Sonography Skills Lab.

DMSO337: Diagnostic Medical Sonography Skills Lab

This course provides supervised skills lab experience emphasizing sonographic imaging of the abdomen and female reproductive organs.

Credits: 2

Prerequisites:

AHAL223 Physics & Instrumentation; BIOS221 Pathophysiology.

Co-Requisites:

DMSO320 Sonography of Superficial Structures; DMSO332 Gynecological Sonography; DMSO333 Abdominal Sonography I.

DMSO427: 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: 9

Prerequisites:

DMSO312 Abdominal Sonography II; DMSO315 Obstetrical/ Neonatal Sonography; DMSO316 Diagnostic Medical Sonography Skills Lab/Clinical; DMSO318 Pediatric Sonography.

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

Prerequisites:

DMSO427 Diagnostic Medical Sonography: Clinical Practicum I

Co-Requisites:

DMSO433 Diagnostic Medical Sonography: Clinical Practicum II

DMSO433: Diagnostic Medical Sonography: Clinical Practicum II

This course provides extensive supervised clinical experience in performing sonographic procedures in all the areas introduced in diagnostic medical sonography Skills Lab/Clinical and Clinical Practicum I.

Credits: 11

Prerequisites:

DMSO427 Diagnostic Medical Sonography Clinical Practicum I.

Co-Requisites:

DMSO431 Board Review; Diagnostic Medical Sonography.

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.

Co-Requisites:

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.

Co-Requisites:

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.

Co-Requisites:

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

Prerequisites:

AHAL223 Physics & Instrumentation; CVTD226 Cardiovascular Physiology.

VASC342: 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: 6

Prerequisites:

MATH155 College Algebra; VASC315 Vascular Sonography Skills; VASC341 Core I: Vascular Sonography.

Co-Requisites:

VASC316 Vascular Sonography Skills II; VASC346 Vascular Sonography Clinical Experience.

VASC346: 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: 1

Prerequisites:

VASC315 Vascular Sonography Skills I; VASC341 Core I: Vascular Sonography; CPR BLS for Healthcare Provider.

Co-Requisites:

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.

Co-Requisites:

CARD430 ACS Board Review; CVTD415 Clinical Practicum III: Cardiac & Vascular Sonography.

Personnel

College Personnel

Board of Trustees

Larry Dlugosh, PhD, Board Chair
Emilsson, LLC

Beth Lau, MD, FASA, Board Vice Chair
Physician
Associated Anesthesiologists, PC

Laurie Bellows, PhD
Vice Chancellor for Student Affairs University of Nebraska-Lincoln

Brenda Franklin, RN
Medical Center Board of Trustee

Russ Gronewold, MBA
President and Chief Executive Officer Bryan Health System

Mark Jones, PhD
Faculty Senate Chair
Bryan College of Health Sciences

Richard Lloyd, PhD
President, Bryan College of Health Sciences

Angie Muhleisen
President & CEO
Union Bank & Trust Company

Bill Nunez, PhD
Vice Chancellor, Business and Finance
University of Nebraska-Lincoln

Roger Reamer
Chief Executive Officer
Memorial Health Care Systems, Seward

Andrea Schmit
Student Government President

Lisa Vail, RN, DNP, NEA-BC
Chief Nursing Officer and Patient Care
Services Vice President Bryan Medical Center

Sue Wilkinson, CPA, FLMI
Executive Vice President, Chief Financial
Officer & Treasurer
Ameritas

Pete Ferguson, BA
District Administrator
Lincoln Public Schools

David Griffiths, BS
Director of Finance
Bryan Health

College Leadership

President

Richard Lloyd, PhD President
BA – Hastings College
MA – Emporia State University
PhD – University of Nebraska-Lincoln

Provost

Kelsi Anderson, PhD Provost
BS – North Park University
PhD – University of Nebraska Medical Center

Deans

Stacy Dam, MA

Dean of Enrollment Management
BS – University of Nebraska-Lincoln
MA – University of Nebraska-Lincoln

Bill Evans, BS

Dean of Operations
BS – University of Nebraska-Lincoln

Alethea Stovall, PhD

Dean of Students
BS – Buena Vista University
MSEd – University of Nebraska-Kearney
PhD – University of Northern Colorado

Theresa Delahoyde, EdD, RN

Dean of Undergraduate Nursing
BSN - Mount Marty College
MSN - Nebraska Wesleyan University
EdD - College of Saint Mary

Sharon Hadenfeldt, PhD, CRNA

Dean of School of Nurse Anesthesia/Program Director
ADN – University of Nebraska Medical Center
BSN - University of Nebraska Medical Center
MS - University of Kansas/Bryan Memorial Center
PhD - University of Nebraska-Lincoln

Amy Knobbe, PhD

Dean of Healthcare Studies
BS – University of Nebraska-Lincoln
MS – State University of New York-Albany
PhD – University of Nebraska-Lincoln

Marcia Kube, EdD, RN, CNE

Dean of Graduate Nursing & Health Professions
BSN - Mount Marty College

MA - University of Nebraska-Lincoln
MSN - Andrews University
EdD – College of Saint Mary

Kristy Plander, PhD

Dean of Educational Development

BA – Concordia University-Nebraska
MBA – University of Nebraska-Lincoln
PhD – Northcentral University

Assistant Deans

Robin Kappler, EdD, RN

Associate Professor

Diploma – Bryan School of Nursing
BSN – Nebraska Wesleyan University
MSN – College of Saint Mary
EdD – College of Saint Mary

Sue Pilker, EdD, RN

Assistant Dean of Undergraduate Nursing

BSN – South Dakota State University
MSN – Nebraska Wesleyan University
EdD – College of Saint Mary

Directors

Deann Bayne, MEd

Registrar

BS – Chadron State College
MEd – Chadron State College

Maggie Hackwith, MA

Financial Aid Director

BA – University of Nebraska-Lincoln
MA – University of Nebraska-Lincoln

Deb Maeder, MEd, EdD

Director of Digital Education and Instructional Design

BS – University of Nebraska-Omaha
MEd – College of Saint Mary
EdD – William Howard Taft University

Brenda Neemann, BS

Student and Alumni Services Director

BS – University of Nebraska-Lincoln

Heather St. Clair, MLIS Director of Library Services

MLIS – University of Hawaii

Barbara Sittner, PhD, APRN-CNS, ANEF

Simulation Center Director

Diploma – Bryan Memorial Hospital School of Nursing
BSN – University of Nebraska Medical Center
MSN – University of Nebraska Medical Center
PhD – University of Nebraska-Lincoln

Administrative Office Staff

Brandi S. Basurto

Administrative Assistant

Susan Crane

Administrative Assistant

Admissions Office

Stacy Dam, MA

Dean of Enrollment Management

BA – University of Nebraska-Lincoln
MA – University of Nebraska-Lincoln

Ryan Moore, BS

Institutional Researcher

BS-Northwest Missouri State University

Timmery Kozisek, BS

Recruitment Coordinator

BS – University of Nebraska-Lincoln

Ash Wimes, BS

Recruitment & Diversity Coordinator

BS – Nebraska Wesleyan University

Melissa Meyer, BA

Admissions Assistant

BA - Villanova University

Student Accounts

Alicia Arnold

Student Accounts Coordinator

AS - Southeast Community College

Center for Excellence in Clinical Simulation

Barbara Sittner, PhD, APRN-CNS, ANEF

Simulation Center Director

Diploma – Bryan Memorial Hospital School of Nursing
BSN – University of Nebraska Medical Center
MSN – University of Nebraska Medical Center
PhD – University of Nebraska-Lincoln

Education Technology

Deb Maeder, MEd, EdD

Director of Digital Education and Instructional Design

BS – University of Nebraska-Omaha
MEd – College of Saint Mary
EdD – William Howard Taft University

Lindsay Kruse, MEd
Instructional Designer & Technical Support Specialist
BS – University of Nebraska-Lincoln
MEd – Arizona State University

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

Financial Aid

Maggie Hackwith, MA
Financial Aid Director
BA – University of Nebraska-Lincoln
MA – University of Nebraska-Lincoln

Brigid Vail, BA
Assistant Director of Financial Aid
BA – University of Nebraska-Lincoln

Library

Heather St. Clair, MLIS
Director of Library Services
MLIS – University of Hawaii

Andrea L. Dinkelman, PharmD, MS
Lead Reference & Instruction Librarian
BS – Nebraska Wesleyan University
PharmD – University of Nebraska Medical Center
MS – University of Illinois, Urbana- Champaign

Terri Raburn, MLIS
Access Services Librarian
BA – University of Nebraska-Kearney
MLIS – Emporia State University

Records and Registration

Deann Bayne, MEd
Registrar
BS – Chadron State College
MEd – Chadron State College

Jill Synovec, BS
Registration & Advising Supervisor
BS – Kansas State University

Mandy King
Records & Registration Assistant

Student Support Services

Brenda Neemann, BS
Student and Alumni Services Director
BS – University of Nebraska-Lincoln

Mel Stutzman, MA, LIMHP, LADC
Professional Development Counselor
MA - Doane College

Melissa Jones, RN
Health & Wellness
Diploma – Bryan Memorial Hospital School of Nursing

Melinda White, RN
Health & Wellness
Diploma – Bryan Memorial Hospital School of Nursing

Faculty

Humanities and Sciences Faculty

Anisa Kaenjak Angeletti, PhD

Assistant Professor, Biology

Biomedical Sciences Program Coordinator

BS – Chulalongkorn University, Bangkok, Thailand

MS – Mahidol University, Bangkok, Thailand

PhD – Illinois State University

Kay Crabtree, PhD, BSN

Associate Professor, Biology

BSN – Creighton University

PhD – University of Nebraska-Lincoln

Mark Jones, PhD

Associate Professor, Anatomy

BS – Purdue University

PhD – Indiana University School of Medicine

Josef Kren, PhD, ScD

Professor, Physiology

BSc – Masaryk University, Brno, Czech Republic

MSc – Masaryk University, Brno, Czech Republic

ScD – Masaryk University, Brno, Czech Republic

PhD – University of Nebraska-Lincoln

Amy Leiferman, MS

Assistant Professor, Anatomy

BS – South Dakota State University

MS – University of Nebraska-Lincoln

Irakli Loladze, PhD

Associate Professor, Mathematics

BA – Tbilisi State University, Republic of Georgia

MA – Arizona State University

PhD – Arizona State University

Jeffrey Schwehm, PhD

Associate Professor, Chemistry

BS – Southeastern Louisiana University

PhD – University of Arkansas

Paul Stevens, PhD

Associate Professor, Social Sciences

BS – University of Nebraska-Kearney

MS – Creighton University

PhD – Kansas State University

Sonography Faculty

Cindy Blake, MEd, RDMS, RVT
Assistant Professor/Clinical Coordinator

AS – Bryan College of Health Sciences
BA – University of Nebraska-Lincoln
MEd – Doane College
RDMS, RVT – American Registry for Diagnostic Medical Sonography

Renee Hathaway, PhD RVT
Associate Professor, Vascular Sonography/CVT Program Director

AAS - Southeast Technical Institute
BS - University of South Dakota
MEd – Doane College
PhD – University of Nebraska-Lincoln
RVT - American Registry for Vascular Sonography

Julie Morbach, MA, RDMS, RVT, RT(R)
Assistant Professor, DMS Program Director
AA – Mid-Plains Community College
BS – University of Nebraska Medical Center
MA – University of Nebraska-Lincoln
RDMS, RVT – American Registry for Diagnostic Medical Sonography

Stacey Shutts, MEd, RDCS
Assistant Professor, Adult Cardiac Sonography
BS – Bryan College of Health Sciences
MEd – Doane University
RDCS – American Registry for Cardiac Sonography

Nursing Faculty

Melinda Bentjen, EdD, RN

Associate Professor

Diploma – Bryan School of Nursing
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences
EdD – Bryan College of Health Sciences

Melissa Blome, EdD, RN

Associate Professor

BSN – University of Nebraska Medical Center
MSN – Nebraska Wesleyan University
EdD – Bryan College of Health Sciences

Kelly Boyd, MSN, RN

Assistant Professor

BSN - Union College
MSN - Nebraska Wesleyan University
Doctoral Study - Bryan College of Health Sciences

Julie Bratt, MSN, RN

Assistant Professor

Diploma – Bryan School of Nursing
BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences

Abbianne Buchholz, MSN, RN

Assistant Professor

BSN - Bryan College of Health Sciences
MSN - Bryan College of Health Sciences

Kara Burbach, MSN, RN

Assistant Professor

BSN – University of Nebraska Medical Center
MSN – Kaplan University

Mary Dickerson, APRN, RN

Assistant Professor

Diploma – Bryan School of Nursing
BS – University of Nebraska-Lincoln
MSN – Creighton University
APRN in midwifery – Frontier School of Nurse Midwifery

Jenna Dubas, EdD, RN

Associate Professor

Diploma - Bryan Memorial Hospital School of Nursing
BSN - Nebraska Wesleyan University
MSN - Nebraska Wesleyan University
EdD – Bryan College of Health Sciences

Amanda Fox, MSN, RN

Assistant Professor

ADN – Southeast Community College
BSN – Nebraska Wesleyan University
MSN – Nebraska Wesleyan University
Doctoral Study – Bryan College of Health Sciences

Janelle Francis, MSN, RN

Assistant Professor

Diploma – Bryan School of Nursing
BSN – Nebraska Wesleyan University
MSN – Norwich University School of Graduate
Doctoral Study – Grand Canyon University

Lindsey Francis, MSN, RN

Assistant Professor

BSN – Bryan College of Health Sciences
MSN – Bryan College of Health Sciences

Lesla Hoppe, PhD, RN

Associate Professor

Diploma – Bryan School of Nursing
BSN – University of Nebraska Medical Center
MSN – Nebraska Wesleyan University
PhD – University of Northern Colorado

Nancy Hula, MSN, RN

Assistant Professor

BSN - Creighton University
MSN – Nebraska Methodist College

Tiffany Hunt, EdD, RN

Associate Professor

BSN – University of Nebraska Medical Center
MSN – Bryan College of Health Sciences
EdD – Bryan College of Health Sciences

Ashley Kennedy, EdD, RN

Associate Professor

ADN – Southeast Community College
BSN – University of Nebraska Medical Center
MSN – Nebraska Wesleyan University
EdD – Clarkson College

Sherry Koenigsman, EdD, RN

Associate Professor

AD - University of Nebraska Medical Center
BA - University of Nebraska-Lincoln
MSN - Andrews University
EdD – College of Saint. Mary

Heidi Little, MSN, MBA, RN

Assistant Professor

Diploma – Bryan School of Nursing
BSN – Nebraska Wesleyan University
MSN – Nebraska Wesleyan University
MBA – Nebraska Wesleyan University
Doctoral Study – Bryan College of Health Sciences

Angela McCown, MSN, RN

Associate Professor

Diploma – Bryan Memorial School of Nursing
BSN – BryanLGH College of Health Science
MSN – Bryan College of Health Sciences
Doctoral Study – Bryan College of Health Sciences

Tasha Pfenning, MSN, RN

Assistant Professor-Skills Lab Coordinator

Diploma - Bryan Memorial Hospital School of Nursing

BSN - Nebraska Wesleyan University

MSN - Nebraska Wesleyan University

Ellen Richards, MSN, RN

Assistant Professor

ADN – University of Nebraska Medical Center

BSN - University of Nebraska Medical Center

MSN - Nebraska Wesleyan University

Zem Sedriks, MSN, RN

Assistant Professor

BSN – University of Nebraska Medical Center

MSN – Nebraska Wesleyan University

Doctoral Study – Bryan College of Health Sciences

Katie Sladky, EdD, RN

Associate Professor

BSN – Bryan College of Health Sciences

MSN – Bryan College of Health Sciences

EdD – Bryan College of Health Sciences

Michelle Summers, EdD, RN

Associate Professor

Diploma - Bryan School of Nursing

BSN - Nebraska Wesleyan University

MSN – Nebraska Wesleyan University

EdD – Bryan College of Health Sciences

Jackie Weise, MSN, RN

Assistant Professor

BSN - Union College

MSN - Bryan College of Health Sciences